Risdon Park Primary School

Annual Report 2014

Quality Education Empowering Community Minded Learners

Helping Each Other Succeed

Respect, Confidence, Persistence, Responsibility
1. CONTEXT

Risdon Park PS provides quality Reception to Year 7 schooling for students in Port Pirie. The student population is drawn from the Port Pirie town and rural surrounds south of the regional centre. It was opened in 1955, and rebuilt into a permanent brick structure in 1975.

Student Enrolments are steady with student enrolments averaging between 415 and 430.

The school consists of three 6-unit open space buildings, which are partly partitioned to enable individual classes to operate. Students are grouped into 17 classes in both single and composite year levels.

Risdon Park PS is a Category 4 school of disadvantage.
39% of students are school card holders
8.6% of students are identified with a disability and have an Negotiated Education Plan
4.8% of students have been identified with language and communication difficulties and receive in-school support with individualised programs
6% of students are ATSI (Aboriginal or Torrens Strait Islander)
1.4% of students are identified as EALD
10 students attend Risdon Park PS under the Guardianship of the Minister

In 2014, Risdon Park PS had 44 staff members: Principal, Deputy Principal, and School Counsellor, 28 teachers (full and part time which also included an AET / EALD Manager, Intervention Manager and ICT Manager. Risdon Park employed 13 School Assistant Officers (SSO). A Canteen Manager is employed by the Governing Council five days a week and is assisted by a dedicated team of volunteers. In 2014 Risdon Park PS had a CPS worker working 20 hours a week.

Parents, grandparents and other community members actively engage in different ways and in different volunteer roles throughout the school. All Risdon Park PS volunteers have a current DECD’s approved police check, with RAN training held a number of times throughout the school year to update parents on their Responding to Abuse and Neglect Training.

Governing Council and its sub-committees are active in governance, decision making, the students’ education and general welfare. Governing Council meets in weeks 3 and 8 of every term.
Another year has whooshed by. A full year of school camps, choir, NAPLAN testing, new receptions, saying good-bye to Year 7’s and the list goes on. It always seems so jammed-packed when reflecting upon the year that was. From Governing Council’s point of view 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. It would be great to see a few more on Governing Council.

Unfortunately at the beginning of the year our Christian Pastoral Support Worker, Tammy Fisher, secured a position elsewhere and so we spent part of the year without a CPSW while the process of finding a new one was undertaken. By term 2 we welcomed Matt Welch as our new CPS Worker. Matt has fitted nicely into the school and the children have responded extremely positively.

The Breakfast Club program has had another successful year. This is a wonderful initiative where the children are able to interact while enjoying a healthy breakfast to start the day. Thank you to all volunteers, and especially Matt Welch, who has been extremely keen and supportive of this initiative.

This year Governing Council recommended Greg Cox for the Rowan Ramsey Community Award in recognition for his valuable contributions to the school and community sport for over 30 years.

The groundsman has continued to do a fantastic job of keeping the school looking great. The oval looks amazing. The ‘sitting wall’ under the tree in front of Unit 1 is a fantastic idea and looks great.

We are still very lucky to have Sandra as our canteen manager. Lots of schools have lost canteens over the years but due to Sandra’s wonderful commitment and management, our canteen has continued to be an asset. The rising costs of things have seen a rise in our prices for 2015 but our prices are still very competitive.

This year also saw Carolyn’s 5 year tenure come to an end. I was privileged enough to be a part of the selection process for a new principal. It is a thorough process and I am grateful for the insight into this process. It is also with much pleasure, that I welcome Carolyn back on board as principal for a further 5 years. Congratulations!

I would once again like to thank Carolyn & Damien for their support throughout the year. 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 etc for their commitment during the year. Lastly, I would like to thank the teachers and SSO’s 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
Risdon Park PS Governing Council
3. 2014 HIGHLIGHTS

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

**Term One**
- Acquaintance Night and barbecue
- Swimming Reception – Year 7
- Hockey Clinic
- Milo Cricket Clinic
- Wipe Out Waste Performance
- SAPSASA Summer Carnival
- Young Leaders’ Day
- Harmony Day

**Term Two**
- SAPSASA Soccer
- NAPLAN
- Hip Hop
- Walk Safely to School Day
- National Reconciliation Week Celebration
- Book Launch of “The Adventures of Puddles the Pug Around Port Pirie”
- Minister of Education Jennifer Rankine and Geoff Brock, Representative for Frome visit
- World Cup Risdon Park style
- NAPLAN for students in years 3, 5, & 7
- Anti-Bullying and Harassment performance

**Term Three**
- Year 6/7 Football / Netball SAPSASA Carnivals
- Book Week Performance
- The Amazing Literacy and Numeracy Race
- CSIRO Lab on Legs
- Year 5-7 camp - Arbury Park
- Sports Day
- Senator Penny Wright’s Visit
- Parent Information Session for new families – “Taste of Risdon Park PS”
- Pirie Student Choir Performances at the Northern Festival Centre
- Aboriginal Cultural Day
- Commonwealth Games Celebration and Games week
- Author Roseanne Hawke’s visit
- Four Powerful Student Forums across the partnership with the implementation of our Qualities

**Term Four**
- Risdon’s Got Talent
- Cricket Clinic
- Primary Classes working with Adelaide University in Science mathematics and PE in the Compass program
- Year 7 Graduation
- Interschool Sports Day

**Throughout 2014**
- Students’ participation in the Premier’s Reading Challenge
- Breakfast Club every Wednesday, Thursday and Friday, with a keen team of parent helpers and CPS worker.
- IT upgrade, with new iPads supplied to teachers and SSO for planning, programming and working with students.
- Mens’ Shed program – a learning engagement strategy.
- Garden program, with the growing of vegetables and flowers – a learning engagement strategy.
- Kids Co fundraisers.
- Swimming for students with Disability
4. SITE IMPROVEMENT PLANNING AND TARGETS

IMPROVEMENT PRIORITY 1

**Literacy**

Teagan Sargent – Improvement Coordinator

**Standard 2014:**
Students achieve, by the end of the school year, a minimum running record level of 9-11 in Reception, 17-20 by the end of year 1 and a minimum of 21-24 in year 2.
Students perform at or above the Australian average in years 3, 5, and 7 in NAPLAN Reading.

**Targets 2014:**

**Target 1:** By the end of Term 4 2014, 52% of year two students are at a reading level 21 or higher.

**Target 2:** By the end of Term 4 2014, students in years 3, 5 and 7 will achieve a 5% improvement in site mean scores in NAPLAN Reading.
- Year 3: 414.22
- Year 5: 492.97
- Year 7: 549.04

**Target 3:** By the end of Term 4 2014, students in years 5 and 7 make a 5% improvement in the middle and upper growth categories in NAPLAN Reading.
- Year 5: 73.5%
- Year 7: 82.9%

**Standards 2014:**

**Standard 1:** 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.

**Standard 2:** Students perform at or above the Australian average in years 3, 5, and 7 in NAPLAN Reading.

A 150 day plan for reading has been created with the targets for 2014 outlined above. Writing continues its second year in maintenance mode, with the Whole School Agreement for Writing being incorporated into the new Whole School Agreement to Literacy. The 150 day plan has enabled us to develop a focus for staff and student learning in 2014. A Literacy Improvement Committee assists in the overseeing of the 150 day plans, along with continual referral with the leadership team. This committee consists of the principal, literacy coordinator, intervention officer and a staff representative from each unit. The committee meets twice a term to identify and review current literacy strategies and practices at Risdon.

**Learning focuses that support student improvement:**

**Supporting professional learning:**
Throughout the year, staff at Risdon have taken part in a number of professional learning to aid in the planning and teaching of reading in reading comprehension strategies and running records. This included a staff meeting training based around the teaching of Kaye Lowe’s ‘Read for Success’, which was facilitated by the Site Improvement Coordinator. The training emphasized the key strategies to support struggling readers, how to have conversations with parents around reading, and what key factors influence reading success. This new learning was linked with ideas for writing and supporting students to explore their creativity. A newsletter article was also sent home to parents with tips to support struggling readers.

At the end of 2013, a majority of staff expressed interest in participating in the Literacy for Learning course which is aligned to the Australian Curriculum. The course focused on literacy being represented as a strand of the English curriculum and as a general capability essential for all curriculum areas. Staff were immersed in the idea of how language works to construct meaning in different contexts, in particular highlighting the literacy demands of each learning area where explicit and systematic literacy teaching is essential for student learning. This training has allowed teachers to better understand, plan for and explicitly teach the
language demands of their fields and will be better able to teach their students how to deal with these demands.

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 in staff meetings and the pupil free data day 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 which saw three staff, Leonie Harris, Brett Perry and Kelly Zwar attend training by Acer in September. This training has consolidated and extended understanding of how the program should be implemented and data analysed in preparation for the 2015 testing roll out of PAT-R and PAT-M. Further training for staff will continue at a school level in 2015.

This year, the Reading Support Teacher alongside the Site Improvement Coordinator has resourced new PMB kits as well as the refreshing of old PMB kits. The old PMB kits have new folders and sleeves, with each set divided into two sets: levels 1-17 and levels 17-30.

The Amazing Literacy and Numeracy Race continued in 2014, with engaged students across the school participating 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.

The need for a focused learning around moderation was identified in late 2013. In turn, moderation has continued in 2014 at Risdon as a long term training and development focus. The Site Improvement Coordinator worked closely with Brenda Potter to facilitate big picture training around the moderation process. There was an emphasis on how to achieve consistency of teacher judgment, using the Australian Curriculum Achievement Standard, through a socially collaborative process. Resources were developed to be kept in Units for staff to access at unit meetings designated for writing moderation. Feedback from staff indicated that this professional learning has ensured the process is consistent with all staff, however a need for more collaborative learning around moderation has been highlighted in staff feedback.

In 2013 the need for a Whole School Agreement for Literacy was identified to ensure the fluidity of the pedagogy of literacy learning at Risdon. Over the year, teachers have participated in extensive training around the purpose of Whole School Agreements and the need for one at Risdon. Data was collected from staff in term 3 to determine the range of literacy practices currently being used at Risdon. The literacy committee analysed this data and the need for teachers to sit down and come to an agreement on what practices would be part of our WSA was identified. The process was broken into three stages. Stage 1: Teachers meet within learning areas and come to an agreement around what literacy learning would look like for those particular year levels. This meant debating the validity of old, current and new pedagogies and coming to an agreement. Stage 2: Teachers met at staff meeting to look at these agreements through a whole site lens, with the intention of insuring fluidity for student learning and to consider overarching policies and requirements. This process ran smoothly with only small changes being made to the WSA. Stage 3: Teachers in week 0 of 2015 will then discuss and pass the final version of the agreement.

