

Risdon Park Primary School 2017 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

Name of Governing Council Chair:

Susan Fitzgerald

Date of Endorsement:

School Context and Highlights

Risdon Park PS provides quality education for students in Reception to Year 7. in the regional city Port Pirie. The student population is drawn from the township, plus outlying areas. Risdon Park PS is the largest DECD primary school in Port Pirie with enrolments of 410 at the start of 2017. Enrolment have remained steady over the past 5 years. The school comprises of 3 open space building with 6 classroom contained within each building. There are 4 outer building housing learning areas for Science, German Language and health and PE. The students are grouped into 16 composite classes throughout Reception to Year 7. Risdon Park PS is a category 4 school of disadvantage with 9% ATSI students, 7% of students with disability, 2% of students under the guardianship on the Minister and 32% of students receiving Literacy and / or Numeracy intervention. 2017 was a productive year of learning, with a many of our highlights:

Events:

- * Acquaintance afternoon and barbecue
- * SAPSASA Carnivals and other sporting clinics
- * Harmony Day and Reconciliation Day celebrations
- * Book Week celebration
- * Sports Day - Leonard 1st, Risdon 2nd, Woodward 3rd, Kingston 4th
- * Colour Fun Run fundraiser
- * Risdon Park PS success at Inter-school Sports Day
- * Literacy and Numeracy Open Morning
- * End of Year Concert - Night at the Oscars
- * Combined Schools Choir performance at the Keith Michell Theatre
- * Year 7 Graduation
- * SSO recognition week and World Teachers Day celebrations
- * Risdon Park PS success at Pt Pirie STEM Expo Challenge
- * NAIDOC Week celebrations

School programs:

- * Breakfast Club
- * Garden program - Learning engagement program
- * 2 week swimming program
- * a number of excursions around Port Pirie township and surrounds, plus longer trips to Adelaide
- * regular Kids Co meetings and student leader forums
- * 98% participation in Premier's Reading Challenge
- * a comprehensive staff learning program, comprised of pupil free days, staff meetings, learning teams investigations and other identified days
- * Introduction of Ricky Risdon and Visible Learning program from Reception to Year 7



Governing Council Report

What another successful year for Risdon Park PS! It is fantastic to be a part of such a positive, respectful and inclusive school community. Students take pride in all that they do; they are caring and inclusive of all. They take pride in whole school events and it is great to see students bouncing into school in the mornings and out at the end of the day.

Thank you to the teachers and staff who give their all treating every child as an individual by building on strengths while developing new knowledge and skills. Sadly at the end of the year we have had to say goodbye to wonderful staff and I hope their new ventures are as successful as their time at Risdon has been. In 2018 we welcome new staff and they bring their own strengths and expertise. Thank you to teachers and staff who make it a priority to bring quality education to our children with fresh and innovative ideas. Teachers and staff attend mandatory training and two were fortunate to travel overseas at their own costs to discover new ways to ensure learning is engaging. Ricky Risdon is one such creation and it is exciting to watch his messages being spread through the school and helping our children develop positive values and life skills.

There have been some changes to the grounds with new signs, with new gardening and fencing. Thank you to Terry Dunning for all his work in making our grounds neat and well presented.

Our children are lucky to have our canteen where staff and volunteers work hard to provide affordable and healthy food choices. Thank you to Sandra Stringer for her management and novelty food items to celebrate different occasions. Thank you to Maxine Dienhoff for making over canteen management in term 4. There were many events, activities, camps held throughout the year. Congratulations to Risdon for winning the main shields in the 2017 Inter-schools Sport Day in The Colour Run was an exceptional afternoon and we raised an incredible amount for the upgrade to the JP play area while also providing lasting memories for all. The end of year concert was a credit to all the students and the staff. Thank you to families for attending and sharing this special event with us.

A large group of Year 7's graduated and I am sure that they leave Risdon with many special memories to remember always.

