

Riverwood Public School Annual Report



2017



3743

Introduction

The Annual Report for 2017 is provided to the community of Riverwood Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Robert Borg

Principal

School contact details

Riverwood Public School

Union St

Riverwood, 2210

www.riverwood-p.schools.nsw.edu.au

riverwood-p.School@det.nsw.edu.au

9153 8757

Message from the Principal

Throughout the year, Riverwood Public School has maintained high expectations of our staff and students, all working cooperatively to achieve the best possible educational outcomes for each individual student. Quality teaching and learning programs were implemented across all Key Learning Areas, ensuring development of the whole child.

Riverwood Public School prides itself on fostering a positive and caring learning environment where each child is recognised and supported for their individual learning needs. In 2017 our school built further on this strong student-centred foundation by developing effective student welfare and learning programs and a school wide focus on Positive Behaviour for Learning. We began the implementation of Visible Learning, developing our students and staff to be visible learners.

Riverwood Public School values and celebrates its multicultural community. As a school community, we continue to promote tolerance and harmony. Our school works in close partnership with our parents and community members through decision-making processes and active involvement in a range of school activities. Thank you to our parents and community for their valuable input, feedback and support, and thank you to Payce Communities and Lantern Club Roselands for their generous support.

School background

School vision statement

At Riverwood Public School we value working in partnership with the community. As educators and life-long learners we believe in the equity and excellence of learning and achievement. We will be innovative in our pedagogy, provide a caring and stimulating learning environment and set high expectations to improve students' academic, social and personal capabilities.

We aim to produce confident, independent students who are resilient and are able to accept challenges and take risks. We value our students being socially responsible citizens who can collaborate and communicate effectively. We will inspire students to reach their full potential, through their capacity to be creative, analytical problem solvers.

Students will be given every opportunity to be successful life-long learners, to aspire to improve and expand their horizons.

School context

Riverwood Public School is a small school that provides quality education programs for 135 students from Preschool to Year Six. The school is in the Canterbury network of schools. The school values and celebrates a diverse student population with 93% of students from a language background other than English. The school currently has multi-stage classes K-6 and two Preschool groups. Staff at Riverwood Public School include the Principal, Assistant Principal, classroom teachers, specialist EaLD and LaST, Early Action for Success Instructional Leader literacy and numeracy, Reading Recovery, SLSO, administrative staff and a general assistant.

Quality teaching provides our students with relevant and engaging learning experiences with an emphasis on literacy and numeracy. Students and staff utilise modern technology through access to iPads and a dedicated computer lab. Learning opportunities for students are also available in a variety of extra-curricular areas, including a comprehensive environmental education program.

Our school is well-resourced and students have access to a fully functional kitchen, school vegetable garden with outdoor classroom, purpose built school hall and extensive grassed play areas.

We have an active Parents and Citizens committee and supportive parent community, and the school actively participates in community events and organisations.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework and participated in an external validation. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, in alignment with the standards articulated in the School Excellence Framework.

In the domain of learning

Riverwood Public School demonstrates a high level of commitment to student engagement, learning and wellbeing. Our learning culture has greatly developed over recent years, largely through implementation of many strategies to promote our school as a productive learning environment. Our focus on improving student learning through evidence-based innovative pedagogies such as Early Action for Success, the introduction of L3 and Visible Learning is reflected in improved student outcomes. Our wellbeing focus supports students through targeted learning and support programs and utilising support through community partnerships and services. Positive Behaviour for Learning has been the foundation of the development of our positive learning culture, promoting respectful relationships across the school. An increasing range of extra-curricular activities are offered to expand student horizons and provide innovative, engaging experiences. Orientation and Transition programs target Preschool, Kindergarten and Primary students to assist smooth transition within our school and beyond. Students at Riverwood Public School are supported in their individual learning paths through rich learning experiences that ensure they experience success and can become active, informed citizens.

In the domain of teaching

Riverwood Public School staff are committed to high levels of professionalism and effective teaching practice. We understand that student learning is underpinned by high quality teaching, and staff use contemporary content knowledge and pedagogy within their collaborative practice across the school. Our staff have a strong understanding of how our students learn and implement effective strategies to improve student results, aligned to the domains and standards in the Australian Professional Standards for Teachers. Our experience with and understanding of data collection and analysis drives our programming and we are achieving improved results from our innovative delivery methods, supported by ongoing targeted internal and external professional learning for staff. As a small school, all staff are decision makers and leaders and take on leadership roles, clearly demonstrating our shared responsibility for student learning. We are part of several different Communities of Schools for a variety of purposes, providing opportunities for observations, building of staff capacity, leadership development and enhancing evidence-based teaching strategies.

