Riverdale Primary School
2017 Annual Report
to the School Community

Government
of South Australia

Department for Education
and Child Development

Riverdale Primary School Number: 1427

Partnership: Hollywood Lakes & Gardens

Name of School Principal: Thomas Harvey
_____

Name of Governing Council Chair: Linda Cochrane
_____

Date of Endorsement: _____

School Context and Highlights

Reviews

2017 saw a number of significant changes at Riverdale, with the appointment of a new principal, the school began a review process to analyse our current practices, processes and programs to consider how we might move the school forward in the coming years. This involved significant consultation with staff, students and families to identify the schools strengths as well as set future improvement directions. The feedback was consolidated and shaped into six transformational points which will guide the development of the school in the coming years. These points include developing a positive school culture, teaching and learning with a focus on modern innovative practices, developing student voice and student agency in learning and community engagement.

Also informing our plan was our External School Review. As a school we worked towards this review throughout terms 2 and 3 with the review taking place in week7 term 3. Again, parents, staff and students had the opportunity to share their experiences of learning at Riverdale and have their voices considered in shaping the directions for the school going forward. The review recommendations aligned with the work undertaken earlier in the year and set three core directions including a focus on pedagogy (how teacher's teach), tracking and monitoring student's growth and developing regular review processes. The school will again undertake a External School Review in 2018 to monitor how effectively we have been at beginning to implement these four year directions.

Highlights From 2017
Some of the highlights from this year have included the introduction of recess and lunchtime clubs; our first after hours school concert (attended by over 450 parents, students and friends); a focus on STEM across the school; engagement in a number of inter-school sporting events; year 6/7 camp; changes to our intervention and support program and the introduction of new modes of communication including the Skoolbag App.

Governing Council Report

2017 saw our Governing Council double in size with a number of new members joining early in the year.

During 2017 the council identified a number of highlights including:
* Welcoming the new principal to Riverdale
* Completing the Governing Council roles and responsibilities training
* The councils involvement with the external school review
* Planning and budgeting for improved technology within the school
* Introduction of the Skoolbag App to support communication
* Building stronger ties with the preschool
* Installation on new shade sails / blinds
* Introduction of the Children's University Program
* Increased focus on fundraising
* Review and update of a number of policies
* Establishment of some whole school agreements
* Introduction of school values awards
* First after hours school concert

We look forward to seeing how these new initiatives continue to develop into 2018.

2017 Governing Council

Improvement Planning and Outcomes

Our 2017 improvement plan reflected ongoing site priorities including developing powerful learners, the use of explicit teaching and a focus on comprehension. These priorities had been established several years ago and remained unchanged across this period of time. The evaluation measures were focused on teacher actions with minimal reference to student learning outcomes.

During 2017, we undertook two significant school reviews (one internally and one externally) which outlined several key areas to support our school to move forward. Our transformational points of culture and behaviour, teaching and learning, student voice and community and our External School Review directions around teaching and learning, data and review have shaped our 2018 priorities:

1. Tracking and monitoring all students in reading to ensure 12 months growth or more in 12 months
2. 21st century teaching and learning strategies to support student engagement and achievement
3. Creating safe conditions for rigorous learning

Within each of these priorities there are action plans which outline specific and targeted strategies, targets, agreed actions and time lines to ensure we effectively work towards their implementation across 2018. Key actions include:

* establishment of agreed datasets in reading
* establishment of agreed data collection time lines
* regular data meetings to track and monitor student progress
* establishment of a special education teacher to support identified students
* implementation of a pedagogical coaching model
* targeted support for teachers to be critically reflective practitioners

There are regular review processes that have been established during 2018 to track the implementation of these initiatives (3 monthly) and provide specific feedback that will shape the next steps of implementation. This will involve the leadership team, key members of staff and our Education Director.

