Risdon Park Primary School
Annual Report 2015

Quality Education Empowering Community Minded Learners
1. CONTEXT

School Name: Risdon Park Primary School  
School Number: 0685  
Principal: Carolyn Clinton  
Partnership: Pirie

Risdon Park Primary School provides quality reception to year 7 schooling for students in Port Pirie. The student population is drawn from the Port Pirie Township and regional surrounds. Risdon Park PS was opened in 1955 and rebuilt into a permanent structure in 1975.

The 2015 school year commenced with 422 student enrolments.

The school consists of three 6-unit open space buildings, which are partly partitioned to enable individual classes to operate. Students are grouped into 17 classes in both single and composite year levels.

Risdon Park PS is a Category 4 school of disadvantage.

33% of students are school card holders  
8% of students are identified with a disability and have a Negotiated Education Plan  
7% of students have been identified with language and communication difficulties and receive in-school support with individualised programs  
8% of students are ATSI (Aboriginal or Torrens Strait Islander)  
1.4% of students are identified as EALD  
11 students attend Risdon Park PS under the Guardianship of the Minister

In 2015, Risdon Park PS had 45 staff members: Principal, Deputy Principal, and School Counsellor, 28 teachers (full and part time which also included an AET / EALD Manager, Intervention Manager and ICT Manager. Risdon Park employed 15 School Service Officers (SSO). A Canteen Manager is employed by the Governing Council five days a week and is assisted by a dedicated team of volunteers. In 2015 Risdon Park PS had a CPS worker working 9 hours a week.

Parents, grandparents and other community members actively engage in different ways and in different volunteer roles throughout the school. All Risdon Park PS volunteers have a current DECD’s approved police check, with RAN training held a number of times throughout the school year to update parents on their Responding to Abuse and Neglect Training.

Governing Council and its sub-committees are active in governance, decision making, the students’ education and general welfare. Governing Council meets in weeks 3 and 8 of every term.
2. REPORT FROM GOVERNING COUNCIL

Kym Conley – RPPS Governing Council Chair

Once again a very eventful year has passed us by. Our year was fulfilled with new reception students, school camps, NAPLAN testing, Sports Day, saying farewell to our year 7 students and unfortunately some teachers also, and many more events.

Governing Council was very successful this year with every position being filled and several other members joining making it a full committee. It was great to see more parents being involved in such an important decision making team that ensures Risdon Park PS is the best it can be.

Breakfast Club has done another excellent job throughout the year with Matt Welch and volunteers, ensuring that children had access to a healthy breakfast at the start of the day. Well done guys!

This year Governing Council also recommended Margaret Withers for the Rowan Ramsey Community Award in recognition for her valuable contributions to the school and community.

The grounds person has done another outstanding job of looking after the school grounds, with our oval looking great and overall grounds looking amazing. Also throughout the school break some major changes to the basketball courts will be commencing, I cannot wait for the final outcome it is going to look awesome.

The canteen has continued to be a success due to Sandra Stringer and her volunteers. The governing council along with Sandra has agreed to another 5 years as canteen manager. Congratulations Sandra keep up the amazing work.

I have also been lucky enough this year to attend the Aboriginal Voice Meetings. These allow aboriginal parents and students to be able to feel comfortable and voice opinions about their children and community in a relaxing environment. So thank you to Naomi Connor and Melissa Hands for doing a great job and making my son and I feel very welcomed into Risdon Park PS.

This year has also seen Damien Mellow secure the Deputy Principal position for another 5 years. Mr Mellow is an asset to the school and many people are unaware of the many hats Damien wears to make sure the school runs at its full potential. Congratulations Damien on securing your role.

This year I have had the honor of working with Carolyn Clinton, as she guided me through my first year as Chairperson. As principal of Risdon Park PS most people are unaware of the long extra hours that Carolyn puts in to make sure the school is running smoothly. Carolyn has done yet another amazing job of guiding staff and students through another challenging and exciting year.

So as Chairperson of Risdon Park PS I would like to thank Carolyn and Damien for their guidance throughout the year. I would also like to thank everyone on Governing Council, all parents, volunteers, teachers, SSO’s and students for all their commitment and perseverance, with everyone’s co-operation it was another wonderful year filled with lots of great memories. Happy holidays and hope to see most of you all again for an exciting 2016 year!
3. 2015 HIGHLIGHTS

Throughout the year students participated in a wide variety of learning experiences. Some of these are detailed below:

**Term One**
- Acquaintance Night and barbecue
- Swimming Reception – Year 7
- Hockey Clinic
- Shackell Shield Swimming Carnival
- SAPSASA Summer Carnival
- Young Leaders’ Day
- Parent / Teacher Interviews
- Year 4/5 Camp to Errappa
- St Patrick Day Celebrations
- Muso Magic, with other students from schools across Port Pirie
- Risdon Park PS External Review (conducted by DECD personnel)
- New Primary Playground
- Harmony Day

**Term Two**
- SAPSASA Soccer
- NAPLAN
- Risdon Park Primary School Art Exhibition
- Participation in Anzac Day Services
- Unit 3 Camps – Aquatics Swan Reach on the Murray River
- Walk Safely to School Day
- Mother’s Day Fundraiser – Flowers from our own garden
- Footsteps Reception – Year 7
- Open Morning for kindergarten families to visit Risdon Park PS
- National Reconciliation Week Celebration
- NAPLAN for students in years 3, 5, & 7
- First Semester report

**Term Three**
- Year 6/7 Football / Netball SAPSASA Carnivals
- Naidoc Celebrations
- Numeracy Open Morning and parent workshop
- SSO Week Recognition
- Unit 2’s cardboard challenge and parent show case
- Year 7 Taste of Science at John Pirie Secondary School
- Book Week Performance
- Sports Day
- Pirie Student Choir Performances at the Northern Festival Centre

**Term Four**
- Risdon’s Got Talent
- Declan Kennedy winning Local Council Award with a banner being made of his poster of Port Pirie and being hung in King William Street in Adelaide
- Transition programs from kindergarten to reception and from Year 7 to Year 8
- World Teachers’ Day Celebrations
- Cricket Clinic
- Year 7 Graduation
- Interschool Sports Day
- Second semester reports
- Volunteers’ morning tea
- School Captains, Vice Captions and House Captains announced
Throughout 2015
- Students’ participated in the Premier’s Reading Challenge
- Intervention for learning in Literacy & Numeracy
- 3 whole school assemblies a term
- Community Mentoring
- Play Boxes in the Early Years with parent & community volunteers
- Aboriginal Parent Voice Meeting twice a term
- Teachers’ learning in Numeracy & Mathematics, plus learning in professional Learning Communities with teachers from different sites across Port Pirie and surrounds
- Social Skills groups led by Ashleigh Kupsch (Behaviour Education Support Teacher)
- Breakfast Club with a keen team of parent helpers and CPS worker.
- Men’s Shed program – a learning engagement strategy.
- Garden program, with the growing of vegetables and flowers – a learning engagement strategy.
- Kids Co fundraisers.
- Swimming for Students with Disability
4. SITE IMPROVEMENT PLANNING AND TARGETS

IMPROVEMENT PRIORITY 1

Numeracy Improvement  
Rebecca Oaklands – Coordinator

DECD’s Standard 2015

- Students will achieve a ‘C’ or above in Mathematics
- Students will achieve the following NAPLAN Proficiency Bands: Year 3: Band 3 and above / Year 5: Band 5 and above / Year 7: Band 6 and above.
- Students will achieve the following PAT-M scale scores: Year 3: 40 / Year 4: 45 / Year 5: 50 / Year 6: 54 / Year 7: 55

Targets 2015

<table>
<thead>
<tr>
<th>TARGET</th>
<th>ACHIEVED/NOT ACHIEVED</th>
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<tbody>
<tr>
<td><strong>Target 1:</strong> 61% of students in Years 3, 5 and 7 meet DECD’s Standard of Educational Achievement in 2015 (SEA) NAPLAN</td>
<td>Not Achieved</td>
</tr>
<tr>
<td><strong>Target 2:</strong> 5% of students in Years 5 &amp; 7 shifting from low – medium and medium — high bands in NAPLAN Mathematics</td>
<td>Partially Achieved (year 5 – 7 from low to medium growth) All other areas Not Achieved</td>
</tr>
<tr>
<td><strong>Target 3:</strong> By the end of Term 4 2015 increased numbers of students in Years 3-7 will achieve at or above standard in PAT-m Scale Scores:</td>
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<tr>
<td>Year 3: 75%</td>
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<td>Year 4: 72%</td>
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<td>Year 5: 70%</td>
<td></td>
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<tr>
<td>Year 6: 64%</td>
<td></td>
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<tr>
<td>Year 7: 33%</td>
<td>Not achieved</td>
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</table>

Learning Focuses that Support Improvement

Supporting Professional Learning:

Throughout the year, staff at Risdon Park PS have taken part in a number of professional learning programs to support them in the planning and teaching of Mathematics and Numeracy with the continued introduction of Australian Curriculum in Mathematics. This included a pupil free day on Monday, week 4 of term 2, which was run by Rosslyn Shepherd, Mathematics Consultant.

This training:
- emphasised the difference between Numeracy and Mathematics;
- supported staff in their learning of new strategies to support student learning specially in the area of base 10 and related number facts;
- introduced QuickSMART (Mathematics Intervention program) to staff;
- prepared teachers for working collaboratively together to plan a Mathematics unit of work.

Collaborative Release

Collaborative learning time was provided twice during 2015. Teachers’ professional learning from a pupil free day and the implementation of units of work was reinforced and supported through collaborative
release time, which enabled them to work in like year levels groups with the support of Rosslyn Shepherd. Rosslyn led teams to focus on their own understanding of mathematical concepts, reflect upon their own teaching practice and share collected data of their student progress and achievement. Staff were also encouraged to plan units of work while incorporating equipment for a ‘hands on’ Mathematics experiences to consolidate understanding. Teachers were challenged to implement their planned units of work in their classroom and be prepared to meet again in the collaborative second release time to review their work. Time was also spent in their teams making new learning goals for their own professional learning in Mathematics, plus in the next learning steps of Mathematics for their students.

R-7 Approach to Numeracy

The Numeracy Improvement Committee met regularly each term to oversee the 200 Day Numeracy Improvement Action Plan, and review the Professional Learning Program. The members of the Improvement Committee consulted with staff and collected feedback on teacher classroom practice, in order to develop a draft of a Whole School Agreement in the teaching of Mathematics and Numeracy. By the end of 2015 the Improvement Committee had collated staff feedback and developed a Numeracy data map which set the identified assessment tasks over the period of a school year. The Risdon Park PS Numeracy Data Map was approved by staff in term 4. The Improvement Committee also used the collated mathematics practice of all classroom teachers to develop a draft overview of key components of what a Mathematics lesson looks like in classes R – 7. This information will be used in 2016 in the further development of a Whole School Numeracy Agreement.

Data Analysis:

Data collection for Numeracy has been a large component of the Numeracy Improvement Coordinator role. In 2015, the aim was to collect baseline data for R - 2 students using ‘I Can Do Maths’ assessment tool. The Numeracy Improvement Committee in consultation with Junior Primary teachers analysed this data and it was felt that the ‘I Can Do Maths’ test did not give Reception teachers accurate data on how Reception students were developing their Numeracy skills throughout the year. From the outset staff decided that the ‘I Can Do Maths’ test be conducted for all students from Reception to Year 2 at the beginning of term 4. Junior Primary teachers agreed that they needed base line data from when students entered Reception so that they could measure the student Numeracy progress throughout the school year. Mindful of Junior Primary teachers’ feedback it was decided that the Pattern and Structure Assessment (PASA) could be a possible replacement for collecting early years Numeracy / Mathematics data for reception students and possible use of this test to be investigated early in 2016.

