Risdon Park Primary School

Annual Report

2012
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. It opened in 1955 and was rebuilt into a permanent brick structure in 1975.

Student enrolments are steadily increasing with a final enrolment figure of 462 at the end of term 4, 2012.

The school consists of three 6-classroom open space buildings, partly partitioned to enable individual classes to operate. Students were grouped into 17 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 our 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 2012 Risdon Park PS witnessed a high degree of student transiency.

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

In 2012 Risdon Park PS has 38 staff members: Principal, Deputy Principal/School Counsellor 27 teachers (full and part time which also included AET (.2) ESL manager(.2) and Intervention Manager (.4), 10 SSOs, an ACEO (10 hours a week) and a CPS worker (11 hours a week).
The focus of 2012 for Risdon Park Primary School staff, parents and students was on Learning.

The following list outlines a number of achievements and highlights for the year.

**Term 1**
- Staff and parent learning in Jolly Phonics and Guided Reading
- Staff involved in Reading Research project with Edith Cowan University
- Acquaintance Afternoon
- SAPSASA – Come and Try Day – Softball, Tennis, Cricket
- Whole School Swimming program
- Nyrstar Swimming Carnival – successful winning Teams
- Harmony Day Celebration
- Young Leaders Day
- Two students winning a place in the state wide German poster competition
- Port (Power) Adelaide Football club Visit
- Parent / Teacher Interviews
- Successful Easter raffle

**Term 2**
- SMART Board installation and Training
- Staff Learning with a focus on Australian Curriculum
- Students Graduating from the Reading Room
- SAPSASA Soccer
- Dress Up Day – Kids Co Fundraiser
- Reconciliation Week Celebrations
- NAPLAN Literacy & Numeracy Tests
- Lab On Legs
- Selection of House captains and vice captains

**Term 3**
- Staff Learning with Wilson McCaskill “Play is the Way” Program and parent workshop
- Book Week Celebrations
- Author Craig Smith’s visit
- Reading Room graduation for 2 students
- Lawn Bowls for year 6 students
- Celebration of the work by our School Service Officers (SSO’s)
• SAPSASA Football and Netball – Come and Try Day
• Sports Day

**Term 4**
• Literacy & Numeracy Open Morning
• Interschools’ Sports day
• Year 6/7 Aquatics Camp
• Carclew in Residence program – focus on poetry and song writing
• Volunteers’ morning Tea
• Christmas Raffle
• Risdon’s Got Talent
• Year 7’s Graduation
• Participation in Port Pirie’s Christmas Pageant
• True Colours program for a group of year 6/7 girls
• Selection of School Captains and Vice Captains for 2013
• MP Geoff Brock’s visit talking with room 35 about parliament processes

**Throughout 2012**
• Reading Room – Reading Intervention program for year 1 students
• Staff learning in Learning Teams with a focus on collaborative work and inquiry into new learning
• Students’ participation in the Premier’s Reading and Be Active Challenges
• Breakfast Club every Wednesday with a keen team of parent helpers
• Guided Inquiry with a strong focus of Implementing the History learning area from the Australian Curriculum
• Numerous excursions, focusing on enrichment of classroom learning programs
• Challenge Group – A group of year 6/7 high achieving students working with Helen McMahon on Inquiry Topics
• IT upgrade, with new computers for the computer suite, IPads and Lap Tops for student learning
• RPPS Web site update
• Mens’ Shed program – a learning engagement strategy
• Students with Disabilities program
• Hosting work experience students and student teachers
• Garden program, with the growing of vegetables and flowers – a learning engagement strategy
• Kids Co fundraisers
Report from Governing Council

There have been no major changes during 2012 compared with the last couple of years. The implementation of smart boards in all the classrooms is complete and everyone has embraced them for learning. I personally think they are fantastic and have opened up a whole new level to learning. I wish I was back at school to embrace this wonderful engaging learning tool.

The front office upgrade is also complete and looks fantastic. It is a much more welcoming environment.