Professional Learning Communities:
This year has seen the continuation of Professional Learning Communities across the Port Pirie Partnership. A review of 2013 PLCs saw the need for a refined focus in 2014, with formative assessment being central to learning. While a number of staff were involved in PLC’s surrounding reading practice; not all had a literacy focus. These PLCs were focused around developing and reflecting on formative assessment practices that contribute to student outcomes.

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 Primary School. The need for a cover sheet allowing quick references for staff around student achievement has been identified for 2015.

Data Collection: Data collection for literacy has continued to be a major role of the Site Improvement Coordinator. The coordinator has worked closely with Tessa to develop a school wide data sheet which ensured that all data was entered correctly and in the right format, to minimise confusion when entering into
EDSAS. A review into how effective the template has been will be required in early 2015, as well as further performance management for staff who do not submit data correctly.

**Data Map:** The data map underwent heavy review by the Literacy Improvement Committee at the end of 2013 due to feedback from staff. There were many discussions surrounding the time and frequency for testing. The Site Improvement Coordinator, in collaboration with the leadership team, created a draft Data Map based on the feedback from staff. In week 0 of 2014, this draft Data Map was reviewed and approved by staff at Risdon. Changes included:

- Oral language and Phonological Awareness testing moved from weeks 1 and 2, to weeks 3 and 4, in consideration with the 10 day program required in weeks 1 and 2.
- Staff agreed phonological awareness test was changed to the SPA, with SPAT-r only required for intervention and deeper analysis of struggling students.
- Students in need of intervention required to be tested twice yearly, regardless of year level, until mastered.
- Inclusion of PAT-Maths into the data collection map, aligned to the PAT-R testing.

**Achievement against 2014 Targets**

**Targets 2014:**

**Target 1:** By the end of Term 4 2014, 52% of year two students are at a reading level 21 or higher. 

*By the end of Term 4, 2014, 60 students in year 2 had been tested, with 38 students achieving level 21 or higher. This means 63% of students in year 2 are at a reading level 21 or higher.* Achieved

**Target 2:** By the end of Term 4 2014, students in years 3, 5 and 7 will achieve a 5% improvement in site mean scores in NAPLAN Reading.

- Year 3: 414.22
- Year 5: 492.97 **has been based of the spelling score, not the reading score. (5% increase of the 2013 reading score (mean 456.6) is 479.43
- Year 7: 549.04

*In 2013, the site mean score for reading was 394.5. To make a 5% improvement, Year 3’s needed to achieve a site mean score of 414.22. In 2014, students achieved a site mean score of 385.9, which is a drop of 2.18% from the previous year’s site mean score in year 3.* Not achieved

*In 2013, site mean score for reading was 456.6. To make a 5% improvement, Year 5’s need to achieve a site mean score of 479.43. In 2014, Year 5 students achieved a site mean score of 443.9, which is a drop of 2.78% from the previous year’s site mean score.* Not achieved

*In 2013, the site mean score for reading was 522.9. To make a 5% improvement, Year 7’s needed to achieve a site mean score of 549.04. In 2014, students achieved a site mean score of 530.1, which is a 1.48% improvement. While they did not achieve the target, the expected growth in year 7 was much higher due to the higher site mean score from 2013.* Not achieved

**Target 3:** By the end of Term 4 2014, students in years 5 and 7 make a 5% improvement in the middle and upper growth categories in NAPLAN Reading.

- Year 5: 73.5%
- Year 7: 82.9%

*In 2013, 70% of Year 5 students were in the middle and upper growth* Not
categories in Reading. To achieve the 5% improvement of previous year’s results, 73.5% of students needed to be in these categories in 2014. In 2014, only 65% of students at Risdon fell into the middle and upper growth categories in Reading.

In 2013, 79% 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, 82.9% of students needed to be in these categories in 2014. In 2014, 85% of Year 7 students fell into the middle and upper growth categories at Risdon.

**Year 7 Achieved**

**Recommendations for 2015**

- Revisit Sheena Cameron Comprehension strategies to support reading, link with the Writing Book to help strengthen writing and provide more resources for focused writing tasks in 2015
- Jolly phonics training, refresher for all teachers running the program. (have not had any training at Risdon since 2012)

- Amazing Literacy and Numeracy Race going biannual rather than year to year
- 2015 WSA to Literacy needs to be finalised
- Review into the way data folders are managed at a classroom level and utilised at a school level.
  - Cover page for easy teacher tracking of levels and achievement
  - System of easily identifying those students at intervention level, therefore requiring further testing, e.g. Phonological awareness or oral language. E.G. ‘dot’ system to indicate students have/have not mastered these skills.

- Review of the EDSAS Data collection sheet. Include chronological ages and names of students to be tested, entered ready for time of testing.
- Running Records collected from year 2 teachers in Term 4 to ensure most up-to-date analysis for annual report (currently reporting against term 3 data)
- More thorough induction of new staff around Whole School Agreements.

**Wave 2 and 3 of Intervention Strategy**

A review of Wave 2 and 3 Intervention in 2014 demonstrated that students receiving Wave 2 Intervention had not experienced the success that we expected. MiniLit and MultiLit was trialled for part of term 4 with positive result. Therefore it was recommended that the Intervention Support Teacher and SSO be trained in MiniLit and MultiLit and students identified for the Reading Room by SPA and oral language testing participate in the MiniLit program. Staff also agreed that this program be primarily for year 1 students, although a number of year 2 students would also be accepted into the intervention program. A group of 4 to 6 students worked either with trained SSOs or Intervention Support Teacher 4 times a week in the MiniLit program.

Students in the primary years (year 3 – 7) identified at risk in their literacy development through running record levels received 1:1 learning four times a week in Multi Lit. In some cases students were admitted into the program with the recommendation of guidance officer or partnership speech therapist. Student Intervention Meetings were conducted regularly as required / needed. The Intervention manager, class teacher, SSO, counsellor and principal would attend the meetings to work through a case management approach to identify specific intervention strategies and students' progress. Parents would be invited to attend follow up meetings key personnel tracked progress of individual students.

Most students participating in MiniLit and MultiLit achieved significant improvement in their reading levels.
It was noted that those who did not make a significant improvement had poor attendance and therefore less intervention support.

7 SSOs were trained in MiniLit. The Intervention Manager and 2 reception teachers were also trained in MiniLit. The same two reception teachers were also trained in the Pre-Lit program, with their new learning incorporated into their Literacy program for their students. 5 SSO’s were trained in MultiLit.

SSO, Intervention Manager and principal would meet fortnightly to work through issues that would arise in the delivery of the Intervention Program.

19 Year 1/2 students were involved in Mini Lit and 9 Years 3-6 students were involved in Multi Lit.

Improvements in MiniLit and MultiLit included:

- Students participating in MiniLit made an average Running Record improvement of 7.3
- Students participating in MultiLit averaged an improvement of PM Benchmark of 6.4
- the successful training and ongoing support of 7 SSO’s to become tutors to deliver the MiniLit and MultiLit intervention programs and the creation of “The Intervention Team” made up of Kevin Moore, the Principal and the above SSO’s who meet each fortnight to discuss and problem solve issues, programs, successes relating to the intervention programs
- effectively planned, organised and implemented all SSO timetables to match the school’s 45 minute lesson structure to efficiently deliver Wave 2/3 classroom support for all Students with a Disability and to coordinate time allocated to non-classroom duties which included the MiniLit and MultiLit intervention programs (including fortnightly SSO meetings)

**MINI LIT DATA 2014 (RUNNING RECORDS)**

**MULTI LIT DATA 2014 (RUNNING RECORDS)**

**Recommendations for Wave 2 and 3 Intervention for 2015**

- Re-establishment and implementation of the Student Intervention Team (SIT) process/strategy as a major support mechanism for classroom teachers to initiate discussion and receive support for specific students in their class with learning difficulties and in the possible need of Wave 2/3 intervention (this would involve staff education about the process and a fortnightly meeting time built into Leadership timetables).
- Expansion of the Wave 2/3 Intervention program to include more students accessing the MiniLit and MultiLit strategies to develop and expand their reading abilities; all Reception classes utilise the PreLit program as a form of Wave 1 intervention (planning has already commenced with the purchase of two more PreLit kits giving one kit per class); expand the number of SSO tutors.
IMPROVEMENT PRIORITY 2

Numeracy

Teagan Sargent – Improvement Coordinator

Standards 2014:

- Students will achieve a ‘C’ or above in Mathematics
- Students will achieve the following NAPLAN Proficiency Bands: Year 3: Band 3 and above / Year 5: Band 5 and above / Year 7: Band 6 and above.
- Students will achieve the following PAT-M scale scores: Year 3: 38.6 / Year 4: 39.6 / Year 5: 44.8 / Year 6: 54.4 / Year 7: 54.9

Improvement Foci 2014:

Focus 1: Staff learning in the Australian Curriculum including:
- General Capabilities
- Numeracy Continuum
- Achievement Standard
- Number and Algebra

Focus 2: Data collection for the formation of baseline data to use in 2015 targets. In particular, a focus on the concepts of number and place value.

Standards 2014:

Standard 1: Students will achieve a ‘C’ or above in Mathematics

Standard 2: Students will achieve the following NAPLAN Proficiency Bands: Year 3: Band 3 and above / Year 5: Band 5 and above / Year 7: Band 6 and above.

Standard 3: Students will achieve the following PAT-M scale scores: Year 3: 38.6 / Year 4: 39.6 / Year 5: 44.8 / Year 6: 54.4 / Year 7: 54.9

A 150 day plan for numeracy has been created for the first time in 2014. It was decided that improvement foci, rather than targets, were required in the first year to allow the school to gather data and train teachers before setting targets for improvement in 2015. As previously mentioned, there was strategic professional development for the Maths Australian Curriculum, general capabilities, the Numeracy Continuum and the achievement standard. A numeracy improvement committee assists in the overseeing of the 150 day plan, along with continual referral to the leadership team. This committee consists of the principal, the site improvement coordinator and a staff representative from each unit. The committee meets twice a term to identify and review current numeracy strategies and practices at Risdon.

Learning Strategies:

Strategic professional development programs:

Developing strategic professional development programs with the focus to support learning around the Australian Curriculum General Capabilities, the Numeracy Continuum and the Achievement Standard.

Throughout the year staff have been involved in a number of professional learning opportunities to aid in the planning and teaching of mathematics and numeracy.

