**Introduction**

The Annual Report for 2015 is provided to the community of Mount Riverview 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.

Richard Giles
Principal

**School contact details:**

Mount Riverview Public School
Rusden Road
Mount Riverview, NSW, 2774
mtrivervie-p.school@det.nsw.edu.au
02 4739 2180

*Bradley playing the trumpet at our Anzac Day Service.*

**Message from the Principal**

Mount Riverview Public School is well respected in the local community for its strong academic, welfare, sporting and cultural programs. It is my privilege as Principal to present the 2015 Annual School Report.

Commitment and dedication by all sectors of the Mount Riverview community ensure a supportive and productive, well-resourced and engaged learning environment.

Quality teaching and learning programs combined with a wide assortment of extra-curricular activities ensure all students are provided with many opportunities to achieve success.

I would like to acknowledge the outstanding professionalism, dedication and commitment of our staff who have been very busy with the continued implementation of the Australian curriculum (English, Mathematics, Science and History) this year. Staff have been committed to the extra hours of professional learning required and have written stimulating programs to develop students’ critical and imaginative faculties.

I would like to give a huge thank you to our P&C who again have worked tirelessly throughout the year to provide funds for various programs throughout the year. I would also like to thank all parents who have volunteered many hours within our classrooms helping with literacy, numeracy, art and sport programs.

In closing, I would like to personally thank all staff, students and parents for their efforts during the year in ensuring Mount Riverview PS is such a wonderful place to learn together each day.

Richard Giles
Principal
P&C Message

The Parent & Citizens Association (the P&C) plays a vital and active role to ensure that all students receive an all-round and enriched educational experience at the Mt Riverview Public School (the School), and 2015 has been another exciting year for all of the children and teachers at the School.

Being a publicly-funded school, funds sometimes fall short of that which is needed for the School to continue to provide high quality facilities and equipment to promote the recreation and welfare of its students. This is an area where the P&C can and does provide significant assistance, and 2015 saw a number of fund raising events coordinated and executed including:

- Easter raffles;
- Mothers’ Day stalls;
- school Disco;
- Slice drives;
- Fathers’ Day breakfast;
- school movie night; and
- various other initiatives

From the success of the above events, as well as securing grants available to the School, the P&C has been able to contribute towards:

- additional electronic whiteboards;
- additional iPads;
- additional reading materials;
- providing peer support to students;
- providing material for the Library mural;
- supporting regular play groups; and
- effecting other key purchases.

In addition the P&C continues to enhance school life for the students by running the canteen, where we maintain a choice of fine, healthy and nutritious food balanced with the need for the canteen to essentially be a self-funded enterprise helped by parent volunteers. Similarly, the P&C runs the uniform shop where we continue to source competitive suppliers that can produce high quality and durable clothing for students to wear.

In assisting the school, the P&C has also enjoyed a great working relationship with our principal; and has developed positive relationships with many of the other highly-skilled and dedicated staff at this great school. We look forward to continuing these relationships in the future and developing new relationships as the school continues to grow.

In closing, the ongoing assistance and support from the P&C is assured; however it is important to recognise that the P&C does not run without the willingness and abilities of those who have so kindly given their time and effort throughout the year to be part of the P&C executive, as well as those persons who have volunteered during the afore mentioned events.

Phillip Joynes
P&C President

Pedlars’ Parade 2015
School Leaders’ Message

We have all enjoyed filling the roles of school captains and vice-captains for 2015. We have had the privilege of participating in many activities throughout the year. Some of these have included representing the school at the Anzac Day and Remembrance Day ceremonies, the Young Leaders’ Day, running morning assemblies and the many captains’ assemblies throughout the year.

Peer support camp was an important part of our school year as well as for the rest of Year 6. During the couple of days at camp we were given skills that would help us in our leadership roles throughout the year and in leading our peer support groups.

As leaders of the school we think that this is a great place where everybody fits in as there are a wide range of activities for everybody to enjoy such as sporting events, chess club, dance, band, choir, debating, SRC and the Futures committee.

We have had a year full of many wonderful programs however, one that really enjoyed was the Aboriginal Elders program. Auntie Julie visited our classes each week teaching us about Aboriginal culture, history and their daily life. The program finished for the year with an Aboriginal Cultural day where we learnt many about many cultural skills such as dancing, ochre painting, damper and boomerang throwing.