The “I Can Do Maths” data showed that most Reception to Year 2 students in Reception were at year level standard or above. However, by the end of Year 2, there was a slight decrease in percentage of students not at standard which could later be identified as a pattern in the Year 3 student’s NAPLAN Numeracy scores. Deeper analysis of this data will give teachers further information on specific areas of Mathematics for classroom practice and Junior Primary Intervention.
PAT was continued online this year, with all students from year 3-7 participating in the testing in Term 3 in line with DECD’s expectation and time lines. More work needs to be done in regards to analysing the test data to identify areas for individual, year level and whole school improvement. The test data provides an annual account of what students know, can do and understand in Mathematics. Through this data areas of concerns can be identified with classroom programs and intervention programs planned and implemented. This area will need to be addressed by the Numeracy Improvement Team in 2016.

In consultation with staff and in discussion with the Numeracy Improvement Committee it has been recommended that in 2016 all students from Years 2-7 complete a paper version of the PATm Maths test in term 1 in order to provide:

- exposure to students of the types of questions they can expect in PATm online test thus building resilience, confidence and risk taking strategies in test situations;
- teachers with base line data of their students’ conceptual understanding and level of skills in all areas of mathematics;
- teachers with data which would inform their planning and programming to address specific learning needs of their students.

With further investigation in the availability of PATm tests it was recommended by the Numeracy Improvement Team that Year 1 and 2 students be included in the participation of the term 1 paper PATm test and then in the term 3 online PATm test. This decision was taken so that there would be a more consistent approach in data collection in the area of Mathematics from Years 2 to 7.

**Achievement Against 2015 Targets**

**Targets 2015:**

**Target 1:** 61% of students in Years 3, 5 and 7 meet DECD’s Standard of Educational Achievement in 2015 (SEA) NAPLAN.

In 2015, 159 students in Year 3, 5 and 7 completed the NAPLAN Numeracy component, 47% of all students in Year 3, 5 and 7 met DECD Standard of Educational Achievement.

59.1% of Year 3 students were at/or above DECD Standard of Educational Achievement in Numeracy, therefore we fell short of our target for year 3 students by 1.9%.

42.5% of year 5 students were at / or above DECD’s Standard of Educational Achievement in Numeracy in Year 5, therefore 18.4% of students did not meet Risdon Park PS target of 61%.

39.4% of year 7 students were at / or above DECD’s Educational Achievement in Numeracy in year 7, therefore 24.6% of students did not meet Risdon Park PS target of 61%.

This data is disappointing, however it must be recognised that our improvement focus in Numeracy was in its infancy at the beginning of term 2, 2015. We are optimistic that 2016 data will show greater progress toward our targets in all year levels.
Target 2: 5% of students in Years 5 & 7 shifting from low – medium and medium — high bands in NAPLAN Numeracy.

Year 5
In 2014, 61% of Year 3 students were identified as making middle to upper levels of growth within a two year period. To achieve the 5% improvement on the previous test results, 66% of students needed to be in these categories in 2015. In 2015, only 43% of Year 5 students were in the middle and upper bands for Numeracy.

The adjacent table compares two student cohorts and the level progress that they made in a two year period. A higher % of year 5 students made a low level of progress in 2015 than 2014. More alarming is the low % of students making an upper level of progress within their two year period. We are optimistic that our 2016 results will show an improved level of progress.

From 2014 to 2015 there was an 8.1% growth in students moving from a low level of progress to a middle level of progress, thus meeting our target of 5% improvement. However, there were no Year 7 students identified as making an upper level of progress from 2013 to 2015, compared to 9.8% of year 7 students in 2014. Therefore our target was not met in 2015 for a 5% improvement of students moving from a middle level of growth to an upper level.
**Year 7**

The graph below shows the % of growth within a two year period for one student cohort. Although improvement can be seen, a lesser % of Year 7 students are seen to have achieved in the upper bands of Numeracy. DECD’s Standard for Education Achievement for Year 7 students is found in proficiency band 6. It is interesting to note that over 30% of parents chose to withdraw their child from sitting the Numeracy test in 2015 compared to two years previously in 2013.

![Year 5 2013 - Year 7 2015 Numeracy Band Growth](image)

**Target 3:** By the end of Term 4 2015 increased numbers of students in Years 3-7 will achieve at or above SEA standard in PAT-m Scale Scores:

- Year 3: 75%
- Year 4: 72%
- Year 5: 70%
- Year 6: 64%
- Year 7: 33%

**Year 3**

In 2014, 53% of Year 3 students achieved at or above standard in PAT-m Plus. In 2015, 51% of students achieved at or above DECD SEA standard in PATm 4th Edition, which is a drop of 2% from the previous year’s achievement.

It is interesting to note the PATm test taken in two different years do not accurately match up so the comparison made here is not necessarily reliable.

**Year 4**

In 2014, 58% of Year 4 students achieved at or above standard in PAT-m Plus. In 2015, 61% of students achieved at or above DECD SEA in PATm 4th Edition, which is an increase of 3% from the previous year's achievement, although not yet at our target of 72%.
Year 5
In 2014, 27% of Year 5 students achieved at or above standard in PAT-m Plus. In 2015, 25% of students achieved at or above DECD SEA standard in PATm 4th Edition, which is a drop of 2% from the previous year’s achievement.

Year 6
In 2014, 23% of Year 6 students achieved at or above standard in PAT-m Plus. In 2015, 38% of students achieved at or above DECD SEA standard in PATm 4th Edition, which is an increase of 15%, although not at our target of 64%.

Year 7
In 2014, 44% of Year 7 students achieved at or above standard in PAT-m Plus. In 2015, 22% of students achieved at or above DECD SEA standard in PATm 4th Edition, which is a drop of 22% and does not meet our target of 33%.

Recommendations for 2016
- Continued development of Risdon Park PS Whole School Agreement in Mathematics/Numeracy.
- Induction of all staff into Whole School Numeracy Agreement.
- Inclusion of Mathematics Data into Rison Park PS Data Map.
- Introduction of Numeracy Moderation in learning teams.
- Introduction of intervention for numeracy across the school.
- Explicit teaching of students in the increasing of resiliency in test situations.
- Continuation of Professional Learning with Rosslyn Shepherd and collaborative release for unit planning and review.
- Introduction of paper version of PATm 3rd Edition to be completed by all students in Year 1-7 in Term 1, 2016.
- Include Year 1 & 2 students in the PATm online data collection in Term 3, 2016.
IMPROVEMENT PRIORITY 2

Literacy Improvement

Damien Mellow – Deputy Principal

Standard 2015:
RPPS uses the DECD ‘Standard of Educational Achievement’ document for planning.

All students’ progress and achieve at or above their appropriate year level.

Achievement against 2015 Targets

<table>
<thead>
<tr>
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<tbody>
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<td>Target 1: By the end of Term 4 2015, 67% of year two students are at running record level of 21 or higher</td>
<td>Achieved</td>
</tr>
<tr>
<td>Target 2: 60% of students’ year 3-7 are at or above DECD’s scale score in PatR</td>
<td>Achieved for all year levels except Year 5</td>
</tr>
<tr>
<td>Target 3: 68% of students in year 3, 5 and 7 achieve DECD NAPLAN Reading SEA.</td>
<td>Not Achieved</td>
</tr>
<tr>
<td>Target 4: 20% of year 3, 5, 7 students identified in upper bands for reading</td>
<td>Not Achieved</td>
</tr>
</tbody>
</table>

Standards 2015:
A 200 day plan for Literacy was created with the targets for 2015 outlined above. Writing continues its third year in maintenance mode, with the Whole School Agreement for Writing being incorporated into the Whole School Agreement to Literacy. The 200 day plan has enabled us to develop a focus for staff and student learning in 2015. A Literacy Improvement Committee assists in the overseeing of the 200 day plans, along with continual referral with the leadership team. This committee consists of the deputy principal, literacy coordinator and a staff representative from each unit. The committee meets twice a term to identify and review current literacy strategies and practices at Risdon Park PS.

Learning focuses that support student improvement:

Pat R:
In Term 3, students in years 3-7 participated in the PAT Reading Comprehension testing. After initial support and training for two staff members we were able to put in a program for this testing to be effectively completed. Staff were given information through training and development time at staff meetings and were regularly updated through information packs and email. The new PAT Resource Centre has been introduced to staff but more time next year will support further learning with this testing and data analysis. All report information for individual students is printed and recorded in their data folders. The testing was only conducted in Term 3 aligning within DECD guidelines.

Reading Support Teacher
This year, the Reading Support Teacher worked alongside the Literacy committee and gathered data from staff to stock take our reading levelled books and literacy resources that were allocated in classrooms. This resulted in the purchasing of new packs of readers to help with guided reading and dictionaries and headsets for listening post for Years R-2.
Running Records

After Risdon Park PS External Review one of the actions was for staff to be trained in completing running records as a seen text. During staff meetings and through support from our reading support teacher we were able to assist staff in learning the correct procedure to complete a record. Through this training and understanding staff recognised an improvement in student levels and were able to introduce the book which allowed for more conversations and language about key topics and words. Our data has been supported by the purchasing of new readers, guided readers and training offered through the partnership.

Professional Learning Communities:

This year has seen the continuation of Professional Learning Communities across the Port Pirie Partnership. Many staff worked in communities that supported their practice in reading comprehension looking in depth to the work of Sheena Cameron. Other staff made links to Literacy learning through hearing other examples of good practice or reading about latest research and trialing this in their room or within year level teams.

Training and Development

Staff continued their training in Jolly Phonics, Running Records, PATR and comprehension strategies. Staff meetings were outlined for follow up and consolidation of strategies implemented in relation to the site learning plan.

Data analysis

Data folders: data folders have continued to be a part of the process for the collection and storage of individual data at Risdon Park PS. There was a need for the folders to be more friendly in their use and easier for handling purposes. During term 4 this year staff have sorted and identified important information to keep and other information to be filed in the students yellow folder in the front office. Data folders will be transitioned to the next class giving valuable information for the next year.

Data Map / Collection: Data collection for literacy continues to be an important collection and analytic tool for site leaders, staff and parent information. A data collection overview was developed for 2015 with support templates given to staff. The literacy committee continued on termly bases to monitor the information collected but reviewed the timing and the value of certain collection sets. For example, the Phonological testing was recommended to be collected during Term 4 instead of Term 3 as this allowed for a better analysis of growth.

Data Day: This was held in Week 4 of term 4 and enabled teachers to input and collectively look at their own class and year level data. PatR data was used with student photos placed accordingly to their scale score for each year level. Running Records, NAPLAN and SPA data was inputted through an excel spread sheet with groups of teachers discussing and analysing using Australian Curriculum, TIEL and Professional Standards for Teachers as a resource for future growth. This has been acknowledged through the 2016 recommendations.

Achievement against 2015 Targets

Targets 2015:

Target 1: By the end of Term 4 2015, 67% of year two students are at running record level of 21 or higher.

By the end of Term 4, 2015, 51 students in year 2 had been tested, with 35 students achieving level 21 or higher. This means 69% of students in year 2 are at a reading level 21 or higher.
Target 2: 60% of students’ year 3-7 are at or above DECD’s scale score in PatR

Year 3  The PAT-R Comprehension scale score for year 3 is 100 or above.  
58% of students in year 3 were at standard.

Year 4  The PAT-R Comprehension scale score for year 4 is 110 or above.  
61% of students in year 4 were at standard.

