



# Risdon Park Primary School

## 2020 annual report to the community

Risdon Park Primary School Number: 685

Partnership: Pirie

Signature

School principal:

Ms Julie Petersen

Governing council chair:

Mrs Kathryn Johnson

Date of endorsement:

5 March 2021



Government  
of South Australia  
Department for Education

## Context and highlights

Our school continues to be the largest DfE Primary School in Port Pirie with enrolments of 314 beginning 2020. It has beautiful spacious grounds, three open space buildings with six classrooms per building and specialist subjects (Italian, Science, Health and PE) occur in four outer buildings.

A new leadership team with tenured positions was appointed over the year, comprising of a Principal, Deputy Principal, a Student Wellbeing Leader and SSO 3 Business Manager. The stability of a strong team built momentum in raising student achievement and upgrading school facilities.

Significant work revolved around implementing structures, routines and whole school expectations to provide an inclusive, safe and supportive learning environment. This included the restructure of the school day to include the lunch break first which benefitted student learning, health and wellbeing. The elimination of rubbish from the yard was an incidental benefit. Raising the standard of behaviour and achievement was a key focus in working towards our vision, to nurture and academically challenge each student. The implementation of the RPPS Six Givens and Three Imperatives became our core business. The Givens for Every Learning Environment include 1. An Atmosphere of High Expectations 2. Quality Relationships 3. Positive Classroom Tone 4. Excellent Presentation and Handwriting 5. Correction of Student Work and Constructive Feedback 6. Excellent Classroom Display- Relevant and Educationally Stimulating. The 3 Imperatives for Engagement: All staff will ensure that: 1. Students are safe, have trust, respect and feel valued. 2. Students have work at their level. 3. Students have friends at school. Developing the expertise of staff to provide the best possible chance of success was another focus and underpinned by our mantra. "Together we learn, together we achieve"

Covid 19 restrictions had silver linings. We implemented effective and more efficient means of communication through Teams and Dojo, and increased collaboration between teachers in developing onsite and home based learning. Significant personal growth of staff and students occurred as we learnt new ways of 'being' and attending to each other's wellbeing. The Berry Street Education Model intensified across each year level with mindfulness activities and 'circle time' becoming embedded practice to support the wellbeing of students. Covid restrictions had a significant impact on connecting with the school community and participating in the usual important events. The Welcome Evening, Sports Day, Remembrance Day Service at school, Book Week celebrations and "Dusty Mob" troupe were memorable events.

## Governing council report

This year we welcomed new Principal Julie Petersen. We have supported Julie with implementing changes to the daily routine. This has seen a positive impact on learning and a significant reduction in litter and rubbish around the school grounds.

Like all schools, we were faced with the challenges presented by COVID1-19 and adapting to the government restrictions put in place. We adapted well. Initially meetings were held via tele-conference, then zoom until we could return to meeting in person on school grounds.

The AGM of the Governing Council was held via zoom which saw many new parents come onto Governing Council with fresh ideas and enthusiasm.

The constitution was reviewed and clarified. Governing Council members completed training online offered by the Department for Education.

New subcommittees were formed for the canteen, grounds maintenance and fundraising.

A busy bee was held in term 4. Some tasks were identified from the inspection and risk assessment carried out by the Department of Infrastructure. However, the main focus was the clean up of the community garden. The busy bee was well attended and is the start of many opportunities to engage with the school community. It is hoped that the community garden can be re-established and put to good use.

The fundraising committee identified a number of ideas and opportunities for fundraising. We have sought input from the school student representative council, "Kids Co" regarding ideas for fundraising and what items and initiatives they would like to raise money for.

A Hot Cross Bun fundraiser was held at the end of term 1 to coincide with Easter.

In term 4, each student provided a self-portrait to create a class tea towel to be sold. This required a lot of effort from class teachers and school administration which is recognised and greatly appreciated.

Some of the ideas for fundraising had to be deferred due to Covid-19 and will hopefully be able to go ahead in 2021.

