



# 2018 Annual Report



Rivergums Primary School

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## Principal's Report

I have great pleasure in presenting our third Annual Report for Rivergums Primary School. The 2018 school year was a year of consolidating policies, guidelines and procedures on general school operations but also working with increasing enrolments, new families and staff members. The school also saw this year as consolidating the whole school teaching and learning practices as reflected in the School Business Plan 2016-2018.

As an Independent Public School we have greater flexibility and authority to make important decisions that matter to our school community. This included the allocation and deployment of human, physical and financial resources that reflected the schools directions. The intent is to provide stable governance (through the School Board) and informed decision making that will reflect in continuing success, high standards and the reputation of excellence.

The school opened its doors with 359 student enrolments. This grew to 450 enrolments by the end of 2016. The enrolment for 2017 was 510 students with 572 at the commencement of 2018. Rivergums Primary School has modern state of the art facilities that enhance the learning experiences of all students. Our purpose built art and music rooms ensure learning experiences in the arts are maximised. Our school assembly area provides a quality venue for our community where students can showcase their learning through a variety of events.

Our school aims to provide opportunities for children to develop their intellectual, physical, social, cultural and emotional skills. Students are also exposed to the latest technology, pedagogy, assessment strategies and educational research with a clear focus on the implementation of the Western Australian Curriculum. Pastoral Care is also a key focus throughout the school linking our student services team to enhance our strong commitment to building and supporting a safe learning environment for all our students. Physical Education, Music Visual/Media Arts, Languages and Health are our specialist areas. The use of technology is integrated into learning programs for all year groups as we progress to being at the cutting edge of technology-assisted learning.

Our School Board and P&C Committee were formed during 2016 with no shortage of volunteers presenting for election into the various roles. This is a reflection of the very positive enthusiasm and support from the general community. Both the School Board and P&C Association worked tirelessly throughout the year to support the directions of our Business Plan. In 2017 our P&C worked tirelessly to plan the opening of the Canteen Services for the beginning of this year (2018).

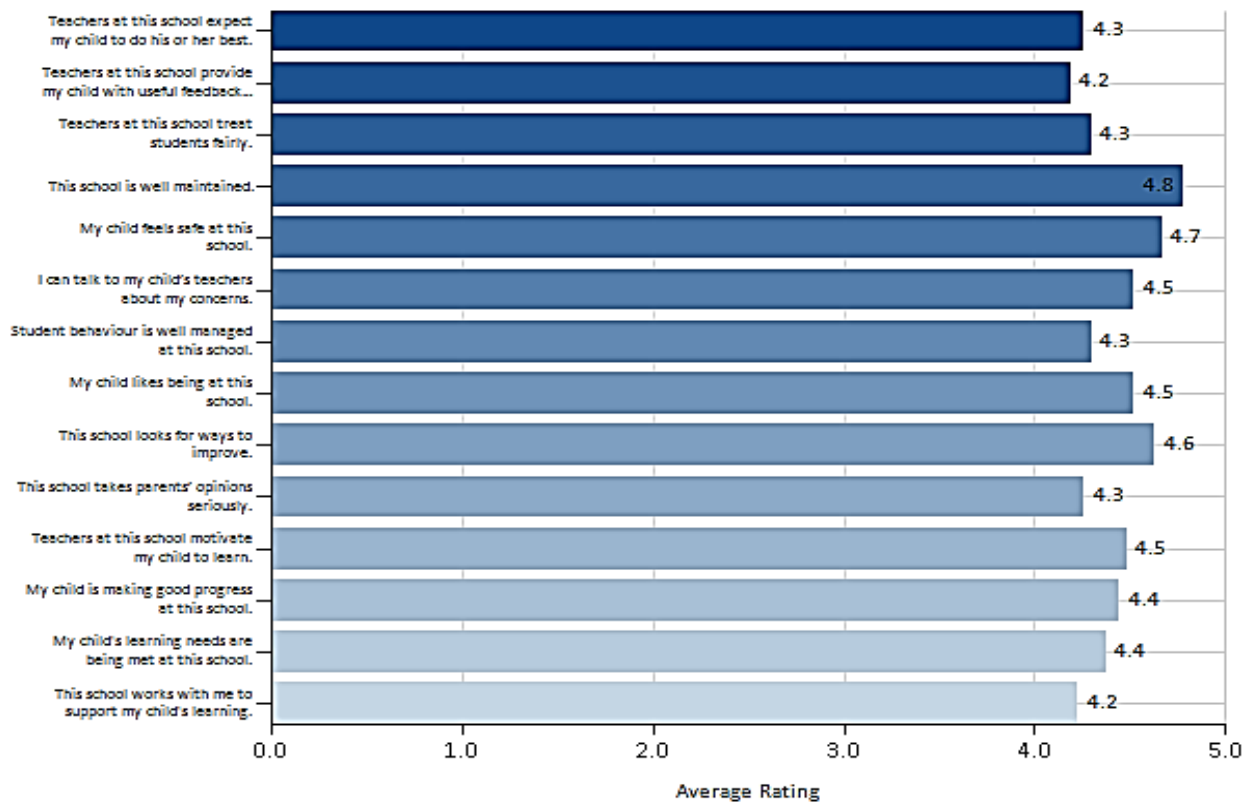
A major focus in 2018 was to ensure our staff (and new staff) continued to work in a collaborative and supportive team environment which allowed them to share and develop expertise, resources and focus on improving student learning. This was achieved through the development of leadership and leadership opportunities, teaching teams and curriculum committees which included both teaching and non-teaching staff.

The following Report is a summary of our third school year of operation and I am sure you will be impressed by the progress the school has made in such a short timeframe. I would like to acknowledge and congratulate the staff, both teaching and non-teaching, for their combined work and professionalism over this period.

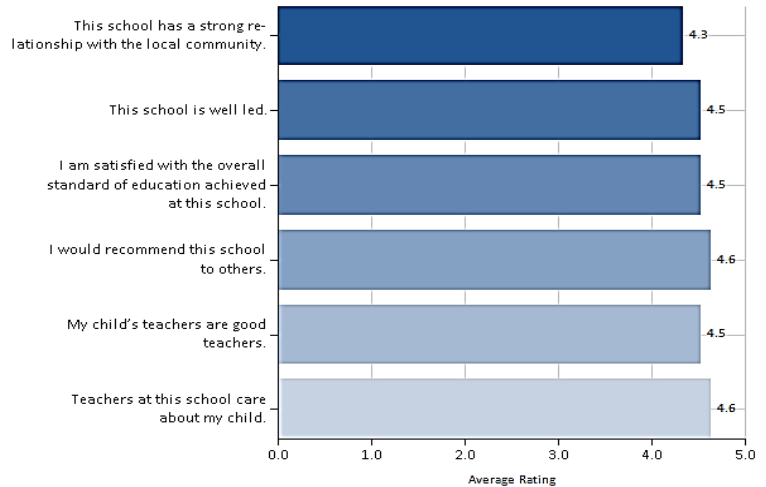
Josh Jashari  
Principal

Mr Josh Jashari Principal	Mr Todd Clarke School Board Chair

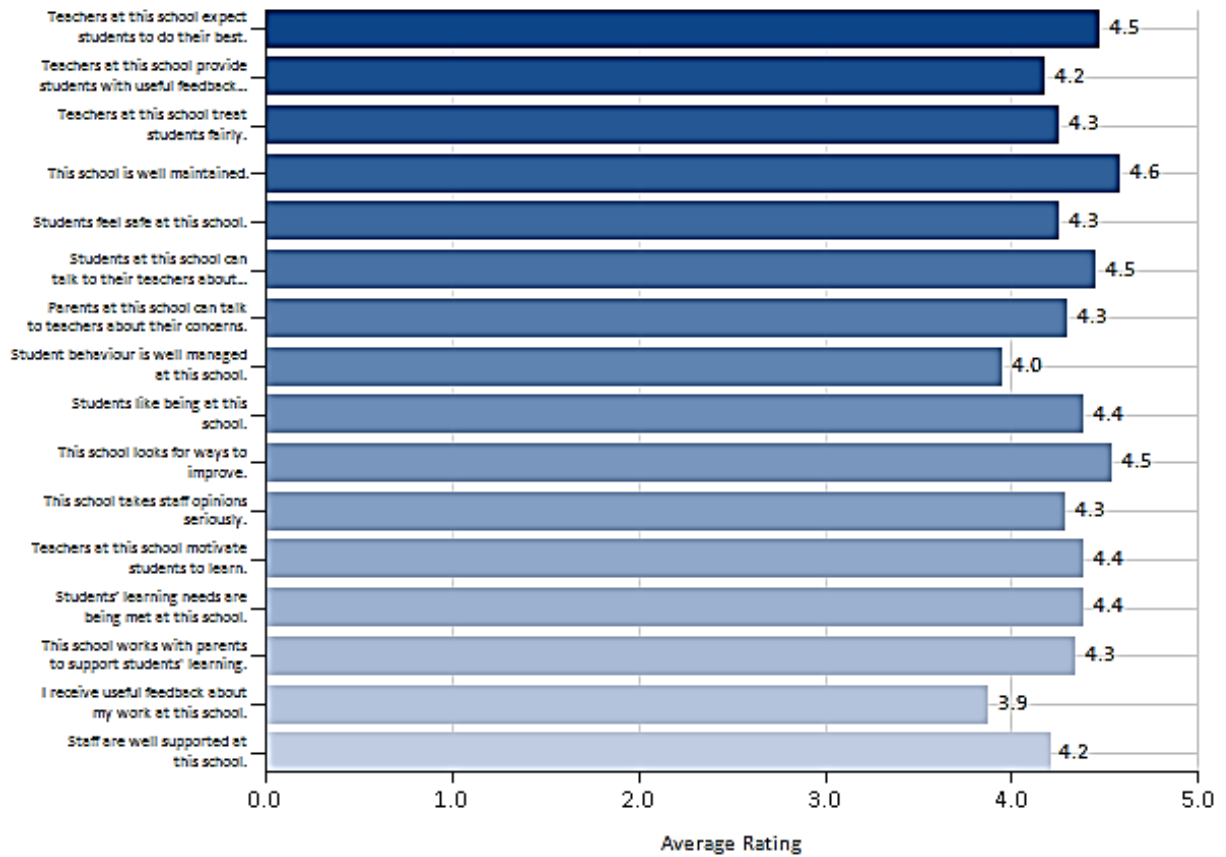
## Parent Opinion Survey



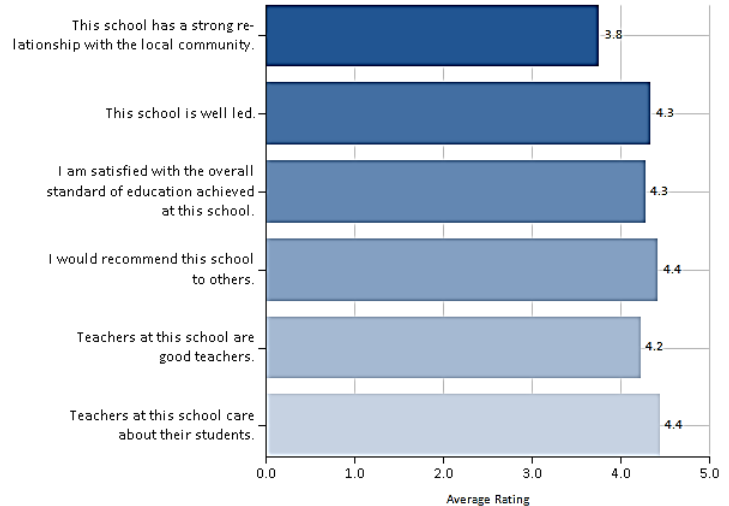
Rating	Score
Strongly agree	5
Agree	4
Neither agree nor disagree	3
Disagree	2
Strongly disagree	1



