1. General information

Part A

School name: RISDON PARK PRIMARY SCHOOL
School No.: 0685  Courier: Port Pirie
Principal: Mrs Carolyn Clinton
Postal Address: Kingston Road, Port Pirie 5540
Location Address: 24 – 28 Kingston Road, Port Pirie 5540
District: Yorke and Mid North Region
Road distance from GPO: 225 kms  Phone No.: 08 86322226
CPC attached: No  Fax No.: 08 86325085

February FTE Enrolment

<table>
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<tr>
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<th>2008</th>
<th>2009</th>
<th>2010</th>
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<td>Reception</td>
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<td>Year 2</td>
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<td>Year 3</td>
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<td>Year 7</td>
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<tr>
<td>TOTAL</td>
<td>374</td>
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July total FTE Enrolment 398  401  404
July School Card (Persons) 101  103  119
NESB Total (Persons) 15  17  19
Born O/S & in Aust less than 1 yr (Persons) 2  1  2
Aboriginal FTE Enrolment 10  9  12

Part B

- Principal
  Carolyn Clinton
- Deputy Principal
  Mick Scollin
- School e-mail address
  rpps@risdonpkps.sa.edu.au
- Staffing numbers
  Teaching Staff (including Principal & Deputy Principal)
  classroom teachers x 15, LOTE teacher, NIT teachers x 2, Teacher Librarians (2 x part time), Counsellor, Special Needs, AET
School Services Officers
Admin, Finance, ICT, building and grounds maintenance, Student and Classroom Support x 5, Resource Centre x 2, ACEO, Christian Pastoral Support Worker

- OSHC
  No.

- Enrolment trends
  Expected enrolment by term 4 approx 420 each year; enrolments stable

- Special arrangements
  Involvement in Pirie and Environs Principal Cluster (7 primary schools, Special School, one secondary school), Pirie 0-8 Hub Group, Bookmark Cluster, German Hub Group, Finance Officers Hub Group

- Year of opening
  1955.

- Public transport access
  Town public transport available.

2. Students (and their welfare)

- General characteristics
  Risdon Park Primary School is an R-7 education facility, situated at the southern end of Port Pirie. The school population is centred around the middle range socio/economic strata in Port Pirie. Approximately 37% of the student population are school card holders. Thirty six students have been identified as students with a disability and have a Negotiated Education Plan. Two students have severe sight impairment and receive extensive support. Thirty one students have been identified with language and communication difficulties and receive in-school and specialist speech pathology support. A very small proportion of the student body comes from a non-English speaking background – South African, Greek, Indian, Sri Lankan, Malaysian, Pakistani, Zimbabwean, Nepalese. Several of these students are identified as needing ESL (English as a second language) support.

  The school student population draws from both the town and the rural area south of Port Pirie.

- (Pastoral) Care programs
  The school has a part-time School Counsellor; and this year also a part time CPS Worker (Christian Pastoral Support).

  Interagency support is available through CAYH, CAMHS, Families SA and Uniting Care Wesley.

- Support offered
  DECS support is accessed from Speech Pathologists, Hearing Impaired Services, Disabilities Support visiting teachers, Guidance and Interagency Student Behaviour Management Team.

- Student management
  A comprehensive Behaviour Code, which outlines positive in-class and yard behaviour; and is underpinned by our school's values. It was developed in consultation with Dr Phillip Slee (Flinders University), the local
DECS Student Behaviour Management Counsellor, Coordinator ISBM, Parents, Staff and Students, reflects a set of common values. We incorporate Values Education, through the Virtues Project, into classroom/yard behaviour and learning codes. Parents/Caregivers are involved in developing Student Behaviour Plans when necessary.

- **Student government**
  SRC (Kids Co) class reps R-7 meets every second week with staff facilitators – School Counsellor Dannielle Malone and Deputy Principal Mick Scollin. Classes are encouraged to hold weekly class meetings or learning circles. Three student-led assemblies are held each term for each of the Early Years, Primary Years and Middle Years groups; together with three whole school assemblies; that are led by the two school captains. Kids Co organises fundraising, special days and makes suggestions for improving school equipment and resources, particularly in relation to class and grounds facilities.

