Risdon Park Primary School
Annual Report 2013

Quality Education Which Empowers Community Minded Learners

‘Helping Each Other Succeed’
Risdon Park Primary School (RPPS) provides quality Reception to Year 7 schooling. The student population is drawn from within Port Pirie and the rural area south of the city. It opened in 1955 and was rebuilt into a permanent brick structure in 1975.

Student enrolments are steadily increasing with a final enrolment figure of 455 at the end of Term 4, 2013.

The school consists of three, 6-classroom open space buildings, partly partitioned to enable individual classes to operate. Students were grouped into 18 classes in both single and composite year levels.

Risdon Park PS is a Category 4 School of Disadvantage: 34% of the students are school card holders. 10.3% have been identified with a disability and have a Negotiated Education Plan. 6.1% of students have been identified with language and communication difficulties and receive in-school support. 6.2% of our students are identified as ATSI and 2.9% ESL, with 2 NESB students. Risdon Park PS has a number of students who are under the Guardianship of the Minister. In 2013 Risdon Park PS experienced a high degree of student transience.

Parents as volunteers are valued at Risdon Park PS and work in a variety of ways, with parents and grandparents helping in classrooms, resource centre, supporting whole school programs and the canteen daily. Governing Council is active in governance, decision-making and the students’ education and general welfare. Council meets twice a term in weeks 3 and 8.

In 2013 Risdon Park PS had 51 staff members: Principal, Deputy Principal, School Counsellor 32 teachers (full and part time which also included AET (.2) ESL Manager (.2) and Intervention Manager (.4), 10 SSOs, an ACEO (12 hours a week) a CPS worker (11 hours a week) and a Grounds Person. In 2013 there was some disruption to leadership within the school; for a variety of reasons three different people spent time in the Principal’s role.
2013 Highlights

Throughout the year students participated in a wide variety of learning experiences. Some of these are detailed below:

Term One
- Acquaintance Night
- Swimming
- Hockey Clinic
- SAPSASA Summer Carnival
- Young Leaders’ Day
- Combined Choir
- Harmony Day

Term Two
- SAPSASA Soccer
- NAPLAN
- Pink Day
- True Colours
- Hip Hop Dance
- SA Museum Visit
- SA Water talk

Term Three
- Year 6/7 Football Carnival
- Year 6/7 Netball Carnival
- Book Week Performance
- The Amazing Literacy and Numeracy Race
- CSIRO Lab on Legs
- Year 5-7 Erappa Camp
- Sports Day

Term Four
- Milo Cricket Clinic
- Interschool Athletics Carnival
- SA Water Soaked Performance
- Christmas Pageant

Throughout 2013
- Reading Room – Reading Intervention program for Year 1 students.
- Trial of Multilit, an intervention strategy for students in Year 3-7 to improve reading skills.
- Staff learning in Learning Teams with a focus on collaborative work and inquiry into new learning.
- Students’ participation in the Premier’s Reading and Be Active Challenges
- Breakfast Club every Wednesday (Thursday in Term 4), with a keen team of parent helpers.
- Guided Inquiry with a strong focus of Implementing the History and Geography learning areas of the Australian Curriculum.
- Excursions, focusing on enriching classroom learning programs.
- Challenge Group – A group of year 6/7 high achieving students working with Helen McMahon on Inquiry Topics.
- IT upgrade, with new iPads to support student learning.
- RPPS Web site update.
- Men’s’ Shed program – a learning engagement strategy.
- Hosting work experience students and student teachers.
• Garden program, with the growing of vegetables and flowers – a learning engagement strategy.
• Kids Co fundraisers.

Report from Governing Council

The past year has provided many challenges for all at Risdon Park Primary School. The primary challenge has been the change in Principal almost half way through the year. From Governing Council’s perspective, this transition went extremely smoothly and Nicole has done a wonderful job. By all accounts to Governing Council, the teachers transitioned to the new leadership well, too.

The Port Pirie Regional Council has been back in contact with us to advise the results of the audit that was undertaken regarding the traffic issues surrounding our school. The contractor has also finally updated the line-markings around the school, which I believe has helped immensely with parking, especially along the side streets.

We have had another year of successful community involving events, such as Acquaintance Night and Sports Day. It is very encouraging to see so many parents/family members/caregivers at these functions.

The Breakfast Club program has had another successful year. This wonderful initiative was held every Wednesday at 8am in Term 1,2 and 3. In Term 4 this program was held on Thursday mornings. During Breakfast Club children are able to interact while enjoying a healthy breakfast to start the day. Thank you to all volunteers.

This year Governing Council recommended Maxine Dienhoff for the Rowan Ramsey Community Award in recognition for her valuable contributions to the school. Maxine is a volunteer in the canteen, and is a great support to Sandra. Maxine also helps in other areas of the school, if needed. We really appreciate this.

The Grounds Man has continued to do a fantastic job of keeping the school looking great. Over the Christmas holidays some trees needed to be removed due to damage to the water pipes, which also required replacing. New trees will be planted, but with less destructive root systems.

Sandra has continued to do a fabulous job in the canteen. She is constantly keeping a look out for ideas for new items to sell, etc. We are still very lucky to have her.

I would once again like to thank Carolyn & Damien for their support throughout the year. A huge thank you must also go to Nicole Cawley, who has filled Carolyn’s position. I would also like to thank everyone on Governing Council, all the parents and teachers on all the sub-committees, and all the parents/caregivers who help out in the classrooms/excursions/breakfast club for their commitment during the year. Lastly, I would like to thank the teachers and SSOs for their commitment to providing a wonderful learning environment for our children. We all want them to be the best they can.

Kelly Smith
Chairperson
IMPROVEMENT PRIORITY 1

Literacy

Literacy Co-ordinator: Teagan Sargent

200 Day Plan Overview

Guided Reading has been an area of focus from Years 3-7 in 2013. Teachers also attended training with Sheena Cameron on a Pupil Free Day, with a focus the explicit teaching of Reading Comprehension Strategies.

A 200 day plan for Reading has been created, with the Standards, Targets and Maintenance for 2013 outlined below. Writing has moved into maintenance mode, with the continued implementation of the Whole School Writing Agreement. These 200 day plans enabled us to develop a focus for staff and student learning and also allow for flow over into Term 1 of 2014. A Literacy Improvement Committee assists in the overseeing of the 200 Day Plans, along with continual referral with the leadership team. This committee consists of the Principal, Literacy Coordinator, and a staff representative from each unit. The committee meets twice a term to identify and review current literacy strategies and practices at Risdon Park PS.

Standards 2013:

Students achieve a minimum running record level of 17-20 by the end of Year 1 and a minimum of 21-24 by the end of Year 2.

Students perform at or above the Australian average in Years 3, 5, and 7 in NAPLAN Reading.

Targets and Achievement

Target 1:

By the end of Term 1 2014, Year 2 students achieve a 10% improvement in Reading or at a level 21 or better.

Due to the target completion date ending in Term 1, 2014 we cannot currently comment on whether the target has been achieved.

Target 2:

By the end of Term 4 2013, students in Years 3, 5 and 7 will achieve a 5% improvement in achieving above National Minimum Standards in NAPLAN Reading.