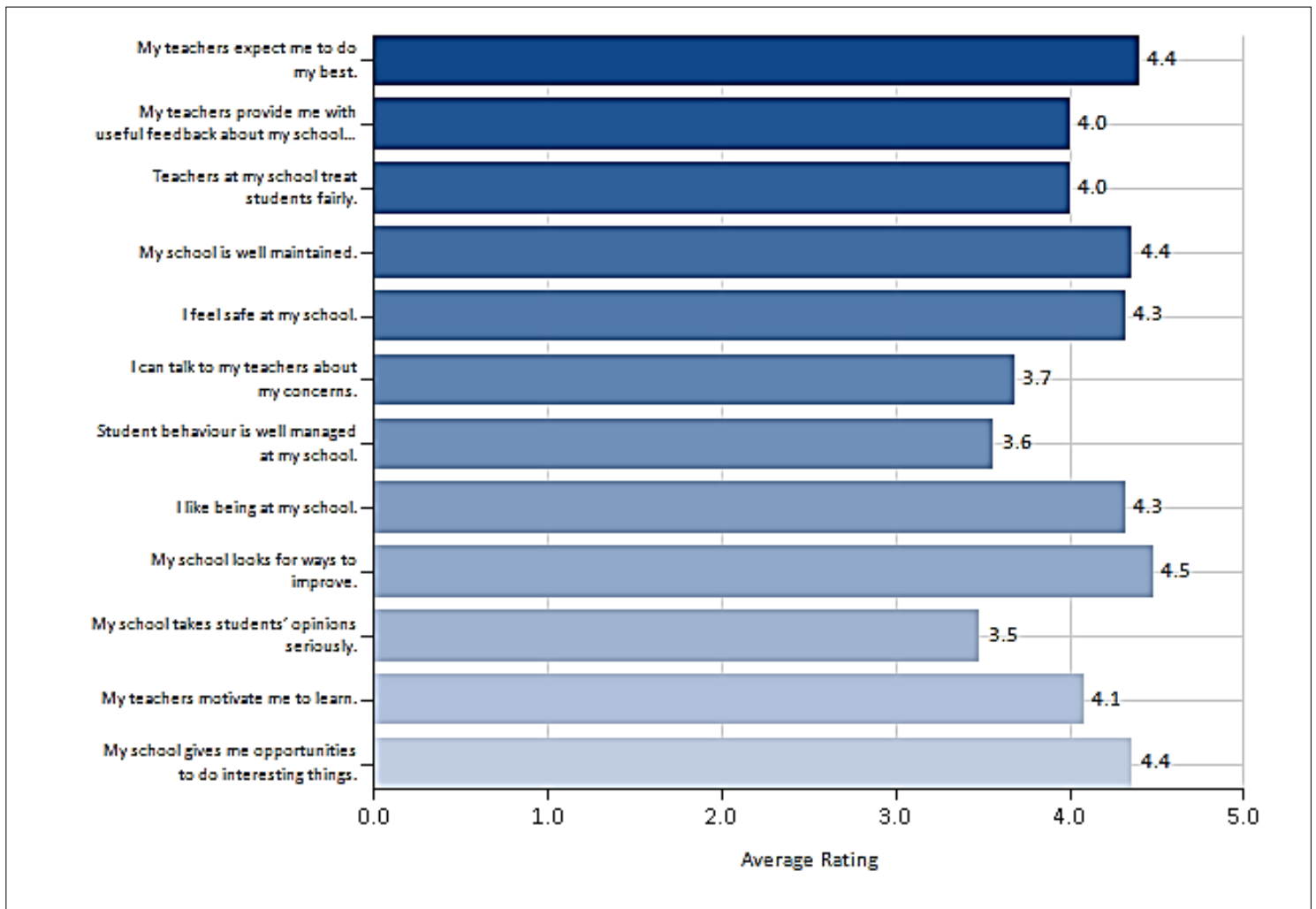
## Staff Survey



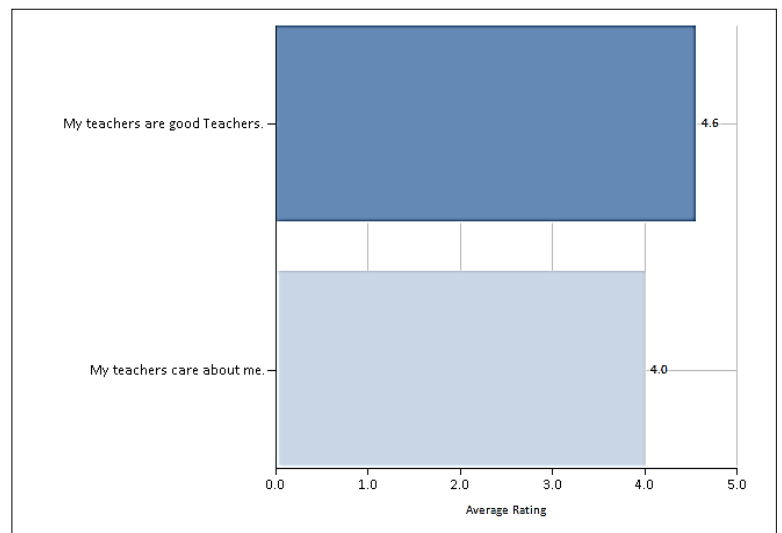
Rating	Score
Strongly agree	5
Agree	4
Neither agree nor disagree	3
Disagree	2
Strongly disagree	1



## Student Survey



Rating	Score
Strongly agree	5
Agree	4
Neither agree nor disagree	3
Disagree	2
Strongly disagree	1



Formal Parent, Staff and Student Opinion Surveys are conducted on a two year cycle. The next collection of data will be at the end of 2020. From the data provided in the last survey (2018) it is evident that the parent community and staff are very satisfied with the operations and strategic direction of the school. The School Board and staff have analysed these together with the comments parents and staff have provided and have recommended that we continue with developing a more consistent approach to student behaviour

across the school and the need to connect and communicate with parents as well as opening up more opportunity for parent involvement.

From the staff survey it is evident that we need to develop better forms of feedback to the staff. This will be investigated for 2019/20 with the administration staff. These have been addressed in the Operational Plans for 2019 and 2020 along with the continuation of the Positive Behaviour Support Program across the school.

From the data provided it is evident that the students feel confident about their teachers and that they are caring. The School Board and staff have analysed this data set to conclude that students would like to speak to staff about their concerns, improve the behaviour standards and offer opinions where appropriate. It is interesting to note that these are similar concerns raised in the previous survey (2016). This information will be addressed in the operational plans for 2019 and 2020 in the form of a consistent approach to behaviour across the school (Positive Behaviour Support Program, incorporation of the Chaplaincy and Defence Force Support roles. It is recognised that this may take some time to embed across the school as part of its new culture.

## English

### Teaching and Learning Programs

In 2018, the Rivergums Primary School English Curriculum Guide continued to be implemented which provided teachers with the pedagogical approach and curriculum support materials to implement a consistent and integrated approach to the teaching of English.








A Case Management model was embedded as a whole school approach to address students' learning needs, to raise expectations of student performance and aimed at ensuring the literacy learning needs of all students were identified, monitored and achieved. A Specialist Teacher was allocated for case management and took small groups of students for targeted reading and comprehension activities. Case management is a team approach which supports the classroom teachers to deliver an effective program for case managed students.

To ensure the continued implementation of the Literacy Block and Guided Reading in 2018, all new staff participated in observations of a Guided Reading session using the observation and feedback model, a key strategy that was implemented in the 2016-2018 Business Plan. Guided Reading involves small group reading instruction designed to provide differentiated teaching that supports students in developing reading proficiency. Small group instruction allows students to be taught in a way that is focused on the specific needs and reading strategies of group members, accelerating their progress. Staff participated in observation and feedback, where Guided Reading was modelled in their classrooms. Guided Reading has been embedded in the Literacy Block and will continue to be a whole school approach for all year levels.

In 2018, a whole school writing program was implemented across the school from K-6. The English Committee provided Professional Development for Seven Steps to Writing Success and purchased resources to support teachers with the implementation of the whole school priority. Staff participated in a professional learning session each term that focused on each of the seven steps. The Seven Steps to Writing Success vision is to empower teachers to rapidly improve students' skills and enjoyment of writing; improve engagement; application across multiple ability and year levels. The resource was used for both Narrative and Persuasive writing.



### The Seven Steps to Writing Success are:

-  Plan for Success
-  Sizzling Starts
-  Tightening Tension
-  Dynamic Dialogue
-  Show, Don't Tell
-  Ban the Boring
-  Endings With Impact/Exciting Endings



### Data Analysis

In 2018, the collection of whole school data continued to inform teaching and learning. Data collection was made a priority to gather information on student ability and to set school targets. Assessments for English included Fountas and Pinnell Reading Benchmark and cohort common assessments. Teachers used this data to plan and cater for students at educational risk, achieving below and achieving above the expected standard.

In Term 1, Pre-Primary to Year 2 students participated in the On-Entry Assessment mandated by the Department of Education. The main purpose of the On-entry Assessment is to provide teachers with information about each child's current skills and understandings. Conducting the assessment early in the year ensures teachers have information about the current skills and understanding of each child to assist in the planning and delivery of targeted learning programs. In 2018, our On-Entry data informed our literacy goals across the school which resulted in professional development for staff on grammar, writing and editing.

### NAPLAN Analysis

In 2018, 39% of Year 3 students achieved in Band 5 or above in NAPLAN Reading. Like schools achieved 40% and State Schools achieved 48%. 17% of Year 5 students achieved Band 7 or above in NAPLAN Reading. Like schools achieved 30% and WA Public Schools achieved 34%.

Band	NAPLAN Score Range	Year 3 Reading								
		School			Like Schools			WA Public Schools		
		2016	2017	2018	2016	2017	2018	2016	2017	2018
6 to 10	478 & Above	15% (7)	18% (9)	22% (13)	19%	18%	16%	23%	23%	25%
5	426 - 477	11% (5)	12% (6)	17% (10)	21%	19%	24%	22%	20%	23%
4	374 - 425	19% (9)	24% (12)	30% (18)	21%	24%	23%	19%	23%	21%
3	322 - 373	36% (17)	25% (13)	12% (7)	22%	22%	17%	19%	18%	14%
2	270 - 321	15% (7)	12% (6)	8% (5)	12%	10%	14%	12%	9%	10%
1	Up to 269	4% (2)	10% (5)	10% (6)	4%	6%	7%	6%	7%	7%



Band	NAPLAN Score Range	Year 5 Reading								
		School			Like Schools			WA Public Schools		
		2016	2017	2018	2016	2017	2018	2016	2017	2018
8 to 10	582 & Above	6% (3)	2% (1)	7% (4)	10%	11%	11%	12%	14%	15%
7	530 - 581	24% (12)	16% (9)	10% (6)	19%	18%	19%	21%	20%	19%
6	478 - 529	24% (12)	42% (23)	25% (15)	24%	30%	27%	23%	26%	24%
5	426 - 477	18% (9)	16% (9)	38% (23)	22%	21%	21%	20%	18%	20%
4	374 - 425	18% (9)	18% (10)	17% (10)	15%	16%	13%	14%	15%	13%
1 to 3	Up to 373	10% (5)	5% (3)	3% (2)	10%	5%	9%	10%	7%	8%

46% of Year 3 students achieved in Band 5 or above in NAPLAN Grammar and Punctuation. Like schools achieved 40% and State Schools achieved 46%. 25% of Year 5 students achieved Band 7 or above in NAPLAN Grammar and Punctuation. Like schools achieved 33% and WA Public Schools achieved 31%.

Band	NAPLAN Score Range	Year 3 Grammar & Punctuation								
		School			Like Schools			WA Public Schools		
		2016	2017	2018	2016	2017	2018	2016	2017	2018
6 to 10	478 & Above	23% (11)	10% (5)	28% (17)	26%	25%	24%	28%	29%	30%
5	426 - 477	4% (2)	25% (13)	18% (11)	18%	23%	16%	17%	24%	16%
4	374 - 425	23% (11)	14% (7)	23% (14)	20%	17%	26%	19%	15%	22%
3	322 - 373	36% (17)	12% (6)	13% (8)	26%	14%	17%	24%	12%	14%
2	270 - 321	6% (3)	24% (12)	10% (6)	7%	10%	12%	6%	10%	11%
1	Up to 269	6% (3)	16% (8)	7% (4)	4%	11%	6%	6%	10%	7%

Band	NAPLAN Score Range	Year 5 Grammar & Punctuation								
		School			Like Schools			WA Public Schools		
		2016	2017	2018	2016	2017	2018	2016	2017	2018
8 to 10	582 & Above	8% (4)	5% (3)	12% (7)	15%	11%	15%	16%	17%	17%
7	530 - 581	16% (8)	11% (6)	13% (8)	15%	14%	18%	18%	13%	14%
6	478 - 529	22% (11)	29% (16)	37% (22)	24%	26%	28%	23%	25%	18%
5	426 - 477	28% (14)	24% (13)	17% (10)	25%	19%	18%	22%	16%	17%
4	374 - 425	18% (9)	20% (11)	13% (8)	16%	23%	14%	15%	19%	13%
1 to 3	Up to 373	8% (4)	11% (6)	8% (5)	6%	8%	8%	7%	10%	8%

40% of Year 3 students achieved in Band 4 or above in NAPLAN Writing. Like schools achieved 37% and State Schools achieved 43%. In 2018, 7% of Year 5 students achieved Band 7 or above in NAPLAN Writing. Like Schools achieved 10% and WA Public Schools achieved 13%.

Band	NAPLAN Score Range	Year 3 Writing								
		School			Like Schools			WA Public Schools		
		2016	2017	2018	2016	2017	2018	2016	2017	2018
6 to 10	478 & Above	9% (4)	8% (4)	5% (3)	12%	8%	5%	12%	11%	9%
5	426 - 477	28% (13)	16% (8)	35% (21)	34%	31%	32%	34%	34%	34%
4	374 - 425	30% (14)	31% (16)	15% (9)	33%	26%	28%	30%	24%	23%
3	322 - 373	28% (13)	27% (14)	30% (18)	16%	25%	22%	14%	21%	20%
2	270 - 321	6% (3)	10% (5)	5% (3)	4%	7%	7%	6%	6%	7%
1	Up to 269	0% (0)	8% (4)	10% (6)	2%	3%	6%	3%	4%	6%

Band	NAPLAN Score Range	Year 5 Writing								
		School			Like Schools			WA Public Schools		
		2016	2017	2018	2016	2017	2018	2016	2017	2018
8 to 10	582 & Above	0% (0)	4% (2)	2% (1)	2%	2%	2%	3%	3%	4%
7	530 - 581	6% (3)	13% (7)	5% (3)	10%	6%	8%	11%	10%	9%
6	478 - 529	32% (16)	25% (14)	18% (11)	29%	30%	24%	30%	28%	24%
5	426 - 477	46% (23)	44% (24)	43% (26)	35%	39%	41%	35%	38%	37%
4	374 - 425	12% (6)	9% (5)	18% (11)	16%	13%	13%	14%	11%	13%
1 to 3	Up to 373	4% (2)	5% (3)	13% (8)	8%	10%	12%	7%	10%	13%

45% of Year 3 students achieved in Band 5 or above in NAPLAN Spelling. Like schools achieved 38% and State Schools achieved 44%. In 2018, 17% of Year 5 students achieved Band 7 or above in NAPLAN Spelling. Like Schools achieved 27% and WA Public Schools achieved 31%.