The ongoing traffic issues and concerns are still ongoing. The Port Pirie Regional Council has been in contact with us to advise that an audit is being undertaken of the whole area. Meanwhile, when the contractor is available they will come to update the line-markings around the school.

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

The Breakfast Club program has had another successful year. This 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.

This year governing council recommended Glenn Baggott for the Rowan Ramsey Community Award in recognition for his valuable contributions to the school. Mr Baggott was a dedicated teacher for a number of years and now volunteers in the canteen. We really appreciate this.

The groundsman has continued to do a fantastic job of keeping the school looking great. There were discussions regarding the sandpit and the decision was made to have it removed. The sand has been re-located to the long jump pits.

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

I would once again like to thank Carolyn & Damien for their support throughout the year. 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 also 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
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 the 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.

Objectives 2012:

Objective 1: WRITING- Continued implementation of genre writing whole school agreement with moderation of post tests across year levels marked against the RPPS writing scope and sequence.

Objective 2: READING IMPROVEMENT- By the end of term 1, 2013, 60% of students R-7, at RPPS, will be reading at an age appropriate level.

A 200 day plan for writing and reading has been created with the targets for 2012 outlined above. These 200 day plans enabled us to develop a focus for each term and also allow for flow over into term 1 of 2013. A Literacy Improvement Committee oversees the 200 day plans. This committee consists of the Principal, literacy coordinator, and a staff representative from each unit. We meet at least twice a term to identify an aspect of literacy that the data indicates needs addressing, as well as planning strategies to engage staff.

Objective 1: Actions and Outcomes- Writing:

Term 2 & 3 Focus: Moderation of Writing using the scope and sequence

RPPS priority in 2012 was reading. However as our focus had been on writing we needed to continue to maintain our work in writing. Therefore, early in 2012, staff revisited the whole school agreements regarding genre writing and First Steps and there was induction for new teachers.

In term 2 & 3 teachers worked in like year levels to moderate writing work samples to ensure consistency in marking and expectations at each year. R-2 teachers looked at examples of students work across A-E grading for a recount while Year 3-7
teachers examined exposition samples across A-E levels. Staff measured the criteria against our RPPS scope and sequence which outlines what is expected for each genre at each year level. Staff dialogue was based on justification for the grading.

In term 4, staff met in Learning Teams to undertake moderation with like year level teachers in readiness for reports. Teachers discussed the criteria that constitute each grade, discussed work samples that meet criteria and established a common understanding.

**Outcomes**

- Continued implementation of RPPS whole school agreements for writing.
- Consistency and transparency in genre writing expectations and standards from R-7.
- Work samples that show progression of writing from R-7.
- Students from years 3 to 5 and then again from year 5–7 demonstrated significant growth in reading.
- A higher number of students in years 3, 5 and 7 achieved in a band higher than national Minimum Standard or above in all areas of Literacy and in Numeracy. (see NAPLAN Achievement section)

**Objective 2: Actions and Outcomes- Reading:**

**Term 2 & 3 Focus: Guided Reading / Jolly Phonics- collaborative planning and support for the beginning stages of implementing**

- **Jolly Phonics/ Deslea Konsa:** In week 0, Early Years staff participated in Jolly Phonics professional learning and have implemented the program, throughout the year, in R-2 classes. In addition to this, two reception teachers, an SSO and the school Intervention Manager participated in Deslea Konsa’s research project. They took part in extensive PD in the Big 6 of reading, implemented a synthetics phonics program (Jolly Phonics), collected data and shared their knowledge with colleagues. A number of resources were purchased to support the implementation of a synthetic phonics program including decodable readers. Teachers also completed a number of tests throughout the year (eg. phonological awareness, oral language, running records) to inform their planning and target students individual learning needs.

- **Guided Reading:** In term 1, all staff participated in Stephen Graham’s Guided Reading professional learning. In addition to the full day of training teachers were released for 2 hours to observe Stephen Graham taking a guided reading group. In term 2 & 3, classroom teachers were released, with a buddy, to collaborative plan their Guided Reading. More guided reading sets were purchased to support the
focus across R-7. This year running record levels were collected from R-7, in terms 1 & 3. Staff used their running records to analyse reading errors and comprehension to inform guided reading groups and planning.