Throughout the year we have had many teachers guide us to be great leaders so we would like to thank all of the teachers at Mount Riverview Public School who have supported and encouraged us throughout the year. We would also like to wish future captains and vice-captains good luck when they take up their role and we promise you will have an amazing experience.

Phillip Doran & Sophie Coghlan
School Captains

Charlotte Mackay & Olivia Beeby
School Vice-Captains

2015 School Captains and Vice-Captains
(L-R) Olivia, Phillip, Sophie and Charlotte
School background

School vision statement

As a community at Mount Riverview Public School, we value optimism, empowerment, citizenship, excellence, the acquisition and use of knowledge in a 21st century context. We maintain high expectations in teaching and learning across Kindergarten to Year 6 by providing stimulating and engaging programs.

Mount Riverview Public School is committed to providing productive relationships between students, teachers, parents and the wider community. Our school is a place of excellence where children can achieve full potential in their academic, creative, personal, physical and moral development.

School context

Mount Riverview Public School is situated in the Lower Blue Mountains and is a proud member of the Lower Blue Mountains Learning Community (Blaxland PS, Blaxland East PS, Blaxland HS, Glenbrook PS, Lapstone PS, Mount Riverview PS and Warrimoo PS), a group of schools committed to working together to provide the best possible education for all students.

The school has a current student population of 210 (2015) servicing 125 families, including 7% from a non-English speaking background and 3% Aboriginal and Torres Strait Islander background.

At Mount Riverview we:

- have an experienced and dedicated staff, committed to achieving improved student learning outcomes;
- aim to provide students with the skills and knowledge to help them become life-long learners in the 21st century;
- provide all staff opportunities to engage in quality professional learning activities aimed at improving outcomes for all students;
- acknowledge and showcase the academic, sporting, cultural and leadership;
- embrace the use of technology to enhance the learning programs of students;
- are committed to the social and emotional well-being of our staff and students;
- endeavour to instil our core values of ‘Be Respectful”, “Be A Learner” and “Be a Learner” through explicit teaching and high expectations at all times;
- are strongly supported by a hard working P&C and the wider school community; and
- have a strong primary-secondary transition program with our neighbouring high school for the benefits of our students.
Self-assessment and school achievements

Self-assessment using the School Excellence Framework

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

This year, our school undertook self-assessment using the fourteen elements of the School Excellence Framework. The school executive and staff examined current practice against the Framework to further inform our school plan and priorities for 2016.

Domain 1: Learning

Evidence supports that Mount Riverview Public School is delivering in the areas of Wellbeing and Assessment and Reporting.

Our school community understands the behaviours, attitudes and expectations associated with positive wellbeing which in turn lead to improved student outcomes. As a school we have identified factors contributing to a positive wellbeing mindset and the programs (ie. Bounce Back) we have initiated are starting to have positive effects within classrooms and the playground. The number of students accepting responsibility for their own behavior is continually growing and as a school we will continue to investigate ways of improving this area of student wellbeing.

As a school we use many forms of assessment data to track and report on student performance. Students understand what they are being assessed on and there is consistency of judgement across classes in the same stage. Reporting back to parents now occurs each term using a combination of written and verbal feedback and we are continuing to refine this process to achieve maximum benefit for both staff and parents.

The framework also identified areas that the school will continue to work on strengthening during 2016. Ensuring positive, respectful relationships consistently across the school that supports a productive learning environment remains a focus in the school’s management plan. All staff have undertaken professional learning in regards to the delivery of all new Australian curriculum areas and we will now work towards achieving consistency across all grades in terms of planning and delivery.

Domain 2: Teaching

In the domain of Teaching evidence has our school delivering in the areas of Effective Classroom Practice, Leading and Development and Professional Standards. Teaching and learning programs are regularly reviewed with well managed classrooms and minimal disruptions taking place. All teachers access professional learning to ensure their skills and knowledge are up-to-date with our current focus being on strengthening teaching methods in literacy and numeracy. Teachers are actively involved in planning their own professional development and we have strong processes in place for providing targeted support for early career teachers.

The elements of Data Skills and Use and Collaborative Practice were identified as needing strengthening and both align with our current school goals. During 2016 we will continue to build on teachers’ skill levels in regard to analysing student assessment data (internal and external) to inform planning. A stronger development of Collaborative Practice is another element that will be strengthened throughout 2016 by embedding quality observation and feedback into teachers’ professional development plans. This will build on work staff commenced this year in working together in stage groups to improve teaching and learning for students.

