

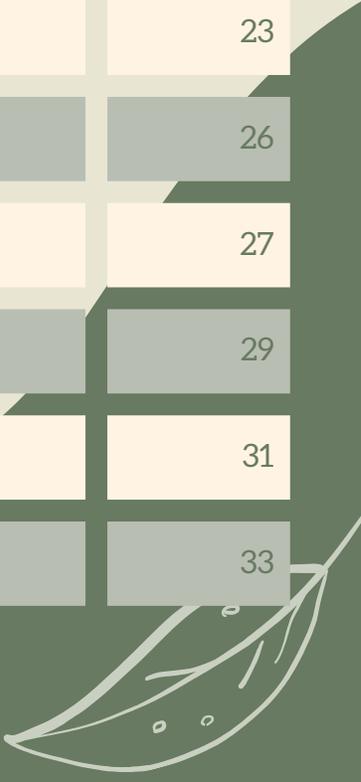
Annual Report

2021



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Principal's Report

I am delighted to present to you Rivergums Primary School's 2021 Annual Report. This report provides a summary of our school's performance in 2021. This report captures the key events and conveys information about the performance of our school in the following areas:

- School initiatives and programs across all learning areas.
- Student attendance data.
- School human and financial resource management details.
- Highlights and noteworthy achievements of the 2019 and 2020 school years.

At Rivergums Primary School we are committed to working in partnership with the school and wider community to provide a supportive and stimulating learning environment for all learners.

Our Vision

Empower all students to discover their own strengths, to believe in themselves, to set and achieve high standards, thus inspiring them to reach their full potential. We promote academic excellence, life-long learning and the development of the whole child in a safe and caring environment. We aspire to develop active participants who can flourish in local and global communities and become ambassadors of the core values of the school. 'Discover, Believe, Achieve...Communities'.

Our Values

- Respectful
- Responsible
- Resilient
- Persistent

I am honoured to lead Rivergums Primary School and I look forward to another successful year in 2022.

Mrs Tracey Renton
Principal



Attendance

	Non-Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2018	94.1%	93%	93.7%	84.7%	83.8%	80.8%	93.8%	92.2%	92.6%
2019	93.1%	92.3%	92.7%	86.6%	87%	79.5%	93%	91.9%	91.6%
2020	92.8%	92.6%	93.2%	85.9%	83.4%	77.6%	92.6%	91.9%	91.9%

Although our attendance rate has dropped by 1.2% over the past 3 years, as has been the trend with WA Public Schools, our attendance rate continues to be above both Like Schools and WA Public Schools.

Staff Information

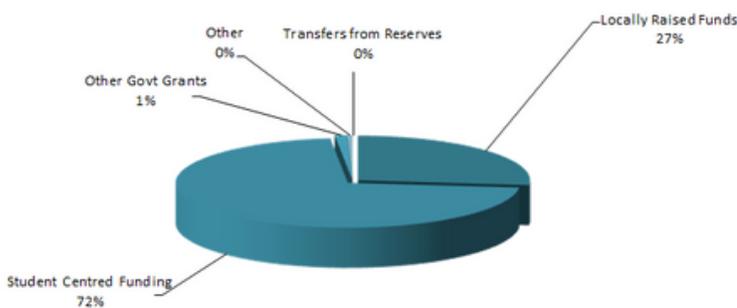
	No	FTE	AB'L
Administration Staff			
Principals	1	1.0	0
Associate / Deputy / Vice Principals	4	3.0	0
Total Administration Staff	5	4.0	0
Teaching Staff			
Level 3 Teachers	1	1.0	0
Other Teaching Staff	38	33.0	0
Total Teaching Staff	39	34.0	0
School Support Staff			
Clerical / Administrative	4	3.4	0
Gardening / Maintenance	2	1.0	0
Other Non-Teaching Staff	25	17.8	0
Total School Support Staff	31	22.2	0
Total	75	60.2	0

Financial Summary

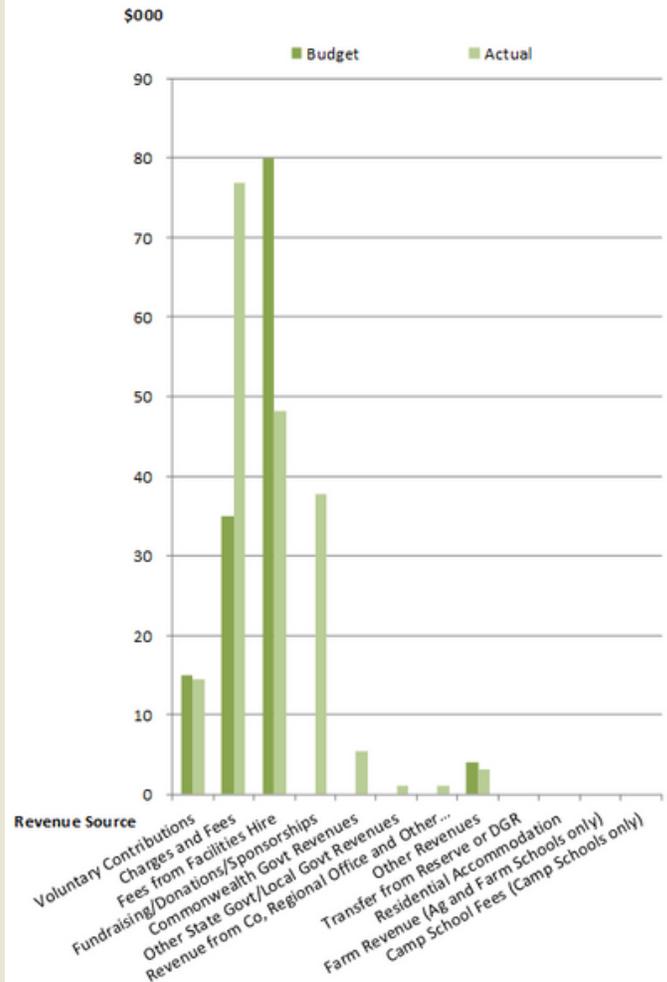
Financial summary as at 31 December 2021.

Revenue - Cash & Salary Allocation		Budget	Actual
1	Voluntary Contributions	\$ 15,000.00	\$ 14,469.00
2	Charges and Fees	\$ 35,000.00	\$ 76,779.36
3	Fees from Facilities Hire	\$ 80,000.00	\$ 48,181.80
4	Fundraising/Donations/Sponsorships	\$ -	\$ 37,810.72
5	Commonwealth Govt Revenues	\$ -	\$ 5,463.38
6	Other State Govt/Local Govt Revenues	\$ -	\$ 1,142.24
7	Revenue from Co, Regional Office and Other Schools	\$ -	\$ 1,030.08
8	Other Revenues	\$ 4,000.00	\$ 3,166.24
9	Transfer from Reserve or DGR	\$ -	\$ -
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	Total Locally Raised Funds	\$ 134,000.00	\$ 188,042.82
	Opening Balance	\$ 2,555.94	\$ 2,556.02
	Student Centred Funding	\$ 475,357.26	\$ 475,357.26
	Total Cash Funds Available	\$ 611,913.20	\$ 665,956.10
	Total Salary Allocation	\$ -	\$ -
	Total Funds Available	\$ 611,913.20	\$ 665,956.10