In the domain of leading

At Riverwood Public School we have established a shared sense of responsibility in fostering a positive school wide culture. Parent involvement and engagement has been a core driver and strategy that has been a daily focus in our school. Improved student attendance, improved learning outcomes and improved school pride are priorities and establishing our positive school culture was pivotal to these improvements. The continuous upgrading and improvement of our facilities through strategic resource allocation has enhanced our community presence. Bringing the community into our school strengthens our ties within Riverwood and beyond evidenced by facilities used by various community groups, as well as our genuine, productive partnerships with local businesses and community organisations. Our practical and proactive use of school planning and reporting processes drive our continual whole-school improvement. Our practices align to our strategic directions and are supported by effective and accountable use of resources that improve student learning, teacher learning and community partnerships. Many changes and improvements have occurred in our school as a result of feedback, demonstrating our high level of responsiveness to our community. Our systems leadership approach and collective efficacy mindset provide many opportunities to develop a self-sustaining and self-improving mindset.

Our relentless focus on self-improvement, building staff capacity and our genuine productive parent, community and educational partnerships can be seen in the way our school and community work together. Our school wide improvement is evident in our school culture, the pride we have worked so hard to build, our increased enrolments and our school becoming an integral part of our community.

Our self-assessment and the external validation process will assist the school to write our new strategic school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

Strategic Direction 1

- Student Learning and Engagement

Purpose

Every student is a successful learner. Students are engaged and supported in meaningful learning to be active, informed, critical and creative citizens.

Overall summary of progress

Student learning and well-being have been key focus areas and we have achieved significant progress in these areas, increasing student engagement, a positive learning attitude and becoming a visible learner. Positive Behaviour for Learning has been our school wide consistent approach. We have continued to offer and expand on a wide variety of new experiences for our students, which has allowed them to connect with other students and to expand their horizons.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All students K–6 to increase their engagement and confidence in their learning.	English Language Proficiency and Low Level Adjustment for Disability funding	Learning Attitude: <ul style="list-style-type: none">• Attendance management including letters and newsletter articles promoting importance• Individual Learning Plans for targeted students• Visible learning learner dispositions• K–2 Home Reading scheme• L3 groupings and differentiation in K–2 classrooms
80% of students to progress at the expected rate along the Literacy and Numeracy continuums.	Teacher Professional Learning Equity RAM funding	Learning Attitude: <ul style="list-style-type: none">• All students are showing growth on Literacy and Numeracy Continuums• Plotting Literacy and Numeracy (PLAN) data is used as, of and for assessment• Data wall created, monitored and analysed by Instructional Leader and all staff
Positive Behaviour for Learning to be a school wide focus which underpins student well-being and to increase our school evaluation tool score in PBL.	Equity RAM funding	Student Well-being: <ul style="list-style-type: none">• Positive Behaviour for Learning (PBL) including focus and intentional teaching.• Reward days to celebrate school-wide success.• Common language / expectations developed and shown on school signage
To provide a range of extra-curricular activities for all students and increase the number of activities students are participating in.	Equity RAM funding	Extra-curricular Experiences: <ul style="list-style-type: none">• Performing Arts including; Combined Public Schools Music Festival, DanceSport and all students participating in external music program• 5/6 School Camp• Environmental education – Seed Harvest Spoon.• Excursions and incursions throughout the year• PSSA Newcombeball and Basketball teams, sports clinics and Sporting Schools grants• Transition activities with Sir Joseph Banks HS.

Next Steps

- Students to deepen their knowledge and application of Visible Learning dispositions, learning intentions and success criteria.
- Positive Behaviour for Learning to include Buddy classes to engage students in school wide projects and wellbeing
- Continue to explore and provide a wide range of extra-curricular experiences to engage all students.

Strategic Direction 2

- Staff Learning

Purpose

Building teacher and leader capacity through targeted professional learning, which provides opportunities for ongoing learning, changing pedagogy, formative and summative assessment to meet all students' needs.

Overall summary of progress

Quality teaching and assessment have been key drivers for staff learning this year. As an Early Action for Success school our focus has continued on staff professional learning in the areas of literacy and numeracy, encouraging students to be curious, creative, productive learners. Our Instructional Leader has aligned effective practice with pedagogy and student progress through plotting and analysing student progress on our data wall. Our Visible Learning Community of Schools has undertaken a suite of professional learning and bringing this knowledge into classrooms. K–2 staff and our Instructional Leader trained in Language Learning Literacy (L3) which enabled them to effectively differentiate to support literacy development for all learners.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All teachers will demonstrate improved skills in differentiating the curriculum and meeting the learning needs of all students	Teacher Professional Learning Early Action for Success Instructional Leader	Quality Teaching: <ul style="list-style-type: none">• Early Action for Success school literacy and numeracy, differentiation, literacy sessions• School-based and cluster teacher observations• Preschool Quality Improvement Plans+• L3 training and Reading Recovery training• Teacher Performance Development Plans/goals• Visible learning
Policy, procedures and practices for quality formative assessment are embedded in all classrooms	Teacher Professional learning Early Action for Success Instructional Leader	Quality Assessment: <ul style="list-style-type: none">• Formative assessment which drives student learning.• Plotting Literacy and Numeracy (PLAN) data.• Data Wall analysis• School assessment scope and sequence• Visible learning self-assessments
All staff engage in professional learning opportunities and apply their performance development plan to improve their teaching practice	Teacher Professional Learning Equity RAM funding Early Action for Success Instructional Leader	Professional Learning: <ul style="list-style-type: none">• All staff completed mandatory training• All teaching and non-teaching staff Performance Development Plans• Early Action for Success Instructional Leader professional learning sessions• Community of Schools including Visible learning, Country–City, combined executive• Learning Management Business Reform (LMBR) training for SASS and Principal