Year 3: Not achieved
Annual Report 2013

While students in Year 3 did not achieve the 5% improvement in NAPLAN Reading, they did achieve an overall of 92% achieving the National Minimum Standard or above, equivalent to the previous year’s results. 30% of students in Year 3 were withdrawn by parents from NAPLAN testing in 2013.

**Year 5: Achieved**

In 2012, 80% of Year 5’s achieved the national minimum standard in Reading. To meet a 5% improvement of the previous year’s results, 84% of students needed to meet the National Minimum Standard in 2013. In 2013, 96% of Year 5 students achieved the National Minimum Standard in Reading, which is a 20% improvement of the previous year’s results.

**Year 7: Achieved**

In 2012, 92% of Year 7’s achieved the National Minimum Standard in Reading. To meet the 5% improvement on the previous year’s results, 96.6% of students needed to meet the National Minimum Standard in 2013. In 2013, 100% of students sitting NAPLAN achieved the National Minimum Standard in Reading at Risdon Park PS.

**Target 3:**

By the end of Term 4, 2013, students in Years 5 and 7 make a 5% improvement in the middle and upper growth categories in NAPLAN Reading.

**Year 5: Not achieved**

In 2012, 75% of Year 5 students were in the middle and upper growth categories in Reading. To achieve the 5% improvement of previous year’s results, 78.8% of students needed to be in these categories in 2013. In 2013, 70% of students at Risdon fell into the middle and upper growth categories in Reading.

**Year 7: Achieved**

In 2012, 75% of Year 7 students were in the middle and upper growth categories in Reading. To achieve the 5% improvement of the previous year’s results, 78.8% of students needed to be in these categories in 2013. In 2013, 79% of Year 7 students fell into the middle and upper growth categories at Risdon Park PS.

**Maintenance:**

- Continued implementation and review of Whole School Agreement in Reading and Writing.
- Revisit Genre map and align with the Australian National Curriculum and use of First Steps Writing in planning.
- Intervention: SIT meetings, NEP, ILP, IEP
- Resources – kept up-to-date
Recommendations for 2014

- *Literacy for Learning* training provided to teachers of Year 3-7 students
- PAT Maths and PAT R to be used across the school with an emphasis on the analysis of data to set targets with a focus on improving student learning outcomes
- Review current intervention practices which will involve: considering the criteria for student inclusion in intervention programs, the intervention programs used (with a focus on exploring multi-lit/mini-lit), and the introduction of more intervention and support in the Year 3-7

**PAT R**

2013 was the second year the online PAT Reading test was used to measure student achievement and growth in reading for students in Years 3-7. The graphs below show individual student growth between Term 2 and 4 in the PAT R test. This test is completed on a computer, and students are still adapting to this format of testing. Scores are an indication of student achievement and are used by teachers in conjunction with a range of other data to analyse student learning and to plan and set targets for individual students. The scale score is calculated according to level of difficulty of each of the questions and is useful in tracking student growth as it is a cumulative score. The scale score can then be converted into broader stanine scores, with 50% of students achieving in the fourth to sixth stanines.

The average scale score for students in Year 3 is 111, with the fourth stanine starting at 102 and the sixth stanine ending at 122. At Risdon Park PS the average score in Year 3 in Semester 2 was 109.73.
The average scale score for students in Year 4 is 120, with the fourth stanine starting at 110 and the sixth stanine ending at 132. At Risdon Park PS the average score in Year 4 in Semester 2 was 119.2.

The average scale score for students in Year 5 is 125, with the fourth stanine starting at 117 and the sixth stanine ending at 135. At Risdon Park PS the average score in Year 5 in Semester 2 was 119.06.
The average scale score for students in Year 6 is 128, with the fourth stanine starting at 121 and the sixth stanine ending at 137. At Risdon the average score in Year 6 in Semester 2 was 129.28.

The average scale score for students in Year 7 is 130, with the fourth stanine starting at 123 and the sixth stanine ending at 141. At Risdon the average score in Year 7 in Semester 2 was 128.5.

It is pleasing to note that the majority of students showed some growth in their reading between Term 2 and Term 4.

The following chart shows average student achievement and growth by year level.

Student growth from Semester 1 to Semester 2 puts students in Years 3, 4 and 7 within 2 points of the average scale score for their year level. Year 6 students exceeded the average scale score by 1.28, and Year 5 students were 5.94 below the average scale score.
**Learning Foci that Support Student Improvement:**

- **Supporting professional learning:**

  Throughout the year, staff at Risdon Park PS have taken part in a number of professional learning opportunities to aid in the planning and teaching of reading, in reading comprehension strategies and running records. Feedback from staff suggested that more training was required around the effective analysis of Running Records at Risdon to aid teaching and learning programs.

  Running Record training has been provided to staff over two staff meetings, facilitated by the literacy coordinator and the Reading Support Teacher. This training focused on the correct recording of Running Records. The school also offered further training from the Yorke and Mid North Running Record Facilitators over 3 x 2 hour sessions. These sessions looked deeper into the analysis of the data and suggestions for focused reading groups around data findings.

  In 2013 staff at Risdon Park PS participated in a series of trainings and professional development that support the strategies of the Site Improvement Plan. On July 3rd, Risdon had a Pupil Free Day, where Sheena Cameron was invited to facilitate training around strategies for reading comprehension. The training was opened up to the region with many teachers across Port Pirie and surrounding regions attending.

  2013 has seen the continuation of the Deslea Konza project. Three classroom teachers: Rebecca Oaklands, Debra Turner and Pat Grieg participated in the program supported by the Literacy Improvement Coordinator and SSO, Lynette program; supported by the Literacy Improvement Coordinator and SSO Lynette Young. Feedback from participating staff has indicated that teachers have seen improvement in beginning reading skills and the introduction of a formalized phonics program has supported the improvement of phonological awareness. Staff commented that the Oral Language components of the formal training days were extremely informative and that knowledge could be directly applied to classroom practice.

  In Term 2 and 4, students in Years 3-7 participated in the PAT Reading Comprehension testing. Training has been provided to staff after school to support them in the use of and analysis of Pat-R data. There was a need for more formal training around the PAT programming, thus the Literacy Coordinator and the Mathematics Focus Teacher attended training in November which was run by ACER, the company who produce the PAT tests. This training has consolidated and extended understanding of how the program should be implemented and data analysed in preparation for the 2014 testing roll out of PAT-R and PAT-M. Further training for staff will roll out at a school level in Term 2, 2014.

  In 2013, the Yorke and Mid North Regional office formulated the YMN Literacy Network Team. This Literacy Network Team comprised of literacy leaders across the region, including: Literacy Coordinators, Reading Support Teachers, Australian Curriculum Advisors, Speech Pathologists and professionals from B-12 locations. This network was a think-tank for literacy ideas and practices and allowed sites to work collaboratively around site improvement in the area. It was due to the
collaboration of the YMN Literacy Network Team that Risdon Park PS participated in the Amazing Literacy and Numeracy Race. It engaged students across the school in an interactive and compelling way. Staff commented on the great success of the day – with every student engaging in Literacy and Numeracy activities across the school.