Current Year Actual Cash Sources

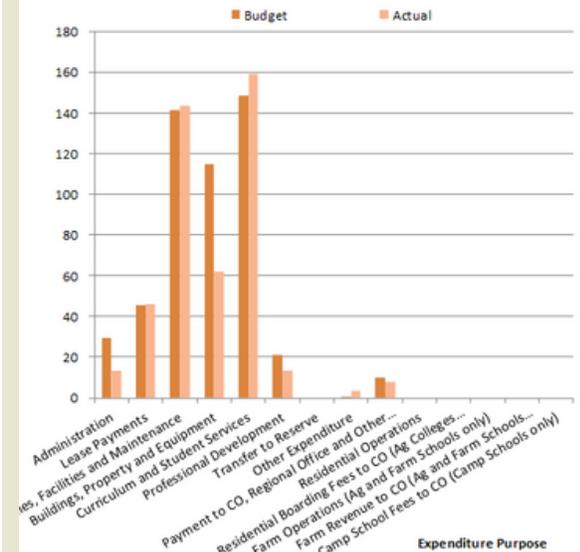


Locally Generated Revenue - Budget vs Actual

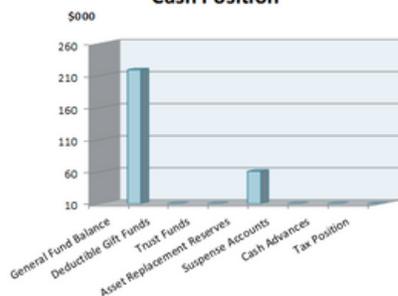


Expenditure - Cash and Salary		Budget	Actual
1	Administration	\$ 29,305.00	\$ 13,155.06
2	Lease Payments	\$ 45,245.00	\$ 45,939.07
3	Utilities, Facilities and Maintenance	\$ 141,480.00	\$ 143,513.76
4	Buildings, Property and Equipment	\$ 114,818.60	\$ 61,972.35
5	Curriculum and Student Services	\$ 148,477.00	\$ 158,786.22
6	Professional Development	\$ 21,150.00	\$ 13,049.48
7	Transfer to Reserve	\$ -	\$ -
8	Other Expenditure	\$ 5.00	\$ 3,119.70
9	Payment to CO, Regional Office and Other Schools	\$ 10,000.00	\$ 7,641.82
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)	\$ -	\$ -
	Total Goods and Services Expenditure	\$ 510,480.60	\$ 447,177.46
	Total Forecast Salary Expenditure	\$ -	\$ -
	Total Expenditure	\$ 510,480.60	\$ 447,177.46
	Cash Budget Variance	\$ 101,432.60	

Goods and Services Expenditure - Budget vs Actual



Cash Position



Cash Position as at:

Bank Balance	\$ 277,676.11
Made up of:	
1 General Fund Balance	\$ 218,778.64
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 60,500.00
5 Suspense Accounts	\$ 2,391.47
6 Cash Advances	\$ -
7 Tax Position	\$ (3,994.00)
Total Bank Balance:	\$ 277,676.11

National Opinion Surveys

Staff

Overall the survey results for 2021 were very pleasing, we had 16 staff participate in the survey, and this consisted of teaching and non-teaching staff.

Our current staff profile consists of 81% permanent staff and 19% of staff being in fixed term positions.

Particular areas of strength with an outstanding response of 100% included *Teachers at this school expect students to do their best, Teachers at this school provide students with useful feedback about their school work, Parents at this school can talk to teachers about their concerns, Teachers at this school care about their students.* The criterion *Teachers at this school treat students fairly, Students at this school can talk to their teachers about concerns and Teachers at this school motivate students to learn* all received a positive result of 94%.

The survey has provided the administration team with 2 areas of focus for 2022 and 2023. The first being *Student behaviour is well managed at this school* with only 31% of staff providing a positive response.

Our second area of focus is *The provision of useful feedback about the work of staff within the school*, in this area we had 50% of staff providing a positive rating. Throughout 2021 the leadership team have been trialling an instructional coaching model, the model will be inclusive of all teaching staff members in 2022 and beyond.

Students

In 2021 we had 76 year 5 and 6 students participate in the biannual student survey. Overall the results were quite mixed with 84% of students believing *My teachers expect me to do my best.*

Our area for concern is we only had 56% of the students being confident in the management of student behaviour within the school. This will be a focus for the school community throughout 2022 and beyond.



Parents

2021 proved to be the most successful year to date in regards to response rates for the Parent National Opinion Survey with 40 completed. Overall feedback was extremely positive with both with both *Teachers at this school expect my child to do their best and I can talk to my child's teachers about my concerns* both receiving an affirmative result of 88%.

Parent response to the focus question *Student behaviour is well managed at this school* was low with only 38% responding positively, this aligned with staff responses. Throughout 2021 school has had a strong focus on behaviour management throughout the school, the focus will continue in 2022.

Centre of Excellence Explicit Teaching of Literacy Internship

During Term 3 the intern and Associate Principal attended a weeklong professional development at Curtin University hosted by the Centre of Excellence through the Explicit Teaching of Literacy Internship Program. This was the beginning of our partnership with the Department of Education, Curtin University and Centre Schools: Wattle Grove PS, West Beechboro PS and our Mentor School Ballajura PS, to provide high quality teaching and learning at Rivergums Primary School to all students.

While attending we were able to observe exemplary teachers using an explicit teaching model to teach the English Curriculum, providing high quality lessons designs and delivery. The centre schools shared resources and support through observations, reflections, professional learning, and provided the opportunity for the intern to ask questions.

We have since been able to establish a team of teachers to research, trial and implement explicit teaching of literacy practices at our school and align them with our whole school explicit teaching model.

Celebrations of Literacy

Our students have shared their enjoyment and success in literacy through our whole school celebrations. Our events this year have included National Simultaneous Storytime, Book Week and the Book Fair.

On the 19th of May, all students participated in the National Simultaneous Storytime... from Space! All classes from Kindergarten to Year 6 stopped to read the story 'Give me some Space!' By Philip Bunting. Students then watched videos of astronauts reading the text from the International Space Station followed by a tour. It was a fantastic combination of literature and science.



Book Week is another way we have celebrated literacy this year. The theme for 2021 was 'Old Worlds, New Worlds, Other Worlds' which opened up a whole new world of imagination for our students. This year we celebrated book week in lots of engaging ways: Years 3 and 4 had an author workshop from one of our very own teachers, Monique Taylor. Monique read her book 'Say Cheese' and students created an origami mouse which they used to develop their own character over the workshop and continued on to create stories inspired by the origami mouse.

The community was invited to join us for a Books on Blankets picnic lunch this year, which welcomed over 300 visitors to the school. Students were excited to read and share books with their loved ones out on the grassed areas around the school.

This year we ended our celebrations with a whole school Book Week Parade around the school. Students showcased themselves dressed as their favourite characters inspired by their favourite books and authors. It was amazing to share our love of books with the community.



ASSESSMENT



NAPLAN Analysis

NAPLAN findings were presented to the whole staff at the beginning of Term 4 and a range of staff from across the school accessed the raw data online to develop targets for 2022.

Writing

Year 3 Snapshot	Year 5 Snapshot
<ul style="list-style-type: none">• In our stable cohort 48 out of 79 (60%) students sit within the Satisfactory Achievement. This is 22% above like schools. We have fewer students making Good and Excellent progress compared to Like schools.• The 9 students that achieved Limited Achievement in Writing are below National Standard (2 students are equal).• Students achieving satisfactory, good and excellent are all above National Standards.	<ul style="list-style-type: none">• Across all achievement levels there is a high number of students (31/80 - 38%) recorded as making very low and low progress.• Only 5 students have made very high progress from the whole cohort.• 69% of Limited Achievement students have made above moderate progress.• There are less students in Limited Achievement compared to like schools.• We have more students meeting Satisfactory Achievement than Like schools. Also, less students achieving Good Achievement than like schools.• No students are achieving Excellent Achievement.• Year 5 Limited achievement students have shown moderate to very high progress.

Targets for 2022

Year 3

- 5 out of 9 students (55%) to move from Limited Achievement to Satisfactory.
- 80% students achieve above moderate progress.
- 34 out of 48 students (70%) to move from Satisfactory to Good
- 80% students achieve above moderate progress.

Year 5

- 6 out of 7 students (80%) to move from Limited Achievement to Satisfactory Achievement
- 6 out of 7 students (80%) to achieve above moderate progress.
- 13 out of 44 students (29%) to achieve above moderate progress.

Reading

Year 3 Snapshot	Year 5 Snapshot
<ul style="list-style-type: none">• 30% of students are in Limited Achievement compared to 16% Like schools.• 10% less students than Like schools in satisfactory, however we have 10% students in Good Achievement in Like schools. We have significantly low (3%) amount of students in Excellent Achievement compared to like schools (16%).• In our stable cohort we have the same amount of students in Limited, Satisfactory and Good achievement. We have only 2 students meeting Excellent Achievement. However, our students in Good Achievement are showing moderate to very high progress.• Our Limited Achieving students showing very low progress and are 'at' or 'below' NationalStandard.	<ul style="list-style-type: none">• Less students in Limited Achievement compared to like schools. More students meeting Satisfactory than like schools. Less students meeting Good and Excellent Achievement than Like Schools.• In our stable cohort we have the same amount of students in Satisfactory and Good Achievement. We have 13 students in limited achievement who have made moderate to very high progress.