Next Steps

- Early Action for Success Instructional Leader to build teacher capacity in Literacy and Numeracy K–6 in Literacy and Numeracy progressions.
- L3 Professional Learning 2nd year for K–2 staff and Instructional Leader.
- Visible Learning Community of Schools cross school observations and assessment focus.
- Staff to align Personal Development Plans to school and personal goals.
- Continue Country–City Learning Community, professional development partnerships.

Strategic Direction 3

- Community Partnerships

Purpose

Building and sustaining positive and productive educational and business partnerships with our community. Promotion of our school.

Overall summary of progress

We have seen much success and reward from our partnerships within our community. We continued to offer informal events and encourage greater parent participation. Our community celebrated a wide variety of occasions and student achievements. We continue to promote our school by being visible at community events and by upgrading our physical environment, increasing school pride. Parents and the community speak positively about our school students and our environment.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All staff actively engaging in community of schools and Early Action for Success professional learning	Early Action for Success Instructional Leader Teacher Professional Learning	Educational links: <ul style="list-style-type: none">• Early Action for Success professional learning• Visible learning community of schools• Country–City learning community partnerships and professional learning
Increased sense of community spirit, engagement and satisfaction, shown by parent participation at school and community events	Equity RAM funding	Parent learning: <ul style="list-style-type: none">• Parent workshops were well attended• Active P&C with increased attendance and significant fundraising• School events such as Meet the Teacher, Education Week, Book Parade, Parent teacher interviews, Autumn Fair, Cinema Under the Stars – well attended and supported by parents.
The school's profile in the local area has improved and our school student enrolments K–6 have increased	Equity RAM funding	Community profile and school promotion: <ul style="list-style-type: none">• Continued strong links with Payce Constructions, Lantern Club Roselands, Riverwood Community Centre, Campsie Police and local businesses• Students performed at many local events raising our community profile• The appearance of our school grounds continues to be improved, leading to a more appealing and welcoming environment• Vegie Garden redesign and Garden grand opening• Student enrolments are steadily increasing

Next Steps

- Professional learning opportunities around Community of Schools with Visible Learning and Country–City Learning Community.
- Parent learning workshops covering a variety of topics, building parent knowledge of visible learning.
- Participate and perform in community events again, such as Riverwood Community Centre Harmony Day and compete in DanceSport Championships.
- Continue to upgrade our school resources and appearance; classrooms and playground, Preschool, Hall, Vegetable Garden and upgrade technology, to be an attractive, well resourced school.
- The P&C is active in the school, visible in the community and supportive with grants and fundraising.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$2075	<ul style="list-style-type: none"> All Aboriginal students have a Personalised Learning Plan (PLP) Celebrated significant Aboriginal events with our school community Staff study tour to visit rural and remote schools.
English language proficiency	\$12434 \$682 Refugee Student Support	<ul style="list-style-type: none"> Additional English as an alternate language or dialect (EaLD) time for students through the employment of an additional teacher. Targeted in-class and small group support including refugee students.
Low level adjustment for disability	\$18089	<ul style="list-style-type: none"> Student learning support officers (SLSO) engaged to support identified students requiring adjustments and accommodations in classrooms.
Quality Teaching, Successful Students (QTSS)	\$8939	<ul style="list-style-type: none"> School-based teacher observations and planning Teacher mentoring and coaching Additional release face-to-face for Executive to support student welfare.
Socio-economic background	\$64287	<p>Additional Student Learning Support Officer (SLSO) time for students requiring additional support, including additional support for Aboriginal students</p> <p>Additional funding to support teacher professional learning, building staff capacity</p> <p>Upgrading school facilities and resources in classrooms for students, including technology</p> <p>Student and parent financial support to access all areas of the curriculum</p> <p>School subsidised experiences such as: uniforms, PSSA, excursions, Athletics subscription and music program K-6, school choir, DanceSport, School Camp.</p>
Support for beginning teachers	\$13378 (for 12 months from mid 2017)	<ul style="list-style-type: none"> Additional release face-to-face time, teacher mentor and additional funds towards professional learning.
Early Action for Success	\$62155 (staffing)	<ul style="list-style-type: none"> Developed high quality literacy and numeracy learning experiences to engage all students Plotting, analysing and reporting literacy and numeracy (PLAN) data as an effective assessment and teaching tool Students developed high level skills in literacy and numeracy which enabled them to be life long learners.

