



River Valley
PRIMARY SCHOOL

Annual Report 2023



LEARNING TOGETHER

River Valley Primary School is an Independent Public School serving the community of Burekup and surrounds.

Burekup is the Indigenous name for a local wildflower, which is most likely to be a corruption of Boorarup or Burarup, noted by George Grey who lived in Swan River and Albany from 1838 to 1840 and explored widely noting many names. This is slender Balga *Xanthorrhoea gracillis*, which is common on the Ridge Hill Shelf and Jarrah Forest. Adding *up* or *place of* to this name would give Burekup.

We are a small country school, with country values, in the urban area of Bunbury. This Annual Report outlines the future directions and goals that we have for our students in this unique context.

At River Valley Primary School, learning together means every child matters, every child belongs, and every moment counts. Our vision is to provide every child with opportunities to learn, so that they grow to be independent, successful members of society. To foster this, our classes are multi-age grouped and our students have frequent opportunities to engage with their peers in every year level. Our school is a space that encourages connection and enhances student wellbeing.

River Valley Primary School, is committed to achieving year on year growth for every student. To achieve this, every student's academic and social needs are identified, monitored and achieved via an individualised case management approach. Staff regularly engage in professional learning and use contemporary, research-based teaching methods. Our teachers use techniques that have each student working on tasks that engage and challenge them to achieve their personal best. Whole school approaches are embedded in school practice and all staff have ownership for the school improvement process



Message from the Principal Carly Hernaman

It gives me great pleasure to present the *2023 Annual Report* for River Valley Primary School.

When planning for River Valley Primary School, our mission statement, vision and values, are always at the forefront of our decision making. I would like to take this opportunity to thank you all for your contribution towards keeping River Valley Primary School as safe as possible.

Mission Statement

Learning together means every child matters, every child belongs, and every moment counts.

Vision Statement

To provide every child with opportunities to learn, so that they grow to be independent, successful members of society.



At River Valley Primary School we achieve this through:

- Building trusting relationships.
- High expectations of success, by focusing on individual strengths.
- Best practice whole school programs.
- Collective teacher efficacy.
- Students, staff, and community partnership.

In 2023, the student voice was at the forefront in the planning process. In summary, students want our school to be a place where they can achieve both positive academic outcomes and be successful members of society, in their local and wider community. The strategic direction was to further develop consistency, embed current teaching programs and strength in our teaching practices, to ensure all students were supported to learn. We committed to further developing sustainable partnerships with all stakeholders within school, the broader community and educational networks.

Our core values of respect, equity, teamwork and learning, along with our positive behaviour support expectations of Resilience, Responsibility and Respect, underpin everything we do. The health and wellbeing of staff and students is paramount.

Staff at River Valley Primary School base their planning, teaching and decision-making on the following shared beliefs:

- All children are expected to make individual progress.
- Student learning is optimised when consistent teaching approaches are used.
- Students learn best through a Gradual Release Model (I do, we do, you do).
- The learning environment is safe, challenging and inclusive.
- Students are most successful when we develop the whole child - socially, academically, emotionally, creatively and physically.
- Students prior knowledge and understanding determines what and how we teach.
- Positive student – teacher relationships are the key to successful learning.
- High expectations, both academically and socially, are expected of all.
- Diversity of all is respected, valued and celebrated.
- To be at their best, the health and wellbeing of students and staff is always a priority.
- Partnerships in teaching and learning are sought after and valued.

Our School Board is deeply involved in ensuring that the school is addressing the needs of our students and community. Our P&C and volunteers provide outstanding support to our students and staff. Families and carers are actively encouraged to become involved in their children's education.

Carly Hernaman
Principal

Our School Expectations

We continue to maintain a very strong focus on the implementation of the Positive Behaviour Support Framework, which ensures that our school values are embedded in everything we do.

Our school expectation definitions were embedded in 2023, in order to ensure the definitions were more purposeful and relevant to our students. The **3R's**, reflect our desired behaviours: to see students be ambitious and strive for success, to take responsibility for their learning and to care for others.