Targets for 2022

Year 3

- 80% of Limited Achievement students show above moderate progress.
- 16 out of 23 students (69%) to move from Good Achievement to Excellent Achievement.
- 6 out of 23 students (26%) achieving Good Achievement to make above moderate progress.

Year 5

- 6 out of 13 students (46%) to move from Limited Achievement Satisfactory Achievement
- 4 out of 13 students (30%) to move from low progress to moderate progress
- 13 out of 28 students (46%) move from Good Achievement to Excellent Achievement
- 15 out of 28 students (35%) achieving Good Achievement to make above moderate progress.

Acadience Reading Assessment

During 2021 the Acadience reading assessment was trialled in two year level classrooms in preparation for implementation across Pre Primary to Year 6. Acadience Reading data enables us to identify K-6 students who are at risk for early reading difficulties in order to provide timely instructional support and prevent the occurrence of later reading difficulties. The data was analysed by classroom teachers and Administration to identify students at risk and what skills need to be targeted at an instructional level.

To ensure all staff are well prepared at the commencement of 2022, all assessment resources have been photocopied, laminated and organised into ready to use and convenient assessment kits. The associate principal will be trained as an Acadience Reading Coach and will up skill classroom teachers during the 2022 school development day in conducting the assessment efficiently and analysing the data to inform planning.

TEACHING & LEARNING PROGRAMS



The English Committee reflected on the English Curriculum Guide and decided it needed to be reviewed and updated to reflect current research ensuring the development of all areas that are fundamental to student learning. The English Overview document was developed with the support of professional learning on Scarborough's Reading Rope to ensure planning targets the key components of oral language, phonological awareness, phonics, vocabulary, fluency and comprehension.

Heggerty

Phonemic awareness is essential in teaching students to be automatic decoders of print. Rivergums PS identified the need for a consistent and engaging approach to teaching phonemic awareness in our early years of schools and implemented the Heggerty program from Term 1 and throughout the year. The Heggerty Phonemic Awareness Curriculum provides students with consistent and repeated instruction, and this transfers to developing a student's decoding and encoding skills. Heggerty is taught from Years K-2, focusing on phonemic awareness skills, along with activities to develop letter and sound recognition, and language awareness. Lessons are taught consistently each morning with explicit teacher modelling and scaffolded support. To further support children beyond Year 2 we implemented the Heggerty intervention program; Bridge the Gap, a series of systematic phonemic awareness intervention lessons which are taught in small groups for students who find decoding words automatically a challenge.

Talk for Writing

2021 saw the first full year of Rivergums staff implementing Talk for Writing as our whole school writing program from Kindergarten to Year 6. Staff have shared their positive response to student engagement, confidence and success in writing this year.

At the end of 2020 staff engaged in the Talk for Writing professional learning workshop and resources were purchased for each level to be able to implement Talk for Writing in their classes for the start of 2021. Teachers had access to the DSF Talk for Writing discussion page where they could seek advice, look at discussions posts and access high quality resources and texts.

Teachers transitioned from CUPS editing to Talk for Writing Tickled Pink and Green for Growth editing to support student's self and peer assessing skills and for teachers to provide written feedback to students in a method they have practiced using themselves.

At the start of 2021, staff attended a meeting which was focused on upskilling them in how to plan a Talk for Writing unit and review some of the key components from the 2020 Talk for Writing training. Resources and example unit plans and slides were saved to the shared drive for teachers to access and refer to for support when planning in their year levels.

Teachers discussed the impact of Talk for Writing on student's engagement and success during our Term 4 English Committee Meeting. Teachers stated that they have noticed an increased student engagement during writing lessons and their students are showing more confidence when writing. They also stated that they were able to use a hook at the start of the lesson. Writing samples indicated improvement in the quality of students writing and it was evident they were using strategies and tools explicitly taught.

OPERATIONAL PLAN



The English committee have worked together to achieve many of the goals outlined in our 2021 operational plan as detailed below.

Goals achieved include:

- Implementation of Talk for Writing across Kindergarten to Year 6.
- Continue to embed our whole school
- Professional learning provided to staff on instructional reading and staff are now implementing instructional reading practices. Professional learning will continue to be provided on this throughout 2021 and staff will continue to be upskilled.
- Intern and Associate Principal participated in the Centre of Excellence Explicit Teaching of Literacy Internship Program and will continue throughout 2022. An Impact Team was formed of quality teachers and began to implement and refine the explicit teaching of literacy at Rivergums.

FUTURE DIRECTION FOR 2022

The operational plan has been updated for 2022 to align with whole school explicit teaching of literacy instruction. Future goals for 2022 include:

- Intern, Associate Principal and Impact Team will continue to participate in the Centre of Excellence Program to focus on the Explicit Teaching of Literacy at Rivergums.
 - Ongoing professional learning opportunities will be provided to up-skill teachers on the explicit teaching of literacy.
 - Implementation of daily reviews.
 - New staff will receive Talk for Writing training.
 - Investigate evidence based research on highly effective spelling approaches
 - Continue to offer a range of parent workshops to assist parents in supporting students in reading, writing, speaking and listening.
 - Professional learning provided on Blooms Taxonomy's Higher Order Thinking
- 

In 2021 we have consolidated our use of the PR1ME Australia program, continued to promote Maths in our school community and looked to support staff at all levels in their delivery of the Western Australia Mathematics curriculum across the school.

With the revision of the Kindergarten and Pre-Primary maths blocks we see cohesive links between the early years and the changes in teaching and learning as students transition into Year 1 and beyond.

Our NAPLAN analysis shows a need to further investigate our assessment and tracking processes. Options have been discussed and a plan set in place for 2022.

After focusing on resourcing across the school for the previous two years, all year groups now have ample access to additional tools to enhance maths teaching to closely follow our Concrete, Pictorial, Abstract approach to effectively differentiate content and meet students at their point of need.

After taking 2021 as a year to reflect upon what we do and why, what works well and what needs further attention, we look forward to 2022 as an opportunity to continue to move our students forwards and ensure they develop an enthusiastic attitude towards mathematics, recognising its application to everyday life through experiences which inspire mathematical confidence and leave them well-equipped for the future.

Celebrations of Numeracy and Enrichment

In 2021 we once again saw Numeracy Week celebrations across the school, and this has now become an annual event seeing students, parents and teachers come together to celebrate all things Maths. Staff work together to choose a whole school theme and we look forward to being able to welcome families back into school to participate more in the future as our state navigates the way out of the COVID-19 pandemic. The 2022 Operational Plan budget includes money to assist staff in preparing resources for the event. Feedback from staff over the last three years has been positive and children have enjoyed the range of activities linked to real life mathematics and hands on activities. We look forward to using our new website platform to showcase the celebration for anyone who is unable to attend in person.

This year has also seen the introduction of our RPS Maths Challenges which are currently set via our Facebook and Connect pages. Every fortnight a set of challenges are set for K/PP, Year 1/ 2, Year 3/4, and Year 5/6. Members of the Maths Committee and our Administration team have taken turns throughout the year to set the challenges, which are completed out of school, and a winner is drawn from each group. Winners receive a prize and certificate and have their photograph taken to share their success.



To further our home-school links, the Pre-Primary and Year 1 teams have also been looking at the take-home Maths kits that were put together in 2020. A decision has been made to use these kits as a lending library for families, with each class in these year groups having a set of kits which can be signed out for use at home. This program will be highlighted at Meet the Teacher in early 2022 and we look forward to community feedback and the possible extension into other year groups.

The new RPS website will also be an integral link between school and the community and we look forward to growing this resource to include useful information, activities and links.

NAPLAN Analysis

In 2021 we returned to conducting an analysis of our NAPLAN data for the Year 3 and Year 5 cohorts. Mathematics data was initially analysed by the Associate Principal, Mathematics Curriculum Leader and Year 1&2 Phase Leader. Findings were presented to staff as a snap-shot document designed to inform the 2021 Term 4 focus and future direction for cohorts.