- **Special programmes**
  A range of programs led by Student Support teachers, Counsellor, CPS Worker and School Services Officers; cater for small groups of students with special needs in literacy and numeracy, social skills, life skills and behaviour. These include the organic garden (which has a strong focus in the school) including food preparation, Rock and Water, Friendly Schools and Families, Stop Think Do and others as the need arises.
  A Reading Room Program, operated by the Special Ed teachers, School Services Officers and parent volunteers, caters for small groups of Year 1 and 2 students requiring additional support. The Letterland strategy is used for early literacy in Reception and Year1 classes. A Challenge Group (individually negotiated problem solving program) operates for small groups in the four Upper Primary classes, with the aim of meeting the needs of high achievers across the school. An SSO is employed 10 hrs per week for work with classes and small groups of students in an alternative garden program. Opportunities are also available at John Pirie Secondary School (through the Keeping Them Connected project) for students at risk – predominantly Year 6/7 students.

### 3. Key School Policies

- **Statement of Purpose**

  **Contextual Influences**
  Risdon Park Primary School provides quality Reception to Year 7 schooling for students in Port Pirie. Opened in 1955, and rebuilt into a permanent brick structure in 1975, Risdon has a maximum enrolment of 440 students.
  The school consists of three 6-unit open space buildings, which are partly partitioned to enable individual classes to operate. Students are grouped into 15 classes in both single and composite year levels.
  The current term 1 enrolment of 389 will increase to approximately 420 students throughout the year, as the school has an intake of Reception students at the beginning of each term; and approx 30 students in other year levels enrolling throughout the year.
  Some parents help in classrooms daily. Governing Council and its subcommittees are active in the students’ education and general welfare.
The school supports several sporting teams in local competitions. These include Soccer and Netball.

Core Business
RPPS provides access to the curriculum through quality teaching and learning programs in an environment that is caring and supportive. We aim to achieve successful learning experiences for students through positive student/teacher/parent relationships and a focus on quality teaching/learning and high performance outcomes.

Our vision: The Risdon Park Primary School community empowers learners to be engaged in opportunities for quality life-long learning, in a secure environment, based on the core values of Respect, Responsibility, Cooperation, Honesty and Caring.

Our curriculum is based on the South Australian Curriculum, Standards and Accountability framework (SACSA), incorporating the Essential Learnings, Key Competencies and (ICT) Information and Communication Technology.

Areas of Learning
- English
- The Arts
- Mathematics
- Design and Technology
- Health & PE
- Science.
- Studies of Society and the Environment.
- Languages other than English (German).

Teaching and learning occurs within supportive structures:
- democratic decision-making involving students, parents and staff
- quality programs which support early intervention
- staff and student collaboration, leadership, review and development.

OUR PRIORITIES

Learning Priorities
- Literacy
- Numeracy
- Wellbeing
- using understandings and practices
- articulating and transferring skills

Literacy Objectives:
- For students to have an understanding of and ability to produce oral, written and visual conventions for a variety of purposes to an age appropriate level.
- Early years: That students will develop language skills through teaching and learning experiences in the area of Speaking and Listening
- Students will expand upon and enhance development of social skills through activity based learning centres and a play based approach to teaching and learning throughout the curriculum.