Term 4 Focus: Whole School Agreement for guided reading & Data Analysis

- **Guided Reading Whole School Agreement:** The Literacy Committee developed a proposal of a whole school agreement about Guided Reading. The proposal was taken to teachers at a staff meeting to discuss any changes. The whole school agreement will be implemented in 2013 and then reviewed in term 1, 2014. In addition to this, the Early Years teachers met on a regular basis to discuss and develop an R-2 agreement including Jolly Phonics and Deslea Konsa’s Big 6 of Reading.

- **Data Analysis:** Each student was allocated a green data folder which will contain any testing/assessments from the RPPS R-7 Data Collection Map. The teacher is responsible for keeping the folder up to date. Folders will follow students throughout their schooling to provide more transparency from year to year. We took part in the Yorke and Mid North PAT R Comprehension trial. This involved students in years 3-7 completing the test twice a year. Teachers accessed their data online and use the data to inform their guided reading planning.

- A Pupil Free Day was held in term four with a focus on whole school data analysis in our priority areas. Teachers worked together in year levels grouping to map students’ achievement levels and set clear and achievable goals for cohorts of students in 2013.

**Outcomes**

- All Early Years teachers (R-2) trained and implementing Jolly Phonics.

- Parent workshop was held to educate parents about the Jolly Phonics program informing them how these could best support their child’s learning at school and at home.
- All classroom teachers of year 3 through to year 7 used the Reading PAT R data to inform their planning and programming

- Steady progress towards our goal for 60% of R-7 students reaching age appropriate reading levels.

- Data aligned to inform planning for guided reading.

- Whole School Agreement for Guided Reading- R-7.

- Teachers sharing practice in a collaborative setting and using this information as well as their data to inform planning and programming.

- Individual data folders for students testing/ assessments to follow them through their schooling.

- Early Years Balanced Literacy Agreement- common understanding from R- 2.

Recommendations for 2013

- Jolly Phonics/ Grammar- provide professional learning in Jolly Phonics (refresher) and Jolly Grammar.

- Sheena Cameron- provided professional learning in reading comprehension.

- Collaborative Planning & Review of Guided Reading.

- Moderation- continued moderation of writing samples in Learning Teams twice a year. Explore extending moderation across other learning areas in reporting terms.

- Mapping Literacy- continued mapping Literacy, at each year level, incorporating Deslea Konsa Big 6 of Reading and using the 3 Waves of Intervention.

- Australian Curriculum- implementation and reporting against the English Curriculum.

- Review Literacy Whole School Agreements- Data, Writing, Jolly Phonics, Guided Reading

- Parent engagement in the classroom- listening to reading, play-boxes, etc.

- Target Resources- purchase more guided reading sets, readers, and audio resources.
RPPS – IMPROVEMENT PRIORITY 2

ENGAGEMENT FOR LEARNING

Deputy Principal: Damien Mellow

This area has been developed over a number of years and Danielle Malone must be acknowledged for her work and coordination of programs and targets which were established up to the end of last year.

Goal/Target of the Site Improvement Plan in 2012 was:

- To progressively increase students’ engagement and community minded learning through Wilson McCaskill strategies and whole school virtues.

When we talk about Engagement for Learning we are looking at many aspects of the child and programs that support their learning. At Risdon we have done this through:

- **Wilson McCaskill Play is the Way** program—an enjoyable and successful way to develop the pro-social behaviour in students through games and language. This year we have had Wilson McCaskill himself come to Risdon and present on new strategies and help us with our questioning and language skills. Whole school agreements were developed to help with consistency across year levels and to help support key strategies.

- **Behaviour Education** – in the yard and class we are always looking for opportunities to help skill our students to be making strong choices or help others to make strong choices. With behaviour education this allows for a pro-active approach where both the student and teacher are working together to help support an outcome. This includes using restorative justice practices but using a ‘let’s fix it’ approach where we are involving the student in helping solve the problem.

