



Riverview State School

ANNUAL REPORT 2017

Queensland State School Reporting

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Department of Education



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School Overview

Riverview State School has a student population of about 270 students and offers classes from Prep to Year 6. Our school is a coeducational school and it has multi-age classes. Our school community is multicultural with approximately 25% of our student population being Indigenous, 25% Pacific Islander and 5% African. Riverview State School provides a Multicultural learning environment that promotes individualised student achievement in an environment of cultural understanding and celebration.

At Riverview State School every student has the opportunity to experience success, irrespective of their culture, family background or educational needs. Differentiated learning experiences are provided to meet specific educational, social emotional, language or vocabulary needs. This is provided in a positive learning environment focussed on meeting the educational, social emotional and behavioural needs of each student.

Principal's Foreword

Introduction

Welcome to Riverview State School where our dedicated staff work in partnership with parents and the Riverview community to ensure every child is achieving and improving. In partnership with our parents we develop students who are caring, sharing and working together.

The 2017 Annual Report outlines our continued progress and development, and includes:

- ❖ School progress towards its goals in 2017
- ❖ Future outlook
- ❖ School profile
- ❖ Curriculum offerings
- ❖ Social climate and satisfaction
- ❖ Parent involvement
- ❖ Staff profile
- ❖ Key student outcomes

Through the School Annual Report 2017 we are committed to assisting the community to gain easy access to comprehensive information about achievements of the school and its students. A copy of this report has been made available through our school website, and a hard copy can be obtained from our office.

School Progress towards its goals in 2017

In 2017, progress was made in the school improvement areas of reading, student engagement including attendance and positive behaviour and community engagement. This included:

- ❖ Building staff capabilities through professional development, modelling and coaching, and establishing highly effective programs, processes and practices
- ❖ Developing, monitoring and supporting student achievement of literacy benchmarks
- ❖ Recognising and rewarding achievement of learning milestones, appropriate behaviour and excellent attendance

The Investing for Success (I4S) funding continued our explicit focus on student achievement in Reading and building staff capacity through professional development for the teaching of reading. Our Annual Improvement Plan focussed on:

| Intended Goal | Actions | Status |
|---|---|-----------------------|
| Building a school culture in which every day counts for student learning | Unexplained absences monitored with letters sent home each week, daily SMS messaged sent home for unexplained absences, attendance rate and graphics in newsletter, monitor and reward regular attendance, recognise and reward excellence, continue and extend breakfast club and Reading Roos and homework club two mornings a week, weekly attendance raffles for students arriving on time and attending each day and pizza parties for high class attendance | Ongoing |
| Building positive school-community partnerships | New website, weekly newsletters, parent teacher interviews, promote volunteers in the school, including tuckshop and the P & C, advertise training and involvement in Reading Roos and SSP, run events that involve students, parents and the wider community both in and out of school times. The opening of a community HUB mid-way through term 4 to support the community and increase parent confidence in the school. | Ongoing |
| Engaging with Tier 1 of Positive Behaviour for Learning (PBL) | Embedding processes for responding to student behaviour address unacceptable behaviour, communicate consistent high standards for positive behaviour. | Completed Term 4 2017 |
| Collaboratively engaging with Explicit Instruction to build a Whole school approach to the teaching of reading comprehension. | One note document created, planning time and coaching, vertical and horizontal alignment, whole school consistent practise and language, staff engaging in professional development with a focus on: <ul style="list-style-type: none"> – Explicit Instruction – Clear learning Intent – Sheena Cameron's Reading Comprehension Strategies | Completed Term 4 2017 |

The result of a whole school approach to behaviour and parent engagement is beginning to reap rewards. More parents come to organised events and systematic testing of students learning outcomes is solid. We continue to build positive relationships and have successfully encouraged strong community partnerships and as a result have an improved attendance rate.