Domain 3: Leading

Evidence supports that Mount Riverview is delivering in all four elements within the domain of Leading. There is a strong commitment within the school community for everyone to be involved in school related activities and the community is positive about the education provided to students. The P&C is proactive about increasing parent participation within their activities and are very supportive in helping provide resources for the school. The school enjoys strong links within our local community of schools and is developing stronger links with universities and community organisations.

During 2016 we will be focusing on building leadership capacity across the staff as we welcome new staff to the school. We will also be focusing on the introduction of new administrative practices within the school as part of the learning management and business reform (LMBR) rollout. The success of both initiatives will rely on the current strong partnerships that exist within our school community.
Our self-assessment process will further assist the school to refine the strategic priorities in our School plan leading to further improvements in the delivery of education to our students.

**Strategic Direction 1**

**Successful, Engaged Learners**

**Purpose**

To produce quality teaching programs and practices that explicitly teach students to be literate, numerate and creative thinkers, who are independent and collaborative learners, deep and logical thinkers with the ability to obtain and evaluate information in a disciplined way.

Creating quality 21st century learners and digital citizens where students are engaged and responsible for their own learning.

**Overall summary of progress**

All staff are now using the literacy and numeracy continuums to plot student progress with this data being used to differentiate teaching and learning programs.

Utilising RAM funding we have reviewed our learning support program. The additional Learning and Support Teacher (LaST) time, combined with the additional SLSO time now sees up to 40 students receiving targeted additional support for literacy and/or numeracy each term. Our learning and support team (LST) meet regularly each term to monitor student progress and also monitor student wellbeing issues.

As part of the continued implementation of the Australian curriculum, all scope and sequences have been updated for English, Maths, Science, with a draft version made for History and Geography. All scope and sequences will be reviewed throughout 2016.

L3 was introduced into both Kindergarten classes. L3 is a language, learning and literacy program for Kindergarten classes targeting text reading and writing. Both Kinder teachers have undergone intensive professional learning throughout with the program continuing into 2016.

<table>
<thead>
<tr>
<th>Improvement measure (to be achieved over 3 years)</th>
<th>Progress achieved this year</th>
<th>Resources (annual)</th>
</tr>
</thead>
</table>
| **An increased number of students performing in the top two bands of NAPLAN based on 2012-14 data levels average.** | • Year 3 results for 2015 have a higher percentage of students operating in the top 2 bands across all areas when compared to the 2012-14 average.  
• Year 5 results were on par with the 2012-14 average for reading, spelling, grammar/punctuation and numeracy but were well below the average for writing. | No cost to school |
| **Student reports show student progress along literacy and numeracy continuums using PLAN data.** | • Student reports were modified to accommodate the introduction of the Australian curriculums.  
• PLAN data was reported on for all students K-2, showing their progress along the literacy and numeracy continuums. | $5 211 |
Strategic Direction 1

All teachers will evaluate and reflect on current research and practice in the use of existing and emerging 21st century teaching tools and strategies to support student learning.

- As part of the professional learning for the Australian curriculum implementation, all staff participated in reflection of current research in the use of 21st century teaching strategies to support student learning, specifically student engagement.
- During staff development days and staff meetings, teachers worked in stage groups to collaboratively plan units of work and assessment tasks.
- As part of the curriculum implementation, teaching and learning programs were developed incorporating differentiated learning tasks to support all students’ academic level.

Next steps

- The use of PLAN data to assess students’ growth in literacy and numeracy will continue to inform teaching and learning programs.
- In 2016, the use of differentiated learning task in teaching and learning programs will continue to be monitored. Teachers will continue to engage in ongoing professional discussion and sharing around the new syllabi, differentiation of the curriculum and the use of quality teaching elements in their programs.
- Common assessment tasks for stage groups will continue to be developed as new units are implemented as part of the new syllabi.
- L3 will continue to be implemented in Kindergarten. At the end of 2016 a review will be held determining its effectiveness in light of our school context. A school English (literacy) delivery program will be developed specific to our school setting and needs.
- We will continue with our aim of increasing the number of students in Years 3&5 operating in the top two bands of NAPLAN as reported against the past three year average. As writing continues to be an area of concern, we will investigate successful strategies used in schools within our learning community that could be used at Mount Riverview.