Band	NAPLAN Score Range	Year 3 Spelling								
		School			Like Schools			WA Public Schools		
		2016	2017	2018	2016	2017	2018	2016	2017	2018
6 to 10	478 & Above	9% (4)	14% (7)	27% (16)	19%	15%	15%	20%	20%	21%
5	426 - 477	23% (11)	14% (7)	18% (11)	25%	25%	23%	25%	23%	23%
4	374 - 425	30% (14)	18% (9)	22% (13)	25%	24%	24%	23%	23%	23%
3	322 - 373	21% (10)	18% (9)	13% (8)	15%	18%	21%	14%	16%	16%
2	270 - 321	13% (6)	24% (12)	13% (8)	12%	13%	10%	12%	12%	9%
1	Up to 269	4% (2)	14% (7)	7% (4)	4%	6%	6%	6%	6%	8%

Band	NAPLAN Score Range	Year 5 Spelling								
		School			Like Schools			WA Public Schools		
		2016	2017	2018	2016	2017	2018	2016	2017	2018
8 to 10	582 & Above	2% (1)	4% (2)	5% (3)	9%	11%	8%	10%	13%	11%
7	530 - 581	8% (4)	18% (10)	12% (7)	12%	19%	19%	15%	19%	20%
6	478 - 529	36% (18)	31% (17)	42% (25)	31%	31%	35%	31%	30%	32%
5	426 - 477	36% (18)	29% (16)	27% (16)	26%	23%	21%	25%	22%	20%
4	374 - 425	12% (6)	15% (8)	15% (9)	13%	11%	11%	11%	10%	11%
1 to 3	Up to 373	6% (3)	4% (2)	0% (0)	8%	6%	6%	8%	8%	6%

## Whole School Events

In Term 2, classes participated in our first major event for Literacy, National Simultaneous Story Time. On Wednesday the 23<sup>rd</sup> of May, all students from Kindergarten through to Year 6 stopped in their classrooms to read the story 'Hickory Dickory Dash' by Tony Wilson. In its 18<sup>th</sup> successful year, National Simultaneous Story Time is a colourful, vibrant, fun event that aims to promote the value of reading, using an Australian children's book that explores age appropriate themes, and addresses key learning areas of the National Curriculum from Kindergarten to Year 6. It is an annual campaign that aims to encourage more young Australians to read and enjoy books.



Book Week was another major event which was in Term 3. The theme for 2018 was 'Find Your Treasure'. Books ranged from Charlie and the Chocolate Factory to Aladdin and anywhere your imagination could take you in between. During Book Week all classes participated in the Decorate a Door activity. Each class selected a book to base a unit of work around, then developed pieces of work to create a door display. All students dressed up as characters from their chosen book and participated in a fun whole school parade in the undercover area.



### Staff Professional Development

In 2018 explicit grammar lessons were taught in all year levels to enhance student outcomes. Teaching staff participated in professional development for Grammar which was led by members of the English Curriculum Team. Grammar resources were purchased to support staff with explicit grammar sessions, including a Grammar Guide, which was a teaching priority in 2018.

Professional learning for ABC Reading Eggs was provided for all staff to support its use in the classroom during reading rotations and to set tasks for homework. Reading Eggs is an invaluable teacher resource which supports the teaching of spelling, reading, writing, grammar and handwriting.

CUPS (Capitals, Understanding, Punctuation and Spelling) editing was explored in further depth in 2018 with staff undertaking professional learning to see where editing 'fits' in the Seven Steps Writing Process, WA Curriculum and Writing Map of Development. 'CUPS' stamps were ordered to support teachers in marking and assessing students' editing skills.

### Future Directions for 2019

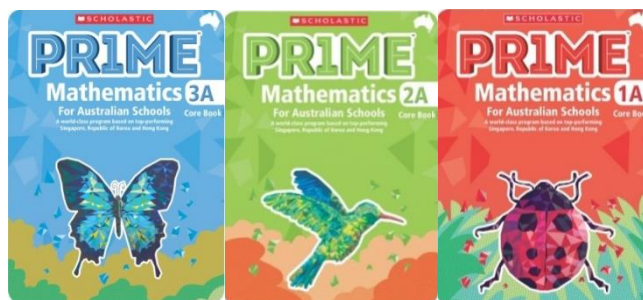
- Parent workshops to be developed, available in face-to-face and online, to assist parents in supporting students in reading, writing, speaking and listening.
- Staff will continue to embed Higher Order Thinking Skills into literacy teaching practice.
- An oral language program and resources will be developed and implemented to support students in Early Childhood.
- Continue to embed whole school guided programs including Guided Reading and Seven Steps to Writing Success in our Literacy Block.
- Provide professional development to support new staff through an observation and feedback model.
- The Letters and Sounds phonics sequence will be re-structured to best support our students in Years K-2.
- Revise and continue to develop the Rivergums Primary English Guide

## Mathematics

### Teaching and Learning Programs

In 2018, Rivergums Primary School (RPS) staff reflected on and continued to improve the implementation of the PR1ME Mathematics program, in conjunction with the CPA (Concrete, Pictorial, Abstract) approach. At the beginning of the year, staff were surveyed to identify areas in need of refinement. As a result of this feedback, the curriculum team focused on providing staff members with additional resources to support the delivery of mathematics. The RPS Numeracy Block structure was also reviewed and refined to reflect the needs of our students.

2018 was the first full year of utilising PR1ME International as our whole school program. Staff feedback was positive in regard of the consistency the program provided across cohorts, however, there were concerns that the upper year content was not as closely linked to the Western Australian Curriculum. The Curriculum Leaders and Associate Principal investigated solutions which led to a PR1ME Australia professional development which introduced the updated and adjusted PR1ME resources, aligned with the Australian Curriculum. The digital resources that are linked to PR1ME Australia provide teachers with greater instructional tools, such as instructional videos and the ability to implement online digital assessments. In Term 3, teachers in Years 1-3 trialled the new Teaching Hub and after receiving positive feedback, these teachers then trailed the Digital Assessment Hub in Term 4. After further review it was decided that we would use the PR1ME Australia programs in 2019 for Years 1-6, with staff having access to the digital resources in Term 4 2018 to enable them time to plan and familiarise themselves with the programs for the start of 2019. The Kindergarten and Pre-Primary programs remained unchanged as feedback had been very positive and no adjustments have been identified.



A Case Management model was embedded as a whole school approach to address students' learning needs, to raise expectations of student performance and aimed at ensuring the mathematical learning needs of all students were identified, monitored and achieved. A Specialist Teacher was allocated for case management and took small groups of students for targeted math activities. Case management is a team approach which supports the classroom teachers to deliver an effective program for case managed students.

### Data Analysis

In 2018, the collection of whole school data continued to inform teaching and learning. Data collection was made a priority to gather information on student ability and to set school targets. Students from Years 3 to 6 participated in Math PAT (Progressive Achievement Tests) in Term 1 and Term 4, which showed student progress over the year. Teachers used this data to plan and cater for students. Year level teams also developed common assessment tasks linked to the WA Curriculum.

In Term 1, Pre-Primary to Year 2 students participated in the On-Entry Assessment mandated by the Department of Education. The main purpose of the On-entry Assessment is to provide teachers with information about each child's current skills and understandings. Conducting the assessment early in the year ensures teachers have information about the current skills and understanding of each child to assist in the planning and delivery of targeted learning programs. In 2018, our On-Entry data informed our



mathematics goals across the school which resulted in professional development for staff on CPA and integration of ICT in math lessons.

### NAPLAN Analysis

In 2018, saw the first year RPS could map the progress of the 2016 Year 3 cohort to their 2018 Year 5 achievements, in conjunctions with our Year 3 cohort being the first group to have had 'Rivergums based' instruction since Year 1 in 2016 with new students enrolling throughout 2017 and 2018.

The 2018 NAPLAN numeracy results indicated 33% of Year 3 students achieved Band 5 and above. Like schools achieved 31% and WA Public Schools achieved 39%. Year 5 NAPLAN results indicated 18% of students achieved Band 7 and above. Like schools achieved 22% and WA Public Schools achieved 27%.

Band	NAPLAN Score Range	Year 3 Numeracy								
		School			Like Schools			WA Public Schools		
		2016	2017	2018	2016	2017	2018	2016	2017	2018
6 to 10	478 & Above	0% (0)	6% (3)	8% (5)	11%	14%	9%	15%	18%	15%
5	426 - 477	15% (7)	8% (4)	25% (15)	16%	16%	22%	18%	18%	24%
4	374 - 425	34% (16)	22% (11)	33% (20)	26%	30%	29%	22%	28%	27%
3	322 - 373	30% (14)	36% (18)	22% (13)	29%	24%	23%	26%	19%	19%
2	270 - 321	15% (7)	24% (12)	8% (5)	13%	13%	13%	14%	13%	13%
1	Up to 269	6% (3)	4% (2)	3% (2)	4%	3%	4%	5%	5%	3%

Band	NAPLAN Score Range	Year 5 Numeracy								
		School			Like Schools			WA Public Schools		
		2016	2017	2018	2016	2017	2018	2016	2017	2018
8 to 10	582 & Above	4% (2)	2% (1)	2% (1)	8%	7%	7%	11%	9%	9%
7	530 - 581	12% (6)	16% (9)	16% (10)	10%	16%	15%	13%	16%	18%
6	478 - 529	30% (15)	33% (18)	23% (14)	27%	30%	27%	26%	28%	26%
5	426 - 477	36% (18)	31% (17)	44% (27)	31%	30%	32%	28%	26%	29%
4	374 - 425	12% (6)	16% (9)	13% (8)	18%	15%	16%	16%	15%	15%
1 to 3	Up to 373	6% (3)	2% (1)	2% (1)	6%	4%	3%	7%	5%	4%

### Whole School Events

For Numeracy Week, Professor Maths visited the school for a whole school incursion. Each class was given the opportunity to take part in hands on mathematical problem-solving challenges. Students of all ages were exposed to multiple mathematical theories and given the opportunity to put them into practice in a constructive environment.

To raise the profile on Mathematics, the Math Curriculum Team organised a whole school event which celebrated maths through stories. In Term 3, all year groups created plans using a book which linked to real life mathematical skills. Students were involved in identifying mathematical language, working collaboratively to problem solve, investigate maths concepts, and challenge their thinking and processing skills. The students' work was then put on display in the Mary Davies Library in Baldivis, which provided an opportunity for the community to view our students' work.

To celebrate students' efforts on Mathletics and to promote this invaluable learning program, it was decided to award Gold Mathletics Certificates once a term at whole school assemblies, along with a prize and a photograph of the winner to display in the front office.



### Staff Professional Development

In 2018, the Numeracy Block was restructured to suit the requirements of PR1ME, which ensures consistency across the school and a Mathematics Vocabulary Guide and Calculation Policy were created, which provide an easy overview of progression points across the year groups.

The Curriculum Leaders facilitated professional learning on the new Mathletics interface and guided staff as to how to increase the use of ICT in math lessons including, Mathletics, iPads and Interactive Whiteboards. There was also ongoing professional development on the CPA approach throughout the year.

### Future Direction for 2019

- Creation of Parent and child 'friendly' versions of the Rivergums Primary Mathematics Vocabulary Guide and Rivergums Calculation Policy for each year group based around the PR1ME Australia Mathematics program
- Full implementation of the Rivergums Primary School Mathematics Guide
- Purchase of PR1ME Australia books and digital materials for staff and students
- Continued use of the CPA approach and professional development on the concrete resource, Numicon
- STEM concepts will continue to be integrated and implemented to meet the requirements of SCSA's Curriculum requirements in 2019.
- Creation of video examples for staff to view a Numeracy Block
- Creation of videos for parents which demonstrate core calculation strategies
- Develop a series of face-to-face and/or online parent workshops
- Introduction of newsletter challenges
- Introduction of take-home kits in Kindergarten and Pre-Primary, linked to in-class activities that will increase parent involvement and students' number skills

## Science

In 2018, Rivergums staff continued using the Primary Connections program, which is aligned to the School Curriculum and Standards Authority (SCSA). Staff developed and implemented a range of resources to extend on Primary Connections to enrich student's science experiences and learning. Staff collaborated within year levels to ensure consistency in content and assessment. Students from Years 3 to 6 participated in Science PAT (Progressive Achievement Tests) in Term 1 and Term 4, which showed student progress over the year.