- **Student Leadership** – involving our students in our school will develop their skills but help with decisions and directions we make in the site. This year students have been involved in being in the job placement program working in the front office, canteen, counsellor and ground force. School leaders and House Captains have been great role models for all our students at assemblies and sports events. They have also run
lunchtime activities and helped support Kids Co. Monitors including bins, cans and road crossing could not be done without the support of our students and their willingness to be involved in our school.

- **Community Engagement** – our community room has been established in unit 2 where parents are able to come and meet and work with students in learning programs. In 2013 we are hoping to expand this and really make this a hub of activity.

- **Data** – this helps shape our programs and supports us in areas we need to develop but areas that can be further supported. Our wellbeing data showed a big shift in enthusiastic learners due to programs in the school that help build this eg school culture, individual learning plans, Christian pastoral worker/counsellor. Learning and relationship data both remained steady in compliant and enthusiastic but with a drop in negative for both. All information is now used for classing procedures and recorded for pass-over for the student’s incoming teacher.

- Learning team was responsible for several staff meeting times which focused on key areas of the site learning plan. Behaviour education in the yard and class was shared between members of the team with design going into smart board activities. This was presented to staff and placed onto a shared drive for future use.

- Other areas were also investigated and initiated during the year to support engagement of students. These programs included:
  - **Community Mentoring**
  - **Networking with other agencies** became stronger in our site with CAMHS working in school with students and regular case meetings with Families SA to support students and their carers. Uniting Care Wesley and the Men’s Shed where 10 of our students attended were other key stakeholders involved in the wellbeing of our students.
o **Alternative strategies and placements** for students who were having trouble engaging would connect with another teacher for short periods to help build positive relationships.

**Shared Leadership**

- **The Deputy** was appointed as school counsellor and was a key member of the leadership team.

- **Engagement for Learning Team** was again proactive in accomplishing many set tasks. This included the behaviour education review in classrooms and the development around Wilson McCaskill through whole school agreements.

- **School Captains** were elected the previous year and received support from current captains. This supported a changeover period but also encouraged other leadership opportunities. The leaders attended training at Young Leaders Day in term 1 in Adelaide, ran assemblies and attended events in the community representing Risdon Park.

- **Kids Co** elected reps were involved in decision making and promoting whole school events. Two fundraisers were supported including the Melisa Ward Foundation supporting the Port Pirie Hospital and a Green and Gold day which supported the Mary MacKillop Foundation.

- **Counsellor** worked with several classes each term supporting social skills, relationships and Wilson games.

- **Year 6/7 students** had opportunities as part of the job placement program to apply for jobs in the school. This included working the front office, canteen or assisting as part of the catering company.

**Attend to Culture**

- The virtues program was used in the first 10 day program. The yard virtues helped support students to make strong or weak decisions about their behaviour and points earned were recorded for their house team.
• Training and development as part of staff meeting was used to allow teachers to share practice providing them with opportunities for teachers to share their pedagogy. This was seen as a great way to start conversations and open up communication. This was done by teachers visiting classrooms around the school.

• Wilson McCaskill presenting to teachers and asking key questions to challenge thinking and learning styles. This was valuable as it provided a platform for further discussion and action in classrooms.

• Assemblies held every 3 weeks with virtues awards being presented at the end of each term as well as uniform and school pride awards eg rubbish rebels.

• Cross age buddy classes were used to help relationships and develop peer mentoring across the school. Wilson games, reading times were used to help establish group norms and expectations.

**Recommendations for 2013**

• 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.

• Establishment of buddy classes which will incorporate peer mentoring and provide a base for further learning opportunities.

• Wilson McCaskill still being seen as an effective way to start conversations about learning and behaviour and is used weekly in the classrooms. Continual update for staff by using videos and games in meetings. Other key initiatives include:
  - involving Wilson in the school in 2013
  - re-training of new staff
  - using the program as part of performance development conversations
  - equipment updated and resourced through each unit
  - critical mass being used to support teachers/students
  - visuals in all classrooms
  - parent workshops

• Peer mentoring being trialed in the yard to help reduce reflection room referrals.

