About Us
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. 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 Straight 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.

Parent, 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 DEDC’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.

2014 Highlights

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 Dance
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 carnivals
Book week performance
The Amazing Literacy and Numeracy Race
CSIRO Lab on Legs
Year 5-7 camp to Arbury Park
Senator’s Penny Wright’s visit
Taste of Risdon – Information sessions
Pirie Choir performances
Aboriginal Cultural Day
Commonwealth Games Celebration & Games week
Author Roseanne Hawke’s visit
4 student Forums – Pirie core 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
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
Governing Council Report

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 went part of the year without one 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 in nicely with 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 raise 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

SITE DATA & OPINION SURVEYS
COMMONWEALTH REQUIREMENTS

STUDENT ATTENDANCE

It was unfortunate that students at Risdon Park PS did meet DECD’s 93% target rate for attendance in 2014. Staff were informed and supported in monitoring, documenting and following up on student attendance. Leadership were proactive in working with families to engage students in their learning and promoting regular attendance. The school newsletter regularly featured articles about the benefits of regular attendance citing our targets and achievements. Teachers and leadership made phone calls and home visits in order to work encouragingly with families.

In 2014 a significant number of students contacted whooping cough and related illness which had an impact on student attendance rates.

<table>
<thead>
<tr>
<th>ATTENDANCE Target 93%</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reception</td>
<td>85.9</td>
</tr>
<tr>
<td>Year 1</td>
<td>88.2</td>
</tr>
<tr>
<td>Year 2</td>
<td>89.5</td>
</tr>
<tr>
<td>Year 3</td>
<td>88.0</td>
</tr>
<tr>
<td>Year 4</td>
<td>89.3</td>
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<tr>
<td>Year 5</td>
<td>87.4</td>
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<tr>
<td>Year 6</td>
<td>87.2</td>
</tr>
<tr>
<td>Year 7</td>
<td>86.3</td>
</tr>
<tr>
<td>Total 2014</td>
<td>87.7%</td>
</tr>
<tr>
<td></td>
<td>88.1%</td>
</tr>
<tr>
<td></td>
<td>90.6%</td>
</tr>
</tbody>
</table>

STUDENT RETENTION

Throughout the year, 101 students transferring out of Risdon Park Primary School (this includes Year 7s), but despite this, with transfers in, our enrolment numbers are staying consistent.

The highest percentage of students leaving Risdon Park PS transfer to government schools in other rural /country towns or in Adelaide suburbs. There are still a significant number of students transferring to private schools in Port Pirie at the end of term 2, after families have secured positions in order to secure their child’s secondary placement.

<table>
<thead>
<tr>
<th>Leave reason</th>
<th>School</th>
<th>Index</th>
<th>DECD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interstate/Overseas</td>
<td>11.8%</td>
<td>8.1%</td>
<td>10.1%</td>
</tr>
<tr>
<td>Transfer to Non-Govt school</td>
<td>16.4%</td>
<td>7.9%</td>
<td>9.7%</td>
</tr>
<tr>
<td>Transfer to SA Govt school</td>
<td>68.2%</td>
<td>49.6%</td>
<td>47.4%</td>
</tr>
<tr>
<td>Unknown</td>
<td>3.6%</td>
<td>19.3%</td>
<td>20.1%</td>
</tr>
</tbody>
</table>
CLIENT OPINION SURVEYS
In 2014 the Opinion Survey was managed at the site level. All parents were invited to complete the survey through an article home and regular reminders in the school newsletter over a six week period. All students completed a survey, with junior primary students individually interviewed. In 2014, 32 Parents responded approximately 8% of Risdon Park PS families.
Staff were involved in a mini review which involved every staff member being interviewed having the opportunity to provide feedback on leadership achievements, learning programs and staff deployment at Risdon Park PS. The gathered data from staff informed the review of 2015 classes and support services.

Areas of Strength Identified (Agree or Strongly Agree) with highest results

PARENTS
Parents were in high agreement in all areas covered in the Annual Opinion Survey.
- 90% parents to the statements in the Learner Achievement and Wellbeing category, with parents most agreeing to the statement s that their child is happy at school and making good progress.
- 91% of parents agreed that teachers have high expectations of learners, with most parents agreeing that teachers expect their child to do his or her best.
- 97% of parents agreed that we have shared beliefs and understandings about learning, with 100% of parents agreeing that they are able to talk with their child’s class teachers about their concerns.
- 93% of parents agreed that plans, processes and practices for learning is a priority at our school.

STUDENTS
Students were in high agreement in all areas covered in the Annual Opinion Survey.
- Students were in high agreement that teachers and the school provide support for their learning, and that teachers motivate them and look for ways to support them to continuously improve
- There was a strong agreement to students being happy at school and that teachers expect them to do their best
- Students agreed that teachers provided them with useful feedback
- Students agreed that they felt confident to talk with teachers about their concerns and that they felt safe at school.