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	37	45	58	57
Girls	28	42	40	53

Student attendance profile

School				
Year	2014	2015	2016	2017
K	93.5	89.3	94.7	95.1
1	96.6	90.4	90.6	94.7
2	94.4	94.6	91.5	93.8
3	91.7	94.9	94.4	93.4
4	94.8	96.1	96.4	97.7
5	91.4	94.8	91.1	96.4
6	91.2	84.5	94.2	92.5
All Years	93.7	92.1	93.3	94.7
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

Management of non-attendance

Attendance is managed electronically and monitored daily. Parents and caregivers are provided with regular newsletter articles promoting the importance of attendance and follow-up explanation letters are sent home twice a term. See Strategic Direction 1 – Student Learning and Engagement. Our school attendance rates have continued to increase.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	1
Head Teacher(s)	0
Classroom Teacher(s)	5.68
Teacher of Reading Recovery	0.32
Learning & Support Teacher(s)	0.4
Teacher Librarian	0.2
Teacher of ESL	0.8
School Counsellor	1
School Administration & Support Staff	3.01
Other Positions	0

*Full Time Equivalent

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce. At the time of writing this report, Riverwood Public School has no indigenous staff members working in the school.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	50

Professional learning and teacher accreditation

Professional learning is a priority and all staff have access to planned, targeted professional learning. See Strategic Direction 2 for further information.

In 2017 three Beginning Teachers accessed beginning teacher funding. Two teachers received second year additional release face to face and one teacher received first year funding which allowed for release face to face as well as mentor support.

Financial information (for schools fully deployed to SAP/SALM)

Financial summary

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	185,751
Revenue	2,072,002
Appropriation	1,926,197
Sale of Goods and Services	64,439
Grants and Contributions	79,675
Gain and Loss	0
Other Revenue	0
Investment Income	1,691
Expenses	-1,981,477
Recurrent Expenses	-1,981,477
Employee Related	-1,725,294
Operating Expenses	-256,183
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	90,524
Balance Carried Forward	276,276

Riverwood Public School's finance committee is responsible for and ensures strategic financial management across all areas of our school budget.

Savings from 2017 will be for planned capital expenditure in 2018 to purchase resources to support teaching and learning in Kindergarten to Year Six, Preschool, Library and Student Welfare.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2017 Actual (\$)
Base Total	1,025,533
Base Per Capita	16,505
Base Location	0
Other Base	1,009,027
Equity Total	228,931
Equity Aboriginal	2,075
Equity Socio economic	74,444
Equity Language	93,693
Equity Disability	58,719
Targeted Total	45,723
Other Total	412,338
Grand Total	1,712,525

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

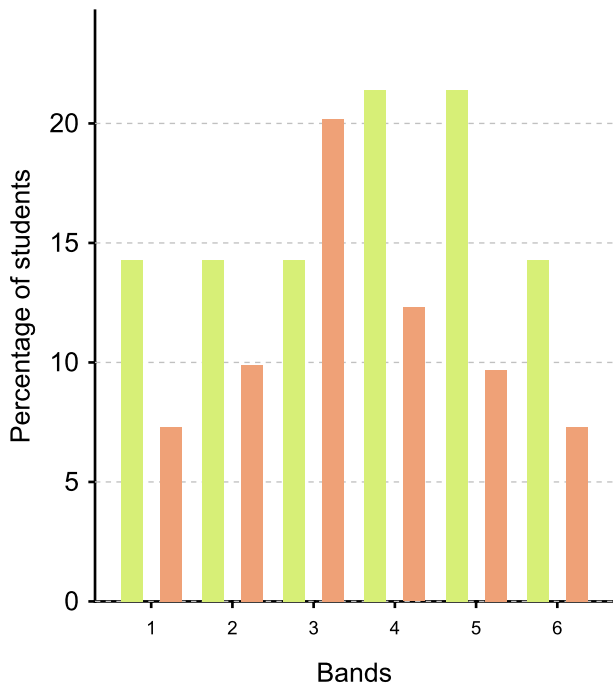
NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