• Funds used to continue to support the Community Mentoring model,
Youth Development model and FLO which will help to support our students at risk.

- Mental health strategies to be incorporated into the school’s site learning plan to help support students and their families.

- Counsellor / Deputy being involved in classrooms to support teachers and students in their social skills but engagement/learning levels. This includes the use of the critical mass program.

- Development of Community Engagement in the site which explores further enhancement of programs and initiatives that support student learning. The community room and community mentoring are two areas used in 2012.

- Continue to use data to support the processes and practices that help support students in classes but to also help set targets.

- Review of the virtues program and looking at ways to help expand this into the classroom setting.

Objective 2012

To become familiar with and to implement National and DECD Curriculum priorities with a focus on implementing up to date teaching pedagogies with a focus on the DECD TfEL framework.

Targets 2012

Target 1: 100% of teachers to access professional development in the implementation of the National Curriculum starting with Science and Mathematics.
Target 2: 100% of teachers are able to demonstrate quality teacher practice related to student learning. Achievement success is demonstrated through Performance Management processes, professional learning programs, classroom observations and critical conversations.

Target 3: 100% of teachers implementing National Curriculum according to RPPS timeline and in particular, the English curriculum as it relates to literacy improvement.

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:

- Implementation of Australian Curriculum Mathematics, Science and History
  - staff attendance at professional development
  - purchase of equipment for Science cubes to enable easier lesson delivery
  - staff perception data collected as to where our site currently is collaboratively teaching
  - History units through Guided Inquiry model
  - Pupil Free Day helped support teams to investigate and plan using the Australian Curriculum with the Learning Design Model
  - identification of resources to support teachers in planning, programming and implementing programs, including SMART Board Resources
  - continued audit of resources to support teachers in delivery of content, processes, planning and programming

- Familiarisation with the Australian Curriculum English
  - collaboratively planning and programming using the Australian Curriculum and school learning teams
  - staff attendance at professional development
  - Pupil Free Day helped support teams to investigate and plan using the Australian Curriculum with the Learning Design Model
  - development of Australian Curriculum display in each unit to highlight what has changed, possible resources, and work samples available
Investigating the school reporting framework
- using learning teams to review possible positives and negatives of current report format
- develop team to investigate possible solutions for changes to report format

Familiarisation with the TfEL
- using the framework as a guide through learning teams
- staff critically analysing practices, eg. assessment processes
- Victor the Sheep helping staff to share their learning
- using the Learning Design Model to retrospectively plan a unit of work using the Australian Curriculum
- staff develop and monitor their own professional learning goals using TfEL

Outcomes
- Guided Inquiry used as a model of good practice using the Australian Curriculum History, this included team planning, documentation and presentations to members of the community.
- Teachers expressed an improved level of confidence and understanding with using the Mathematics, English and History curriculum
- Science boxes restocked, organised and used in classrooms aligned with Primary Connections and Australian Curriculum
- Regular meetings of Curriculum and Pedagogy Improvement Teams to review 200 day plans and investigate new material and data gathered

Recommendations for 2012
- Investigation and development of assessment in line with the Australian Curriculum in Mathematics, Science, English and History
- Using TfEL more in our learning as a staff through professional learning communities, staff meetings, and general practice
- Use professional development opportunities, including staff meeting and 2 designated Pupil Free Days to develop and consolidate staff learning
- Staff setting a focus for improvement in pedagogy and assessment using the TfEL framework
- Professional Learning Communities to use Australian Curriculum work samples for alignment and moderation
- Review report format in line with Australian Curriculum Achievement Standards
Validation  

In term 2 of this year we participated in a Self Review and Validation process. Validation is part of an ongoing improvement process and should reflect the information gathered over time. It brings together our site’s learning and work to achieve STANDARDS, address SELF REVIEW findings, actions for IMPROVEMENT PLANNING, outcomes of INTERVENTION & SUPPORT and provides a PERFORMANCE REPORT on our progress and directions.