This included a pupil free day on Friday, Week 6 of Term 2, which was run by the partnership APAC, Brenda Potter. The training emphasized the difference between using numeracy and mathematics and how to plan for both. Staff unpacked the Numeracy Capability, with the intention of enhancing teacher capacity to find evidence of students using numeracy skills. Teachers focused on identifying numeracy across the curriculum and teachers had an opportunity to apply their new learning to an existing
Mathematics unit plan or to create a new one.

A need for additional professional development was raised by staff and discussed in the Numeracy Improvement Committee. Rosslyn Shepherd was identified as a possible professional support to continue the professional development and guidance to teacher training in 2014. Rosslyn conducted an audit of all existing mathematics resources on site and owned by Risdon. This led to the purchase of new resources identified as being required, and the organisation of all existing resources. Equipment has been catalogued and organised into classes and the Maths Room.

Teacher training facilitated by Rosslyn Shepherd included using the nouns and verbs of the Achievement Standard, familiarisation with the resource ‘Plan My Maths’, more time spent around planning for Mathematics; in particular planning learning across the strands rather than focusing on one particular skill at a time. Support was given in class, as Rosslyn conducted modelled lessons around base ten, involving teachers in an observational and reflective process about what is happening with their students during a Mathematics lessons. Planning lessons and follow up targeted reflection time was offered to all staff.

**Collaborative release:**

*Professional development reinforced and support through collaborative release.*

Provided twice during the year. Two half days to work with colleagues of a like year level. These collaborative release days followed on from pupil free days such as the one conducted by Brenda Potter and Rosslyn Shepherd.

Teachers were encouraged to plan units of work while incorporating equipment for a “hands on” Mathematics experience to consolidate understanding. Rosslyn Shepherd provided support to some teachers during this time.

**Moderation:**

*Moderation aligned to the Australian Curriculum Achievement Standard.*

It was determined that moderation of Mathematics and Numeracy in 2014 was premature due to staff training around common knowledge still in progress. There was high need for the moderation process to continue, so the learning took place in a more familiar area, writing. Brenda Potter worked closely with the Site Improvement Coordinator to provide scaffolded support for teachers around moderation strategies. The intention was to build teacher capacity to participate in a collaborative process of moderation, which could be then applied to all learning areas. The feedback from staff about the process was positive, however the lengthy time it takes to moderate work was highlighted, with a need to strengthen skills, provide time for teachers to partake in focussed moderation, and support for mathematics moderation was highlighted for 2015.

**R-7 Approach to Numeracy:**

*Development of an R-7 approach to teaching Numeracy.*

It was determined that the implementation of an R-7 approach to teaching Numeracy would be premature in light of teachers still participating in learning around mathematics in 2014. The Site Improvement Coordinator, working alongside the leadership team and the Numeracy Improvement Committee deliberated that a Whole School Agreement for Maths or Numeracy could not be successfully formatted and implemented until baseline data had been collected and analysed, and until the pedagogy of teaching mathematics at Risdon Park Primary School was more defined. A whole school agreement to teaching numeracy remains imperative for the cohesive teaching of mathematics and numeracy in the future at Risdon.

**Partnership collaboration:**

*Collaboration with the PiRe Partnership and DECD Australian Curriculum support.*

During the year teachers at Risdon Park Primary School have been given the opportunity to work with local Australian Curriculum support through:

- Brenda Potter – Coordinator Primary Australian Curriculum: through pupil free days based at Risdon, training offered at Solomontown Primary School for the General Capabilities, and other various training and developments offered after school.
Kylie Akkar – Numeracy Coach: training and development offered for differentiation in mathematics.

Data analysis:
Collect and use data to support planning and programming, and support baseline data. Data collection for numeracy has been a large component of the Site Improvement Coordinator role. In 2014, the aim was to collect baseline data which would inform the targets for 2015.

PAT Maths was rolled out for online use for the first time this year, with all students from year 3-7 participating in the testing in Term 2 and 4. PAT Maths was also included into the 2014 Data map, through collaboration with the leadership team and all staff at week 0 at the beginning of the year. Scale scores are collected to measure student growth from year to year, rather than stanines, which only show student achievement in relation to their cohort.

Achievement against 2014 Foci
PAT-M has been identified as a measure of student achievement in the 2014 Standard. While there were no targets set in 2014 in regards to the achievement in PAT-Maths it is possible to comment on Risdon’s current status.

The standard relating to PAT-Maths states:
- Students will achieve the following PAT-M scale scores: Year 3: 38.6 / Year 4: 39.6 / Year 5: 44.8 / Year 6: 54.4 / Year 7: 54.9

Current PAT-Maths achievement in at Risdon:

<table>
<thead>
<tr>
<th>Year Level</th>
<th>Expected Scale Score</th>
<th>Percentage of students achieved</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 3</td>
<td>38.6</td>
<td>58.1%</td>
</tr>
<tr>
<td>Year 4</td>
<td>39.6</td>
<td>60%</td>
</tr>
<tr>
<td>Year 5</td>
<td>44.8</td>
<td>54.5%</td>
</tr>
<tr>
<td>Year 6</td>
<td>54.4</td>
<td>22.9%</td>
</tr>
<tr>
<td>Year 7</td>
<td>54.9</td>
<td>52%</td>
</tr>
</tbody>
</table>

All year levels (except year 6) have around 50-60% of students at or above the standard for PAT-Mathematics. The year 6 cohort is identifiably lower and should be tracked in 2015.

Recommendations for 2015
- Construction of a Whole School Agreement to Mathematics/Numeracy at Risdon.
- Inclusion of Mathematics Data into the whole school green data folders.
- Participation in DECD’s Numeracy In Residence program
- I Can Do Maths implementation in years R-2.
- Introduction of numeracy moderation and an emphasis on other learning areas.
- Time provided for staff to partake in moderation with colleagues.
- Intervention for numeracy across the whole school.
- Target resources: further training for the use of school resources to aid the teaching of Mathematics.
- Continuation of Rosslyn Shepherd into 2015
- Numeracy Improvement Committee to analyse 2014 Mathematics data and make recommendations for 2015 included in the 200 day plans.
IMPROVEMENT PRIORITY 3
Engagement for Learning 2014

Damien Mellow, Deputy

Targets:

- 90% attendance is achieved by all students R-7
- Increase in the percentage of students who are enthusiastic and compliant in their learning
- Increase in community participation in students learning and through whole school programs

Being engaged in school helps support achievement levels and increases their social and mental wellbeing. We are always looking at different ways that this can be supported in our classrooms and our yard. The Engagement for Learning team was very proactive in their decision making and review recommendations. I would to thank them for their efforts and look forward to implementing further strategies to increase the engagement levels of our students.

These graphs show the engagement matrix data for mid-year and end of year in learning. Notable comparisons include:

- Increase in Enthusiastic learners by 6.3% since Term 2 (26 students)
- Decrease of Negative learners by 4% since Term 2 (16 students)
- Compliant/Enthusiastic 83.4% (Term 2 79.2%)

We have analysed the individual students attitudes and looked at their needs in the classroom. Teachers recognising these students and looking at alternative ways to support them with their learning has helped see a shift in their engagement levels. Continued work with this data and ongoing learning for staff about powerful learning will be incorporated in future planning through the Engagement for Learning team.

Further training and development in Understanding Poverty will be
These graphs show the engagement matrix data for mid-year and end of year in relationships. Notable comparisons include:

- Shift of 8 students to enthusiastic from compliant/negative.
- Minimal shift in other areas.
- A focus with planning from Kids Matter will support staff learning and support the development of relational learning for our students.

Many of our current strategies which focus on relationships have been integrated at making connections and for students to be in a mental state to be able to learn. These have included:

- Buddy Program – all classes have organised a buddy class where they can interact and play social skill games or the older students will read to the younger students.
- Community Mentoring – 5 mentors over the year have supported individual students through cooking, gardening and learning programs.
- Flo – individual case management for 2 of our students with high levels of disengagement.
- Men’s Shed – termly students are selected to participate in the Men’s Shed run by Uniting Care
- Wesley with a focus on male mentors for students
- Deputy/School Counsellor support program by team teaching social skill programs
- Engagement for Learning team members being part of Professional Learning Community focus on relational learning and transferring this information back to staff.
These graphs show the engagement matrix data for mid-year and end of year in wellbeing. Notable comparisons include:

- Decrease of students (16) in Negative wellbeing
- Compliant students remained steady.
- Increase in Enthusiastic students (10 students)

Well-Being is being addressed more rigorously in 2014. Kids Matter Primary will be implemented over the next 3 years. Kids Matter is a framework for Risdon Park to improve children’s mental health and wellbeing. We will address the programs and practices within our school that we are already doing to address social and emotional learning and identify areas that we can do better or begin to do. Staff were introduced to Kids Matter in a Term 3 Pupil Free day. The next step was to establish an Action Team which is made up of the Engagement for Learning team members. In 2015 this team will continue to implement Component 1 and develop a Pupil Free day for training in Component 2 – Social and Emotional learning.

**Recommendations for 2015**

- Engagement for Learning team to continue to develop and establish programs and support our community of learners. We will continue to meet twice a term so we can support our thinking and implementation or programs.
- Continual review of the behaviour education in the class and yard. Using the data to examine the key areas and working with staff to support understanding through language and restorative justice principles.
- Attendance data presented on an individual basis to staff for follow up and reports given termly. Review of strategies to support high level non attendees.
- Continual developments of buddy classes attitudes which will incorporate peer mentoring and provide a base for further learning opportunities. This to include learning areas as well as Kids Matter Component 1 strategies.
• Peer mentoring being trialled in the yard to help reduce reflection room referrals.
• Students at risk to be supported by the Community Mentoring model, Garden and FLO program.
• Kids Matter Component 1 “Positive School Community” strategies to be introduced and implemented into school system. Further training and development in Component 2 “Social and Emotional Learning for students” for staff in second semester through the use of a Pupil Free day.
• Counsellor/Deputy/Behaviour Education Support teacher being involved in classrooms to develop relational learning and support teachers with their social skills programs and engagement/learning levels. This will include Wilson McCaskill, What’s the Buzz, Bounce Back, Critical Mass strategies and implementation of the new values.
• Development of Community Engagement in the site which explores further enhancement of programs and initiatives that support student learning. Increase parent support through understanding of screening clearances will enhance their involvement in our site.
• Continue to use data to support the processes and practices that help support students in classes but to also help set targets and achieve these.

