Risdon Park
Primary School

is dedicated to Quality Education which Empowers
Community Minded Learners.

“Helping Each Other Succeed”

Annual Report
2011
Risdon Park Primary School provides quality Reception to Year 7 schooling. The student population is drawn from within Port Pirie and the rural area south of the city. Opened in 1955, and rebuilt into a permanent brick structure in 1975, Risdon has a maximum enrolment of 440 students.

It is estimated that the current term 1 enrolment of 430 will increase to approximately 440 students throughout the year, as the school has an intake of Reception students at the beginning of each term; and students in other year levels enrolling throughout the year.

The school consists of three 6-classroom open space buildings, partly partitioned to enable individual classes to operate. Students are grouped into 16 classes in both single and composite year levels.

Risdon Park is a Category 4 School of Disadvantage: 26% of the students are school card holders. 8% have been identified with a disability and have a Negotiated Education Plan. 8.3% of students have been identified with language and communication difficulties and receive in-school support. Three students have severe sight impairment and receive additional support. 4% of out students are identified as ATSI and 5% ESL, with 2 NESB students. Risdon Park Primary School has a number of students who are under the guardianship of the minister. In 2011 Risdon Park PS witnessed a high degree of student transiency, with 53 “new” students Years 1-7 enrolled throughout the school year.

Parents volunteer in a number of ways, with some helping in classrooms and the canteen daily. Governing Council are active in governance, decision-making and the students’ education and general welfare. Council meets twice a term in weeks 3 and 8.

In 2011 Risdon Park PS has 40 staff members: Principal, Deputy Principal, School Counsellor (.6), 27 teachers (full and part time which also included AET (.2) ESL manager(.2) and Students with Disability Manager (.4)), 10 SSOs, an ACEO (8hours a week) and a CPS worker (18 hours a week).

**2011 Site Highlights**

**Term 1**
- Meet the Teacher evening event and barbecue
- Young Leaders Day at Adelaide Convention Centre – School Captains and Vice Captains attending
- 2 week whole school swimming program
- New Resource Centre and admin upgrades completed
- Pupil Free Day – Staff Learning with Wilson McCaskill in *Play Is the Way* program
- Parent / Teacher Interviews
- Year 6/7 Classes on camp to ERAPPA
- Successful Easter Raffle
**Term 2**
- NAPLAN Literacy & Numeracy Tests
- Footsteps Dance
- Reconciliation Week Celebrations
- Crazy Hair Day – Kids Co raising funds for Royal Flying Doctor
- Book Fair
- Walk to School day
- Year 5/6 classes on camp to ERAPPA
- Lab On Legs

**Term 3**
- Pupil Free Day – Staff learning focused on *Assessment for Learning*
- Book Week Celebrations
- Premier’s Be Active Challenge
- Pirie Combined Choir Performance at Keith Michelle Theatre
- Sports Day
- Students participation in Vietnam Remembrance Service
- Literacy & Numeracy Open Morning
- *True Colours* program for year 6/7 girls
- Students meeting two authors – Jackie French, Emily Rodda
- Visit from the Renovators program – Michael Lynch with his work mates erecting 2 sails in our garden area
- Living Skills program
- Aboriginal performance
- Basket Ball Clinics and Lawn Bowl sessions for year 6 students
- Students visiting various community services in Pt Pirie, other community services coming in

**Term 4**
- Risdon Park PS participation in Interschool Sports Day
- Installation of 5 interactive whiteboards in unit 3 and the German Room
- Artist In Residence – Nish Cash with a focus on Graffiti Art with year 6/7 students creating 2 large murals on the theme of anti-bullying / harassment and resilience
- PE Week Celebrations
- Risdon’s Got Talent heats and finals
- Risdon Park PS float in the Pt Pirie Christmas Pageant
- Risdon’s Voice participation in Pt Pirie Carols Night
- 2 major Raffles to raise money for our SMART Boards (Gold Coast Holiday – Christmas Stocking & Hamper)
- Volunteers morning tea to say thanks you – over 100 invitations
- Risdon Park PS School Captains participate in RSL Remembrance Service
- Year 7 Graduation

**Throughout the school year**
- Breakfast Club each Wednesday morning coordinated by CPS worker
- Coordination Program for Early Year students
- Reading Room – supporting students with reading difficulties in the Early Years
- Class Guided Inquiry presentations to their families
- Class presentations to their families of their learning
- Premier’s Reading Challenge
- Numerous SAPSASA events for our year 6/6 students
- Year 7 students taking on leadership roles including; front office support & catering
- A number of student teachers and work experience students working in classrooms
- Numerous excursions and visitor of significance into the school
- Garden Program – a learning engagement strategy
Chairperson's Report

It's hard to believe another year has whooshed by already. It was another busy year at Risdon Park Primary School in 2011. The new resource centre was finally up and running. Hopefully you have all had a chance to have a look through it. Our kids will certainly benefit from this fantastic new resource. An official opening has still to be organised.

The new computer suite is also now up and running. The installation of some of the new interactive whiteboards has been received very well. The kids are excited about using this wonderful new technology. I've been fortunate enough to see a couple of presentations using this technology and I can certainly see the attraction and benefits these interactive whiteboards will provide. Our aim is to have them in every classroom very soon.

The Breakfast Club program has had another successful year. This is a wonderful initiative held every Wednesday at 8am where the children are able to interact while enjoying a healthy breakfast to start the day. Thank you to all volunteers.

The Fundraising Committee has done a fantastic job this year. Their efforts have raised over $6,500 for the school through the various raffles (Easter, Christmas & Flight Centre) and the pies/pasties/sausage rolls fundraiser. Well done to all involved and thank you to everyone for supporting these fundraisers.

This year governing council recommended Krisha Bates and Mick Scollin for the Rowan Ramsey Community Award in recognition for their valuable contributions to the school. Congratulations to you both; a very well deserved award.

In 2011 we employed a new grounds person and he has been doing a wonderful job maintaining the school yard. Well done and keep up the good work.

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

I would also like to thank Carolyn & Damien for their support throughout the year. And a big thank you to everyone on governing council – it is great to have wonderful dedicated parents. We all want to provide our children with a fantastic and rewarding learning environment. Let's continue to work together to achieve this.

Kelly Smith
Chairperson

Site Improvement Planning

Priority 1 - Literacy Improvement
Coordinator: Shellee Harradine
**Objective 2011-2013:**

To develop and implement whole school literacy agreements in writing and reading that promote literacy improvement and high quality teaching and learning.

**Targets 2011-2013:**

**Target 1:** By 2013 all cohorts will demonstrate growth in all aspects of writing achievement - including spelling, grammar and punctuation, sentence structure, genre structure, word knowledge (vocabulary).

**Target 2:** By 2013 process for determining intervention and classroom practice for literacy improvement is aligned with both individual and whole school data analysis.

**Target 3:** By the end of 2013, 60% of year 2 students will have achieved level 22 in reading, including reading comprehension.

**2011 Objectives:**

**Objective 1:** By the end of term 1 2012, we will have developed and implemented a comprehensive and balanced whole school writing program (common assessment tasks included) using First Steps Writing program as a basis.

**Objective 2:** By the end of term 1 2012, identified early years students will have specific support in phonological awareness.

**Objective 3:** By the end of term 1 2012, 50% of year 2 students will have achieved level 22 in reading, including reading comprehension.

A 200 day plan for literacy has been created with the targets for 2011 outlined above. This 200 day plan allowed us to develop a focus for each term and also allowed for flow over into term 1 of 2012. A Literacy Improvement Committee oversees the 200 day plan. This committee consists of the principal, literacy coordinator, and a staff representative from each unit and meets 3 times a term to identify an aspect of writing that the data indicates needs addressing, as well as planning strategies to engage staff.

**Objective One: Actions And Outcomes**

**Term 2 Focus: Literacy Audit R-7/ Genre Map**

The Literacy Audit R-7 identifies all the elements of literacy (eg. word knowledge, phonics, reading, listening skills etc) to show that these skills need to be taught/ revised across the years from R-7.

SILA Project (Supporting Improved Literacy Achievement) coaches work with leadership and classroom staff in the areas of Leadership, Literacy and Community Connections to improve practice which then improves learning outcomes for students.

A genre map is a plan that ensures that the students are exposed to/taught the range of text types needed to succeed in primary school literacy eg stories, instructions, reports etc.