Moderation at Risdon Park PS has taken a different form in 2013. The need for alignment to the National Curriculum was highlighted as moderation at school level has been conducted with success in previous years. To facilitate this learning, teachers looked at the samples provided by ACARA as a part of the Australian Curriculum. There was discussion around whether the texts were below, at or above a satisfactory level, with teachers comparing ideas across year levels. To take the development further, teachers then used text samples to determine what aspects of the Achievement Standard that could be assessed. Feedback from staff indicated that this activity was useful in helping staff compare and moderate standards at Risdon Park PS with Australian Curriculum expectations.

- **Professional Learning Communities (PLC’S):**

This year has seen the implementation of Professional Learning Communities (PLC’S) across the Port Pirie cluster. While a number of staff were involved in PLCs which focused on reading practice; not all had a literacy focus. Those PLCs which included a literacy focus were Jolly Phonics, Early Years Comprehension and Reading: Years 3-5. There were four PLC’s within these titles which focussed on linking comprehension to the Australian Curriculum, developing suitable resources, improving classroom reading comprehension, developing teaching and learning strategies, collaborative planning and programming, group reflection of practice, focus on fluency and word recognition, trialling new strategies and sharing of practice.

- **Intervention:**

Classroom teachers identified students most at risk as part of a site intervention program. In the Student Improvement Team meetings teachers worked with the Intervention Manager to develop strategies and coordinate extra support for targeted students. Support for students has been undertaken in the form of extra SSO hours, external support agencies such as CAHMS, and alternative classroom programs.

Feedback from the Term 4 Data Day indicated that staff felt the need for more intervention for students in Years 2-7 across the site. This will become a major focus in 2014, with the Site Improvement Coordinator working closely with the school counsellor and leadership team to formulate the most efficient way to provide academic intervention at a whole site level.

Teachers of Year 3-7 students analysed Pat-R data at Data Day to identify those students in need of intervention at a classroom level. This analysis included targeting needs for intervention or further instruction in relation to text types, question and comprehension types and then with individual students.
Data Analysis

- **Data folders:**

Data folders have continued to be a part of the process for the collection and storage of individual data at Risdon Park PS. Staff have requested a comprehensive index at the beginning of the folder to allow teachers to easily identify student levels. This will be further investigated by the Literacy Improvement Committee in early 2014.

- **Data Collection:**

Data collection has continued to be a major role of the Literacy Improvement Coordinator. The coordinator has worked closely with Tessa regarding the entering of data into EDSAS and there has been an indication for the need of a school wide data collection sheet to streamline this process. This sheet will enable staff to know when and how data should be collected correctly. This will go to the Literacy Improvement Committee for review in early 2014 before referred back to staff.

- **Data Map:**

The data map underwent review by the Literacy Improvement Committee at the end of 2013 due to feedback from staff. There were many discussions surrounding the timing and frequency of testing. A draft map will be generated based on this feedback before 2014, to be reviewed again by the committee with approval by the Principal. One of the issues raised was the age of some testing being used and the need for more current and up-to-date testing.

**Reading Room/Intervention**  
Kevin Moore – Intervention Manager (Term 4)

The Reading Room at Risdon Park PS continued to operate as a Wave 2 Intervention strategy during 2013.

The room expanded its operations this year to 4 days a week (Mon to Thurs) from 9:00 to 9:30am. It was staffed by two teachers, two SSO’s and a parent volunteer. Students were selected based on their Phonological Awareness testing conducted at the beginning of the year.

Students worked with staff on a tailored set of exercises designed to match the specific learning needs of each child. The skills of Phonological Awareness had great emphasis in the program to allow students the necessary development to reach a level where they were ready to tackle lessons in synthetic phonics.

The program began with 8 students and soon became 9. One student graduated by the end of Term 2, one student left the school and another 4 were added to the program. During Term 4, staff worked with 8 students, one of which was close to graduating by term’s end. Of all the students involved in the Reading Room during 2013, six were involved all year. Absenteeism, lateness to school and a readiness for invention were factors in the slow progress of some of these students.
Data from term by term testing reveals mixed progression over the year for the students who were involved in this intervention program.

<table>
<thead>
<tr>
<th>Student</th>
<th>Term Entry</th>
<th>Reading Level</th>
<th>Term Exit</th>
<th>Reading Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>1</td>
<td>-</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>B</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>6</td>
</tr>
<tr>
<td>C</td>
<td>1</td>
<td>1</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>D</td>
<td>1</td>
<td>1</td>
<td>left</td>
<td>4</td>
</tr>
<tr>
<td>E</td>
<td>1</td>
<td>5</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td>F</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td>G</td>
<td>1</td>
<td>1</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>H</td>
<td>1</td>
<td>1</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>I</td>
<td>2</td>
<td>5</td>
<td>4</td>
<td>10</td>
</tr>
<tr>
<td>J</td>
<td>2</td>
<td>1</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>K</td>
<td>3</td>
<td>1</td>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td>L</td>
<td>3</td>
<td>1</td>
<td>4</td>
<td>2</td>
</tr>
</tbody>
</table>

Data day feedback on the Reading Room revealed a frustration with students who develop good phonological awareness but continue to struggle when transferring these skills to reading. Discussion also took place around the criteria used to place students in the Reading Room program, with questions around: whether students needed a minimum score on the SPA to benefit from the program; the timing of the program (clashes with class Literacy time); the number of students who access the program; and the focus of the program and whether it needed to be refined to include skills for reading (blending, sounds, digraphs).

As a result, Unit 1 staff were briefly introduced to MiniLit (Meeting Intervention Needs in Literacy), which is a program that provides reading instruction for young struggling readers who have failed to make progress after their first year of formal schooling. It specifically targets Year 1 students and is delivered in small groups of four. The program teaches phonemic awareness, phonics, fluency, comprehension and vocabulary. MiniLit and MultiLit are both research based programs developed out of Macquarie University.

MultiLit (Making up Lost Time in Literacy) was trialed with two students (Year 3 and Year 4) during 2013 and delivered by a teacher and SSO. The Year 4 student began in May on a reading level of 5. By year’s end, they had moved to a level 16 reader, came second in their class in the PatR comprehension testing and moved up 10 points on the Waddington’s Diagnostic Spelling test.
Recommendations for 2014:
- take the Reading Room program to a new level utilising MiniLit
- MiniLit training for Intervention Coordinator (completed Dec 2013)
- MiniLit training for staff (Term 1 2014)
- Implement MiniLit across Year 1 classes (4 groups)
- MultiLit training for staff (Term 1 2014)
- Implement MultiLit across Primary Years

IMPROVEMENT PRIORITY 2

Engagement for Learning

Deputy Principal: Damien Mellow

Targets and Strategies:

**Target 1**: 5% increase in enthusiastic learners as measured by the Engagement matrix

**Target 2**: 95% attendance is achieved, 87% by ATSI students

**Target 3**: 5% decrease in the number of identified bullying behaviours

One of the key aspects of students’ learning at their full potential is their engagement at school. With an enthusiastic approach to learning the data and research tells us students achievement scores increase and their social and mental wellbeing are supported.