2017 was a fantastic year and I really cannot wait to see what 2018 brings. Community united together it can and will be an awesome year!!!

Susan Fitzgerald



Improvement Planning and Outcomes

2017 was the second year of our 3 year Improvement Cycle. Risdon Park PS Improvement Priorities are: Numeracy, Literacy, Engagement and Wellbeing.

NUMERACY - TARGETS

- * Increased % of students in year 3,5 & 7 meeting DECD Standard of Educational Achievement (SEA) in Numeracy - Partially Achieved (all areas except in year 3)
- * Increased % of students in years 5 & 7 shifting from low to medium from medium to high levels of improvement - Partially Achieved (greater number of students in years 5 to 7 moving from medium to high level of improvement.
- * Increased numbers of students in years 3 - 7 achieving at or above standard in Pat-M Scale Scores - Partially Achieved (in all year levels except year 7)

KEY ACTIONS / STRATEGIES

- * Implementation and review of the RPPS Numeracy Agreement
- * Numeracy Inquiry focus for Learning Teams and collaborative release for planning and reviewing of Mathematics programs
- * Quick Smart Intervention Implementation
- * Participation for year 6/7 teachers in DECD Thinking Maths in the Middle Years Project
- * Visible Learning strategies implemented - Learning Intentions & Success Criteria
- * Effective Management of Numeracy / Mathematics data through Score Link for analysis and informing future planning.
- * Focus on developing resiliency in test situations

RECOMMENDATIONS FOR 2018

- * A daily program for students in mathematics to enhance number fluency, similar to Ricky Reading Program
- * Continued focus on implementing & review of Risdon Park PS Numeracy Agreement
- * Learning Intentions and Success Criteria visible in the teaching of mathematics in every classroom
- * Hattie's effect size tool to be used to measure individual students and cohort growth to inform future differentiation planning.

LITERACY - TARGETS

- * Increased % students achieving DECD SEA in Running Records years 1 / 2 - Achieved
- * Increased % of students in years 3 to 7 achieving at or above DECD SEA in Pat-R - Achieved
- * Increased % students in years 3,5& 7 meeting DECD SEA in NAPLAN Reading compared to 2016 - Achieved
- * Increased % of students retained in higher bands for reading from year 3 to year 7 - Partially achieved (year 3 and year 5 students.

KEY ACTIONS / STRATEGIES

- * Developing & Implementing School Literacy Agreement
- * Reading Support Teacher strategically supporting Reception to year 2 teachers in building their capacity of teachers of effective reading practice, including supporting graduate teachers in the taking of Running Records and use of data in differentiating instruction

RECOMMENDATIONS FOR 2018

- * Continued Implementation on Whole school Literacy Agreement with a specific focus on implementation of Jolly Grammar
- * Continued implementation of the whole school Ricky Risdon Reading Aloud program R - 7
- * Focus on using available Literacy data including using Pat-R to determine individual and cohort growth (Hattie's Effect Size) - programming for differentiation
- * Continued use of Learning Teams for teacher learning and inquiry in Literacy

ENGAGEMENT AND WELLBEING - TARGETS

- * Gap between Risdon Park PS attendance rate & DECD attendance rate narrows - Achieved
- * Increase of % of students who are enthusiastic and compliant in their learning - Achieved
- * Decrease in number of suspensions and exclusions - Not Achieved
- * Decrease in number of Reflection Room referrals - Achieved