Validation takes place every three years, however we were invited to take part in and trial the new revised Validation process. Our previous validation was in November 2011.

Review Commendations

The review team commended Risdon Park Primary School for their:

- comprehensive documentation to improvement priorities and whole school practices;
- team approach to shared leadership (mentoring, leadership in intervention);
- inquiry approach for staff learning teams to support staff & strengthen teaching practice;
- high level of professional trust and collaboration;
- appreciative culture where recognition and acknowledgement are routine and highly valued by staff members;
- strong focus on formal staff meeting time for improvement and developing teacher practice;
- performance and development structures and processes;
- collection on a range of data and its effective use to influence teacher practice, inform whole school improvement and monitor implementation;
o use Guided Inquiry as an implementation strategy for the Australian Curriculum;
o review of intervention programs such as the Reading Room using data and aligning to classroom practice;
o significant modification of literacy practice by R – year 1 staff and positive indications about improved student learning.

Recommendations made by the Validation Team include:

1. Review performance development practices to strengthen consistency
2. Conduct a review of Intervention and support at Risdon Park PS to better cater for the needs of learners from reception to year 7
3. Strengthen moderation processes for writing
4. Extend reading pedagogy change beyond reception and year 1 classes into the middle and upper primary school

The leadership team had already identified 3 out of the four recommendations by the panel and had started to put plans into action while also working with the whole of staff. This work will continue in 2013.

Review of Wave 2 Intervention Strategy – Reading Room

This year the Reading Room was reclassified as a Wave 2 Intervention Strategy. The lead teacher for the Reading Room was a part of the Yorke Mid North Aboriginal Literacy project which fed directly in the explicit teaching pedagogies required to overhaul the Reading Room. The Reading Room operated three days of the week, Tuesday, Wednesday and Thursday from 9am to 9.30. We began the program with 8 students, four of which graduated throughout the year. We then took on another 4 students, of which 1 graduated. The Reading Room was staffed by two teachers, two S.S.O’s and a parent volunteer.

The program this year was deemed very successful. We accepted students based on their Phonological Awareness test at the beginning of the year. The data from the Reading Room indicates steady improvement from most students. Staff worked with students on a ‘Case Management’ approach which was set by the Intervention Manager.
Each student was working on developing individual Phonological Awareness skills to bring them to a point where they were ready for an explicit program of synthetic phonics. In Week 10 every student underwent phonological awareness testing plus letter / sound testing to monitor progress. Students’ results demonstrated significant progress in these tests.

Parent meetings were also conducted for students who made minimal progress in the Reading Room and 1 student was referred to the Regional Office for an educational assessment.

**Reading Room 2012 Data Summary**

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<th>Students</th>
<th>Entry Term &amp; R.R Level</th>
<th>Exit Term &amp; R.R Level</th>
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<td>Term 3 Level 10</td>
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<td>Student B</td>
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<td>Student C</td>
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<td>Student L</td>
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**Recommendations for the Reading Room 2013**

A detailed questionnaire was sent out to staff and SSO’s directly involved with the Reading Room. The recommendations are as follows:

- The Reading Room become a daily program with the assistance of the Reading Support teacher
- Sessions be kept at one student to one adult
- One half hour session per term for professional learning where staff will watch the Intervention DVD and have an opportunity for discussion
- Reading Eggs will be investigated as an alternate program for those not achieving, the Deputy Principal has indicated a willingness to support this program
- The Reading Room will remain at a 9am start to prevent disruption to other literacy lessons
• The Intervention Manager will organise a parent workshop at the beginning of the year to support parents in their understanding of the program
• Reading Room students will be able to attend the reading room for two terms maximum and if required a SIT meeting will be arranged to identify further intervention required.

**Learning Teams Review**
Staff Learning Teams have been in operation for 2011 and 2012. They were originally designed to facilitate inquiry based collaborative staff learning in order to develop ownership of aspects of Site Improvement Plan and the implementation of 200 Day Action Plan.