Year 5  The PAT-R Comprehension scale score for year 5 is 115 or above.  
62% of students in year 5 were at standard.

Year 6  The PAT-R Comprehension scale score for year 6 is 120 or above.  
65% of students in year 6 were at standard.

Year 7  The PAT-R Comprehension scale score for year 3 is 124 or above.  
37% of students in year 7 were at standard.

In total 57% of students in Year 3-7 were at standard.
Target 3: 68% of students in year 3, 5 and 7 achieve DECD NAPLAN Reading SEA.

The target was not reached with only 64% of students in Year 3, 5 and 7 achieving the NAPLAN Reading DECD's Standard for Education Achievement.

Target 4: 20% of year 3, 5, 7 students identified in upper bands for reading.

The following chart displays results from the 2015 NAPLAN testing for students in year 3, year 5, and year 7 in the higher (upper) bands of achievement for reading.

<table>
<thead>
<tr>
<th>Year Level</th>
<th>Students Present</th>
<th>Higher Bands-Number of students</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yr 3</td>
<td>40</td>
<td>Yr 7 – Band 8,9</td>
<td>25%</td>
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<tr>
<td></td>
<td></td>
<td>Yr 5 – Bands 7,8</td>
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<tr>
<td></td>
<td></td>
<td>Yr 3 – Bands 5,6</td>
<td></td>
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<tr>
<td>Yr 5</td>
<td>45</td>
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<td>13.3%</td>
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<tr>
<td>Yr 7</td>
<td>47</td>
<td></td>
<td>10.6%</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>132</strong></td>
<td><strong>21</strong></td>
<td><strong>16%</strong></td>
</tr>
</tbody>
</table>

Our results indicate a quarter of students in year 3 achieving in the higher bands of reading. Year 5 and year 7 only small percentages of students were achieving these standards. More emphasis is needed in all year levels of moving students of not to their next level in reading but moving them to their next band. This will become evident in the recommendations.

Recommendations for 2016

- PAT-R is completed with Year 1 - 7 students. It was recommended that in Term 1 all classes will complete a paper copy of the Pat-R testing. This will support student comprehension about the test and support learning practices.
- A focus on grammar is integrated into any Literacy professional development. Guided reading and comprehension skills continue to be updated but a link to grammar and teaching this explicitly and through writing is suggested to support staff in their learning and new learning to students.

- Running record training continues for all staff.

- Whole School Agreements to be constantly reviewed in relation to improvement against site targets. Week 0 and Term 1 2016 staff to against the agreements and input from data day 2015 to be used to improve outcomes

- Moderation in writing to be incorporated into planning through staff meeting training and development and other opportunities presented in the partnership.

- A stronger link developed with our parent community around reading and understanding about levels and transition of learning at home through communication and support materials being available.

- Developing models of practice that promote growth in reading and assist students to reach higher bands. Outcomes of this will include a stronger emphasis of guided reading in the classroom, a greater development of shared understanding of reading between school and home and visual link for learners to see what growth is needed through formative assessment practices.

**IMPROVEMENT PRIORITY 3**

**Engagement & Well-Being**

Carly Pavy – School Counsellor

**Standard 2015**

RPSS community of learners promoting a common understanding, consistent approaches and shared commitment to the development of learner wellbeing and engagement.

**Targets 2015**

**Target 1**: 93% attendance is achieved by all students Reception to Year 7

**Target 2**: Increase in the percentage of students who are enthusiastic and compliant in their learning

**Target 3**: Increase in community participation in student learning through whole school programs

**Achievement against 2015 Targets**

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<td>na</td>
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**Strategies for Working Towards & Evidence of Outcomes of Targets**

**TARGET 1: 93% ATTENDANCE IS ACHIEVED BY ALL STUDENTS RECEPTION TO YEAR 7**

DECD has set a state-wide attendance target for all public schools to have an attendance rate of 93% or higher. Our attendance rate for 2014 was 89% so to work towards this goal this year we continued on with a number of strategies already in place such as teacher follow up with parents and referral of chronic non-attenders to DECD Attendance Officers, however we also looked to further enhance attendance and follow up with some new strategies including:
Update and distribution of School Attendance Policy with notable changes being the inclusion of the Skool Bag app as a tool for parents/caregivers to use to communicate with the school.

Weekly data collation on attendance using EDSAS and Data Warehouse.

Class attendance charts and Assembly awards used as incentive for students/classes to focus on their attendance and follow up of absences.

Leadership follow up of high level absences including the introduction of ‘Student Attendance Concerns’ slips for easy communication between teachers and the Counsellor, daily/weekly phone calls, parent meetings, home visits and referrals to regional Attendance Officer.

Aboriginal and Community Education Officer & Aboriginal Education Teacher developing positive relationships with Aboriginal families and communicating regularly regarding student attendance and their absences.

Identification of students and families with attendance concerns and SSO time being allocated to follow up these students and families via phone calls. This time was given in term 4 only and from data presented on the next page we can see this had positive results reducing unexplained absences across the school.

Our school achieved an attendance percentage for 2015 of 90%, which included 47% of students (195 students) meeting the DECD target of 93% attendance while 54% of students (226 students) fell below this target.
Annual Report 2015

Recommendations for 2016

⇒ Continue with daily SSO time allocated to the follow up of students and families identified as having attendance concerns and continued support for these families through school leadership to keep their children engaged in school.

⇒ Regular notes in newsletters for parents/caregivers to provide updated personal information including phone numbers, home addresses, emergency contacts, family situations.

⇒ Continue to promote the use of text message and Skool Bag app as tools for notifying the school of student absences.

⇒ Work with classroom teachers around strategies/routines that enforce an expectation for students and their families around attendance and absence notification (use teachers that already have effective strategies/routines in place).

⇒ Continue with strategies around engaging students in their learning (social and emotional learning programs).

TARGET 2: INCREASE IN THE PERCENTAGE OF STUDENTS WHO ARE ENTHUSIASTIC AND COMPLIANT IN THEIR LEARNING

The results presented through the Student Engagement Matrix shows an increase in enthusiastic students in all three of the engagement areas – Learning, Relationships and Well-Being. The Engagement Matrix was completed in Term 2 and 4 by classroom teachers for every individual in their class. The teachers use a rubric to identify where each of their students were in terms of Learning, Well-Being and Relationships, classifying them as Disengaged, Compliant or Enthusiastic.

Strategies used throughout the year to support children in their learning and well-being have included staff being involved in a range of Professional Development sessions, lunchtime activities for all year levels and working closely with outside agencies to support children and families around well-being.
Staff have undertaken a range of Professional Development sessions this year focusing on student well-being including Strategies for Managing Abuse Related Trauma (SMART) Training, Understanding Poverty, Kids Matter Component 2 Training which focuses on the implementation of Social and Emotional learning programs in classrooms and is a follow on from the Kids Matter Component 1 training completed by staff in 2014, Child Protection Curriculum and Mandatory Notification training. Each of these training sessions focused on helping teachers further develop understanding around children’s development and behaviour and how we can better support children with their social and emotional development. We will continue this focus in 2016 with the implementation of the Australian Curriculum Health and PE curriculum and with continued training around Kids Matter and implementation of Social and Emotional Learning Programs across the school including Friendly Schools, Bounce Back, What’s the Buzz and Play is the Way. Staff have also been involved in a range of Professional Development sessions around the Australian Curriculum and engaging students in numeracy.

Recess and lunchtime activities were again popular this year with a number of organised programs being run such as Play at Lunchtimes (PALs) which involved Year 6 and 7 students organising and running activities for Reception to Year 2 students twice a week, Lego Club held once per week and a range of other activities including sports competitions, Hip Hop dance and craft activities held at different times throughout the year. All of these programs had good numbers of students attending and are important strategies to help make students feel safe during their break times and give them chances to engage in organised activities with a range of children developing new relationships.

The School Counsellor and leadership team has also worked closely with outside agencies such as CAMHS, Families SA, Boystown and Uniting Care Wesley with a focus on working together to support children and/or families to keep children engaged in school.

The graph below show the comparison of Engagement Matrix results across the whole school from Term 2 to Term 4.

This graph shows a 1% decrease in disengaged learners from 66 (16%) in Term 2 to 61 (15%) in Term 4, a 6% decrease in compliant learners from 164 (40%) in Term 2 to 142 (34%) in Term 4 and a 7% increase in enthusiastic learners from 183 (44%) in Term 2 to 212 (51%) in Term 4.
Recommendations for 2016:

⇒ Engagement and Well-Being team to review and continue to develop Social and Emotional learning across the school including the Well-Being plus program (First 15 Day Program), Child Protection Curriculum and specific Social and Emotional learning programs as mentioned above.  
⇒ The Engagement and Well-Being team will continue with the implementation of the Kids Matter Framework having staff complete Component 3 and possibly component 4 throughout the year. Other strategies that will be focused on under this Framework include Staff Well-Being and Community Involvement in student learning.  
⇒ Student Leadership and Kids Co will take on more responsibilities across the school with a specific leadership team consisting of School and House Captains being formed to lead Student Voice.  
⇒ Continued engagement in the Pirie Partnership Combined SRC which was established late this year and is still in its infancy.  
⇒ A review of whole school assemblies to make them more engaging for students and parents (to be led by the student leadership team).
TARGET 3: INCREASE IN COMMUNITY PARTICIPATION IN STUDENT LEARNING THROUGH WHOLE SCHOOL PROGRAMS

This target cannot be measured to gauge whether it was achieved however data we can look at includes the number of parents/caregivers that attended teacher interviews in Term 1 and the number of volunteers involved in the school this year.

Parent Teacher interviews held in Term 1 provide parents/caregivers the opportunity to come in and speak with their child’s teacher about how their child has settled into the class and their learning. This event proved to be quite successful with all classes having at least 95% of parents/caregivers attend interviews.

The number of volunteers working within the school decreased slightly this year with 55 volunteers compared to previous years of 65 volunteers in 2014 and 73 volunteers in 2013. This is likely to be mainly due to the new requirements implemented by DECD around Criminal History Checks and paperwork for all adults involved in school settings. The Student Mentoring program included 3 Student Mentors volunteers this year who visited the school weekly to work with identified students.

Kids Co also worked hard this year coming up with some events and activities that involved parents/caregivers and families coming into the school. The highlight of this would have been the Art competition held in Term 3 which included a display afternoon where all parents/caregivers and the wider community were invited to visit the school and view the students art work.

Recommendations for 2016

⇒ This target will become a strategy to support the achievement of our Engagement & Well-being goals around student well-being in terms of attendance and engagement in their learning.
⇒ Continued implementation of the Kids Matter framework across the school with staff involved in Component 3 and 4 training which looks specifically at strategies for engaging and educating parents and the wider community in student well-being and their learning.
⇒ A review of school assemblies making them more engaging for students and parents.

Behaviour Education

The whole school Behaviour Education and Yard Education policies continued this year with a focus being on reducing yard incidents as well as reducing suspensions and exclusions.

Strategies used included providing more play equipment for classes to utilise at Recess and Lunchtimes, carrying out of the school Bully Audit on a termly basis to help identify and then resolve issues as well as identify students to work more intensely around social skills and relationships.

Classroom teachers also used a number of proactive strategies to keep students engaged in their learning and in the classroom environment before consequences moved to an Office Exit level. Some of these strategies include redirection, one to one, peer support, modified programs for individuals, cool down cards, time out within the classroom and Buddy Class. Follow up after any of these consequences has also been a key for teachers and students – discussing the concern and coming up with better ways of managing the situation in future.