Covid-19 certainly had an impact on the school structure but the students, teachers and school administration adapted well to minimise the impact on learning.

# Quality improvement planning

The recommendations made by the External Review in 2019 set the agenda for the 2020 school improvement 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.

The incoming Principal in consultation with staff of RPPS reviewed and modified the 2019 site improvement plan and established 2020 Priorities:

- Wellbeing: The implementation of the Berry Street Education Model, with a whole school focus on implementing "Circle Time" and mindfulness activities.
- Literacy: Developing reading and comprehension proficiency through providing reading instruction to include all 6 components of reading (Oral Language, Phonics, Phonemic Awareness, Vocabulary, Fluency and Comprehension), previously only oral language.
- Numeracy: Enhancing comprehension and mastery of worded problems through further developing the RPPS Math's worded problem solving model.

The Implementation and documentation of a Literacy Block across R-3 was most significant. The structured and routine literacy block including daily practice of the essential reading components. A Phonics/Phonological Awareness Warm-Up, Jolly Phonics/Grammar, Spelling Mastery and Guided Reading. Guided Reading was extensively resourced to enable small groups and a differentiated reading program to extend all learners. Priority was given to developing the expertise of staff through targeted professional learning in evidence based practices to enhance literacy and numeracy instruction and student wellbeing.

Implications for 2021

To increase the number of students achieving the DfE Achievement benchmarks in Reading by extending 2020 work through the following priorities.

- Wellbeing: Strengthening Circle time, developing student's ability to self-regulate and adopt a growth mind set.
- Literacy: Enhancing reading and comprehension proficiency through adopting an R-6 approach to teaching reading.

Literacy Targets

- 10% improvement in the number of students achieving the Year 1 Phonics Screen Benchmark.
- Students increase by at least two reading levels each term
- 10% increase in the number of students achieving SEA in year 1 and 2 Running Records
- All students achieve at least a 0.4 growth in PAT Reading.
- Numeracy: Increasing the comprehension and mastery of worded problems through the use of a problem solving model and manipulates.

Numeracy Targets

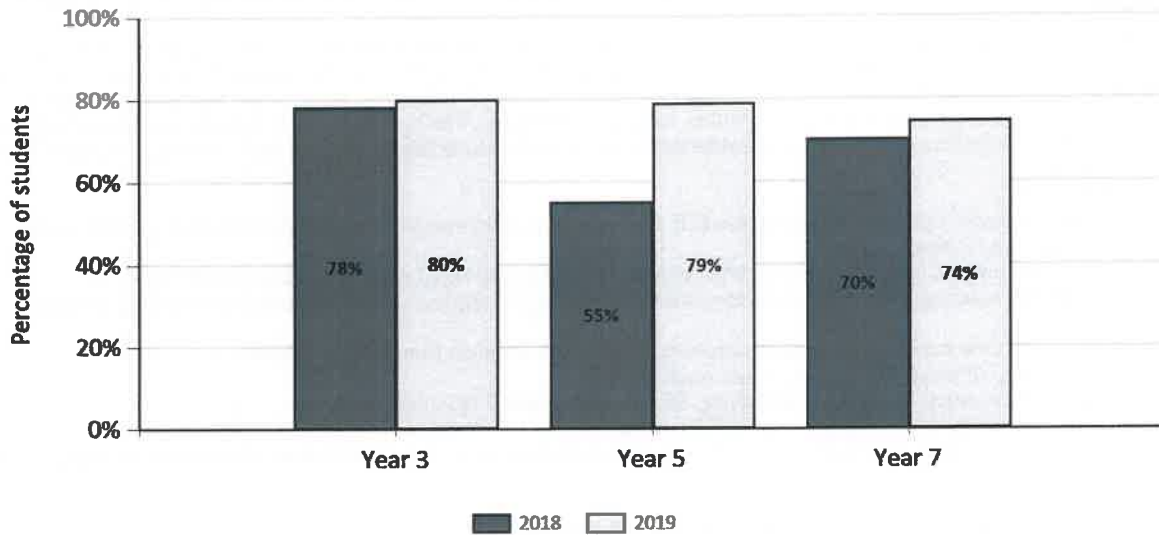
- 10% increase in students achieving the higher bands in PAT M testing.
- All students achieve at least a year's growth in PAT Mathematics