Staff would meet three times a term in staff meeting time, for their group learning project, with the first staff meeting of every term put aside for Learning team presentation to all of staff on their new learning and celebration. Time in meeting time was set aside for explicit planning, inquiry, dialogue and review / success of their learning.

During term 4 a review of the Learning Team Program was conducted with staff making the following statements:

**Successes / Achievements**
• Time to research, develop and trial new programs (synthetic phonics)
• Time to renew existing programs with a new look based on research (oral literacy – play boxes)
• Time to make and trial resources
• Time to work collaboratively to develop understandings of new programs
• Time to analyse data with colleagues
• Time to develop and trial data recording proformas and discuss with peers their effectiveness
• Working collaboratively to made a video of our practice and to share with all staff
• Thorough planning and time to review
• Learning Teams were a way in which we became more familiar with and confident with using the Australian Curriculum
• Helped us to become more familiar with TfEL (SA Teaching for Effective Learning framework)
Challenges
- With dialogue, plans would change as deeper understanding was gained
- Staff absences / sickness
- Presentations of new learning needs to take place in the same term of the investigation
- Some learning teams became large in membership
- Time need to be allowed for developing IT skills
- Assumed knowledge and understanding in some areas
- Started to run out of areas to investigate linked to Site Improvement Plan

Comments and Recommendations for 2013
- The focus on Learning Teams have been on staff learning, sharing of new learning and practice and celebration of this new learning. Staff generally appreciated the time to work collaboratively on a new project and learning and looked forward to their learning team time. Many Learning Teams met outside required times and were self motivated in achieving their goals and targets.
- Learning Teams to evolve into a more Professional Learning Community which focuses on staff learning for the purpose of focussing on student learning, progress and achievement.
- Leadership Team to investigate Professional Learning Communities through research using Dylan Williams and Rick and Rebecca DuFour’s models.

Use of WORDLES to gather staff perception for each term
Staff perception data was collected at the end of terms 1, 2, 3 and 4 to identify how staff are feeling about the term, considered strengths and achievements plus perceived challenges that the school has faced.

Staff responded positively to each term, admitting the tiring nature of the roles of teacher and SSO, but also feeling successful, proud, rewarded for efforts, happy, challenged with a sense of achievement.

It was interesting to note that the challenges faced in term 1, were documented as achievements in term 4. For example, Smart Board learning, becoming familiar with the Australian Curriculum, reporting to parents using the new reporting format, data collection and analysis introducing new programs and practices such as Jolly Phonics and Guided Reading.
It was seen that staff valued the opportunities for staff learning through collaborative release time and Learning Teams throughout the year.

**Student Achievement**

**Reading Running Records**

Analysis of our 2012 Running Record data shows that we did not meet our target of 60% of year 2 students being identified at or above age appropriateness for reading; however our year 1, 2 and 3 students have made significant progress in their reading achievement.

26% reading growth from term 1 to term 3 for year 1 students.

38% of year 1 students were identified at or above age appropriate reading levels.

48% of year 2 students were identified to be at and / or above their age appropriate level in reading.

22% reading growth was reached by our year 2 students between term 1 and term 3.

59% of year 3 students were identified as reading at or above their age appropriate level.

19% reading growth was reached by our year 3 students from term 1 to term 3.
Reading PAT R Data

2012 was the first year that we used PAT R as a measuring tool to track our students’ reading progress from years 3 to 7. Definite progress was seen between term 2 and 4. Stanine 4 and 5 in each year level is marked as age appropriateness. In all year levels except year 7, more students were identified at and/or above their age appropriate level in reading by the end of term 4.

Reading progress can be seen in the year 3 and 4 students with a significant drop of students in the lower stanines, moving through to a great percentage of students in stanines 4 to 7.

Year 5 PATR results show significant reading progress from term 2 to term 4.