4.1 Junior Primary and Early Years Scheme Funding

**Reading Support Teacher**  
Rebecca Oaklands and Carolyn Clinton

The Early Years Learning Strategy provides funding to schools for a Reading Support Teacher, released from classroom 1 day a week to support improvements in children’s early literacy learning and development. The Reading Support Teacher is an Early Years educator with a strong understanding of the reading acquisition process who works alongside two graduate teachers to build their expertise in the presentation of a balanced reading program. This involves setting time aside each week to meet with colleagues to build relationships, engage in rigorous conversation about aspects of their own teaching style, whilst being prepared to be challenged and offer constructive advice.

Achievements Included:

- Working in a coaching model with 2 beginning teachers, 1 graduate teacher and a teacher in her second year of teaching. I worked with my two colleagues in support of their Guided Reading programs, conducting and analysing Running Records, Phonological Awareness, oral literacy assessment.
- Supporting all Early Years teachers and SSOs in their gathering of Risdon Park PS agreed Literacy assessments
- Levelling/Cataloguing new books for the Reading Room
- Updating PM Benchmark Folders
- Updating resources for Oral Language Play Boxes
Building teacher capacity through professional learning enabled two reception teachers to undergo Pre-Lit and Mini-Lit training. Upon their return to Risdon Park PS, Pre-Lit was incorporated into their Literacy teaching and learning program. They also supported SSO’s in the delivery of their MiniLit Intervention sessions.

Early Years teachers were released in pairs to reflect upon their Literacy programs through an assessment for learning lens.

The Early Years Assistant Grant and Early Years Funding allowed for 4 SSO to attend MiniLit training in order to introduce the MiniLit as Wave 2 Literacy Intervention program, with identified students receiving 4 intervention strategies a week.

Refer to pages 8 and 9 for Intervention Report.

### 4.2 Better Schools Funding

In 2014 Risdon Park PS received $45,994.91. At Risdon Park PS we put these funds towards the successful resourcing of our improvement priorities, namely Numeracy and Engagement for Learning. Refer to Planning Improvement Planning and Targets for more information. The Better schools funding was used to:

- employ a Mathematics Consultant, Rosslyn Shepherd to audit and organize mathematics resources, develop, strategic and equitable purchase of mathematics resources, conducting a pupil free day with a focus in Numeracy and number, with follow up modeling in classes, and working with teachers in pairs in debrief and planning;
- allow for extra release time (.1) for our Improvement Coordinator, with a mighty task of leading Literacy and Numeracy improvement in our site;
- train 4 SSO’s in MultiLit in order to employ them to implement Wave 2 Intervention program in years 3 – 7;
- Release of Deputy Principal in teaching duties to support teachers in the implementation of our Engagement for Learning strategies. This included working alongside teachers in team teaching and modeling in the implementation of “Play is the Way” program and Kids’ Matters.

Better school Funding also supported the practice of two teacher Librarians working with teachers in co-planning, conducting and reviewing units of work with the introduction of Australian Curriculum areas of History and Geography.

### 5. STUDENT ACHIEVEMENT

#### Running Records

In 2014 Junior Primary teachers continued their implementation of the Risdon Park PS Early Years Literacy Agreement with a focus on Jolly Phonics and the Big 6 of Reading approach. PreLit was also introduced into the 2 reception classes.
The graphs above show that year 1 students made significant progress in their reading levels from term 1 to term 3. In term 1, 45% of students were identified reading in levels from 1 to 5. By term 3, year 1 students had progressed by 39% at standard for reading.

The above graphs show that year 2 students made significant progress in the reading from terms 1 to 3. By the end of term 2, 62% of students were at or above reading DECD’s standard. It is pleasing to note that we outreached our reading target by 10% for our year 2 students.

It was pleasing to see that 35 students out of 42 made a medium to high level of progress in their reading from term 1 to term 3.

27 year 2 students made a medium level of progress in their reading from term 1 to term 3.

It is recommended that in 2015 we continue to raise our target for year 1 and year 2 students achieving DECD’s set standards. (Levels 15 or above for year 1 and levels 21 or above for year 2 students.)

**PATr READING TEST RECORDS, 2013 / 14 COMPARISONS - YEARS 3 - 7**

Students in year 3 to 7 have undergone PATr reading testing for the past 2 years. Our data collection and analysis has meant that we have looked about both Stanine and scale scores of students and have found the scale scores more beneficial as they track individual progress.

Student achievement was compared and analysed for year levels in 2013 to 2014, for example, year 3 achievement in 2013 compared with the year 3 achievements in 2014.

*Figure A: In 2013, Year 3 achievement is good – with more students at or above standard than any other year level. There is a high number of students from 5-7 that are below the required standard, with year 4 & 5 having more students below standard than at/above combined.*
The year 7 cohort follows closely behind with only 51% of students at/above standard.

In 2014, students in Year 3, 4 and 7 scored the best, with around two thirds of students at or above standard in reading comprehension. Students in year 5 and 6 have been highlighted as an area of concern, with around 1/2 of the students below standard for their year level.

To improve data it is imperative that teachers look closely at which questions students struggled with and use comprehension strategies to improve understanding in these areas. Student attitude also greatly affected data – with some students not answering many/all of the questions and some students just ‘guessing’. It is important for teachers to identify these students and target them for a one-on-one conversation in regards to the importance of accurate testing and their approach to assessment tasks.

Figure B.1: PAT-R comprehension test shows a slight growth in student achievement from 2013 to 2014. There are more students in both the ‘at’ or ‘above’ categories, suggesting an overall improvement

**PATm (MATHEMATICS) TEST RECORDS, 2014**

We commenced collecting PATm data in 2014. Student in year 3 – 7 sat the PATm Mathematics test in term 2 and term 4 in 2014. At Risdon Park PS we realize that it is not recommended for PATm to be sat twice in a year however we wanted to get some idea of progress within a year for mathematics. In 2015 we will conduct PATm tests once a year in August in line with DECD’s expectation.

2014 is a year for collecting baseline data in Maths at Risdon; due to this we can’t comment on progress so far. Current data suggests that many of our students have a scale score lower than expected for their year level. Year 3’s and Year 7’s fare the best with just over one third of the students achieving standard or above. Year 6 is an area of concern only one tested student achieved at or above standard.

Students at or above standard:

Year 3: 37.5%, Year 4:19.6%, Year 5: 18.6%, Year 6: 1.9%, Year 7: 36%

Current PAT Maths results further highlight the need for a focus on Mathematics and Numeracy at Risdon Park PS.

Expected Scale Standard is highlighted on the graphs.
AUSTRALIAN CURRICULUM A – E Grades – Semester 2

At Risdon Park PS we have been collating A-E grades for the past 4 years, however 2014 was the first year that we have used the A-E grades as a measure and evidence of how well our students from Year 1 – 7 are tracking throughout the curriculum.

In 2014 we reported to parents on the following Australian curriculum areas:

- English
- Mathematics
- Science
- Geography
- History

Other curriculum areas were reported to parents using the South Australian Standards & Accountability Framework (SASCA)
In all curriculum areas and in most year levels, most students were identified as achieving a “C” grade average; however it is interesting to note that a greater number of year 5 and year 7 students achieved a “D” grade in English. A – E data in these two year levels aligns with our results in year 5 and 5 PATr and NAPLAN Literacy. It will be important in 2015 to triangulate the data to look more closely at the areas within English that need further attention and special measures so that student achievement can be assured.

<table>
<thead>
<tr>
<th>Year</th>
<th>English</th>
<th>Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>60%</td>
<td>71%</td>
</tr>
<tr>
<td>Year 2</td>
<td>69%</td>
<td>79%</td>
</tr>
<tr>
<td>Year 3</td>
<td>67%</td>
<td>58%</td>
</tr>
<tr>
<td>Year 4</td>
<td>63%</td>
<td>71%</td>
</tr>
<tr>
<td>Year 5</td>
<td>64%</td>
<td>77%</td>
</tr>
<tr>
<td>Year 6</td>
<td>66%</td>
<td>69%</td>
</tr>
<tr>
<td>Year 7</td>
<td>86%</td>
<td>94%</td>
</tr>
</tbody>
</table>

The above table shows the percentage of students in years 3 to 7 who achieved a “C” grade or higher in English and Mathematics. It is interesting to note that the percentage of students who achieved a “C” grade in English is lower than that in Mathematics. When matching our NAPLAN Numeracy scores it appears that our “C” and above are inflated. This may be due to teachers having a more accurate view of constitutes as a “C” or at standard grade due to our regularly moderation activities. 2014 was the first year of Numeracy as a priority at Risdon Park PS, and as yet we have not conducted moderation activities which will ultimately develop a common understanding of a “C” standard of work in mathematics.
5.1 NAPLAN

The 2014 NAPLAN results showed that our year 3 students maintained their level of student achievement in upper bands in Reading mean scores and it is important to note that there is an improvement in year 7 achieving in the upper bands of reading. Reading Comprehension continued to be an improvement priority in 2014, therefore it was pleasing to see these achievement results. The graph below also show that year 3’s at Risdon Park PS achieved slightly above the Region and like schools in reading.

### Year 3

In 2014, Grammar and writing appears to be a strength of our year 3 students, with both results above those mean scores from schools within our region and other like schools (index of disadvantage). 90% year 3 students met National Minimum Standard in Reading. 95% of year 3 students met National Minimum Standard in Writing. 92% of year 3 students met National Minimum Standards in Spelling, Grammar and Numeracy.

In 2014 year 3 Numeracy results remains significantly lower than areas in Literacy. 2014 also marked the introduction of Numeracy as a improvement priority. NAPLAN and other school data acts as base line data for us to set improvement targets and continue engage in improvement strategies in 2015.

The graph and table below show the mean scores in all areas of Literacy and Numeracy for our year 3 students over the past three years. The decline in most areas could be as a result of 11% of year 3 students being withdrawn / absent, compared to 30% in 2013.

#### Table 4: Year 3 Mean Scores

<table>
<thead>
<tr>
<th>Mean Scores by Test Aspect</th>
<th>Year 3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2012</td>
</tr>
<tr>
<td>Numeracy</td>
<td>347.9</td>
</tr>
<tr>
<td>Reading</td>
<td>381.7</td>
</tr>
<tr>
<td>Writing</td>
<td>390.0</td>
</tr>
<tr>
<td>Spelling</td>
<td>381.0</td>
</tr>
<tr>
<td>Grammar</td>
<td>386.2</td>
</tr>
</tbody>
</table>
**Year 5**
Spelling continues to be an area of relative strength for our year 5 students and is greater than year 5 students in region and like schools. Grammar also is seen to be a strength for Risdon Park PS year 5 students with higher scores than schools within our region.