RECOMMENDATIONS FOR 2018

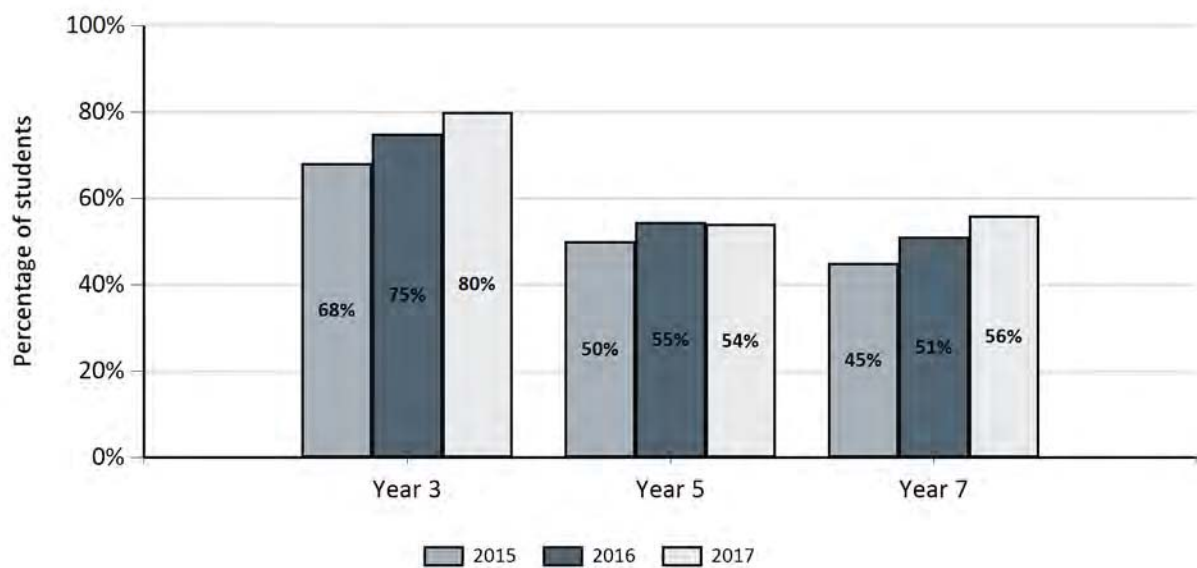


Performance Summary

NAPLAN Proficiency

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

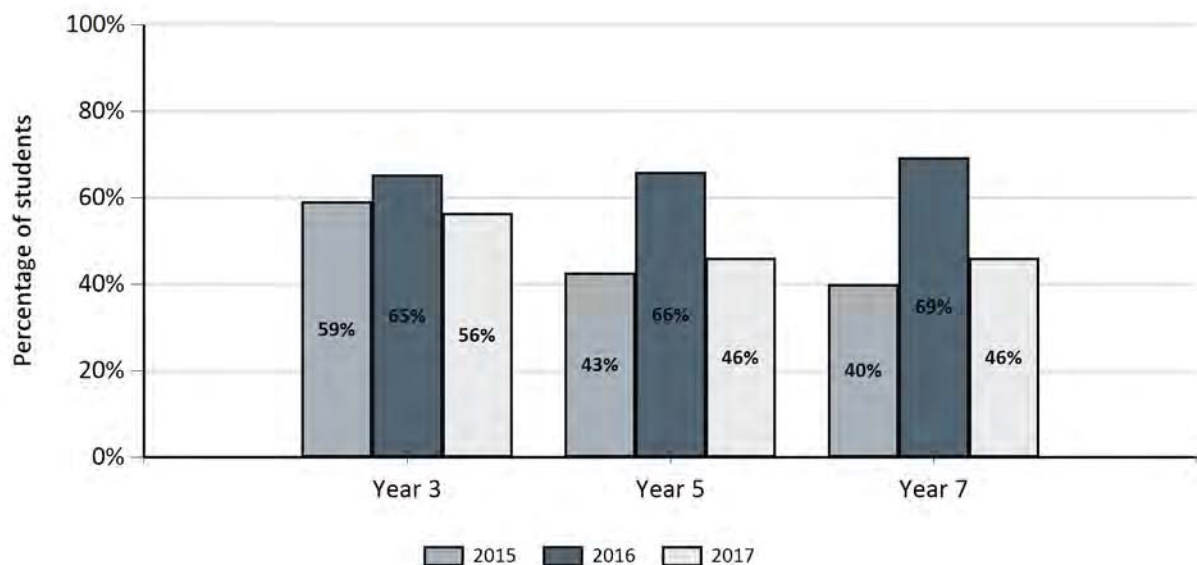
Reading



Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, July 2017.