Outcomes:

- Reviewed 2010/11 Literacy Audit information with SILA coaches’ assistance to review the audit and use the information to inform the development of a genre map.
• Literacy Coordinator worked with SILA coaches to develop a genre map and matched to First Steps Writing with an expose, teach and revise system to allow for flow from Reception to Year 7.

• A whole school agreement was reached so that each classroom teacher would explicitly teach a minimum of 2 genre lessons a week.

**Term 3 Focus: Develop a scope and sequence specific to the writing genres.**

**Common assessment tasks specific to writing.**

A scope and sequence is a tool that outlines the structure, language features and layout for each writing genre (eg. narrative) from R-7. It is used to support teachers in planning and assessment.

Common assessment tasks (eg. all students write a story) were agreed on and used in all classes to see progress from R-7 (to inform teaching practice and consistency of content).

Pre and post tests are a means of assessing writing. Pre tests are carried at the beginning of a writing unit to assess what students already know and what needs to be taught. Teachers use this information to inform their planning. Post tests are completed at the end of a writing unit to assess the progress each student has made as well as helps teachers to identify areas that may require further teaching.

Moderation is a process where teachers compare and discuss different work samples to ensure grading is consist at each year level as well as from R-7

**Outcomes:**

• Developed the content of writing lessons through staff meetings, learning teams and pupil free days.

• Literacy Coordinator and staff worked with SILA coaches in the formation and documentation of the scope and sequence.

• R-7 scope and sequence developed for each genre with staff input. This document accompanies the genre map and gives teachers the criteria to assess students in that genre, at that year level.

• Pupil Free Day with a focus on Assessment for Learning. This informs teachers of where the students are in their learning, where they need to go and how best to get there.

• Pre and Post tests conducted in term 3. Whole class assessment proforma which has the agreed assessment criteria, was used to mark students pre tests. Teachers were then able to identify areas requiring explicit teaching. At the end of the term teachers collected post tests and used the whole class assessment proforma again to show growth that students had made as well as areas for further development.

• Conduct further moderation activities across R to 7. All staff brought a high, medium and low level work sample to staff meeting. Staff then worked in like year levels to assess one work sample together, to discuss the evidence of the criteria and to assign a level of
achievement. This allowed for a common understanding in applying the assessment criteria.

- Whole School Agreement- genres taught in a year, pre and post tests and moderation.

**Term 4 Focus: Whole School Data Map/ Individual Student Data Packs (Resource)**

Outcomes:

- Revised the existing data map to reflect our current thinking on forms of assessment that provide accurate information on student achievement.
- Developed individual student data packs which are compiled for class teachers and can follow students through their schooling (includes literacy, wellbeing and other curriculum areas eg mathematics)

**Objective 2: Actions and Outcomes – Intervention**

Report provided by Louise Richards – Student Intervention Manager

Focus for 2011 school year: To develop effective intervention strategies and support Reception – Year 7, specifically in the Early Years.

**Identified Students – N.E.P. (Negotiated Education Plan):**

At the beginning we begin the year with 33 students who were eligible for funding. 13 D levels, 18 A levels, 1 C and 1 H level. As the year drew to a close there are 33 students who remain eligible for funding: 11 D levels, 20 A levels, 2 C level and 1 H level. 12 students were referred to Disabilities and 6 students were assessed and recommendations were followed through. Three students’ level of support was pending.

Many of our students were identified as requiring support in the area of Speech and Language.

Additional SSO funding was applied for each term and has been used to support identified students targeting specific goals. Students’ progress was closely monitored and learning goals were re-assessed as timeline specified.

**Regional Support:**

Continuing support from Yorke and Mid North Regional Office personnel has been essential to maintain the program delivery and enrich staff understanding of the unique needs of our students with disability. Speech Pathologists, Disability Coordinators, IBSC and Social Workers regularly liaised with staff and parents as an integral part of providing funding, support and strategies for our students.

**Agencies:**

Risdon Park PS has an ongoing commitment to involving outside agencies to support students, their families and staff with growth in learning. S.A.S.V.I. (South Australian School for the Vision Impaired)- 3 students, Novita-2 students, Autism SA- 2 students, Families SA - 10 students, Wesley Uniting Care – 5 students, make regular visits to assess learning needs, resources, programming suggestions and strategies to accommodate the complexity of issues involved in accessing tailored learning for students in country areas.

**Alternative Programs:**

- Garden Program: R-7 targeted small groups
- Reading Room: 6 students each term
- Winter Swimming: 7 students in term 2 and term 3
- Men’s Shed: 5 students
- Intensive Literacy- 3 students were involved in weekly lessons using Jolly Phonics and focus on phonological awareness games.
- Living Skills- I worked with Lynette to present this program with 5 girls

**READING ROOM – READING INTERVENTION FOR THE EARLY YEARS**

The Reading Room is a major intervention strategy for students in the early years to meet the needs of students at risk in their reading development. Throughout the school year, eight students in Year 1 attended the Reading Room three times each week. Reading Room time was allocated 3 afternoons a week, conducted straight after lunch for 30 minutes. Teachers and SSO worked with identified students in small groups playing literacy games and 1:1 with students in reading practice. Afternoon learning sessions are not ideal for early years students and may be a reason for a number of students not meeting their individual reading targets.

Although every child had improved in phonological awareness, there were minimal improvements in their reading levels for some of the participating students. This year only two children achieved level 10 and have left the program. This year we purchased some phonological games from Smart Kids and the children have been enjoying playing these.

Each program has enabled students to set personal learning goals within individualised programs.

**Recommendations for 2012**

- Reading Room procedures and processes to be reviewed and aligned with new learning from Deslea Konza and current research for effective Literacy intervention.
• Phonological Awareness assessment and running recordings be the identification assessments used for entrance into the Reading Room

• Reading Room session be conducted in the morning rather than the afternoon

• Jolly Phonics program integrated into the Reading Room practice to reinforce and support Jolly Phonics program implementation through the Early Years.

SITE INTERVENTION TEAM:

The Intervention Support Manager, school counsellor and class teacher(s) have worked collaboratively throughout 2011 to address the learning needs of those students identified to be most at risk.

The team met regularly to discuss strategies and programs for identified students in order to meet their specific learning and wellbeing needs. Several children started school with a NEP and staff have anecdotally reported increasing concern with supporting at risk students especially those transferring into our school. As a result a number of referrals took place for Occupational Therapy, Tiny Tots Team, Speech, Guidance, Social work and behaviour support. With the appointment of Sam Brown, YMN Guidance Officer in term 4, a number of students were assessed, and identified as a student with disability and thus entitled to learning support in 2012.

The Regional Office Disability Co-ordinator Rebecca Smith, has in-serviced Junior Primary staff working with 2 new Reception students with an ASD, collaborating closely with our Intervention Support Teacher and Principal. We have also had Donna Kite (Psychologist) visit the school to work with these students on a one-to-one basis.

We have been continuing to expand our expertise in regards to some of the complex issues of the students who have transferred into Risdon Park PS. Teachers and SSO staff maintain their commitment to make available every prospect for students with special learning needs to thrive by supporting and exploring each path available to enrich their school experience.

Recommendations for 2012

• Site Intervention Team (SIT) reviews purpose, processes and procedures, in line with YMN Region expectations.

• Multiple measures of data used to identify students for consideration. Achievement data be collected and used to inform referral made to regional office referrals.

Objective 3: Actions and Outcomes - Reading Levels

Running records were completed for all Year 1s and 2s at the end of term 3 this year. The data is showing that reading is an area of concern for our Early Years at Risdon Park Primary School. Due to the data and a reading focus in the Yorke and Mid North Region we, as a whole school, have agreed to focus on reading in 2012.

The instructional level in reading for a year 1 working at an age appropriate level was 15 or above. This graph shows (in blue) that 33% of year 1s are reading at their instructional level or above and (in red) that 67% of year 1s are not yet reading at their instructional level.
The instructional level in reading for a year 2 working at an age appropriate level is 20 or above. This graph shows (in blue) that 50% of year 2s are reading at their instructional level or above and (in red) that 50% of year 2s are not yet reading at their instructional level.

The graphs below show improvements in the year 1 cohort from 2010 that are now year 2s in 2011. The Year 1 data from 2010 showed 31% of students reading at an age appropriate level and the same cohort, who are now in year 2 in 2011, has increased to 50% reading at an age appropriate level.