93% year 5 students met National Minimum Standard in Spelling in 2014
89% year 5 students met National Minimum Standard in Grammar in 2014
84% of year 5 students met National Minimum Standard in Numeracy in 2014

Year 5 students’ means scores in Spelling, Grammar and Numeracy increased in 2014.

<table>
<thead>
<tr>
<th>Mean Scores by Test Aspect</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Numeracy</td>
<td>445.5</td>
<td>421.7</td>
<td>434.7</td>
</tr>
<tr>
<td>Reading</td>
<td>447.9</td>
<td>456.6</td>
<td>443.9</td>
</tr>
<tr>
<td>Writing</td>
<td>432.7</td>
<td>440.5</td>
<td>393.0</td>
</tr>
<tr>
<td>Spelling</td>
<td>474.9</td>
<td>469.5</td>
<td>479.3</td>
</tr>
<tr>
<td>Grammar</td>
<td>445.5</td>
<td>447.9</td>
<td>457.7</td>
</tr>
</tbody>
</table>

It was interesting to note that there was an improvement in the number of year 5 students identified in higher bands in Numeracy in 2014.

**Year 7**
Year 7 NAPLAN results were above Region and Index schools in Reading and Spelling in 2014. A significant number of year 7 students were identified in the upper bands in Reading in 2014.

It was disappointing to see a dip in achievement scores in writing for year 7 students and in our year 5 students. This data suggest that we need to revisit our writing practices in the primary years in 2015. Regular moderation of student writing work samples will also support teachers continuing to develop a common understanding of writing standards at identified levels.
Year 7 Reading Mean scores show an increase in 2014 from 2013 and 2012.

It is also pleasing to note that a greater number of year 7 students were identified in higher proficiency bands in 2014.

98% of year 7 students met National Minimum Standards in Reading in 2014
96% of year 7 students met National Minimum Standards in Numeracy in 2014
92% of year 7 students met National Minimum Standards in Spelling and Writing in 2014
90% of year 7 students met National Minimum Standards in Grammar in 2014

Results in Numeracy continue to score below National, Region and Index schools. With the continued emphasis in Numeracy as a priority area, it is hopeful that we will begin to see improvement in Numeracy achievement levels in 2015.

Figure 6: Year 7 Mean Scores

<table>
<thead>
<tr>
<th>Aspect</th>
<th>RPPS</th>
<th>National</th>
<th>Regional</th>
<th>Index</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grammar</td>
<td>514.4</td>
<td>543.9</td>
<td>516.8</td>
<td>517.9</td>
</tr>
<tr>
<td>Reading</td>
<td>530.1</td>
<td>545.8</td>
<td>522.3</td>
<td>524</td>
</tr>
<tr>
<td>Spelling</td>
<td>530.5</td>
<td>545.3</td>
<td>517.5</td>
<td>522.6</td>
</tr>
<tr>
<td>Writing</td>
<td>468.6</td>
<td>511.5</td>
<td>479.6</td>
<td>486.2</td>
</tr>
<tr>
<td>Numeracy</td>
<td>498.7</td>
<td>545.9</td>
<td>516.3</td>
<td>513.4</td>
</tr>
</tbody>
</table>

Table 6: Year 7 Mean Scores

<table>
<thead>
<tr>
<th>Mean Scores by Test Aspect</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Numeracy</td>
<td>511.6</td>
<td>511.1</td>
<td>498.7</td>
</tr>
<tr>
<td>Reading</td>
<td>524.0</td>
<td>522.9</td>
<td>530.1</td>
</tr>
<tr>
<td>Writing</td>
<td>501.1</td>
<td>504.8</td>
<td>468.6</td>
</tr>
<tr>
<td>Spelling</td>
<td>545.4</td>
<td>541.9</td>
<td>530.5</td>
</tr>
<tr>
<td>Grammar</td>
<td>529.8</td>
<td>494.1</td>
<td>514.4</td>
</tr>
</tbody>
</table>
The average growth data is 25% of students in the low growth band, 50% of students in the medium growth band and 25% of students in the upper growth band. The aim for Risdon Park PS is to have less that 25% of students in the low growth band, less than 50% of students in the medium growth band and more than 25% of students in the high growth band.

Students who sat the NAPLAN tests in 2012 as year 3 students have demonstrated a significant level of growth, with 61% of students demonstrating a middle level of growth in Numeracy and 54.8% growth in Reading.

12.9% demonstrated making a upper level of progress in Numeracy since they last sat the tests as year 3 students in 2012. It is interesting to note that although RPPS Numeracy results are not as strong as the Literacy results; students are making significant progress at school between year 3 and year 5 in their mathematics knowledge and understandings.

9.7% of year 5 students demonstrated an upper level of growth in Reading since they last sat the test in 2012.

Growth Data for our year 7 students, who last sat the NAPLAN tests in 2012 show that they continue to make significant progress in Reading with 57.8% of students making a middle and 26.7% of students making an upper level of progress in the past two years.

Growth data in Numeracy is not as positive, as 39% of year 7 made a low level of progress. It is pleasing to see however, that 51.2% made a middle level of progress.
### Year 3 Areas of Strength 2014 NAPLAN

<table>
<thead>
<tr>
<th>Reading</th>
<th>Writing</th>
<th>Spelling</th>
<th>Grammar</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Directly stated information</td>
<td>Punctuation</td>
<td>Identifies error in 2 syllable words</td>
<td>Overall area of strength</td>
<td>3D objects</td>
</tr>
<tr>
<td>Inferring</td>
<td>plurals</td>
<td>conjunctions</td>
<td></td>
<td>Making groups</td>
</tr>
<tr>
<td>Identifying characteristics of a narrative character</td>
<td>Long vowels</td>
<td>Capital letters</td>
<td></td>
<td>counting</td>
</tr>
<tr>
<td>Identifying correct order</td>
<td>One syllable homophones</td>
<td>Use of speech marks</td>
<td></td>
<td>Solving money problems with multiplicative thinking</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Simple contractions</td>
</tr>
</tbody>
</table>

### Year 5 Areas of Strength 2014 NAPLAN

<table>
<thead>
<tr>
<th>Reading</th>
<th>Writing</th>
<th>Spelling</th>
<th>Grammar</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interprets the imagery in a poem</td>
<td>Identifying errors – 1 &amp; 2 syllable words</td>
<td>Identifying adjectives in a sentence</td>
<td>Identifies next number in sequences</td>
<td></td>
</tr>
<tr>
<td>Interprets meaning from imagery in a poem</td>
<td>Spelling with long vowel sounds</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spelling with different endings</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Compound words - digraphs</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Year 7 Areas of Strength 2014 NAPLAN

| Reading                  | Writing | Spelling           | Grammar                  | Numeracy | |
|--------------------------|---------|--------------------|--------------------------|----------|
| Area of general strength | Spelling| Area of general strength | Contractions | fractions |
| Locating Information     | Text Structure | Compound sentences | subtraction |
| Understanding characters in a narrative | | Use of commas & apostrophe | |
| Interpretation of different text types | | Complex sentences | |
6. STUDENT DATA

6.1 Attendance

Kelly Zwar, School Counsellor

Attendance at RPPS is something that is increasingly becoming a concern, with no Year level meeting the 2014 DECD target of 93%. Staff were informed of the processes and support in the implementation of procedures in regards to monitoring, documenting and following up on student absences.

Risdon Park PS had various programs to engage students and promote attendance, these included;

- FLO enrolments
- Garden program
- Men’s Shed
- Multi Lit program
- Mini lit program

In Term 3, the school was hit hard by whooping cough, and this severely hampered attendance levels throughout all year levels.

Of concern, is the attendance of Reception students who are new to schooling, they need to be attending in this vital year to set themselves up positively for their learning life. It was pleasing to see the Year 7 attendance percentage increase in Term 4. Extra transition and the transition program may have helped with this.

The next step to improving our attendance data, is by further educating the students and the parents/guardians on the importance of attending school. We currently inform parents and caregivers through school newsletters, phone calls and home visits. Some success has been achieved in increasing student attendance, but will need to be a focus in 2015.

Attendance % by Year Level Comparison – Risdon Park PS

Despite repeated attempts to find out who the 2014 data was matched against as Yorke & Mid North region no longer existed, I was unable to find out what schools this included.

<table>
<thead>
<tr>
<th>Year</th>
<th>Risdon Park Primary School</th>
<th>Yorke Mid North District</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2012</td>
<td>2013</td>
</tr>
<tr>
<td>Rec</td>
<td>88.4</td>
<td>88.2</td>
</tr>
<tr>
<td>Yr 1</td>
<td>89.5</td>
<td>90.0</td>
</tr>
<tr>
<td>Yr 2</td>
<td>91.3</td>
<td>89.9</td>
</tr>
<tr>
<td>Yr 3</td>
<td>90.1</td>
<td>91.0</td>
</tr>
<tr>
<td>Yr 4</td>
<td>89.7</td>
<td>88.0</td>
</tr>
<tr>
<td>Yr 5</td>
<td>89.2</td>
<td>86.6</td>
</tr>
<tr>
<td>Yr 6</td>
<td>87.6</td>
<td>87.8</td>
</tr>
<tr>
<td>Yr 7</td>
<td>89.1</td>
<td>85.0</td>
</tr>
</tbody>
</table>

Term 1 Year Level Attendance Comparison 2014
6.2 Destination

<table>
<thead>
<tr>
<th>Leave Reason</th>
<th>2013 School</th>
<th>Index</th>
<th>DECD</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No</td>
<td>%</td>
<td>%</td>
</tr>
<tr>
<td>Employment</td>
<td></td>
<td>4.7%</td>
<td>3.0%</td>
</tr>
<tr>
<td>Interstate/Overseas</td>
<td>13</td>
<td>11.8%</td>
<td>8.1%</td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td>1.2%</td>
<td>1.4%</td>
</tr>
<tr>
<td>Seeking Employment</td>
<td></td>
<td>4.3%</td>
<td>3.6%</td>
</tr>
<tr>
<td>Tertiary/TAFE/Training</td>
<td></td>
<td>4.9%</td>
<td>4.6%</td>
</tr>
<tr>
<td>Transfer to Non-Govt Schl</td>
<td>18</td>
<td>16.4%</td>
<td>7.9%</td>
</tr>
<tr>
<td>Transfer to SA Govt Schl</td>
<td>75</td>
<td>68.2%</td>
<td>49.6%</td>
</tr>
<tr>
<td>Unknown</td>
<td>4</td>
<td>3.6%</td>
<td>19.3%</td>
</tr>
</tbody>
</table>

7. CLIENT OPINION

In 2014, the same Opinion Survey were given to parents and students as in 2013, however they were processed internally. The Parent opinion survey was made available to parents in the school newsletter on several occasions and also posted on Skoolbag for parents to access. Unfortunately only 32 responses were received from our 297 families.

