

# Risdon Park Primary School 2016 Annual Report to the School Community



Government  
of South Australia  
Department for Education  
and Child Development

Risdon Park Primary School Number: 685

Partnership: Pirie

**Name of School Principal:**

Carolyn Clinton

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**Name of Governing Council Chair:**

Kym Conley

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**Date of Endorsement:**

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## School Context and Highlights

Risdon Park PS provides quality reception to year 7 schooling to students in the regional city of Port Pirie. The student population is drawn from the whole of the city area, plus regional surrounds. Risdon Park PS is the largest DECD primary school in Port Pirie with 415 students to start the 2016 school year. The school consists of 3 open space units, with 6 classrooms inside, plus 4 outer buildings for specialist areas of Science, Technology, German, Health and PE. Students are grouped in 17 classes in composite year levels. Risdon Park PS is a Category 4 school of disadvantage with 32% of families identified as school card holders. The school comprises of 8% of students with disability and 8% of students receiving additional interventions in Literacy & Numeracy. 11% of students are ATSI, 2% AELD and 2% of students under the Guardianship of the Minister.

2016 was a productive year of learning and one to be proud of, some of our highlights included:

- Acquaintance Night and barbecue
- Teacher learning in Mathematics, supported by teachers working in teams with Maths expert Rosslyn Shepherd
- 2 week swimming program
- SAPSASA Carnivals & a number of sporting clinics
- Harmony Day
- Reconciliation Day celebrations with the unveiling of our Aboriginal Mural and cultural dance
- Camps for a number of classes in units 3 & 2
- A number of Intervention programs run daily for Literacy & Numeracy improvement
- Risdon Park PS involvement in the Combined Choir with a final performance at Northern Festival Centre
- Gymnastic program
- Pupil Free Days focussed on Growth Mindsets, Mathematics, Australian Curriculum, Review and Data Analysis
- Cyber Bullying program
- Breakfast Club
- Garden Program
- Regular Kids' Co and student leaders meeting
- Amazing Literacy & Numeracy Race
- Extended transition from kindy to school and primary to secondary school
- High participation in Premier's Reading Challenge
- Well attended regular Aboriginal Voice Community meetings
- Book week celebrations and dress up parade
- A number of excursions, including a trip to Adelaide, Moonta, and locally in and around Port Pirie and surrounds
- Remembrance Day Service run by room 21, with strong community support
- End of Year Concert with a Water theme
- Year 7 Graduation



## Governing Council Report

2016 was another eventful year that has gone in the blink of an eye! As chairperson of Risdon Park PS for the last 2 years it is very rewarding to see the growth and achievements that this school is producing. I would first like to thank the teachers for another year of hard work they have put in making sure the students were at the best of their ability. We are very lucky to be holding on to most of our teachers for this year however some have made the decisions to retire. Thank you for your commitment to Risdon Park PS over your years of service.

On a happier note, I would like to say welcome back to Mr Damein Mellow on his return from holidays; the last term was challenging without you however Miss Brooke Wenzel did an amazing job also.

I know Ms Carolyn Clinton is looking forward to another great year with her staff and students and the amazing efforts everyone puts in each year.

The grounds are looking fantastic with the new bitumen area already getting a good workout. The kids seem to be thoroughly enjoying and using every inch of space.

The school canteen has done another amazing job for the year with Sandra and her volunteers making sure the kids bellies were full and content, they also did an awesome job at the sports day stall that was a total sell out WELL DONE!

The 2016 sports day was excellently run by all the volunteers and organisers with Risdon Park PS being the overall winners! It is good to see the volume of students streaming through, every year seems to be filled with new reception students which is great for Risdon Park PS

Congratulations to all the year 7 students that graduated and are off on new adventures at their new high schools. However, the highlight of the year was the school concert with water being the theme for each class to sing a song related to the water theme. There was a great turnout and night and will hopefully continue to be an annual event!

So bring on 2017 and let's make this year the best it can be!  
STAND TALL, STAND PROUD!