Recommendations for 2012

- **Improvement Priority to move from Writing to Reading.** Writing to remain as a maintenance priority with the implementation of RPPS Genre Map, pre and post testing, assessing with RPPS Scope and Sequence and moderation in teams and across R-7.

- Reception teachers participate in Deslea Konza’s (Associate Professor, Edith Cowin University) research project. Reception teachers, School Support Officer, AET and Student Intervention Manager to undergo extensive PD in the Big 6 of Reading and action reading in the classroom.

- Running Records Data Collection R- 7 and analysis of reading errors and comprehension to inform reading teaching practice.

- Reading Room- monitoring progress of students identified through low reading levels in early years to ensure the intervention and support program offered is effective.

- Stephen Graham - provide professional learning in guided reading, with new learning implemented in classrooms with the support of learning team sharing. Line managers discuss with teachers how they are implementing Stephen Graham reading strategies in their classes.

- Jolly Phonics- provide professional learning in a new phonics program for the early years, which results in a early years agreement in Jolly Phonics implementation R – Year 3.

- Australian Curriculum- familiarization of the new English curriculum, in readiness for the implementation and reporting against stated outcomes in 2013.
During the development of the site improvement plan it was acknowledged that, in schools, matters relating to wellbeing were those that impacted on student’s engagement in learning so the name of the priority changed from that of Wellbeing to Engagement for Learning. Within this priority there are three targets listed below.

**Target 1**: To progressively increase the number of students who are engaged positively in learning, relationships and personal development as evidenced by classroom and whole school data.

**Target 2**: 100% of staff use Wilson McCaskill strategies across the curriculum and they are able to demonstrate this in performance meetings.

**Target 3**: By 2013 the Wilson McCaskill program will be embedded into the School Vision, Virtues Program and Behaviour Management process.

Strategies of the Site Improvement plan in 2011 were:

**FOCUS ON LEARNING:**

- Training and Development with Wilson McCaskill and his ‘Play is the Way’ program in Term 1 of 2011. The focus was on teacher’s having a clear purpose of what they want to achieve with their students and the growing imperative to educate students regarding social and emotional behaviours. Many students are coming to school lacking these skills and the implications on their ability to engage in their learning are huge.

- Staff developed class specific ‘Play is the Way’ programs of 2 games per week with a focus on games that develop the skills that class particularly needed to learn. The pro-forma developed in 2010 was used each term and discussed in performance management meetings as a measure of participation in the whole school agreement established in 2010.

- As in 2010, staff members were again asked to facilitate a ‘Play is the Way’ game with staff between administration and Professional Development part of staff meetings. It again served to increase engagement levels and enhance team work.

- The first 10 day ‘Engagement for Learning’ program included cross age buddy groups where two classes would get together to play games. The essence of the RPPS school vision was captured in these games and in the picture used when publishing the document. Staff games were facilitated in these same groups in term 1 helping to induct new staff into the games and encourage collaboration. Some buddy classes continued to collaborate in various ways throughout the year which teachers said helped...
students put their community mindedness to work.

- The first 10 day program was reviewed in term 4 ready for 2012. Consensus from staff was that some elements needed to be retained but others needed to be optional.

- Documentation of RPPS Engagement for learning program in the form of the 200 day plan running from term 2, 2011 to term 2, 2012 has allowed for continuity over the change of year and staff involved.

- Induction of new and all staff in RPPS Engagement for Learning program with Week 0 focus and 2-3 Professional development sessions relating to the program each term and the ‘Play is the Way’ games being run by staff at most staff meetings.

- Engagement Data was collated for the third year to determine the success of the programs in place at RPPS to achieve Target 1 in the Site Improvement Plan as stated above.

- Data was completed on individual student forms this year to be included in the data packs to be passed on to the following year's teacher for future tracking of individual's progress.

- Increases in enthusiastic engagement and decreases in compliance can be seen in all three aspects of engagement indicating successful programs and interventions being performed at RPPS.
• The increase in negative engagement indicates a change in the number of transient students attending RPPS with 53 new students enrolling throughout 2011. This indicates an increased need to run a successful ‘Play is the Way’ program to improve the social and emotional skills of these students to enable all students to engage fully in their learning. It also indicates a need to refine intervention strategies.

• The focus of one ‘Learning Team’ (independent professional development group), was to increase engagement in ‘Play is the Way’ games and to help transfer skills from games into the classroom. From the research it was recommended to give students who are not engaging in the group game a role such as being a marker, scoring, timing, umpire, whistle blower etc. to somehow help them overcome their fears or hurdles and become involved with a purpose and sense of belonging.

• It was also recommended, by this Learning Team, to provide a role in class games for a student to be the virtues spotter. The student would watch the others carefully and decide who had shown the most appropriate virtues for the game. A simple virtue slip of paper focusing on just the Caring virtue was made for junior classes and the virtues slips currently used in the yard could be used for older classes.

• Folders for these virtue spotting slips and pencils for students to take to games were purchased but not distributed in 2011. Whistles and balloons were purchased and distributed in term 3.

SHARED LEADERSHIP:

• The School Counsellor was an integral leadership team member

• School Counsellor leading and facilitating the staff Engagement for learning program with support from the Deputy Principal. Engagement for Learning Committee was formed in term 2 with a staff member from each unit and a NIT staff member. It was a successful way to engage staff into the site improvement plan and relay information between leadership and teachers. The 200 day plan has seen guiding objectives aligned to the 3 targets.

• The committee met three times a term and a newsletter was sent out in term 2 after each meeting to keep staff informed but this was reviewed to a quick report at staff meetings and notices in the weekly bulletin.
• School Captains and KIDSCO representatives were inducted by Rotary Club member Mr Bob Ward at assembly. The captains also attended Young Leaders Day in Adelaide, ran assemblies and attended various community events around Port Pirie.

• KIDSCO students were involved in various levels of decision making including providing information from classes for decision making regarding community events and the behaviour review process.

• School Captains for 2012 were elected in term 4 2011 which has provided an excellent transition and learning process for the 2011 and 2012 captains.

• Wilson McCaskill’s ‘Critical Mass’ program, which involves a self review process where peers identified each others team skills to determine who the peer leaders were in each class, was trialled in several classes in term 4, having a positive effect on the disengaged students as well as developing leadership skills in the peer leaders. Smart boards were used by the peer leaders in years 6 and 7 to explain the rules of some games to the other students.

• A small number of students in classes were exhibiting attention seeking behaviours which made it difficult for teachers and peers to lead successful games. The counsellor worked on intensive social and emotional skills with those students in the classroom whilst the rest of the class enjoyed the game outside. Students responded to this well as those doing the right thing were being rewarded and were also encouraging the others to make the strong choices so they too could enjoy the games.

ATTEND TO CULTURE:

• Virtues were reviewed at the beginning of the year by each class, staff and governing council. On feedback from these groups, the Engagement for Learning committee agreed that the priority virtues chosen were in fact the same as the current RPPS school virtues and that they do reflect the School Vision and the ‘Play is the Way’ program quite successfully so there is no need to change them.

• Through the virtues program, individuals and classes are rewarded at assemblies for using virtues in the yard. The Virtues Shield for the house with most virtues for the year has excited and encouraged students particularly the younger ones.

• Recommendations from the Learning Team to use Virtues Spotters during class games is one method of connecting the virtues to the Play is the Way program. There are plans to establish this in 2012.

• In the Critical Mass trials, the ‘Team Skills Review Matrix’, used to identify the best peer leaders in the upper primary classes were related to school virtues. This process was very educational for the students as peers were asked to assess others use of virtues in the class setting and the exercise requires the practise of a range of virtues in itself.

• As part of the peer leadership process in the critical mass strategy, the class was asked to chart their team skills or virtues levels as a group so that the leaders could identify the skills that were most lacking as a group and provide a focus for the games program they then developed for the class.
Student initiated learning is not prolific at RPPS yet so in Week 0, staff were asked to set a goal for working together as a team and share with the group as well as other engagement exercises. This was to experience and participate in the same tasks students would be asked to do in the ‘Engagement for Learning’ first 10 day program. They were very beneficial self awareness exercises for staff.

A sharing session and a walk through classrooms a few weeks into term was a wonderful way to share practices designed to increase engagement.