Performance Summary

NAPLAN Proficiency

The DECD Standard of Educational Achievement (SEA) is defined as children and young people progressing and achieving at or above their appropriate year level. For NAPLAN, this is students achieving in proficiency bands one or more above the National Minimum Standard for Reading and Numeracy. The graph below identifies the percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands at or above the DECD SEA for Reading and Numeracy.
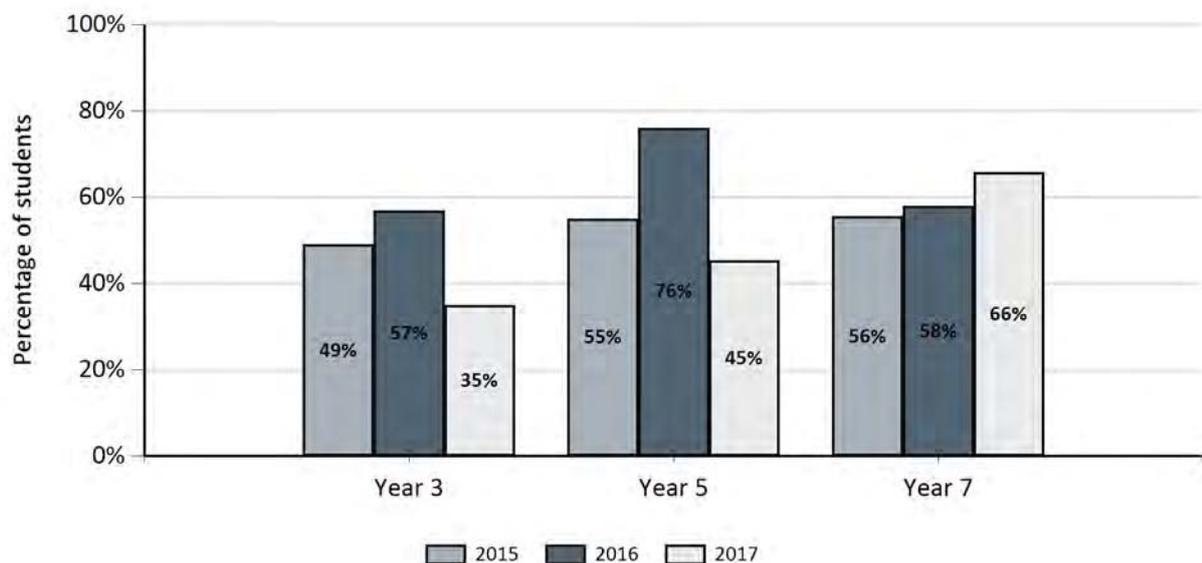
Reading
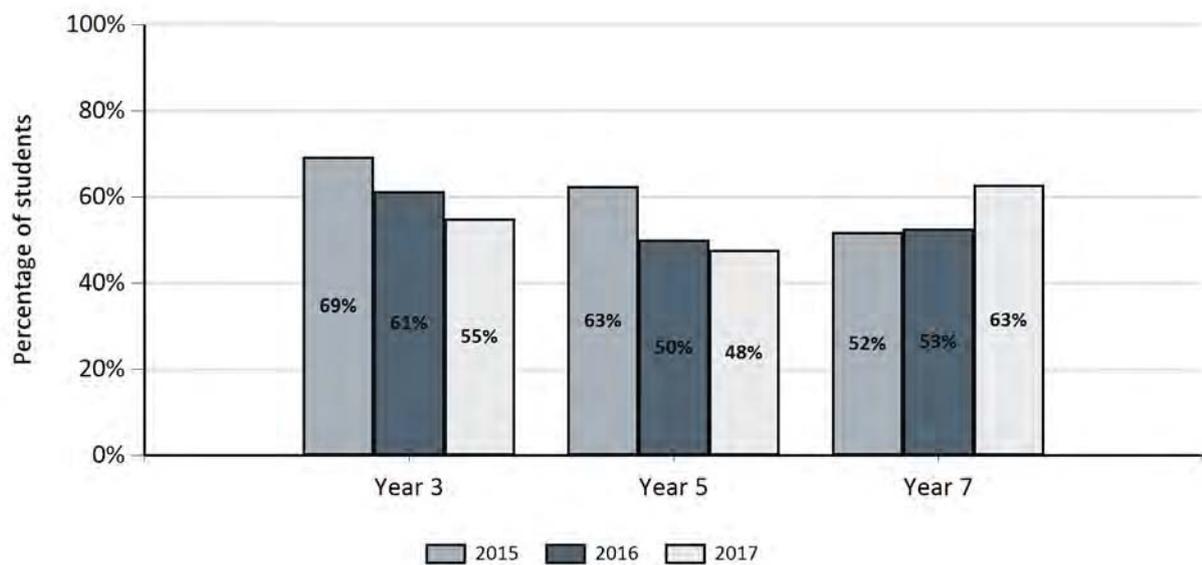
Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, July 2017.
*NOTE: Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

Numeracy

Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, July 2017.
*NOTE: Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

NAPLAN Progress

The data below represents the growth of students from 2015 to 2017 in the NAPLAN test relative to students with the same original score, presented in quartiles.

Reading

NAPLAN progression	Year 3-5	Year 5-7	State (average)
Upper progress group	10%	26%	25%
Middle progress group	43%	37%	50%
Lower progress group	47%	37%	25%

Data Source: DECD special extract from Student DataWarehouse, July 2017.
*NOTE: Reporting of data not provided when less than six students in the respective cohort. Due to rounding of percentages, data may not add up to 100%.

Numeracy

NAPLAN progression	Year 5-7	Year 3-5	State (average)
Upper progress group	10%	16%	25%
Middle progress group	59%	42%	50%
Lower progress group	31%	42%	25%

Data Source: DECD special extract from Student DataWarehouse, July 2017.
*NOTE: Reporting of data not provided when less than six students in the respective cohort. Due to rounding of percentages, data may not add up to 100%.