- **RESPONSIBILITY:** Doing the things you are supposed to do and accepting the results of your actions.
- **RESILIENCE:** The ability to recover from or adjust to misfortune or change.
- **RESPECT:** To treat with care and consideration.

3R esilience
esponsibility
espect



Behaviour Expectations Matrix

RESILIENCE The ability to recover from or adjust to misfortune or change.	RESPONSIBILITY Doing the things you are supposed to do and accepting the results of your actions	RESPECT To treat with care and consideration
<div> <div>←</div> <div>desired behaviours</div> <div>→</div> </div>		
<ul style="list-style-type: none"> ✂ Persevere before seeking help ✂ Learn to self-regulate and identify own emotions ✂ Give your personal best at all times ✂ Set and work towards personal goals with a growth mindset 	<ul style="list-style-type: none"> ✂ Set up ready to learn ✂ Manage your time effectively ✂ Use resources and equipment wisely ✂ Respond quickly to signal for attention or sirens ✂ Be aware of safety risks 	<ul style="list-style-type: none"> ✂ Be an active listener and participant ✂ Greet and speak to others in a friendly manner ✂ Use appropriate voice volume and tone ✂ Consider and respect others' opinions, feelings and personal space

Situations change expectations, stay the same

Resilience: Millie Koolbardi



Responsibility: Sunny Yulart



Respect: Betty Boornar



Message from the Board Chair Karlene Ecclestone

This year the school board worked hard to increase the communities understanding of the functions of a School Board and raising the profile of River Valley Primary School in the wider community.

The school board of River Valley Primary School works with the school community to achieve the best outcome for our students. As a board, we play an important role in contributing to good school governance, so that the school resources are used efficiently, and community expectations and the school priorities reflect the needs of the students at River Valley Primary School.

The board seeks to be representative of the school community and having a variety of quality members ensures we are successful.

In 2023, the board contributed effectively to the school governance, leading to better-informed decision-making, new ideas, opinions, solutions and stronger connections with the school community.

As a board we reviewed a range of data that drives the decisions made, within the school context.

Some of the highlights and achievements from this year are:

- Taking part in the development of our new business plan for the period **2024-2026**.
- Promotion of River Valley Primary School, through the creation of a video, and other events carried out throughout the year.
- Interrogation of student performance on a regular basis.
- Provided advice on school policy.
- Developing an understanding of decisions made: as we were informed about important issues in the school, as they **evolved**.
- Providing advice and feedback on a range of issues and topics, to ensure that all decisions considered a range of factors and were in the best interest of the students.
- Approved all contributions and charges.
- Developing an understanding of how schools are funded and how the funds are spent.

I would like to thank all the members of the school board for the work undertaken in 2023. As a board, we acted in the best interests of River Valley Primary School and its students, and we looking forward to continuing this work in 2024.



Student Numbers & Attendance

Primary	Kin	PPR	Y01	Y02	Y03	Y04	Y05	Y06	Total
Full Time	(2)	8	8	6	6	9	12	8	59
Part Time	4								

Note: The Kin Full Time student figure represents the Full Time Equivalent of the Part Time students

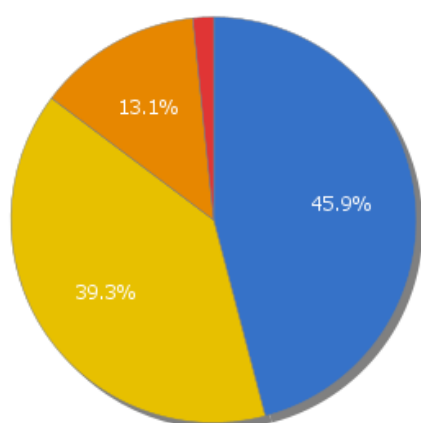
Primary	Kin	PPR	Y01	Y02	Y03	Y04	Y05	Y06	Total
Full Time	(2)	5	7	6	6	10	10	8	54
Part Time	4								

Note: The Kin Full Time student figure represents the Full Time Equivalent of the Part Time students

River Valley Primary School attendance numbers remained relatively steady over the year. Data and meetings with leaving families indicate that students who moved to other schools did so due to moving locations or due to the increase cost of living, such as fuel costs. Whilst the overall data reflects the movement of 5 students during the schooling year, this was off set by a number of incoming students from other areas.