MAKE DATA COUNT:

The review of behaviour management procedures involving students through KIDSCO and staff was undertaken in 2011. The Training and Development day with Wilson McCaskill introduced the school to the term Behaviour Education. This has been adopted for review processes across the school. Whole school agreements were reached regarding Yard behaviour and Reflection Room and these were trialed in term 4. The education of the school community of new terminology and procedures also began in term 4.

Behaviour Management issues were more effectively documented throughout 2011. This will indicate a rise in incidences but will not be an accurate assessment.

Recommendations for 2012 (incorporating Wilson McCaskill’s ‘Play is the Way’ program)

- Completion of the classroom behaviour review to be undertaken in week 0, 2012.
- Establish buddy classes in week 0 for games in first 10 days and possibly behaviour purposes in 2012.
- Goal setting by staff could be developed in 2012 into individual and group ‘learning community’ goals which would be beneficial to review mid-year. It would be modeling the desired outcome of goal setting with students in classes.
- Include class games and cross age buddy class games in first 10 day Engagement for Learning program and make the rest of it more flexible with certain items required to be completed and others optional.
- Continue with individual class programs and staff games and/or introduce watching segments of ‘Play is the Way’ DVD’s, with Wilson McCaskill’s commentary on student behaviour, in staff meetings.
- Introduce Virtue Spotting during games, as recommended by Learning Team on Play is the Way. A simple virtue slip focusing on just the Caring virtue for junior classes and the virtues slips currently used in the yard to be used for older classes. Folders for these virtue spotting slips and pencils for students to take to games were purchased and are ready to be distributed in 2012.
- Equipment from each unit to be gathered and counted to calculate equipment needed and requested for 2012. Requests included a class set of softi balls. (30 balls) per unit, 10 small hackey sack type balls, replacement bean bags and some sashes to be used for teams.
- Expand the Critical Mass program by a specific training and development of upper primary staff and peer leader students from years 5-7 by Wilson McCaskill.
- Funds from ICAN Youth Development program which target’s youth leadership and engagement in learning can make this possible in 2012.
• Trials where the counsellor worked on intensive social and emotional skills with those students in the classroom who were attention seeking during games or during class, whilst the rest of the class enjoyed the game outside, worked well. It would be good for older students to be able to take younger classes out for games whilst under guidance from the counsellor or coordinator and have the students not doing the right thing do intensive work with teachers. This allows for the Critical Mass program to continue and expand.

PRIORITY 3 - CURRICULUM AND PEDAGOGY

Deputy Principal: Damien Mellow

Target 1: 100% of teachers to access professional development in the implementation of the Australian Curriculum starting with Mathematics and science.

Target 2: 100% teachers are able to demonstrate quality teaching practice related to student learning. Achievement success is demonstrated through Performance Management processes, professional learning programs, classroom observations and critical conversations.

Target 3: 100% teachers implementing Australian Curriculum according to DECD and Risdon Park Primary School's timeline.

Throughout 2012 the Curriculum and Pedagogy group have been investigating and developing strategies to support the implementation of the Australian Curriculum, support DECD related programs and moving forward with teaching pedagogies as presented through the TfEL Framework.

Key strategies have included:

• Familiarisation with the Science curriculum
  - staff attendance at professional development
  - development of school framework to support implementation of Primary Connections (Whole School Agreement)
  - purchase of equipment for Science cubes to enable easier lesson delivery
  - collaboratively teaching of Science units through Guided Inquiry model
  - data collection of where our site currently is

• Familiarisation with the Mathematics Curriculum
  - collaboratively planning and programming using the Australian Curriculum and school learning teams
  - Pupil Free Day helped support teams to investigate assessment eg using this against the Australian Curriculum.
  - Teachers attending professional development

• Familiarisation with the TfEL
  - introduction sessions
  - using the framework as a guide through learning teams
  - staff critically analysing practice for example assessment processes
Victor the Sheep helping staff to share their learning.

Each staff meeting a member of staff would share their learning journey and provide ideas to other staff of how they could improve their practice.

**Outcomes**

- Using guided inquiry as a model of good practice using the Australian Curriculum. This included team planning and documentation and presentations to members of the community.
- Science boxes organised and used in classrooms aligned with Primary Connections
- A scope and sequence developed and implemented into classroom practice and the development in Science
- Learning teams model developed and implemented to help support the implementation of the Australian Curriculum and development of future learning. This included:
  - documenting units of work to use in classroom practice
  - Presentations to staff at the start of Term 2, 3 and 4.
  - Research/professional development in line with SLP and Learning teams
- Regular meetings to look at 200 day plans and investigate new material or data
- Introduction of the TfEL as a resource document to developing pedagogy
  - Victor the sheep was introduced to staff as a way of investigating how learning happens through our practice. Each staff member would share at a staff meeting.
  - Presentations at staff meetings, pupil free days and through performance development meetings helped teachers understand the document.
- Using the Yorke and Mid North Rubrics it was evident that staff felt that we were progressing in both the Science and Maths area and continued professional development and collaboration on a school level would be need for this to continue.

**Recommendations for 2012**

- Investigation and development of assessment in line with Science and the Australian Curriculum.
- Using TfEL more in our learning as a staff through our learning teams, staff meetings and general practice
- Staff setting a focus for improvement in pedagogy and assessment using the TfEL framework
- Development of our Professional Learning Community to support learning already happening in the school.
- Investigation into reporting framework (especially in the areas of Mathematics, Science, English and History). Unpack and understand achievement standards and the evidence students will show to meet them

**Improvement and Validation**

*Self- Review Using DECS Principles of Improvement & Effectiveness (DIAF)*
The DECS Improvement and Accountability framework (DIAF) has and will continue to be used at Risdon Park PS to recognize and continuously aim for high performance. In 2011 we undertook an annual review in term 4 and provided our findings at our validation review on 9th December, 2011. In 2011 we used 7 out of the 9 principles as a part of RPPS’s self review process and they were:

- Focus on Learning
- Attend to Culture
- Set Directions
- Shared Leadership
- Listen and Respond
- Targeting Resources
- Making Data Count

The Validation Presentation was conducted off site in front of a panel of York and Mid North Personnel, and three other principal from our region. Carolyn Clinton (Principal) and Danielle Malone (school counsellor) presented a 40 minute power point presentation to the panel which outline RPPS journey of improvement over the past two years.

The following information is a summary of the validation panel's report.

1. **Self Review Processes - Verified**

   The validation Team noted:
   - The strategic use of an audit under new management to gather information.
   - Evidence of multi measures of data collected.
   - A clear cycle of review was evident.
   - Comprehensive documentation of Self Review findings found.
   - Self-Review processes have met all the standards in the DIAF policy.

2. **Improvement Cycle – Verified**

   The validation Team noted:
   - Findings of Self Review shaped improvement plans and processes.
   - Well developed Site Improvement Plan and linked action plans were apparent.
   - A range of resources including professional learning were implemented to support improvement priorities.
   - Whole site and classroom monitoring of individual student progress were in place.
   - Staff Learning Teams were integral to the improvement cycle and have supported whole site commitment to improvement priorities.

3. **Evidence of outcomes - Verified**

   The Validation Team and the Regional Director noted:
   - Evidence of a wide range of data which was regularly used to inform whole site and classroom practices.
   - Student achievement over time was demonstrated.
   - A high number of transient and ESL students may have had an impact on data sets and improvement.
   - Staff collective and targeted improvement efforts – commendations were given

**Commendations**

- Extensive use of DECS self review tools to examine information during the self review process was evident.
- Strong sense of shared leadership was apparent within the improvement agenda.
The Site Improvement Plan targets are clear and linked to the DIAf principles, with explicit and thorough planning processes seen to implement the Site Improvement Plan.

Evidence of the Leadership Team listening to understand what is important to the school community before responding.

2010 Annual Report showed a high level of authenticity of information.

Staff learning Teams seen as a worthwhile strategy for staff learning with strong links to the Site Improvement Plan priorities.

Evidence of effective use of SILA recommendations to drive site improvement work.

Leadership used observation tools in classroom visit to provide explicit feedback to teachers on their literacy practices.

Positive staff, student, and parent attitudes were expressed through the perception survey data.

All staff involved in the data review process.