Each term teachers have taught Science Understandings, Inquiry Skills and Science as a Human Endeavour under the following sub-strands: Biology, Chemistry, Earth and Space Science, and Physical Sciences.

### Whole School Events

For Science Week, Rivergums Primary School (RPS) students were involved in a range of activities. Scitech ran two fantastic incursions, Party Animals for Years K to 3 and Nature's Ninjas for Years 4 to 6. Afterwards, students conducted experiments with their classroom teachers that were based on the learning from the Scitech incursions. These investigations related to the key science inquiry skills of making predictions, testing hypotheses (predictions), drawing conclusions and making changes.



### Resourcing

In 2018, we purchased a class set of We-Do Robotics Lego. This equipment enabled students to learn by constructing their own models and bringing them to life. We-Do sets come with a range of lessons aligned to the National Curriculum and allow staff to teach science in an active way which develops students' communication, collaboration and team-building skills.

Throughout the year, the Aquaponics System has continued to be used to educate students about sustainable living. It has now been operating effectively for a year and has produced many large bunches of celery, one being bigger than a Year 2 student. The Silver Perch have doubled, if not tripled in size and the Koi are continuing to grow. Teachers have integrated the Aquaponics System into classroom teaching and it has been particularly beneficial in the areas of Science and Mathematics. Students have continued to learn about the "Nitrogen Cycle" which occurs in nature.



In 2018, we were fortunate to have SciTech and Woodside sponsor a science Graduation Award and we will seek this sponsorship again in 2019.

### Future Direction for 2019

- Staff will continue to use our whole school Science Overviews with a focus on Biology, Chemistry, Earth and Space Sciences or Physical Science each term.

- Staff will continue to develop common assessment tasks based on SCSA examples to allow for moderation when assessing student achievement.
- Continue to use the Science Progressive Achievement Tests (PAT) for Years 3-6 to gather longitudinal data and to inform teaching and planning.
- Staff will continue to develop science inquiry, observation and reflection skills, and the Scientific Method for investigation across all year levels. Professional learning will be provided to staff to assist development of skills and facilitation of student learning.
- STEM concepts will continue to be introduced and implemented to meet the requirements of SCSA's Technology Curriculum requirements in 2019.
- Our whole school focus on literacy will be integrated through the inclusion of existing non-fiction texts into weekly Guided Reading sessions and Shared Reading sessions.
- Classes will have access to the new interactive resources that become available in 2019 from Primary Connections that bring lessons to life in engaging ways.
- Classes will continue to have access to both the Lego simple machines kits and We-Do Robotics Lego kits, which enrich our main program Primary Connections and develop inquiry skills through hands-on and engaging activities.
- Classes will have access to the Aquaponics System, which provides an authentic learning experience of science concepts being taught in the classroom.
- Rivergums Primary School will continue to celebrate National Science Week.
- Staff will continue to embed Higher Order Thinking Skills into science teaching practice.

## **Humanities and Social Sciences**

The focus for the Humanities and Social Sciences (HaSS) Committee at Rivergums Primary School was to consolidate the implementation of the Western Australian HaSS Curriculum. Through the effective use of Yearly Overviews and Term Planners teachers explicitly taught HaSS concepts, with a focus on inquiry skills, for a minimum of 1 hour per week. Our aim was to increase the number of students achieving 'at' and 'above' their year level achievement standard by delivering engaging and integrated programs that included moderated common assessment tasks across cohorts. There was also an emphasis on building our Waste Wise practices to develop students' sustainable thinking and a focus on increasing parent (and community) involvement by engaging the school community in whole school events and activities.

Teachers continued to successfully use the Yearly Overviews and Term Planners to plan collaboratively within Year Level Teams, ensuring all HaSS disciplines (History, Geography, Civics and Citizenship, Business and Economics) were being met each term. There was significant use of HaSS resources during Guided Reading programs and an increase in writing tasks that focused on HaSS content. Teachers used the Oral Presentation Framework to engage students in researching inquiry questions and to effectively gather data on students' HaSS knowledge. Teachers' effectively integrated technology into learning programs, using the green screen or iMovies to capture student work to share with parents and the school community.

Resources continued to be a focus and our expansive bank of tangible resources and educational products, including costumes, were used to engage students and to enhance learning programs. Many Guided Reading books and library books were purchased, as well as a stock of teacher and student globes to support teaching and learning of HaSS concepts.

With a focus on assessment practices, teachers developed common assessments across cohorts and used these to moderate and monitor student achievement. To inform longitudinal data, teachers recorded results in the year level data sets to track student growth and to effectively identify gaps in learning. Teachers

accessed SCSA (School Curriculum and Standards Authority) work samples to support assessment task selection and to ensure judgements were fair and reliable.

Waste Wise initiatives were expanded and implemented after being awarded a grant from the Waste Wise Authority. Six compost tumblers and Crunch 'n' Sip caddies were purchased for each class to begin turning students' fruit and vegetable scraps into rich organic soil which was then used in our garden beds. Students throughout the school were educated about composting and provided with the opportunity to be involved in the process. Students continued to participate in No Waste Wednesday and Zero Heroes were introduced.

Twice a term at the whole school assembly after presenting the most waste wise class with the Golden Wheelie Bin, students who had zero waste were recognised by the school community. We also participated in National Tree Day, welcoming a donation of shrubs from Bunnings Baldivis, planting 30 shrubs on the oval along the fence line between our school and Baldivis Secondary College.



Harmony Day was held on the 21st of March, celebrating diversity at Rivergums Primary School. All students were engaged in a Maori culture awareness and immersion incursion by Ahurea Consultants, specialising in Maori Education, Performing Arts and Community Development. Students created flags to represent their own culture and then engaged in a whole school presentation, involving traditional storytelling through Maori music, movement and martial arts. Students then participated in a variety of workshops, including poems, songs, use of the 'Rakau' (tapping sticks) and learning the 'Haka'. At a school assembly, students shared their learning and those who consistently demonstrate cultural awareness, inclusiveness and acceptance were recognised by receiving a Harmony Day Award. The experiences were received positively by the school community and led to increased recognition of the Maori population present at our school and respect for the Maori culture.



For ANZAC Day and Remembrance Day, we held whole school ceremonies with special guests from the Department of Defence, local politicians and retired service personnel. All year levels (K-6) attended the ceremony and participated in activities leading up to these events, such as door displays, poetry writing and the planting of student-made poppies to represent Flanders Field. The school choir sang at both occasions, and we had a special guest sing the New Zealand National Anthem at the ANZAC Day Ceremony. To commemorate the Centenary of Armistice, a member from the WA Police Pipe Band welcomed guests and the Royal Australian Navy provided us with a bugle player, as well as informational display banners for the Remembrance Day Ceremony. For both events, students brought fresh flowers from home to create wreaths which representatives from each block laid during the service. We held a morning tea for our special guests and board members, helping to build our relationships with community members.





For NAIDOC Week we successfully applied for a PALS grant and in response to the 2018 theme of 'Because of Her, We Can!' we used the funds to create a Rivergums Indigenous Women's Museum. Each class selected a different (living) Indigenous woman to research and then presented a biography of the impact this person has had on our current way of living. Students represented their information in a variety of ways and created a quiz to accompany the information. Students' work was displayed in the undercover area along with a photo of their selected person, a current map of their birthplace and an Indigenous representation of the area to compare the two representations. At a whole school assembly, class representatives shared their chosen Indigenous woman, the school choir sang 'My Island Home' by Christine Anu and everyone performed 'Heads, Shoulders, Knees and Toes' in the Nyoongar language. The Rivergums Indigenous Women's Museum was again set up for Learning Journey to share students' knowledge and work with the school community.



### Future Direction for 2019

- Develop a HaSS Guidelines Book to inform teachers of policies, planning processes and assessment practices within the HaSS learning area, including Waste Wise initiatives.
- To explore frameworks for an expanded Term Planner that includes resources and detailed learning experiences which explicitly show a progression of learning and integration with other learning areas.
- Use Higher Order Thinking Skills and Tools to guide HaSS planning and assigning tasks in the Term Planners.
- Confirm a sponsor for a Year 6 Graduation HaSS Award.
- Maintain use of the Yearly Overviews and Term Planners to plan for HaSS.

- Continue using the Oral Presentation Framework to simultaneously assess HaSS and English (Speaking and Listening) outcomes.
- Continue to investigate and use technologies to enhance learning and to engage students.
- Engage students in educational activities which celebrate the Indian culture for Harmony Day to bring about awareness.
- Continue recognising ANZAC Day and Remembrance Day by holding services and inviting community members to attend.
- Recognise NAIDOC week, through shared experiences and celebration of the Aboriginal culture (including an application for the PALS grant).
- All staff to use the Aboriginal Cultural Framework for self-reflection to drive improvement in their own and the school's, behaviours and practices.
- Continue to involve students in the maintenance of the compost tumblers.
- Encourage teachers to attend the Miller Road Waste Facility excursion to further develop knowledge, understanding and skills with sustainability.

## Health

Throughout 2018 we continued to consolidate whole school programs and procedures such as Crunch 'n' Sip, Bounce Back Bear, Buddy Bench, Morning Meetings and Breakfast Club.

Our Specialist teacher used resources such as Challenges and Choices, Friendly School Plus, Healthy Active Kids WA, Take the Challenge and the Protective Behaviours Program to develop engaging and relevant lessons to teach resilience, safety, healthy habits and drug awareness.

In 2018, we had many special events to support the Health learning area. In Term 1 the Life Education Van visited the children. The focus was to consolidate what the students had been learning in the Protective Behaviours Program. Pre-Primary and Year 1 students explored the qualities of a good friend, feelings and emotions, safe and unsafe situations and early warning signs. The Year 2's explored the importance of physical activity, nutrition, personal safety and positive relationships. Life Education helped Year 3 and 4 students to be wise when it comes to relationships, both off and online. Year 5 and 6 students learnt skills and strategies required to build and maintain healthy relationships. There was also a parent information session that the community was invited to attend. In addition, students participated in Bullying No Way day and received wrist bands and information cards to assist them when dealing with uncomfortable situations.

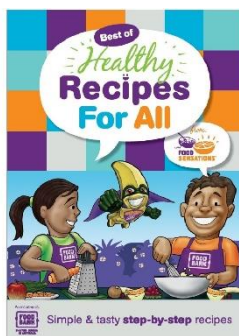


In Term 2 Pre-Primary to Year 6 students participated in a first aid course with St Johns. The First Aid Schools Program is a free program run by St John Ambulance Australia providing basic first aid training to school students across all states and territories in Australia. The children learnt how to recognise an emergency, how to respond, how to call 000 and how to put casualties in the recovery position. They had a tour of an Ambulance and enjoyed learning about the job of a Paramedic. Students also participated in Walk Safely to School Day which was supported by the local community.





To support the Healthy Habits curriculum in Term 3, we had Food Sensations visit the school to conduct a cooking lesson with the Year 6 students. The students learnt about hygienic food practises and how to create some healthy food from the Food Sensations Recipes, such as Super Sonic Dip, Mean Green Salad, Herbalicious Salad, Oddles of Noodles, Power up Pizza and Sporty Banana Bites. Our Specialist teacher conducted the same cooking lessons with the rest of the year groups. Students were also provided with some fruit and vegetables to participate in the Great Aussie Crunch which supports healthy eating.



In 2018, we saw the introduction and implementation of a Health and Wellbeing initiative for staff. Staff were offered a Yoga session on Monday afternoons, provided by Beachside Pilates and Yoga Wellness, in which staff participated in meditation, stretching, muscle toning and relaxation. Staff found this as a positive way to start the week and it gave them skills and strategies to use when balancing stress and work load pressure.



### Future Direction for 2019

- Continue with current whole school Health programs.
- Complete SDERA Silver accreditation and begin the Gold application.
- Investigate professional development for Protective Behaviours.
- Offer parent information sessions for Protective Behaviours and Cyber Bullying.



## Physical Education

The Physical Education programme provided each student in Pre-Primary – Year 6 with sixty minutes of Physical Education instruction. In addition, sport sessions were run in junior, middle and senior blocks, giving the students 120 minutes of physical activity each week. Rivergums Primary School had a Junior Physical Education Specialist who provided an additional sixty-minute lesson to our Pre-Primary students ensuring they also received 120 minutes of physical activity each week. The Early Childhood focus was to learn and consolidate fundamental movement skills with cooperative games. Students in Middle and Upper Childhood focused on refining fundamental movement skills and applying them in modified game situations, with a focus on game strategy and team work.