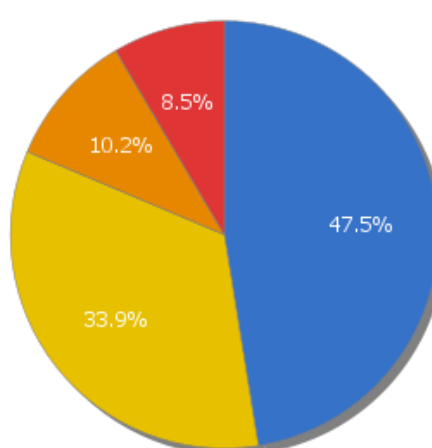
Attendance Profile 2023 Semester 1 Compulsory

- Regular (90% or greater)
- Indicated (80% to <90%)
- Moderate (60% to <80%)
- Severe (<60%)



Attendance Profile 2023 Semester 2 Compulsory

- Regular (90% or greater)
- Indicated (80% to <90%)
- Moderate (60% to <80%)
- Severe (<60%)



Attendance is an important factor in children achieving success at school. We have high expectations of all our students, in regards to their attendance, and closely monitor overall, cohort and individual attendance data to identify and plan interventions where necessary.

From Semester One 2023 to Semester Two 2023, we saw a 1.6% increase in students regularly attending, however, we also saw an increase in the number of students in the severe attendance category, due to students moving interstate or pending enrolment processes upon moving. One student, in the severe attendance category, also reflected a return to school program that was put in place in conjunction with relevant stakeholders.

Our attendance data reflects student absences for vacation taken during the school term, without an explanation or for what is deemed to be an unacceptable reason, according to Departmental policy. This will be a focus area moving forward, with more information and education surrounding attendance being disseminated to our school community.

Inclusive Learning Environment for a Successful Future

With student participation during 2023, our definitions for the 3R's were adjusted to ensure they were student centred. The following definitions is what was agreed upon:

- **RESILIENCE:** The ability to recover from or adjust to misfortune or change.
- **RESPONSIBILITY:** Doing the things you are supposed to do and accepting the results of your actions.
- **RESPECT:** To treat with care and consideration.

Using data gathered from our Positive Behaviour Interventions and a review conducted, a valid, reliable and efficient measure of the extent to which school personnel are applying the core features of school wide positive behavioural interventions, it was found that:

- All staff members were using consistent language, in regards to the expectations and desired behaviours.
- The teaching of the expected behaviour is now a focus area of our PBS assemblies and we are developing a consistent classroom process to achieve this.
- The students understand the difference and can identify minor and major behaviours.
- An area for improvement is implementing the whole school behaviour policy, with validity.

In order to address the identified areas of concern in 2023, we continued to implement *Friendly Schools*. We conducted the *Friendly Schools* survey with our senior cohort, to gather information on our student's wellbeing. Results from survey indicated that 80% of students lacked sleep, or felt tired on a daily basis.

An additional area for focus is developing student understanding of teasing vs bullying and dobbing vs telling. When this topic was discussed with the class, results changed, based on deeper understanding of the questions asked.

In 2023 we continue to promote our PBS mascots. Jerome Davenport, an internationally renowned street artist, who grew up in the small country WA town of Wickiepin, brought our students artworks to life.