Yours sincerely,

Kym Conley  
Chairperson of the Governing Council



## Improvement Planning and Outcomes

In 2016, Risdon Park PS was in its first year of a new 3 Year Improvement Cycle. Our Improvement Priorities for 2016 to 2018 are: Numeracy, Literacy, Engagement and Wellbeing.

### NUMERACY

- Increased % of students in Years 3, 5 and 7 meeting DECD's SEA in NAPLAN, Numeracy – ACHIEVED
- Increased % of students in Years 5 and 7 shifting from low- medium and medium to high bands in NAPLAN, Numeracy - PARTIALLY ACHIEVED – Increased % of students moving from low-medium in year 5 and increased percentage of students moving from middle - upper in year 7.
- Increased numbers of students in Years 3-7 achieving at or above standard in Pat-M Scale Scores - PARTIALLY ACHIEVED - all year levels except for year 7's

### KEY ACTIONS/ STRATEGIES

- Develop a whole school agreement in Numeracy
- Implement a professional learning program focussed on effective pedagogy in Numeracy & mathematics through, collaborative release, consultation with mathematics experts, learning team investigations & inquiries, finalise Mathematics data collection & analysis processes/ procedures and incorporate into the school's data map & use QuickSmart intervention program for student in years 5 and 6.

### RECOMMENDATIONS FOR 2017

- Implement and review the Whole School Agreement in Numeracy & Mathematics and induction for new staff
- Moderation of work samples in year level groups with scaffolding
- Identify an area of need in the Early Years and explore intervention
- Build testing resiliency in students
- Administer paper Pat-M test 4th edition to years 1-7, collect data for comparison and growth comparison
- Provide time for staff to work collaboratively on planning and programming to ensure consistency among year levels

### LITERACY

- Increased % of Year 2 students who are 21 or higher in running record data - NOT ACHIEVED (missed by 2 students)
- Increased % of students 3-7 who are at or above DECD's scale score in Pat-R - ACHIEVED
- Increased % of students in Year 3, 5 & 7 achieve DECD NAPLAN reading SEA - ACHIEVED
- Increased % of Year 3, 5 & 7 students identified in upper bands for reading in NAPLAN - ACHIEVED

### KEY ACTIONS / STRATEGIES

- Reviewing, revising, implementing Risdon Park PS Literacy / English agreement
- Learning teams investigations and inquiries into aspect of Literacy / English from school's Action Plan
- Plan and enact professional learning for staff in identified aspects of Literacy & effective pedagogy
- Working in like year level teams to analyse Literacy data to inform, plan, program & assess student achievement data

### RECOMMENDATIONS FOR 2017

- Develop a clear and consistent whole school approach to reading, spelling, grammar/punctuation and writing
- Target focus on learning growth
- Identify a Reading Support Teacher to work with teachers in R – 2
- Effective use of data at a classroom like year level and whole school level to inform practice

### ENGAGEMENT & WELLBEING

- Students to reach 90% Attendance – NOT ACHIEVED (mean average 89.4%)
- Increased % of students who are identified as Enthusiastic and compliant in their learning - ACHIEVED