All students from reception to year 7 participated in the Student Opinion Survey. In year 3 – 7 students completed their own written questionnaire and students in reception to year 2 were interviewed by the school counsellor.
Risdon Park PS parents were in high agreement in all areas covered in the Opinion Survey.

- 90% of parents agreed or strongly agreed to the statements in the Learner Achievement and Well Being Area, with parents most agreeing to the statements that their child is happy at school and is making good progress at school.

- 91% of parents agreed or strongly agreed that Risdon Park PS have high Expectations of all Learners, with parents most agreeing the statement saying that teachers at Risdon Park PS expect their child to do his or her best.

- 97% of parents agreed or strongly agreed that Risdon Park have Shared Beliefs and Understanding, with 100% of parent agreeing that they can talk with their child’s teacher about their concerns.

- 93% parents agreed and strongly agreed that Plans, processes and practices for teaching and learning is a priority at Risdon Park PS.

The following parent comment is typical of others.

*I’m pleased with my daughter’s teacher this year. The consistent communication and organization of the class and activities have been great. I feel that my daughter has flourished this year and her confidence is growing due to the support given by her teacher.

We had a couple of concerns with our child’s start to the year and these were dealt with quickly and efficiently. Extremely impressed with the school.*

*I have nothing but praise for Risdon. There have been problems which have been dealt with very effectively.*
The **Student Opinion Survey** was formatted into 4 main areas: those being:

1. Quality of Teaching and Learning
2. Support for Learning
3. Relationships and Communication
4. Leadership and Decision Making

The 3 graphs below show students responses in all year levels to statements, that they agreed, disagreed or “didn’t know”:

**Agree**

In general students agreed to all areas.

- The area that students most agreed to was Support for learning, where students across all year levels agreed that their teachers motivate them to learn and that Risdon Park PS looks for ways to continuously improve.
- In the Quality of Teaching and Learning, students agreed to the statement about being happy to be at Risdon Park and that teachers expect them to do their best. This statement is strongly agreed by parents and students.
- Students commented that teachers’ useful feedback could improve.
- Students agreed that they can talk with their teachers about their concerns and that they feel safe at school.
- An area of improvement is in the area of behavior management where students believe many students misbehave at school.

**Disagree**

Question 4a shows that students disagreed with the comment in the survey relating to the effective management of student behaviour.

This will be a topic for discussion and ideas to Kid’s Co in 2015.
Staff Opinion Survey
Staff Opinion Survey was not conducted in 2014 as in past years. Terry Sizer (Education Director) visited Risdon Park PS late in term 1, upon request of the principal to talk with staff, parents and students in order to receive feedback on performance over the past years of tenure. Terry recommended to the principal that more information would be beneficial to gather in many areas including:
- Staff deployment
- Shared Leadership practices
- Non-Instruction Curriculum areas
- Other programs

This review was conducted in term 4 by the principal, providing the opportunity for every staff member to meet with the principal providing responses to statements, questions and information given to them before their interview time. A principal colleague sat in on the interviews to document staff responses and collate information.

Once the review was concluded and the report presented to PAC (Personnel Advisory Committee and staff, recommendations were made on the above 4 areas with recommendations implemented with some modification through consultations in 2015. Report and recommendations were also discussed with Education Director.

8. ACCOUNTABILITY
8.1 Aboriginal Education

AET REPORT
We began the 2014 school year with 12 Aboriginal students enrolled, with enrolments steadily increasing through the school year to 31 students. Increasing enrolments became a challenge for us to meet individual needs of students and families.

Risdon Park PS received funding for 3 Aboriginal students from the previous year for students who did not meet benchmarks in Literacy in the NAPLAN test. These identified students were included in the multi lit program. Funding for students in the early years also meant that we were able to include Aboriginal year 1 and two students in the MiniLit program. In some instances poor attendance impacted upon student progress and achievement.

Student progress was also tracked through data which was entered onto EDSAS.
In 2014 attendance became a priority with parents contacted via the phone, letters and home visits.

The AET with the ACEO attended Pirie Partnership meetings once a term held at the Pirie Office at which updates on Aboriginal Education, Support Services, DECD’s initiatives were presented. These meetings kept us up to date, while also meeting our needs to connect with other AET’s and ACEO to hear about programs in different sites.

**ACEO REPORT**

Melissa Hands, ACEO

**Things that worked well in 2014**

**Building relationships with families by:**

- Phone calls
- Home visits
- School yard

The first term I make sure I engage with each and every family by phone calls or home visits. This gives a chance to speak and meet with parents one to one.

I believe it also helps to learn about our families and the structures in their home and also for them to discuss any concerns they may have or a chance for them to share.

**Aboriginal Community Voice Meetings 2014**

Conducted two meetings per term in the Community Room at Risdon Park which consisted of 2-4 parents attending, each meeting. This was great to see these families wanting to be involved and support our school.

Agenda items included:

- Guest Speakers
- Rainbow Healing Bus
- Correspondence from Community organisations in Port Pirie
- Cultural events

**Guest Speakers/Visitors include:**

- Jess Karpany – ACEM at Kadina office
- Christine Keynes – Port Pirie Office
- Peta Reid – Aboriginal Health Team
- Sonia Rankine – Aboriginal Cultural Consultant
- Matt Welch – Pastoral Support Officer – RPPS
- Carolyn Clinton (Principal) would also attend meeting

SAATAB - SA Aboriginal Education and Training Consultative Body 13th November 2014

2 parents from Risdon attend this consultation at the Port Pirie Yacht Club

No other ACEO was able to encourage their families to attend; it was great that we had representation from our families within our school.

It was nice to hear the feedback about our school from one parent to another, such as;

*Our principal does an excellent job with families when they enrol, this family had said our principal conducted an extensive tour of our school and that the family didn’t go home with questions not asked, and the tour from the principal had made the family to decide to send their children to Risdon Park Primary.*
Another positive was that Individual Learning Plan (ILP) for ATSI students was a great tool and they were happy to see the way our school uses this as a working document and that parents were involved in the process.

Community Services such as Aboriginal Health Mobile bus visit
All our Aboriginal students attended the Mobile health bus unit
We had 6 parents turn up on the day for this, the children who parents attend were seen by the nurse first as this gave time for parent to asks questions etc.
Only four students didn’t have their ears checked because the “hearing machine” stopped working. Parents were then advised to take their children to the Aboriginal Health – Tarpari.
Once Aboriginal health sent out the results, I sent them home through the mail as this was sensitive and confidential information and wanted to make sure parents received the results promptly.
This service is available every year to all aboriginal students and we will be looking forward to working with aboriginal health again this year.

Challenges for 2014
- Involving more parents to attend – Aboriginal Community Voice Meeting here at Risdon
- More relevant guest speakers from more services within Port Pirie, such as Centre Care and Uniting Care Wesley
- More cultural events celebrated at school with parents and families
- Flag Pole for Aboriginal Flag at the front of our school
- More cultural awareness as a whole school; such as why we do “Acknowledgement of Country” what it means, and why it’s so important
- All families in Risdon need to understand the significance why this is conducted at meetings and whole school assembly

8.2 Behaviour Education

A review of the Behaviour Education at Risdon Park was conducted by the Engagement for Learning team. The team met 2 times a term to discuss changes to guidelines, policies and procedures within DECD and the implementation of policies and practices at Risdon. The use of an Anti-Bullying Policy School Audit was used to identify necessary changes to current practices. Staff were consulted throughout this process through their unit member and feedback acted upon. The team evaluated that through better documentation and records being analysed each term statistics had increased.
The team also reviewed the yard behaviour education policy and identified by staff that there were inconsistent interpretation and implementation of consequences across the different Yard Areas. The team discussed strategies to help support yard play and have documented these to support implementation in term 1, 2015.

Staff take a proactive response to dealing with inappropriate behaviour. Teachers will use many strategies before students are exited to the front office including re direction, one to one, time out, fish pond exit and buddy class. Clearly stating behaviour to student has been a key message as many students look for equity in the behaviour. Taking ownership for making a weak or bad choice has been challenging for students but one that with consistent language has been developing. Positive relationships, buddy learning, garden program and consistent language eg strong choice has supported effective classroom pedagogy but built positive behaviour education in our classes. High level behaviours have been evident at Risdon and
training and development for staff will be a focus in 2015 to help support understanding and implement effective strategies.

In 2014 the data increased in all areas. Discussion has led to:

- Training and development for staff re high level students and Understanding Poverty
- Focus back on pro social skill programs including Kids Matter and Wilson McCaskill.
- Continue with analysing data – Bullying each term in week 5 and behaviour each term. Narrow the focus and identify individual students so Counsellor/Deputy can work with the teacher and parents to minimise behaviour.

7. VALUE ADDED PROGRAMS FOR RISDON PARK PRIMARY SCHOOL

CHALLENGE GROUP

Helen McMahon, Teacher Librarian

Challenge Group is a program designed to meet the need of students in year 7 who demonstrate a high level of higher order thinking Literacy and Numeracy skills. Helen McMahon takes a small group of up to ten identified student once a week in lesson which explores issues which further develops their knowledge, and research skills.

In term 4, 2014 the students who participated in the Challenge Group offered the following comments after a review of their year’s program.

We most enjoyed

- Filming and editing
- Investigation into media coverage cultural presentations of body image
- Design and Technology
- Freedom to express an opinion without being judged.
- Opportunities to share ideas in an open forum
- Working with students who enjoy thinking differently and participating in open discussion.

In 2014 we learnt

- How to use Movie Maker
- We are grateful for our opportunities and rights in Australia compared with other countries

Skills that we have learnt this year

- Thinking with an open mind
- Thinking deeper into situations and issues
- Further developing and fine tuning our research skills
- Learning can be fun and engaging
- We can take more time in preparing in the presentation of our work and also able to go more in-depth into a topic
- More opportunities for following areas of interest.
CHOIR & THE FESTIVAL OF MUSIC

Amy Grant, Teacher

Amy Grant and Tessa Collins (regional co-ordinator) attended the Festival of Music training days in February in order to prepare for the 2014 Festival of Music, themed *Flight*, for which Risdon Park Primary School provides both choristers and instrumentalists every year.