Future Outlook

In 2017, Riverview State School maintained a focus on maximising student learning outcomes. Into the future there will be a very clear focus on engaging teachers with their professional practice as the key to improving student learning outcomes. This will include the implementation of the Riverview State School Framework for Reading. Our culture of coaching will continue to support teachers in the teaching of reading and data analysis to improve learning. An explicit improvement agenda is focussed around the teaching of reading. Teachers will be supported through professional development and a coaching model to improve reading outcomes for all students. Investing for Success funds (I4S) will be used for the purchase of a full time literacy and language coach and supporting a full time HOC Student Services.

In 2018 a high level of attention will be directed to the implementation of Explicit Instruction pedagogy. As a staff we believe this focus on quality, high yield teaching will ensure that all students are achieving at the school. Our aim is to have a focussed and comprehensive NAPLAN strategy that will enable us to ensure we are able to meet our Investing for Success guarantee. In 2018, we are focussed on embedding and enhancing effective programs and practices in the priority areas of:

- Teaching and learning
 - ❖ Continue to develop teacher practices with:
 - Explicit Instruction to teach
 - Warm Ups to automatise and move essential knowledge and skills into long term memory
 - Curriculum to the Classroom (C2C) resources to implement the Australian Curriculum
- Reading
 - ❖ Embed school wide highly effective practices for teaching reading
 - Continuing Sound waves from Prep to Year 6
 - Whole school vocabulary program
 - Sheena Cameron's Reading Comprehension Strategies
 - Levelled Literacy Intervention to support students below year level expectations
- Parent Engagement
 - Holding parent-student-teacher meetings and regular school events
- Positive behaviour
 - Embed behaviour procedures to recognise, reward and support students and minimise disruptions to learning
 - Review specific expectations in all areas
 - Establish program for teaching expected behaviours
- Attendance
 - Consolidate and embed culture and processes
 - Investigate barriers for students attending school
 - Recognise and reward excellent attendance

Our School at a Glance

School Profile

| | |
|--|--------------------|
| Coeducational or single sex: | Coeducational |
| Independent Public School: | No |
| Year levels offered in 2017: | Prep Year - Year 6 |
| Student enrolments for this school: | |

| | Total | Girls | Boys | Indigenous | Enrolment Continuity (Feb – Nov) |
|-------------|-------|-------|------|------------|----------------------------------|
| 2015 | 259 | 114 | 145 | 59 | 87% |
| 2016 | 269 | 138 | 131 | 62 | 86% |
| 2017 | 269 | 143 | 126 | 76 | 83% |

Student counts are based on the Census (August) enrolment collection.

In 2017, there were no students enrolled in a pre-Prep** program.

** pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (<https://qed.qld.gov.au/earlychildhood/families/pre-prep-indigenous>).

Characteristics of the Student Body

Overview

Riverview State School has a student population of about 270 students and offers classes from Prep to Year 6. We are a coeducational public school with multi-age classes. Riverview State School is a highly multicultural and Low Socio Economic community sitting on the 5th ICSEA percentile. The majority of students attending the school live in Riverview although we do have students travelling from surrounding suburbs to the school. The school community is a mix of owner occupied, rental and housing commission dependant families. Riverview State School is made up of a diverse range of cultural backgrounds including Pacifica, Indigenous, African, Asian and European. Approximately 25% of the school community are Pacific Islander, 25% are Indigenous and 5% are of African background. Consequently a large percentage of the school population have English as a second language.