# 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

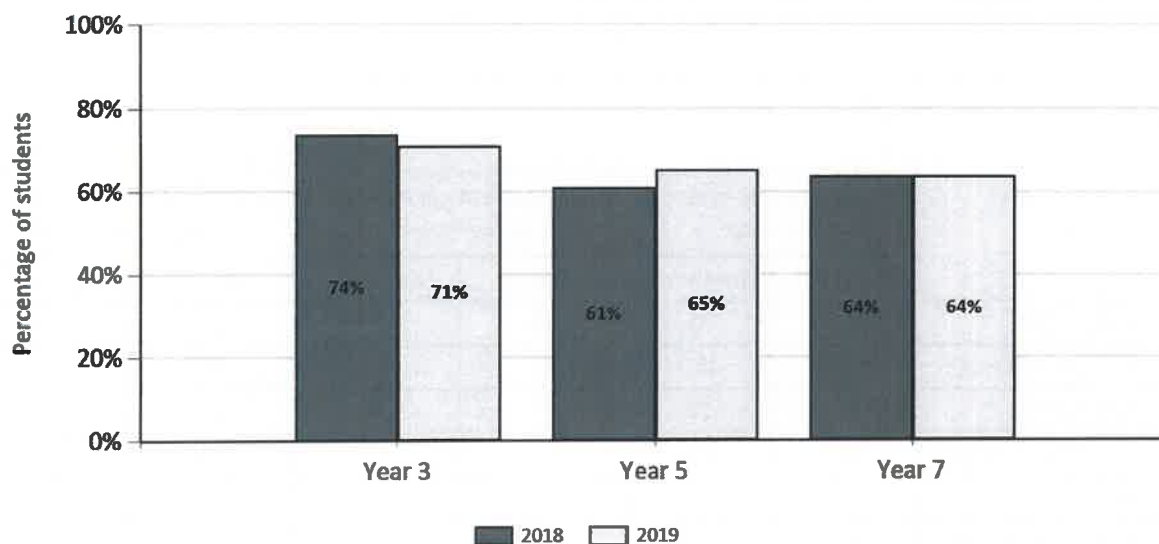


\*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2020.

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



\*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2020.

\*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 2020 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 2020.

\*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	*	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 2020.

\*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 <sup>^</sup>		No. of students achieving in the upper two bands		% of students achieving in the upper two bands <sup>**</sup>	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 3 2019	45	45	16	5	36%	11%
Year 3 2017-2019 Average	48.7	48.7	13.7	7.3	28%	15%
Year 5 2019	52	52	6	4	12%	8%
Year 5 2017-2019 Average	50.3	50.3	6.7	2.7	13%	5%
Year 7 2019	47	47	6	7	13%	15%
Year 7 2017-2019 Average	48.0	48.0	5.3	4.7	11%	10%

\*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2020.

<sup>^</sup>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

2020 Literacy Goal: To Increase the number of R-2 students exceeding the Standard of Education Achievement in Reading.

Target

- 10% improvement in the number of students achieving the Year 1 Phonics Screen Benchmark.
- 10% increase in the number of students achieving Department standard in year 1 and 2 Running Records.

2020 Mathematics Goal: To Increase the number of Year 3-6 Students achieving the Department benchmark in Mathematics.

Target

- 10% increase in students in students achieving the SEA in PAT M testing and NAPLAN

Outcome

Between 2019 and 2020 there was little increase in the number of students achieving Reading and Maths benchmarks.