Jerome brought a wealth of experience, skills and techniques to inspire and challenge students and teachers. The opportunity provided a unique learning experience, with students gaining exposure to new ideas and techniques, and teachers gaining new approaches to their own teaching practices. Building stronger links between the school and the wider artistic community. We then built upon the learning experience Jerome provided, by painting our ECE tunnel with two train backgrounds created by students.

Recommendations for 2024:

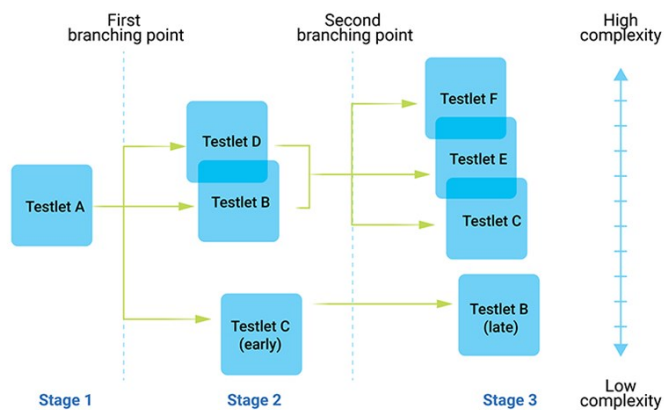
- Prominent visual displays of the school matrix to be created, in consultation with stakeholders and visibly displayed around the school with, elaborations of explicit examples.
- Continue to develop a bank of lessons for expected behaviours, following a Tell-Show-Practice, with feedback format.
- Clearly link acknowledgements to matrix expectations and behaviours, at the point of awarding.
- Continue to consciously use appropriate language when teaching, pre-correcting, correcting and acknowledging, via use of the matrix.
- Continue to develop staffs understanding of Functional Behaviour Assessments, in order to develop capacity to change student behaviours from unproductive to productive.
- Continue to develop staff understanding of the purpose of PBS.
- Utilise the 1st curriculum of every term for PBS purposes.

Improving Student Achievement

NAPLAN Online has changed significantly from its previous iterations and 2023 should be viewed as a fresh starting point. The previous band system has changed to 4 proficiency standards – Exceeding, Strong, Developing and Needs additional support. This system is not directly comparable to previous years band system. The timing of NAPLAN Online has also changed from the beginning of Term 2 to the second half of Term 1, meaning the test is also normed at a different time. This is important to note as it reflects a different developmental period of the year than any previous test. Schools will receive their data earlier than previous years, enabling our data analysis to have greater impact upon improvement timelines.

Due to the change, there is no NAPLAN-to-NAPLAN progress or previous proficiency levels reported until 2025. The NAPLAN testing domains remain the same – Numeracy, Reading, Writing, Spelling and Grammar and Punctuation.

NAPLAN Multi-Adaptive Testing method



Students at each year level start with the same set of questions (testlet A). Each student's answers in testlet A will determine the questions they see in the second testlet. These may be less complex (B) or more complex (D).

The student's answers in the second testlet will determine the difficulty of questions in the final testlet: highest complexity (F), average complexity (E), lowest complexity (C). Students who receive a low score for testlet A move directly to testlet C and then complete testlet B.

NAPLAN results for each student are based on both the number and difficulty of the questions the student answered correctly. A student who completes a more complex set of questions is more likely to achieve a higher score, while a student who answers the same number of questions correctly, but follows a less complex pathway, will achieve a lower score.

Individual Test Performance:

Provides number of students with a test score and the breakdown of percentages of students in the top 20%, middle 60% and bottom 20% of the Public Schools and among like schools.

Small cohort sizes can lead to large fluctuations in the results, based on the movement of only one or two students. Care should be taken when interpreting the results of the relative gain measures for small schools.

Our Year 3 data in Reading demonstrates we are performing better than like schools.

We believe our data in this area is reflective of the synthetic phonics program and high impact strategies implemented across all learning areas.