**Focus on Learning Strategies**

- **Community Mentoring** – 5 community mentors for an hour a week work with individual students to help support their self-esteem, goal setting and increase their enthusiasm for learning. This is done through a variety of activities including cooking, gardening, project based learning and modeling.

- **Student Leadership** – active participation of our leaders in school decision making and outcomes for student learning programs. Organisation of Kids Co, yearly events and role modelling of behaviour in and out of class has been important responsibilities for these students. Increasing responsibility and task orientated learning will see our leaders be an important part in creating a culture of success.
• **Wilson McCaskill** – this pro social behaviour development program has been running at Risdon for the last 6 years and has supported students in their decision making for their learning and behaviour. Games are a great way for students to engage in conversation and it helps support the language of learning. Training and Development for staff this year with Wilson helped with questioning and language skills and making things more visual in our classrooms.

• **Virtues** – we use these to engage the students in what we want them to show each other but also to engage more in their learning. This year we have presented certificates at assembly stating the virtue and what it was for (language); and focused on respect, helpers and how students can use these in making these skills transferable.

• **Behaviour Education** (class and yard) – Behaviour Education has been a focus for Risdon Park PS and families to help support learning. We continue to learn and update our practice to support all students. We continue to learn and update our practice to support all students. Making the process visual was important and using the education approach we continue to use restorative practices to help fix problem/issues.
Make Data Count

This supports our practice and pedagogy by helping to inform decision making and set new directions for further improvement.

![Graph showing learning progression]

This graphs show the difference for our students between negative learners (gives up easily), compliant (can manage challenges with support) and enthusiastic (accepts and values feedback). We are seeing a shift from negative learners to compliant learners and continue to use many strategies to teach and support students to be enthusiastic learners. This year we have engaged in training and development (What’s the Buzz- Mark LeMessiurer), used energisers at staff meeting time to help support engagement and updated knowledge through readings and latest research sharing. We continue to look for improvement in this area.

![Graph showing relationships progression]

Relationships data has shown a negative shift in ‘enthusiastic’ and ‘negative’ and an increase in ‘compliant’. The learning team has been working with staff to develop understanding in the importance of this area and the way that this can be transformed and maintained in and out of the classroom. Examples include improving pedagogy through staff learning at staff meetings and PLC sharing, questioning and supporting the classroom space with routines/structures and clear expectations.
Target 1: Not Achieved

Target 2: Not Achieved (refer to pages 30 - 32)

Target 3: Not achieved (refer to pages 33 - 35)

Recommendations for 2014

- Continue to review the behaviour education plan to keep supporting students, staff and families.

- Review bullying audit to have this completed each term (week 5) instead of once a year. This will enhance current processes but will allow for closer follow up and closer management of bullying behaviours.

- Wilson McCaskill program to be maintained and:
  - Performance development proforma developed
  - Strengthening of the cross-age buddy system to include more curriculum areas
  - Build on current language and processes

- Strengthen virtues further and start to align with whole school structures eg assemblies, newsletters and classroom awards. This will include a review of whole school proactive programs and providing more structure to increase engagement from all students R-7.

- Social skill programs to be collated and presented to staff to use with students to help reduce wasted learning time in class and support yard play.

- Energerisers being used in classrooms to support pedagogy and engagement. This to be explored through staff presenting at staff meeting and learning from each other; and using examples in their own space. Provide exemplars for effective use with staff.

- Funds being used to support the Community Mentoring model, transition, whole school and FLO model to engage students at risk.
• Staff Matters and Kids Matter being introduced to help develop effective practices when dealing with mental health issues in and out of the classroom.

• Counsellor/Deputy continue to lead learning through team teaching/sharing practice and training and development.

• Aligning measurement tools with improvement strategies. Impact on setting SMARTA Targets

**IMPROVEMENT PRIORITY 3**

**Curriculum & Pedagogy**

Principal: Nicole Cawley

In 2013 the Curriculum and Pedagogy Plan focused on the development and support of Professional Learning Communities (PLCs) across Port Pirie. Twelve PLCs were established and staff were encouraged to join one based on their interests. There were mixed levels of engagement and success of the PLCs and a review hosted by Risdon Park PS in Term 4 supported the review and refinement of the PLC process in 2014.

In addition to supporting PLCs, the Curriculum and Pedagogy Committee looked at expectations with regard to formal written reports. As a result of the recommendations of the committee, staff were provided with written guidelines to support them in the development of their end of year written reports. This supported consistency of length and detail of comments across the school.
Student Achievement

Running Records

In 2013 Junior Primary teachers were again involved in the Deslea Konza project, with a focus on the explicit teaching of phonics in the Early Years to improve student learning outcomes, particularly in reading. This is the second year teachers at RPPS participated in this project.

Unfortunately due to a data entry error not all of the Year 1 and Year 2 students are represented in the data collected in Term 3. While this is not a true representation of all Year 1 and 2 students it is certainly a statistically significant percentage, and therefore these figures can be used to identify trends in the data.

The Year 1 data entered indicates an over representation of students in the school reading from Levels 1-10 (54% compared to 28% in the Region and 36% in similar schools). There is a corresponding under representation in levels 21-26 (8% compared with 33% in the Region and 24% in similar schools).
The Year 2 data shows an over representation of students at levels 11-15 (22% compared with 9% at both Region and similar schools). However there is a significant shift in the percentage of students reading at levels 21-26, with 54% of students in Year 2 achieving this goal.

This data indicates that a significant number of RPPS students are not meeting the Reading targets at Year 1 and 2. In Year 1 26% students represented in this data were reading at Level 16 or above, with the target that all students be reading at level 17 or above by the end of Year 1. In Year 2 54% of students reached the target of level 21 or above. It is recommended that in 2014 these results be examined in more depth with the aim of developing strategies to see further improvement in student learning outcomes.

NAPLAN

The 2013 NAPLAN results showed a high percentage of students in the Upper Growth Bands in Year 5 Reading and Year 7 Numeracy. Reading has been a focus at RPPS, and Reading Mean Scores in Years 3 and 7 are above both Region and Index.

YEAR 3:

![YEAR 3, 2013]

Year 3 results in Numeracy are significantly lower than in all areas of Literacy. Therefore Numeracy needs to become an area of focus with a view of improving student learning outcomes.

Year 3 data is above Region and Index in all areas; however, 30% of Year 3 students were withdrawn by parents from NAPLAN in 2013.
YEAR 5:

Spelling was an area of relative strength for students who participated in NAPLAN in 2013. Reading was also an area of strength, and 96% of Year 5 students achieved the National Minimum Standard. Numeracy results are significantly below Region, Index and National results.

22% of students in Year 5 were withdrawn by parents from NAPLAN in 2013.
Year 7 NAPLAN results were above Region and Index in Reading, Spelling and Writing. Results in Numeracy and Grammar were below National, Region and Index. In Year 3, 5 and 7 student results in Numeracy were consistently below results in all areas of Literacy.