*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, July 2017.

*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 2015 to 2017 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) |
|-----------------------|----------|----------|-----------------|
| Upper progress group | 10% | 13% | 25% |
| Middle progress group | 51% | 53% | 50% |
| Lower progress group | 38% | 34% | 25% |

Data Source: DECD special extract from Student DataWarehouse, July 2017.

*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) |
|-----------------------|----------|----------|-----------------|
| Upper progress group | 16% | 11% | 25% |
| Middle progress group | 50% | 67% | 50% |
| Lower progress group | 34% | 22% | 25% |

Data Source: DECD special extract from Student DataWarehouse, July 2017.

*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 2017 | 55 | 55 | 13 | 7 | 24% | 13% |
| Year 3 2015-17 Average | 50.3 | 50.3 | 11.7 | 6.3 | 23% | 13% |
| Year 5 2017 | 50 | 50 | 9 | 2 | 18% | 4% |
| Year 5 2015-17 Average | 49.3 | 49.3 | 8.0 | 2.0 | 16% | 4% |
| Year 7 2017 | 50 | 50 | 3 | 3 | 6% | 6% |
| Year 7 2015-17 Average | 53.0 | 53.0 | 3.7 | 1.3 | 7% | 3% |

Data Source: DECD special extract from NAPLAN SA TAA data holdings, July 2017.

[^]includes absent and withdrawn students.

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

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

School Performance Comment

Graphs 1 and 2 compares the % of students achieving DECD Standard of Educational Achievement (SEA) in over the past 3 years in NAPLAN Literacy & Numeracy.

* It is interesting to notes that there has been an increase in year 3 and year 7 students reading achievement in 2017, while year 5 students remained the same as 2016.

* Comparing 2015 year 5 to the 2017 year 7, there has been an increase of year 7 students achieving DECD SEA

* Numeracy SEA results have declined in 2017, compared to 2016, however in year 5 and year 7 students there was higher % of students achieving DECD SEA from 2015. There was a small decline of % of year 3 students attaining SEA in 2015 to 2017.

A challenge for 2018 is to maintain and increase % of students attaining DECD SEA in Literacy and Numeracy, specially as students move from year 3 through to year 7.

NAPLAN PROGRESS DATA

* Students made a higher level of progress in Reading than in Numeracy

* There has been an increase of students moving from lower levels of improvement to middle and / or upper levels of improvement in both Numeracy and Literacy

* There are more students retaining the higher standard of progress in Reading from year 3 to 5 to 7 in Literacy than in Numeracy (different cohort)

* In 2017 there are less % of students identified making a high level of progress in Numeracy from years 5 to 7, than from years 3 to 5

NAPLAN UPPER TWO BANDS ACHIEVEMENT

* Students in year 3 through to year 7 demonstrated greater success in maintaining their status in the higher bands of Literacy Reading than in Numeracy.

A continued challenge at Risdon Park PS is to focus learning attention / differentiation on the more able students in both Literacy and Mathematics, so that students maintain their status in the upper 2 bands, plus increase the number of students attaining success in upper 2 bands in Literacy and more notably in Numeracy

RUNNING RECORDS

Students in years 1 and 2 made significant progress in reading from end of term 1 to end of term 3.

