



Risdon Park Primary School 2019 annual report to the school community



Government
of South Australia
Department for Education

Risdon Park Primary School Number: 685

Partnership: Pirie

Name of school principal:

Mr. Jason Saxby

Name of governing council chairperson:

Ms. Joanne Seyfang (Vice Chairperson)

Date of endorsement:

2nd March 2020

School context and highlights

Our school continues to be the largest DfE Primary School in Port Pirie with enrolments of 377 beginning 2019. The beautiful spacious grounds, 3 open space buildings which include six classrooms per building, not forgetting specialist subjects housed in four outer buildings. 2019 was a significant year for Risdon Park Primary School (RPS). Heralding long-lasting changes early in term one, the Year 7 to High School pilot program drew major support throughout the Pirie Partnership for early transition of year 7's to high school. Change also regarding our category rating from level four to level two. In the immediate future, this will provide for a more accurately reflected level of support for our students attending RPS. Academically, our students showed real improvement with individual and cohort gains celebrated across foundation to year seven. The introduction of Berry Street and mindfulness activities in each class importantly catered for a holistic approach to child development. Significant attention to wellbeing underpinned the ability of our students to grapple with new learning. A focus upon this significantly affected our incidents of negative student behaviour in the yard. Berry Street professional development continues in 2020. A substantial upgrade to our website also occurred in 2019. Showcasing our wonderful school through technology is one way we have attracted potential enrolments, with approximately fifty kindy children starting in 2020. Three short videos about our school are marvellous snapshots of what is on offer at Risdon and include a day in the life of a student and ex-students proudly proclaiming that they too went to Risdon. Our school became the 331st site in the state to be connected to the Department for Education's new high-speed, fibre optic internet connection. This is a landmark moment as this new connection should be significantly faster than the previous connection with teachers and students reportedly already experiencing a real improvement. Our community connections were made stronger with events such as our Remembrance Day service held at our school, swimming programs, book week celebrations, combined choir performance at the Keith Michell Theatre and SAPSASA carnivals. Our front office received significant upgrade to ensure that our community felt welcomed and valued with our school history now being able to be displayed with our new cabinets showcasing our trophy's and memorabilia.

Governing council report

Front Office Developments

We have a long and proud history at Risdon Park Primary School and our new display cabinet allows us to show our hard won trophies. We also have a selection of year books and great black and white/coloured photographs of classes from days gone by. Other changes include a much more student friendly front desk allowing for people with special needs to also feel welcome as they enter our school.

Our quest to become cashless.

We sought a faster and more efficient way to collect regular payments, turning to innovative online solutions that optimise the ever-increasing access parents have to computers and hand-held devices. This comes through the adoption of specialised online payment applications that allow schools to be paid instantly through a website or mobile phone app made available to all parents and administered through software managed by the school.

Student Report Time

A proposed change to the format of student reports was presented to Governing Council for their consideration. A more 'user friendly' detailed report enables parents and carers to understand more fully the progress of their child without searching for important information. This was positively received by Governing Council.

Berry Street

Significant sourced funding enabled staff to be trained in the Berry Street Trauma-Informed Positive Education program. The purpose is in creating a strong culture of independence for academic tasks by nurturing student resilience and emotional intelligence. A team of teachers attended the 2019 Trauma Aware Schooling Conference in Brisbane. The Well-being Leader and her team became significant catalysts for change by sharing their learning with others and allowing teachers to observe classroom practice. A Parent Session on Monday, 18th of November from 7:00pm to 8:00pm enabled parents/carers and families to become informed about the program.

The purchase of our brand new BBQ enabled a free sausage sizzle to be provided to families. These opportunities to connect with community are extremely important and a way forward to ensuring we have an avenue of open communication. A big thank you to those parents who volunteered their time to cook throughout the year.

Finally, we thank Mr Jason Saxby for his contribution to our school community and wish him well in his new appointment.

Improvement planning - review and evaluate

The school took part in an External School Review in week eight of term one. It focussed upon 3 key areas: How effectively does the school use improvement planning processes to raise student achievement, How effectively are teachers supporting students to improve their learning and, to what extent does the school provide conditions for effective student learning. The review found that students reported a sense of being safe and having pride in their school. They also reported that staff care about them and see them as individuals. The External Review found that staff are currently using learning journals to collect evidence to support students in their class. These journals have enriched professional understanding around the use of data and evidence to inform learning. Network teams participate in professional dialogue, share practice and build capacity, supported by a member of the leadership team. Intervention is data-driven with several evidence-based programs supporting student learning. Some practices required further development in order for the school to maintain its increase in positive results and the following recommendations are made to drive school improvement over the next 3 years.