This year choir started early, with two open rehearsal of choir being held in Weeks 2 and 3 of Term 1 for all year 5, 6 and 7 students who wished to attend. This enabled students to learn what being in a choir entailed. After swimming in weeks 4 and 5, choir rehearsals began. From the beginning of the year the students involved were enthusiastic about learning the music and choreography.

The first combined rehearsal with all schools was held at Airdale on the 20th of March. Risdon Park Primary School students were excited to sing with 8 other schools. Chris Hodgson, from Murray Bridge, ran the first combined rehearsal as guest conductor and students responded very well to her instruction.

Regional solo auditions followed soon after the combined rehearsal. They were held at Risdon Park Primary School. One RPPS Student, Kyah Dienhoff, was chosen as a soloist. It was also decided that RPPS would provide the two comperes for the evening, and Year 7 students Alexander Giles and Katherine Drabble were chosen for the role.

Throughout Term 2 school choir rehearsals continued on a weekly basis, with Tessa Collins supporting Amy Grant. Regional rehearsals were run by Amy Grant, and Amy Grant also trained the soloists each week. During solo training time Tessa Collins spent time with the comperes, assisting them as they wrote and practiced their speeches. All choristers continued their hard work in preparation for the performance. Tessa Collins and Amy Grant attended the 2 May training days, and provided their notes and recordings to other Festival of Music teachers in the region.

During Term 3 school rehearsals, combined rehearsals, solo rehearsals and compere practice were added to as a volunteer staff band formed, who provided live music to several of the choir songs to add to the student experience. Instrumental students also continued their work with IMS staff to learn their parts.

The final combined rehearsal, held on stage at the Keith Michell Theatre took place on the 3rd of September (Pictured below – students at final rehearsal). Chris Hodgson and Amy Grant shared the conducting role, allowing Chris to play piano for the commissioned works while Amy conducted. Two RPPS students were in the dance troupe trained by Una Cooling from Pirie West Primary School. The instrumental students and comperes were also present at the final rehearsal, where they practised their part in the production.

The Festival of Music performances took place on the evenings of the 3rd and 4th of September. Carolyn Clinton, Matt Welch and Helen McMahon volunteered their time to assist students backstage, which allowed for the evening to run smoothly. All students performed their roles exceptionally well, and were proud of their great achievement.
COMMUNITY MENTORING PROGRAM

Cassie Bond (SSO)

The Community Mentoring Program brought members of our community into Risdon Park PS to work collaboratively with identified students who would benefit from having a positive role adult in their lives.

The mentors were given initial training and ongoing support by Damien Mellow (Deputy Principal) and Cassie Bond (SSO & program coordinator) to support and guide the mentors in their activities and program with the students in their care. This program allowed students and mentors to build positive sustained relationships.

In 2014, we had three mentors working with 3 students one on one, doing a variety of activities including cooking, puzzles, sport and spending time “chatting”. In term 3 Jennifer Rankine, Minister of Education and Child Development visited Risdon Park PS and spent time with a mentor and student during a cooking session. She provided positive feedback and encouragement to the student and mentor.

The Community Mentoring Program is a worthwhile endeavour which supports students to engage positively with others building confidence and self-esteem.

The Community Mentoring program will continue in 2015. Thank you to all 2014 mentors for their valuable contribution.

All mentors have a DECD police check and complete the Responding to Abuse and Neglect Training (RAN).

CPSW 2014 REPORT

Matt Welch

Beginning week 1 of term 2 (30th April) and with considerable time off sick in term 3, I have worked over 580 hours this year at Risdon Park Primary School.

In this time it has been my pleasure to introduce myself and become immersed in the school community; meeting parents/carers, staff, volunteers and of course, the children.

This was achieved by maintain a general presence in the school, the creation and circulation of the CPSW program flyer and providing instruction on the correct method of calling COOEE at my first School Assembly. Whilst COOEE had an underwhelming response, it was very effective and many students still use the call to get my attention in the school yard. I think most teachers have forgiven me now… I hope.

PASTORAL CARE

Over the 3 terms, I had the privileged opportunity to talk both one-on-one and in groups, with about at least a dozen of our students regarding issues relating to home and school life. Most of these were initiated by the children but many were requested by parents/guardians or by referral from teachers.
As a practical way of showing compassion, the Casserole Bank (thanks to members of the local churches) was started for members of the school community to receive a home cooked meal during times of need. A number of these were distributed to our families as well as hampers containing groceries from the breakfast club stock.

One of my initial duties was the re-establishing of the Breakfast Club program, which took place on the Wednesday of week 3 (14th May). Despite it not being advertised until later that week, over 40 kids took the opportunity to fill their tanks before classes and NAPLAN testing that day.

By the end of this year I estimate close to half the school will have at some stage directly benefited from the program.

Along the way, the club has established and reinforced existing networks with a number of organisations within the community, such as:

**Funding:**

- nyrstar
- TLAP
- Risdon Park Primary School

**Food donations and logistical assistance**

- Foodbank
- Bakers Delight
- Woolworths
- Uniting Care
- Wesley Country SA

**Information:**

- GP Health Care Centre
- Port Pirie Regional Council
- Department of Health

**Future support in 2015:**

- Kmart
- Party Palace
- Produce Discounters
- Food Hub

We seized an opportunity to apply for the Healthy Active Kids $5,000 grant through Nestle. Unfortunately we were unsuccessful.

Breakfast club was promoted a number of times in the school newsletter and also at local churches, inviting expressions of interest for volunteers.

The colour orange and toast logo were adopted to assist promotion, with orange balloons being displayed at the school gates each Wednesday morning as a reminder of our BIG BREAKFAST.
Lego Club was re-established in term 2, meeting Fridays at lunchtime. Kids are encouraged to connect and create to their hearts content. Average attendance is about 40 kids.

With the assistance of the local church groups and sanctuary corner café & gifts, we held a morning tea for the staff and an afternoon tea for parents.

Parents were also invited to participate in playing a round of Risdon Park Family Feud, with prizes donated from the Port Pirie Ministers Association.

Both events were very well received with about 80 participants in all. The feedback was also very encouraging! Camp in Term 3 was a sleep deprived riot. What a privilege to support and join in the fun!

Excursions

13th June

I joined in with Amy, Aileen and Jayne’s year 2/3 trip to Adelaide for the orchestra performance of Peter and the Wolf, hosted by Jay Laga’aia of ABC’s Playschool fame (pictured). This was followed by a trip to the Museum.
20th of November

I jumped on board with Rebecca and Pat’s Reception classes as they explored the Adelaide Zoo. This was a fantastic and often wet time to work with the kids and parents also came.

I also got to assist in the Pirie Partnership Values Forum, Mens’ Shed, the Combined Choir performance, Swimming and Risdon Got Talent. Can’t wait to do it all again in 2015!
GARDEN PROGRAM

Kathryn Wilsdon (SSO)

It has been another busy year for the Garden Program in 2014. The continued development of the program to support alternative learning in a different environment has largely been a great success. Working with students from Buddy classes has enabled stronger ties to foster between these classes and students have appreciated being with children from other classes to share their gardening experiences. Most class teachers employ a rotation system which has seen a lot of students benefit from working in the garden including those with modified curriculums or requiring behaviour modifications. There are usually 2 students from 3 classes in the garden at any one time.

Highlights this year include:
- growing of flowers for Mother’s Day raised $300
- new watering system that covers all garden beds
- cultivation program where students plant seeds, nurture them into seedlings, transfer plants into beds and finally produce vegetables for selling
- utilising vegetables from the garden in a cooking program
- older boys involved in mechanics program where they fixed old lawn mowers and chain saw engines as well as BMX bikes
- students using their maths skills to track and measure the growth of plants and the development of money skills as students sell produce picked from the garden

The garden program provides the school with a well-equipped outside learning environment that all classes get to use throughout the year. It continues to be an opportunity for our older students to mentor the younger members of our school community in cooperation, respect and responsibility and to take pride in our school garden.
In the summer holidays Frau Grant spent three weeks in Düsseldorf, Germany, as an awardee for the Endeavour Language Teacher Fellowship. She studied German language and culture, also spending time in pedagogical seminars and visiting a German primary school. Much of this learning informed and extended her teaching throughout the 2014 school year.

There was a positive start to the school year in February when it was announced that eight students from Risdon Park Primary School had won prizes in the 2013-2014 SAGTA Schützenfest competition.

In Term 1 students new to German learned how to greet others and introduce themselves in a foreign language. Meanwhile students in years 2-7 learned about German board games. Students enjoyed learning to express what games they like, like to play, don't like, and don't like to play. Classes made graphs to present information about the likes and dislikes of their classmates.

In Term 2 Unit 1 learned about shape and colour. Students learned to respond to instructions in German to draw shapes and find colours. Students in Units 2 and 3 studied the story of Peter und der Wolf. Unit 2 students learned about the instruments and characters in the story, creating sentences to describe each character and link the characters and instruments. Students in Unit 3 read the story in stages, and learned about the future tense to make predictions about what would happen in the story. Rooms 22 and 23 had an Adelaide excursion to see the Adelaide Symphony Orchestra perform Peter and the Wolf to enhance their enjoyment of and enthusiasm for the topic.

In Term 3 Unit 1, room 22, and room 23 learned about calendar words, including days and months. Students in the Year 2/3 classes learned how to count to 31 in German by using place value columns to help them create the correct word structure. Students learned to say when they have their birthday. The rest of the classes learned about German Café culture and how to order food and drink in German. All students had a choice of different writing activities. Unit 3 students also produced a short skit to demonstrate their understanding of German language and Café culture.

In Term 4 Unit 1 students learned how to say who is in their family. Students in Units 2 and 3 learned about the state of Bavaria in Germany, with a focus on a folk story and associated festival for year 2s, and all other year levels learning about significant German landmarks. The best posters created as part of this learning were submitted to the Schützenfest Poster Competition (Pictured- Year 7 RPPS Schützenfest finalists).

All students finished the year by looking at the lead up to Christmas in Germany, including learning about Nikolaustag (St Nicholas' Day) and Adventskranz (Christmas wreaths).
GUIDED INQUIRY  
Helen McMahon & Trenna Kretschmer

In 2014 all students have been involved in investigating Geography and History topics during their Guided Inquiry lessons with the Teacher Librarians. This is a collaborative partnership with the class teacher to plan, develop, teach and moderate units of work in these Australian Curriculum subjects. Some of the successful topics investigated by classes this year include:-

**History**
- Families – Past and Present
- Daily Life in the Past
- History of Australian Heroes

**Geography**
- Thought Provoking Issues
- Places are for Living in
- Habitats for Animals
- Natural Hazards – Bushfires and Floods
- Waste Management
- Making our own Atlas

Guided Inquiry has been an integral aspect of students’ learning at Risdon Park Primary for many years. This collaborative program with classroom teachers has taught students valuable skills needed for lifelong learning. Unfortunately 2014 is the last year that formal Guided Inquiry will operate at this school.