L3 Costs – $8 618
Casual Teacher Costs - $1 450

K/1D Numeracy Groups
Strategic Direction 2

Relationships and Wellbeing

Purpose

To create a safe, stimulating and secure environment that supports the core business of learning.

To promote positive, respectful relationships between all members of our school community where the wellbeing and resilience of staff, students and community members are highly valued.

Building a 21st century learning environment where everyone works collaboratively to support students’ academic, physical, social & emotional wellbeing.

Overall summary of progress

_Bounce Back and Peer Support_ continued to be implemented across all classes.

A school “wellbeing” team was established as part of our current Learning Support Team (LST) structure. Student wellbeing programs, including student attendance, are monitored and reviewed during each meeting.

The Aboriginal Elders program was a highlight of the year with students’ sense of ownership of the school evident as a result of the program. The cultural day at the end of the year was a great event to finish the year off and continue to pass on knowledge and skills to our students and community.

Progress towards achieving improvement measures

<table>
<thead>
<tr>
<th>Improvement measure (to be achieved over 3 years)</th>
<th>Progress achieved this year</th>
<th>Resources (annual)</th>
</tr>
</thead>
</table>
| **School ‘wellbeing’ team steering all wellbeing programs (KidsMatter, Peer Support, Aboriginal Education, G&T, etc)** to challenge and stimulate learning experiences and opportunities for all students. | - Our Learning Support Team (LST) incorporated the monitoring of our student wellbeing programs into their meeting agendas. One of the school’s APs is still in charge of leading the programs and ensuring they are implemented across the school.  
- Throughout the year there were more extra-curricula activities organised. These included sporting, cultural and academic programs. | No cost to school |
| Students have a sense of self-worth, self-awareness and personal identity, embracing opportunities, making rational and informed decisions and accept responsibility for their own actions. | - Bounce Back, Per Support and Child Protection programs were all implemented throughout the year.  
- Cybersafety workshops for Stage 3 students and parents were conducted.  
- Interrelate workshops were run for students and parents in Stage 2&3 (Years 3 -6). | No cost to school |
Strategic Direction 2

Students develop resilience and respect for themselves, others and the environment resulting in a decrease in the number of negative behaviours reported.

- Wellbeing programs implemented (Bounce Back and Peer Support) have been effective in improving resilience and respect within the classrooms and playground for the majority of students with a reduced number of negative behaviours reported compared to the previous two years.
- Students in Years 4-6 participated in the Tell Them From Me surveys during the year.
- Staff and parents were invited to participate in the Tell Them From Me surveys during the year.

Next steps

- Our learning support program will continue in its current format with the view of ensuring the maximum number of students receive support as resources allow.
- Whilst staff has reported a general improvement in student resilience across K-6, anxiety still seems to be a concern. Working with our LaST and school counselor, anxiety programs (or similar) will be investigated for use with those students identified at risk.
- Bounce Back, as part of our KidsMatter program, will continue to be implemented in all classrooms. A focus in 2016 will be in having this program and its philosophies, more visible across the school. Use of the school newsletter to share readings, techniques, etc with our school community.
- During 2016 we will investigate ways on increasing the percentage of parents willing to complete the Tell Them From Me survey to help provide data for future school planning.
- Whilst extra opportunities and programs were utilised throughout 2015 it was found that this impacted on class time for expected teaching and learning programs. During 2016 we will investigate ways of providing increased access to programs for students that don’t reduce the amount of class time for those concerned.
- During 2016 the school executive will investigate introducing the Positive Behaviour for Learning program (PBL) to complement the work so far achieved with the Bounce Back program.
- Our Student Welfare Policy will be reviewed using the DoE Student Wellbeing Framework.
Strategic Direction 3

Quality Teaching and Leadership

Purpose

Enhancing school leadership and teaching excellence for a modern 21st century school, inspiring others in innovative and creative thinking practices as identified in the Melbourne Declaration.

Teachers will be responsible for their own ongoing professional learning, ensuring quality teaching is occurring in all classrooms. They will have the capacity to meet the diverse needs of our students. Teachers will have a deep knowledge of the *Australian Professional Teaching Standards*. They will have opportunities to engage in appropriate individual, team and shared professional learning, resulting in leadership in all areas.