1. Develop processes to ensure all staff have shared understanding, ownership and accountability of the SIP and introduce clear structures and processes which drive and support the improvement agenda and provide continuous monitoring, evaluation and review.
2. Develop, implement and monitor whole school approaches which provide consistency and common understanding of effective pedagogical practices and support students as they progress through school.
3. Strengthen student agency in learning and provide opportunities for all students to receive stretch and challenge through co-constructing the curriculum, setting individual learning goals, and establishing clear learning intentions and success criteria which enable students to monitor and assess their learning.

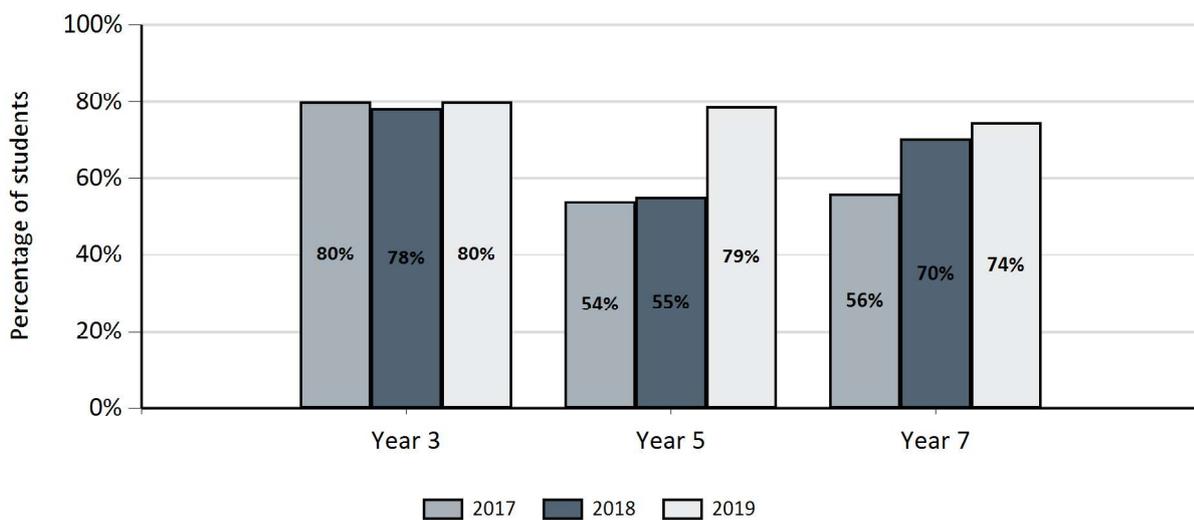
Encompassing findings of external review, RPS focused upon Maths as an identified priority of our Site Improvement Plan (SIP) We benefited from DfE support to interrogate school performance data confirming scope for student growth in problem-solving and number sense. Analysis informed and confirmed priorities of our improvement agenda. Achieving collective agreement from staff to commit to teaching problem solving in class. Providing access to guidebooks/professional readings encouraging teachers to examine their beliefs, attitudes and dispositions towards teaching of mathematics and connecting proven practice. Delivering TfEL Learning Design professional development facilitated teacher use of common models of learning and teaching to underpin classroom practice. The act of addressing student misconceptions focused upon informing professional practice providing the alignment of curriculum, pedagogy, assessment and reporting. Collaborative planning with Numeracy and Literacy Coordinators ensured a stronger working relationship with staff through 'in class' support and modelling of best practice driving for learning improvement against each identified challenge of practice. This has been evident in teachers adopting and trialling the four principles of mathematical problem-solving as outlined in the guide books. Importantly, a common agreement of staff to teach Mathematical Problem Solving at least 3 times per week with the Foundation year working towards 3 per week by the end of term 3 is now reflected in our agreed statement of practice.

Performance Summary

NAPLAN Proficiency

The Department for Education 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 1 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 SEA for reading and numeracy.