### KEY ACTIONS / STRATEGIES

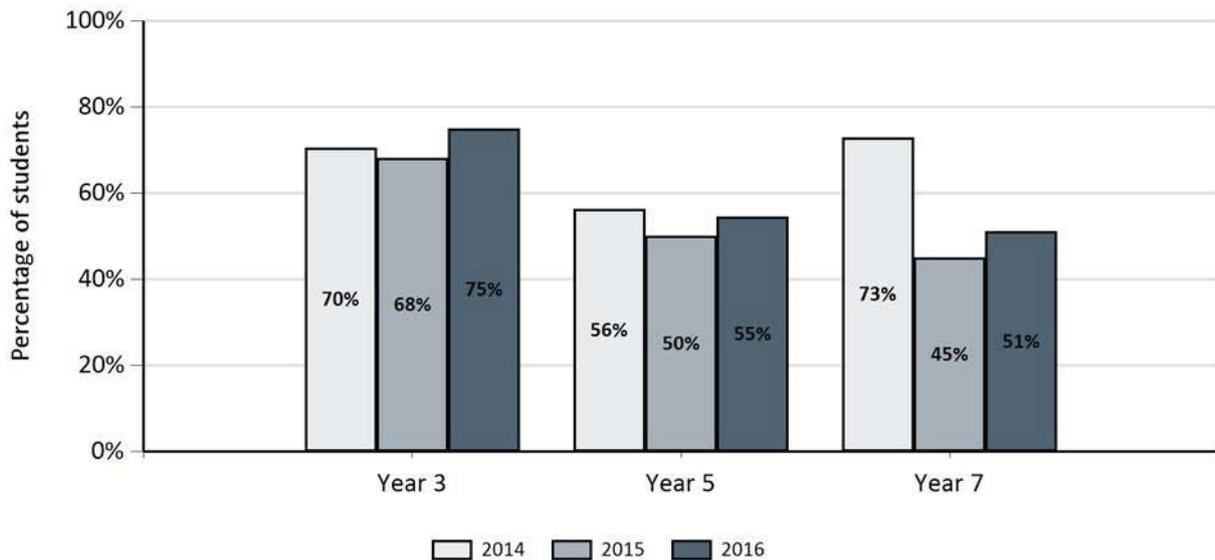
- Continual refining and regular monitoring of attendance procedures
- Develop school agreement in implementation of student wellbeing & social skills education
- Implementing professional learning program

## Performance Summary

### NAPLAN Proficiency

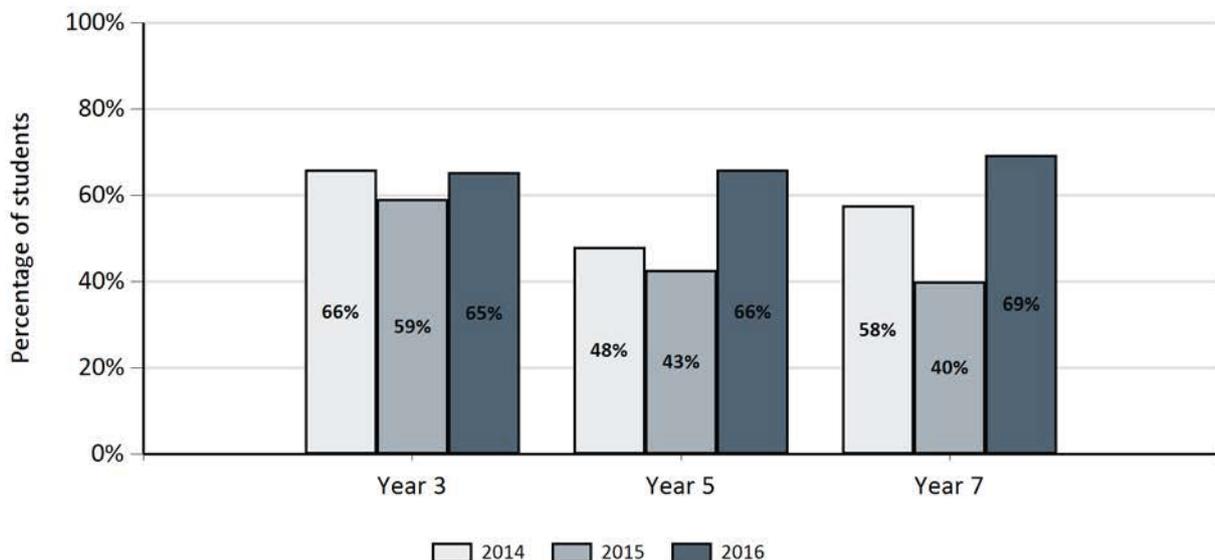
The percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands above the National Minimum Standard for Reading and Numeracy (DECD SEA). The Standard of Educational Achievement (SEA) is defined as children and young people progressing and achieving at or above their appropriate year level.