In Year 3 a number of students achieving 'Limited Achievement' or 'Satisfactory Achievement' were graded higher by class teachers in Semester 1 reporting. Previous teachers of the cohort who analysed the data agreed that NAPLAN achievement should have been higher for these pupils. From this finding recommendations are for Year 2 to spend more time on ICT skills and for both Year 2 and 3 to address exam technique of these younger pupils to explore why the data may not match. Some similar patterns can be identified in the Year 5 cohort although with a lower number of students.

From both the Year 3 and 5 data we can conclude that general problem-solving skills (where a number of steps and perhaps range of skills must be employed) is an area of need. Our planned 2022 focus on assessment in each semester across the school, rather than just topic specific tracking, will help address this need by allowing staff to track and focus on the skills and student progression of using and applying what has been learnt in maths outside of just a specific topic context, checking that learning has been embedded in long-term memory and is fully understood.

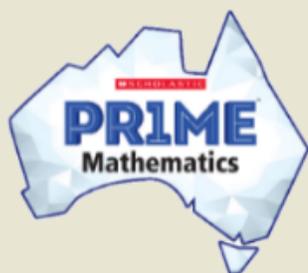
Compared to our like schools, our Year 5 data more closely aligned than our Year 3 data, but in both year groups the like schools have a greater number of higher achieving students prompting the question, what are they doing differently to engage those students with the potential to reach the higher levels? In the past we have mainly focused on moving our students with Low Achievement up, or using Case Management to move groups of children from Satisfactory Achievement, but in 2022 we believe there is a need to turn our attention to those students identified as having the potential to achieve highly and investigate how we can extend and challenge these individuals in our everyday teaching.

PR1ME Mathematics Australia

The implementation of the PR1ME Australia program has been carefully tracked through committee and whole school meetings over the last three years and in our most recent meeting staff are reporting positively on how the program has become embedded as our students move through the school, having using the program since Year 1. As staff confidence levels have grown, we now begin to turn our attention to refining our strategy progression and looking at individual skills such as bar modelling.

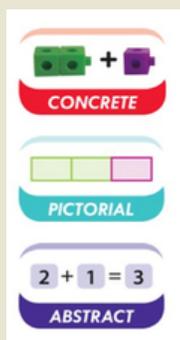
Staff have spent more time exploring the Concrete Pictorial Abstract (CPA) approach to build teacher efficacy in their role of teaching this mastery approach towards reasoning and fluency.

CPA workshops for staff were arranged in phases to target individual needs and to tailor sessions to those year groups. Year group teams have also continued to work together with the teams above and below their own to discuss skill progression and what may need to be more of a focus.



The Concrete, Pictorial, Abstract (CPA) Approach

Children (and adults!) can find Mathematics difficult because it is abstract. The CPA approach builds on student's existing knowledge by introducing abstract concepts in a concrete and tangible way. It involves moving from concrete materials, to pictorial representations, to using abstract and numbers and symbols.



Concrete is the 'doing' stage. During this stage, students use hands-on experiences and concrete objects to model problems. This is the first step for young children who think in concrete terms, and is a useful mode for all students when learning new concepts.

Pictorial is the 'seeing' stage. Here, visual representations of concrete objects are used to model problems. This stage encourages students to make mental connections between physical objects and abstract pictures, diagrams and models. Working with representations such as number bonds and bar models assists students in dissecting challenging word problems and developing logical thinking.

Abstract is the 'symbolic' stage. Students can only use abstract numbers and symbols when they have enough context to understand what they mean; a skill required to use algebra and equations using only numbers, notation and mathematical symbols to indicate addition, subtraction, multiplication or division.

At times, students will move cumulatively through the steps but they are also fluid and can be moved through backwards and forwards to reinforce understanding and overcome misconceptions. CPA allows students to move from using physical, or concrete, materials to solve problems, to working on pictorial representations and then being able to work in the abstract.

OPERATIONAL PLAN

The mathematics committee have worked to achieve many of our goals set while also addressing needs as they arose.

Goals achieved include:

- Teachers use the Rivergums Primary School Numeracy Block format and Mathematics Curriculum Guide.
- Year 3/5 teachers use Department's NAPLAN planner in Term 1. Year 2/4 teachers' use as a guide in Term 4
- Curriculum leader oversaw whole school, year level planning and review
- Purchasing of multiple resources to support staff/ year group needs (based on staff feedback) to add to existing classroom kits as needed

- New staff informed of processes already being used at RPS and given the opportunity to be a part of decisions made by the Mathematics Committee
- Pre-Primary students again took part in On Entry assessments which were reviewed, and results used to inform planning for the year. This year, Year 1 also completed this process
- Purchased Mathematics kits for new classrooms for 2021/ 22
- First draft of Rivergums Calculation Policy complete for review throughout 2022
- Curriculum leader and other committee and Administration staff attend Bright Path information session
- Curriculum leader attended and presented at the 2021 MAWA Conference.
- K-6 teachers continue to implement Concrete, Pictorial and Abstract utilising PR1ME Australia resources and UPAC.
- Purchase PR1ME Australia Student Books for Year 1-6 for each student. As of 2022 this will be added to the booklist for families to purchase, saving a significant sum from our budget.

FUTURE DIRECTION FOR 2022

- All staff reviewed the strategy progression for Mathematics and fed back to the committee. This information will be used to create our own RSP posters and the progression of strategies will be refined.
- Year Levels to use common assessment tasks linked to SCSA and PR1ME Australia, there will be a larger focus on assessment in general for 2022 with Bright Path training for staff.
- Year level use SCSA to moderate each term.
- Investigate a Kindergarten Testing Tool
- Investigate use of diagnostic assessment to inform teaching and learning rather than just as data collection.
- Launch of school website to include section for mathematics
- Lending Library of maths games and resources to begin PP-1
- Continue to create Maths Challenges



Humanities and Social Sciences

The focus for the Humanities and Social Sciences (HaSS) Committee in 2021 was to continue to consolidate the implementation of the Western Australian HaSS Curriculum across K-6. Through the effective use of Yearly Overviews and Term Planners, teachers explicitly taught HaSS concepts 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.

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 cross curricular learning (Literacy, Digital Technologies and Science). During curriculum meetings, we shared our collaborative planning and this process enabled us to take ideas back to our teams.

Increasing our range of Aboriginal resources was another focus this year, with many resources purchased to assist teachers in supporting the learning program. Sustainability became a focus for our resource growth with the implementation of the Cash for Containers program, supported through the purchase of recycling tubs placed around the school. We also introduced the Zero Hero award where students were placed in a raffle for having zero waste in their lunchboxes.

Harmony Day was held in Term 1 with a focus on cultures in our classroom. Within year levels, students explored cultures through craft, reading and researching. A student from each class was also presented with the Harmony Day award at their block meeting to recognise their efforts to include others.



Our **Anzac Day** Assembly was well received with the support of teachers, the community and students in preparing the ceremony, and we were fortunate to have one of our parents as our guest speaker. All year levels attended the ceremony and participated in activities such as poetry writing and the creation of artwork.

For **Remembrance Day** we held a ceremony within our classrooms and the service was announced by our Year 6 students over the PA System.



For **NAIDOC Week** we successfully applied for a PALS grant, which assisted in Yirra Yaakin Theatre Group presenting an incursion to incorporate Environmental Sustainability. We also hosted a parent afternoon tea where our Aboriginal families attended with our guest elder Mr. Brett Hill. Mr Hill also presented at a staff meeting to initiate supporting our staff in embedding culture in our school.



During our **Staff Development Day** we reviewed our Aboriginal Cultural Standards Framework and developed our ACSF Operational Plan for 2022-2023. Our HaSS Leader attended Karnup ACFS Network meetings each term where stories and resources were shared. A staff representative attended a further workshop at Baldivis Senior College which will be shared to support our staff and community in embedding Aboriginal culture within our school.