WA Public Schools	Year 3 Reading					
	School			Like Schools		
	2021	2022	2023	2021	2022	2023
Top 20%	0%	17%	17%	10%	10%	8%
Middle 60%	64%	67%	50%	62%	61%	60%
Bottom 20%	36%	17%	33%	28%	29%	32%

Our Year 5 Reading data is below expected and indicates an area for development and improvement or investigation.

Given that we changed our school program in 2022, as the data suggested that those in place were not making the gains expected, the new programs will require time to take effect.

WA Public Schools	Year 5 Reading					
	School			Like Schools		
	2021	2022	2023	2021	2022	2023
Top 20%	33%	0%	0%	14%	11%	10%
Middle 60%	17%	67%	55%	60%	60%	61%
Bottom 20%	50%	33%	45%	26%	28%	29%

Improving Student Achievement

WA Public Schools	Year 3 Numeracy					
	School			Like Schools		
	2021	2022	2023	2021	2022	2023
Top 20%	0%	8%	17%	11%	12%	8%
Middle 60%	55%	83%	50%	65%	59%	60%
Bottom 20%	45%	8%	33%	24%	29%	32%

In Numeracy our Year 3 data was comparable to like schools. However, 83% of our students sit within the bottom and middle bands. As an area of focus, with the expectation that students will move into the higher bands, intervention, target teaching and daily reviews in Mathematics, will be implemented.

In Year 5 our students performed below like schools, indicating an area for development and improvement or investigation. However, given that we changed our school program during 2022, as the data suggested that those in place were not making the gains expected, the new programs will require time to take effect.

WA Public Schools	Year 5 Numeracy					
	School			Like Schools		
	2021	2022	2023	2021	2022	2023
Top 20%	17%	0%	0%	14%	12%	10%
Middle 60%	67%	67%	45%	64%	61%	63%
Bottom 20%	17%	33%	55%	22%	27%	28%

As a school we are also targeting fluency in Mathematics, which will assist with the multi-step problem solving and thinking required to solve problems in the higher proficiency bands.

Overall the school scored above like schools in the following test domains:

- Year 3 Numeracy
- Year 3 Reading
- Year 3 Grammar and Punctuation

Our Year 3 results, as a whole, are as expected and we believe Writing improvement will be reflected in our 2025 data.

Investigate/Keep an eye on

Our performances in the other test domains were below like school means. However, we also need to keep in mind our small cohort number. Small cohort sizes can lead to large fluctuations in the results, based on the movement of only one or two students. At the moment they don't warrant a full investigation, given the programs have recently been changed, due previous year gaps and data.

Analysing school data in other areas, we believe the program in place currently will make a difference, however, this is not currently represented in our Year 5 data. We will examine, quality assure and adjust our approaches to these areas within our yearly operational improvement processes.

- Year 3 Spelling
- Year 3 Writing
- Year 5 results in all areas.

There are reasons our students have not performed to the best of their ability, such as a number of students completing all tests in the first 15 minutes, which would impact upon their results. Typing prior to Year 5 is an area we are to investigate, as many experienced problems using the capital letter function, assessing and locating punctuation.

As a school, due to our operational and strategic stage, we are in the process of revising our operational and curriculum approaches, to quality assure that what we have in place works for our contextual needs. The focus is on teachers being able to deliver quality teaching and learning to our students at their point of need. There is no specific focus on re-working any of our curriculum for the specific benefit of NAPLAN, but rather to ensure we have a balanced curriculum and education program.

Recommendations:

- Implementation of daily reviews in both literacy and numeracy.
- A focus on the explicit teaching of vocabulary in literacy and numeracy.
- A focus the explicit teaching of fluency in both mathematical facts and mathematical procedures.
- Continue implementation of the *Quality Teacher Strategy and Teaching for Impact*.
- Delivery of the English and Mathematics curriculum, including opportunities for integration, is to be in line with the notional teaching allocation.
- Continue program implementation with fidelity.
- Introduce Acadience mathematics testing.