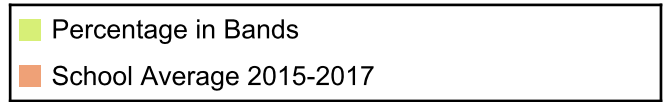
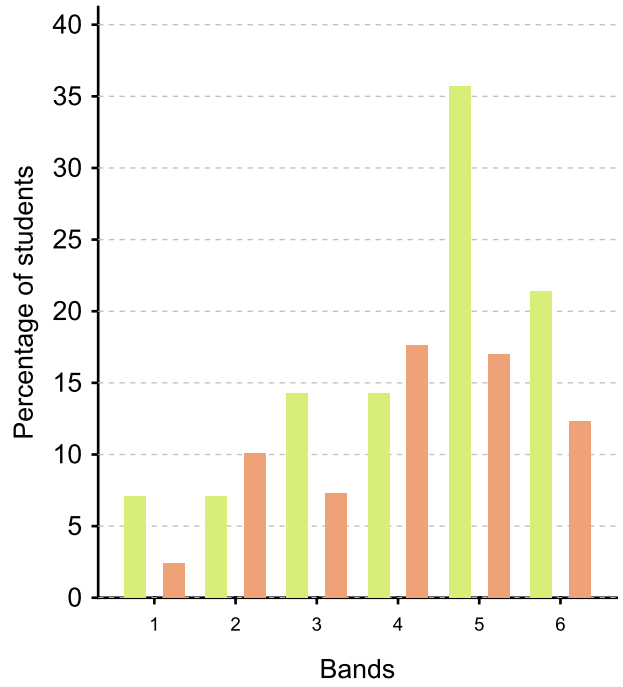
Year 3 Literacy– 14 Year 3 students completed the NAPLAN assessment. Trend data for reading, writing, spelling, grammar and punctuation all showed growth from 2016 to 2017.

Year 5 Literacy 15 Year 5 students completed the NAPLAN assessment. Trend data for reading has increased significantly from a scaled score of 409 in 2013 to a score of 471 this year. Two thirds of students scored in the top three bands in Spelling.

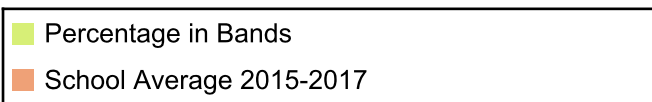
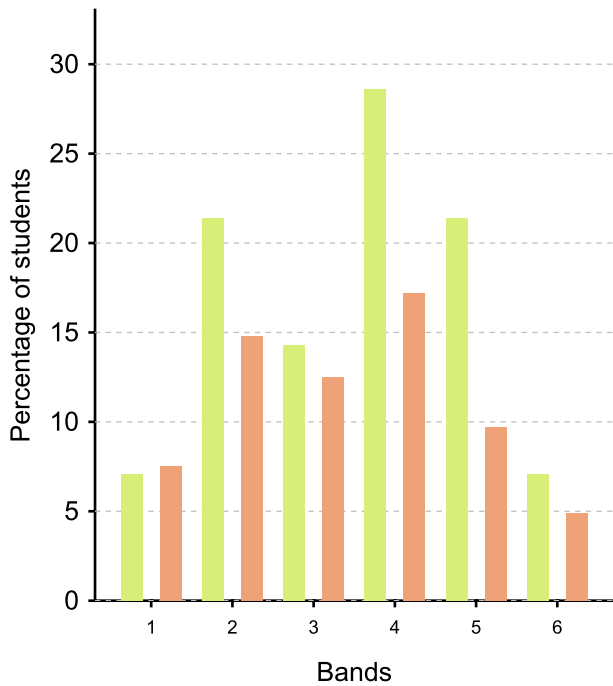
Percentage in bands:
Year 3 Grammar & Punctuation



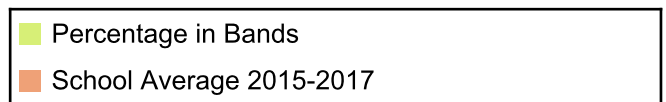
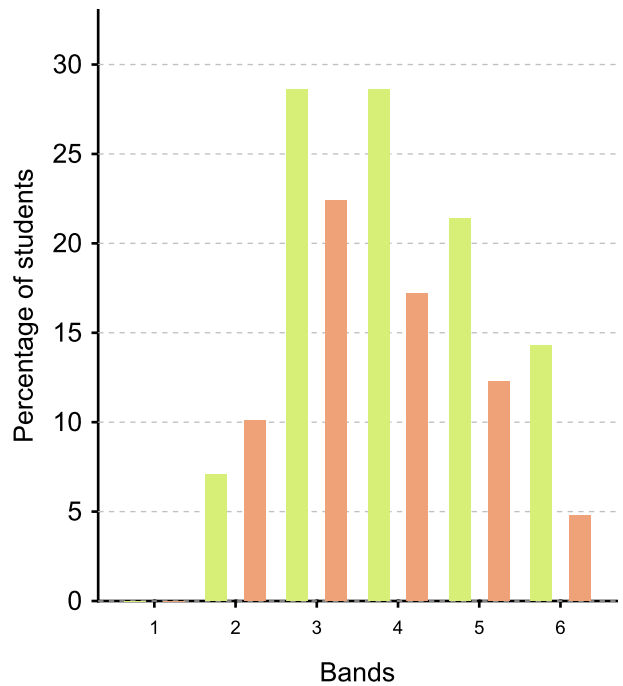
Percentage in bands:
Year 3 Spelling