#### Reading



Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, September 2016. \*NOTE: Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

#### Numeracy



Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, September 2016. \*NOTE: Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

## NAPLAN Progress

The data below represents the growth of students from 2014 to 2016 in the NAPLAN test relative to students with the same original score, presented in quartiles.

### Reading

NAPLAN progression	Year 3-5	Year 5-7	State (average)
Lower progress group	29%	19%	25%
Middle progress group	61%	70%	50%
Upper progress group	10%	11%	25%

Data Source: DECD special extract from Student DataWarehouse, September 2016.

\*NOTE: Reporting of data not provided when less than six students in the respective cohort. Due to rounding of percentages, data may not add up to 100%.

### Numeracy

NAPLAN progression	Year 3-5	Year 5-7	State (average)
Lower progress group	26%	44%	25%
Middle progress group	71%	51%	50%
Upper progress group	3%	5%	25%

Data Source: DECD special extract from Student DataWarehouse, September 2016.

\*NOTE: Reporting of data not provided when less than six students in the respective cohort. Due to rounding of percentages, data may not add up to 100%.

## NAPLAN Upper Two Bands Achievement

This measure shows the number of non-exempt students enrolled at the time of NAPLAN testing who have demonstrated achievement in the relevant NAPLAN higher bands.

	No. of students who sat the test		No. of students achieving in the upper two bands		% of students achieving in the upper two bands**	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 3 2016	52	52	12	5	23%	10%
Year 3 2014-16 Average	46.7	46.7	11.0	7.0	24%	15%
Year 5 2016	44	44	9	2	20%	5%
Year 5 2014-16 Average	48.7	48.7	6.3	2.0	13%	4%
Year 7 2016	49	49	4	1	8%	2%
Year 7 2014-16 Average	56.0	56.0	5.0	1.3	9%	2%

Data Source: DECD special extract from NAPLAN SA TAA data holdings, August 2016.

\*NOTE: Reporting of data not provided when less than six students in the respective cohort.

\*\*NOTE: Percentages have been rounded off to the nearest whole number.

## School Performance Comment

Graphs 1 & 2 shows the % of students achieving DECD Standard of Educational Achievement (SEA).

- It is interesting to note that in both Reading and Numeracy there has been an increase in % of students attaining DECD SEA in 2016.
- For the first time in 5 years there is a greater % of students in years 5 & 7 attaining DECD SEA in 2016. This is especially pleasing to see the benefits of our work in our major improvement priority of Numeracy.
- A significant increase of years 5 & 7 students achieving DECD SEA in Numeracy.
- Concerning in 2016 is the decrease of % of students achieving DECD SEA in Reading after year 3. This is not the trend in Numeracy NAPLAN.

### NAPLAN Progress Data

- Students made a greater level of progress in Reading than in Numeracy.
- In past years, we have had a higher % of students making a lower level of progress, so it is pleasing to note that in all except one cohort (years 5 – 7 Numeracy), students are making middle to higher level of progress in both Reading & Numeracy. With strategies in place in our Site Improvement Plan we are hopeful that the progress improvement trend will continue.
- Concerning in 2016 are students from years 5 -7 making a lower level of progress in Numeracy as measured against the State average.

### NAPLAN Upper Two Band Achievement

- Students in years 3 - 7 demonstrated greater success in achieving Upper 2 Bands in Literacy than Numeracy. Students in year 3 have the highest % of students in upper 2 bands in both Numeracy and Reading.
- % of students in Upper two Bands decrease as students move from years 5 to 7, this is most noticeable in Numeracy rather than Literacy. The retaining of students in the upper two bands IN NAPLAN Reading and Numeracy has been identified as an area for improvement in our Site Improvement Plan, with targets set and strategies identified.

### PATm & PATr

#### PATm & PATr DATA

PAT maths and PAT reading are conducted annually at Risdon Park PS for students in years 3 to 7 and for the first time in 2016, we trialled both test for students in years 1 & 2.

