Riverside Primary School opened in 1995 and has established itself as a school of choice for many families in the Mandurah area. The school is dedicated to providing a safe and supportive environment which allows all students to strive for academic and personal success. The school motto Truth, Pride and Friendship continues to underpin our ethos. In 2010 the school was recognised by the Education Department as being an outstanding school for the Literacy results and pastoral Care offered to students.

The school has five purpose built learning blocks which house the Pre Primary - Year 7 classes. In addition we have three demountable classrooms for the Kindergarten and Early Learning program. The school is very aesthetically appealing and we have been able to retain pockets of natural bushland which is utilised where possible into environmental projects. The grounds are well maintained and the Parents and Citizens Association continues to work extremely hard to provide play equipment which enhances our school environment.

The Socio-Economic Index is 921 which does present some challenges for the school and community. Riverside recognises and works diligently to meet the needs of all our students.

The four core values we are committed to are:
- **Learning** We strive to support every child’s learning and support their individual development.
- **Excellence** We have high expectations of our students and ourselves. We set standards of excellence and strive to achieve them in all areas.
- **Equity** We recognise and cater for the differing circumstances and needs of our students. We aim to create a learning atmosphere free of discrimination, abuse or exploitation.
- **Care** We treat all individuals with care. Relationships are based on trust, mutual respect and the acceptance of responsibility. We recognise the value of working in partnerships with parents/caregivers and the wider community in providing a quality education for our students.

**Staff Values**

The four core values we are committed to are:
- **Learning** We strive to support every child’s learning and support their individual development.
- **Excellence** We have high expectations of our students and ourselves. We set standards of excellence and strive to achieve them in all areas.
- **Equity** We recognise and cater for the differing circumstances and needs of our students. We aim to create a learning atmosphere free of discrimination, abuse or exploitation.
- **Care** We treat all individuals with care. Relationships are based on trust, mutual respect and the acceptance of responsibility. We recognise the value of working in partnerships with parents/caregivers and the wider community in providing a quality education for our students.

**Student Values**

The four values we encourage our students to strive for are:
- **Respect** To treat others as they would like to be treated
- **Responsibility** To be accountable for their own actions
- **Resilience** To gain strategies to overcome life’s challenges
- **Inclusivity** To value each other regardless of differences
It is expected that staff will:

- Actively ensure student well being and care through responsible supervision
- Work collaboratively with other staff
- Use best practice at all times
- Build collaborative links with the school community
- Expect high standards from students at all times
- Recognise and cater for individual learning styles
- Treat all members of the school community with respect
- Participate in on-going professional learning
- Implement the School Operational Plan into their teaching and learning program
- Follow the Staff Dress Code
- Maintain well organised, attractive and stimulating learning environments for their students
- Use social media (ie. Face Book /Mobile Phones) appropriately

We believe that:

- All children can make progress and will be given the opportunity to succeed
- Children learn best when in a caring, friendly, safe and supportive environment
- Learning is most effective when there is a positive, respectful relationship between parents, students and teachers and when the school and home are mutually supportive
- Children learn best when provided with purposeful, relevant and motivating learning experiences that encompass a variety of strategies
- Learning will be inclusive, recognising that children progress at different rates and have different learning styles
- Children need strategies both to cope with life situations and to develop resiliency
- Children need to take responsibility for their own learning and be confident to accept challenges, knowing that we learn from our mistakes
- The curriculum will be transparent which allows all stakeholders to see the purpose of learning
- Children are taught to be lifelong learners
- Children will be encouraged to be responsible for their behaviour and accept appropriate consequences

As Riverside has become an Independent Public School in 2013 this has provided an opportunity for the school and community to reflect on our short history and plan for the future. The staff of Riverside are experienced and committed to providing educational programs that cater for students social, emotional, physical and academic needs.

We look forward to forging stronger partnerships with the local community which will in turn maximise opportunities for our students.
Data and Self Assessment

Data collected for our school self assessment is gathered from NAPLAN, WAMSE, On-Entry Testing and teacher judgement and is used for whole school and classroom planning.

On Entry (Pre Primary)

Students in Pre Primary were tested in Term 4 in the Literacy Module 1 unit. A score of 1.0 progression points is the expected state score for a Pre Primary student.

The following percentages are for the stable cohort who moved up to Year 1 in 2013.

Speaking/Listening:  41% of students achieved .8 progression points or over
Reading:  57% of students achieved .8 progression points or over
Writing:     11% of students achieved .8 progression points or over

Numeracy was not tested in Term 4 2012.

NAPLAN

NAPLAN data is measured against the Index of Community Socio-Economic Educational Advantage (ICSEA). The Australian average is 1000 and Riverside Primary School currently has an ICSEA of 921.

The graphs below compare Riverside’s results to like schools Australia wide.

Reading NAPLAN

<table>
<thead>
<tr>
<th></th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
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<tbody>
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<td>Year 3</td>
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<td>Year 5</td>
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<tr>
<td>Year 7</td>
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Numeracy NAPLAN

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<th>2010</th>
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<td>Year 7</td>
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Writing NAPLAN

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<td>Year 3</td>
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<td>Year 7</td>
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WAMSE

Students in Year 5 and 7 are tested each year in the areas of Science and Society and Environment.