**Recommendations:** Trends identified for areas of focus in 2014:
- number concepts, place value – implications for fractions, time, money
- reasoning, problem solving, abstract thinking
- “Back to Front” strategy to help students analyse their thinking
- PAT Maths - purchase to collect further data in relation to student achievement in Numeracy. Thorough analysis of the data could then be used to set targets to improve student learning in Numeracy across the site; based on a whole school agreement.
It is pleasing to see improvement between 2012 and 2013 Writing results at all year levels.

It is pleasing to see an increase in the Reading Mean Scores in Year 3 and 5 from the 2012 results.

There was a decrease in Numeracy Mean Scores in Year 5 and 7, with an increase in Year 3.
### Year 3 NAPLAN Strengths

<table>
<thead>
<tr>
<th>Reading</th>
<th>Writing</th>
<th>Spelling</th>
<th>Grammar</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>92% NMS</td>
<td>100% NMS</td>
<td>90% NMS</td>
<td>95% NMS</td>
<td>98% NMS</td>
</tr>
<tr>
<td>Directly stated information</td>
<td>Generally an area of strength</td>
<td>Generally an area of strength – Overall an area of strength</td>
<td>2D shape</td>
<td></td>
</tr>
<tr>
<td>Inferring</td>
<td>Unclear why NMS % lower</td>
<td></td>
<td>Chance/probability (inc tallying)</td>
<td>Money</td>
</tr>
</tbody>
</table>

30% of students in Year 3 were withdrawn by parents from NAPLAN in 2013

### Year 5 NAPLAN Strengths

<table>
<thead>
<tr>
<th>Reading</th>
<th>Writing</th>
<th>Spelling</th>
<th>Grammar</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>96% NMS</td>
<td>88% NMS</td>
<td>92% NMS</td>
<td>88% NMS</td>
<td>83% NMS</td>
</tr>
<tr>
<td>Directly stated information</td>
<td>Text Structure</td>
<td>2 syllable compound words</td>
<td>Complex sentences</td>
<td>Grid reference</td>
</tr>
<tr>
<td>Cohesion</td>
<td></td>
<td></td>
<td></td>
<td>Chance/probability (inc tallying)</td>
</tr>
<tr>
<td>Paragraphing</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

12% of students in Year 5 were withdrawn from NAPLAN in 2013

### Year 7 NAPLAN Strengths

<table>
<thead>
<tr>
<th>Reading</th>
<th>Writing</th>
<th>Spelling</th>
<th>Grammar</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>100% NMS</td>
<td>96% NMS</td>
<td>96% NMS</td>
<td>85% NMS</td>
<td>98% NMS</td>
</tr>
<tr>
<td>Generally an area of strength</td>
<td>Generally an area of strength (vocab low)</td>
<td>Generally an area of strength</td>
<td>Complex sentences</td>
<td>Data Probability</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Shape (inc nets)</td>
</tr>
</tbody>
</table>

2% of students in Year 7 were withdrawn from NAPLAN in 2013 – 10% were absent
**2013 Growth Data**

The average growth data is 25% of students in the low growth band, 50% students in the medium growth band and 25% of students in the upper growth band. The aim for RPPS is to see less than 25% of students in the low growth, less than 50% of students in the medium growth and more than 25% of students in the high growth bands.

In 2013 29% of students were in the high growth band in Year 5 Reading and 36% of students were in the high growth band in Year 7 Numeracy, with a corresponding low percentage of students (15%) in the low growth band in Year 7 Numeracy.

8% of students were in the high growth band in Year 5 Numeracy. This is an area for improvement.

**Students Achieving National Minimum Standard – Comparative - 2009-2013**

The graph below shows the percentage of students who achieved National Minimum Standards (NMS) in each area when in Year 3 (in 2011) compared with the percentage of the same students in Year 5 this year who achieved the NMS.

It is pleasing to see an increase in the number of students achieving NMS in Reading. In all other areas the number of students who achieved NMS
in 2011 has dropped in 2013.

The graph below shows the percentage of students who achieved National Minimum Standards (NMS) in each area when in Year 3 (in 2009) compared with the percentage of the same students in Year 5 (in 2011) and again in Year 7 who achieved the NMS.

In 2013 the number of students achieving the NMS in Reading, Writing, Spelling and Numeracy was equal to or the highest percentage for this cohort of students, with 100% of the Year 7 students this year reaching the NMS in Reading, followed closely by 98% reaching NMS in Numeracy.

**RISDON PARK PRIMARY SCHOOL VALUE ADDED PROGRAMS**

**Canteen**

Damien Mellow – Deputy Principal

The school canteen in 2013 was managed by Sandra Stringer. It runs every day of the year; and in addition supports leaders’ meetings and Pupil Free days by catering on these days.

Volunteers, comprising parents and local community members, are a big part of the canteen operation. There would not be a day without 1 volunteer in the canteen with as many as 3 have been seen. Maxine Dienhoff has again been valuable in her assistance especially when Sandra is away.

Equipment is regularly maintained, with no major work completed this year. A new oven was purchased and screen placed on window due to break in throughout the year – no major stock was lost.

Daily takings were between $1800 and $2500 per week showing a sustainable canteen. Sports day was very successful with takings to $3500. Special days including a dress up day and casual clothes day enabled Sandra to provide
alternative food choices which the students enjoyed. Friday afternoon specials were also popular and the canteen committee is looking at adding these to the Risdon Park PS “app” next year. Attending the canteen expo with Sandra helped me make informed decisions about what our students are eating and understand how new products are introduced.

I would like to pass on my thanks for the hard work that Sandra does in making sure there are healthy choices and in running the canteen efficiently. Her ability to do the extra, including baking all her product and cooking certain menu items from scratch show the work ethic that she brings. The relationships she has with staff, students and families helps support our virtues and school culture.

Thank you to Trenna Kretschmer for being on the canteen committee and feeding back information and helping to inform others of what’s been happening.

I look forward to working with everyone in 2014 and tasting more of our great product.

Garden Program

The garden program has continued to develop and support alternative learning programs and disengaged students. Many students have the opportunity to experience the garden and work on many projects. This year they have been:

- propagating a variety of vegetables and herbs;
- picking fruit;
- weeding the area to maintain the area;
- planting seeds and learning about how and why they grow;
- selling fruit to staff, parents and local community;
- providing food to Junior Primary for their fruit plates;
- classes using garden beds for research projects;
- special days eg: Mother’s Day;
- cooking with the produce.

Each term new students are selected by their class teachers to participate in the garden. They are taught skills on cooperation, respect and the virtue of responsibility. This is supported by older students engaging with younger students in this time to guide and be mentors in learning new skills. It has been fantastic to see these relationships develop and all students taking pride in being involved in the school garden.
Improvements to the garden have seen:

- A new watering system installed;
- Fruit trees pruned and ready for harvest next season;
- New compost placed in all garden beds;
- Shades re-hung and tightened;
- New watering monitoring system installed

We look forward to building this important learning program further, with engagement from more students and developing more learning opportunities. I would like to thank Kathryn on her efforts during school and out of school in keeping the garden in a well-prepared and ready to learn environment.