FUTURE DIRECTION FOR 2022

- 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.
- Maintain use of the Yearly Overviews and Term Planners to plan for HaSS.
- Continued use the Oral Presentation Framework to assess HaSS and English (Speaking and Listening) cross curricula outcomes.
- Continue to investigate and use technologies to enhance learning and to engage students.
- Engage students in educational activities, which celebrate the cultures within our community for Harmony Week to bring about awareness and appreciation.
- 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).
- Continue to ensure all staff have completed the Aboriginal Cultural Awareness training through the Departmental Portal and maintain a register of completion.
- Implement the ACSF Operational Plan
- Plan Staff Development Day at the beginning of the year to raise awareness of the Aboriginal Cultural Framework
- Plan a Blanket Activity for whole school, raising awareness of the Stolen Generation and their challenges.
- Work with the Science Curriculum Team to implement and promote sustainability and waste reduction within our school.
- Promote the implementation of the Cash for Containers recycling program across the school and in partnership with the P&C.
- Encourage teachers to attend the Miller Road Waste Facility excursion to develop knowledge, understanding and skills in relation to sustainability.
- Encourage teachers to attend the Thrombolites and the Kings Park Cultural excursions to develop our local understanding and appreciation of the Aboriginal culture and perspectives.

Rivergums Primary School has approached the teaching of the Science Curriculum through the Primary Connections program created by the Australian Academy of Science, since the school opened in 2016. In 2021, this program was further enhanced by the inclusion of many hands-on investigations and experiments that are guided by the series Science: A STEM approach (RIC publications).

We have pursued Science this year through the integration into other subjects such as Literacy, Numeracy, HaSS and Technologies to create projects students can relate to through their real-world knowledge and connections.

For Science Week, Rivergums Primary School students were involved in a range of activities on the topic of Food: Different by Design. Our Pre Primary classes explored the making of butter, and were then able to taste it and our Year 3 classes explored the versatile by products of Bees with an incursion by Buzz Ed and creating our own beeswax food wraps.



Rivergums PS applied for and was successful in attaining the Investing in Primary Science Funding Grants for Science Resources to Support WA Curriculum Science. These funds received will support the purchase of science resources for all students in 2022 and beyond.

FUTURE DIRECTION FOR 2022

- Implement new scope and sequence to ensure planning and moderation of science strands is consistent across the school.
- Allocate science grant funds to purchase science resources and materials to enhance students opportunity to develop 21st century skills.
- Strengthen the BSC partnership to provide opportunity for upper primary students to access science labs and expertise.
- Raise the profile of science through student engagement through National Science Week.



Technologies

2021 has been a successful period for planning, teaching and assessing the Technologies Curriculum. All teachers collaboratively planned in year levels and used a range of school resources to effectively deliver the content and engage students.

Celebrations of Technologies and Enrichment

Across the school there were some very engaging projects in Design and Technologies with each class using their STEM skills and the solution design process. The Year 1 students investigated and constructed puppets, Year 3 investigated materials and created dioramas, Year 4 investigated the ships of the First Fleet to design and build a boat, Year 5 investigated food preparation and designed a menu to compete in MasterChef challenges, and Year 6 designed and built billy carts out of recycled pallets.



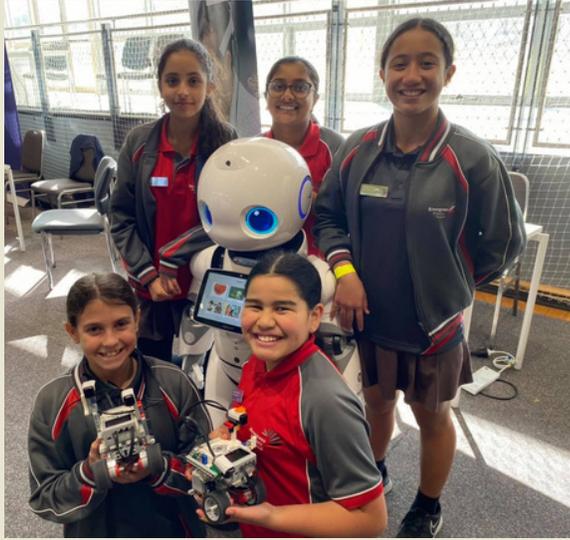
In order to support the implementation of Digital Technologies in the early years, the school has purchased additional codable robots, mTiny. This resource brings computer programming to life using coding cards and themed map blocks to guide students in exploring, perceiving and creating through highly interactive, stimulating, and fun games.

The Rivergums Robotics Club also had another successful year. This academic extension group regularly meets on Tuesday and Thursday mornings to prepare for RoboCup, a project-orientated robotics competition and educational initiative. Students work together over the course of the year to design, build and program robots to compete in either the Rescue Challenge or Soccer League.

This year, Rivergums won a \$5000 grant to Engage students in Science Competition. With this money we paid for entry and the transport to the RoboCup Junior WA state event at Curtin Stadium and updated our Robotics Equipment.



Rivergums entered 4 teams into Primary Rescue and two into the more advanced Soccer competition. Once again our Robotics Students were successful and we had teams finishing 4th in both Soccer and Rescue. This year, one of our teams was recognised with the RoboCup Promise Award. A prestige award presented to the team showing the most promise. Team Sleepy Bois Inc. (Lateesha, Betsy, Tidus and Ashlea) won this award for their determination and 'never give up' attitude. Unfortunately, they dropped their robot early in the competition and had to rebuild it from scratch, to their credit still going on to beat high school students and come 4th. A remarkable achievement.



This year we had Police Sergeant Gary Benzie visit again to discuss online behaviour and how to stay safe online to tackle social conflict from online issues happening at home. Years 5 and 6 teachers had zoom sessions with Kids Help Line to discuss online behaviour also.

FUTURE DIRECTION FOR 2022

- Maintain and replace digital technologies resources as needed.
- Investigate, purchase and maintain consumables/reusable STEM equipment needed for the adoption of the Technologies Curriculum.
- Investigate opportunities for additional resources, subscriptions or incursions that support the engagement of students in meaningful technology activities.
- Implement a scope and sequence/guiding document of resources or apps that can be used in each year level.
- Teachers to embed E-Safety resources into the teaching of Technologies and ICT.
- Continue Rivergums Robotics Club and prepare students for competing at RoboCup.
- Investigate provider to present student cyber safety presentation.
- Continue to develop a partnership with Baldvis Secondary College.



At the end of 2020, we investigated the possibility of moving to a Bring Your Own Device (BYOD) model of ICT at Rivergums Primary School, and as such, we have undertaken feasibility studies, cost vs benefit analysis, visited exemplary schools, and planned and conducted a trial. The results from which found that 1:1 iPads have the ability to:

- Increase student motivation and active engagement in learning
- Increase independent and self-directed learning among students
- Improve teachers' capacity to plan for and meet individual student needs
- Extend learning beyond the classroom

It is from the results of this investigation that the school, with the support of the school board, has decided to provide the opportunity for students in Years 3-5 in 2022 and Years 3-6 in 2023, to bring their own iPad to school.

We have since commenced the provision of professional learning for staff on various topics such as the Apple Suite and Seesaw, created supporting policy and documentation and employed a network technician, Damien Morgan, one day a week to support the transition.

This year the school has adopted Seesaw as its main learning platform for student engagement. Using this, teachers empower students to create, reflect, share, and collaborate. Students "show what they know" using photos, videos, drawings, text, PDFs, and links. The platform keeps student work in one place and shares with families.

With the decision to become BYO iPad, the decision was made to dismantle the computer lab in the library in favour of a more versatile learning space. Current desktops will be utilised in blocks until their lease expires.

We currently use several communication platforms across the school. These include our website, which has a fresh new look, our school Facebook page, Connect, and our MGM OutReach text system. These are used to disseminate important information and publications such as term planners, excursion and incursion advice, important announcements and upcoming events. Events that happen within the school are further promoted via these channels, and photo galleries are uploaded onto our Facebook page, including our Easter Parade, Book Week Assembly, various incursions and excursions, ANZAC Assembly.

FUTURE DIRECTION FOR 2022

- Provide further professional development on the effective integration of ICT into the curriculum, including the ICT general capability.
- Replace out of lease Teacher desktop computers.
- Commence BYO iPad Program.
- Support the Curriculum Leaders in adding to the school website and assisting them to provide details about the curriculum programs.
- Purchase additional replacement TVs classrooms
- Maintain, develop and improve current and future technologies.
- Maintain at least 4:1 Ratio of devices/computers to students.
- Continue to use communication platforms to communicate and connect with parents.