It was interesting to note that parents and students were in strong agreement in the same areas included in the Annual Opinion Survey. Students identified an area for improvement needing to have a greater focus on effectively and successfully managing challenging behaviors’ of students. This will be a focus for discussion with Kids Co in 2015.

JUNIOR PRIMARY & EARLY YEARS SCHEME
In 2014, Rebecca Oaklands one of Risdon Park PS’s reception teachers, was nominated to take on the Reading Support Teacher in the early years. She was released from classroom duties one day a week to support early years’ teachers, especially those teachers in their first three years in the planning, implementation and review of their Reading programs.

2014 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

BEETTER SCHOOLS FUNDING
In 2014 Better Schools Funding was allocated to the resourcing of two of our improvement priorities, of Numeracy, and Engagement for Learning. Funding was used for:
- Employing a mathematics consultant to conduct a professional learning program for staff which included Pupil Free Days, modelling best mathematics practice and release from classroom duties with colleagues for planning, programming and reviewing of Numeracy programs.
- Release time for Improvement Coordinator
- Releasing Deputy Principal from classroom teaching duties to support the implementation of Risdon Park PS Engagement for Learning programs and strategies.

WORKFORCE DATA

TEACHERS’ QUALIFICATIONS
- Bachelor Degrees or Diplomas 41
- Post Graduate Qualifications 5

WORKFORCE COMPOSITION
- Teaching Staff 26.8
- Non-Teaching staff 14

VALUED ADDED PROGRAMS
Aboriginal Education
Anti - Harassment & Bullying
Breakfast Club
Healthy Canteen
Challenge Group
Kids Co
Christian Pastoral Support Program
Garden Program
LOTE – German
Grounds & Facilities
Information Communication Technologies
Guided Inquiry
Intervention Team
Premier’s Reading Challenge
Reading Support Teacher
Professional Learning Communities for teacher learning
Resource Centre
Buddy Class activities
SAPSASA
Support for students with Disabilities
Support
Combined Choir
Student leadership
Foot Steps dance
Excursions
Performances
Adelaide University
COMPASS Program

Income by Funding Sources

<table>
<thead>
<tr>
<th>Funding Sources</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Grants: State</td>
<td>$3,476,764.88</td>
</tr>
<tr>
<td>2 Grants</td>
<td>$143,167.11</td>
</tr>
<tr>
<td>Commonwealth</td>
<td>$128,682.77</td>
</tr>
<tr>
<td>3 Parent</td>
<td>$32,562.60</td>
</tr>
<tr>
<td>Contributions</td>
<td></td>
</tr>
<tr>
<td>4 Other</td>
<td>$45,994.91</td>
</tr>
</tbody>
</table>

| 5 Better Schools Funding | $32,562.60 |

| Other              | $45,994.91 |
NAPlan Growth Data from 2012 to 2014

<table>
<thead>
<tr>
<th>Year 5</th>
<th>Year 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>Numeracy</td>
</tr>
<tr>
<td>Low 35%</td>
<td>Low 25%</td>
</tr>
<tr>
<td>Medium 54.8%</td>
<td>Medium 61%</td>
</tr>
<tr>
<td>High 9.7%</td>
<td>High 12%</td>
</tr>
</tbody>
</table>

Growth Data Explained

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

In 2014, at Risdon we saw a growth in Reading progress with more students in the middle and upper levels from year 3 to 5 and from 5 to 7. Students from year 3 in 2012 to year 5 in 2014 also made significant improvement in Numeracy with more students identified in the middle and upper growth areas. This was not the case from year 5 to 7 within the same period with 39% of students making a low level of progress compared 15% in 2013. Hopefully we will see an increase in students’ numeracy improvement in 2015.

% Results Reaching National Minimum Standard

Year 3 – Reaching National Minimum Standard (NMS) 2014
90% year 3 students met NMs in Reading
95% of year 3 students met NMS in Writing
92% of year 3 students met NMS in Spelling, Grammar & Numeracy.

Year 5 – Reaching National Minimum Standard (NMS) 2014
93% year 5 students met NMS in Spelling
89% year 5 students met NMS in Grammar
84% of year 5 students met N in Numeracy

Year 7 – Reaching National Minimum Standard (NMS) 2014
98% of year 7 students met NMS in Reading
96% of year 7 student

Means Scores and other NAPlan data explained

Year 3
In 2014, we had 11% of students withdraw and / or absent from NAPlan testing compared to 30% in 2013. This could explain the drop in students meeting means cores in Grammar, Spelling and Writing. Year 3 students maintained mean scores in Reading and Numeracy.
Year 3 students achieved a higher mean score average in Grammar, Reading and Writing when matched against Regional and Like schools.