NAPLAN Upper Two Bands Achievement

This measure shows the number of non-exempt students enrolled at the time of NAPLAN testing who have demonstrated achievement in the relevant NAPLAN higher bands.

	No. of students who sat the test^		No. of students achieving in the upper two bands		% of students achieving in the upper two bands**	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 3 2017	40	40	7	4	18%	10%
Year 3 2015-17 Average	44.3	44.3	9.7	3.3	22%	8%
Year 5 2017	42	42	3	2	7%	5%
Year 5 2015-17 Average	42.7	42.7	5.3	2.3	13%	5%
Year 7 2017	35	35	5	2	14%	6%
Year 7 2015-17 Average	27.0	27.0	2.3	2.7	9%	10%

Data Source: DECD special extract from NAPLAN SA TAA data holdings, July 2017.
^includes absent and withdrawn students.
*Reporting of data not provided when less than six students in the respective cohort.
**Percentages have been rounded off to the nearest whole number.

School Performance Comment

2017 Highlights

Two hundred of our students completed the Premier's Reading Challenge this year, many of them for the first time. Four students received the Hall of Fame, Reader for Life Award, having completed the challenge for the eighth time, or each year since they began school. For the first time, students were recognised at the School Assembly and in the Newsletter and this initiative was very well received by students, staff and parents.

Two of our SSOs ran the QuickSmart and QuickSmart Light programmes in 2017. Students who needed assistance in gaining automaticity in number facts were identified at the end of 2016, and baseline data was established. They then worked with the SSOs to improve their skills, with all of the students making progress with their accuracy and improving their times on set exercises.

Dawn Edkins
Literacy/Numeracy Coordinator

With respect to our numeracy and reading growth from 3-5 and 5-7 our data indicates that we will need to continue to focus on supporting more students to achieve high growth with only 10% of our students achieving this in 3 out of 4 cohorts. Our work in 2018 will focus on setting up internal benchmarks to effectively track and monitor the growth of all learners in reading using a series of data sets base on the Big Six of Reading. We will work collaboratively as a staff to review where students are with their reading, set targeted and individualised reading goals and the student progression across the year through rigorous data conversations.

During 2017 we shifted our invention and support program to be targeted at the classroom level instead of a withdrawal model. The focus of this work is to ensure the primary teaching and learning program is responsive to all students needs and ensures that the classroom teacher is providing the core literacy learning and support. In 2018 by adding our whole school data processes to this change we expected to see significant growth in the coming year.

Numeracy remains a focus area, as we have under 10% of our students achieving in the high bands. Through the data conversations we will be identifying who the students are that are already in these high bands and how we will continue to support them to achieve in these standards. Collaboratively we will also be identifying students who could / should be in these bands and working with their teachers to support these students to move into these higher bands.

Attendance

Year level	2014	2015	2016	2017
Reception	86.2%	88.9%	87.1%	85.5%
Year 1	89.6%	88.2%	88.9%	89.2%
Year 2	91.6%	91.9%	88.0%	85.5%
Year 3	91.9%	91.0%	91.5%	89.1%
Year 4	89.2%	90.4%	90.5%	90.7%
Year 5	88.8%	89.0%	90.1%	89.9%
Year 6	91.1%	90.5%	85.7%	90.1%
Year 7	93.1%	89.2%	89.0%	85.3%
Primary Other	77.1%	73.4%	72.8%	72.5%
Total	89.5%	89.2%	88.2%	87.5%

Data Source: Site Performance Reporting System, Semester 1 Attendance.
Note: A blank cell indicates there were no students enrolled.

Attendance Comment

Our attendance rate continues to sit below the DECD standard of 95%. We continue to have a small number of students with chronically low attendance. Students at risk or with a history of chronic non-attendance have been closely monitored by the School Counsellor who followed up with referrals to the attendance officer.

A range of new strategies were introduced this year to address aimed at increasing our attendance rates, these included a new roll book process, different communication strategies, promotion of attendance at school through the newsletter and assembly awards.

Behaviour Management Comment

Behaviour learning was a key focus in the school during 2017. We focused on the importance of the relationship between the classroom teacher and student and introduced the use of restorative practices through classroom conversations, leadership intervention and support and re-entry meetings. Across the year we consistently implemented these processes and are looking forward to these processes becoming embedded during 2018.

There was a significant increase in suspensions and take homes during 2017 as the school worked to reduce the number of higher level or persistent behaviour issues. Staff worked with students following these suspensions to look at how we could support students to further develop skills in self-regulation and anger management.

Client Opinion Summary

In 2017 our parent opinion survey was sent out via our Skoolbag App. We developed the survey using the Education Services Australia website using the standard national parents questions from the template. There were 40 responses with 39 being completed within the time-frame. This is double the number of responses from 2016.