Average Class Sizes

The following table shows the average class size information for each phase of schooling.

| AVERAGE CLASS SIZES | | | |
|---------------------|------|------|------|
| Phase | 2015 | 2016 | 2017 |
| Prep – Year 3 | 25 | 23 | 23 |
| Year 4 – Year 6 | 28 | 27 | 25 |
| Year 7 – Year 10 | | | |
| Year 11 – Year 12 | | | |

Curriculum Delivery

Our Approach to Curriculum Delivery

- Explicit teaching of Reading in all year levels with teaching and learning programs based on valid and reliable data about each student. Lessons are based on WALT, WILF and TIB strategies.
- Arts program including: Music lessons and an Instrumental music program for years 5-6
- A strong student leadership program including a student council.
- High valuing of sports activities including representative sports opportunities and intra-school activities.
- Cultural awareness and celebration program. This includes cultural student leaders, cultural performance groups and cultural celebrations
- Positive behaviour for Learning: operational framework for achieving a broad range of systemic and individualised strategies for achieving social and learning outcomes while preventing problem behaviour.
- Inclusive Education – Our Learning Support and Special Education Programs cater for students from Prep to Year 6
- Health and Physical Education – specialist teacher, interschool sport and swimming
- Library lessons – specialist teacher librarian

Co-curricula activities

- Before School Reading Club - Reading Roos
- Book Week and Book Fair
- Instrumental Music - Drum Line and Just Brass
- Riverview's Got Talent
- Camping Program for Year 5 and 6
- Good Start and Mob lunch time activities (for our Pacifica and Indigenous students)
- Sports events: Cross Country, Athletics Carnival, Ball Games
- Breakfast club 5 mornings a week
- Guitar and Ukulele club
- Kids Club and Gold Club – Reward based programs linked to PBL. Kids club can be accessed by any student who has received at least on Principals Award and Gold Club by students with three or more Principals Awards.
- Class based excursions
- Supa Club (Lunchtime Chaplaincy Program)

How Information and Communication Technologies are used to improve learning

In 2017 Riverview State School continued to enhance learning for students through the use of ICTs. ICT resources include:

- A modern computer lab located in the resource centre with 25 desk tops
- All classrooms, and the library have touch screens which provide students with engaging learning environments and curriculum delivery
- Digital cameras, digital microscopes and video cameras are also available for classroom use.
- Wireless network capabilities throughout classrooms
- iPads for students with special needs
- Every teacher has an iPad

These resources have proved very successful and the school will continue to investigate the best ways to use these new devices for optimising student engagement and outcomes. It is imperative that teachers use digital pedagogical practices within their day to day practice. Teachers can plan to deepen student understanding and consolidate ICT skills, scaffold new ICT learning and encourage students to apply that learning in situations that are relevant to them.

Social Climate

Overview

Student behaviour and wellbeing are key priorities at Riverview State School. The school has responded to the concern that behaviour is an issue within the school. As a result the school is engaging with the Positive Behaviour for Learning Program to improve student outcomes. Each week, we explicitly teach, practise and reinforce a behaviour that relates to one of our school rules e.g. Act safely – walk on hard surfaces. We believe that behaviour needs to be explicitly taught, practised with feedback, and positively reinforced by all staff members, with support from parents/carers, in order for consistency of practices and processes across the whole school, and to support student development.

A whole school positive reinforcement system is in place where students are recognised for behaving appropriately. These include Class Awards, "Good Ones" as an ongoing frequent acknowledgement with physical rewards at key junctures of 25, 50, 75 and 100 Good Ones and Principal's Awards for ongoing ability to maintain expectations for extended periods with Kids Club and Gold Club as the rewards. Students are also actively taught and review the "High Five" as a series of strategies to utilise when confronted with unwanted or unacceptable behaviour. Senior School students are trained as Peer Mediators to assist children to interact and play in a safe manner while out and about in the playground. These peer mediators and staff on duty are clearly identifiable through the use of High Visibility Vests when students are outside their class rooms.

While students demonstrating unacceptable behaviours is also a high priority, the highly structured routines in responding to this behaviour, the high profile of supervising staff and the explicit teaching and reviewing of expectations at Riverview State School provide a supportive and safe environment within the school.