Relationship and Partnerships

In 2023 we continued our Case Management processes, refining our use of data, as a key focus area. This will enable our teaching staff to use specific data, to evaluate outcomes and develop plans to target and tailor student improvement. This is in line with the Department's *Teaching for Impact Framework*, as the importance of data and evidence in school improvement agendas, is now driving change in educational practice.

We maintained our partnerships with many stakeholders, including Lions Club of Dardanup, our Level 3 schools cluster, Hands Up 4 Kids, Brunswick Agricultural Society Inc, Shire of Dardanup and other interagencies. In 2023 we engaged with Bunnings, in order to develop and expand our students knowledge in the "paddock to plate" food process. This partnership was also enhanced through further collaboration with Happy when Fit.

In 2023, we continued to embed the aims of the *Aboriginal Cultural Framework*, particularly in the area of Relationships, to foster a strong sense of belonging for all of our students. Our NAIDOC events included an excursion to BREC for the Noongar Opera *Koolbardi Wer Wardong*, followed by in class Noongar language activities by Aunty Delys, a local elder. In order to develop our knowledge of the Noongar culture, students painted Noongar symbols in our nature play tunnel.

In 2023, our *Engaging and Working with our Community Survey* data indicated that we have made significant improvement in all areas. Survey data has seen a significant increase in response: in 2022 we received 7 responses; in 2023 this increased to 17. When reflecting on our school culture, our school community feel they have understanding of how the school and classrooms operate and feel welcomed. They also feel their child is well known and has the opportunity for their voice to be heard. Through the strengthening of partnership links, they feel there are range of learning activities catering for their child. When reflecting on the school's communication practices, the majority of responses indicated the school communicates well and stakeholders are well informed of events, student progress and achievements. In the area of partnership with families, data indicates parents are given an opportunity to raise concerns and engage with the school. The use of *Class Dojo* enables instant snapshots into the classroom context and staff are accessible to meet at the point and time of need, or as requested.

Recommendations for 2024:

- Approach the Burekup & District Country Club and explore additional community links.
- Work with data to build teacher knowledge of students and their learning.
- Continue to utilise the Department's *Engaging and Working with the Community Tool*.
- Continue to develop parent information booklets to increase understanding behind school procedures and decisions.
- Continue to develop sustainable relationships and partnerships.
- Encourage volunteers to support learning, in order to improve school priority areas.
- Continue to link community partnerships and additional learning, to teaching and learning programs.
- Continue to promote our school in the wider community, through the community food cart project.

Leadership

As leaders, our staff work under a shared vision, based on the belief that all students can learn and grow. This is in line with our vision of **empowering students to become successful, engaged learners and community-minded citizens**.

In 2022, through additional sound staffing strategies, opportunities were created for teachers to engage in planning and creating schedules and policies, to support our new directions.

As a result of this leadership identification and mentoring, the following actions were achieved:

- The implementation of the *School Assessment Schedule*, to reflect new teaching approaches.
- Implementation of a tiered approach to *SAER Policy* review.
- Continuation of the whole school *SAER Register*.
- Implementation of literacy support for students identified through our whole school monitoring systems.
- Implementation of our collaboratively developed *School Self-Assessment Schedule*.
- Implementation of a tiered approach *Behaviour Management* and *Anti-Bullying* policies.
- An informal NQS review & collaborative NQS audit, resulting in a review of the *Early Childhood Policy*.
- Release time for PBS coaches and planning.
- Additional DOTT time for professional discussions around data, collaborative planning and wrap-around.
- Implementation of our whole school social skills program.

Performance development reviews provided staff with the opportunity to work towards a personal professional goal, together with a school based goal. These goals were aligned with their strengths and interests, and the leadership roles they undertook.



Recommendations for 2024

- Create further opportunities for leadership development in 2024.
- Continue to monitor the pace of change, via a *Change Management Framework*.
- Build on the instructional knowledge and skills acquired, through the *Teaching for Impact Framework*.
- Continue to align performance goals with the *Business Plan*, student needs and school priority areas.
- Increase staff capacity to read and interpret data.