Literacy Targets:
- Staff have explicit knowledge of Writing genre/s for their relevant year level and know how to teach the genre/s by the end of 2009
Assessment rubric produced and used for all writing genres by the end of 2010
Reception “Transition” class operating from 2008 and effectiveness measured against agreed criteria
75 % of students confident, effective speakers and listeners in order to meet their future needs in social, academic, family and community contexts
100% of staff using agreed Data Collection in Early Years

Numeracy Objectives:
- To improve teacher understanding and classroom practice in all aspects of numeracy Years R-7
- To improve student engagement, achievement and application in numeracy Years R-7
- To adequately resource Maths for improved student learning
- To develop a sequential curriculum R-7 for each SACSA Strand

Numeracy Targets:
- Complete Curriculum Mapping for each Strand across R-7
- Assessing and reporting document devised, that is consistent across year levels, by the end of 2009/10
- 85% of students are working at or above their age appropriate level in maths using SACSA outcomes
- Students from Yrs 4-7 all using Accelerated Math by 2010

Wellbeing Objectives:
- To enhance the 5 dimensions of staff and student wellbeing for working together and with other members of the school community
- To maintain and improve our physical activity levels and intensity throughout the school
- To improve healthy options for food sent to school and provided by school

Wellbeing Targets:
- All students have achievements in all 5 Dimensions of Wellbeing reported on over the next three years
- Join Premier’s Be Active Challenge in term 3 and have 75% of students complete it
- Food guidelines developed, published and practiced for in-class and all school activities
- Risdon is a safe supportive learning environment:
  - at least 95% of students make harassment free decisions
  - Student Behaviour Management practices reflect our school values and current thinking about learning

Monitoring and Review
- We believe that improvement in our school occurs through ongoing monitoring of our programs and projects. The school community will have the opportunity to contribute to the review processes, both formally and at an informal level.
- Publish curriculum year overview to families, for each class, at the commencement of the year.
- Report student achievement, in line with the school’s continuous reporting framework and timeline.
- Teachers program to assess student learning outcomes, using a range of methods.
- Collect data on student achievement level.
- Collect data to determine improvements that occur, and could occur, in each of the priority areas.
- Use data to set direction for future curriculum planning, and to support those students who are educationally at risk.
- Set directions to action issues from the 2007 annual report.

**Planning and review structures include:**
- Governing Council.
- Kids Co.
- Parent/Teacher/Student interviews.
- Staff learning teams.
- Sub-committees of Governing Council.
- School Leadership Team.
- Supportive Line Management practices.
- Continuous reporting structures.
- Teacher judgement, anecdotal information.
- Data Collection using: Results of Diagnostic Tests for Maths, Reading, Writing and Spelling, National Testing for Numeracy and Literacy, National Competitions in English, Spelling, Writing, Maths, Science and Computer Education.

### 4. Curriculum

- **Subject offerings**
  
The 8 areas of study are offered Maths, English, Health and PE, Science, Design and Technology, Society and Environment, The Arts and LOTE (German – for years 1-7). In addition we offer yr 5, 6 and 7 students the opportunity to participate in an Instrumental Music Program (brass, woodwind, piano and guitar) and Combined Schools’ Choir.

- **Open Access**
  
  Available on application; Centra teleconferencing system installed

- **Special needs**
  
  A teacher, Jenni Thomas, leads the Student Support Group of 2 teachers and principal. She also liaises with Disability Services, support teacher for the Hearing Impaired, and other agencies. Jenni is also responsible for programs for the students who have Speech Pathology programs. Four School Support Officers assist teachers to implement programs offering class support and withdrawal support. Students with significant learning disabilities/difficulties or behavioural difficulties are provided with additional support through alternative programs and are encouraged to participate in all school activities.

  **support programs include:**
  
  - Early Bird Reading Room – for Yr 1 students requiring additional reading support
  - Additional reading groups for Yr 1, 2 and 5 students
  - Living skills
  - Gardening
• Swimming – during terms 2 and 3 for some students on NEPs
• Speech/Language programs are individualised according to student needs
• Coordination program- fine and gross motor skills development for children from Reception to Year 3.
• Community – Road safety
• Enrichment program (Challenge Group) – in addition to classroom programs, a Year 6/7 group is established for students to access extension and innovation in higher order thinking skills.
• Parent volunteers assist with individual programs with several students.