### Physical Education Grades 2018

		Excellent	High	Satisfactory	Limited	Not Assessed
Pre-Primary	Semester 1	0%	17%	57%	6%	
Pre-Primary	Semester 2	1%	15%	63%	2%	1%
Year 1	Semester 1	1%	17%	15%	10%	1%
Year 1	Semester 2	0%	22%	54%	7%	
Year 2	Semester 1	5%	15%	52%	3%	
Year 2	Semester 2	2%	17%	56%	1%	
Year 3	Semester 1	3%	13%	38%	7%	
Year 3	Semester 2	2%	19%	40%	3%	1%
Year 4	Semester 1	2%	10%	42%	6%	
Year 4	Semester 2	2%	21%	37%	2%	
Year 5	Semester 1	2%	14%	40%	10%	
Year 5	Semester 2	2%	19%	43%	2%	1%
Year 6	Semester 1	1%	16%	39%	5%	2%
Year 6	Semester 2	1%	23%	39%	2%	1%

**92% of the students achieved at the expected level or above in Semester One.**

**96% of the students achieved at the expected level or above in Semester Two.**

We had several intra-school events in 2018. Year 4-6 students participated in the faction swimming carnival in Term 1 at the Kwinana Requatic Centre. Attended by approximately 60 enthusiastic students, the carnival was won by Jacaranda. The athletics carnivals were separated into two days, a Kindy/Pre-Primary Carnival and a Year 1-6 Carnival. Both events were successful, with maximum student participation the focus. The Year 1-6 carnival was won by Karri. Other intra-school events held during the year included the Faction Cross Country (involving students from Pre-Primary to Year 6), Eagles Faction Footy (Year 3-4) as well as weekly Junior and Senior Sport sessions.



Interschool sports events were a key focus in 2018 at Rivergums. Our participation in the BASSA carnivals included:

BASSA Swimming Carnival – It was our second year competing in swimming. The six schools were split over two days and our enthusiastic squad swam very well to finish 2<sup>nd</sup>, competing against Makybe Rise and Tuart Rise. We also had six medal winners from Rivergums Primary.

Cross Country – Our cross-country team travelled to Baldivis Primary in Term 2 for this district event. Some strong individual efforts and a 4<sup>th</sup> place result was an improvement from last year.

BASSA Sports Carnivals – Played in Term 1, 2 and 4 across various sports, our teams all performed creditably, with teamwork and fair play standing out every time students took the field. Our best performed teams in 2018 included:

T-ball B Team	Runner Up (Summer Carnival)
Boys Cricket	Champions (Summer Carnival)
Hockey	Champions (Winter Carnival)
Girls Soccer	Champions (Winter Carnival)

As a result of our cricket team winning at the Summer Carnival, they were invited to compete in the Regional Cricket Finals in Yokine in Term 4.

In Term 2, students in Year 5 and 6 participated in Dancesport. The eight-week program ran by Dancezone proved to be very successful with the students being exposed to many different styles of dance. Selected students represented the school, competing at the Interschool Dance Competition at Rockingham. All students performed very well against schools from the Baldivis and the Peel area.

With a successful start in Rivergums foundation year, the Runners Club continued to receive a high number of students participating in morning runs, on Tuesday and Thursday, throughout the year. Dedicated students who ran over 100km over the year had their name added to the Runners Club Honour Board to acknowledge their hard work during the year.

### Future Directions for 2019

- Continue to offer a Physical Education programme for students from Pre-Primary to Year 6 based on a strong fundamental movement skills approach.
- Promote greater participation in the Rivergums Runners Club programme, including increased staff participation.
- Continue to apply for funding through the Sporting Schools programme in order for students to participate in a wide variety of sports.
- Introduce an after school introductory AFL programme for girls.
- Expand the Dancesport programme to include Year 3 and Year 4 students.
- Expand intra-school events and sports programmes to include lunchtime activities for all students.
- Promote the importance of physical activity in the school and wider community.
- Apply for Sporting School grants.

## Information and Computer Technology

In 2018, Rivergums Primary School (RPS) continued to maintain and expand on its technological environment, providing a 4:1 ratio of devices/computers to students.

At the beginning of the year, RPS purchased an additional 26 iPads to support transportable classroom pedagogy, increase the resources available to students with educational needs and create a bank of 12 iPads for use within Media Arts.

During the year the school was given a grant to purchase additional devices and peripherals to support the implementation of NAPLAN Online in 2019. The school used this funding to purchase a Library Bank of 25 iPads and a Smart Hub Trolley for transport of devices around the school. Additional headphones and cases were also purchased.

In addition to purchasing more devices for NAPLAN Online RPS participated in the School Readiness Test (SRT). This test is designed to evaluate the school facilities including wireless signal, internet bandwidth, computer/device suitability and the NAPLAN Online testing platform. The test identified that we meet the technical requirements and have the ICT infrastructure capacity.



During the year, there was an issue with deteriorating iPad cases leading to an increase in iPads being damaged. In response to this funding was given to replace all broken iPad cases. Cases were replaced and there have been fewer incidents.

Teachers have continued to implement ClassDojo as a behaviour management and parent communication tool.

At Rivergums Primary we currently use several communication platforms. These include our website, our school Facebook page, the Skoolbag app, and our MessageYou text system. These are used to disseminate important information and publications such as newsletters, term planners, excursion and incursion advice, important announcements and upcoming events. Events that happen within the school

are promoted via our fortnightly newsletter, and photo galleries are uploaded onto our Facebook page, including our Easter Parade, Book Week Assembly, Harmony Day, various incursions and excursions, ANZAC Assembly and so forth.

The P&C has continued to contribute to the cost of licensing for the fantastic educational software, Mathletics and Reading eggs. This supports the teaching of Mathletics and English both in and out of school hours.



RPS has continued to use ICT for whole school assemblies and presentations with the use of the projector and sound system in the undercover area.

The Technologies Curriculum Leader has supported ICT capabilities by providing afternoon ICT Cafes for all staff. The most beneficial was the three sessions on Excel. Many staff provided positive feedback on the benefits of the session, including the ease of documenting and reviewing assessment data.

In 2018, the ICT Coordinator has continued to have 0.2FTE that is dedicated to setting up resources, resolving issues and general ICT maintenance. This time has been essential for the maintenance of RPS's technological environment.

In 2019, RPS will continue its commitment to enhance student learning through the integration of learning technologies by maintaining and expanding the resources available to staff and students, providing professional development opportunities and supporting staff and students in their use of ICT.

#### **Future Direction for 2019**

- Provide further professional development on the effective integration of ICT into the curriculum, including the ICT general capability.
- Transform the desked area within the library into a desktop computer lab.
- Support the Curriculum Leaders in adding to the school website and assisting them to provide details about the curriculum programs.
- Purchase additional interactive whiteboards, iPads and lock-boxes for the new transportable classroom.
- Purchase a mobile interactive display for use around the school.
- Investigate the possibility of an intranet webpage to enhance school procedures.
- Maintain, develop and improve current and future technologies.
- Maintain a 4:1 Ratio of devices/computers to students.
- Continue to use ClassDojo to communicate and connect with parents.

## **Technologies**

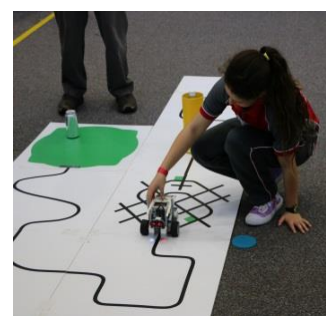
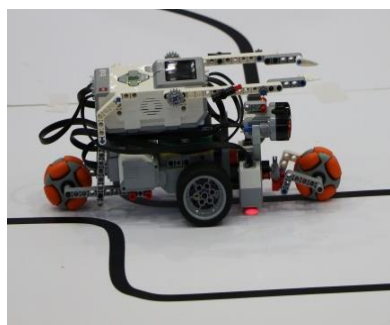
In 2018, Rivergums Primary School (RPS) fully adopted the Technologies Curriculum, implementing effective planning, teaching and assessing strategies. It was the first year that teachers had formally reported to parents on the learning area.

In preparation for the full implementation of the Technologies Curriculum; along with professional development sessions presented to the whole staff, the Curriculum Leader organised and facilitated technical coaching sessions with teachers from each year level team. During these sessions' teachers built upon their existing knowledge and expertise to enhance their teaching and planned for the integration of the school's resources. Year level teams created scope and sequences for teaching and assessing the Technologies Curriculum.

At the beginning of the year the school purchased LEGO Based Robotics equipment including fifteen We-Do and five Mindstorm sets. The We-Do Robotics has been implemented by all Year 3 classes to teach Digital Technologies and, Design and Technologies. The resources were positively embraced by staff, students and parents. One class used the resource as a finale to a 'Bees' integrated project which saw students constructing a pollinating flower and programming a bee to fly and stop on the flower. This and other designs built with the We-Do sets were displayed at Learning Journey, to the delight of parents.



The Mindstorm Robotics sets have been used to establish Rivergums Robotics Club. This academic extension group regularly met on Tuesday mornings and lunchtimes to prepare for RoboCup, a project orientated robotics competition and educational initiative. Students worked together over the course of the year to design, build and program robots then competed in the Robot Rescue Challenge. Robotics Club members attended many out of school events including workshops, briefings and metro competitions. These events culminated in the epic RoboCup Junior WA State Event at Curtin Stadium, hosted by Scitech. RPS entered four teams into the state event and had two teams make the finals, finishing 5<sup>th</sup> and 8<sup>th</sup> overall. For the school's first year competing at a state level against experienced and well-resourced schools, their achievement was certainly noteworthy.



The lunchtime Coding Club continued to run on Tuesdays. Students learnt about game design and created their own game using Scratch. The students also learnt concepts like sequencing, iteration (looping), conditional statements and variables.

The Makerspace Trolleys were used effectively throughout the year with classes utilising them to implement the solutions process – investigating and defining, designing, producing and implementing, evaluating and collaborating, and managing. Classes made marble runs, animals with robotic adaptations, boats, dioramas and many others innovative creations.



Paul Litherland from Surf Online Safe came to Rivergums to present a student and parent seminar targeting subjects such as Cyber Bullying, Digital Citizenship, Online Footprint, Social Networking and Online Gaming. The seminar was a great success. Students were thoroughly engaged and feedback from teachers was really positive, saying it stimulated many rich discussions and highlighted scary realisations.



### Future Direction for 2019

- Maintain and replace digital technologies resources as needed.
- Investigate, purchase and maintain consumables needed for the adoption of the Technologies Curriculum.
- STEM concepts will continue to be introduced and implemented to meet the requirements of SCSA's Technology Curriculum requirements in 2019.
- Curriculum Leader to facilitate coaching sessions with teachers and year level teams to become familiar with the school's technology resources, use technology as a tool for learning and embed technology into their yearly planning.
- Investigate and develop common group work norms and roles that can be applied to any curriculum and encourage active participation. Purchase resources to support this goal.
- Purchase additional Lego Robotics resources.
- Continue modifying and updating the Technology Curriculum Scope and Sequence documents to include new resources.
- Continue Rivergums Robotics Club, preparing students to compete at RoboCup.
- Paul Litherland to present student and parent cyber safety presentation.

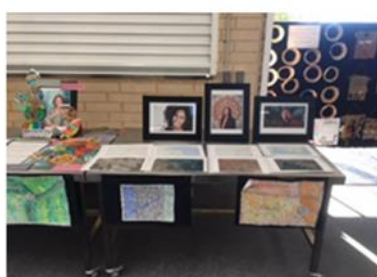
## Visual and Media Arts

In 2018, Rivergums students from Pre-Primary to Year 6 received 1 hour per week of Visual and Media Arts instruction with a full-time Art Specialist. The Western Australian Arts Curriculum was implemented and reported upon in the areas of Visual and Media Art, including Making and Responding elements. In Visual Arts, students developed skills in painting, drawing, collage, textiles, printmaking, illustration, digital art and ceramics. They also learnt about art history by studying the artworks of international and national artists from the past and present. In Media Arts, students learnt about different types of media art and respectful, and safe use of iPads. They developed skills in stop motion animation, digital photography, comic strip creation and digital stories with images and sound through hands-on experimentation. A focus was on meaningful integration of Art with other learning areas including HaSS, Science and English.

Students had the opportunity to display and share their individual and collaborative artwork with the community through several whole school events. Artwork was displayed in the front office and was updated a few times throughout each term. During Harmony Week, all students painted a flag from a country of their



heritage and this became a part of a collaborative display as a backdrop to the Harmony Day Assembly. The flag display was on show for performances and a whole school assembly that occurred in the weeks following. The theme for NAIDOC Week in 2018 was “Because of Her We Can”. Each class focused on traditional weaving techniques to honour and appreciate the skilful woven artworks created by many Indigenous women artists. The artworks were on display as a part of the whole school ‘museum’ exhibition in the undercover area. Again, in 2018, students made a poppy that contributed to a large ‘Field of Poppies’ art installation for Remembrance Day, which has become a Remembrance Day tradition at Rivergums Primary School.



Students were also able to share their artworks with their families through a digital portfolio of work on Seesaw and work samples that were sent home every term in their classroom Assessment Folders. Learning Journey provided another opportunity for students to share their learning with parents and the community as the Art Room was open for students to showcase their artwork. Year 5 and Year 6 students’ photography collages were shown as a slideshow on the smartboard. Families also had the opportunity to work together on a drawing that contributed to a colourful tree mural that grew over the night as the community added to it.



Students had the opportunity to participate in three art contests in 2018. Two mosaics depicting endangered Western Australian animals were designed and made by various students who came along to lunchtime Art Club sessions. These artworks were entered in the Rio Tinto Earth Assist 2018 Recreate Waste Recycled Art competition. The Year 6 Art Councillors also organised student work to be entered in the Cannington Show and the Oz Kids online art contest was promoted through assemblies and newsletters.