Achievement of Bench Marks

- Running Records: (Rec-68%-20% just below, Year 1-67%-8% just below, Year 2-64%-6% just below,
- PAT Reading (Year 3-74%, 4-81%, 5-84%, 6-76%, 7-75%)
- PAT Maths (Year 3-74%, 4-78.5%, 5-79%, 6-84%, 7-50%)

Our major focus was Literacy improvement, since when literacy achievement improves then students have more change of success across other curriculum areas.

Noteworthy is the dramatic increase in the reading levels of R-2 Students demonstrated through Running Records from the implementation of the literacy block, mid term 2. A significant number of students increased up to 13 reading levels by the conclusion of Term 4.

In addition, there was a 16% improvement from the previous year in the Year 1 Phonics Screen, exceeding our target. Most impressive was that 50% of the Receptions achieved the Department benchmark in the Year 1 Phonics screen.

Reciprocal Reading was a strategy introduced into Guided Reading, predominately in the middle primary years. 90% of students involved showed significant growth, exceeding well beyond the expected standard.

Implications for 2021

- Refine the literacy block structure and extend it beyond the Junior school.
- Enhance student's phonemic awareness skills by implementing the program, Heggarty across R-3
- Extend Reciprocal Reading as a Guided Reading approach from Year 2-6
- Continue to enhance teacher expertise through intentional professional learning to ensure consistency of teaching reading across the school.
- Increase teacher expertise in teaching mathematics.
- Implement a whole school approach on teaching mathematics.

## Attendance

Year level	2017	2018	2019	2020
Reception	87.6%	89.3%	89.9%	89.3%
Year 1	92.4%	89.6%	89.7%	89.7%
Year 2	92.3%	89.9%	89.4%	88.3%
Year 3	90.6%	92.9%	90.8%	91.0%
Year 4	90.6%	91.1%	93.2%	89.9%
Year 5	88.2%	89.3%	91.2%	92.1%
Year 6	89.2%	88.1%	87.4%	89.0%
Year 7	89.4%	85.6%	89.1%	81.8%
Primary Other	N/A	29.0%	N/A	N/A
Total	90.1%	89.5%	90.0%	89.7%

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

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

## Attendance comment

92% attendance was achieved in 2020, 2% higher than 2019.  
Of the 8% absences, 4% of these were accounted for by Family/Social, 3% accounted for by Illness and 1% was other reasons.

Management of non-attendance including Habitual and Chronic non-attenders include:

Classroom teachers contacting families to follow up on unexplained absences via communication books/diaries, Class Dojo or phone calls.

Wellbeing Leader analysing data and identifying students of concern. (5-10 absences per term). Various strategies were used to follow up on attendance, including daily phone calls, letters home, parent meetings, home visits, individualised learning plans, referrals to Student Support Services.

## Behaviour support comment

51 suspensions including 36 individual students (7.4% of the school cohort), 27 below 2019 data.

Take homes included 109 incidents with 60 individual students (8.2% of the school cohort), this was slightly higher than 2019 with 81 take homes recorded.

Incidents of time out, buddy class and office exit were at 671 referrals, compared to 958 in 2019.

A new Behaviour Education policy with a positive education and restorative practice focus, aligned to the Berry Street Education Model was developed and endorsed by the school community.



## Client opinion summary

Just 11% of our families participated in the survey. Therefore responses may not be a true representation of our school community. It should be noted that the impact of Covid which restricted family interactions with teachers may be reflected in the responses.

To the following questions, parent responses were overall more positive than those for all schools in the state.