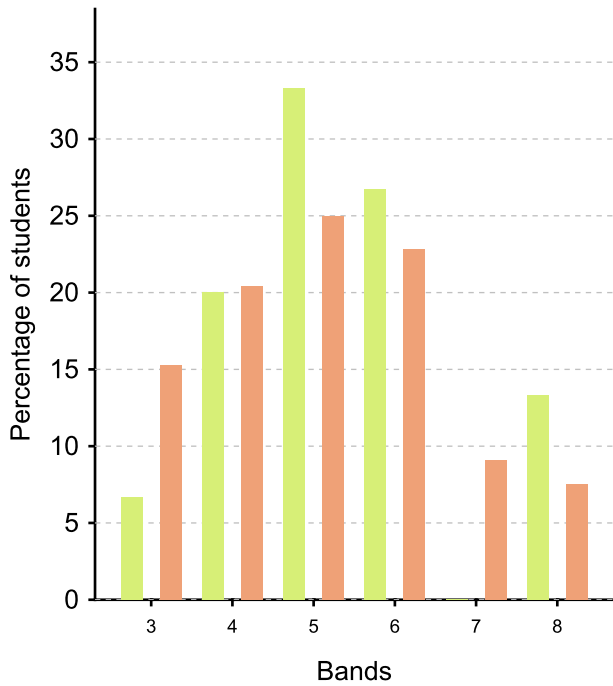
Percentage in bands:
Year 3 Reading



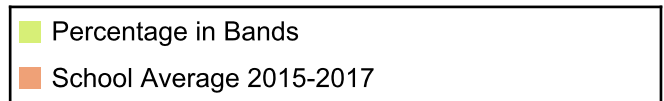
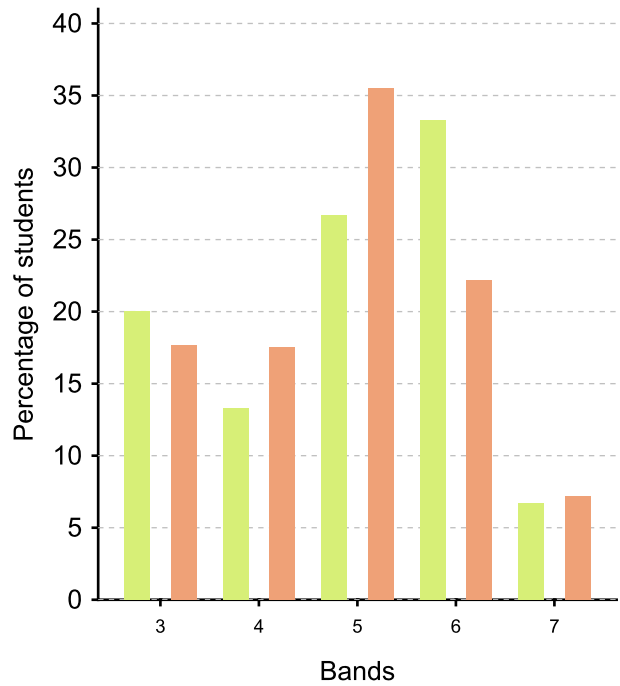
Percentage in bands:
Year 3 Writing



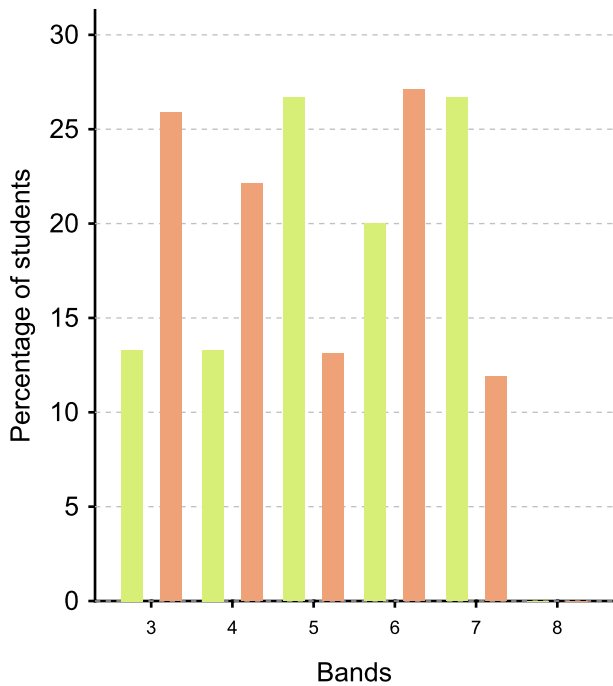
Percentage in bands:
Year 5 Grammar & Punctuation