Overall summary of progress

The new Professional Development Plan (PDP) for teachers was implemented during the year. All staff were able to collect evidence to support the attainment of their three professional goals for the year. The twelve month system was rolled out in six months but was very helpful in determining staff needs for 2016 when a full implementation cycle occurs.

The new curriculum for English, maths and science were implemented in all classes. Professional learning for the implementation of history and geography occurred throughout the year and a draft implementation scope and sequence was developed to be used in 2016. As part of the implementation, all teachers reviewed assessment tasks used across stages to ensure a consistent standard of judgement was maintained for all students.

<table>
<thead>
<tr>
<th>Improvement measure (to be achieved over 3 years)</th>
<th>Progress achieved this year</th>
<th>Resources (annual)</th>
</tr>
</thead>
</table>
| All staff have individual professional development plans that demonstrate reflective teaching practice, are linked to the Australian Professional Teaching Standards and guides their professional learning, practice and capacity to improve student learning. | • All staff completed Professional Development Plans showing a strong understanding of the new performance and development framework. The shortened process this year still incorporated goal setting, classroom observations and professional discussions. | <$>
| Quality pedagogy and consistency in teacher judgement will be facilitated through explicit quality criteria, high expectations and innovative 21st Century practices. | • All staff participated in professional learning around the implementation of the new syllabi. This included professional discussions on current research in 21st century practices and consistent teacher judgement. • Staff worked in stage groups to review/modify assessment tasks in light of the new syllabi to ensure consistent teacher judgement remained evident across all classes for student assessment. | $145 (course fees) $670 (resources) |
Next steps

- Professional Development Plans will have all professional goals aligned with teaching standards.
- Staff will participate in professional learning on evidence collection in relation to their professional learning goals and peer classroom observations. This will build on work already completed in cooperative planning of teaching and learning programs.
- The implementation of the Learning Management and Business Reform (LMBR) program will be written into our 2016 school plan as it will have a major impact on school operations during the second semester. All staff and parents will need to be familiar with changes that will occur in time for the implementation.

Key initiatives and other school focus areas

Four Resource Allocation Model (RAM) funded Key Initiatives for Mount Riverview Public School are listed and reported on in the table below.

<table>
<thead>
<tr>
<th>Key initiatives (annual)</th>
<th>Impact achieved this year</th>
<th>Resources (annual)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aboriginal background funding</td>
<td>All students have had personalised learning plans developed and implemented. All staff and students participated in the Aboriginal Elder visit program under the guidance of Ngroo Education. Through the program students gained skills and knowledge of Aboriginal history and culture. The program concluded for the year with an Aboriginal Cultural Day which was extremely well received by all staff, students and community members. Staff began gaining an understanding of the “8 Ways of Learning” through observing and talking with Auntie Julie.</td>
<td>$5 995.88</td>
</tr>
<tr>
<td>English language proficiency funding</td>
<td>Our Learning Assistance Support Teacher (LaST) developed programs for identified students along literacy and numeracy needs. Student Learning Support Officers (SLSO) and parent volunteers then implemented programs with students throughout the year with reviews competed each term. Programs were modified each term depending on need.</td>
<td>$2 584</td>
</tr>
<tr>
<td>Socio-economic funding</td>
<td>The LaST has developed learning programs for identified students needing literacy and numeracy support each term. SLSOs have been employed each week to work with teachers in delivering these programs.</td>
<td>$9 024</td>
</tr>
<tr>
<td><strong>Low level adjustment for disability funding</strong></td>
<td>Identified students have had individual learning plans developed which have been implemented, monitored, adjusted and assessed. SLSOs have been employed to work with teachers in implementing these plans.</td>
<td>$12 224</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td><strong>Support for beginning teachers</strong></td>
<td>Our early career teacher was appointed in Term 4. An induction program was put in place and a mentor teacher was assigned. Extra release time will be provided which will be used during the next twelve months to provide extra professional learning (as per their professional learning plan) and opportunities for team teaching and observations.</td>
<td>$13 127.38</td>
</tr>
</tbody>
</table>

*Aboriginal Cultural Day - 2015*
Student information

It is a requirement that the reporting of information for all students be consistent with privacy and personal information policies.

Student enrolment profile

Regular attendance at school is essential if students are to maximize their potential. Schools, in partnership with parents, are responsible for promoting the regular attendance of students.