PATm: All year levels from years 3 to 6 showed a % increase in attaining the DECD SEA over a 12 month period, demonstrating that they had made a least 1 years expected growth in Mathematics.

PATr: All year levels from years 3 to 7 showed a % increase in attaining the DECD SEA over a 12 month period, demonstrating that they had made a least 1 years expected growth in Reading.

### RUNNING RECORDS

Students in years 1 and 2 made significant progress in reading from end of term 1 to end of term 4.

- YEAR 1 (end of term 1) 24% achieved DECD SEA
- YEAR 1 (end of term 4) 72% achieved DECD SEA
- YEAR 2 (end of term 1) 42% achieved DECD SEA
- YEAR 2 (end of term 4) 68% achieved DECD SEA

## Attendance

Year level	2014	2015	2016
Reception	87.7%	91.0%	91.7%
Year 01	89.8%	88.9%	92.1%
Year 02	90.3%	88.0%	89.6%
Year 03	89.8%	89.9%	89.5%
Year 04	90.1%	87.6%	89.4%
Year 05	89.7%	88.0%	88.7%
Year 06	89.1%	89.2%	86.8%
Year 07	87.3%	88.7%	87.7%
Total	89.3%	88.9%	89.4%

Data Source: Site Performance Reporting System, Semester 1 Attendance.

Note: A blank cell indicates there were no students enrolled.

## Attendance Comment

Attendance is directly related to student wellbeing and achievement. Risdon Park PS attendance target for 2016 was 90%. Our actual attendance rate for 2016 was 89.4%. Even though we did not reach our agreed target we continue to achieve a small increase from the previous 3 years. Daily strategies to encourage a higher attendance rate include: digital roll, daily phone calls to families, notes in diaries and communication books, information in the school newsletter, home visits, formal letter home and working in collaboration with DECD and interagency personnel.

## Behaviour Management Comment

.REFLECTION ROOM is a yard response to unsafe behaviours that put students at risk or harm from other students. A number of strategies to counteract negative behaviours in the yard led to a decrease in the number of violent incidences in the yard in term 4.

BULLY AUDITS were carried out in term 2 and 3 gathering data from students in years 1 to 7. The data showed a decrease of bullying from term 2 to term 3. From terms 2 and 3 the nature of bullying changed from violence in term 2 to name calling and teasing in term 3.

- CLASS BEHAVIOUR focusses on a behaviour education model, with logical and step consequences for dis-engaged and violent behaviours. Buddy Class and Office Exit featured as the major consequences for negative class behaviours.

## Client Opinion Summary

Parents, students and staff were asked their opinion on how well they think we are going at Risdon Park PS in the four areas of:

- Quality of Teaching & Learning
- Support of Learning
- Relationships & Communication
- Leadership and Decision Making

PARENTS once again responded positively to their child/ren attending Risdon Park PS in 2016, with strong agreement in all four identified areas. Parents showed strongest agreement in the areas of Quality of Teaching and Learning, Support of Learning and Relationships & Communication.

STUDENTS from years 3 to 7 once again demonstrated a very positive response to their schooling and learning at Risdon Park PS in 2016. The data showed that students considered the Quality of Teaching & Learning to be very high at our school, plus the support that they receive in their learning by teachers and SSO's was strongly valued.

STAFF responses were very positive in all 4 identified areas, especially in the areas of Quality of Teaching & Learning and Support for Learning.

In 2017 we will continue to focus on:

- Focussing on student engagement through effective teacher practice
- Further involving families as partners of their child's education
- Continued refinement of Student Behaviour Codes and support for challenging behaviours
- Communicating effectively and openly with all members of the school community

## Intended Destination

Leave Reason	School	
	Number	%
Employment	0	NA
Interstate/Overseas	6	5.4%
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	25	22.5%
Transfer to SA Govt School	80	72.1%
Unknown	0	NA
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 4 2016.