Grounds and Facilities

Damien Mellow - Deputy Principal

In 2013 we have seen Allan Paine continue as grounds person working 12 hours a week. He has continued to improve our grounds and make our play areas safer for our students. I would like to personally thank Allan for his efforts this year and look forward to working with him in 2014.

Grant money was used to remove trees outside Room 34 and replace with shade structure and concrete play area. We also were able to replace two wet areas with new laminate, pin up boards and sink spaces. This will enable students to use this area on a more regular basis.

Breakdown maintenance has been used to help fix old or existing issues that have arisen in the school. Projects which have been of note include:

- Replacement of sprinkler heads on oval;
- Bark chips added to all playgrounds;
- Bark chips added to front garden;
- Removal of dead trees;
- Repair to turf areas.

Projects that will happen over the 2013 break include replacement of sewage pipes on the eastern side of the school. This will include removal of trees and garden beds but part of the grant money will be to replace this area. A new key system for the school is also planned.

Part of cleaning up process has seen students be part of selling old furniture stock in our sheds. Over a couple of Friday afternoons we were able to sell approximately $400 worth of goods to our local community. This has created much needed space and we look forward to clearing more as next year proceeds.
We are currently fundraising to add new seating to areas around our school. This will be an ongoing project and one that students will be involved in. We have acquired a variety of seats from Port Germein PS which we will use in the near future.

I wish to thank the grounds committee and look forward to working on new projects to enhance the physical environment our students are learning in.

**Information Technology**

Kevin Moore – IT Manager

Once again, it has been another extremely busy year within the IT department at Risdon Park PS.

For a variety of reasons, the employment of an external IT contractor was not renewed at the start of the year. As an alternative strategy, my role was expanded and I was offered a 0.2 (one day a week) position to manage and drive IT at the school. I believe this has been a successful venture in supporting staff across the year and maintaining the growing investment the school has committed towards Information Technology.

To support my role, one hour of SSO time was also directed into the IT field to assist with day to day routine tasks and to allow another member of our staff the chance to build and develop some new IT skills and gain a deeper understanding of the logistics behind this important faculty. This small step is the beginning of the development of a “team” that will ultimately be responsible for IT at Risdon Park PS and will allow for a smoother transition from year to year as different people come and go at the school.

**Achievements in 2013 include:**

- the installation of Smart boards in Rooms 14 and 26 to complete the program of interactive whiteboards in all classrooms and the German Room;
- the successful migration to Learnlink by staff and students;
- the utilisation of Learnlink to create a staff bulletin board and electronic Daybook;
- the purchase of 2 x 6 iPads which were set up in the Resource Centre for borrowing by classes;
- the purchase of a variety of apps to support classroom learning programs;
- the development of student responsibility with the use of monitors to assist in the management of the IT Suite;
-the installation of wide screen monitors in Unit 1;

-an upgrade to the Admin network with the replacement of all office computers to Windows 7 machines;

-the prompt and reliable service to all IT equipment across the school supporting a wide variety of learning programs in every classroom;

-the continuing maintenance and development of the school’s website.

The rapid expansion of IT facilities continued late in Term 4 and these projects will roll over into 2014:

-the purchase of a new set of computers for the Resource Centre to run the Bookmark system;

-the purchase of 20 iPads for the use of staff to develop new skills and a deeper understanding of the wide variety of apps that are available to support their classroom programs and individual learning needs;

-the purchase of another 6 iPads to add to the 12 in the Resource Centre for class borrowing;

-the purchase 9 other iPads to support the counsellor, German Program and SSO’s working with students in an intervention role;

-the purchase and development of the Risdon Park PS Skoolbag app; a free app for our school community that will allow the school to communicate efficiently and effectively with families utilising alerts, events and newsletter prompts across Apple and Android systems; parents will also be able to utilise a variety of electronic forms/notes to in turn communicate with the school (implementation ready for the start of the 2014 school year);

-an expansion of SSO support for IT to three afternoons a week;

-implementation of the Incidental Absences system to streamline the sign in/sign out procedure in the front office for all students.

The school also engaged an Adelaide company called Subnet to review our IT infrastructure and make recommendations to the school that will guarantee our admin and curriculum networks continue to meet our current needs and those of the next five years. Consequently, Subnet have been contracted to upgrade our curriculum servers, relocate the admin server to a secure and safe environment, deliver dual ISP internet capability, install the new Resource Centre network, develop a Risdon Park PS computer image and complete our Wi-Fi network across the whole school. The Wi-Fi capability will allow staff to utilise their iPads directly with their Smartboards, which will further enhance the learning opportunities for all students.
2014 will again be a very busy but rewarding year for the IT department, as the various projects listed above roll out and become embedded in everyday life at Risdon Park PS. IT personnel will continue to maintain and develop our Information Technology capabilities to support classroom learning programs which are delivering the Australian Curriculum to all students at Risdon Park PS.

### Student Data

#### Attendance

<table>
<thead>
<tr>
<th>Attendance by Year Level</th>
<th>% Attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2011</td>
</tr>
<tr>
<td>Reception</td>
<td>89.0</td>
</tr>
<tr>
<td>Year 1</td>
<td>92.2</td>
</tr>
<tr>
<td>Year 2</td>
<td>91.1</td>
</tr>
<tr>
<td>Year 3</td>
<td>89.0</td>
</tr>
<tr>
<td>Year 4</td>
<td>92.4</td>
</tr>
<tr>
<td>Year 5</td>
<td>92.7</td>
</tr>
<tr>
<td>Year 6</td>
<td>89.5</td>
</tr>
<tr>
<td>Year 7</td>
<td>90.5</td>
</tr>
<tr>
<td>Total All Year Levels</td>
<td>90.8</td>
</tr>
<tr>
<td>Total ACARA 1 TO 10</td>
<td>91.1</td>
</tr>
</tbody>
</table>

#### Attendance

Existing families and new parents were given a copy of the schools Attendance policy at the beginning of the school year. Staff were positive with the expectation that they were to follow up with parents if a child was absent 3 days in a row and the school had received no communication from the family. Staff were encouraged to keep a record of their attempts either via a note home, email, face to face meeting or a phone call as proof if needed, and obviously if they were successful in finding out why, to adjust the roll book accordingly. If after 5 days of no communication, staff referred on to the School Counsellor who tried until they were successful. Sometimes whoever, this did take the form of completing an attendance referral and an email to the Regional Attendance Officer.

Risdon Park PS used various programs to help engage students at school, including:

- Breakfast club program to ensure a positive start to the day and support engagement
- True Colours program with Years 5 - 7 girls run by Uniting Care Wesley (UCW) to support students at risk of poor attendance, and with low self-esteem/confidence to boost them up
- FLO program providing a case Manager and alternative learning
- UCW Men’s Shed with supported students to use hands on skills to interact with their learning and boost their confidence
- Mentors program was established to develop relationships with students who needed a positive and strong connection with an adult, where they did various activities to enhance the students life skills and interests
- Agencies such as CAMHS were used in the school setting and through case conferencing to help intervene with student and family
- Home visits by the ACEO and other members of the Leadership group to keep connected with families that may have been struggling for various reasons
- CPSW worked with various student small groups to encourage skill development that would allow for engagement within the classroom and increased positiveness in the yard
- Various activities were used such as Lego group, stress balls and building blocks to help support students who were at risk of low engagement
- Term reviews with the Regional Attendance officer to follow up non engaged students and families with extremely poor attendance

The Data is skewed somewhat due to the fact that throughout Term 1, 2013, we had a serious illness run through the school that “wiped” out many students/families that seriously impacted on our attendance, some classes numbers dropped from 27 in a class to 9 – 12 over an approximate 3 week period. That said, unfortunately we did not meet the DECD 2013 Attendance Target rate of 93% in either of the school Terms.