The School Counsellor and leadership team also engaged with a number of outside agencies including CAMHS, Families SA, Boystown and Uniting Care Wesley. The focus of this engagement was to provide more support for students showing disengaged behaviour.
**Recommendations for 2016**

- Focus for 2016 will include the implementation of the Pirie Partnership Qualities into whole school language, learning areas and as part of reflection time for inappropriate behaviours as per the Behaviour and Yard Education policies.
- Review and update of Behaviour and Yard Behaviour reflection forms ensuring they reflect current school qualities.
- Review and implementation of Social and Emotional learning programs across R-7 ensuring relevant skills are addressed throughout year levels and common resources are used.
- Further staff training around Kids Matter, managing students who have experienced trauma and social and emotional learning programs.

**WHOLE SCHOOL BEHAVIOUR DATA**

<table>
<thead>
<tr>
<th>Behaviour</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Office Exit</td>
<td>160</td>
<td>118</td>
</tr>
<tr>
<td>Internal Suspension</td>
<td>13</td>
<td>5</td>
</tr>
<tr>
<td>Take Home</td>
<td>37</td>
<td>62</td>
</tr>
<tr>
<td>Suspension</td>
<td>61</td>
<td>83</td>
</tr>
<tr>
<td>Exclusion</td>
<td>2</td>
<td>2</td>
</tr>
</tbody>
</table>

This graph compares the number of behaviour consequences used as per our Behaviour Education policy from 2014 to 2015. It shows a decrease in Office Exits and Internal suspensions but an increase in Take Homes and Suspensions.

**REFLECTION ROOM DATA**

<table>
<thead>
<tr>
<th>TERM</th>
<th>Incidents</th>
<th>Individual Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term 1</td>
<td>106</td>
<td>69</td>
</tr>
<tr>
<td>Term 2</td>
<td>80</td>
<td>52</td>
</tr>
<tr>
<td>Term 3</td>
<td>86</td>
<td>53</td>
</tr>
<tr>
<td>Term 4</td>
<td>67</td>
<td>48</td>
</tr>
<tr>
<td>TOTAL</td>
<td>339</td>
<td>222</td>
</tr>
</tbody>
</table>

This graph shows the number of Reflection Room referrals for each term as per our Yard Education policy and also the number of individual students that were referred. It shows a decrease in incidents from Term 1 onwards as well as a decrease in the number of individuals students being referred.
IMPROVEMENT PRIORITY 4

Powerful Learning

Leonie Harris – Coordinator

Priority: Teachers build their understanding of Powerful Learning and Powerful Learners, enacting their new pedagogical growth in their classroom practice.

Intention: Increase the effectiveness of teaching and learning

Standard: Achievement at “C” or above in each Australian Curriculum Learning Area / Subject Year 1-7

In the first year of Powerful Learning as an improvement focus, we created our 200 Day Plan with minimal experience and knowledge of what this might look like in practice at Risdon Park Primary PS. Our plan was to support staff in growing their understanding of the Australian Curriculum and implementing that through The Teaching for Effective Learning (TfEL) Framework, which is the department’s position on teaching and learning practices that lead to improved student engagement and achievement. The 200 Day Plan has allowed us to maintain a focus for 2015 and was overseen by the Powerful Learning Committee, along with frequent discussions with the leadership team. The committee consists of the Principal, Powerful Learning Coordinator, a staff representative from each unit and a NIT teacher. The committee met twice a term to reflect and discuss the strategies in place to improve learning and teaching at Risdon Park PS.

The main focus for this improvement area was to support teachers through providing resources and professional learning on Powerful Learning, Australian Curriculum and TfEL, to then impact their teaching and furthermore, impact students’ learning.

Professional Learning

Throughout the year Risdon Park PS staff have participated in numerous professional learning opportunities to assist them in the implementation of both Australian Curriculum and TfEL in their classrooms.

- This included an introductory session on Powerful Learning and what it might mean to Risdon Park PS, which was facilitated by the Powerful Learning Coordinator. This was to set the scene and begin to introduce the idea of Powerful Learning through sharing of DECD support resources and examples of powerful learning in classrooms.

- Later in Term 1 another staff meeting was dedicated to Powerful Learning and facilitated by the Powerful Learning Coordinator. Staff were asked to investigate some questions about powerful learning and powerful learners, in a collaborative manner, through the use of ICT, pictures, quotes,
cartoons, stories, clips etc. These findings were then shared with other groups. As a way to further unpack and grow their understanding of powerful learning.

- We had 2 pupil free days allocated to Australian Curriculum. The first was facilitated by PACIO Jenny Maslin and CPAC Kerri Blackwell, who through liaising with the powerful learning coordinator and principal was able to present a day according to our needs, around the AC Learning Area of The Arts, which was to be implemented in 2015. Here they gave us an overview of the AC and specifically went into detail regarding The Arts subjects of Visual Art, Drama, Music, Media Art and Dance. Staff members were given the opportunity to plan, discuss, ask questions and collaborate while investigating a specific subject. A survey at the conclusion of this day indicated that teachers found this professional learning day to be valuable, with 5% stating it was somewhat useful, 29% stating it was useful, and 36% stating the day was very useful in supporting them to implement the Australian Curriculum in their classrooms.

- Following this Pupil Free Day, Collaborative Release was provided to staff, where each staff member, along with their colleagues in like year levels, were given half a day to be released from their classroom to work together and plan for learning. They were encouraged to use this time to collaborate, reflect on new information provided to them, locate useful websites, design for learning and plan units of work to teach. Kerri Blackwell CPAC, made herself available to staff at this time to assist in planning and the unpacking of the Australian Curriculum, particularly The Arts.

- The second Pupil Free day had a pedagogical focus in the morning, with staff looking at and reflecting on student data and current practices, along with the Teaching for Effective Learning framework. They recorded ideas for what we need to continue to do in 2016, what we need to start doing in 2016 and what we need to stop doing in 2016. They looked at cohorts of students according to year level and recorded ideas to be collated by leadership.

- In term 4, a teacher from each unit, along with the principal and powerful learning coordinator attended Professional Learning in Adelaide to see Professor Guy Claxton. This was an intentional way to build capacity around the implementation of Powerful Learning in classrooms beyond 2015 and into 2016. The day was a practical opportunity to hear an internationally acclaimed, writer, consultant, lecturer and academic, specialising in creativity, education and the mind. The day was a valuable one to collaborate and start to plan for how this may look for our classrooms and Risdon Park PS.
Supporting Staff - Resources

Another aspect to supporting staff has been to provide a variety of resources to aid them in planning and programming in a way that best supports the Australian Curriculum implementation and TfEL. This was done in a number of ways to best suit the teachers.

- Through providing staff with links, websites, Facebook groups and blogs, that are up to date, encourage critical thinking and provide information about current practices.
- Downloading and printing planning formats and outlines for effective programming and making these readily available to staff, both online and in hard copies in AC Learning Area folders.
- Creating a Powerful Learning at Risdon Park PS Facebook group where articles, clips, pictures and quotes are uploaded and shared to enable access to current research, practical ideas and resources.
- Backwards Design planning sheets were also provided for intentional design of learning for the classroom.
- Downloading Achievement Standard scope and sequences and overviews for each year level in each learning area.
- Creating a space for powerful learning resources to reside, ready for staff borrowing and photocopying.
- Purchasing and encouraging staff to use the TfEL Teachers’ Companion Diary and utilise reflection tools and classroom strategies.

Encouraging a growth Mindset, words are a powerful tool.

Goal setting for individual needs and differences.

Collaboration to share ideas about learning.
Reviewing Report Format
Towards the end of Term 2 and 4, Reports were reviewed and updated according to the specific areas of the Australian Curriculum that were to be reported on for the first time. In collaboration with the leadership team, the powerful learning coordinator and IT manager, these were updated and given to staff for consultation. This ensured that all learning areas and subjects that needed to be reported on were, while allowing for individual teachers to select which specific subjects they were reporting on for that semester.

Recommendations for 2016
Continue support for staff around Australian Curriculum and TfEL implementation, including updates. Look at Guy Claxton resources as a way forward in classrooms with Powerful Learning with specific focus on Learning Muscles from each of the areas of Resilience, Resourcefulness, Reflectiveness and Reciprocity (Relationships).

Taking risks and trying new things.

Experiences outside of the classroom walls.

Flexible learning spaces.
Intervention & Disability Support  
Kevin Moore – Intervention Manager

The role of Intervention and Disability Support Teacher in 2015 continued to be a complex and demanding position. The role focused on students who were unable to achieve general classroom goals and required specialised assistance in the form of explicit teaching, special programs or differentiated support structures (Wave 2 Intervention) and those students who have specific learning needs and require highly individualised programs (Wave 3 Intervention). The role also concentrated on collaboration with and supporting all staff who work with these students to deliver successful programs and intervention that catered for their learning needs and provide resources to match.

2015 achievements include:

- Creating Special Education Folders for all classroom teachers that contained relevant disability student data, previous year’s NEP’s, Wave 2 and 3 intervention strategies, intervention proformas and various articles relating to students with a disability;
- Coordinating release for class teachers to review and write 2015 NEP’s as well as being available for all staff as a resource to assist in tailoring program modifications to suit their students specific learning needs;
- Successfully drive change in our intervention cycle from calendar year to Term 2 through to Term 1 the following year enabling intervention programs to quickly resume as the new school begins; it also gives staff Term 1 to complete in-class testing and time to work with students and become familiar with their learning needs before making decisions about priority students and where to focus school resources;
- Mini Lit and Multi Lit continued as Wave 2/3 intervention across Years 1-7 (20 Year 1&2 students were involved in Mini Lit and 10 Years 3-6 students were involved in Multi Lit);
- 8 ATSI students were also included in these programs supported by APAS funding throughout the year;
- Halfway through the intervention cycle (end of term 3) - Mini Lit 2015 had already successfully created an average Running Record improvement of 6.5 (averaged across all 20 participants) and Multi Lit 2015 had successfully created an average Running Record improvement of 6.1 (averaged across all 10 participants)
Successful ongoing support of SSO’s as tutors to deliver the Mini Lit and Multi Lit intervention programs and the continuation of “The Intervention Team” made up of myself, Principal and the above SSO’s who meet each fortnight to discuss and problem solve issues, programs, successes relating to the intervention programs;

Attending QuickSmart training with two SSO’s over the course of the year (3 sessions in all); successfully implementing the QuickSmart numeracy intervention (3 lessons per week) with 12 students (leadership determined the program would target Year 5/6 students); the program focuses on number fact automaticity and the development of problem solving strategies; testing is conducted each session and our official report from New England University will correspond with our new intervention cycle;

Personally tutored on a daily basis 4 students in a Mini Lit group and worked with four students on the Quicksmart program six times a week;

Successfully liaise between the classroom and the specialised assistance available through regional coordinators of disability, hearing, speech pathology and psychologists as well as NOVITA, Autism SA and paediatricians by the organisation of case conferences, meetings, pre-referrals/referrals, various assessments and all the relevant documentation to bring teacher/student support into the school (our verified disability students peaked at 36 during 2015 bringing extra Wave 2/3 funding to support those students and their learning needs);

Effectively plan, organise and implement all SSO timetables to match the school’s 45 minute lesson structure to efficiently deliver Wave 2/3 classroom support for all Students with a Disability and coordinate time allocated to non-classroom duties which included the Mini Lit, Multi Lit and Quicksmart intervention programs (including fortnightly SSO meetings)

Successful coordination and implementation of:

- Disability Swimming program for 12 students during Terms 2 & 3
- Transition to Secondary School program for our 11 Year 7 Disability and Learning Needs Students
- Year 7 Parent Meetings of Students with a Disability with JPSS staff to review NEP’s for 2016
Efficiently organise and coordinate the Reading Room and all the resources;

Effectively and responsibly manage the Special Education budget to gain maximum use of such finances to best match the learning needs of our Disability students and our general school population (purchase of Pre Lit, Mini Lit and Multi Lit programs plus student work booklets; set of levelled readers to match Mini Lit program; new materials to restock reading level resources; Quicksmart resources).