Physical Education

Across the school the Physical Education programme provided students with the required amount of physical activity over the course of the week. Below indicates the amount of Instructional PE offered by specialist PE teachers:

Kindergarten: PE was planned and delivered by classroom teachers.

Pre-Primary: All classes received 120 minutes (2 classes per week/per class) of direct instructional time with a specialist teacher.

Year 1/2: All Year 1 and Year 2 classes received 120 minutes (2 classes per week/per class) of direct instructional time with a specialist teacher.

Year 3/4: All Year 3 and Year 4 classes received 60 minutes (1 class per week/per class) of direct instructional time with a specialist teacher. In addition to this, students in these year groups took part in Middle School Sport every Thursday for 60 minutes under the supervision of their classroom teachers.

Year 5/6: All Year 5 and Year 6 classes received 120 minutes (2 class per week/per class) of direct instructional time with a specialist teacher. In addition to this, students in these year groups took part in Senior School Sport every Friday for 60 minutes under the supervision of their classroom teachers and a specialist teacher. Overall, these students participated in 180 minutes of PE over the course of a week.

The team of **Early Childhood teachers who teach Kindergarten** often create obstacle courses to encourage students to learn and consolidate fundamental movement skills through exposure. Teachers ensure the focus of the obstacle course is changed regularly to allow for the majority of fundamental movement skills specific to this age level to be covered over the course of the year.

Students in PP - 2 inclusive have been developing fundamental movement skills through a variety of individual and whole class activities. Students are presented skills specific to their age level, explicitly taught how to learn the skill, given time to consolidate learning and receive feedback on progression before being assessed on their ability to grasp the skill following repeated exposure to practise the individual skill (e.g. hopping).

Students in Years 3 - 4 inclusive focused on refining fundamental movement skills and applying them in modified game situations with a focus on combining locomotor and object control skills in minor games. Students focused on skills specific to the "PE Calendar", for example, the 3 & 4 student cohort worked on athletics before the faction and interschool athletics carnival. Depending on how well individual students performed at faction events at school, specific students were also given the opportunity to participate in interschool swimming, interschool cross country and the interschool athletics carnival.

Students in Years 5 - 6 inclusive focused on applying fundamental movement skills in organised games and activities. Students were given the opportunity to learn skills from a range of sports and then apply these in an authentic game environment. Students worked on adjusting force, control and speed during game play and were taught basic strategies to effectively apply tactics in offensive and defensive positions. Students focused on skills specific to the "PE Calendar" and all students in this age group had the opportunity to participate in the BASSA Summer and Winter Carnivals. Depending on how well individual students performed at faction events at the school, specific students were also given the opportunity to participate in interschool swimming, interschool cross country and the interschool athletics carnival.



Interschool Events

Term 1

BASSA Interschool Swimming Carnival

On Friday 26th March selected students from Years 4-6 competed at the Interschool Swimming Carnival at the Rockingham Aquatic Centre.

First Place	Settlers (278 points)
Second Place	Makybe Rise (228)
Third Place	Baldivis (183)
Fourth Place	Sheoak Grove (118)
Fifth Place	Baldivis Gardens (77)
Sixth Place	Rivergums (61)

BASSA Summer Carnival

The BASSA Summer Carnival took place at Lark Hill Sporting Complex on Tuesday 9th March. Students from Years 5-6 competed in a range of sports including Cricket, Handball, Hockey and League Tag.

Term 3

No BASSA carnivals in Term 3.

In-Term swimming lessons were conducted over Weeks 3 - 6 for Pre-Primary to Year 6 students who wished to participate.

Term 4

BASSA Interschool Athletics Carnival

Rivergums performed exceptionally well at the Interschool Athletics Carnival on Friday the 12th November. Rivergums had a Year 4 Boy Champion and a Year 6 Boy Champion Runner up on the day.

First Place	Settlers (636)
Second Place	Baldivis (551)
Third Place	Tuart Rise (475)
Fourth Place	Makybe Rise (396)
Fifth Place	Rivergums (337)
Sixth Place	Sheoak Grove (174)
Seventh Place	Baldivis Gardens (129)
Eighth Place	Pine View (42)

Term 2

BASSA Interschool Cross Country

Friday the 28th of May was the Interschool Cross Country Carnival at the Lark Hill sporting Complex. Rivergums had over 60 students competing in this event and all students represented the school with pride and perseverance. RPS had two students place in the top 3 runners.

First Place	Makybe Rise (695 points)
Second Place	Settlers (676)
Third Place	Baldivis (634)
Fourth Place	Tuart Rise (617)
Fifth Place	Rivergums (577)
Sixth Place	Sheoak Grove (477)
Seventh Place	Baldivis Gardens (387)
Eighth Place	Pine View (122)

BASSA Winter Carnival

The BASSA Winter Carnival was at Lark Hill on the 18th June. Students from Years 5-6 competed across a range of sports including AFL, Hockey, Soccer and Netball. The Netball and Basketball carnival was held at Mike Barnett as Lark Hill did not have the facilities to cater for the amount of teams playing.

Netball: Rivergums A division missed out on coming first by 1 point. B and C division came 3rd.

AFL: Boys finished fourth overall winning and drawing a game. Girls came 3rd overall winning two games.

Basketball: Boys team played hard and competed well finishing 5th. The mixed team had a fantastic day coming first.

Soccer: Both the boys and girls BASSA soccer teams were undefeated taking home both Soccer Shields.





FUTURE DIRECTION FOR 2022

- Investigate Recess/Lunch duty replaced with running a Fine Motor Skills obstacle course or station in the Early Childhood area.
- Offer a Physical Education programme for students from Kindergarten to Year 6 based on a strong fundamental movement skills approach.
- Introduction of overall sport faction of the year (results combined from faction swimming, athletics and cross country to determine overall faction winner).
- Continue to apply for funding through the Sporting Schools programme in order for students to participate in a wide variety of sports.
- Promote the importance of physical activity in the school and wider community.
- Increase use of technology in PE program e.g. recording results, feedback and student self-assessment.

Throughout the 2021 school year the health and wellbeing of students, staff and the wider community continues to be a strong focus for Rivergums Primary School. Below is a list of programs and services that Rivergums Primary School continue to successfully implement at school.

- **School Breakfast Club:** Supported by Foodbank Australia, this service provides students and families with a nutritious breakfast every morning before school by a rotating roster of dedicated staff members.
- **Crunch and Sip:** Supported by Foodbank Australia, this program promotes students to choose healthy eating options and explore the variety of fruit and vegetables they can enjoy. The program also encourages students to drink water in the classroom in order to stay hydrated and refuel with healthy drinking options. Combined, healthy eating and drinking allows for better concentration and learning to occur within the classroom.
- **The Great Vegie Crunch:** Supported by a grant from the Cancer Council WA, students from Kindy to Year 6 gather together to take part in The Great Vegie Crunch to promote healthy eating and more specifically measure how loudly they can crunch on vegetables simultaneously.
- **School Chaplaincy:** Rivergums is fortunate to be able to offer students pastoral care services and strategies that support the emotional wellbeing of the broader school program. The Chaplain delivers individual and group programs which are based on building friendships, resilience, growth mindset and grief support. This service is provided through the National School Chaplaincy Program.
- **Kids Matter Clubs:** Provided by staff during specific lunchtimes, each club encourages social/ emotional development, creative and therapeutic outcomes. The clubs include Music (Rivergums Rock), Photography, Garden Gang and Art Therapy.

The following programs and services are new initiatives by Rivergums Primary School to further enhance the health and wellbeing of students, staff and the wider community:

- **The Fathering Project:** This project aims to promote positive fathering behaviours and fathers' engagement with their infants and school aged children.
- **'The Dot' Whole school mural project:** Throughout the year both staff and students have created a small circle shaped clay tile to contribute towards a whole school art mural, based on the importance of developing a growth mindset.
- **Mentally Healthy Schools Program (Act, Belong, Commit):** This year Rivergums Primary School transitioned from a 'Be You' school to a 'Mentally Healthy School'. Staff have embraced the Act, Belong and Commit message and deliver key messages through Health Education and whole school activities such as the 'Kindness Initiate'. Next year the school will further strengthen connections to the community and partners of the Mentally Healthy Schools Program.