* Year 1, term 1, 49% students achieving SEA - term 3, 65% students achieving SEA

* Year 2, term 1, 57% students achieving SEA - term 3, 60% students achieving SEA

PATr & PATm

* From 2016 to 2017 there was a % increase of students demonstrating progress and achieving DECD PATr standard in years 3, 4 and 5

* From 2016 to 2017 there was a % increase of all year levels except year 7 students achieving DECD PATm standard, with significant progress shown in year 3, 5 and 6



Attendance

| Year level | 2014 | 2015 | 2016 | 2017 |
|------------|-------|-------|-------|-------|
| Reception | 87.7% | 91.0% | 91.7% | 87.6% |
| Year 1 | 89.8% | 88.9% | 92.1% | 92.4% |
| Year 2 | 90.3% | 88.0% | 89.6% | 92.3% |
| Year 3 | 89.8% | 89.9% | 89.5% | 90.6% |
| Year 4 | 90.1% | 87.6% | 89.4% | 90.6% |
| Year 5 | 89.7% | 88.0% | 88.7% | 88.2% |
| Year 6 | 89.1% | 89.2% | 86.8% | 89.2% |
| Year 7 | 87.3% | 88.7% | 87.7% | 89.4% |
| Total | 89.3% | 88.9% | 89.4% | 90.1% |

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

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

Attendance Comment

2016 to 2017 saw a 1.1% increase in student attendance from January to December from the previous school year. Even though we saw a slight increase in student attendance, in 2017 we are proud of our efforts in this area. We have a significant number of families identified with habitual non-attendance.

At Risdon Park PS we use a number of strategies to track, monitor and follow through with non-attendance.

In 2018 we will continue to have a focus on improving student attendance with a focus on positively using Ricky Risdon as a model of engaged student and learner at Risdon Park PS.

Behaviour Management Comment

REFLECTION ROOM is a school strategy to managing and monitoring unsafe behaviours in the yard.

There was a significant drop of Reflection Room referrals in 2017 compared to 2016. Aligning bully audit data of which there was also a significant drop of bullying behaviours noted in the yard, would have reason for less students attending the Reflection room at break times.

Class exit data demonstrated an increase in 2017, mainly due to a third of our teachers being in the first two years of their teaching career. As all teachers gained in confidence and skills in managing complex and challenging behaviours, office exits decrease towards the end of 2017 school year.

Suspension data significantly increased in 2017 with 23 more suspensions than 2016.

Client Opinion Summary

PARENTS AND CAREGIVERS

50 parents and caregivers completed the 2017 Client Opinion Survey. Parents and Caregivers are highly supportive in all four areas of presented in the Opinion Survey: *Quality Teaching & Learning, *Support of Learning, *Relationships & Communication, *Leadership & Decision Making.

Parents rated the Quality of Teaching and Learning as the highest domain at Risdon Park PS in response to all 6 questions, with the highest score relating to their child feeling safe at school. It appears that parents are also impressed in the level of support that their child receives at Risdon Park PS as this area was also rated highly in the survey. Parents and caregivers also considered that teachers motivate their child to learn and generally feel comfortable in talking with their child's teacher if they have a concern. All Parents who took part in the survey agreed that student behaviour is well managed at the school. Additional comments by parents were various in nature, most of them positive, with a small number of comments focussed on improving communication, student goal setting and stretching more able students will be discussed at Governing Council and with staff in 2018.

STAFF

Feedback from staff was positive in all 4 areas, with Quality of Teaching and Learning and Support of Learning rating the most high. Staff agree that teachers use a variety of strategies to help student learn; that staff encourage students to have a sense of pride in their achievement and agree that Risdon Park PS environment is focussed on learning. Staff agreed that they have many opportunities to discuss and receive feedback on their work, while also believing that positive relationships exist between teachers and students. Staff feedback also indicated that students different backgrounds and cultures are valued. An area for development for 2018 is for leadership to support class teachers more with students' challenging behaviours.

STUDENTS

Feedback from all students in units 2 and 3 was positive in all 4 areas. Students rated the Quality of Teaching and Learning and Support For Learning as 2 areas out of the 4 to be most positive. Most students believe that the school takes their opinions seriously and that they feel comfortable to talk to their teachers about their concerns. Students were impressed with the high standard of maintenance of the school grounds. An area for improvement as identified through SA Wellbeing & Engagement survey is Perseverance in learning.