In 2016, I see the role expanding to include:

- Continuation of the Site Intervention Team (SIT) process/strategy as a major support mechanism for classroom teachers to initiate discussion and receive support for specific students in their class with learning difficulties and in need of possible Wave 2/3 intervention (this would involve staff education about the process and a fortnightly meeting time built into Leadership timetables)
- Expansion of the Wave 2/3 Intervention program to include more students accessing the Mini Lit and Multi Lit strategies to develop and expand their reading abilities; all Reception classes utilise the Pre Lit program as a form of Wave 1 intervention; expand the number of SSO tutors available to deliver both Mini Lit and Multi Lit and Quicksmart by supporting further T&D
Reading Support Teacher

The Early Years Learning Strategy provides funding to schools for a Reading Support Teacher to be released from classroom teaching one day a week to support improvements in children’s early literacy learning and development. The main focus of this role was to work alongside early years' teachers, particularly those in their first three or four years of teaching, to model effective literacy practices. It was also part of this role to encourage and support teachers to reflect on their understanding of how children learn to read, to assess the effectiveness of their own teaching approaches and to contribute to whole school planning for improvement in reading. Ultimately this role was about promoting reading success.

Achievements included:

- Working in a coaching role with two beginning teachers and a teacher on a short term contract for a five week period midyear. I worked with these colleagues to conduct and analyse Running Records.
- Providing training and development to staff about the importance of Book Introductions before completing Running Records.
- Helping teachers locate appropriate guided reading resources for their reading programs.
- Supporting all teachers in their gathering of Risdon Park PS agreed Literacy assessments.
- Collating the results of an audit about the number of levelled readers and guided readers we have at Risdon Park PS. Then using this information to ensure effective spending of the literacy and special education budgets. Resources that were purchased this year included books for Reception students, readers, guided readers, listening post books and CDs, a series of Project X code readers to interest struggling readers and dictionaries for middle and upper primary students.
- Working with a team of SSO’s to ensure all resources were processed and prepared for inclusion in the Reading Room. This included levelling, cataloguing and putting some resources together into packs.
- Participating in Literacy Committee meetings and working with colleagues on whole school planning.
- Collating Running Records results for all R-2 students according to agreed standards.

4.2 Better Schools Funding

In 2015 Risdon Park PS received $78,994.91 in Better Schools funding. The above funds were put towards resourcing of our improvement priorities, in particular Powerful Learning and Numeracy. The Better Schools funding was to:

- Employ a Mathematics Consultant, Rosslyn Shepherd to work with teams of teachers in the planning and reviewing of their Mathematics and Numeracy Teaching and Learning Programs. Rosslyn met with teaching teams 3 times in 2015 over a week each time, plus also providing all staff with a Pupil Free Day, engaging staff in the learning of the Australian Curriculum Mathematics curriculum area, with a particular focus in Number and Algebra. Release time in the form of releasing teachers was also funded so that Rosslyn could work collaboratively with teams. Rosslyn was also employed to provide a parent workshop focusing on how Risdon Park PS teachers teach mathematics and how they as parents can support their child at home in their Numeracy Development.
- Provide release time for the Powerful Learning Coordinator (.2) which enabled the coordinator to lead our improvement priority and support Risdon Park PS teachers.
- Employ an Aboriginal artist in term 4 to begin the design process of working with Aboriginal Students and non-Aboriginal students in the design of a mural to be painted in 2016 for display on the building at the entrance to the school.
- Employ School Service Officers to provide wave two intervention in the program Quick Smart (Numeracy Intervention) for identified students in years 5 and 6.
5. STUDENT ACHIEVEMENT

At Risdon Park PS our Data Management Plan outlines and maps the data to be collected and analyzed throughout the school year. We collect and analyzed data in four main domains of:

- Demographic Data
- Achievement Data
- Perception Data
- Process Data

All forms of data are used to inform our planning and monitoring our actions and strategies in DECD, Pirie Partnership and site improvement priorities.

Key data forms are documented with written analysis throughout this report.

The following data provides details of year 1 to 7 achievements against the Australian Curriculum standards in the areas of Mathematics and English.

The two adjacent pie graphs show A – E grades of students in years 1 to 7 from semester 1 to semester 2 in Mathematics. The data show a greater percentage of students achieving a “C” achievement standard in mathematics in semester 2, than semester 1. The graphs also show that a greater percentage of students gained a “B” standard in semester two than semester one.

Comparing NAPLAN Numeracy and PATm data, there does seem to be some consistency in the level of achievement of mathematics. The difference with the A - E grades is that teachers collect and analyze a number of student work samples and grades from a variety of tests to determine students’ level in mathematics, measured against the achievement standards outlined in the Australian Curriculum.

As already mentioned in the Numeracy Improvement report, 2016 will see teachers working together to moderate student work, which will result in a more consistent assignment of grades.
The two pie graphs below show A – E grades of students in Years 1 to 7 from semester 1 to semester 2 in English. The data shows a greater percentage of students gaining a ‘C’ grade and ‘B’ grades from semester 1 to semester two. There is also a slight reduction of students securing a ‘D’ grade for English from semester 1 to semester 2.

Teachers collect and analyze a variety of English work samples, while also collecting weekly test scores in order to determine average grade scores. Teachers also meet in year level teams to moderate student writing samples, so that there is a consistency in marking and determining achievement level, matched against set standards outlined in the Australian Curriculum.

5.1 NAPLAN

National Literacy and Numeracy tests were conducted over 3 days in week 3 of term 2 in 2015, with the final day put aside for those students who were not able to complete the test in the allocated 3 days. NAPLAN tests are taken by students in years 3, 5 and 7, in four aspects of Literacy (Reading, Writing, Spelling, Grammar and Punctuation) and Numeracy.

In 2015 NAPLAN results showed that our year 3 students maintained their level of achievement in their Reading, Spelling and Numeracy. The mean score in each of these areas demonstrating improvement from the previous years and in most cases over the past 3 years. On average, Risdon Park PS year 3 students were identified in proficiency band 4, while the state mean average is found within band 3 in all areas. In 2015, Risdon Park PS year 3 students demonstrated a decrease in Writing, however still identified in proficiency band 3. The graph below shows that year 3 students at Risdon Park PS achieved a higher mean average than year 3 students at like schools in reading. Year 3 students also achieved a higher mean score than year 3 students in the regional area in Numeracy.
Figure 1: Year 3 Proficiency Bands by Aspect

The adjacent graph and table show the higher percentage of students achieving mean scores in band 4 across all areas and band levels.

Our areas of strength are in Grammar and Spelling, and Reading. Generally in all literacy a significant percentage of year 3 students achieved in higher band levels, notably in bands 4, 5 and 6.

90% of year 3 students achieved National minimum standard in Reading Writing and Spelling.

Table 1: Year 3 Proficiency Bands by Aspect

<table>
<thead>
<tr>
<th>% Proficiency Band by Test</th>
<th>Year 3</th>
<th>Exempt</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Numeracy</td>
<td></td>
<td>16.2</td>
<td>13.5</td>
<td>18.9</td>
<td>32.4</td>
<td>8.1</td>
<td>10.8</td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td></td>
<td>10.0</td>
<td>15.0</td>
<td>15.0</td>
<td>35.0</td>
<td>7.5</td>
<td>17.5</td>
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<tr>
<td>Writing</td>
<td></td>
<td>10.0</td>
<td>10.0</td>
<td>32.5</td>
<td>25.0</td>
<td>22.5</td>
<td></td>
<td></td>
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<tr>
<td>Spelling</td>
<td></td>
<td>10.0</td>
<td>12.5</td>
<td>15.0</td>
<td>27.5</td>
<td>22.5</td>
<td>12.5</td>
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</tr>
<tr>
<td>Grammar</td>
<td></td>
<td>12.5</td>
<td>5.0</td>
<td>22.5</td>
<td>27.5</td>
<td>20.0</td>
<td>12.5</td>
<td></td>
</tr>
</tbody>
</table>

Year 5, students who sat NAPLAN tests in 2015 showed on average an increase in mean scores in Numeracy, Reading and Writing in 2015.

Table 5: Year 5 Mean Scores

<table>
<thead>
<tr>
<th>Mean Scores by Test Aspect</th>
<th>Year 5</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Numeracy</td>
<td></td>
<td>421.7</td>
<td>434.7</td>
<td>439.6</td>
</tr>
<tr>
<td>Reading</td>
<td></td>
<td>456.6</td>
<td>443.9</td>
<td>453.1</td>
</tr>
<tr>
<td>Writing</td>
<td></td>
<td>440.5</td>
<td>393.0</td>
<td>436.0</td>
</tr>
<tr>
<td>Spelling</td>
<td></td>
<td>469.5</td>
<td>479.3</td>
<td>461.5</td>
</tr>
<tr>
<td>Grammar</td>
<td></td>
<td>447.9</td>
<td>457.7</td>
<td>444.3</td>
</tr>
</tbody>
</table>

The above graph and table demonstrates a slight increase in year 5 mean score in Numeracy, Reading and Writing from 2014 to 2015. In fact the data show an increase in mean scores for year 5 students over the past three years.
It is disappointing to see that a slight decline in mean scores for our year 7 students in all areas in 2015. Term 4 analysis of year 7 NAPLAN data by Year 7 teachers has seen specific planning and programming to address these learning needs. Unfortunately, a sudden and unpredictable turnover of Year 6/7 teaching staff, with graduate teachers filling these positions, may have an impact on 2016 NAPLAN results.

Year 7 growth data for 2015 is also a little disappointing as a high percentage of Year 7 students are identified making a low rate of improvement over a two year period. 65.8% of Year 7 students have been identified as making a medium or high level of progress in Reading over the past 2 years. 34.1% of Year 7 students are over represented in making a low level of progress in Reading. It is disappointing to see that no Year 7 student made a high level of progress in two years, with 69% of students making a medium level of progress in Numeracy.
National Minimum Standard for year 7 students, 2015

In 2015 98% of year 7 students met National Minimum Standard in Numeracy.
In 2015 88% of year 7 students met National Minimum Standard in Reading.
In 2015 85% of year 7 students met National Minimum Standard in Spelling.
In 2015 83% of year 7 students met National Minimum Standard in Grammar and Punctuation.
In 2015 81% of year 7 students met National Minimum Standard in Writing.

6. STUDENT DATA

6.1 Attendance

Figure 9: Attendance by Year Level Table

<table>
<thead>
<tr>
<th>Attendance by Year Level</th>
<th>% Attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2013</td>
</tr>
<tr>
<td>Reception</td>
<td>88.1</td>
</tr>
<tr>
<td>Year 1</td>
<td>88.8</td>
</tr>
<tr>
<td>Year 2</td>
<td>89.0</td>
</tr>
<tr>
<td>Year 3</td>
<td>90.5</td>
</tr>
<tr>
<td>Year 4</td>
<td>87.2</td>
</tr>
<tr>
<td>Year 5</td>
<td>86.8</td>
</tr>
<tr>
<td>Year 6</td>
<td>87.8</td>
</tr>
<tr>
<td>Year 7</td>
<td>86.3</td>
</tr>
<tr>
<td>Total All Year Levels</td>
<td>88.1</td>
</tr>
<tr>
<td>Total ACARA 1 TO 10</td>
<td>88.1</td>
</tr>
</tbody>
</table>

Student attendance has already been documented in this report under the Welling & Engagement Improvement priority. This data show data collected by ACARA in term 2 only. At Risdon Park PS we collected data at the end of every term of which we recorded 90% average for the whole of the 2015 school year and not the 88.6% as recorded here. Please refer to pages 16 to 18 for the strategies we employ to improve attendance rates.
6.2 Destination

Transiency of students in and out of Risdon Park PS has increased over the past few years. A number of students move to other regional centres or Adelaide and then return to Risdon Park PS at some time.