• Teaching methodology
  15 single classes in three 6-teacher Open Space Units. The Resource Based Learning/Information Literacy methodology is implemented jointly with the Teacher/Librarian, offering two major topics per class over the year (ie 2 terms). A few teachers elect to do some team teaching, streaming across two classes, and peer group/cross-age tutoring especially for reading sessions. Two of the three Reception teachers work collaboratively, with one of the classes being a ‘transition to school’ class, using play-based learning methodologies; and with the students transitioning into the other Reception classes throughout the year, in line with their readiness. ‘In-class’ SSO support and alternative programs are operating for students with learning difficulties.

• Assessment procedures and reporting

**Reporting Overview 2010:**
Our Assessment and Reporting practices are consistent with the (DECS) Department of Education and Children’s Services policy. We aim to report your child’s progress in ways that are meaningful to you, efficient to implement and effective in their practice.

Formal reporting takes on various forms and these, together with the timeline for 2010, are listed below.
Teachers also report informally to parents in many ways throughout the year, for example letters, discussions, appointments/interviews, students’ work, class events, newsletters.

**Term 1:**
By the end of week 3, teachers provide an introductory letter and curriculum overview
“Meet the Teacher” open night Tuesday week 3
First Impressions report – all students – week 9

**Term 2:**
Week 4 – parent/teacher/three way interview – all students
First Impressions report – Reception students in their first term at school and all other students new to the school
Summative Report – all other students

**Term 3:**
Selection of students’ learning sent home during the term
First Impressions report - Reception students in their first term at school and all other students new to the school
Optional interview

**Term 4:**
5. **Sporting Activities**

Students have the opportunity to participate in a wide variety of out-of-hours sport either in a school or community team. Students are invited to try out for selection in a variety of SAPSASA sport teams. The school holds an annual sports day in Term 3. Many sports skills sessions and carnivals are provided throughout the year, so that students at all year levels have the opportunity to learn the basics of a variety of sports.

6. **Other Co-Curricular Activities**

   - **General**
     Weekly lunchtime activities (Crazy Crafts and Tournament Corner) are organised for students, by our CPS Worker.
     Kids Co (SRC) coordinate a fundraising event for a nominated charity each term.
     The school has a Yr 5, 6,7 senior student Choir, which participates in a local Combined Schools’ Choir performances in the Keith Michell Theatre.
     Our LOTE (German teacher) promotes students entering competitions; and supports them to attend celebrations in Adelaide. Over the last few years we have been highly successful in the state Schutzenfest competition.
     Students plan and operate, together with the class teacher and Fundraising Committee, a stall / stalls for the biennial Risdon Fete for fund-raising.

   - **Special**
     Students are encouraged to support worthy causes through various fundraising activities e.g. World Environment Day, Clean Up Australia Day, Childhood Cancer. Some of these activities are organised by our students leaders through Kids Co (SRC)

7. **Staff (and their welfare)**

   - **Staff profile**
     A fairly stable staff situation exists, with several teachers usually taking short term long service leave during the year. The school has 4 or 5 contract positions each year. 3 teachers are on or have returned from maternity leave to part time roles.

   - **Leadership structure**
     Several leadership teams consists of Principal, Deputy Principal, substantive Key Teacher, two AST1s, school counsellor, CPS Worker, four learning team leaders (teachers), two curriculum Coordinators, an SSO leader and Governing Council chairperson.
Staff support systems
Staff members are responsible for disseminating information and acting as a focus/contact person for at least one area of study; and for cross-curricular roles. Staff are encouraged to develop team work and peer support and they meet every third week in Unit meetings as part of the Staff Meeting structure, to discuss Unit and whole school issues. Unit leaders and the SSO leader meet with senior staff three times per term for management support. SSOs meet three times each term with the principal. Teachers are strongly encouraged to attend professional development opportunities that are offered on a District and statewide basis, together with regular times being available for in-school roles and priorities. It is planned that during this year, across the Pirie and Environs cluster, teachers will be providing/accessing social skills and behaviour management programs to/from each other.