Further positive comments from the Validation Team noted:

- Implementation of a SHIP (student of high Intellectual Potential) referred to as the Challenge Group was an example of good practice.
- Implementation of DECS TfEL (Teaching For Effective Learning) was innovative.
- Transparent manner of the implementation of the 200 Day Action Plans meant that improvement priorities and actions were carried through the term 1 of each year.
- Student peer teaching R-7 in various situations, notably through the Wilson McCaskill Games was a highly successful strategy for student engagement.
- The use of a variety of strategies and processes to support the development of RPPS vision and virtues, noted as successful and highly creative.

Recommendations from the Validation Team to be Integrated into 2012 Planning:

- Make clear links between recommendations in the Annual Report and Site Improvement Plan / 2000 Day Action Plans
- Build on moderation processes in student writing teaching and learning, by considering next steps in teaching (goal setting and identify students and successful strategies to improve student achievement)

Student Achievement

NAPLAN
Once again in 2011, students in year 4 and year 6 were able to sit the NAPLAN tests along with students in 3, 5, and 7. All students in the identified year levels sat the NAPLAN test (unless absent or exempted). Year 4 and year 6 students participation was made possible due to our participation in the SILA project for 2010 and 2011. The results from the NAPLAN test enabled us to monitor students' literacy and numeracy progress and achievement from across year 3 – 7.

For the past three years NAPLAN tests Australia wide have taken place over three days early in term 2. The literacy components covered were:
- Reading
- Writing
- Grammar & Punctuation
- Spelling.

Elements of Numeracy were also tested, with students in year 7 taking two tests (one with a calculator), while students in years 3 through to 6 sat one test focused on numeracy knowledge and skills.

For each year level and test a National Minimum Standard is set. Students who are below the standard are identified in the following bands.
- Year 3 – Band 2
- Year 5 – Band 4
- Year 7 – Band 5

**Year 3 – Aspects of Literacy and Numeracy**

**Year 3, Mean Scores**

- The data shows year 3 students spelling scores are improving over the past 3 years.
- With this cohort of year 3 students mean scores have increased in all but the area of reading since 2009, although has decreased from 2010 – 2011.
- It is interesting to note however that the following graph which shows that we have higher percentage of students in proficiency band 4 in Writing (38%) and Grammar (35%), where the National Mean is also found. Our school mean for writing for year 3 students in 2011 matched the national average. This is pleasing to note since our improvement focus for the past 2 years in literacy has been writing.
Year 5, ASPECTS OF LITERACY AND NUMERACY

Mean Scores
- RPPS mean scores for students in year 5 show that there has been an increase from 2011, in the literacy areas of spelling and reading. The mean scores in writing for the past 3 year remain constant, while our mean scores in grammar dipped slightly from 2010 and 2009.
- RPPS mean score for numeracy over the past 2 years also remain constant.

![Mean Scores Chart](image)

The data in the following graph show the percentage of students found in proficiency bands in year 5 for 2011. A higher percentage of students are identified in Band 5 for Writing (41%), Spelling (36%), Reading (39%) and Numeracy (38%).

RPPS school average for year 5 students was very close to, although slightly lower than the National Mean in Writing and Spelling. Once again this is very pleasing with writing being our major improvement focus, and spelling being a component of writing.
The data found in the following graph demonstrates the percentage rate of progress from the same cohort of year 3 (2009) to year 5 (2011). It identified that the same cohort of students made significant growth in the area of spelling in the past two years and significant middle level of growth was made in the areas of grammar and reading.

It is also interesting to note that the same cohort of students exceed their growth levels in Spelling and was recorded higher than DECS mean scores and higher than students in school participating in the SILA (Supporting Improved Literacy Achievement) Project.

**Year 7, ASPECTS OF LITERACY AND NUMERACY**

**Year 7 Mean Scores**
The above data for 2011, year 7 students show an increase in all areas except writing (where the scores remained constant) from 2009 through to 2011.

The adjacent graph shows the level of improvement students have made from year 5 to year 7 from 2009 through to 2011. A higher percentage of students have made a middle level of progress in reading, spelling and grammar. The challenge for us is for students from years 5 – 7 to make even a higher level of progress in the identified areas of literacy, and for less students being identified as making a low level of progress.

The above graph also shows that students’ level of improvement in Numeracy was higher in the middle range. It is pleasing to see that a smaller percentage of students were identified as making a lower level of progress, which has meant that more students made a upper progress level in the past 2 years between year 5 and 7.
The graph above shows that there is a higher percentage of students in year 7 in Band 6 for Numeracy (50%), Grammar (50%), Reading (40%) and Writing (38%). RPPS students were closely matched to the National Average, in Writing and Numeracy.

It is also interesting to note that 37% of year 7 students were identified to be in Band 7 for Numeracy and 30% identified in Band 7 for Reading. The National Mean for Reading and Numeracy is found in Band 7.

<table>
<thead>
<tr>
<th></th>
<th>RPPS</th>
<th>S.A.</th>
<th>National</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 3</td>
<td>380</td>
<td>399.3</td>
<td>415.5</td>
</tr>
<tr>
<td>Year 5</td>
<td>456</td>
<td>469.4</td>
<td>482.5</td>
</tr>
<tr>
<td>Year 7</td>
<td>507</td>
<td>529</td>
<td>529.3</td>
</tr>
</tbody>
</table>

The adjacent graph shows year 3, 5 and 7 students’ data in relation to writing over the past 3 years. The data indicates that students at Risdon Park PS are matching the State and National Mean in 2011. A steady increase from year 3 to year 7 students is being made in the literacy area of writing.

The data gathered from NAPLAN shows that we are making a difference in student development of Writing. Writing has been a major focus to staff professional development and student learning over the past 3 years. Through thorough analysis of NAPLAN data along with our own in school assessment, a whole school agreement has been reached to change our improvement focus to Reading from 2012.

Writing will still remain a focus for staff and student learning, but from a maintenance approach rather than learning for improvement.

Student Data

Attendance

The revised attendance policy and supporting procedures introduced early in the year has improved awareness and responses to
absences within the school. Families were given a copy of the policy to remind and reinforce the importance of regular attendance and communication with the school. Staff worked diligently to support the handful of families that were experiencing difficult circumstances influencing their children’s attendance. Interventions initiated in 2010 were successful early in the year with several families with previous chronic non attendance becoming regular attendees. Responses from families depend greatly on the relationships established with staff and social support systems available and this can take several years.

These changes have allowed Risdon Park Primary School to maintain an excellent attendance rate of 90% in a school of over 400 students even though many new families enrolled at the school throughout 2011 with higher needs for support. With 25% of students being new this year (this includes new Reception students), the decrease in explained and increase in unexplained absences is an indicator of this change. This informs the school of a need to have information and support materials sent home to families each term rather than each year. The maintenance of the high attendance rate despite the change in students shows the success of the support and interventions put into place by a committed staff.

**Destination**

The adjacent table outlines the number and percentage of students leaving Risdon Park PS to other sites. In 2010, 28 year 7 students left and commenced their secondary education in one of three sites in Port Pirie.

<table>
<thead>
<tr>
<th>Leave Reason</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>School</td>
</tr>
<tr>
<td>no</td>
<td>%</td>
</tr>
<tr>
<td>Interstate /overseas</td>
<td>1</td>
</tr>
<tr>
<td>Transfer to non Govt school</td>
<td>10</td>
</tr>
<tr>
<td>Transfer to SA Govt School</td>
<td>66</td>
</tr>
<tr>
<td>Unknown</td>
<td>1</td>
</tr>
</tbody>
</table>

The majority of year 7 students chose John Pirie Secondary School, with a small number of students enrolling at St Marks or Mid North Christian School. At the beginning of the school year a small number of students in years 1 to 7, transfer to one of the aforementioned private schools in Port Pirie. Over the past 3 years our level of transience has increased with many a significant number of students moving into Port Pirie and choosing Risdon Park PS as their school of choice. An increased percentage of students also have also left Risdon Park PS, mainly through parent change employment options, which has led to an increased number of families leaving Port Pirie.