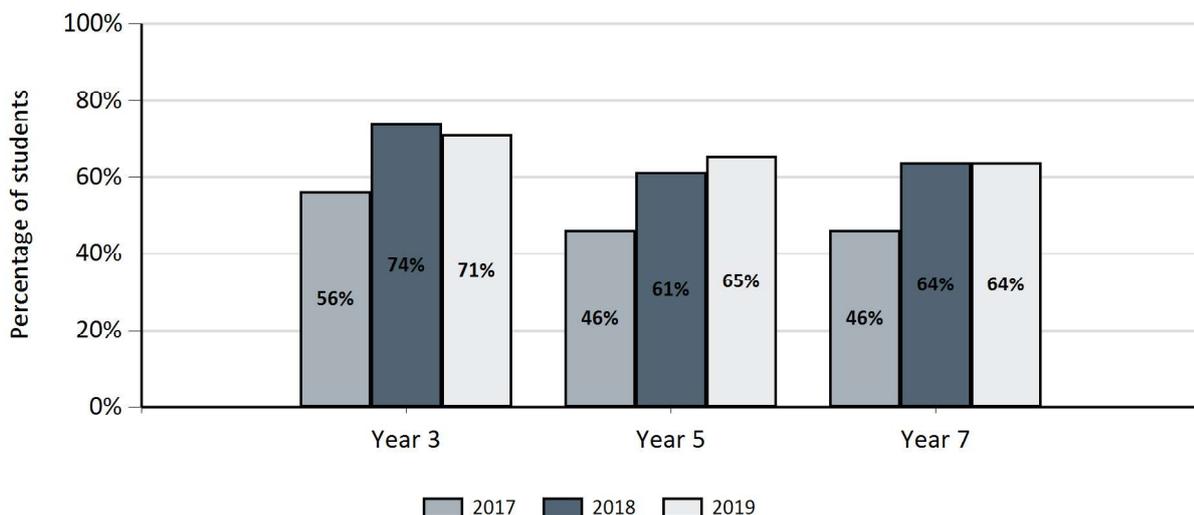
Reading



Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2019.

*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: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2019.

*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 2017 to 2019 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	15%	14%	25%
Middle progress group	57%	63%	50%
Lower progress group	28%	23%	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2019.

*NOTE: Reporting of data not provided when less than six students in the respective cohort (shown with an asterisk). 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	11%	20%	25%
Middle progress group	65%	64%	50%
Lower progress group	24%	16%	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2019.

*NOTE: Reporting of data not provided when less than six students in the respective cohort (shown with an asterisk). 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 2019	45	45	16	5	36%	11%
Year 3 2017-19 average	48.7	48.7	13.7	7.3	28%	15%
Year 5 2019	52	52	6	4	12%	8%
Year 5 2017-19 average	50.3	50.3	6.7	2.7	13%	5%
Year 7 2019	47	47	6	7	13%	15%
Year 7 2017-19 average	48.0	48.0	5.3	4.7	11%	10%

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2019.

[^]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

In 2019, our approach focused upon data conversations that centred upon student academic growth. Initially, the data trends revealed that our students made solid starts, sitting above SEA, yet the gap closed as students progressed through year levels of schooling. Insight that provided the most effective way to describe the reasons for a shared purpose for pedagogical change. As referenced earlier, our work in gaining whole school perspectives and approaches to teaching and learning underpinned our staff meeting focus. Our positive results show the importance of collaborative proven effective practice.

In NAPLAN, our year 5 reading 2019 result was an increase from 2018 and the highest result to date breaking the previously 'saw-tooth' pattern of results. Importantly this returns our results in Reading above the historic range for the first time since 2013. Our year seven 2019 Reading result is an increase from 2018 and continues the established increasing pattern of results and remains above the historic range. It is a notable increase from the relevant year 5 cohort result (from 54% in 2017 to 74% in 2019).

Our NAPLAN Numeracy results for 2019 shows increase from 2018. Again breaking the previously observed 'sawtooth pattern' of results remaining above the historic range and is a notable increase from the relevant (apparent) year 3 cohort result (from 56% in 2017 to 65% in 2019). Although our year 7 Numeracy result is the same as 2018, it is a notable increase from the relevant (apparent) year 5 cohort result (from 46% in 2017 to 64% in 2019).

Measured against our Site Improvement Plan, we were successful in meeting our targets for 2019. In Maths, our PAT M assessment showed that we surpassed our targets by approximately two years. Hence new targets set for 2020 will reflect our high expectations regarding teaching and learning.