Performance Management
Four Line Managers support the performance of teachers; with the Principal and Deputy Principal having the major roles. One AST1 and a substantive Key Teacher each line manage a teacher throughout the year. In addition, the Principal supports and line manages the SSOs. Performance Management includes both formal and informal structures and staff are encouraged to share responsibility for their performance, through a processes of negotiation, support, facilitating and leading; in line with the DECS Performance Management Policy and Guidelines; and linked directly with each staff member’s Performance Plan and Personal Development Plan. A culture of continual learning and improvement is fostered.

Staff utilisation policies
Utilisation of teaching staff has been outlined above.
We have 2 part time SSOs in charge EDSAS Administration; five who cover general administration, teacher/Resource Centre/classroom support; one who maintains the garden; and one who has ICT network technician and facilities maintenance skills. Grounds maintenance has been undertaken by SSO Darryl Partridge.

Access to special staff
Students have the opportunity to be involved in an Instrumental Program by travelling to the John Pirie Secondary School. Teachers access support from interagency Student Behaviour Management personnel, Guidance Officer, Student Support Visiting Teacher, Teacher of the Hearing-Impaired, Speech Pathologists, (SASVI) SA School for Vision Impaired and SA Downes Syndrome and Autism Associations.

8. Incentives, support and award conditions for Staff

- Complexity placement points
  N/A

- Isolation placement points
  Risdon Park Primary School attracts 2.0 points.
  Country Incentive Leave applies to staff at Risdon Park PS.
• Shorter terms
  No additional incentive to the government incentive – 10 week fourth term, if the 37.5 hours training and development is completed.

• Travelling time
  Because of our distance from Adelaide, negotiated travelling time can be included in the year’s 37.5 hours' training and development record.

• Housing assistance
  There is some Government Housing available in Port Pirie.

• Cooling for school buildings
  Refer to School Facilities section below.

• Cash in lieu of removal allowance
  This applies to Risdon Park Primary School.

• Additional increment allowance
  Applicable to Risdon Park.

• Designated schools benefits
  N/A

• Aboriginal/Anangu schools
  N/A

• Medical and dental treatment expenses
  Applies to Risdon Park.

• Locality allowances
  N/A

• Relocation assistance
  Applies.

• Principal’s telephone costs
  Applies.

9. School Facilities

• Buildings and grounds
  Classroom provisions include three six-teacher open-space units; two transportables used as Science/Technology and LOTE German rooms; two double transportables converted to an Information Technology Centre and an Activity Room.

  A major upgrade of electrical services to the Unit teaching spaces and heating/cooling systems have been installed in the Early Years and Middle Years buildings. We are seeking Capital Works finding for the next stage of this project, to be extended to our third Primary Years teaching unit. The school grounds are an important feature, being well maintained with an emphasis on greenery for shade and safe play surfaces. A shade structure has been erected over each of our 3 play equipment areas; and 6 large verandahs have been erected outside the three teaching blocks/units. Operable blinds have recently been installed outside two of the Reception classroom areas, to create indoor/outdoor learning environments.
• Cooling
  Two split-system reverse cycle air-conditioners service the Administration area. Two of the three teaching units, Hall, Computer, LOTE, Activity and Technology rooms; and Resource Centre all have new split system heating/cooling units.

• Specialist facilities
  The Resource Centre is well equipped for school use, with a wide range of book and non-book resources, access to the Internet and CD Rom and TV and video facilities. The LOTE room is a separate transportable classroom which has recently been reclad and relined and fitted with new windows and carpet. In 1997 we saw the completion of renovations to a double transportable building which is now an excellent facility for teaching and learning in Information Technology. The room currently has 16 computers which are networked; together with one in each classroom and the three Unit teacher preparation areas; and 6 in the Resource Centre. All these computers, plus those in the staffroom and front offices, provide access to the Internet.

• Student facilities
  The school has a canteen that operates as recess and lunchtimes five days a week. The Governing Council employs the Manager. Students have access to the Computing Room and Resource Centre at lunchtimes. They also have use of the school hall and Activity Room for Arts and physical activities.