Intended Destination

| Leave Reason | School | |
|-----------------------------|--------|-------|
| | Number | % |
| Employment | 0 | NA |
| Interstate/Overseas | 4 | 4.0% |
| Other | 0 | NA |
| Seeking Employment | 0 | NA |
| Tertiary/TAFE/Training | 0 | NA |
| Transfer to Non-Govt School | 13 | 13.0% |
| Transfer to SA Govt School | 81 | 81.0% |
| Unknown | 2 | 2.0% |
| Unknown (TG - Not Found) | 0 | NA |

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2017.

DECD Relevant History Screening

Risdon Park PS continued to follow DECD History Screening procedures in 2017. We value the support of volunteers, so the school paid for the cost of related charges. At Risdon Park PS we ensure all volunteers had a History Screening check, including volunteers who work in / with / as:

- * Breakfast Club
- * Canteen
- * Out of Hours sport coaching
- * Student Mentors
- * attending camps and excursions

Other people to have History Screening checks included, pall SSO's, 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 | 43 |
| Post Graduate Qualifications | 10 |

Data Source: DECD HR Management Reporting System, extracted Term 3 2017.

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 | 25.8 | 1.6 | 13.1 |
| Persons | 0 | 29 | 2 | 18 |

Data Source: DECD HR Management Reporting System, extracted Term 3 2017.

Financial Statement

| Funding Source | Amount |
|----------------------|----------------|
| Grants: State | \$3,765,833.64 |
| Grants: Commonwealth | \$500,383.38 |
| Parent Contributions | \$125,281.30 |
| Fund Raising | \$15,565.94 |
| Other | \$34,985.91 |

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

2017 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 2017 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 | Leadership, Behaviour Education Teacher, AET, ACEO and SSO worked with individual students in developing behaviour contracts, and engaging students in a range of programs & activities. | Less office exits in term 4, students take homes and suspension decreased. |
| | Improved Outcomes for Students with an Additional Language or Dialect | 2 students received funding. SSO's worked with students during Literacy & Numeracy classroom lessons. 1 Student took part in phonological awareness intervention program, while the other engaged in MiniLit program. | Literacy & Numeracy improvement evidenced through ESL Scales & Running Records. |
| | Improved Outcomes for Students with Disabilities | NEP's updated twice yearly. Targeted support by classroom teachers and SSO's data collected for assessment and reporting. A number of students took part in intervention programs: PA, MiniLit, MultiLit & QuickSmart. | Individual progress & achievement mapped and monitored, reported to parents. |
| 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 and Isolated Funding used for programs and events such as: whole school swimming program, performances, incursions such as FootSteps dance and students participation in excursions and camps, which included the cost of expensive bus travel including the Adelaide Zoo. Aboriginal students who were identified below SEA in Reading & Numeracy, participated in small groups, in the early years plus 1:1 instruction in targeted programs. AET & ACEO worked on a number of Cultural Competence events / training for students and staff. ILP's reviewed every term. RST worked specially with early career teachers building capacity in teaching of reading. | Higher level of student engagement in programs and events that they normally wouldn't have the opportunity to engage in. ATSI data closely monitored |
| Program Funding for all Students | Australian Curriculum | | |
| | Aboriginal Languages Programs Initiatives | n/a | |
| | Better Schools Funding | Funds used in employing SSO for extensive and comprehensive intervention programs. Funds also used to engage a mathematics expert to work with teachers in teams (requiring release) for planning, programming & assessment. | Increased levels of achievement in Maths as evidenced by PATM. |
| Other Discretionary Funding | 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, communications and meetings. Responsible for student leadership, student counselling, coordinating & managing Behaviour Education programs. | Coordinated the Engagement & Wellbeing Team, developing, monitoring & review. |