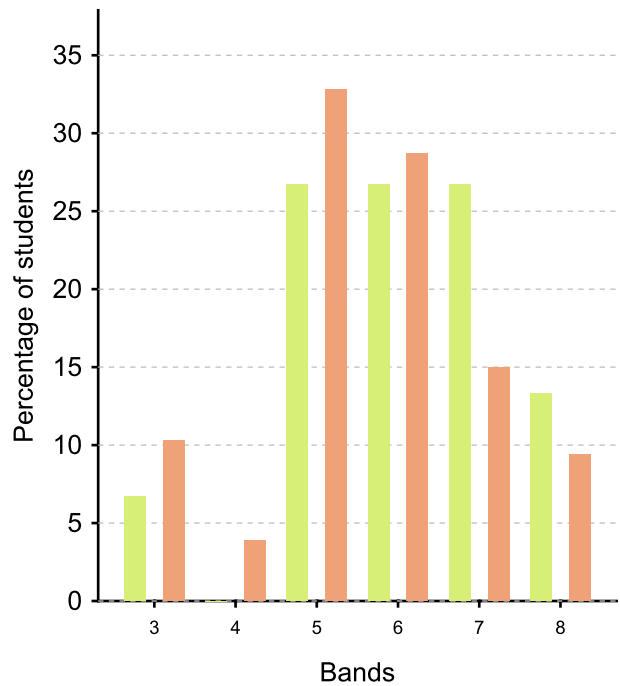
Percentage in bands:
Year 5 Writing



Percentage in bands:
Year 5 Reading



Percentage in bands:
Year 5 Spelling



Year 3 Numeracy– 14 Year 3 students completed the NAPLAN assessment. Trend data indicated steady growth from 2016 to 2017 and an overall increase over the last five years of a scaled score of 315 in 2013 to 367 this year.

Year 5 Numeracy– 15 Year 5 students completed the NAPLAN assessment. Student growth in Numeracy

average scaled scores from Year 3 to Year 5 were above state average. 60% of students had achieved greater than or equal to expected growth.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.

Aligning with the Premier's Priorities: Improving education results, Riverwood Public School maintains a continued focus on intervention in the early years of schooling. This is largely the result of improved focus on building staff capacity and data analysis through the Early Action for Success strategy. Our NAPLAN results in the top two bands have improved by 7% for Year 3 and 9% for Year 5, compared to 2016.

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. In 2017 we surveyed our students, parents and staff about learning. Their responses are presented below.

The majority of parents agree that our classrooms are interesting places to learn and that their child has access to good equipment that helps him/her learn. Almost all parents commented that our school expects our students to achieve to the best of their ability.

90% of students agreed that they try to do their best and take pride in their learning, however a third of students indicated that they were sometimes hesitant to try things in the classroom that are new and different.

All teachers said they provide a balance of independent and group learning activities and that their teaching practice is supported by critical reflection, effective practice and current research. Staff commented that more needs to be done in the area of students reflecting on their own learning and engaging in self-assessment.

In the Tell Them From Me student survey, students 3–6 indicated that they are interested and motivated students who try hard to succeed in their learning. Our students scored above NSW Government norms in relation to their participation in school sports and extra-curricular activities.

Policy requirements

Aboriginal education

This year we celebrated Sorry Day and Naidoc Week by having a whole day 'Cultural Infusion Day' where students had the opportunity to learn about Aboriginal and Torres Strait Island histories and cultures and participate in face painting, dance, music and performing with traditional Didgeridoos and storytelling.

As part of our Country–City Learning Community, four staff members travelled to and attended primary schools in Dubbo in Term 3, observing and participating in learning programs and initiatives to support all students, including a high percentage that identified as Aboriginal. We have integrated health and education through the Healthy Homes Healthy Neighbourhoods program for an Aboriginal family.

Multicultural and anti-racism education

Riverwood Public School is a culturally diverse community providing programs which develop the knowledge, skills and attitudes required for a culturally diverse society by maintaining a focus on Multicultural Education across all curriculum areas. Students participated in the Riverwood Community Harmony day event and performed 'We Are Australian'. To address the anti-racism component of education, we have a trained member of staff as the Anti-Racism Contact Officer.

Other school programs

Preschool

Riverwood Public school includes a one unit Preschool in its grounds. It has two groups over the week, with twenty children in each group. There are two trained educators working with the children. Our preschool is guided by the National Quality Standards and the Early Years Learning Framework. We continually reflect and work with families on elements of the Quality Improvement Plan, to ensure continual improvement and best practice. During the year, as part of our transition and involvement with the school, we were involved in P–2 Groups, P–2 sport, Library, Seed Harvest Spoon, and we also use the computer room. Preschool has also been involved in book week celebrations, including a visit to the local library, Pink Day, Life Education, Aboriginal for a Day and other experiences.