**Client Opinion**

**Summary of 2011 Opinion Data – Parents, Staff & Students**

**Parents** - 21 Responses came from parents when over 100 survey packs were sent out

**Staff** – 20 Responses, half of the staff responded to the survey

**What is the data telling us about - Quality of Teaching and Learning?**

- Students (average 86% are happy) & staff (90.5% were happy) were generally positive about the quality of teaching and learning
- Less parents responded to the survey than last year – slightly more negative – on average 72% of parents are happy with the quality of teaching and learning at Risdon Park PS
Inconsistencies shown in the what parents know about our learning program at Risdon Park PS
There is one or two staff members who are “not happy”
One of two staff members remained neutral about the quality of teaching and learning at Risdon

Recommendations for 2012

- Information to parents re: Intervention programs
- Getting the whole picture: e.g., Students Opinion Data
  - Engagement Data
  - Report Comments
  - Student Opinion Survey
- Encouraging more responses from parents
  - Governing Council Involvement / Leadership – making personal contact
  - Opening up the computer room for parents to complete surveys
  - Individual letter – make it easy for hard copy to be filled out, if that is what parents prefer
- Need to improve Information for Parents
  - Follow up
  - Learning
  - Process to investigate
- Staff being involved in the data investigation and decision making processes
- How can we use students to inform the parents about positive experiences at school

What is the data telling us about - Support for Learning?

- Fairly positive across staff (average 86%), parents (80.5%) & students (86.4%)
- Staff survey show a strong support of student welfare and procedures and focus on learning informed.
- Parent survey showed a negative response to communication of support services
- Parents agreed that we have clear behaviour expectations and students are happy at the school as well as motivated to learn.

What are some of the questions?

- Are we keeping parents informed of certain literacy practices including new ones?

Recommendations for 2012 Planning

- Parent Workshops to keep parents informed of certain practices – with a learning focus
- Have a small literacy section of each newsletter about certain practices or sections for literacy secretariat information

What is the data telling us about our Relationships and Communication?
• Parents (84%), staff (89%) and students (79%) are generally happy about the way we communicate and develop relationships at RPPS
• Parents believe that we provide a variety of communications to inform parents – higher positive response than the state average (90%)
• Parents feel welcome in our school and feel confident talking to teachers about their child’s learning
• Parents are happy with the numbers of the opportunities that RPPS provides for parents to come and talk about their child’s progress.
• Teachers feel appreciated and believe that they receive feedback on their practice & performance.
• There is a high level of trust amongst the staff to share and discuss their practice
• Students get excited about their work and feel that their reports are accurate. They enjoy going to school each day and trust their teachers and are happy to talk with them about their learning, welfare and progress

What are some questions that arise from the data?

• Reporting? Are we reporting to parents effectively? Is it clear communication and easy to understand, without too much “edu talk”?
• How can we better “Listen & Respond” to our families / community
• How do we tap into the positive opinions of students to relay to their parents about all the good things that are happening at Risdon?

Recommendations for 2012 Planning

• Teachers provide a term overview of their learning at the beginning of each term
• Parents invited to STAR meetings for early intervention
• We develop a Community Minded Action Plan in 2012 – linked to our SIP
• Look for opportunities to include parents in the day to day life of RPPS & special events.
• What is the data telling us about Leadership and Decision Making?
  • This was the area that parents (70.4), staff(84.3%) and students (83.25%) ranked more negatively
  • Students ranked 3 out of 4 comments higher than other students across the state. The only area that the% was lower (74%) was in the area of being included in making decisions about their own learning
  • The lowest scoring statement for staff was about parents having the opportunity to participate in decisions about their children’s education (30% remained neutral and 5% strongly disagreed)
  • Staff generally agreed that there is supportive leadership at RPPS and that they are encouraged to take on PD. The level of feedback that teachers receive rated higher than the state average for this statement.
  • Parents do not feel that they about how and if parents are included in decision making (42% remain neutral – meaning don’t know)
  • Parents do not feel that we seek their opinions about educational programs (43% neutral & 5% do not belief that we do seek their opinion)
What are some questions that arise from the data?

- How did the change in staffing influence staff and parents opinions about the effectiveness of the running of the school?
- How do engage parents more effectively in decision making?

Recommendations for 2012 Planning

- Need to engage the Governing Council more in the way that the school is organised and run, so that they can become the advocate for our community about our school structures and policies.
- Share the Opinion Survey to staff to instigate critical dialogue and more detailed feedback
- Student voice and student initiated learning.

The following is a summary of students’ comments from the 2011 Opinion Survey.

*The teachers at this school are very informative but sometimes can confuse the situation. Learning is great. Teachers make it fun and if you get confused they help you try and understand. The topics we learning are also important and I have learnt more knowledge that what I thought I knew about the topics, so it helps me to learn.*

*My teachers make learning feel like you want to learn.*

*Learning at this school is great and sometimes can be fun.*

Value Added Programs

1. Aboriginal Education

Events

- Activities for “Reconciliation Week and NAIDOC Week
- Betty Clan dance and cultural performance
- Damper making around the campfire – a part of cultural experience
- Cultural Awareness Week with whole school activities, and a colouring traditional Aboriginal picture bookmarks and famous Aboriginal people of Australia quiz. Students received prizes in three different age groups.
- High School transition programs for a year 7 student, to ensure a smooth transition into year 8.
- PACE funding conversations
• A cultural Identity for girls (years 6 through to 9) group established, with a visit to Port Augusta Arid Lands.
• Attendance calendars were kept and updated to monitor Aboriginal student attendance
• home visits were conducted by the ACEO (Aboriginal Community Education Officer) and the AET (Aboriginal Education Officer)

**Recommendations for 2012**
• Attendance calendars maintained and used in communication with parents regarding student engagement and attendance

**Enrollment**

In the beginning of the 2011 school year 6 Aboriginal students were enrolled at Risdon Park Primary School. By term 4, 15 Aboriginal students were enrolled across R-7.
• All Aboriginal students had a ILP (Individual learning Plan) which was reviewed at the end of each term
• Aboriginal students received 1:1 literacy support from SSOs, as was determined through the data collected for the ILP.
• No Aboriginal students were identified for Reading Intervention through the Reading Room.

**Recommendations for 2012**
• 1:1 support from SSO to be identified and addressed through the analysis of data and recorded in student’s ILP.

**ILP Development & ESL Scales**

• AET and ACEO supported staff in term 1, 2011 to complete individual student’s ILP and arranged parent interviews for their involvement.
• AET and ACEO supported Aboriginal students in their participation in the development of their ILP, specifically in the development of creating short term goals that could be realistically achieved
• AET and ACEO supported teachers, students and families in the review of individual ILP at the end of each term.
• There were 5 Aboriginal students whose literacy and numeracy skills were assessed against the ESL Scales. All scale ratings ranged between 5 and 7.

**Recommendations for 2012**
• ILP’s to be developed in term 1, with student and parent contribution.
• ILPs are to feature SMARTA targets, so that they are specific to individual student’s learning needs
• Classroom teachers receive training in the effective writing of ILPs
• ILPs are reviewed at least 3 times a year.

**2. English as a Second Language**

• There were 21 students attending Risdon Park Primary School in 2011.
• ESL students have come from a range of cultural backgrounds, including: Pakistan,
Sri Lanka, India, Nepal, Indonesia, Greece and Botswana.

- Aboriginal students were also included in Risdon Park Primary School's ESL enrolment.
- All ESL students literacy and numeracy knowledge and skills were assessed against the ESL Scope and Scales.
- The data collected in this assessment was used to inform the development of Individual Learning Plans for each student to meet individual learning needs.
- Class teachers were support by and worked collaboratively the ESL teacher to determine specific intervention areas and in the development and review of student's Individual Learning Plans. The intervention support mainly centred around developing oral language skills, writing and social skills.
- Due to modifications made to the scaling process, it was difficult to accurately gauge the improvements that were made by individual students solely on the criteria used in ESL Scales. Support was sought from DECS and an ESL consultant visited our site and worked with the ESL teacher to assist in the accurate scaling of students. The framework that was provided to complete the scaling created discrepancies from previous scaling results. Accurate improvements in scaling will be visible in 2012 / 13.

**Recommendation for 2012**

- Regular review need to take place throughout 2012 to assess student's progress and used to review student Individual learning Plans.