There are certainly some trends that show families who at risk of poor attendance, not always individual students. We therefore need to target and engage those families early and make them aware of the importance of attendance, for some it seems that if one member of the family is away, they all stay away even if they do not need to.

During the Term 4 Data Day staff received a colour coded class print out that showed their students in 1 of 3 ways, green highlighted names, showed those students who were meeting the DECD attendance target rate, orange highlighted names showed those students who were less than 10% below the DECD target rate, and pink showed students that were below the DECD attendance rate and were far off from achieving the target rate. Staff responded positively to this, and they asked for another of their students at the start of 2014 so they can be on the front foot with their students’ attendance and would help them to monitor their students better.
I believe that the school would also benefit from positively highlighting excellent attenders in various ways, such as through school newsletters and assemblies. We also need to utilise the school newsletter to inform via the use of graphs and statistics, parents the importance of attendance. We worked out that if students missed more than 12 days from the 2013 school year, they would NOT meet the DECD attendance target, which equates to 3 days a term!
Where do we sit in comparison?

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Rec</td>
<td>88.4%</td>
<td>88.6%</td>
<td>89.6%</td>
<td>90.4%</td>
<td>90.7%</td>
<td>91.3%</td>
</tr>
<tr>
<td>Yr 1</td>
<td>89.5%</td>
<td>90.0%</td>
<td>90.5%</td>
<td>91.3%</td>
<td>91.1%</td>
<td>91.6%</td>
</tr>
<tr>
<td>Yr 2</td>
<td>91.3%</td>
<td>89.9%</td>
<td>90.9%</td>
<td>91.6%</td>
<td>91.7%</td>
<td>91.9%</td>
</tr>
<tr>
<td>Yr 3</td>
<td>90.1%</td>
<td>91.1%</td>
<td>91.1%</td>
<td>91.8%</td>
<td>92.5%</td>
<td>92.0%</td>
</tr>
<tr>
<td>Yr 4</td>
<td>89.7%</td>
<td>88.4%</td>
<td>91.5%</td>
<td>91.6%</td>
<td>91.4%</td>
<td>92.1%</td>
</tr>
<tr>
<td>Yr 5</td>
<td>89.2%</td>
<td>86.8%</td>
<td>90.6%</td>
<td>91.3%</td>
<td>91.2%</td>
<td>91.9%</td>
</tr>
<tr>
<td>Yr 6</td>
<td>87.6%</td>
<td>87.7%</td>
<td>90.4%</td>
<td>90.9%</td>
<td>91.0%</td>
<td>91.4%</td>
</tr>
<tr>
<td>Yr 7</td>
<td>89.1%</td>
<td>85.5%</td>
<td>90.9%</td>
<td>91.2%</td>
<td>90.7%</td>
<td>91.0%</td>
</tr>
</tbody>
</table>

Unfortunately, none of our grades met DECD attendance rate, however, our Year 3’s were the best performers. The Year 7’s were the worst performers, and they did have 5 students who were chronic non-attenders. The years 5-7 were the year levels with the biggest gap between the DECD and school %. I would recommend that we look closely at how we are engaging these students with their learning, however, we also need to consider that sporting events like SAPSASA take students away for a week, sometimes more if they make numerous teams, which impact on their days attending.
## Destination

<table>
<thead>
<tr>
<th>Leave Reason</th>
<th>School No</th>
<th>School %</th>
<th>Region %</th>
<th>Index %</th>
<th>DECD %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employment</td>
<td></td>
<td>3.3%</td>
<td>4.7%</td>
<td>2.9%</td>
<td></td>
</tr>
<tr>
<td>Interstate/Overseas</td>
<td>7</td>
<td>5.7%</td>
<td>7.0%</td>
<td>7.7%</td>
<td>9.1%</td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td>1.4%</td>
<td>1.0%</td>
<td></td>
<td>2.3%</td>
</tr>
<tr>
<td>Seeking Employment</td>
<td></td>
<td>4.8%</td>
<td>5.2%</td>
<td></td>
<td>3.3%</td>
</tr>
<tr>
<td>Tertiary/TAFE/Training</td>
<td></td>
<td>4.3%</td>
<td>5.6%</td>
<td></td>
<td>4.2%</td>
</tr>
<tr>
<td>Transfer to Non-Govt Schl</td>
<td>44</td>
<td>36.1%</td>
<td>10.1%</td>
<td>8.1%</td>
<td>9.8%</td>
</tr>
<tr>
<td>Transfer to SA Govt Schl</td>
<td>69</td>
<td>56.6%</td>
<td>46.6%</td>
<td>46.7%</td>
<td>48.0%</td>
</tr>
<tr>
<td>Unknown</td>
<td>2</td>
<td>1.6%</td>
<td>22.6%</td>
<td>20.9%</td>
<td>20.4%</td>
</tr>
</tbody>
</table>
Bullying Data

In Term 3, we conducted our annual Bullying Audit. The results showed an increase in the number of students who said that they had been bullied, and there was an increase on the previous year of students who were bullying.

302 out of 364 students were surveyed – 83% of the school. From this, 99 out of the 302 said they had been bullied in some way – 33%.

Reception students are not surveyed.

### Year 1

<table>
<thead>
<tr>
<th></th>
<th># Students</th>
<th>% Surveyed</th>
<th>% Bullied</th>
</tr>
</thead>
<tbody>
<tr>
<td>Girls</td>
<td>24</td>
<td>36 students</td>
<td>11</td>
</tr>
<tr>
<td>Boys</td>
<td>26</td>
<td></td>
<td>25</td>
</tr>
<tr>
<td></td>
<td>50</td>
<td>72%</td>
<td>5G 6B</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>12G 13B</td>
</tr>
</tbody>
</table>

### Year 2

<table>
<thead>
<tr>
<th></th>
<th># Students</th>
<th>% Surveyed</th>
<th>% Bullied</th>
</tr>
</thead>
<tbody>
<tr>
<td>Girls</td>
<td>26</td>
<td>41 students</td>
<td>12</td>
</tr>
<tr>
<td>Boys</td>
<td>23</td>
<td></td>
<td>29</td>
</tr>
<tr>
<td></td>
<td>49</td>
<td>84%</td>
<td>6G 6B</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>18G 11B</td>
</tr>
</tbody>
</table>