Year 5
Spelling and Grammar continues to be strength for our year 5 students with students achieving a higher level of mean scores.
Year 5 students achieved a higher degree of mean scores compared with Region and Like schools.
Students in year 5 achieved a higher level of mean scores in Numeracy in 2014 and were recorded as more students recorded to in the upper bands.

Year 7
Reading is identified as a strength for year 7 students in 2014, with increased mean scores and a greater number of students identified in the higher proficiency bands. It is disappointing to see a decrease in writing mean scores, and will therefore need some attention in 2015.
Year 7 students in 2014 achieved higher scores in Reading and Spelling compared with Region and Like Schools.
RUNNING RECORDS

Running Record Reading Growth - Year 1 & 2, Terms 1 and 3, 2014

DECD’s Standard for students at the end of year 1 is level 15 or above and level 21 and above for students at the end of year 2.

Students in year 1 and 2 are making significant progress in their reading levels, with a high percentage of students meeting reading level 25 by the end of year 2. Students in year 1, although continue to make progress throughout the year, have a lower percentage of student reaching the DECD’s Reading Standard.

37 year 1 students made a medium to upper level of improvement in reading in 2014.

27 year 2 students made a medium to upper level of improvement in reading in 2014.

Year 2 students their achievement rates with those year 2 students from Like Schools.

PATr DATA COLLECTION & ANALYSIS

Students in years 3 -7 have undergone PATr Reading tests for the past two years. In analysis we have looked at both stanine and scale scores and have found that scale scores are more beneficial as they track students’ individual progress. In 2014 year 3, 4and 7 students made significant progress in their learning, approximately 66% at or above standard in reading comprehension. Student progress in years 5 and 6 has been highlighted as a concern with approximately 50% below reading standard. It is pleasing to see that student growth in reading comprehension is met by the end of year 7.

In 2014, teachers in years 3 to 7 took part in professional learning in PATr data analysis. Looking forward into 2015, Risdon Park PS will be complying with DECD’s requirements of conducting the test once instead of twice a year. The PATr test will be conducted in term 3.

Year 3 to 7 teachers will continue to review PATr data in order to identify areas needed for explicit instruction and proactive in the classroom.

The adjacent pie graphs show that there was slight improvement with more students identified at above standard from 2013 to 2014. Our aim is to continue to decrease the percentage of students below standard in reading comprehension, therefore increasing the percentage of students at and above standard.
FOCUS ON LEARNING – LITERACY

TARGETS
Target 1: By the end of Term 4 2014, Year 2 students achieve a 10% improvement in Reading or at a 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 achieving at or above in NAPLAN Reading.
Target 3: By the end of Term 4, 2013, students in Years 5 and 7 make a 5% improvement in the middle and upper growth categories in NAPLAN Reading.

150 Day Plan Overview.
A 150 Day Plan for Reading has been created, with the Standards, Targets and Maintenance for 2014 outlined below. 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, Improvement Coordinator, and a staff representative from each Unit. The committee met twice a term to identify and review current literacy strategies and practices.
The 150 Day Action Plan, had 4 major priorities, which included:
1. Professional Learning for staff
2. Developing a whole school agreement in Literacy r-7
3. Formative assessment in Literacy
4. Intervention, primarily with Mini Lit (yr1 -2) and Multi Lit (years 3 – 7)

OUTCOMES / RECOMMENDATIONS
Target 1: Achieved
• By the end of Term 4 2013, 52% of year two students are at a reading level 21 or higher.
• By the end of term 4, 60 students in year 2 underwent Running Records testing, with 63% of students in year 2 reading at or above level 21.

Target 2: Not Achieved
• Year 3 – In 2013, the site mean score was 394.5. To make a 5% improvement, students needed to achieve a score of 414.22. In 2014, students achieved a site mean score of 385.9, which is a decrease of 2.1% from 2013.
• Year 5 – In 2013, the site mean score for reading was 456.6. To make a 5% improvement, students needed to achieve a score of 479.4. In 2014 students achieved a site mean score of 443.9, which was a decrease from 2013
• Year 7 – In 2013 the site mean score for reading was 522.9. To make a 5% improvement, students needed to achieve a score of 549. In 2014, students achieved a site mean score of 530.1, which was a 1.5% improvement from 2013.