Parent, Student and Staff Satisfaction

Parent opinion survey

| Performance measure | | | |
|--|------|------|------|
| Percentage of parents/caregivers who agree# that: | 2015 | 2016 | 2017 |
| their child is getting a good education at school (S2016) | 90% | 88% | 83% |
| this is a good school (S2035) | 95% | 84% | 75% |
| their child likes being at this school* (S2001) | 100% | 96% | 83% |
| their child feels safe at this school* (S2002) | 100% | 88% | 83% |
| their child's learning needs are being met at this school* (S2003) | 95% | 84% | 75% |
| their child is making good progress at this school* (S2004) | 90% | 92% | 83% |
| teachers at this school expect their child to do his or her best* (S2005) | 95% | 92% | 100% |
| teachers at this school provide their child with useful feedback about his or her school work* (S2006) | 85% | 92% | 92% |
| teachers at this school motivate their child to learn* (S2007) | 90% | 88% | 92% |
| teachers at this school treat students fairly* (S2008) | 89% | 84% | 92% |
| they can talk to their child's teachers about their concerns* (S2009) | 100% | 92% | 92% |
| this school works with them to support their child's learning* (S2010) | 85% | 88% | 91% |
| this school takes parents' opinions seriously* (S2011) | 85% | 92% | 75% |
| student behaviour is well managed at this school* (S2012) | 90% | 80% | 67% |
| this school looks for ways to improve* (S2013) | 90% | 92% | 75% |
| this school is well maintained* (S2014) | 100% | 92% | 83% |

Student opinion survey

| Performance measure | | | |
|---|------|------|------|
| Percentage of students who agree# that: | 2015 | 2016 | 2017 |
| they are getting a good education at school (S2048) | 94% | 88% | 95% |
| they like being at their school* (S2036) | 91% | 96% | 89% |
| they feel safe at their school* (S2037) | 94% | 94% | 93% |
| their teachers motivate them to learn* (S2038) | 96% | 96% | 98% |
| their teachers expect them to do their best* (S2039) | 99% | 99% | 100% |
| their teachers provide them with useful feedback about their school work* (S2040) | 96% | 96% | 97% |
| teachers treat students fairly at their school* (S2041) | 94% | 93% | 90% |
| they can talk to their teachers about their concerns* (S2042) | 94% | 94% | 89% |
| their school takes students' opinions seriously* (S2043) | 93% | 91% | 86% |
| student behaviour is well managed at their school* (S2044) | 80% | 78% | 76% |
| their school looks for ways to improve* (S2045) | 98% | 97% | 98% |
| their school is well maintained* (S2046) | 92% | 93% | 90% |
| their school gives them opportunities to do interesting things* (S2047) | 92% | 96% | 93% |

Staff opinion survey

| Performance measure | | | |
|--|------|------|------|
| Percentage of school staff who agree# that: | 2015 | 2016 | 2017 |
| they enjoy working at their school (S2069) | 100% | 100% | 95% |
| they feel that their school is a safe place in which to work (S2070) | 97% | 100% | 95% |
| they receive useful feedback about their work at their school (S2071) | 94% | 92% | 95% |
| they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114) | 100% | 88% | 100% |
| students are encouraged to do their best at their school (S2072) | 100% | 100% | 100% |
| students are treated fairly at their school (S2073) | 97% | 100% | 95% |
| student behaviour is well managed at their school (S2074) | 97% | 92% | 85% |
| staff are well supported at their school (S2075) | 94% | 96% | 90% |
| their school takes staff opinions seriously (S2076) | 97% | 88% | 80% |
| their school looks for ways to improve (S2077) | 97% | 96% | 100% |
| their school is well maintained (S2078) | 97% | 96% | 100% |
| their school gives them opportunities to do interesting things (S2079) | 97% | 96% | 90% |

* Nationally agreed student and parent/caregiver items

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Parent and community engagement

Riverview State School recognises the need for genuine partnerships between home and school. Parents and carers are encouraged to be active participants in their children's educations and to form important relationships with staff for the duration of their children's educations. Our school provides formal and informal opportunities for parents to find out about their children's progress at school. We encourage parent and community members to play an active role in the education of their children. Riverview State School values the partnership of parents in helping to enrich learning opportunities. School communication channels include the school website, Facebook, newsletters with class news, community and class message boards, weekly parades, parent interviews and celebration of success through special events such as cultural days and open days. Parents are encouraged to become involved in their child's education; assisting with reading groups, changing home reading books and being involved in the before school reading club. Volunteers from the school community also assist with the breakfast program.