**ICT**

2014 has once again been a very busy year for the IT department at Risdon Park Primary School. 0.2 salary was allocated to the role of IT Manager with 3 hours SSO support on a weekly basis. This continued the skilling of an SSO in the day to day IT issues of maintenance and problem solving across the school.

Achievements for 2014 have included:
- continuous on-site maintenance of all IT equipment around the school including computers, laptops, netbooks, printers, data projectors, smartboards and ipads;
- manage and maintain the curriculum and administration servers plus the proxy server, routers and modems;
- manage all network logons across both networks across the whole school;
- Learnlink Administrator responsible for all logons, class logons and password resets for internet/email access;
- coordinate and engage in a commercial contract with Subnet for substantial IT infrastructure upgrade including server upgrades, relocation of admin server, dual ISP connection, wi-fi installation across 90% of the school, creation of a school image, installation of new library network;
- purchase and commission ipads for all teaching staff across the school and conduct introductory T&D;
- installed Air Server across the school to allow integration of iPads with the classroom smartboards
- organised and coordinated iPad T&D for all staff;
- problem solve a wide variety of technical issues relating to both hardware and software;
- update RPPS website where needed and setup and coordinate Skoolbag as a valuable communication tool with the school community;
- purchase and install new printers in each unit to allow problem free printing access to all units;
collaboratively work with and be responsible for an SSO (two afternoons a week) to train/guide in a variety of IT issues that have expanded their knowledge and confidence to tackle IT problem solving around the school;

- negotiated with the DECD ICT Unit to upgrade our internet link with a new landline connection
- maintain the computer IT Suite at RPPS and manage the colour printer and associated student/teacher logons;
- co-convene the RPPS IT Committee meeting twice a term and reporting the current IT status at RPPS on a regular basis;
- responsible management of the IT budget and advice to leadership on additional expenditures;
- successful submission to Governing Council to release reserve monies to complete second year of IT plan in Term 4 2014 (includes 30 new computers to upgrade IT Suite and 30 new iPads and associated management infrastructure).

**Recommendations**

I see 2015 as being a year of consolidation with a three way approach to ICT:

1. commission all new digital resources and complete infrastructure installation (wi-fi, laptops, computers);
2. survey staff to gauge their IT skills and work with the ICT committee to put together T&D strategies to foster and develop staff knowledge and skills in the use of IT within the curriculum; support teachers in the use of digital resources to enhance their classroom programs;
3. continue the work of the ICT committee in examining new and varied ways to expand our digital resources at RPPS and continue to gather (through school observations and visits, conferences) knowledge that will allow the school to further expand its ICT capabilities.

**STUDENTS WITH DISABILITY**

Achievements in 2014 included:

- providing Special Education Folders for all classroom teachers that contained relevant disability student data, previous year’s NEP’s, Wave 2 and 3 intervention strategies, intervention proformas and various articles relating to students with a disability
- coordinating release for class teachers to review and write 2014 NEP’s as well as being available for all staff as a resource to assist in tailoring program modifications to suit their students specific learning needs
- successfully being the conduit between the classroom and the specialised assistance available through regional coordinators of disability, hearing, speech pathology as well as NOVITA, Autism SA and paediatricians by the organisation of case conferences, meetings, pre-referrals/referrals, various assessments and all the relevant documentation to bring teacher/student support into the school (our verified disability students peaked at 38 during 2014 bringing extra Wave 2/3 funding to support those students with their learning needs)
- the successful coordination and implementation of:
  - Disability Swimming program for 10 students during Terms 2 & 3
  - Transition to Secondary School program for our 12 Year 7 Disability and Learning Needs Students
  - Year 7 Parent Meetings of Students with a Disability with JPSS staff to review NEP’s for 2015
KIDS’ CO – (Student Voice) REPORT

Successes:
- Discos
- Fundraising (gold coins donations)
- Lolly in the Jar competition
- Hero Day
- Flash Mob
- Risdon’s Got Talent
- Improved Dress up Days
- Obstacle Course
- Picking the new playground
- New Uniforms
- General participation
- Making

What needs to improve:
- Class Reps and Teachers remembering Meetings each week – especially the JP
- More meetings
- Change the Day and Time of meetings
- More Fundraisers
- Cleaning the Yard
- Uniform wearing
- Student Attendance
- More swapping of Reps
- More student run activities
- More fundraisers
- Listening skills of representatives

Future Options:
- Poppies being sold by/in school for Remembrance Day
- New sport equipment
- More Fundraisers – Disco every 2 weeks
- Making sick room “friendlier”
- Have a float for the pageant
- New soccer goals
- Time – 2x / week for meetings
- Make new playground for a larger age variety
- More swings
- More community “stuff/events”
- More cricket nets
- New netball rings/basketball rings
- Put new playground where the old one is
- Helping out in the community more
- Make the Kids Co meetings longer
- More competitions
- More activities with Buddy Class
- Family Fundraiser
PREMIER’S READING CHALLENGE  Helen McMahon & Trenna Kretschmer

The Premier’s Reading Challenge is a Literacy engagement program that challenges South Australian students from Reception to Year 9 to read 12 books by the month of September each year.

In 2014 we had 84% of our students read at least 12 books to complete the challenge.

This year 37 students read 24 or more books, including 1 student who read 96 books.

All students who completed the Challenge received a certificate or a medallion for their efforts. Many of our older students, who have participated for the last 9 years, have this year received a “Hall of Fame – Reader for Life” embossed certificate signed by the Premier.

Congratulations to all students who participated in the Premier’s Reading Challenge for 2014. Thank you to all parents and teachers who helped our students succeed in completing the Challenge.

SAPSASA REPORT  Brett Perry

During 2014 students in year 6 and 7 had many opportunities to participate in a variety of District SAPSASA sports from tennis, softball, cricket, football, soccer, netball and athletics. Through participation in such events and school programs students are able to be selected for regional and state SAPSASA teams. In 2014, 24 students were selected from Risdon Park Primary School for the Pirie District teams to play in state carnivals in Adelaide, 4 students in softball, 3 in hockey, 4 in cricket, 4 in netball, 5 in football and 6 in soccer. Of the above students two students were selected to represent the state, one in hockey and one in softball.

In 2014, students from year 4-7 represented Risdon Park Primary School at the Interschool Sports Day. Students continue to improve their skill level and raised the bar in 2014 to win the Sprints Shield and the Handicap Shield for the Flinders View Division.

I wish to acknowledge and thank staff and volunteers who have ably assisted in supervising and coaching students of Risdon Park Primary at the various district and state SAPSASA carnivals in 2014.

Hannah Marwick- Represented the Pirie District and South Australia in 2014 in Hockey

Zali Adams- Represented the Pirie District and South Australia in 2014 in Softball.
The canteen has been operating successfully under the control of Sandra Stringer and relief of Maxine Deinhoff. The committee meet twice a term to discuss all procedures and finances. There has not been any major renovations to the canteen except routine maintenance of all equipment, regular inspection for pests and the replacement of minor equipment eg; oven. There was a new phone system placed in the canteen and an upgrade of the security system.

The canteen was very productive being involved in many events in the school. These included:

- Special day foods eg; Blue day, Harmony day, Easter
- Catering for staff pupil free days, district days and local events
- Job placement – year 7 students taking on roles
- Sports day ( takings of $3587 for the day)
- Attendance at canteen expo – new products in place
- Recruitment of new volunteers

The amount of takings has seen a review of the current canteen price list. Many of the food prices have not increased over a period of 4 years. Takings in certain months were down but with an overall profit for the year. A new price list has been approved by Governing Council which all parents have received in term 4, 2014. The committee will again look at these changes mid semester.

I would like to thank Sandra for her efforts and look forward to working with her team next year.

---

**GROUNDS AND FACILITIES**

The grounds have again been highlighted by the work of Allan Paine. Through his 12 hours per week we have managed to have our school looking tidy but offering the students safe play areas and being presentable to our community.

Many projects have been discussed and completed including:

- Redevelopment of the back yard garden due to new pipes being laid
- Watering system installed in the school garden
- Management of trees in school
- Consultation with professional re: lawn growth and water use
- New key system installed on all doors and management of this
- Unit 2 receiving new wet areas
- Continual check with all HSR commitments

The grounds committee has supported other projects planned for 2015 and how this can then support our students in the social relationships in the yard. We are investigating the removal of the cricket nets and...
pitches to be replaced with a new playground for the middle to upper primary. This project looks at being completed by the end of term 1.

Front office development and the shifting of work spaces will support parent contact through the front door and allow for appropriate work spaces to be used.

The development of the wet areas in unit 3 to be suite to the students in that unit including the raising of work benches and better use of appropriate spaces.

I want to thank Allan for his support and look forward to working with him in 2015.

8.2 Relevant History Screening (formerly Criminal History Screening)

Damien Mellow, Deputy Principal

Risdon Park Primary school has a volunteer policy which is used with new parents and anyone who wants to support programs on our site and with our students. These guidelines are in line with DECD Volunteers Working in Educational Sites and Settings.

The school has record keeping with:

- All data entered on EDSAS and HRS system.
- Visible sighting of clearances and photocopy taken for folder
- Verification of ID and forms posted to DSCI (school pays for volunteers who work on our site)
- Classroom data prepared and given to all teachers on parents who may support in class and with excursions.

The data includes the collection for these areas:

- Governing Council representatives
- Canteen volunteers
- Cleaners
- SSO staff and Grounds Person
- ICAN employees, Community Mentors
- Parent Volunteers

As of December, 2014 the school had 62 volunteers cleared through our records.

We are being audited in February 2015 and look forward to increasing our capacity to support volunteers working in our environment.
8.3 HUMAN RESOURCES - Workforce Data

8.3.1 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>5</td>
</tr>
</tbody>
</table>

Please note: Staff that 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.

8.3.2 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>26.8</td>
<td>0.36</td>
</tr>
<tr>
<td>Persons</td>
<td>29</td>
<td>1</td>
</tr>
</tbody>
</table>

9. 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>3,476,764.88</td>
</tr>
<tr>
<td>2 Grants: Commonwealth</td>
<td>143,167.11</td>
</tr>
<tr>
<td>3 Parent Contributions</td>
<td>128,682.77</td>
</tr>
<tr>
<td>4 Other</td>
<td>32,562.60</td>
</tr>
</tbody>
</table>