### 3. Anti-Bullying and Harassment

Report by: Danielle Malone

In term 1 the school participated in the National Day against bullying and violence. Students did class activities and the Anti-bullying & Harassment Policy was revised to include a range of support services families can access in regards to preventing bullying & harassment and also to include electronic forms of bullying in the definitions. Students all took home a copy of the updated policy and an individual copy of the school's ‘I AM SAFE’ strategy which teaches them how to prevent or respond to bullying & harassment. The annual bullying & harassment audit was undertaken in term 3 and the results were very pleasing. One of the wellbeing targets for 2008-2010 Site Improvement Plan was to have 95% of students making harassment free decisions. The past four years of audits shown below highlight a shift from 4% students being reported for repeated bullying to 0%.
The largest number of students in 2011 was surveyed which was excellent, however, early years teachers reported that many of the younger students perceive any conflict as bullying & harassment. This showed in the results of numbers of students being bullied. The Engagement for Learning committee reviewed the results and decided the ‘I AM SAFE’ strategies need to practised even more in junior classes with a focus in the first 2 weeks of school and the policy needs to be sent home each term so parents can practise the skills with their children.

To educate students about bullying in the future, the school has also enrolled in the Australian Communication & Media Authority’s Cyber-bullying outreach program which is highly engaging and educational for children of all ages.

In term 4 the two 6/7 classes were fortunate to work with Aerosol Artist, Nish Cash. Their theme was anti – bullying and each class learnt new artistic skills along with co-operative skills to create one art piece which is now displayed in the Reflection Room providing a colourful visual message to students using or walking past the room.

### 4. Challenge Group

This is a group of students with high intellectual potential from Year 6 and 7 who meet each week for mentoring to help develop structures to allow them to formulate their own self directed learning. As the mentor teacher I teach and encourage opportunities for higher order thinking skills.

In 2011 students:
identified their strongest and weakest Multiple Intelligences, and developed a scenario based on *Lost On An Island*, using the Multiple Intelligences structure.

- conducted a self-actualization activity to design a newspaper highlighting each students goals, accomplishments and unique abilities.
- used *Thinker's Keys* were used to develop a poster devoted to an Australian theme.
- in pairs students had to merged with another group and formulated a business plan for a company and present orally to the principal peers.
- had fun with Idiomatic Sayings, and delved into an issue of interest using the Plus, Minus and Interesting scaffold to create a Power Point presentation.

The group has been greatly involved in all activities and has taken their thinking to the next level. Thanks to Trenna Kretschmer for taking the group in Term 3 while I was on Long Service Leave.

5. **Christian Pastoral Support Program**

Report by: Emma Lynn

For terms 1 and 2 of 2011 Krisha Bates was the Christian Pastoral Support Worker at Risdon Park Primary School. Krisha began *Risdon's Voice*, a lunchtime singing group who was a great success with students of all ages attending. *Risdon's Voice* played a significant role in supporting students to make positive choices in their everyday life. Students listened to a wide range of popular songs with a positive self esteem theme and improved their singing ability and confidence while having a lot of fun.

Krisha also undertook morals and values training working with teachers and students in class rooms. Lessons used a combination of book reading, poster making, class discussion, group games and outdoor games. She engaged children to take a leadership role in these sessions which boosted their confidence and resilience.

Krisha continued to take on the leadership role for breakfast club with funding from Nyrstar and the Foodbank. Breakfast club provided students with a healthy breakfast to start the school day and additional food to sustain them for that day at school. The ten by ten goals are also upheld teaching children to wash their hands properly and guiding them in wise food choices to reduce lead in blood levels. The atmosphere at breakfast club was very friendly and uplifting due to Krisha's strong connections with the children. Several children were also engaged with taking on roles of responsibility in setting up, tidying up, food preparation and service.
Krisha resigned from her position as CPS Worker in early term 3 due to family circumstances. Leadership of breakfast club was taken over by Lee-Ann Hogar who had run it previously.

In term 4 Emma Lynn took on the role of Christian Pastoral Support worker. She spent time in the yard and classrooms to get to know children and re-established the post box for children to write notes and make contact when they needed to talk to someone.

Along with two year 7 boys and with support from Danielle Malone, the school counsellor and Elizabeth Cowin, the ESL teacher Emma started a Lego club. The club was coordinated and run by two year 7 boys. The club encouraged positive relationships and co-operation. Participants showed skills in design, creativity and problem solving. Regular times of sharing what they had made encouraged public speaking and satisfaction about their achievements. The students participated in designing their own Lego ornaments for a Christmas Tree in the Christmas Tree Spectacular at the Lighthouse Uniting Church which was a great way for us to participate in a community event.

Emma restarted the Risdon’s Voice Singing group and helped the students and Emma prepared three songs to perform at the Annual Christmas Carols event at Memorial Park run by the ministers association of Port Pirie. The students displayed excellent singing, cooperation and confidence and the sense of fun and achievement they have developed throughout the year really shone through.

Emma also worked alongside Danielle Malone and the Year 7 students to co-ordinate the annual Risdon’s Got Talent Competition. Overall the Christian Pastoral Support program 2011 has really been a way to engage students with their strengths and the clubs that have run along with breakfast club have strengthened the sense of community amongst the student body at the school.

There was an increase in the level of intervention required by students in 2011. 115 students were seen by the counsellor in 2011 that were interactions not directly related to behaviour incidences. This was a little less than 2010 due to the high degree of intervention required by those in need.

Although there is an increased need, the school culture of ‘Helping each other Succeed’ seems to be permeating the community as during many aspects of school life the culture of caring for one another and engaging in learning is illustrated.

The ICAN ‘Keeping them Connected’ program was unfortunately not run this year. Transition concerns were evident for some students so this was disappointing. Hopefully this will be revived in 2012. Year 6 & 7 students were fortunate to experience an Artist in residence at this time with a focus on anti bullying message. This was a wonderful learning experience for them all.

Two students were FLO enrolled under the ICAN engagement program and although this is a good
program, it was difficult to source effective support for specialised learning programs so the counsellor
fulfilled the majority of this role. The Youth Connections arm of Uniting Care Wesley was able to
provide a helpful service to several RPPS students and through the ICAN funds RPPS was able to
source the BKSB Numeracy and Literacy program for several students with was very successful for
their learning.

The Aboriginal Community Education Officer worked closely with the Aboriginal Education teacher
and the Counsellor to support the indigenous community of RPPS. Uniting Care Wesley Port Pirie
offered programs such as the Men’s Shed and True Colours which supported a number of our upper
primary students. The RPPS Garden program continues to offer alternative learning experiences for
students with special needs also. If RPPS was able to connect with and provide more children with
the opportunity to engage in programs such as these it would be of great benefit to the students, as
the sense of belonging, relationship development, self esteem and confidence, as well as the hands
on learning skills being learnt are invaluable.

Referrals to Regional support services and other agencies were undertaken and various case
management meetings were attended regarding these referrals as well as meetings with other social
service departments being attended by the counsellor to support students and their families.

The lack of funding in all social and educational departments leads to students and families not
receiving the full support they require to overcome wellbeing barriers to becoming fully
engaged in the educational process of their children. The efforts of staff however, have meant that rapport built
between staff at RPPS, families and allied support services has been exceptional and this has led to
the majority of families in need of support making improvements to their children’s engagement in
learning, relationships and/or wellbeing as indicated on the engagement data collected.

7. Premier’s Reading Challenge

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 September every year.

For the year 2011, we had 91% of our students complete the challenge of reading, compared with 86% in 2010.

Research show that DECD students who complete the Challenge show increased rates of reading growth compared
with DECD students who do not participate in the Challenge.
Many of our students (89 students) read more than the required 12 books, including 3 students who read over 100 books, with our most prolific enjoying 530 books. All students who completed the Challenge received a certificate or a medallion for their efforts. For the first time in 2011, 3 students received the “reader For Life” award, which recognizes 8 years of participation in the project.

Congratulations to all students who took part in the Premier’s Reading Challenge in 2011. Thank you to all the parents and teachers who helped our students complete the Challenge.

In 2012 a focus at Risdon Park PS will be reading and we will be working with our Literacy Coordinator and supporting class teachers to ensure all students at Risdon Park PS complete the Premier’s Reading Challenge.

8. **New Resource Centre**  
*Report by: Helen McMahon and Trenna Kretchmer*

The end of 2010 saw a mass exodus of over 20,000 items from our collection, which was stacked and stored in the Hall for safekeeping over the holidays while waiting for the completion and signing off of our new Resource Centre.

Shelving was installed over the holidays, but we were unable to begin re-shelving until the middle of Week 1 as the building had not been signed off by the Department.

As the new Administration area was still being renovated, and the Resource Centre was utilized as our staff room it was unfortunately unable to be accessed by students until the building work was completed.