The highest percent of student when moving to Adelaide or other regional centres enrol in government schools.

A percentage of families we do not have records of where they enrol.

Although we do not know of their whereabouts, we keep all unknown student files on site for future reference.

<table>
<thead>
<tr>
<th>Leave Reason</th>
<th>2014</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
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<tr>
<td></td>
<td>School</td>
<td>Index</td>
<td>DECD</td>
<td></td>
</tr>
<tr>
<td>Employment</td>
<td>3.8%</td>
<td>2.9%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interstate/Overseas</td>
<td>7.6%</td>
<td>9.5%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>1.0%</td>
<td>1.4%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Seeking Employment</td>
<td>5.2%</td>
<td>3.8%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tertiary/TAFE/Training</td>
<td>4.0%</td>
<td>3.6%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Transfer to Non-Govt Schl</td>
<td>4.9%</td>
<td>7.8%</td>
<td>9.8%</td>
<td></td>
</tr>
<tr>
<td>Transfer to SA Govt Schl</td>
<td>75.5%</td>
<td>49.1%</td>
<td>48.8%</td>
<td></td>
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<tr>
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<td>18.6%</td>
<td>21.5%</td>
<td>20.3%</td>
<td></td>
</tr>
<tr>
<td>Unknown (TG - Not Found)</td>
<td>0.0%</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

7. CLIENT OPINION

In 2015 Parent and Student Opinion surveys were collected early in term 4.

- 58 Parent Opinion Surveys were collected, which is the highest number of survey responses collected in the past 7 years.
- All students in years 4 – 7 participated in opinion surveys.

Both Parent and Student Opinion Surveys were formatted under four main headings, those being:
1. Quality Teaching and Learning
2. Support for Learning
3. Relationships and Communication
4. Leadership and Decision Making

A section was added for parents and students to add any additional comments.

Parent and student responses were collated in year levels groups. Whole school collation of data was analyzed.
Parent feedback was strong in all areas, and particularly positive with parents feeling confident to talk with their child’s teacher about their learning, progress and achievement levels. Parents agree in strength across the four areas, with only a small number of parents who disagree. The one area that parents believe is a concern is in the management of challenging behavior and their child’s safety at the school as a consequence of harassment and bullying.

In response to this parent feedback in this area, we will be informing parents through brochures and newsletter of Risdon Park PS’s Harassment and Bullying procedures, plus Grievance Procedures. Student Behaviour Reports are provided to Governing Council once a term. A number of strategies are in place for working with students and families with challenging behaviours, which include working with Port Pirie Behaviour Coach and other support services personnel, while also including outside agencies in case conferences. A number of alternative programs are developed in response to individual student needs which undergo regular review.

Some of the parents’ comments include:

**Great school! It has been a pleasure to see my child’s confidence and enthusiasm for learning grow throughout the school year. (Reception parent)**

**Since my daughter moved to RPPS this year, she has greatly improved with the anxiety caused by bullying at her previous school. She quite often tells me how much she enjoys school. (Year 1 parent)**

**Teachers treat students as individuals, always approachable and always takes on board what is said. (Year 4 parent)**

**Best school I have ever been involved with. (Year 5 parent)**

Governing Council will examine the Parent Opinion Survey early in 2016 and make recommendations for improvement.

**2015 Student Opinion Survey**

Student feedback was extremely positive in all of the four areas.
Quality of Teaching and Learning was the area in which there was most agreement by students as being an area of strength. The area that students agreed on that needs some attention is the area of managing bullying and harassment. This was an area that was also mentioned by parents.

Interestingly to note that there were a few areas that students felt that they did not know about. This information will be shared with Kids Co early in in the 2016 school year, with a particular focus on raising student voice so that all students are more aware of programs and “happenings” in the school. Kids Co will also look at the areas of improvement and identify strategies for improvement.

Some of the students’ comments include:

*RPPS is the best. (Year 4)*
*It would be good to have more excursions. (Year 4)*
*Put a swimming pool in the school and a better playground (Year 5)*
*I would like more school equipment and more games at lunch time (Year 5)*
*I love art so I wish we did more, but our class still does some cool art. (Year 7)*

*Please refer to more information on Risdon Park Primary School: My School website*
*http://www.myschool.edu.au/*

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**Risdon Park Primary School Value Added Programs**

**CANTEEN**

The canteen at Risdon Park Primary School continues to strive under the leadership of Sandra Stringer. During the year Sandra’s contract was up for renewal and I am pleased to announce that Governing Council has approved and Sandra has accepted 5 year tenure. Many volunteers and parents put their hand up to work weekly in the canteen which we are very appreciative of. We would like to acknowledge Maxine Dienhoff who relieves when Sandra is unavailable.

The canteen has had no major issues with equipment and the facilities are very well maintained. During term 4 when the school lost a transformer the canteen did lose their stove top which now has been claimed through insurance. The canteen committee is investigating a new front opening system which will replace the old roller door currently being used. This will give staff and customers a better experience and be easier to use.

The canteen was very productive in many school events including:

- Sports Day taking in over $3000
- Book Week and Footy Colours Day
- Catering for staff pupil free days and leadership events
- Attendance at the canteen expo in Adelaide
- Donut day, sausage roll and pie day
- Harmony Day and Easter treats

The canteen introduced a meal card system to support ongoing purchasing and to reward regular customers. After every 15th meal the student would receive a free meal. This has been very successful and we look to continuing this.

Thanks to the canteen committee for our regular meetings and I look forward to another productive year in 2016.
Amy Grant (regional conductor) and Tessa Collins (regional co-ordinator) attended the Festival of Music training days in February in order to prepare for the 2015 Festival of Music, themed *Remembrance*, for which Risdon Park PS provided over 30 choristers.

This year choir started early, with two open rehearsals being held in Term 1 for all year 5, 6 and 7 students who wished to attend. This enabled students to learn what was involved with being part of choir, including singing and dancing components. After swimming choir rehearsals began for all students who had made a commitment to be a member of the choir. From the beginning of the year the students involved were enthusiastic about learning the music and choreography.

The first combined rehearsal with all schools was held at Airdale on the 20\(^{th}\) of March. Risdon Park PS students were excited to sing with 8 other schools. Chris Hodgen, from Murray Bridge, ran the first rehearsal in conjunction with Amy Grant, and students responded very well to their instruction.

Regional solo auditions followed soon after the combined rehearsal. They were held at Risdon Park Primary School. One Risdon Park PS student, Phoenix Kranhert, was chosen as a soloist. Soloists rehearsed every week with Amy Grant, supported by Tessa Collins, Nikki Caputo (St Marks), and Sharon Kuchel (Solomontown PS).

Throughout Term 2 school choir rehearsals continued on a weekly basis, with Tessa Collins supporting Amy Grant. Regional rehearsals were run by Amy Grant. All choristers continued their hard work in preparation for performance. Amy Grant attended the May training day, and provided notes and recordings to other Festival of Music teachers in the region.

During Term 3 Tessa Collins mentored Nikki Caputo as she prepared 2 students to be the comperes for the performances. There were school rehearsals, combined rehearsals, solo rehearsals and compere practice, and a volunteer staff band formed, who along with Chris Hodgen on piano, provided live music to choir music to add to their experience. Instrumental students also continued their work with IMS staff to learn their parts.

The final combined rehearsal, held on stage at the Keith Michell Theatre took place on the 2\(^{nd}\) of September. During the final rehearsal students were able to watch as the performance with live music, a dance troupe, comperes, and soloists came together.

The Festival of Music performances took place on the evenings of the 2\(^{nd}\) and 3\(^{rd}\) of September. Risdon Park PS students volunteered their time to sell programs, and backstage support was offered by Matt Welch, who also took photos of the evening. Feedback from the community - including senior Festival of Music staff and the Mayor was very positive, especially around the song cycle which commemorated the 100 year anniversary of the Gallipoli landing.
2015 has once again been a very busy year for the IT department at Risdon Park Primary PS. IT Manager (0.2 salary) plus 3 hours SSO support continued this year on a weekly basis. The skilling of an SSO in day to day IT issues included maintenance, ordering, classroom/teacher support with iPads and problem solving an array of issues across the school.

**2015 Achievements included:**
- Continuous on-site maintenance of all IT equipment around the school including computers, laptops, netbooks, printers, data projectors, smartboards and ipads;
- Completion of wi-fi connectivity across all areas of the school (including NIT classrooms/admin areas);
- Purchased 3 new iPad trolleys (one for each unit) to hold 30 iPads for students to use in class;
- Purchased and installed a new touch screen interactive panel to complement the science curriculum (Yr3-7) and the replacement of the IWB in the Resource Centre with a new touch screen interactive panel available to support all R-7 lessons conducted within the library;
- Manage and maintain the curriculum and administration servers plus the installation of a new proxy server and new DECD router giving the school faster and a more reliable internet service;
- Manage all network logons across both networks across the whole school for all staff and students;
- Learnlink Administrator responsible for all logons, class logons and password resets for internet/email access;
- Coordinate and engage in a commercial contract with Subnet for ongoing server/network maintenance;
- Update Risdon Park PS website where needed and setup and coordinate Skoolbag as a valuable communication tool with the school community;
- Collaboratively work with and be responsible for an SSO (two afternoons a week) to train/guide in a variety of IT issues that have expanded their knowledge and confidence to tackle IT problem solving around the school;
- Coordinated with the DECD ICT Unit to upgrade our internet link with a new landline connection;
- Upgraded the computer IT Suite at Risdon Park PS with 30 new computers commissioned in April 2015 giving all classes 1 to 1 use of a computer with reliable internet access that supports learning programs R-7;
- Co-convene the RPPS IT Committee meeting twice a term and reporting the current IT status at Risdon Park PS on a regular basis;
- Responsible management of the IT budget and advice to leadership on additional expenditures.

I see 2016 as being another year of consolidation with a three way approach to ICT:
- Commission all new digital resources as per the budget (topping up iPads to 30 per Unit; updating our app licenses to reflect the more popular programs used to support learning programs within classes; infrastructure refresh with the purchase of a new curriculum server; purchase a new set of laptops to expand our mobile computing capabilities across Units 2 & 3);
- Continue to survey staff to better understand their IT skills and work with the ICT committee to put together T&D strategies to foster and develop staff knowledge and skills in the use of IT within the curriculum; support teachers in the use of digital resources to enhance their classroom programs;
- IT committee examine new ways to expand our digital resources at RPPS and continue to gather (through school observations and visits, conferences) knowledge that will allow the school to further expand its ICT capabilities.
Pastoral Care is the major component of the PCW role. A growing number of students, parents/caregivers and teachers have felt comfortable to confide in me throughout the year. It’s my privilege to be able to share in their journeys and support them with the time and a listening ear. Where appropriate this has also included home and hospital visits, providing gift vouchers (donated by Kmart) home cooked meals as part of our Casserole Bank, grocery hampers from our breakfast club stock and emergency lunches for children that are without.