Respectful relationships programs

The school has developed and implemented programs that focus on appropriate, respectful and healthy relationships including:

- Our CARE expectations – Commit, Act safely, Respect, Engage
- The High Five – steps to follow when somebody is bothering you
- Reporting physical harm or threats of physical harm immediately
- Immediate time out for any physical harm and further consequences depending on the severity/malice of the incident
- Positive Behaviour for Learning which articulates clear expectations, processes and practices for responding to and rewarding student behaviour
- Visits by Life Education
- The 'Mob' - cultural activities and sharing for our Indigenous students
- Good Start – Healthy eating program for Pacifica students
- Engagement of a chaplain
- Adopt a cop

School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

| SCHOOL DISCIPLINARY ABSENCES | | | |
|----------------------------------|------|------|------|
| Type | 2015 | 2016 | 2017 |
| Short Suspensions – 1 to 10 days | 53 | 140 | 128 |
| Long Suspensions – 11 to 20 days | 1 | 2 | 0 |
| Exclusions | 0 | 0 | 0 |
| Cancellations of Enrolment | 0 | 0 | 0 |

Environmental Footprint

Reducing the school's environmental footprint

Active efforts were made in 2017 to reduce the use of air conditioning and turn off unused electrical items. Several classes are following Geography units that investigate recycling, composting and worm farms. In 2017, the solar panels were serviced to increase efficiencies.

| ENVIRONMENTAL FOOTPRINT INDICATORS | | |
|------------------------------------|-----------------|----------|
| Years | Electricity kWh | Water kL |
| 2014-2015 | 133,447 | 1,205 |
| 2015-2016 | 146,879 | 2,001 |
| 2016-2017 | 170,474 | 3,503 |

The consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool by each school. The data provides an indication of the consumption trend in each of the utility categories which impact on the school's environmental footprint.

School Funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the *My School* website at <http://www.myschool.edu.au/>.

To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following 'Find a school' text box.

Find a school

Sector:

Government

Non-government

Where it states '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

| 2017 WORKFORCE COMPOSITION | | | |
|----------------------------|----------------|--------------------|------------------|
| Description | Teaching Staff | Non-Teaching Staff | Indigenous Staff |
| Headcounts | 21 | 14 | <5 |
| Full-time Equivalents | 20 | 10 | <5 |

Qualification of all teachers

| TEACHER* QUALIFICATIONS | |
|--------------------------------|---|
| Highest level of qualification | Number of classroom teachers and school leaders at the school |
| Doctorate | 0 |
| Masters | 0 |
| Graduate Diploma etc.** | 0 |
| Bachelor degree | 20 |
| Diploma | 1 |
| Certificate | 0 |

*Teaching staff includes School Leaders

**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honors Degree, and Graduate Certificate.

Professional Development

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2017 were \$12651.

The major professional development initiatives are as follows:

- One school training
- Mentor for Beginning Teachers
- Peer Observations and Feedback
- Anita Archer Explicit Instruction
- Code of Conduct
- Student Protection
- Fire Training
- First Aid Training
- Explicit instruction professional development
- Queensland Curriculum and Assessment Authority workshops
- Sheena Cameron and Louise Dempsey's The Writing Book professional development
- Curriculum Leaders forums
- School leadership professional development
- Coaching and mentoring
- QASSP Principal and Middle Leaders professional development
- BSM conference

The proportion of the teaching staff involved in professional development activities during 2017 was 100%.