Financial Summary



ONE LINE BUDGET - 0

	Current Budget (\$)	Actual YTD (\$)
Carry Forward (Cash):	73,113	73,113
Carry Forward (Salary):	167,513	167,513

INCOME

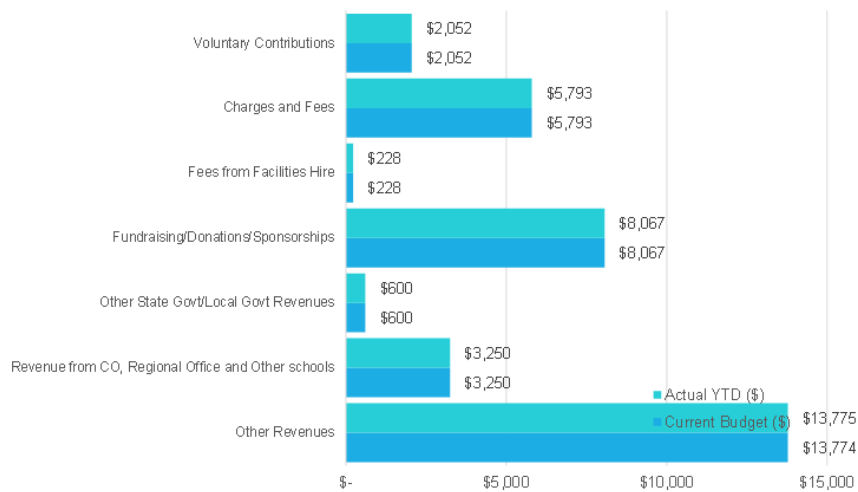
Student-Centred Funding (including Transfers & Adjustments):	1,210,044	1,210,044
Locally Raised Funds:	33,764	33,765
Total Funds:	1,484,435	1,484,436

EXPENDITURE

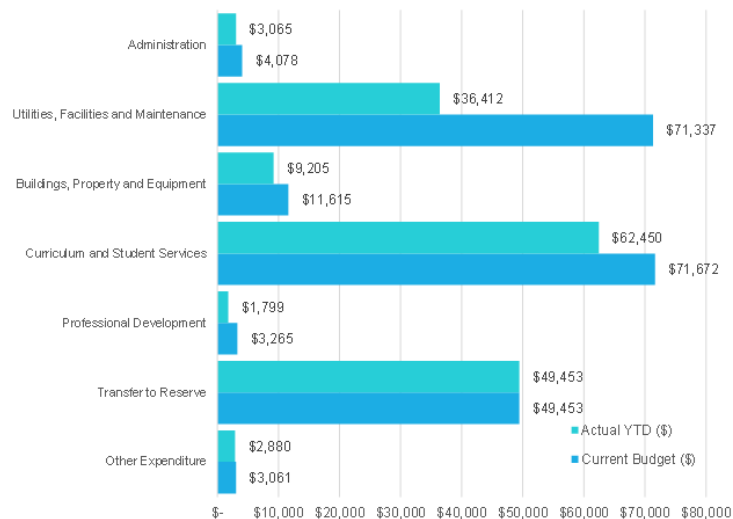
Salaries:	1,059,462	1,059,462
Goods and Services (Cash):	214,481	165,265
Total Expenditure:	1,273,943	1,224,727

VARIANCE:	210,492	259,709
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Locally Generated Revenue - Budget vs Actual



Goods and Services Expenditure - Budget vs Actual





Our History

Set near the Ferguson Valley in a unique rural setting, River Valley Primary School is an Independent Public School serving the communities of Burekup, Roelands and surrounds.

The school opened in 1999 as a result of the amalgamation of the former Roelands Primary School (est. 1903) and Burekup Primary School (est. 1913). The school has maintained its rural background and has a strong sense of community and community involvement.



River Valley
PRIMARY SCHOOL

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