Breakfast Club met 72 mornings this year, in the school’s amphitheatre. We were able to provide a healthy breakfast 3816 times feeding 272 individuals (or 61% of all who enrolled at Risdon this year) … and it just keeps getting bigger. As our reputation grows, so does our connections in our community with suppliers, service providers and volunteers. It was an honour to contribute to Food Bank’s 2015 report “Hunger in the Classroom” with feedback and statistics regarding what we encounter here at Risdon. (See also insert “What We Did In 2015.”)

Lego Club found a new home in the school’s Resource Centre, where we met every Thursday during recess. Whilst we have those who attend regularly, we occasionally have a new face join in the fun, as we connect and create.

Boys group looks to build social skills in a number of our middle/upper primary boys. We used sports, puzzles, cooking and woodwork as a backdrop for ongoing group discussions around our core values of Respect, Persistence, Responsibility and Confidence. As a final project the boys put in a combined effort to construct two benches for our school yard.

SMG Review for my first year was largely a very positive endeavour. I gladly welcomed what constructive feedback was provided by staff and students on how to build on and improve the role. Some of this feedback resulted in a number of posters placed around the school to promote the role, encouraging children to utilise the new Red toolbox as a secure way of communicating with myself and the other members of the wellbeing team at Risdon. Promotional brochures were created also, to be distributed in 2016.

Mid-term 4 I was very happy to participate in a commissioning service for Vianna Fasciano (pictured left) at the new PCW at Solomontown Primary School.

Outside of school I dabble in photography and this year I brought this skill to Risdon, taking and editing photos for a number of special events: school assemblies, the combined choir performances, book week, Risdon’s Got Talent, trips to the library, pool & beach, camp at Iron Knob and 3000+ photos during Sports Day. I look forward to doing more photography in 2016, having begun organising resources for a Photography Club.
What we did in 2015

Dried Fruit:
- Sultanas
- Apricots

Muesli Bars

Chia / Wholemeal Toast:
- Margarine
- Honey
- Vegemite
- Jam

Canned Fruit:
- Cereal

Fresh Seasonal Fruit:
- Pear
- Rice Bubbles
- Sultana Bran
- VitaBris
- Oranges
- Mandarins
- Mandarins
- Pears
- Kiwi Fruit

Milo
- Pear
- Peaches

Freshly Juiced:
- Apple & Orange

Fruit:
- Rice Bubbles
- Sultana Bran
- VitaBris

Yogurt
- Oranges
- Apples
- Pears

Other options include:
- Baked beans / Spaghetti (winter)
- Smoothies - made from: Banana, Milk, Oat, Mixed berry, Natural Yoghurt & Honey
- Various bakery donations - Including: Pizza, Cheese & Bacon roles, Hot-cross buns & Raisin toast

272 students (61% of all students) have registered their attendance with the breakfast program in 2015.

3,618 feeds in 2015 / 67 meetings x 2 meetings a week = Av. of 100 feeds a week

We are privileged to also facilitate support for families experiencing hardship, including emergency lunches for students who would otherwise go without. This is usually a toasted ham and cheese sandwich and a piece of fruit.

None of this would be possible without the ongoing support of our community and volunteers. Thank You!

““It’s about so much more than just food... it’s hygiene, nutrition, food handling and respect; not just for what we eat, but our bodies and each other, and it strengthens the working relationships between the students, parents, teachers and the community.””

-Risdon Park P.S.
This year’s Kid’s Co was led by our very competent and proactive school captains Mary Fuss and Kynan Crouch alongside with our vice captains Cody Ewers and Angel Tilly. At the beginning of the year we attended the National Young Leaders Day in Adelaide, where the students got the privilege of listening to some very inspiring people. The message of the day was ‘Nothing Significant, Enduring or Amazing Ever Began That Way’ and became our “catch-cry” for Kid’s Co meetings as our inspiration for our year of work.

Successes:
- Harmony day
- Student art exhibition
- Dress up day
- Footy Colours’ day
- Sports competition day
- Discos
- Decision to get new bins around school
- Input into back yard design
- Risdon’s Got Talent
- Christmas activities
- Partner class activities

What Needs Improvement?
- More fundraising
- More notice of upcoming events
- Participation of Kid’s Co representatives
- Yard cleaning
- More involvement of house captains
- Importance of significant days (ANZAC Day, Remembrance Day etc)
- Embedding of school qualities

FUTURE OPTIONS:
- Planning day with captains at beginning of year to organise all events
- Include learning leadership skills in Kid’s Co meetings
- Have student leader meetings with school captains, vice captains and house captains.
- Walk-a-thon as a major fundraiser
- More planning and activities for significant days
- More involvement in the community
- Focus on school qualities

GARDEN PROGRAM – Matthew Welch (SSO & Garden Coordinator)

Supporting alternative learning in unconventional environments, the garden program in Term 2 was handed to me from Kathryn Wilsdon as part of my new role as SSO. This presented a rather large learning curve for me, as I have never been much of a green thumb.

As part of the transition and with the help of students and volunteers, both Kathryn (pictured right) and I worked in the Mother’s Day fundraiser harvesting and creating bunches of flowers.
Overall the garden program was a great success. We successfully grew and harvested a variety of food and flowers that the kids loved picking, eating and sharing.

The kids and I all learnt a lot about plants, the difference between vegetables, fruits and herbs. The importance of pollination and the work of bees. (Noticeably the lack of bees since the fires last year). We purchased a new tumbling compost bin and successfully produced a number of batches of nutrient rich soil. We looked at seed germination and successfully reared a number of plants. Using recycled products we created temporary bio domes for many of our struggling seedlings with great success. This also led to discussions about water cycles, pest control, what it means to have an ‘organic’ garden and the importance of a sustainable future.
LOTE - German

There was a positive start to the school year in February when it was announced that several students from Risdon Park PS had won prizes in the 2014-2015 SAGTA Schützenfest competition.

In Term 1 Reception students started to learn German for the first time, and they learned about greetings and how to introduce themselves. They enjoyed working with a puppet and using games for speaking practice. Other classes in Unit 1 revised greetings, and learned how to introduce a friend. Older classes created written German profiles about themselves, and planned skit interviews to demonstrate their spoken German when speaking about themselves.

In Term 2 students in Unit 1 learned about German words for colour and shape. Younger students focused on recognising spoken German, and repeating the words, and showed understanding through games and actions. More advanced Unit 1 students used this new vocabulary to create simple sentences. In Term 2 some Unit 2 classes had one lesson of German and one lesson of Music per week, and these classes learned about words to do with the body and wellbeing in German. The remainder of the Unit 2 classes and all Unit 3 classes learned about the structure and use of comparative and superlative, then used it to create their own written advertisement, for which they then recorded a short spoken advertisement on iPads.

In order to prepare the students for the changes to curriculum before their full implementation in 2016, German started the transition from SAGTA to ACARA in Term 3. Students in Unit 1 learned about words for family members, and how to recognise them. They used flash cards, as well as songs and games, to demonstrate their ability to recognise, use, and translate vocabulary associated with family. Students in Units 2 and 3 studied culture and language around the Grimm Brothers’ fairy tale Hänsel und Gretel. Middle primary students then created a character profile booklet to demonstrate correct use of adjectives, and upper primary students changed key words in the story in order to alter the setting.

In Term 4 Students in Unit 1 learned about calendar vocabulary, including days, weeks and seasons. They learned how to recognise words that were similar in English and in German. Students in Units 2 and 3 completed research on the landmarks of Baden-Württemberg in the computer room. Students in Year 2-5 then wrote sentences about one of the landmarks they had researched, which was then the focus for the Year 3-5 category of the Schützenfest competition. Year 2s in those classes created posters about Hänsel and Gretel, as part of the R-2 category. Students in years 6 and 7 created an 11 word poem about one of the landmarks. Students nominated the best posters in their class, from which the finalists sent to Adelaide were chosen. These finalists were Bella Nelligan, Broedi Morris, April Eldridge, Dakota Spooner, Phoebe Atkins, Holly Roseberg and Angel Tilley (Three of the seven entries are pictured below: R-2 category Bella Nelligan, 3-5 category: April Eldridge , 6-7 category: Angel Tilley).

At the end of the year all classes learned about Christmas in Germany, and students in Units 2 and 3 baked gingerbread. Amy Grant will not be returning after three years at Risdon Park PS due to a job offer in Adelaide.
The grounds again have gone through many changes but continue to improve to help support student playtime, physical education lessons, outdoor learning and after school sport.

Many projects have been discussed and completed including:

- Removal of dead trees around the grounds
- Instalment of new playground for the Year 3-7 students
- Front office development relocating the principal’s office, finance office and deputy’s office.
- New plants in the backyard area after this was redeveloped due to issues with sewage pipes
- Wet areas were upgraded in unit 3 in rooms 33 and 36

Other projects were completed through breakdown maintenance tasks.

Through the grounds committee it has been supported to look at other projects for 2016 and how this can then support our students in the social relationships in the yard. We are investigating the cost and application of a shade over our turf area. This will help support outdoor learning activities but also support assemblies when the weather heats up.

Our major project for next year funded by DECD will be the redevelopment of our backyard. New asphalt will be installed with new basketball/netball posts, new line marking and pavers around the unit 2 and 3 classrooms. We are looking forward to this project as our students have many accidents falling on the loose asphalt in the backyard and this will support play at recess and lunchtime and health and physical education lessons.

I want to thank Allan for his support and look forward to working with him in 2016.

The Premier’s Reading Challenge is a literacy engagement program that challenges South Australian students from Reception to Year 9 to read 12 books by September each year.

For the year 2015, we had 83% of our students complete the challenge, compared with 84% in 2014.

Research shows that DECD students who complete the challenge show increased rates of reading growth, compared with DECD students who do not participate in the PRC.
Many of our students read more than the required 12 books, including two who read over 100 books. Encouragingly 53 students read 24 or more books. These students were acknowledged with special prizes organised by the Teacher Librarians for their exceptional dedication to reading.

In 2015 the PRC was supported by the Teacher Librarians in encouraging students to achieve the challenge. A whole school incentive wall in the Resource Centre was a focus – encouraging students to show a visual display of their achievements when they had completed the challenge.

All students who completed the Challenge received either a certificate or a medallion for their efforts. Many of our older students who have participated in the Challenge all the years of their Primary education received a “Hall of Fame – Reader for Life” embossed certificate signed by the Premier.

In 2016 we recommend that a teacher, either a Coordinator or Reading Support teacher takes on the management of this important PRC role, with support from the Resource Centre SSO staff.

Congratulations to all of the students who took part in the challenge this year. Thank you to the parents and teachers who helped support the students to succeed in completing the Premier’s Reading Challenge.

**ABORIGINAL EDUCATION**

In Term 1 of 2015 Aboriginal Education at Risdon Park Primary School started the year with 34 students represented across all year levels, 5 of which were Guardianship of the Minister, an Aboriginal Community Education Officer working .6 – Melissa Hands, and an Aboriginal Education Teacher working .5 – Naomi Connor. During the year we experienced and shared many highs and many lows together with our students and their families, however at the end of 2015 there was no doubt that Aboriginal Education at Risdon Park Primary School had become a strong and united team.

During Term 1 Melissa and I focussed on getting to know the students and their families. We implemented a schedule of group work between the following groups R-2, Years 3-5 and the Year 6/7 group with activities that allowed us to get to know the students and their families in a relaxed non-threatening environment. We worked with our groups during Weeks 2, 4 and Week 6, which allowed us to develop connections with our students, building mutual respect which led to strong relationships with our students.