**Future  
for 2019**

**Directions**

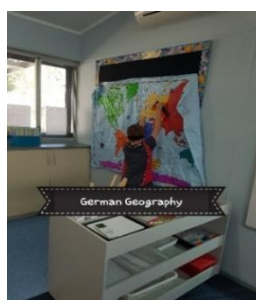
- Continue lunchtime Art Club to support the whole school Kidsmatter initiative.
- Year 6 Art Councillors to continue to run the art competition entries.
- Promote community art events and competitions through the newsletter and assemblies.
- Integrate Media and Visual Arts through projects.
- Purchase of more iPads to support student accessibility and enhance learning.
- Continue integration of Visual and Media Arts with other learning areas.
- Continue to produce art displays for whole school and community events.

## Languages

In 2018, Rivergums Primary School implemented a German Language Program for Year 3 students. The Year 3 Language Curriculum has been taught by a Specialist teacher with the classroom teacher acting as support. Our aim was to develop a whole school approach to teaching languages. To achieve this, the classroom teacher assisted during German lessons, so they could learn the language and integrate it into their own lessons. Another way we endeavoured to develop a whole school program was to include weekly phrases in the school newsletter, for the community to practise at home and weekly topics were provided for classroom teachers to use during Morning Meetings. During assembly, children greeted and responded in German when saying good morning, good bye and addressing teachers who spoke.



In 2018, the Year 3 students learnt simple greetings such as; introducing themselves, asking how they were feeling, and expressing emotions. They learnt family names, how to describe their families in accordance to personality, descriptions, likes and dislikes, hobbies and age. They explored many cultural events in Germany, in particular St Martintags and Christmas. They learnt simple grammar concepts and made connections between a noun's gender and its definite/indefinite article. Lessons were taught using a range of teaching strategies such as song, role play, technologies, cooking, traditional games and storytelling.



One of the biggest highlights of the year was the development of a lantern for St Martinstag. This is a tradition in German culture whereby school age children create a lantern and perform a parade to celebrate the good light (metaphor) that St Martin brought to the people many years ago. The students in Year 3's



learnt about this significant cultural event and then created a lantern in the shape of their family home and decorated it with their family's favourite colours and objects. They also learnt the name of German shapes and used these to create the doors and windows. The children then produced a written evaluation about their lantern, in German, to describe what inspired their lantern design. The lanterns were then displayed at the Learning Journey in Term 3 for the community to admire. The hope is for this to become a tradition for our school every Learning Journey. The lantern project was planned across the German Baldivis Network and all Year 3 students attending Baldivis Primary School also created a lantern.

Throughout the year, many new resources were purchased to support teaching languages. These included a subscription to the Power Language Platform, games, chart, flashcards, and resource books from Applause Learning Resources. Costumes and puppets for role play activities were also purchased.

The biggest achievement, in 2018, was our Specialist teacher winning a scholarship to participate in an intensive four-week course with the GOETHE Society in Munich, Germany. This invaluable professional learning took place in Term 4. The teacher was able to enhance her fluency in the language and share her cultural experiences with students in a more meaningful way as she had firsthand experience and was able to return with traditional resources, photos and stories.



### Future Direction for 2019

- Extend the German Language Program to Year 4 students.
- The addition of a German Language Assistant, from Germany.
- Continue to build resources to teach German.
- Celebrate Language Week.
- Curriculum Leader to apply for another scholarship.

## Early Childhood

Rivergums Primary School (RPS) continued to support students in Early Childhood Education with the additional purchase of Fundamental Movement Skills equipment to promote gross motor skill development. In 2018, we also had a Specialist Health and Physical Education Teacher for our Pre-Primary students. This assisted in preparing students for their Kindy and Pre-Primary Faction Carnival, which provided students with the opportunity to participate in numerous events such as running races, the egg and spoon race, sack races, team games and many more activities.



The P&C played an important role in contributing to our Junior Playground extension which will be utilised by Year 1 and Year 2 students in 2019. Thank you to the P&C committee who donated \$7000 to the Junior Playground which facilitated the extension of the sand pit area and the addition of multiple pieces of play equipment, including a swing.

In Term 1, all Pre-Primary students participated in On-Entry Testing. The On-Entry Assessment program identifies early literacy and numeracy skills and is mandated at Pre-Primary. It provides teachers with information about each child's current skills and understandings. Conducting the assessment early in the year ensured teachers had information about the current skills and understanding of each child which assisted with planning and the delivery of targeted learning programs. The assessment also aided in the identification of children who may require early intervention or extension. This approach is supported by national and international research into the early identification of students' literacy and numeracy skills. As a school we value the information provided from the assessment and utilised the information to inform teaching practices and to develop Case Management Plans that effectively support student outcomes.

Following on from the implementation of the Screen of Communication Skills (SOCS) assessment in 2017 we continued this practice in 2018 for all Kindergarten students, to add to our continuous data and provide classroom teachers with understanding of each child's background knowledge. The assessment was conducted in Term 1 and Term 4 to track student learning. The SOCS is a language assessment developed by speech pathologists for children aged 3.6 to 6.6. It assesses the areas of semantics, comprehension, grammar, narrative, phonological awareness and speech. The SOCS provides age norms, so the child's performance can be compared with other children of their age.

In 2018, we continued with many traditions including Mother's Day, Father's Day, Easter Hat Parade and 100 days of Pre-Primary. 2018 saw the ECE team host a sausage sizzle for Father's Day and activities for all students and their special guests. Traditions grow each year and it was great to see so many faces attend to support their children at school and be involved in our school community.



In alignment with the Department of Education initiative, the ECE teachers participated in reflections against the National Quality Standards (NQS). The NQS is intended to deliver higher standards for young children in the areas of education, care and health across Australia. Principals with Kindergarten to Year 2 classes are required to record on an annual basis NQS audit against all seven quality areas of the NQS System and develop a Quality Improvement Plan. The seven areas are; Educational program and practice; Children's health and safety; Physical environment; Staffing arrangements; Relationships with children; Collaborative partnerships with families and communities; and Leadership and service management. In 2018, it was reflected that RPS was working towards achieving all quality areas.

To continue building strong relationships with our school community we again hosted an array of activities for our incoming Kindergarten students. These sessions aimed to assist our prospectus students and families to prepare for the transition to formal schooling. RPS hosted Kindergarten Parent Meetings, Child and Parent Workshop and an Orientation Days. At the Parent meetings, information was provided about RPS's whole school programs, vision and practices in place to support all students and parents. There was also an opportunity to meet the School Nurse, School Psychologist and School Chaplain. For the Kindergarten Child and Parent Workshop, a range of services were represented on the day, including a Speech Pathologist from Fun Talk, Elle Mangan; Occupational Therapist from AIM, Jasmin Fong; Patrice Nicol from the Better Beginnings Program at Mary Davis Library; ECE teachers from Maragon Early Learning Centre, Lee-Anne Ogle and Robyn Hilton. We also had Stacey Raath share information about Fundamental Movement Skills, Donna Moore discussed early literacy skills including, blank level questioning, phonological awareness and semantics, Kat Trew shared early numeracy skills and Shane Stringer discussed emotions and feelings. Children and their families participated in eight activities and received resources to take to assist with preparing their child for school. Children were invited to an Orientation Day in a Kindergarten classroom and participated in a Morning Meeting, listened to a story, danced, sang, completed some table activities and had an explore in the playground whilst making new friends.

### **Future Directions 2019**

- On-Entry will continue in 2019 for all Pre-Primary students to assess both Literacy and Numeracy in Term 1 and Term 4 to assess student progress.
- Continue with SOCS testing for 2019 for all Kindergarten students.
- Investigate the Kindergarten Assessment Tool.
- With guidance from the Peel Language Development Centre we will be implementing the 'Words, Grammar, Fun' program to support oral language development.
- Review the Literacy Block to support oral language opportunities in Kindergarten and Pre-Primary.
- Continue Kindergarten incoming student programs: workshop, information session, orientation
- Continue developing relationship with local services such as Maragon
- Add to the Nature Playground to promote risk taking and build gross motor skills.
- Review Letters and Sounds sequence for Kindergarten to Year 2.
- Early Childhood staff continue to reflect on NQS and update the Quality Improvement Plan.

## **Pastoral Care**

Throughout the past three years and as part of our inaugural Rivergums Primary School Business Plan, Pastoral Care and creating a Positive School Community have been a high priority. Our school wide pastoral care initiatives including: Kidsmatter; Friendly Schools; SDERA; Morning Meeting (Responsive Classrooms) and PBS (Positive Behaviour Support) have been integral in promoting health and wellbeing, building resilience, developing students' personal, emotional and social capabilities, and their behaviour, hence creating a school environment where every student feels safe and supported.

### **Kidsmatter**

In 2018, staff focused on the implementation of Kidsmatter Module Two: Social and Emotional Learning for students. Staff were provided with two hours of professional learning on how to effectively teach social and emotional learning, as well as learning about social and emotional competence. To support social and emotional wellbeing, Kidsmatter clubs were introduced with the idea of providing students with an alternative play opportunity at lunchtime. The clubs provided students requiring support in developing and

maintaining friendships as well as for those students with interests other than playing outside a safe place to interact. Throughout the year there was Storytime in the library, Games Club (including both board games inside and organised cooperative games outside), Art Club in the Art Room, Robotics and Coding Club. Mr Jason Tate has further built on the idea of Kidsmatter clubs by initiating a Lego Club for 2019. Clubs will continue in 2019, with the introduction of some new clubs, to continue to provide students with alternative play options.

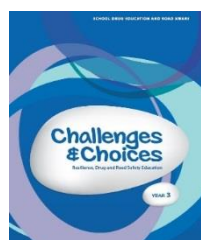
### **Friendly Schools**

The implementation of the Friendly Schools Program continued through our Health Specialist Teacher and our Morning Meetings. As part of the review for this program we completed several surveys, surveying our staff and students about the use of Friendly Schools and the impact it has had over the past three years. The results from both students and staff highlighted that our school has a positive school culture (scoring 2.6 out of 3) and a protective physical environment (scoring 2.7 out of 3), ensuring an anti-bullying approach and a highly responsive culture. From the survey, areas for improvement were identified as in increased focus on the key understandings and competencies associated with social and emotional learning which ensure students are provided with a developmentally appropriate, comprehensive and engaging social and emotional learning curriculum, and that learning opportunities are provided to families to increase their skills to support their child. As a result, in 2019, Health will be taught by the classroom teacher rather than a Health Specialist.

Rivergums Primary Schools efforts to increase students social and emotional skills using Friendly Schools was recognised in early 2018 when Mrs Redfearn was asked by Erin Erceg, one of the lead training associates of Friendly Schools, to present at a conference for the Department of Education on Bullying No Way Day - the 8<sup>th</sup> National Day of Action. At this conference Mrs Redfearn shared how to create positive relationships and the steps schools can take to make their school a friendly and positive place. As a school, it was an honour to be recognised and asked to share our school practices, particularly in front of the founders of the program. It highlighted our achievements in the first three years and showed that what we are doing at Rivergums PS is becoming known in the wider education sector and being highlighted to other schools as an exemplary example. In the next Business Plan, the approaches that are used at Rivergums PS to develop the social and emotional competence in our children and provide them with the skills to manage themselves in social situations in a positive manner will be continued.

### **SDERA**

In 2017 RPS successfully achieved bronze status in SDERA (School Drug Education and Road Awareness) and in 2018 we worked towards the achievement of silver status. In 2018, we maintained our bronze status by using our guest speaker guidelines; our RPS Drug Education Guidelines; our RPS Road Safety Policy; our whole school year level Health Curriculum Plans and our Bounce Back Bear strategy. To continue to engage and inform students, parents, guardians and the community about road safety, we took part in the Rockingham City Council Travel Safe to School Project. To achieve silver status, we focused on increasing staff and school community awareness of the Drug and Road Safety Guideline documents; increasing parent awareness of road safety initiatives within the school (reverse parking in car parks, kiss and drop etiquette, correct use of crosswalks and the Travel Safe to School project); reviewing and continuing to implement Health Overviews and Health Scope and Sequence documents, and the development and implementation of student reflection/evaluation activities for K-6 for health, to see the impact of SDERA CHAT over the past three years. In 2019, we are excited to work towards achieving gold status in drug, road and resilience education at RPS.