FUTURE DIRECTION FOR 2022

- Collaborate teaching practices that support and enhance student learning and teacher wellbeing.
- Prioritise and implement consistent student and staff engagement norms
- Value and plan for opportunities for authentic engagement between all stakeholders.
- A climate of positive health and well-being is fostered by all stakeholders.

Languages

2021 saw the continuation of the Year 3-5 Language curriculum being taught with the addition of the Year 6 curriculum being taught to our inaugural German students from 2018.

The Language curriculum has been taught by specialist teachers Jenna Wilkerson to Year 3-5 and Sonja Bruckboeg to Year 6.

Curriculum Content

Year 3 students learnt simple greetings such as introducing themselves, asking how others are and expressing feelings. They learnt family names, how to describe their families and learnt grammar concepts surrounding adjectives.

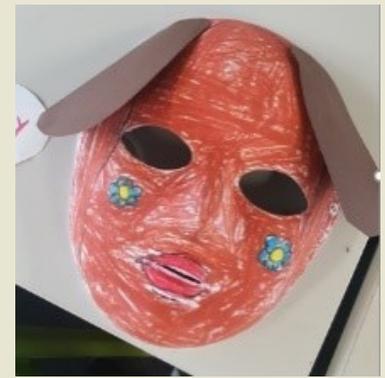
Year 4 students learnt how to tell the time in German, money, numbers to 100 and to describe the routine of their typical day. They learnt grammar concepts surrounding modal verbs and pronouns.

Year 5 students learnt how to describe rooms in a house and how to give directions in and around a city. They focused on prepositions and the accusative case.

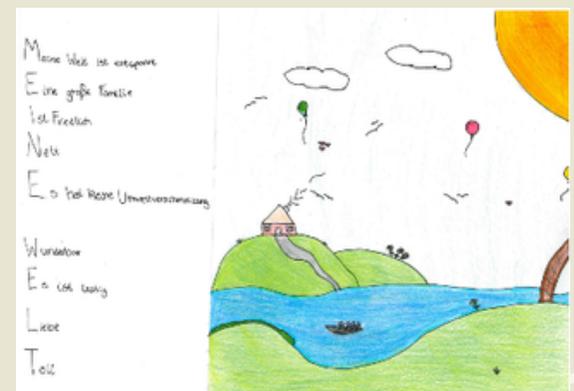
Year 6 students learnt how to talk about what they like to do in their free time and have been exchanging pen pal letters in German to other Year 6 students in surrounding schools.

Special Events

Students learnt about cultural aspects of Germany such as celebrating Saint Martin's Day, Karneval and May Day (Maibaum).



2021 saw the continuation of the Year 3-5 Language curriculum being taught with the addition of the Year 6 curriculum being taught to our inaugural German students from 2018.



Pre-Primary to Year 2 also have the opportunity to learn German within their classroom by accessing the ELLA app program on iPads.



At the circus



In the town



At the zoo

FUTURE DIRECTION FOR 2022

- Continue language program up to Year 6
- Integrate German into PBS focus
- Continue building resources to teach German
- Continue ELLA program to Year 2
- New language specialist teacher
- Participate in Language week 2022 with puppet incursion

The Visual Arts specialist program at Rivergums Primary School has progressively gathered momentum over the year with the addition of 3 teachers to provide a Visual Art program, one hour per week, to all students from Pre-primary to Year 6. In 2021, students have had the opportunity to work with a variety of mediums including drawing, painting, printmaking, collage, sculpture and ceramics.

Much of the art program is delivered using Visible Learning pedagogy. Over the year, the Specialist has integrated SOLO Taxonomy (Structure of Observed Learning Outcomes) into the learning Intention and Success Criteria (LISC) planning. Students are encouraged to develop scaffolded Visual Art thinking and skills from surface to deep learning, similarly to Blooms Taxonomy, however SOLO provides scope for visible exemplars and descriptors for students to adapt their skills and understandings. It is an approach that allows for differentiated learning and celebrates student artistic growth rather than end product.

ANZAC Art Display

Leading up to ANZAC Day, we read illustrated stories on ANZAC history, then students developed observational drawing skills in still life (teddy bears) and portraiture to create art works about fictitious characters who served their country. Year 5 and 6 students engaged in learning and discussions about various animals that are trained to work with the Australian Defence Force. Students shared discussions and created art works about how Private Sarbi, an Australian explosives detection dog, was lost for 13 months in Afghanistan.

Reconciliation Week

Junior students were read illustrated stories based on Reconciliation and created art works in response to them. Older students shared viewed paintings made by first nations artists, that depicted themes about reconciliation and the stolen generation. They shared discussion and completed a Visual Art analysis based on the art work viewed.

NAIDOC Week

The outcomes of the artwork that were created during Reconciliation week were displayed in the front office during and after NAIDOC Week.

Learning Journey

Rivergums families were welcomed to the art room for a vibrant and busy display of students' talents and achievements over the year. With a sensational number of art loving attendees, we look forward to showcasing future student Visual Arts outcomes at our school.



Whole-School Mural Project

Staff and students from Kindergarten to year 6 created paintings and a clay tile to collectively form a whole school mural, based on the story 'The Dot' by Peter H. Reynolds which illustrates the beauty of nurturing a growth mindset in all aspects of life.

Castaways Sculpture Awards and Schools Exhibition

This year's entry was entitled "Mid the shadows of the Gums.' It was inspired by a visit from a Juvenile Boobook owl to our school in Term 1. The sculpture was installed at the Rockingham Foreshore in the Schools Exhibition.



Diwali

A group of students ranging from Years 3-6 who are passionate about their culture, worked collaboratively to create Rangoli art works in chalk around the school in celebration of Diwali.



Art Club

As an initiative to support student social and emotional wellbeing and form positive relationships in a creative space, students voluntarily attended Art club throughout the year one lunchtime per week. Much of the art created was based on working with nature and natural materials.



Music

In 2022, Rivergums students have had one hour each week of instruction with full time specialist Music Teacher, Simon Wright taking classes from Pre-Primary to Year Six and Kindergarten teachers taking their own music sessions.

This year a new class set of ukuleles allowed program lead the music instrument program. Students learned how to read and play chords using chord charts, notes from the treble clef and ukulele notation. Having one ukulele Mr Wright continued the tradition of closing school assemblies with a community song and this has been a great opportunity to share our music with the wider school community and to get a taste of the great learning that happens at Rivergums. Many songs have been integrated with school community events or classroom topics students have been learning about and are practiced in music class before being performed as a school during assembly.

The Faraway Collective a group of WAAPA performance graduates came and lead the students in a workshop creating puppets and involving students in a performance about environmental issues and sustainability.

Despite the COVID obstacles the school choir has being active in practicing a range of songs and is working towards performances.

The Rivergums Choir has completed many fantastic performances this year all starting with rehearsals on a Wednesday morning, and working on a number of different songs and styles to develop our performance skills.



One Big Voice was an amazing experience for our Choir students this year. After months of rehearsal, our choir joined thousands of other Western Australian primary school students at the RAC arena and performed a concert together singing as One Big Voice.



Kapa Haka 2021 saw the development of the Rivergums Kapa Haka community group. This was run after school by school community members and was open to all Rivergums Students. A Kapa Haka group is a Maori tradition to share knowledge and values through music and games. This culminated with a fantastic performance of traditional Maori songs and a very energised Haka to close the school learning journey.

The junior students have focused on basic elements of music such as pitch and tempo, while middle and senior students explored more complex elements such as texture, and timbre. Students have enjoyed making music every lesson through singing, learning tuned and untuned instruments and through responding to music from a range of different cultures. Students were able to explore pitch using the Boomwhackers and loved playing along with each other and sharing their own compositions.

Middle and upper students worked on Ukuleles learning chords, standard notation and tablature and completed several digital compositions using GarageBand and Chrome Music Lab on the iPads.