Achievements in the Performing Arts

This year our school performed in the Combined Public Schools Music Festival. The performance at Bankstown Sports Club was a great opportunity for our students to share the stage with students from other schools. Students K–6 participated in the Jellybeans Music Program and learned and built upon their music knowledge and skills. Musica Viva held two performances at our school; Taikoz, sharing the art of Japanese drumming with the students, exploring dynamics and rhythm, and Mara! performing world music, singing unique multicultural songs and playing a variety of woodwind and string instruments.

For the first time at Riverwood Public School, fourteen students participated in the DanceSport Challenge Program. This program engages senior students in healthy physical activity and promotes the establishment of respectful relationships and mutual

cooperation between boys and girls. Our students were involved in the fifteen week ballroom dancing program where they learnt 5 ballroom dances including the Cha Cha, Tango, Salsa, Jive and Swing. These students went on to proudly represent Riverwood Public School at the Ultimo Operational Directorate DanceSport Challenge Gala at the State Sports Centre, with one couple making the Semi-Final.

Four students represented Riverwood Public School at the regional Finals of the Premiers Spelling Bee and 4 students represented Riverwood Public School at the regional Finals of Public Speaking.

Library

Students have borrowed books from the school library each week. Library lessons and activities have been structured around the Science and HSIE units being taught in classes. As a supplement to library resources, Stage 2 and 3 students have also been undertaking research in the computer lab. During Education Week, students and teachers enthusiastically participated in our annual Book Week parade. Students had great fun dressing up in costumes that reflected the 2017 Book Week theme, "Escape to Everywhere". We again this year had a very pleasing result with over 90% of students completing the Premier's Reading Challenge. End of year Library stocktake helped to identify current resources available to the students and staff for next year.

School Transition Programs

Riverwood Public School supports positive transitions at all stages of schooling life. We have worked collaboratively with Sir Joseph Banks High School, SDN Preschool and Riverwood Public School Preschool throughout the year to support student transitions. As a primary partner in Sir Joseph Banks High School transition program, we promote ongoing experiences and communication through its effective partnership between students and staff. Students from our Preschool have been participating in Preschool to Year 2 play sessions three times per term and engaging in sport each week with the K-2 students. SDN preschool visited us twice in Term 4 to facilitate positive transitions into school. We held highly successful Preschool and Kindergarten Orientation programs in 2017.

Environmental Education

Students from Preschool to Year 6 took part in the Seed Harvest Spoon environmental education program each week. Students learned about the importance of good soil, compost and how to look after plants to support their growth and yield. This year our focus was redesigning and rebuilding our Vegie Garden. Students' sketches and ideas were incorporated into our garden design and in November we officially reopened our Vegie Garden. So far we have planted a row of beautiful fruit trees, planted seedlings and helped them grow in our new raised garden beds, built an outdoor kitchen deck and pergola, and have plans to incorporate shade trees, further garden beds and a Bush Tucker garden.

School Improvements

Riverwood Public School has benefitted from many successful local community grant applications through our P&C and the generosity of PAYCE to improve our school environment including playground, classrooms, Preschool and the Vegie Garden. These improvements included upgrading the computer lab infrastructure, the school hall sound system, additional handball courts and a passive play area to the surface under the COLA to engage students in positive learning environments as well as upgrading our Preschool with new paint.

Achievements in Sport

At Riverwood Public School student participation, skill development and success in sport has continued to grow in 2017. In the Premier's Sporting Challenge Riverwood PS was awarded a Gold Level for the students' and staff dedication towards the challenge. Participation at our sports carnivals was a huge success and we had a large number of students represent our school at the Cross Country and Athletics District Carnivals, with one student making it to Zone. Our in-school sport programs have been an ongoing success that has allowed our K-6 students to participate in Gymnastics, Athletics, Rugby League and Australian Football, as well as having opportunities to represent our school in the Georges River PSSA Boys Basketball and Newcombeball competitions.

Community Involvement

Riverwood Public School continues to be active in the wider community taking part in numerous events both in and out of school. We worked collaboratively with PAYCE Constructions and the Riverwood Community Centre performing at Harmony Day and the Spring Fair and Years 3-6 visited the Community Garden. As a school we hosted Pink Day, in partnership with Lantern Club Roselands, to raise money for Breast Screen NSW. Students learnt more about their community through visits from Campsie Police and The Commonwealth Bank Start Smart programme. Students supported the Daniel Morecombe Foundation by hosting a Day for Daniel. Parents attended Fathers' Day breakfast and Mothers' Day afternoon tea. Parent Workshops were held on a range of topics including, helping your child with reading and writing and how children learn to spell. Parents and local community members attended the grand opening of our Vegie Garden.