### Year 3

<table>
<thead>
<tr>
<th></th>
<th># Students</th>
<th>% Surveyed</th>
<th>% Bullied</th>
</tr>
</thead>
<tbody>
<tr>
<td>Girls</td>
<td>25</td>
<td>49 students</td>
<td>15</td>
</tr>
<tr>
<td>Boys</td>
<td>29</td>
<td></td>
<td>34</td>
</tr>
<tr>
<td></td>
<td>54</td>
<td>91%</td>
<td>5G 10B</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>16G 18B</td>
</tr>
</tbody>
</table>

### Year 4

<table>
<thead>
<tr>
<th></th>
<th># Students</th>
<th>% Surveyed</th>
<th>% Bullied</th>
</tr>
</thead>
<tbody>
<tr>
<td>Girls</td>
<td>21</td>
<td>41 students</td>
<td>10</td>
</tr>
<tr>
<td>Boys</td>
<td>26</td>
<td></td>
<td>31</td>
</tr>
<tr>
<td></td>
<td>47</td>
<td>87%</td>
<td>4G 6B</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>15G 18B</td>
</tr>
</tbody>
</table>

### Year 5

<table>
<thead>
<tr>
<th></th>
<th># Students</th>
<th>% Surveyed</th>
<th>% Bullied</th>
</tr>
</thead>
<tbody>
<tr>
<td>Girls</td>
<td>27</td>
<td>45 students</td>
<td>21</td>
</tr>
<tr>
<td>Boys</td>
<td>28</td>
<td></td>
<td>24</td>
</tr>
<tr>
<td></td>
<td>55</td>
<td>82%</td>
<td>12G 9B</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>12G 12B</td>
</tr>
</tbody>
</table>

### Year 6

<table>
<thead>
<tr>
<th></th>
<th># Students</th>
<th>% Surveyed</th>
<th>% Bullied</th>
</tr>
</thead>
<tbody>
<tr>
<td>Girls</td>
<td>27</td>
<td>52 students</td>
<td>18</td>
</tr>
<tr>
<td>Boys</td>
<td>31</td>
<td></td>
<td>34</td>
</tr>
<tr>
<td></td>
<td>58</td>
<td>90%</td>
<td>5G 13B</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>18G 16B</td>
</tr>
</tbody>
</table>

### Year 7

<table>
<thead>
<tr>
<th></th>
<th># Students</th>
<th>% Surveyed</th>
<th>% Bullied</th>
</tr>
</thead>
<tbody>
<tr>
<td>Girls</td>
<td>20</td>
<td>36 students</td>
<td>12</td>
</tr>
<tr>
<td>Boys</td>
<td>31</td>
<td></td>
<td>24</td>
</tr>
<tr>
<td></td>
<td>51</td>
<td>71%</td>
<td>5G 7B</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>9G 15B</td>
</tr>
</tbody>
</table>
From the DATA, we learnt that 5 boys were named as bullying a student/s 3-5 times. 2 x Yr 6 boys, 1 x Yr 5 boy, 1 x Yr 4 boy and 1 Reception.

We also had a large increase on the number of students who were named in our RED zone, having been named as bullying student/s more than 6 times. In 2012 we had 1 student; while in 2013 we had 6 students in this area – 2 girls and 4 boys. 1 x Yr 7 girl and 1 x Yr 6 girl. Whilst we had 2 x Yr 6 boys, 1 x Yr 5 boy and 1x yr 4 boy. This Data made us ask many questions, such as do the students really understand bullying? Do the bullies know what they were doing? Do we need to complete the audit at a different time of the school year, at the end of Term 3 doesn’t allow for support work to be completed with the offenders to be able to help them understand and change what they were doing!

In 2013 it was recommended that for 2014 we conduct the audit TERMLY in week 5, after we had revisited what bullying is with the students. The school counsellor will work with the students who showed up in both the Red and Amber zones in 2013 to improve their behaviour in 2014. One of the biggest concerns though was where the bullying was happening; many students said it happened in the line after breaks whilst waiting for their teacher. This clearly indicates that staff need to return far more promptly to their rooms after breaks to avoid much of this behaviour. The staff have also agreed to a Yard Duty Roster change, where we have increased Yard Duty by modifying the areas and creating an extra duty on the oval, which will reduce the amount of area the Middle Yard Duty teacher has to cover. Hopefully this will allow teachers to keep a closer eye on happenings.

**Client Opinion**

In 2013 the Opinion Survey was managed entirely at the site level for the first time. All parents were invited to complete the survey through a note home and regular reminders in the newsletter over a six week period. Staff completed the survey during a staff meeting. Students in Years 5-7 were completed the survey in class time. In 2013, 32 Parents responded (approximately 8%); 27 Staff responded (approximately 70%) and 105 Students responded (70% of students in Year 5-7). No comparative data is available to gauge the performance of RPPS against other schools in the state with the new survey format.
Staff Opinion

Areas of Strength Identified by Staff (Agree or Strongly Agree)

- Teachers at this school expect students to do their best: 92%
- Teachers at this school treat students fairly: 92%
- Students feel safe at this school: 96%
- Students can talk to teachers about their concerns: 96%
- Parents can talk to teachers about their concerns: 97%
- Students like being at this school: 93%
- This school looks for ways to improve: 97%

Parent Opinion
Areas of Strength Identified by Parents (Agree or Strongly Agree)

Teachers at this school expect my child to do their best  94%
This school is well maintained  94%

[Bar chart showing percentages of responses for various statements related to school environment and teaching quality, with a focus on the two highlighted points above.]
Student Opinion

Areas of Strength Identified by Students (Agree or Strongly Agree)

My teachers expect me to do my best 96%
My teachers motivate me to learn 92%

Comparative Information

In the graph below the results from each question were collated and given a total score out of five for each group of respondents.

There are high results from all three groups of respondents in relation to teachers motivating students to learn and teachers expecting students to do their best, with the students themselves responding most positively to these points.

Recommendations

Based on parent and student opinion, student behaviour management is an area for improvement.

My School website
http://www.myschool.edu.au/
**Teacher Qualifications**
All teachers at this school are qualified and registered with the SA Teachers Registration Board.

<table>
<thead>
<tr>
<th>Qualification Level</th>
<th>Number of Qualifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor Degrees or Diplomas</td>
<td>41</td>
</tr>
<tr>
<td>Post Graduate Qualifications</td>
<td>8</td>
</tr>
</tbody>
</table>

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**

<table>
<thead>
<tr>
<th>Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-Teaching Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Indigenous</td>
<td>Non Indigenous</td>
</tr>
<tr>
<td>Full-time Equivalents</td>
<td>0.00</td>
<td>28.80</td>
</tr>
<tr>
<td>Persons</td>
<td>0</td>
<td>32</td>
</tr>
</tbody>
</table>

**Financial Statement**

**Income by Funding Source**

<table>
<thead>
<tr>
<th>Funding Source</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Grants: State</td>
<td>$3,529,327.21</td>
</tr>
<tr>
<td>2 Grants: Commonwealth</td>
<td>$36,067.38</td>
</tr>
<tr>
<td>3 Parent Contributions</td>
<td>$136,717.79</td>
</tr>
<tr>
<td>4 Other</td>
<td>$32,865.97</td>
</tr>
</tbody>
</table>

End of Year Profit and Loss Statement attached as an appendix.