FUTURE DIRECTION FOR 2022

- Expanding performance opportunities for students and staff during the Community Song at assembly.
- Investigate Performance arts drama focus – Wakakiri, school production
- Expanding opportunities for student performance including:
 - Ukulele Group / Rivergums Rock band
 - Participate in Massed Choir 2021
 - Regular choir performances in and out of school events

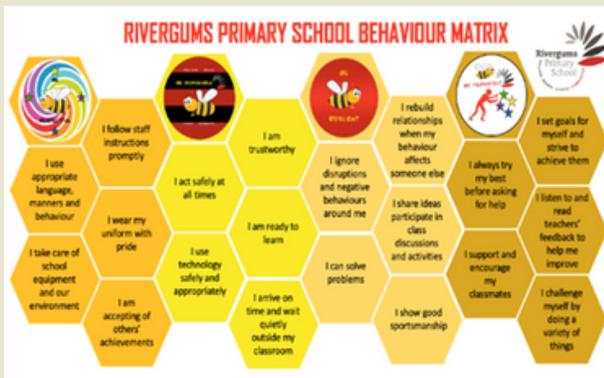
Our dedicated PBS Team continued to drive and support PBS initiatives within the school. The entire staff and community have been committed to and involved in implementing PBS. This year all staff were given a PBS file to refer to throughout the year.

Expectations

The PBS Team also worked with staff and students to create an improved Behaviour Matrix of expected behaviours. This identifies how students are expected to behave in different settings around the school. The Behaviour Matrix is broken down into a teaching schedule that provides time to explicitly teach individual behaviours, ensuring students understand why these behaviours are important and what they look like.

The new matrix has been condensed to include 20 expectations with a fortnightly focus. Teachers continued weekly lessons which have been developed with guidance from the PBS team. The fortnightly focus is publicised throughout the school in the Staff Gazette, assemblies and staffroom planning board, to ensure all staff and students are aware of the current focus.

A Rivergums Primary School Teacher and Administration expectation matrix was also developed in collaboration to ensure staff at all levels understand what is expected of them.



Rivergums Primary School Teacher and Admin Expectations			
Behaviour	Exiting Times Expectations on students' PE units 1. All students must be in their PE kit and ready to go to PE at the start of the lesson. 2. All students must be in their PE kit and ready to go to PE at the start of the lesson.	Behaviour	Transitions to and from Specialist classes. Expectations on students' PE units - last 10 mins of all times. (Ignore disruptions and negative behaviours around me. I act safely. I use my self-management skills and skills.) 1. All students must be in their PE kit and ready to go to PE at the start of the lesson. 2. All students must be in their PE kit and ready to go to PE at the start of the lesson.
Teacher Will	1. Ensure students are prepared and supported in lessons. 2. Ensure students are prepared and supported in lessons.	Teacher Will	1. All students must be in their PE kit and ready to go to PE at the start of the lesson. 2. All students must be in their PE kit and ready to go to PE at the start of the lesson.
Reward	1. All students must be in their PE kit and ready to go to PE at the start of the lesson. 2. All students must be in their PE kit and ready to go to PE at the start of the lesson.	Reward	1. All students must be in their PE kit and ready to go to PE at the start of the lesson. 2. All students must be in their PE kit and ready to go to PE at the start of the lesson.
Admin Will	1. All students must be in their PE kit and ready to go to PE at the start of the lesson. 2. All students must be in their PE kit and ready to go to PE at the start of the lesson.	Admin Will	1. All students must be in their PE kit and ready to go to PE at the start of the lesson. 2. All students must be in their PE kit and ready to go to PE at the start of the lesson.
Where to next.	1. All students must be in their PE kit and ready to go to PE at the start of the lesson. 2. All students must be in their PE kit and ready to go to PE at the start of the lesson.	Where to next.	1. All students must be in their PE kit and ready to go to PE at the start of the lesson. 2. All students must be in their PE kit and ready to go to PE at the start of the lesson.
Behaviour	Movement around the school during instructional time. Expectations on students' PE units - last 10 mins of all times. (Ignore disruptions and negative behaviours around me. I act safely. I use my self-management skills and skills.) 1. All students must be in their PE kit and ready to go to PE at the start of the lesson. 2. All students must be in their PE kit and ready to go to PE at the start of the lesson.	Behaviour	Early arrivals. Expectations on students' PE units - last 10 mins of all times. (Ignore disruptions and negative behaviours around me. I act safely. I use my self-management skills and skills.) 1. All students must be in their PE kit and ready to go to PE at the start of the lesson. 2. All students must be in their PE kit and ready to go to PE at the start of the lesson.
Teacher Will	1. All students must be in their PE kit and ready to go to PE at the start of the lesson. 2. All students must be in their PE kit and ready to go to PE at the start of the lesson.	Teacher Will	1. All students must be in their PE kit and ready to go to PE at the start of the lesson. 2. All students must be in their PE kit and ready to go to PE at the start of the lesson.
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Admin Will	1. All students must be in their PE kit and ready to go to PE at the start of the lesson. 2. All students must be in their PE kit and ready to go to PE at the start of the lesson.	Admin Will	1. All students must be in their PE kit and ready to go to PE at the start of the lesson. 2. All students must be in their PE kit and ready to go to PE at the start of the lesson.
Where to next.	1. All students must be in their PE kit and ready to go to PE at the start of the lesson. 2. All students must be in their PE kit and ready to go to PE at the start of the lesson.	Where to next.	1. All students must be in their PE kit and ready to go to PE at the start of the lesson. 2. All students must be in their PE kit and ready to go to PE at the start of the lesson.

Behaviour Process

This year we also updated our Tier 1 behaviour process, implementing Zone Time to coincide with the Zones of Regulation program. Students self-reflect, using reflection resources suitable to their year level, on what expectations they are not meeting, and state what zone they feel they are in (blue, yellow, red). The Beehive Space continued throughout 2021 as an additional support measure for those students who struggle to make ongoing positive choices. Staff modified the restorative practice sessions to the Life Space Interview structure to support student in setting goals to make more positive behaviour choices.

Tier 2 processes also changed slightly with Time in an Alternative Pace (TAP) as a new addition. Staff are encouraged to include this strategy in behaviour plans, which are developed by Line managers and teachers to also include behaviour escalation profiles and flowcharts to monitor and review Tier 2 behaviours.



Rewards

This year we made some significant changes in how we deliver rewards for PBS. We continued with the presentation of merit certificates and Aussie of the month, and faction tokens are still used frequently, however, when tubes are full the first faction to fill them has their flag flown on the flagpole. This year we implemented the Principal's Lunch, which sees each teacher nominate two students from their class. In Term 3 we collaborated with the hospitality students from Baldivis Secondary College who hosted a beautiful lunch for us in their Stillwater Restaurant.

We are currently moving towards mainstreaming whole class rewards by giving each class a Beehive Jar and bee magnets. Bees are added to jars when students are displaying expected behaviour. Each time the jar is filled, the class will receive a PBS raffle ticket from their teacher to go into a draw to win a major class reward session. Many games and resources were purchased this year to engage students in this initiative, as well as a number of items for classes to use for individual reward times or whole class reward sessions.

Whole school PBS rewards happened in Week 5 each term:

Term 1: 20 minutes extra recess play and an icy pole

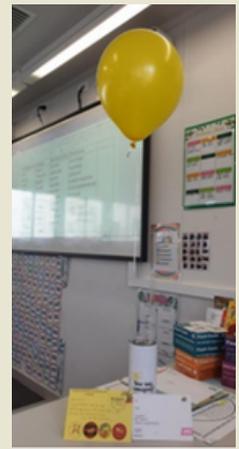
Term 2: Faction VS Faction Octopus

Term 3: Faction VS Faction Tug of War

Term 4: Faction VS Faction musical games (musical statues, bobs and conga competition).

These activities were a huge success and students enjoyed being out at the same time to celebrate their PBS achievements.

We also implemented teacher incentive prizes where one member of staff nominates another each week who has been implementing PBS procedures. This teacher wins a Bee-Amazing cup and special mention in the weekly staff Gazette.





1 Avoca Chase Baldivis WA 6171
rivergums.ps@education.wa.edu.au
08 9523 7500

www.rivergumsp.s.wa.edu.au