The graphs below show how our results compare against like schools in Western Australia.

Science

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<th>2010</th>
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<tr>
<td>Year 5</td>
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<td>Year 7</td>
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Society & Environment

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<td>Year 5</td>
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<tr>
<td>Year 7</td>
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ATTENDANCE

Results are compared against the state.

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<tr>
<th></th>
<th>School</th>
<th>State</th>
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<tbody>
<tr>
<td>2010</td>
<td>92.5</td>
<td>92.9</td>
</tr>
<tr>
<td>2011</td>
<td>93.0</td>
<td>92.7</td>
</tr>
<tr>
<td>2012</td>
<td>91.9</td>
<td>92.3</td>
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Self Assessment

As part of our self assessment process we will annually:

- Analyse our school NAPLAN, WAMSE and On Entry data
- Review non academic data and use as a basis for future decisions
- Review the School Business Plan and Workforce Plan
- Develop Operational Plans in key learning areas
- Publish an Annual Report that reflects the achievements and highlights of the school year.

ACADEMIC TARGETS

Year 3 NAPLAN
- To improve our relative position to like schools in Numeracy
- To maintain our relative position to like schools in Reading
- To maintain our relative position to like schools in Writing
- To maintain our relative position to like schools in Spelling
- To maintain our relative position to like schools in Grammar & Punctuation

Year 5 NAPLAN
- To maintain our relative position to like schools in Numeracy
- To maintain our relative position to like schools in Reading
- To improve our position against like schools in Writing
- To maintain our relative position to like schools in Spelling
- To maintain our relative position to like schools in Grammar & Punctuation

Year 5 WAMSE
- Increase by at least 5% the number of students at or above the WAMSE standard in Science.
- Increase by at least 5% the number of students at or above the WAMSE standard in Society and Environment.

On Entry Testing
- Increase the percentage of Pre Primary students who reach .8 progression points or more to 75% in Reading, Speaking & Listening and Numeracy.
- Increase the percentage of Pre Primary students who reach .8 progression points or more to 75% in Writing.
- By 2015 to have 100% of students identified through Pre Primary on entry testing as achieving .8 progression points or more in 2012 in Reading to achieve above the minimum standard.

Australian Curriculum
- All teachers from Pre Primary-Year 7 will plan, teach and assess in Phase 1 of the Australian Curriculum.

Reading Programs
- 50% of Year 4-6 students to reach the LEXILE target of 80 points annually.
- 80% or more of Year 1-3 students to reach the RIBIT target of 150 nights annually.

NON ACADEMIC TARGETS
- 75% or more students to reach the ‘regular attendance’ category or the percentage of students in the ‘Regular Attendance’ category to be at state average.
- To reduce the number of students receiving one or more detentions in the playground.
- To have 20% or more of Parent Surveys returned.
**Striving for Successful Students**
*To prepare students for the future who are able to contribute positively to their community.*

<table>
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<tr>
<th>Broad Strategies</th>
<th>Milestones</th>
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| Early Intervention K-2 | • Assessment of Key Learning Areas occur in the early years  
• Student needs identified through on-entry assessment and data used to inform planning and intervention  
• Effective screening tools used for early identification and intervention  
• The 2012 AEDI Data is used to plan meaningful activities for Kindy and Pre Primary students |
| Maintain and improve standards of achievement in English and Mathematics linked to targets | • NAPLAN data is used to identify and plan accordingly for student needs  
• Teaching blocks of uninterrupted daily Literacy and Numeracy are implemented  
• The English and Mathematics School Operational Plan is implemented with rigour |
| Improve Science skills and understandings | • Science skills are explicitly taught and integrated through English and Mathematics where possible  
• The use of Yr 6 and 7 students accessing the science facilities at the feeder high school is investigated |
| Differentiate the curriculum | • SAER students are identified by NAPLAN data and On Entry Testing to inform IEPs & Group Education plans including TAGS  
• Learning Support Coordinator gathers further data and liaise with teachers to support the implementation of effective programs  
• Higher ability students are identified and provided within extension programs |
| Support for indigenous students | • An AIEO is assigned to work in the early years  
• The importance of the Indigenous community is promoted  
• Possible sources of funding are investigated annually |
| ICT to be used as a cross-curricular vehicle | • The K-7 scope and sequence is reviewed and implemented inline with the Australian Curriculum  
• Resourcing across the school is equitable  
• Electronic whiteboards are installed in all classrooms  
• Staff and student PD on current technology is provided |
### Striving for excellence in the Teaching and Learning Program

*To support and build staff capacity for teaching excellence and to adopt teaching strategies that ensure each student achieves their potential.*