While parents are legally responsible for the regular attendance of their children, school staff, as part of their duty of care, monitors part and whole day absences very carefully. Any prolonged absences or pattern of absences, including partial absences, are referred by teachers to the Learning Support Team for their attention. A letter is sent to parents expressing concern. The Principal then contacts the Home School Liaison Officer if improvement is not noted in attendance.

Workforce information

Reporting of information for all staff must be consistent with privacy and personal information policies.

Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>2</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>7.778</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>0.6</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.6</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>0.1</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>2.422</td>
</tr>
<tr>
<td>Other positions</td>
<td>0.4</td>
</tr>
<tr>
<td>Total</td>
<td>14.9</td>
</tr>
</tbody>
</table>

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

At Mount Riverview Public School we have one staff member with an indigenous background working at our school.

Workforce retention

At the end of 2015 we had one staff member retire. During Term 4 we had one new appointment which was filled by advertisement.

Teacher qualifications

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate degree or diploma</td>
<td>100</td>
</tr>
<tr>
<td>Postgraduate degree</td>
<td></td>
</tr>
</tbody>
</table>

Professional learning and teacher accreditation

The staff at Mount Riverview Public School participated in a number of professional learning activities designed to build the capacity of staff to achieve some of our key priorities set out in our school plan. As well, staff has been involved in professional learning programs that have built the capability of early career teachers, current teachers and aspiring and current school leaders.

The amount of funding allocated to professional learning in total was $12 263. This equates to an average expenditure of $817 per person. Additional costs of professional learning (casual teacher costs) were absorbed with fractional components of our school’s staffing entitlement.
Financial information

Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

A full copy of the school’s 2015 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.

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2015</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>33689.87</td>
</tr>
<tr>
<td>Global funds</td>
<td>132785.46</td>
</tr>
<tr>
<td>Tied funds</td>
<td>75588.59</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>90955.54</td>
</tr>
<tr>
<td>Interest</td>
<td>1490.99</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>15006.98</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>349517.43</td>
</tr>
<tr>
<td><strong>Expenditure</strong></td>
<td></td>
</tr>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>16303.79</td>
</tr>
<tr>
<td>Excursions</td>
<td>23650.12</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>47176.77</td>
</tr>
<tr>
<td>Library</td>
<td>6100.74</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>4859.38</td>
</tr>
<tr>
<td>Tied funds</td>
<td>64433.65</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>30920.53</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>44144.83</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>30026.68</td>
</tr>
<tr>
<td>Maintenance</td>
<td>6679.64</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>13402.44</td>
</tr>
<tr>
<td>Capital programs</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td>287698.57</td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td>61818.86</td>
</tr>
</tbody>
</table>

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. This year we had twenty parents respond to survey questions. Their responses from these parents, staff and students are presented below.

- The school is viewed as a safe and welcoming environment with supportive welfare programs.
- Most parents believed that teachers show an interest in their child’s learning and encourage their child to do his or her best work.
- Most parents believed their child felt safe at school however not all parents believed behaviour issues were dealt with in a timely manner.
- The school newsletter was viewed as the most useful form of communication in terms of what is happening at school.
- Teachers valued working in teams throughout the year as being very effective in dealing with student engagement and individual student learning needs.
- All teachers have high expectations for their students and discuss with students the learning goals of the activities they are doing.
- All teachers provide students with feedback on their work however admit that the variety of feedback (written, verbal, technological, etc) could be improved.
- Participation in extracurricular activities (band, choir, dance, groups, committees, sport) is quite high when compared to the rest of the state – 94% compared to 55%.
- The majority of students feel accepted and valued at school and have friends they can trust.
- 93% of students believe education is important and will benefit them in the future.
- Most students are interested and motivated in their learning although only 57% of students surveyed have positive homework behaviours.

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.

The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link My School and insert the school name in the Find a school and select GO to access the school data.
Policy requirements

Aboriginal education
Mount Riverview Public School ensures that its practices and procedures are consistent with the departmental Aboriginal Education Policy.

Mount Riverview promotes reconciliation and recognition of Aboriginal cultures and custodianship of country through protocols such as Acknowledgement of Country at meetings and assemblies. Teaching and learning programs are designed to integrate an understanding and knowledge of the Indigenous Australian culture into units of work.