Some highlights from our parent data included:
* 76% of parents agreed the school is looking for ways of improving which aligns to our 2017 improvement focus
* 71% of parents agreed the school is well maintained
* 71% of parents agreed the teachers at Riverdale expected their child will do their best

Areas for review and identified areas for growth
Just over 40% of parents surveyed agreed that the school needs to manage student behaviour more effectively. This will become a focus of our work across 2018. Other areas for improvement identified from the parent survey included the use of feedback to support students with their learning, how the school responds to parental feedback and individual student progress.

In comparison to the 2016 data improvement as a school focus went from one of the lowest scoring areas to the highest in 2017 and both behaviour and parents opinions remain an area for future improvement. During 2017 we established new communication processes and procedures for documenting and responding to parent concerns. As these processes become more embedded we would expect the feedback from the community to change.

Intended Destination

	School	
Leave Reason	Number	%
Employment	0	NA
Interstate/Overseas	8	12.1%
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	8	12.1%
Transfer to SA Govt School	50	75.8%
Unknown	0	NA
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2017.

DECD Relevant History Screening

16 DCSI applications were submitted in 2017. 3 current SSOs, 1 - current Canteen Manager and 12 Governing Council, classroom or canteen volunteers.
All current staff have relevant DCSI clearances and these are maintained and updated when required.
OSHC employees provide relevant paperwork to both the OSHC service and the school before commencement of work.
All copies are kept on site.

Teacher Qualifications and Workforce Composition

All teachers at this school are qualified and registered with the SA Teachers Registration Board.

Qualification Level	Number of Qualifications
Bachelor Degrees or Diplomas	40
Post Graduate Qualifications	6

Data Source: DECD HR Management Reporting System, extracted Term 3 2017.

Please note: Staff who have more than 1 qualification will be counted more than once in the above qualification table. Therefore the total number of staff by qualification type may be more than the total number of teaching staff.

Workforce Composition including Indigenous staff

	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-Time Equivalents	1.0	21.2	0.3	10.9
Persons	1	24	1	15

Data Source: DECD HR Management Reporting System, extracted Term 3 2017.

Financial Statement

Funding Source	Amount
Grants: State	$168,560.46
Grants: Commonwealth	$24,600.00
Parent Contributions	$94,878.35
Fund Raising	$1,306.61
Other	$3,927.27

Data Source: Data Source: Education Department School Administration System (EDSAS).

2017 School Annual Report: Tier 2 Funding Report*

*Tier 2 funding provides additional resources to support students who are unlikely to obtain the desired outcomes without further support.

Tier 2 Funding Section	Tier 2 Category (where applicable to the site)	Briefly describe how the 2017 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress towards these outcomes
Targeted Funding for Individual Students	Improved Behaviour Management and Engagement	N/A	
	Improved Outcomes for Students with an Additional Language or Dialect	0.2 salary was used to support students with their needs. Intervention model shifted to in class support and time was allocated to classroom teachers to assist EALD learners as a part of the regular classroom program.	EALD LLL moderated for all learners and next teaching points identified.
	Improved Outcomes for Students with Disabilities	Differentiated approach was used to support targeted students. This ranged from 1:1 personalized learning programs, to targeted small group learning support. The focus areas included literacy, sensory and self regulation	Increased differentiation in the classroom, fewer students withdrawn
Targeted Funding for Groups of Students	Improved Outcomes for - Rural & Isolated Students - Aboriginal Students - Numeracy and Literacy	Our AET worked intensively with all ATSI focusing on improving their reading and oral language skills. This took place 1:1 with a strong focus on supporting students to meet or exceed the SEA. Intervention cycles lasted for five weeks. Our numeracy and literacy funding was used to reduce class sizes in the JP.	Consistent reading data for our ATSI Identified need for the use of consistent data sets R - 7
	First Language Maintenance & Development Students taking Alternative Pathways Students with Learning Difficulties Grant	Students with learning difficulties grant was converted to SSO time. Classes received part of this allocation. Across the year this was modified from a withdrawal to in class support.	Individual and group support
Program Funding for all Students	Australian Curriculum	Australian Curriculum funding was allocated to support teacher professional learning.	Ongoing PD
	Aboriginal Languages Programs Initiatives	N/A	
	Better Schools Funding	Funding was used to increase the counsellor's support time to 1.0 and additional time was allocated to the special education teacher.	Renewed behaviour processes and procedures. Changed school culture re behaviour
Other Discretionary Funding	Specialist School Reporting (as required)	N/A	
	Improved Outcomes for Gifted Students	N/A	
	Primary School Counsellor (if applicable)	Funding was used to provide proactive intervention for identified students and support the behaviour learning of all students. The counsellor also supported the review and modification of the attendance processes.	New attendance processes, improved behaviour, increased case management