• Staff facilities
  The staffroom is equipped to meet the needs of staff. The office areas are due to be upgraded sometime in the future. The Staff Room has computer facilities networked to the administrative computers and with internet access. Each teaching unit has a teacher prep area/office, equipped with computer and printer facilities and a phone.

• Access for students and staff with disabilities
  Ramps are in place to each teaching unit, for wheelchair access. The school has one toilet for the disabled.

• Access to bus transport
  Public transport is available for students throughout Port Pirie, but is infrequent other than before and after school pick-ups. Students who live out of town also have access to a number of DECS school buses.

• Other
  N/A

10. School Operations

• Decision making structures
  Staff, Parents and Students are able to have input into school operations via the PAC, Leadership team, Staff Meetings, Governing Council and its sub-committees; staff learning teams and SRC (Kids Co).

• Regular publications
  Newsletters, which alternate between a full school newsletter and news sheet, are published weekly and provide information for the whole school community. Staff is kept informed of daily events and training opportunities
etc through the weekly Staff Bulletin (which is emailed to staff) and entries in the Day Book. A Staff Handbook/Induction Book is provided for each person, as is a TRT reference handbook.

- Other communication
  Junior students have a Communication Book, while the Middle and Upper Primary students have a diary. Regular use by both the students and their parents is an expectation.

- School financial position
  The school operates with a pre-planned, prioritised budget and is closely monitored.

- Special funding
  The school receives some funding through Investing in our Schools, Remote and Rural Areas Program (formerly CAP), ITAS, Early Assistance and Literacy and Numeracy.

11. Local Community

- General characteristics
  Port Pirie, with a population of approximately 16,000 in the Council area, in the main depends upon the Nyrstar smelter for employment. The retail sector attracts out of town patronage. The city is noted for its friendliness. Sporting opportunities are wide and varied. Cultural opportunities are provided through regular local groups and events at the Keith Michell Theatre.

- Parent and community involvement
  The Governing Council and its associated sub-committee provide outstanding service and support to the school. Some parents are involved in volunteer classroom programs and the canteen on a daily basis.

- Feeder schools
  n/a

- Other local care and educational facilities
  Port Pirie has two Child-Care Centres, four Pre-schools, four Public Primary Schools, one Public Secondary School, one interdenominational R-12 school and one Catholic School with separate campuses for Preschool-7 and 8-12 students. Port Pirie has a large TAFE campus, which is part of the Spencer Insitute of TAFE.

- Commercial/industrial and shopping facilities
  Port Pirie is well serviced by a variety of retail and business outlets, which are located in the City Centre, Pirie Plaza and along Main Road. These include hardware, supermarkets, specialty shops, three motels (servicing the Flinders Ranges), cabin park, two caravan parks, furniture/carpentry, hardware, homeware, car dealerships, service to the surrounding rural area.

- Other local facilities
  There are several doctors, dentists and other health care providers available in Port Pirie and Districts. We have an SA Ambulance Service, Metropolitan Fire Service and Regional Police Station. We have a quality hospital servicing Port Pirie and Districts; with specialist access on a
visiting basis. There are several sporting clubs available for social gatherings. The city has a quality public library service. Good facilities are available for a variety of sport and recreational activities, including a synthetic hockey surface.

- **Availability of staff housing**
  OGEH rental is accessible, as are other rental or purchase options. These are advertised privately or through the numerous local Real Estate agents.

- **Accessibility**
  Port Pirie is several kilometres off National Highway One. Accessibility by road from Adelaide to the south; Port Augusta the Far North and Eyre Peninsula to the north, is by very good highways. The Premier Stateliner coach group offer a number of regular services each day; with coaches from Alice Springs, Ceduna, Port Lincoln, Whyalla and Port Augusta making scheduled stops in Port Pirie.

- **Local Government body**
  The Port Pirie Regional Council is the local governing body. The mayoral and council offices are located in the City Centre.