## DECD Relevant History Screening

Risdon Park PS followed History Screening procedures in 2016 and moved from paper application to on line application. We value the support of volunteers, so the school paid for History Screening charges. At Risdon Park PS we ensure that the following volunteers went through History Screening procedures, including those volunteers who work in / with / as:

- Breakfast Club
- Canteen
- Out of hours sport coaching
- Student mentors
- Attending camps and excursions

Other people to be have History Screening included, part time and full time SSOs, student teachers and work experience students.



## Teacher Qualifications and Workforce Composition

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

Qualification Level	Number of Qualifications
Bachelor Degrees or Diplomas	42
Post Graduate Qualifications	9

Data Source: DECD HR Management Reporting System, extracted Term 4 2016.

Please note: Staff who have more than 1 qualification will be counted more than once in the above qualification table. Therefore the total number of staff by qualification type may be more than the total number of teaching staff.

### Workforce Composition including Indigenous staff

	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-Time Equivalents	0.0	24.8	0.7	13.7
Persons	0	26	1	20

Data Source: DECD HR Management Reporting System, extracted Term 4 2016.

## Financial Statement

Funding Source	Amount
Grants: State	\$3,867,350.33
Grants: Commonwealth	\$254,226.47
Parent Contributions	\$144,527.93
Fund Raising	nil
Other	\$44,476.72

Data Source: Data Source: Education Department School Administration System (EDSAS).

## 2016 School Annual Report: Tier 2 Funding Report\*

\*Tier 2 funding provides additional resources to support students who are unlikely to obtain the desired outcomes without further support.

Tier 2 Funding Section	Tier 2 Category (where applicable to the site)	Briefly describe how the 2016 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress towards these outcomes
Targeted Funding for Individual Students	Improved Behaviour Management and Engagement	SSOs worked with individual students and small groups in targeted programs to meet learning & behaviour goals from documented plans. Programs included; Garden program, social skills groups, & Your Town bike group.	Greater learner engagement, less suspension & exclusions from school.
	Improved Outcomes for Students with an Additional Language or Dialect	2 students received funding. SSOs supported them in Literacy & Numeracy classroom programs, plus phonological awareness programs.	Improvement seen in ESL scaling and increased Running Record levels.
	Improved Outcomes for Students with Disabilities	SSO's providing support for students as documented in their NEP's. Explicit support is by classroom teachers to SSO to execute. A number of students also receiving Multi Lit / Mini Lit / Quick Smart.	Individual progress mapped and monitored, reflected in program adjustments.
Targeted Funding for Groups of Students	Improved Outcomes for - Rural & Isolated Students - Aboriginal Students - Numeracy and Literacy First Language Maintenance & Development Students taking Alternative Pathways Students with Learning Difficulties Grant	Rural & Isolated funding is used for programs, such as 10 week gymnastic instruction, swimming, performances and student participation in excursion, including camps and bus travel to the Adelaide Zoo. Aboriginal students who were identified at below SEA in reading & Numeracy, participated in small group , 1:1 intervention program instruction. ACEO was employed to work with students designing & painting a wall mural, plus dance in a celebratory Reconciliation Day performance for our community. Identified students with learning difficulties participated in 1:1 & group work in intervention programs.	Parental confidence in students participating in excursions & camps. Greater engagement in student learning, with progress made in reading and Numeracy.
Program Funding for all Students	Australian Curriculum	The Arts, H&PE & Technology was a focus.	
	Aboriginal Languages Programs Initiatives	n/a	
Other Discretionary Funding	Better Schools Funding	Continued Numeracy & Mathematics major improvement priorities, with engaging a Numeracy Specialist who worked with teachers in teams and as a whole staff to plan, programs, and assess student Mathematical learning.	Improvement in Numeracy NAPLAN from years 3, 5 & 7.
	Specialist School Reporting (as required)	n/a	
	Improved Outcomes for Gifted Students	n/a	
	Primary School Counsellor (if applicable)	Tracking attendance and coordinating/managing attendance procedures, communication and interventions. Responsible for student leadership, generally student counselling, coordinating and managing Behaviour Education.	Coordinated the Engagement & Wellbeing Team, in the Review of Behaviour Codes.