Target 3:
• Year 5 – In 2013, 70% of students were in the middle and upper growth bands for Reading. To achieve the 5% improvement 73.5% of students needed to be in these categories in 2014. In 2014, 65% of students were identified as making a middle or upper growth in reading over the past two years. Not Achieved
• Year 7 – In 2013, 79% of students were in the middle and upper growth categories in Reading. To achieve the 5% improvement, 82.9% of students needed to be identified in these categories for 2014. In 2014, 85% of students were identified in middle and upper growth categories. Achieved

Recommendations for 2015
• Revisit Sheena Cameron Comprehension strategies and link to her writing program
• Risdon Park PS Whole School Literacy Agreement to be finalized and ratified by staff
• Induct all new teachers in programs included in the Literacy Whole School Agreement, such as Jolly Phonics, Jolly Grammar, First Steps Writing, PreLit
• Review of student individual data files to include a “simple” yet comprehensive and effective account of students achievement in Literacy
• Review of EDSAS data collection sheet to make it more practical for classroom use and record keeping
• Running Records to be collected from teachers in term 4 in to gain a more accurate account of student reading levels

Risdon Park PS 3 Wave Intervention Program – MiniLit (Reading Room) & MultiLit (years 3 – 7)
Achievement & Improvement
• Students who participated in MiniLit mad an average Running Record improvement of 7.3 levels
• Students who participated in MultiLit averaged an improvement of PM Benchmark of 6.4 levels
• 7 SSO’s were trained in the Mini Lit program to implement the program. Fortnightly meetings supported SSOs in their practice

Recommendations for 2015
• Re-introduction of Student Intervention team to regularly meet to discuss students at risk and identify actions that would best suit their needs
• Expansion of Wave 2/3 Intervention program to include more students at risk in their development of reading.
TARGETS:
**Target 1:** 90% attendance of all students (see page 2)
**Target 2:** Increase percentage of students who are enthusiastic and compliant in their learning
**Target 3:** Increase in community participation in student 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.

**Target 1: Not achieved** (refer to page 2)

**Target 2: Achieved and Partially Achieved**

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

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

**Relationships**
These graphs show the engagement matrix data for mid-year and end of year in relationships. Notable comparisons included:

- 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.

**Wellbeing**
These graphs show the engagement matrix data for mid-year and end of year in wellbeing.

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

Recommendations for 2015

- Engagement for Learning Improvement team to continue to develop and establish programs and support our community of learners. The team 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 support 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.

IMPROVEMENT PRIORITY: NUMERACY

2014 was the first year with Numeracy as an improvement priority which was identified through previous years’ NAPLAN results. In term 1 a 150 day plan for numeracy has been created. The main focus for 2014 focused on staff learning and the collection of data for base line evidence so that target could be set in 2015. Improvement foci for 2014 included:
- Australian Curriculum General Capabilities
- Numeracy Continuum
- Number and Algebra

Improvement Strategies

- Developing a professional learning program for staff which focused on the difference between Numeracy and Mathematics
- Improving teachers’ knowledge and understanding of the Mathematics strand of Number and Algebra
- Developing teaching awareness and skill level in the most appropriate mathematics pedagogies
- Audit of Mathematics resources and the purchase of mathematics equipment for all teachers and students to access and use
- Teachers received collaborative release time after pupil free days to work with a colleague to plan units of work and assessment activities, investigate appropriate resources, and review teaching and learning programs
- Students in years 3 to 7 sat the PAT Maths test in term 2 and 4 in order to gather base line and progress data to inform classroom teaching and learning programs and to inform future whole school targets.

2014 Achievement

- Numeracy Improvement team established and met regularly to develop, receive feedback and oversee on the 150 day Action Plan
- NAPLAN Numeracy scores (National Mean and National Minimum Standard) and PATm was identified the measures of student Numeracy achievement in 2014

<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 PATm. 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 / Numeracy data into the whole school green data folders.
- Participation in DECD’s Numeracy in Residence program for primary years.
- I Can Do Maths – Data Collection implementation in years R-2.
- Introduction of Mathematics / 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.
- Continue engaging Rosslyn Shepherd Mathematics consultant, with a focus on staff's learning of Base 10 and effective pedagogy.
- Numeracy Improvement Committee to analyse 2014 Mathematics data and make recommendations for 2015 included in the 200 day plans.

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 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 to our year 5 PATr and NAPLAN Literacy scores. It will be important in 2015 to triangulate all data to look more closely at the areas within English that need further attention and identify special measures so that continued student achievement can be assured.

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 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.

% of Students achieving a “C” or above grade in English and Mathematics

<table>
<thead>
<tr>
<th></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>

Final Comments

2014 was an eventful year, full of challenge and exciting new advancements in learning. Numeracy took centre stage as a new improvement area and with the support and expert knowledge of Rosslyn Shepherd staff were able to refresh their mathematics programs and create practical and exciting learning opportunities for their students.

Professional Learning Communities were also a highlight to enable teacher professional learning and growth. Risdon Park PS Intervention program enabled at risk students make tremendous progress in their reading development. We are hoping to extend our Intervention Program in 2015 into Numeracy with the introduction of the Quick Smart Program assessment tool.

I would to thank my leadership team, teachers, SSOs, parents and most importantly students of Risdon Park PS for making 2014 an enjoyable and rewarding year.

Carolyn Clinton