Staff Attendance and Retention

Staff attendance

| AVERAGE STAFF ATTENDANCE (%) | | | |
|--|------|------|------|
| Description | 2015 | 2016 | 2017 |
| Staff attendance for permanent and temporary staff and school leaders. | 95% | 96% | 96% |

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 95% of staff was retained by the school for the entire 2017.

Performance of Our Students

Key Student Outcomes

Student Attendance

Student attendance

The table below shows the attendance information for all students at this school:

| STUDENT ATTENDANCE 2017 | | | |
|---|------|------|------|
| Description | 2015 | 2016 | 2017 |
| The overall attendance rate* for the students at this school (shown as a percentage). | 91% | 89% | 89% |
| The attendance rate for Indigenous students at this school (shown as a percentage). | 88% | 86% | 86% |

*The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall student attendance rate in 2017 for all Queensland Primary schools was 93%.

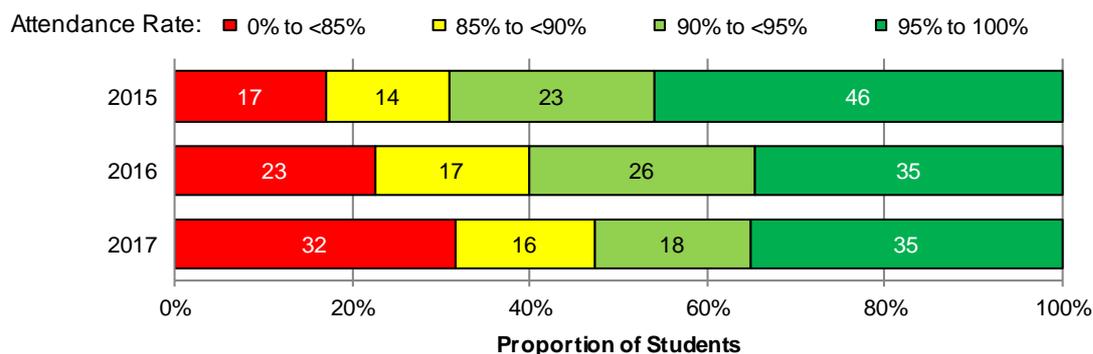
| AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL | | | | | | | | | | | | | |
|--|------|--------|--------|--------|--------|--------|--------|--------|--------|--------|---------|---------|---------|
| Year Level | Prep | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | Year 12 |
| 2015 | 91% | 94% | 92% | 91% | 91% | 91% | 89% | | | | | | |
| 2016 | 89% | 92% | 91% | 89% | 87% | 91% | 88% | | | | | | |
| 2017 | 89% | 89% | 91% | 89% | 88% | 88% | 90% | | | | | | |

*Attendance rates effectively count attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range:



Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the Department of Education procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

Teachers mark the electronic class rolls at the beginning of the day and after lunch break. They keep attendance records and monitor attendance and absenteeism of enrolled students. Teachers alert the Principal when a student's absence is unexplained (after three consecutive school days) or when concerned that the explanation may be unsatisfactory.

If a student's absence is unexplained or students' absences are showing a pattern, teachers will contact parents to discuss the reason for the absence. Administration monitors absences and letters are sent out to parents after 3 consecutive days of absence and parents are asked to explain why their child or children have been absent. Patterns or absence are reported to the Principal for consideration of further action such as official attendance letters sent home and contact between the Principal and the parents to identify and address any issues impeding the child's regular attendance at the school. 100% attendance certificates are issued at the end of Semester 1 and Semester 2.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at <http://www.myschool.edu.au/>.

To access our NAPLAN results, click on the My School link above. You will then be taken to the My School website with the following '**Find a school**' text box.

Find a school

School name

Suburb, town or postcode

Sector:

Government

Non-government

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