Attendance

Year level	2016	2017	2018	2019
Reception	91.7%	87.6%	89.3%	89.9%
Year 1	92.1%	92.4%	89.6%	89.7%
Year 2	89.6%	92.3%	89.9%	89.4%
Year 3	89.5%	90.6%	92.9%	90.8%
Year 4	89.4%	90.6%	91.1%	93.2%
Year 5	88.7%	88.2%	89.3%	91.2%
Year 6	86.8%	89.2%	88.1%	87.4%
Year 7	87.7%	89.4%	85.6%	89.1%
Primary other			29.0%	
Total	89.4%	90.1%	89.5%	90.0%

Data Source: Site Performance Reporting System (SPER), Semester 1 attendance.

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

Attendance comment

2019 data showed a 0.5% rise in Student Attendance compared to 2018. This included up to 27 students identified as Chronic Non-Attendees (10 days or more absent a term) and 58 students identified as Habitual Attendees (5 -10 days absent a term). A number of strategies and processes are in place to track, monitor and support families including text message and Apps set up for notification of absences, daily phone calls, letters home, home visits and parent meetings. RPPS also utilises a Department Attendance Officer for any students with identified ongoing attendance concerns.

Behaviour support comment

RPPS has classroom and yard Behaviour Management policies in place to support teachers and students. Strategies used within these policies include Restorative Practices, Buddy Class/Office Exit and Reflection Room with reflective learning set up for students during these times.

2019 data showed a significant decrease in yard incidents (224 incidents) compared to 2018 (302 incidents) for the year. 2019 classroom behaviour data also showed a decrease in Office Exits, Take Home Suspensions, Suspensions and Exclusions compared to 2018 data. The introduction of Mindfulness and Flooding the Yard at the start of 2019 has supported this decrease and has also begun the process for implementing more consistent proactive strategies to support student behaviour

Client opinion summary

In the External School Review conducted in March 2019, students reported a sense of being safe and having pride in their school. Students reported that staff care about them and see them as individuals. Students spoke of strong relationships with adults in the school. Behaviour improvement was indicated by students as an area for development. This area was also consistent with the feedback received from families and staff. The Review recommended action on reviewing the behaviour policy with all stakeholders so that processes are owned by all, consistently delivered and presented in a child friendly format.

The External Review reported that, "Parents are happy with the school and commend the school on its proactive approach to communication if any issues arise"

Action: A client opinion survey will be conducted in 2020 to enable more a comprehensive summary.

Intended destination

Leave Reason	School	
	Number	%
Employment	0	NA
Interstate/Overseas	1	1.1%
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	17	18.5%
Transfer to SA Govt School	74	80.4%
Unknown	0	NA
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2019.

Relevant history screening

Risdon Park PS continues to follow Department of Education History Screening procedures in 2019, valuing the support of volunteers. The school continues to pay for the associated cost of related charges.

At Risdon Park PS, we ensure all volunteers have a History Screening Check, including personnel who support in:

- Breakfast Club
- The Canteen
- Out of Hours port coaching
- A mentoring capacity
- Attending camps and excursions

Qualifications held by the teaching workforce 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	37
Post Graduate Qualifications	13

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2019.

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	24.0	1.0	11.1
Persons	0	25	2	15

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2019.

Financial statement

Funding Source	Amount
Grants: State	\$2 342.89
Grants: Commonwealth	\$4299,175.08
Parent Contributions	\$131 999.10
Fund Raising	0
Other	\$21 876.43

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

2019 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 2019 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress made towards these outcomes
Targeted funding for individual students	Improved behaviour management and engagement	Leadership, Behaviour Support Teacher Release, AET, ACEO and SSO worked with individual students in developing and implementing behaviour contracts and engaging students in a range of programs & activities.	2019 data showed a significant decrease in yard and exit to office incidents.
	Improved outcomes for students with an additional language or dialect	n/a	
Targeted funding for groups of students	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	Increased number of students achieving SEA in literacy and numeracy.
Targeted funding for groups of students	Improved outcomes for <ul style="list-style-type: none"> • rural and isolated students • Aboriginal students • numeracy and literacy including early years support First language maintenance and development Students taking alternative pathways Learning difficulties grant	Rural and isolated funding used for programs and events such as: whole school performances, incursions such as Footsteps dance and students participation in excursions and camps, which included the cost of expensive bus travel to Adelaide. 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. LP's reviewed every term.	
Program funding for all students	Australian Curriculum	Intervention programs, teacher release for SPA testing, Visible Learning professional learning for teachers and implementation.	Increase in number of students in the top two bands in NAPLAN bands in R.
	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.	2019 SIP targets were met. Increased number of students achieving SEA.
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.	Berry Street program implemented across the school.