By the end of Week 6 all 20,000 items were housed in the new Resource Centre, and we were able to begin working with classes.

For the rest of Term 1 orientation lessons were held with each of the classes to familiarize students and staff with the layout and functioning of our new Resource Centre.

Term 2 saw the re-introduction of Guided Inquiry lessons, with a focus this year on units of work in Primary Connections that were planned, taught and moderated using the new Australian Curriculum.

All students and staff are finding the new facilities bright, colourful, spacious, inviting and accessible.

The SMART board facilities have been a positive addition to the implementation of Guided Inquiry lessons. The 15 net-book facilities will also be well utilized by students for research, word processing and presentations when they are fully operational.

The Resource Centre is open to students each morning, and for four lunchtimes and after school for borrowing or quiet games, and is well attended by many students.

The arrangement of the Resource Centre has allowed us to seat a complete class in one area, and this facility is welcomed as a meeting area for whole staff meetings and training and development sessions.
We wish to acknowledge and thank the support staff and volunteers who have ably assisted us in the establishment and smooth operation and facilitation of the Risdon Park PS Resource Centre in 2011.

9. **SAPSASA**  
**Report by: Damien Mellow**

Students in year 6 and 7 had many opportunities to participate in a variety of sports from tennis, softball, cricket, football, soccer, lawn bowls, netball and others throughout 2011. Through participation in such events and programs students are able to be selected for regional and state teams which usually mean a week away from school playing for their identified sports. In 2011 a number of our year 6 and 7 students were chosen to represent our region and state in a variety of sports such as soft ball, soccer and netball. Thank you to Brett Perry who coordinated the 2011 SAPSASA program for Risdon Park PS.

10. **Coordination Program – Developing Fine and Gross Motor Skills**

Early Years teachers have taken their students to the hall on Monday, Wednesday or Fridays this year where R-2 students engaged in a range of activities which develop fine and gross motor skills. These activities include:

- balancing
- ribbon waving
- circuits
- pedal wheels
- hoops
- skipping

Thank you to Ms Kupsch year 6/7 class for setting up the equipment and circuits and packing them away afterwards.

11. **Teaching German at RPPS**  
**Report by: Kate Taylor**

2011 was another busy and eventful year of teaching German at Risdon Park Primary School.

- 3 students won prize money at the Schutzenfest Competition.
- Several visitors came from Germany during the school year to spend time in the classroom and share their experiences of living in Germany.
- German room was fortunate to receive a SMART Interactive Whiteboard installed in the classroom which has meant that students were able to access new learning directly from the internet and learn more about the German culture and language in more interactive ways.
• A parent workshop was held demonstrating how the SMART Board can be used in most effective ways to enhance student learning.
• Frau Taylor won a scholarship to Germany, which meant that she spent most of the Christmas holidays studying at a German University in Hamburg.
• Frau Taylor took on a Pirie Coordinator cluster position, which meant that she spent one day a week investigating alternatives in delivering language for schools in the Pirie and surrounding areas.

12. Fundraising

Our fundraising events in 2011 were:
• Easter Raffle in term 1 which raised $1,358
• Bakery Drive (thanks to Kupsch Bakery in Crystal Brook) which raised $1,196.06
• Flight Centre Raffle, with the winning family awarded a family holiday for 4 to the Gold Coast, This successful Raffle netted $3,062
• The Christmas Stocking raised $1,160

All the above fundraising funds went towards the Purchase of SMART Interactive Whiteboards for the school. The total fundraising funds totaled $6776.06.

We also collected $392.80 towards the Chad Norton Appeal which was paid into his fund through the ANZ band.

In June we held a Crazy Clothes / Hair Day which raised $387 for the Flying Doctor Service. This fundraising event was initiated and run by Risdon Park PS Kids Co.

13. Garden Program

The garden program is run throughout the school year. Small groups of children from reception through to year seven attend the garden. We have had some class teachers involved were the whole class attends the garden which has been great.
This year the children not only grew vegetables they also planted flowers, like chrysanthemums, for Mother’s Day and Daffodils for Daffodil Day, selling many bunches. The children also planted their vegetables seeds and nurtured them into vegetables they could eat. This helped develop healthy eating habits with the children loving to taste the vegetables they had grown. The program provided opportunities for the children to learn how to co-operate together in planning decision making with children of other age groups.

The children of the garden program this year were able to be involved with constructing two new shade areas in our garden. The Renovators winning contestant, Michael Lynch, provided his time for the project. This received local media coverage and benefitted our program generating further interest and engagement from not only students, but their parents and the wider community.

Accountability

Staff

Teacher Qualifications

All teachers at this school are qualified and registered with the SA Teachers Registration Board.
### Qualification Level

<table>
<thead>
<tr>
<th>Qualification Level</th>
<th>Number of Qualifications</th>
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<tbody>
<tr>
<td>Graduate Degrees or Diplomas</td>
<td>42</td>
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<tr>
<td>Post Graduate Qualifications</td>
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### Workforce Composition including Indigenous staff

<table>
<thead>
<tr>
<th>Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-Teaching Staff</th>
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<tbody>
<tr>
<td></td>
<td>Indigenous</td>
<td>Non Indigenous</td>
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<tr>
<td>Full-time Equivalents</td>
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<td>Persons</td>
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### Financial Statement

#### Income by Funding Source

<table>
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<tr>
<th>Funding Source</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Grants: State</td>
<td>$2,836,054.62</td>
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<tr>
<td>2 Grants: Commonwealth</td>
<td>$21,236.50</td>
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<tr>
<td>3 Parent Contributions</td>
<td>$114,844.76</td>
</tr>
<tr>
<td>4 Other</td>
<td>$47,432.85</td>
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</table>

### Canteen

The school canteen in 2011 was again run by Sandra Stringer and her every reliable volunteers.

Renovations at the end of last year and the start of this year has seen the canteen reduce in size but become more workable through the manageress organisation and structure. Additions included:

- storeroom
- new cupboards and benches along sink
- range hood installed
• new heavy duty door
• cabinets

The updating and replacing of equipment is always being looked at by the committee as this supports Sandra in her role but supports OSHW guidelines and school procedures. Future additions to the canteen include a veranda to the front door and the replacement of the ‘bug machine’.

An inspection by Health and Safety happened during the year and saw the canteen pass with flying colours. This is going to be scheduled on a more regular basis but due to the tight controls in place already this will not be of a concern.

Daily takings each week have been between $1800-$2500 with Fridays continuing to be the most successful day of the week. This included the healthy canteen menu, a variety of selected healthy choices at recess times including pikelets and special food on selected days eg St Patrick’s Day. Several new products were introduced during the year which provided the students with choice but continued to focus on healthy eating. Fresh fruit has been sold daily and continues to sell well.

The canteen has been financially profitable recording a 2.47% profit margin.

Firstly I would like to thank Sandra Stringer for her professional and diligent manner in the way she runs the canteen. Her organisation and attention to detail allows for Risdon to have a healthy canteen which is profitable but provides students with daily options.

The canteen committee for the early morning starts but more importantly for the suggestions and support we make to Governing Council about improving the health and wellbeing of our students. I look forward to working with all of the above and continuing to develop and support our already successful canteen.

Grounds and Facilities

In 2011 we have seen many projects undertaken through the process of breakdown maintenance, use of school funds or grants. Term reports have been reported to Governing Council.
Daryl Partridge had decided to take on other responsibilities in the school which left the grounds person vacant. This position was filled early but the employee was asked to resign after several months. Alan Paine was employed during Term 2 with 20 hours a week to help get the school back to a suitable appearance. He is currently employed at 12 hours a week and we are looking forward to this continuing in 2012. Alan must be commended on the work he has carried out during his tenure.

Grant money came as a water grant which we used to pave areas around our turf area which will help reduce costs of watering. The National Solar Schools Project money of $15000 is currently underway which will see 108 lights and fittings replaced with energy efficient tubes and covers.

We have used breakdown maintenance to help remove hazards including trees lifting up concrete, water leaking throughout our units and computer area, storm damage-fallen trees, replacing plumbing in front of our administration area and general repairs throughout our school. There was an increase in repairs due to the age of our buildings and facilities.

In 2012 the Grounds Committee is looking forward to improving the front of our school, shifting the sandpit away from the buildings and replacing all our bins around the school. I would like to thank the committee for their time and effort into making Risdon a safe and visually appealing place to be.