Aboriginal Elders Program
The Aboriginal Elders Program continued in 2015 with Auntie Julie building a great rapport with students, staff and community at Mount Riverview. Auntie Julie delivered lessons to all year groups on Aboriginal cultural practices and ways of communicating. The lessons in each grade were closely linked to units of work being studied across the curriculum.

As well as her weekly lessons, Auntie Julie worked with students across the school to design and paint the mural on our library wall. Every student enrolled contributed to the attractive mural.

We held our first Aboriginal Cultural Day, organised by NGROO Education to celebrate and educate the school community about Aboriginal Culture. The whole day event commenced with a smoking ceremony followed by a dance performance from Early Stage One.

The students and visitors had the opportunity to participate in eight workshops throughout the day focussing on Aboriginal practices and culture.

At the end of the day Stage One presented “The Bat Story” which taught us about inclusion, forgiveness and resilience.

Excursions planned throughout the year explored Aboriginal Culture and histories. KM and K/1D visited Mount Annan Botanic Gardens where they explored the First Encounters Garden and learnt about the traditional and contemporary uses of bush foods. Students examined plants used for food, medicine, tools and weapons and experienced the kinds of objects made from these plants.

Multicultural Education and Anti-racism
Mount Riverview Public School continues to promote multicultural education through a range of initiatives. We endeavor to promote tolerance and understanding in our society in all Key Learning Areas. Teaching and learning programs develop understandings of religious, cultural and linguistic differences as well as explicitly teaching about racism and discrimination.

Other school programs
Achievements in the Arts
A strong commitment to the Arts remains an integral part of the curriculum at Mount Riverview Public School thanks to the ongoing support of staff, parents and students. Students continue to enjoy a wide range of learning opportunities with some of this year’s achievements listed below.

- All students continuing to focus on public speaking within their classes with students representing the school in the Premier’s Debating Challenge, Multicultural Public Speaking Competition and the Blue Mountains Oral Reading and Public Speaking Competition.
- Our primary dance groups performed at the Nepean Dance Festival and our school choir performed at the Opera House as part of the combined choir in the Festival of Choral Music.
- Stage 3 students participated in the Aboriginal Artists in Schools program. They worked with a local artist to produce artwork that was later showcased at an exhibition at Faulconbridge PS.
- One student from Mount Riverview PS was part of the inaugural drama transition program between Blaxland High and its feeder primary schools. The drama troupe performed in the Drama Festival at the Joan Sutherland Centre.
Achievements in sport

2015 has been another exciting year for our students at Mount Riverview Public School. Opportunities for team sports and skill development were extensive throughout the year.

K-2 continued to focus on the fundamental skill developments of catching, throwing, striking, kicking and jumping.

3-6 continued on the development of sporting skills which then led into the playing of team sports such as netball, cricket, newcombeball and t ball. Athletic skills in both field and track events were also a focus.

We were involved in three very successful carnivals.

We held our annual swimming carnival where participation was high and all students swam personal bests. We had eighteen students go on to represent our school at the district carnival.

Our next carnival was our whole school cross country where every student in the school participated. Forty-two students went on to district level with two students qualifying for the Sydney West carnival.

Our third whole school carnival was athletics where all students participated in track and field events. Thirty-three students represented our school at the district carnival. Our school was involved in running a very successful district athletics carnival at Blacktown Olympic Sports Park. From here we had one student represent our school at the regional carnival.

The school was lucky to be involved in many sporting activities that involved team sports and outside groups coming to visit. Some of these are listed below.

- K-6 were involved in a 5 week league skills development program.
- 3-6 participated in a 10 week program run by Panthers on the Prowl. This looked at healthy living and fitness.
- The Western Sydney Wanderers came for a day visit to work with students from Yr 2-6.
- 3-6 were also involved in Milo T20 skill development activities.
- Junior and senior boys’ and girls’ teams competed in the Milo T20 Cup cricket competition in the Lower Blue Mountains.
- Eight students represented our school in the Sydney West Orienteering trials.
- Twelve students participated in the Premiers’ Sporting Challenge Leadership Program.
- All students participated in the Premiers’ Sporting Challenge and Gymnastics Program.
- Over 50 students participated in the ‘Learn to Swim’ program at Glenbrook pools.

Panthers On The Prowl

T20 Cricket Workshop