- People respect each other at this school—68% agreed, 11% indifferent
  - Teachers and students treat each other with respect at the school-65% agreed, 14% indifferent
  - I feel like my child is important to the school-57% agreed, 16% indifferent
  - I receive enough communication from the school- 58% agreed, 11% indifferent
  - The school communicates effectively with me-56% agreed, 11% indifferent
  - I know what standard of work the school expects of my child-60% agreed, 14% indifferent
  - Teachers at this school provide my child with useful feedback about their schoolwork-40% agreed, 20% indifferent
  - I have useful discussions with the school about my child's learning-51%, agreed, 11% indifferent
  - I talk with my child about what happens at school-94% often, 6% sometimes
  - The school provides an opportunity for me to have input about my child's learning-49% agreed, 9% indifferent
  - Overall, my child has a good routine around reading, studying and learning at home-54% agreed, 20% indifferent
  - I think that education at school is important to my child's future-69% agreed
  - I feel equipped to help my child plan what they will do after they leave school-43% agreed, 30% indifferent
  - I would like more help from the school with my child's learning- 51% yes, 49% No The school encourages parents to help students to learn-57% agreed, 14% indifferent
  - The school provides me with useful tips on how to help students learn at home-40% agreed, 11% indifferent
- The Perspective Survey was undertaken by 80% of staff. An identified focus area for improvement was the student safety climate. Consequently significant work was placed into reviewing, updating and documenting the Behaviour Education Policy.

### 2021 Actions

1. Implement a more effective method of surveying families to gain a larger survey sample.
2. Provide more opportunities for families to have input into student's learning, get feedback on their learning and learn strategies to support their children with their learning.
3. Introduce an opinion survey for teachers and students to gain insights for whole school improvement.

## Intended destination

Leave Reason	Number	%
Employment	0	NA
Interstate/Overseas	4	3.1%
Other	1	0.8%
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	15	11.6%
Transfer to SA Govt School	108	83.7%
Unknown	1	0.8%
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2020.

## Relevant history screening

Risdon Park PS continues to follow Department of Education History Screening procedures in 2020 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 and engage in a DfE Induction process. This includes personnel who support in: -Breakfast Club, the Canteen, volunteers who support in the classroom attend 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	33
Post Graduate Qualifications	9

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2020 .

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	22.3	0.9	11.3
Persons	0	24	2	15

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2020 .

## Financial statement

Funding Source	Amount
Grants: State	\$7,298
Grants: Commonwealth	\$3,946,427
Parent Contributions	\$96,163
Fund Raising	\$4,582
Other	\$35,052

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

## 2020 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 2020 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 wellbeing and engagement	Leadership, Behavior Support, Teacher Release, AET, ACEO and SSO worked with individual students in developing and implementing behavior and One Plans.	Decrease in suspensions from 2019 significant reduction in office exits (20%)
	Improved outcomes for students with an additional language or dialect	Not applicable	Not applicable
Targeted funding for groups of students	Inclusive Education Support Program	One plans were developed. Targeted support provided by classroom teachers and SSO determined by One Plan Goals. Intervention occurred through small group learning and one-to-one support.	Increased engagement of students in the learning program.
	Improved outcomes for - rural & isolated students - Aboriginal students - numeracy and literacy including early years support	Programs and events such as whole school performances to celebrate NAIDOC week and enrich the music/dance experience for students. Covid impacted on our ability to access additional performances.	Significant improvement in Running Records. Improvement in Year 1 Phonics screen. 50% Receptions have achieved the Year 1 Phonics Screen benchmark.
	First language maintenance & development	A literacy block was introduced into the school and resourced extensively by the deployment of SSO's to enable differentiation through small group instruction.	
	Students taking alternative pathways	Intervention was provided for students needing additional literacy support. This included additional phonics instruction and differentiated Guided Reading groups. Additional SSO support was placed into classroom.	
	IESP support		
Program funding for all students	Australian Curriculum	Professional learning for teachers in developing expertise in teaching reading skills. Teacher release for testing and student data collection. Targeted intervention for students requiring additional support.	Implementation of a R-3 Literacy Block with wave 1, 2 & 3 strategies.
	Aboriginal languages programs	NA	NA
	Initiatives		
Other discretionary funding	Better schools funding	Employment of SSO's to resource the literacy block. One-on-one or small group differentiated reading support. Intervention programs involving additional phonics instruction and Quicksmart.	2020 SIP target on increasing the Year 1 Phonics screen was achieved.
	Specialist school reporting (as required)	NA	NA
	Improved outcomes for gifted students	NA	NA