During Term 1 all Aboriginal students were part of the Individual Learning Plan process. Teachers were released from their classroom duties to enable them to meet with families and their student/s to collaboratively develop the I.L.P. Each teacher and student was allocated 45 minutes to meet, discuss a learning goal and a well being goal and devise a plan on how they would meet that goal. There were two home visits necessary for I.L.P signing due to transport issues. This process was repeated during Term 3, however the focus would be on if the goals had been met, if they had the teacher and student develops new goals, however if the goals weren’t obtained then new teaching strategies would be implemented to achieve the original goals. All students at R.P.P.S during Term 3 had an I.L.P developed in collaboration with their family and the teacher.

The Rainbow Healing Bus, which is coordinated by the Aboriginal Health Team, visited R.P.P.S to conduct their annual health check in June. Students needed parent consent to participate in the health checks. Part of Melissa’s role was to support students and their families through the process. Melissa was also able to contact families if there was any follow up necessary with external agencies.

Parent and Community Voice Meetings were extremely successful this year. We were well represented on most occasions with 3 to 4 families attending regular meetings. Melissa was instrumental in organising The Aboriginal Health Team attend one of our Parent and Community Voice meetings to talk to families about their services. Parent and Community Voice Meetings were primarily organised by the A.C.E.O.
During Term 2 the Aboriginal Site Improvement Plan 2015-2019 was developed in conjunction with the Principal and our school context, using the Aboriginal Strategy 2013-16 as the key document in bringing this plan to life. The Aboriginal Site Improvement Plan was delivered to our Parent body through the Parent and Community Voice Meetings and then it was taken to Governing Council where it was approved for implementation. It should be noted that 2015 was the first year in which an Aboriginal Strategy designed to improve learning outcomes for Aboriginal and Torres Strait Islander children has been approved and implemented at Risdon Park Primary School.

Within our focus of Building Teacher Capacity Melissa and I instigated a Yarning Circle activity with a Year 6/7 class to discuss the meaning of Acknowledgement/Welcome to Country. We discussed the process of the Yarning Circle with the class and received thoughtful and meaningful feedback from the class from the questions that were posed to them, for example, “Why do we say the Welcome to Country?” Through this process Melissa and I will again in 2016 offer Yarning Circle opportunities throughout the school.

Term 2 was an extremely busy term with two dates of significance in the Aboriginal calendar. Reconciliation Week and NAIDOC Week. Both of these events were publicised throughout the school and school community with excellent participation from teachers and students.

The theme for Reconciliation Week was “Change it Up”. As a school our Aboriginal students opened an assembly and spoke to the students and teachers the key messages from Reconciliation. We had prepared a banner with the idea of all students printing their hands on the banner and commenting how they could themselves Change it Up. This activity saw the whole school involved and was well attended by staff and students alike.

The theme for NAIDOC WEEK was “We all stand on sacred ground”. We celebrated NAIDOC Week at school with a barbecue in the front yard area where each Aboriginal student could bring a friend to celebrate with them and join them for lunch. We were lucky enough to have representatives from the Regional Office of Aboriginal Education at our event, also Mrs Clinton and Mr Mellow were present. Whilst the barbecue was well attended I am unsure of the success of the NAIDOC Week teacher resource package. As this fell in the holidays, we felt this date of significance wasn’t as well represented within the school. There were some classes who participated, however this is something to consider for 2016.

Lastly in Term 2 we took our students to a forum especially designed for Years 7-12 called “I’m not racist but….”. The forum was put together by Reconciliation Australia and supported by Act Now Theatre. The two companies combined put together a moving and provocative day of deep learning with practical activities for all students to participate in. The purpose of the day was to focus on cultural safety, combatting racism and planning to maintain harmony in schools. I cannot stress how fantastic this day was for the students to participate in and develop their own sense of self. If this was offered in 2016 then I would recommend the Aboriginal Education team support this program again.

During Term 3 we saw some movement with 5 students leaving the school, leaving us with 26 students. It was this number that Census day fell on and upon which we would be funded for 2016.

Term 3 also saw staff revisiting the ILP process with their ATSI students with release time given to each staff member for each Aboriginal student. Staff were guided in the process of developing the ILP and the Community Room was again a place where families were welcomed to participate in the Individual Learning Plan.

During Term 3 I collected “Getting Them On Track Data”. This involved interviewing each teacher to ascertain some key areas of development for each student. The process was lengthy and whilst it added some valuable information, the Aboriginal Education Team had a very clear idea of where each of our students were academically and socially. It became apparent through this process that it is not a DECD requirement and I would recommend that GTOT not be collected next year.
Term 4 was extremely busy early on with several items hitting the agenda in Week 1. Firstly, Melissa and I hosted Staff Meeting. Our focus was to build teacher capacity in Cultural Competence, more specifically racism, through a series of short role-plays depicting the same scene where staff could intervene and ‘rewrite the script’. Staff participated with enthusiasm and through written feedback we realised that there was certainly a need for awareness in this area for staff and students alike.

In October Melissa and I took Year 6 and 7 students to John Pirie High School for the SAASTA Cultural Day. This day was organised by the Aboriginal Education team at J.P.H.S with fantastic activities such as bush cooking with kangaroo tail, art expression with local artist Judy Crosby, Aboriginal dancing where students were involved. The day was a great introduction to John Pirie and the students enjoyed it thoroughly.

As our term began to wind up we turned our focus to the youngest children beginning their school journey. I made contact with the Risdon Park South Kindergarten and began a dialogue with them around beginning a transition program for Reception students. Melissa and I visited the Kindergarten twice and met with parents to discuss the enrolment process and to introduce them to the school. This program was so successful in making connections with families that we have discussed extending the Continuity of Learning Program to include more feeder Kindergartens for 2016.

We concluded our term with a Christmas activity with all of the students. They made a beautiful sequined bauble for their parents to hang on the tree. We also invited our students to an end of year “class party” during which we thanked all of our students for their time and effort in everything we had asked of them throughout the year. 2015 was a year in which tangible progress has been made in Aboriginal Education at Risdon Park Primary School.

In comparing 2015 to 2014 there was a significant shift in ATSI numbers at the school. Looking back over previous years, for example in 2011 there were 6 Aboriginal students beginning the school year. Our numbers have grown significantly since then, in 2014 there were 12 students and in 2015 there were 34 students enrolled. A.E.T time has steadily increased to from .1 in 2011 to .5 in 2015.

My recommendation for 2016 is to develop a succinct plan for the year from which the major focus of the A.E.T can be driven – building teacher capacity.

This photo was taken at our family barbecue with Jess Karpany and Melissa Hands for NAIDOC Week.
2015 saw Risdon Park Primary School students participate in many varied carnivals under the SAPSASA banner. These were within the Pirie Partnership and as part of the Adelaide Carnivals.

Term 1 saw all year 6/7 students participate in the Pirie Interschool’s summer carnival where the students tried their hand at cricket, softball or tennis. A successful and fun day was had by all. Term 2 saw the annual Interschool Soccer Carnival where girls were exposed to a game that was unfamiliar to many. Term 3 allowed Year 7’s to have some fun with either football for the boys or netball for the girls and Term 4 rounded off the year with the annual Interschool Athletics Carnival for year 4-7 students at St Marks. Each year we seem to be getting closer to the overall win, and this year we won the sprints shield and came second overall by 14 points. Well done to all staff and students who practiced hard in the lead up to the day – hard work does pay off! Risdon students represented themselves and the school positively at all carnivals.

Once again Risdon students excelled in the Representation Carnivals in Adelaide, with many earning the right to participate in Adelaide for the weekly sports carnival. Congratulations to the following students who represented the District in 2015:

<table>
<thead>
<tr>
<th>Term 1 Softball</th>
<th>Term 2 Football</th>
<th>Term 3 Hockey</th>
<th>Term 4 Cricket</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abbey Sutcliffe</td>
<td>Jackson Dowling</td>
<td>Jordi Sawyer</td>
<td>Kynan Crouch</td>
</tr>
<tr>
<td>Jordi Sawyer</td>
<td>Mason Foster</td>
<td>Lara Evans</td>
<td>Nathan Sorensen</td>
</tr>
<tr>
<td>Mary Elise Fuss</td>
<td>Nathan Sorensen</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Neve Adams</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Zali Adams</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Blake Brown</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Term 2 Netball

<table>
<thead>
<tr>
<th>Term 2 Netball</th>
<th>Term 3 Soccer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jordi Sawyer</td>
<td>Bailey Jebb</td>
</tr>
<tr>
<td>Mary Elise Fuss</td>
<td>Jada Hill</td>
</tr>
<tr>
<td>Mieke Hargreaves</td>
<td>Kynan Crouch</td>
</tr>
<tr>
<td>Tiah Peek</td>
<td>Lachlan Stephens</td>
</tr>
</tbody>
</table>

Term 3 Hockey

<table>
<thead>
<tr>
<th>Term 3 Hockey</th>
<th>Term 4 Cricket</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jordi Sawyer</td>
<td>Kynan Crouch</td>
</tr>
<tr>
<td>Lara Evans</td>
<td>Nathan Sorensen</td>
</tr>
</tbody>
</table>

Term 4 Cricket

Congratulations to Zali Adams who gained selection in the State SAPSASA Softball side after the Adelaide carnival and will represent the state in Queensland.
8. ACCOUNTABILITY

8.1 Behaviour Management

Please refer to pages 21 and 22 of this report for details.

8.2 Relevant History Screening

Damien Mellow, Deputy Principal

Risdon Park Primary School has a volunteer policy which is used with new parents and anyone who wants to support programs on our site and with our students. These guidelines are in line with DECD Volunteers Working in Educational Sites and Settings.

The school has record keeping with:

- All data entered on EDSAS and HRS system.
- Visible sighting of clearances and photocopy taken for folder
- Verification of ID and forms posted to DSCI (school pays for volunteers who work on our site)
- Classroom data prepared and given to all teachers on parents who may support in class and with excursions.

The data includes the collection for these areas:

- Governing Council representatives
- Canteen volunteers
- Cleaners
- SSO staff and Grounds Person
- ICAN employees, Community Mentors
- Parent Volunteers

As of December, 2015 the school had 59 volunteers cleared through DSCI on our records.

We were being audited in February 2015 with three recommendations made, strategies put into place for action to ensure requirements were met.

8. HUMAN RESOURCES – Workforce Data

8.3.1 Teacher Qualifications

All teachers at this school are qualified and registered with the SA Teachers Registration Board.

<table>
<thead>
<tr>
<th>Qualification Level</th>
<th>Number of Qualifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor Degrees or Diplomas</td>
<td>43</td>
</tr>
<tr>
<td>Post Graduate Qualifications</td>
<td>9</td>
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</table>

8.3.2 Workforce Composition including Indigenous staff

<table>
<thead>
<tr>
<th>Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-Teaching Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Indigenous</td>
<td>Non Indigenous</td>
</tr>
<tr>
<td>Full-time Equivalents</td>
<td>26.8</td>
<td>0.36</td>
</tr>
<tr>
<td>Persons</td>
<td>29</td>
<td>1</td>
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9. FINANCIAL STATEMENT

Income by Funding Source

<table>
<thead>
<tr>
<th>Funding Source</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grants: State</td>
<td>$3,476,764.88</td>
</tr>
<tr>
<td>Grants: Commonwealth</td>
<td>141,167.11</td>
</tr>
<tr>
<td>Parent Contributions</td>
<td>128,682.77</td>
</tr>
<tr>
<td>Other</td>
<td>32,562.60</td>
</tr>
</tbody>
</table>