### **PBS- Positive Behaviour Support**

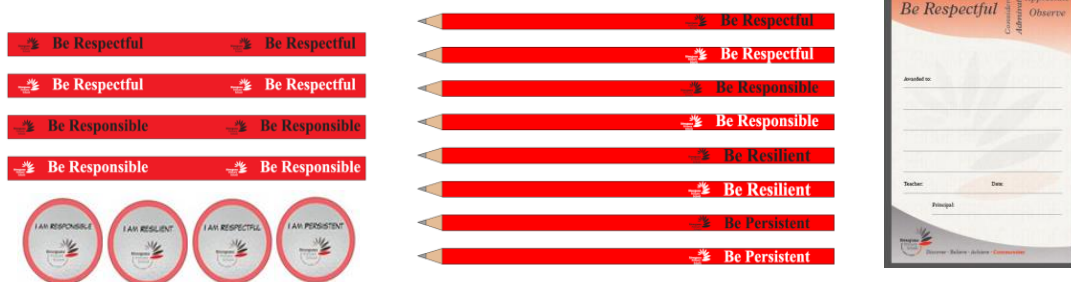


With the implementation of Positive Behaviour Support (PBS) across the whole school in 2018, there were some massive developments. The PBS Team began the year with six teachers, two Education Assistants and the Administration Team. The committee met every three weeks and worked extremely hard to produce resources, professional learning for all staff and a framework that created the foundation for our PBS Journey. Rivergums Behaviour Matrix was presented to the school on the first day of the year, and it documented all the expected behaviours we want to observe in our school community. Our four main expectations were: Be Respectful, Be Responsible, Be Resilient and Be Persistent. Aligned with this, each teacher was given 38, A3 laminated posters to match each expectation on the matrix

RIVERGUMS BEHAVIOUR MATRIX				
	Be Respectful	Be Responsible	Be Resilient	Be Persistent
<b>I Always</b>	<ul style="list-style-type: none"> <li>Keep my hands and feet to myself</li> <li>Wear my school uniform</li> <li>Use appropriate language and manners</li> <li>Follow teachers' instructions</li> </ul>			
<b>Classroom</b>	<ul style="list-style-type: none"> <li>Use technology safely and appropriately</li> <li>Raise my hand to talk or ask questions</li> <li>Arrive to class on time</li> <li>Ensure my classroom is left clean and tidy</li> </ul>	<ul style="list-style-type: none"> <li>Treat my own and others equipment with care</li> <li>Be ready to learn and have all materials organised</li> <li>Move safely around the room</li> </ul>	<ul style="list-style-type: none"> <li>Share ideas and participate in class discussions and activities</li> <li>Listen to and read teachers' feedback and learn from my mistakes</li> <li>Try before asking for help</li> </ul>	<ul style="list-style-type: none"> <li>Try my best</li> <li>Set goals for myself</li> </ul>
<b>Playground &amp; Outside</b>	<ul style="list-style-type: none"> <li>Share space and take turns with equipment</li> <li>Walk on paved areas and around garden beds</li> </ul>	<ul style="list-style-type: none"> <li>Use equipment safely and return it where it belongs</li> <li>Follow eating procedures</li> <li>Put my own and any other rubbish I see in the bin</li> </ul>	<ul style="list-style-type: none"> <li>Inform teachers about playground problems and how to solve them</li> <li>Ask politely to join others games</li> <li>Follow others to join in my games when asked</li> </ul>	<ul style="list-style-type: none"> <li>Challenge myself by doing a variety of activities</li> <li>Show good sportsmanship</li> </ul>
<b>Assembly</b>	<ul style="list-style-type: none"> <li>Enter and exit the assembly area in a quiet and orderly manner</li> <li>Applaud others appropriately</li> <li>Stand still to sing the National Anthem and wait to be asked to be sung</li> </ul>	<ul style="list-style-type: none"> <li>Shake hands and say thank you when receiving an award</li> <li>Hold my certificate with pride</li> </ul>	<ul style="list-style-type: none"> <li>Ignore disruptions and negative behaviours around me</li> </ul>	<ul style="list-style-type: none"> <li>Sit patiently and listen attentively with my class</li> </ul>
<b>Before &amp; After School</b>	<ul style="list-style-type: none"> <li>Greet others on school grounds</li> </ul>	<ul style="list-style-type: none"> <li>Enter and exit school grounds safely</li> <li>Wait quietly outside my classroom until the teacher lets me in after the lesson</li> </ul>	<ul style="list-style-type: none"> <li>Actively solve problems</li> </ul>	<ul style="list-style-type: none"> <li>Answer and respond to the Morning Meeting question on the Morning Meeting Board to the best of my ability</li> </ul>



To enable staff to more effectively teach the expectations, the PBS Team created a lesson plan for each expectation, using Madeline Hunter's Tell, Show, Practise, Feedback model. An explicit lesson was taught in every class across the school during the first lesson on a Monday, during our Morning Meeting session. This was followed by a block meeting, later in the week, whereby year levels gathered to discuss and practice the focus expectation. The expectations were also highlighted during our assemblies. PBS Councillors recorded different classes demonstrating the focus expectation. During assemblies' students received their merit certificates, which are directly aligned to our four areas, as well as a wristband, pencil and a sticker.



In 2018, we also implemented a whole school encouragement system. Students were awarded with tokens that went towards earning prizes and rewards for their faction, helping to build unity and community. Students enjoyed the reward system, demonstrated by the excitement levels at assemblies when the PBS Tokens Ladder Board was presented. Students were rewarded with: PBS wristbands; icy poles; student vs staff games; milo and marshmallows; build a biscuit; old school games and a whole school picnic. In 2019, new rewards will be introduced, and prizes will continue to keep our students motivated in demonstrating our whole school expectations.

Rivergums PBS journey was recognised in the wider education community, alongside Friendly Schools, when our school was selected to present at the South West PBS Summit. The highlight of the summit was not only presenting to other schools but listening to the founder of PBS, Dr Tim Lewis from the USA. Mr Daniel Turner presented on behalf of the PBS team, sharing our whole school processes for implementing behaviour education, including our expectations, behaviour matrix, lesson sequence, lesson plans and rewards. Mr Turner received a lot of positive feedback on the day from other schools and we were contacted by other schools asking for our resources. This acknowledgement from other educators' highlights what we have achieved as a PBS team and we will continue to aspire to further improve behaviour at RPS in 2019.

### **Breakfast Club**

In 2018, we continued to offer breakfast club two days per week, aligning with our choir and runners club days. Thanks to the kind and generous support of Foodbank and Baldivis Woolworths we were able to provide our students with a healthy and nutritious breakfast on these days. A special thanks to Miss Megan Thompson for ensuring the supplies were collected each week and to Mr Shane Stringer our School Chaplain for ensuring the Breakfast Club was staffed each week, along with all our wonderful staff volunteers. Without our fantastic RPS staff volunteering their mornings, we would not be able to provide this initiative to our students.

### **Future Directions for 2019**

- Staff will teach Friendly Schools through Health lessons in 2019 instead of the Health Specialist Teacher.
- Implement the new "Australian Student Wellbeing Framework."
- Implement Kidsmatter Component Three: Working with Parents and Carers.
- Provide staff with professional learning on Kidsmatter Module 3: Working with Parents and Carers and Kidsmatter Module 4: Helping Children Experiencing Mental Health Difficulties.
- Continue to provide alternative play options at lunchtime through Kidsmatter Clubs.
- Consolidate Tier One Positive Behaviour Support, including our school wide expectations, our behaviour matrix and our lesson sequence.
- Complete training in Tier 2 and Tier 3 of Positive Behaviour Support.
- Ensure any new staff members who join the PBS team receive training.
- Continue implementation of SDERA CHAT and aim towards planning for Gold Level.
- Have a dedicated Health Student Councillor as part of the Student Leadership Team.
- Continue to offer Breakfast Club before school on a regular basis.

## **Student Services**

Rivergums Primary School (RPS) has an active Student Services Team whose role is to cater for the diverse needs of students and support students at educational risk. It is also the role of the team to support families and caregivers in enabling further development of the individual students' academic, social, emotional, mental and physical health.

In 2018, the Student Services Team consisted of the Student Services and Pastoral Care Associate Principal (Jackie Redfearn), the School Chaplain (Shane Stringer), the School Psychologist (Christine Coleman), the School Nurse (Rosemary Hanson) and our school-based Intervention Literacy Teacher (Donna Moore). In 2018, utilising our student-centred funding, we were able to continue our Literacy Intervention Program three days per week, increase the support provided by our Student Services team by increasing the Chaplaincy service to two days a week and increase the School Psychology service to two

and half days per week. Once again, the role of the School Nurse was to screen our four-year old's as part of the early intervention process supported by the Department of Health.

The Student Services Team was continued to be supported by the School of Special Educational Needs (SSEN). In 2018, the Education Department's service delivery model changed. Instead of being assigned one Consulting Teacher who would visit our school and cater for all the students who required additional services, we were able to put in specific requests to Specialised Consulting Teachers who had experience and knowledge in the area we were requesting support. We were supported by many branches of the SSEN including: Behaviour and Engagement; High Disabilities; Sensory and Vision, and the Autism Team. The school benefited from this individualised level of support with classroom teachers having access to support through class visits and observations; professional learning; individual case meetings where strategies and, teaching and learning adjustments were provided for individual students, and access to resources. This is a service that the school will continue to access in 2019, to support our students with additional needs.

In 2018, our school was provided with additional school psychology time from the Education Department, and as a school we made the decision to increase this time further to cater for the needs of the students within our school. We had School Psychologist, Christine Coleman, two days one week and three days the next. As per previous years the School Psychology Service Plan was developed in consultation with the RPS Executive Team. The School Psychology Service catered for students with disabilities; students identified as not making age appropriate curriculum progress; students requiring outside agency referrals to Speech Pathologists, Occupational Therapists, Paediatricians and Mental Health practitioners, and students requiring emotional support and counselling. Increasing the service meant the School Psychologist was able to cater for more students that were being referred by Classroom Teachers. Throughout the year, Christine catered for 38 students who are on the current caseload (and will remain there in 2019), as well as move 19 students onto the monitoring caseload. The School Psychology service will continue to remain a priority in 2019.

Literacy Intervention has been another success in 2018 with the operation of the Soundwrite Program by Mrs Donna Moore. The referral process from teachers was improved and an eligibility criterion was developed. Mrs Moore worked hard to communicate with the wider community about the benefits of the Soundwrite Program. She presented at both the 2017 and 2018 Kindy Orientation Parent Talk and explained the purpose of early intervention and the importance of developing the skills for reading early. Mrs Moore also had regular meetings with parents of students involved in intervention and was an active participant in individual case conferences with the Student Services Team. Mrs Moore improved the Literacy Intervention program by offering a home reading program that was targeted at intervention, which the school resourced by purchasing decodable readers. The students at RPS were fortunate to have been provided with intervention, especially those students who have benefited from intervention two years in a row. There has been lots of positive parent feedback, as well as improved academic results for students due to the program, as a result, it will be maintained in 2019. In the 3 days that Mrs Moore worked she managed to provide a service to over 58 students from Year 1-6, compared to 46 in 2017.

Year	1	2	3	4	5	6
Sounds -Write	11	15	6	16	7	3
<b>TOTAL</b>	<b>58</b>					

In 2018, the Department of Education (DoE) made changes to the requirements for Documented Plans. There was no longer a need to record plans in this format, but there was still a requirement to provide teaching and learning adjustments for students at educational risk. The RPS Executive Team consulted with the teaching staff about the use of Documented Plans, to cater for students at educational risk, and the decision was made by staff to continue the use of individual Documented Plans. However, it was decided that instead of creating them twice a term, staff would do plans once per term. This enabled staff a longer period to support children with their individual learning goals and the ability to meet with parents in a timely matter to discuss progress and future goals. The use of Documented Plans will continue in 2019 for students at educational risk.

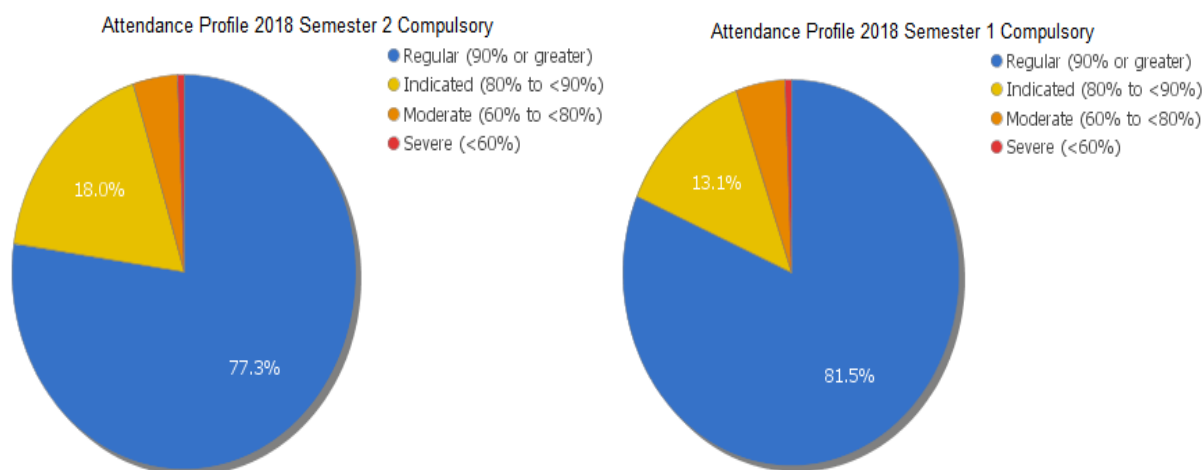
### Future Directions for 2019

- Continuation of the School Chaplaincy program 2 days a week.
- Continue the School Psychologist at 0.5 FTE with the view to increase to three days a week.
- Ongoing screening of early childhood students through the School Nurse.
- Continued use of SEN planning for Documented Plans once per term.
- Complete the National Consistent Collection of Data (NCCD) as per DoE requirements.
- Continued employment of an Intervention Literacy Specialist three days per week.
- Introduce observation and feedback of the Intervention Literacy Specialist for staff whose students attend intervention sessions.
- Introduce in-class coaching, utilising the Intervention Literacy Specialist to support teachers in their practice of developing teaching and learning adjustments in Tier one instruction.
- Provide staff with professional learning on “Students with Working Memory Difficulties” and “TEAM TEACH”.