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<th>Broad Strategies</th>
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| Performance Management linked to the New National Standards | • Teacher expertise is developed to implement data informed planning
• Informal and formal feedback given to staff through classroom visits and formal meetings
• Staff are made familiar with the National Standards for Teachers
• Teachers Performance Management is linked to the National Standards |
| Provides opportunities for staff to undertake leadership opportunities | • Professional leadership and PD opportunities are provided
• Staff expertise is utilised to provide professional learning across the school
• Staff undertake leadership roles across the school
• Leadership roles are distributed across the staff |
| Australian Curriculum professional learning & implementation | • Staff attend network/TDS meetings and share information with colleagues where possible
• The School Australian Curriculum plan is implemented
• Staff align teaching, learning and assessment to AC
• Staff use online resources |
| Embed whole school practices | • All teachers implement school plan strategies
• Performance Management is undertaken
• Teachers are provided with support and resources to assist them in embedding the school plan
• Staff meet regularly to review and reflect on school plans
• Staff are involved in the development of school plans |
| K-2 professional learning | • A collegial network is developed in K-2 area
• A Team leader is funded to support the K-2 network
• Specialist PD in the K-2 area is provided as required
• The Early Years Framework is reflected in early Childhood classes |
| PD for staff | • Staff to attend ongoing school professional learning sessions to support implementation of AC
• Staff to link individual PD to school plan and personal goals
• Provide staff with opportunities to share best practice at staff meetings
• Induct new staff regarding implementation of best practices
• Provide time for new staff to be exposed to best practice |
| Assessment and Reporting to Parents | • Develop an Assessment and Reporting to Parents policy
• Staff use anecdotal and evidence based assessment to regularly report to parents |
Striving for a Safe Supportive School
To provide all members with the access and support they need to feel safe and nurtured.

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<tr>
<th>Broad Strategies</th>
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| Access Youthcare Chaplaincy Program    | • A Chaplain is appointed  
• Annual Chaplaincy review is submitted  
• Chaplain available for referrals from staff, students and parents  
• Raise profile of Chaplain through assemblies and newsletter |
| Pastoral Care programs                 | • Implement life skills programs in classrooms  
• Rainbows and Buzz program coordinated by Chaplain and BMIS assistant |
| Attendance                             | • An Attendance Officer monitors attendance  
• Attendance Plans created for identified students  
• School incentives are offered for regular attendance  
• Positive relationships with caregivers are created to encourage regular attendance |
| Inclusivity with ESC                   | • Both schools share resources and facilities where appropriate  
• ESC students participate in class and school activities where appropriate  
• ESC contribute financially annually to the school resources  
• Combined PD for both schools where appropriate |
| Support for Indigenous Students        | • An AIEO is appointed to work with aboriginal children across the school  
• The school forges strong links with Indigenous families and health services  
• Indigenous culture is promoted through activities |
| Behaviour and Bullying                 | • Annual review and implementation of Behaviour and Bullying Policy and to include a Cyber Bullying policy  
• A ‘Recreation’ room is provided for restorative behaviour and as a safe haven for identified students at recess and lunch time  
• Behaviour plans created for identified students |
| Staff Wellbeing                        | • Staff surveys are conducted  
• New staff undergo a quality induction program  
• School achievements and successes are celebrated  
• Staff have access to PRIME  
• Staff observe the school and department’s Code of Conduct |
| Promote Student Leadership             | • Opportunities are provided for students to develop leadership skills in school programs such as School Council, Faction Captains and Peer Mediation |
| School Grounds                         | • Areas are provided for students to interact with each other in a positive way  
• A Grounds Committee is formed to advise on future directions  
• School Environmental programs as per the School Plan are implemented |
### Striving for strong community participation

*To endeavour to strengthen links between the school, parents and the wider community at every available opportunity and level.*

<table>
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<tr>
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| **School Board**                      | - An effective School Board is formed  
- The School Business plan and budget are monitored by the School Board annually  
- Future directions of the school are considered by the School Board |
| **0-4 Program**                       | - Parents participated in Pre-Kindergarten program  
- The possibility of implementing the Triple P program is investigated  
- Staff facilitated workshops on the five domains of the AEDI |
| **Community Involvement**             | - The community involvement in the Repeated Reading program continues  
- Parent Survey’s are conducted  
- Parents are encouraged to use the library resources  
- Parents are involved in interacting with classes during some activities  
- Events are promoted and showcased to involve the wider community |
| **Breakfast Club**                     | - Volunteers continue to set up and run the School Breakfast Club  
- Positive relationships are promoted between students and volunteers |
| **Reporting to parents**              | - The community participates in the Learning Journey  
- Parents participate in parent interviews annually  
- Parent surveys are conducted  
- Parents are involved in the reporting process |
| **Promote the school in the community**| - Regular items are submitted to the community newspapers  
- Parents use the school website regularly  
- The school participates in the community through the arts  
- Established partnerships are continued and new ones investigated  
- Links are established with the Eastlake Community Church |
Collaborate, communicate, achieve

Think...create...collaborate

Learn and make friends

Building a learning community

Resilience.. respect, responsibility

Collaborate, communicate, achieve

Respect, persevere, strive

Strive to succeed