## Attendance

Rivergums Primary School (RPS) continued to make regular school attendance a priority in 2018 to ensure that students were prepared for success and able to access all curriculum materials. Rivergums staff understand that students who attend school regularly feel more connected to their community, develop important social skills and friendships, and are more likely to have higher academic achievement which sets them up for a strong future.

Below are snapshots of our student attendance for Semester 1 and Semester 2 2018.





Below is our attendance rate for 2018. RPS achieved 1.2% above the Western Australian (WA) State School average overall. All year groups achieved 1-2% above the average, except Year 6 which was 1% below WA Public Schools.

#### Primary Attendance Rates

	Attendance Rate	
	School	WA Public Schools
2016	92.8%	92.6%
2017	93.6%	92.7%
2018	93.8%	92.6%

#### Attendance % - Primary Year Levels

	Attendance Rate						
	PPR	Y01	Y02	Y03	Y04	Y05	Y06
2016	92%	94%	94%	93%	93%	93%	92%
2017	92%	94%	95%	92%	95%	95%	94%
2018	93%	94%	95%	95%	93%	95%	92%
WA Public Schools 2018	92%	92%	93%	93%	93%	93%	93%

Throughout 2018, we monitored students' attendance through several key strategies, which included:

- Recognise students who achieved 100% attendance in 2017 at the first 2018 assembly
- Continue '100' club to recognise students who have attended 100% for Term 1, 2, 3 and 4.
- Attendance plans created by classroom teachers for students in the 'severe category'
- Attendance meetings held with parents of students in the 'severe category' on a termly basis.
- Student attendance reporting was utilised to generate attendance letters which were sent to parents at the end of every term indicating the child's percentage attendance and their risk category – indicated, moderate or severe.
- MSGU watchlist was utilised to send staff weekly reports of students at risk and to monitor student attendance.
- MSGU watchlist was utilised by Administration to identify students who required an attendance plan.
- Complete Student Attendance Reporting Data processes in Term 3 (verification of school wide attendance data).
- Student attendance was monitored using SIS Lesson Attendance, ensuring all rolls were marked at the beginning of each day.
- Badged attendance officer registered to complete home visits where required for students with persistence absence.

#### Future Directions for 2019:

- Aim to achieve higher than state average for WA Public Schools in all year levels.
- Continue to use MSGU for parents.
- Continue to use MSGU watch lists to communicate with staff regarding students' non-attendance.
- Increase attendance through school-based activities which recognise students achieving 100% attendance each term.

## Leadership

2018 has been another successful year in the development of leadership at Rivergums Primary. Now in its third year of implementation, the Distributed Leadership Model has continued to strengthen and build the capacity for change and improvement. As student numbers have increased and the new Languages and Technologies curriculums now being implemented, the number of teachers and year level and curriculum teams also increased. In 2018 the Distributed Leadership Model consisted of six year level teams, a specialist team and seven Team Leaders, eight Curriculum Leaders, a Positive Behaviour Support Leader and Early Career Teachers Leader. The Rivergums Primary Distributed Leadership Model enables staff to effectively collaborate, share responsibilities and ensure accountability is evident across all teaching and learning areas, including providing a supportive environment for performance and development as well as opportunities to build the capacity of leaders and teams. In Semester Two, two of our lead teachers won deputy and principal positions at other schools, which is a fantastic achievement for these teachers and a credit to our RPS leadership development.

Throughout 2018 the Curriculum and Innovation Associate Principal, Mrs Kathryn Meyer, provided professional development sessions for RPS leaders. Leadership days, group and one-on-one coaching were delivered to enhance the capacity of Team and Curriculum Leaders within the school. Professional Learning focused on emotional intelligence, transactional analysis, effective communication, managing difficult situations and the importance of appreciation in the workplace. In addition, the leadership days upskilled our middle school leaders in change management, with a focus on whole school data analysis, best practice, research and departmental policy.

RPS had Level 3 Classroom Teacher aspirants apply in 2018, with two teachers being successful for both the first and second stages of the process. Level 3 Teachers are exemplary and highly valued teachers who are recognised and rewarded for their exceptional teaching practices. They are experienced, innovative teachers able to role model highly effective practice for colleagues and to mentor student teachers and graduates. RPS will continue to support aspiring lead teachers and provide support for teachers transitioning into school leadership roles including those eligible for the Level 3 Classroom Teachers status.

A Baldivis Cell Deputies Group was initiated during Term 1 of 2018. The group was formed to support and develop leadership capacity and leadership learning within the Baldivis Cell Schools. The deputy group met and attended professional development throughout Semester One. This will continue to a focus for 2019.

Throughout 2018 RPS provided opportunities for the senior students in Year 6 to develop their leadership skills and qualities through school-based responsibilities as Student Councillors, Faction Captions, PBS Councillors and Environmental Councillors. The RPS student leaders carried out a variety of responsibilities which provided the students with authentic experiences to develop their leadership capacity, build effective communication and interpersonal skills, and improve their problem solving and decision making.

### **Future directions for 2019:**

- Continued implementation of the Distributed Leadership Model to further strengthen and build the capacity for change and improvement.
- Provide professional learning to enhance leadership capacity and continued support for Curriculum and Team Leaders through coaching, mentoring, change management and Departmental policy.

- Identify further aspiring lead teachers and provide support for teachers transitioning into school leadership roles including those eligible for the Level 3 Classroom Teachers status
- Explore and provide professional learning for leaders to support staff in staff health and wellbeing.
- Develop leadership capacity and leadership learning within the Baldivis Cell Schools
- Explore and develop networks and partnerships outside of education. E.g. positive leadership, leadership and management and organisational psychology.
- Explore student leadership opportunities to further develop leadership capacity for our senior students.

## **Financial Report**

During 2018 Rivergums Primary School planned and efficiently managed the expenditure of the Student Centred Funding – One Line Budget in line with the School Business Plan 2016-2018. These financial operations were also maintained and verified in accordance with Financial Management in Schools guidelines.

Budgets were collaboratively planned to ensure that the school was resourced effectively and with a flexibility to enable the school to be able to respond to student needs in a timely manner.

The funding and revenue obtained by the school is sourced from Student Centred Funding and locally raised funds which are derived from Voluntary Contributions, commissions, fees from hire of our premises and donations from the P & C.

# Financial Summary

## Rivergums Primary School

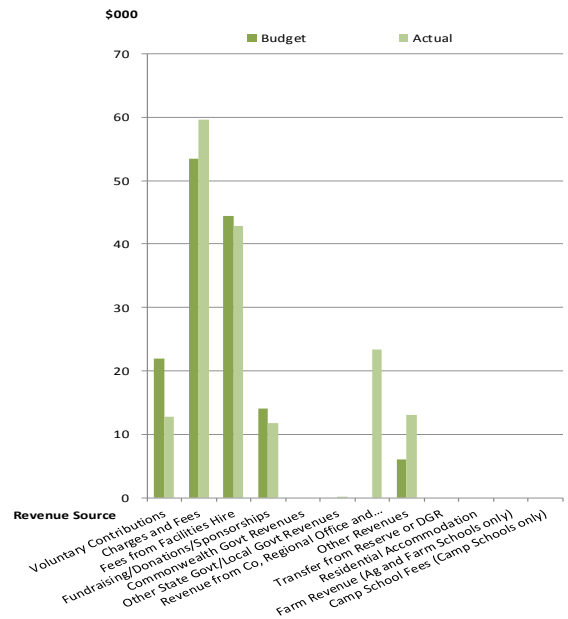
Financial Summary as at  
31 December 2018

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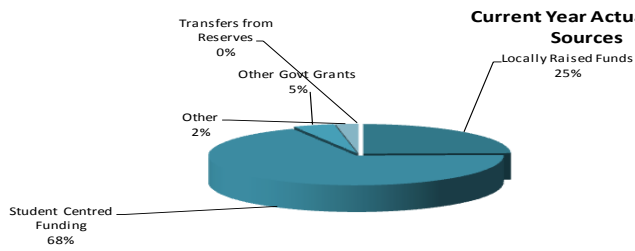
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	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	\$ 21,930.00	\$ 12,826.50
2	Charges and Fees	\$ 53,500.00	\$ 59,571.10
3	Fees from Facilities Hire	\$ 44,500.00	\$ 42,868.12
4	Fundraising/Donations/Sponsorships	\$ 14,000.00	\$ 11,811.25
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ -	\$ 65.00
7	Revenue from Co, Regional Office and Other Schools	\$ -	\$ 23,427.87
8	Other Revenues	\$ 6,000.00	\$ 12,995.87
9	Transfer from Reserve or DGR	\$ -	\$ -
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	<b>Total Locally Raised Funds</b>	<b>\$ 139,930.00</b>	<b>\$ 163,565.71</b>
	<b>Opening Balance</b>	<b>\$ 171,514.00</b>	<b>\$ 171,514.36</b>
	<b>Student Centred Funding</b>	<b>\$ 300,000.00</b>	<b>\$ 351,045.84</b>
	<b>Total Cash Funds Available</b>	<b>\$ 611,444.00</b>	<b>\$ 686,125.91</b>
	<b>Total Salary Allocation</b>	<b>\$ -</b>	<b>\$ -</b>
	<b>Total Funds Available</b>	<b>\$ 611,444.00</b>	<b>\$ 686,125.91</b>

Locally Generated Revenue - Budget vs Actual

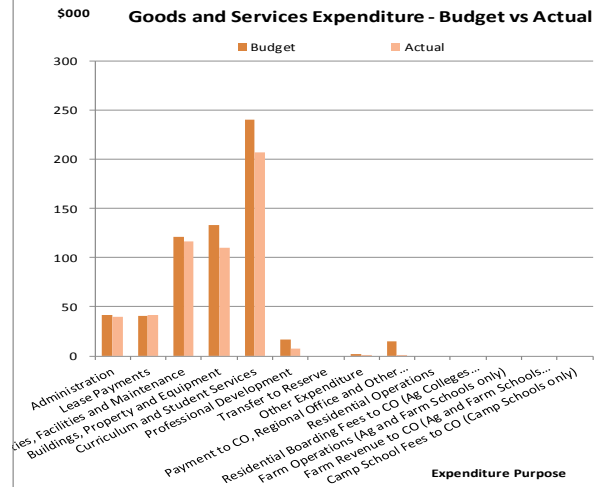


Current Year Actual Cash Sources

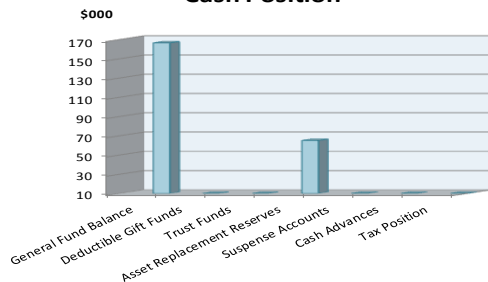


	Expenditure - Cash and Salary	Budget	Actual
1	Administration	\$ 41,720.00	\$ 39,600.03
2	Lease Payments	\$ 40,473.00	\$ 41,220.37
3	Utilities, Facilities and Maintenance	\$ 121,100.00	\$ 115,870.20
4	Buildings, Property and Equipment	\$ 132,677.00	\$ 109,448.43
5	Curriculum and Student Services	\$ 240,244.16	\$ 206,526.16
6	Professional Development	\$ 17,000.00	\$ 7,096.23
7	Transfer to Reserve	\$ -	\$ -
8	Other Expenditure	\$ 2,005.00	\$ 1.77
9	Payment to CO, Regional Office and Other Schools	\$ 14,917.00	\$ 20.00
10	Residential Operations	\$ -	\$ -
11	Residential Boarding Fees to CO (Ag Colleges only)	\$ -	\$ -
12	Farm Operations (Ag and Farm Schools only)	\$ -	\$ -
13	Farm Revenue to CO (Ag and Farm Schools only)	\$ -	\$ -
14	Camp School Fees to CO (Camp Schools only)	\$ -	\$ -
	<b>Total Goods and Services Expenditure</b>	<b>\$ 610,136.16</b>	<b>\$ 519,783.19</b>
	<b>Total Forecast Salary Expenditure</b>	<b>\$ -</b>	<b>\$ -</b>
	<b>Total Expenditure</b>	<b>\$ 610,136.16</b>	<b>\$ 519,783.19</b>
	<b>Cash Budget Variance</b>	<b>\$ 1,307.84</b>	

Goods and Services Expenditure - Budget vs Actual



Cash Position



Cash Position as at:

<b>Bank Balance</b>	<b>\$ 229,496.54</b>
<b>Made up of:</b>	
1 General Fund Balance	\$ 166,342.72
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 65,000.00
5 Suspense Accounts	\$ 3,582.82
6 Cash Advances	\$ -
7 Tax Position	\$ 5,429.00
<b>Total Bank Balance</b>	<b>\$ 229,496.54</b>