Year 7 PAT R data show a significant shift of students reading levels from stanine 1 into stanine 2 and 3. There is also an increase in the number of students identified in stanine by term 4.
In week 3 of term 2 years 3, 5, and 7 students sat the National Literacy and Numeracy tests known as NAPLAN. During the 3 days of testing students sat four tests covering aspects of Literacy and Numeracy. In Literacy students were tested on their knowledge and understanding in the following areas:

- Reading
- Writing
- Spelling
- Grammar and Punctuation.

Year 3 and 5 students also sat a Numeracy test. Year 7 students were required to sit two Numeracy tests, one in which a calculator was able to be used and another in which it was not allowed.

In 2012 we were particularly interested in our Reading and Writing results. Writing has been a major Improvement Priority for the past three years and this year we have shifted our main priority to Reading. We were hoping that our 2012 NAPLAN results would give us a clear indication of areas in which we have improved and areas for future investigation.

I am pleased to report that definite areas of growth and improvement can be identified in our 2012 NAPLAN report.

### Year 3

Year 3 students achieved at a higher level in **Reading** than 2011. This is evidenced by a higher recorded mean score which placed our year 3 students in band 4, one band higher than 2011. 92% of our year 3’s achieved National Minimum Standard in **Reading** compared to only 78% of year 3’s meeting this standard in 2011.
Our year 3 students also recorded an improved mean score in **Writing** in 2012, compared to 2010 and 2011. This is very pleasing to see. Improvement such as this can be attributed to our excellent Literacy program. The areas of **Spelling, Grammar and Punctuation** also saw a growth in mean score, placing our year 3’s on average solidly in band 4. This is extremely pleasing to note, especially when National Minimum Standard for year 3 is set at the beginning of Band 2.

**Year 5**

Although there was a slight drop in our mean scores for year 5 students, it was recorded that our students held steady in **Proficiency Band 5** in three out of the four aspects in **Literacy** and in **Numeracy**. The National Minimum Standard for year 5 students is set at the beginning of band 4. Our Year 5’s reflect a strong standing. A pleasing result was also seen in our year 5 students improvement levels since they last sat NAPLAN in 2010. 2012 saw an increase in the number of students who attained a medium or high level of progress over the past 2 years. This level of progress was seen within **Reading** and **Numeracy**.

**Year 7**

An improvement in mean scores was seen in three out of four aspects of **Literacy**. Year 7 National Minimum Standard is set at the beginning of Proficiency Band 5, where our year 7 students averaged **Band 6** in all areas, with Spelling was identified for our year 7 students in **Band 7**. It was pleasing to note that most of our year 7 students (between 92% and 98%, depending on the aspect or area) met National Minimum Standard in all aspects of **Literacy** and in **Numeracy**.
I am also pleased to report that our year 7 students, like our year 5 students averaged a higher degree of medium and upper level of progress since the students last sat the NAPLAN in 2010 when they were in year 5.

Student Data

Attendance

Families and new parents received at the start of the year the copy of the attendance policy and supporting procedures. Staff were actively involved in following up with parents/caregivers through notes home, phone calls and face to face meetings.

Several programs were used to help engage students at school including:

- FLO program providing a case manager and alternative learning
- Men’s Shed (Uniting Care Wesley) which supported students to use hands on skills to interact with their learning
- Relationships – some students have strong connections with adults in the school and this was used to support that student in given times of needs.
- Agencies eg CAMHS were used in the school setting and through case conferencing to help intervene with student and family.
- Activities were used eg lego, building blocks, stress balls, to help students who were having high anxiety about coming to school
- Home visits by ACEO and Deputy helped keep connections with family but also stressed the importance of education
- Term reviews with attendance officer to follow up non engage students and families.
- Breakfast club program used to support kids but also to assist students in taking on roles to help engage/attend school
- Meeting with District Office staff to review our procedures but also to look at possible interventions for 2013
<table>
<thead>
<tr>
<th></th>
<th></th>
<th>2012</th>
<th>%</th>
<th>2011</th>
<th></th>
<th>2010</th>
<th></th>
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<tbody>
<tr>
<td>Term 1</td>
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<td>91.8</td>
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<td>Term 2</td>
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<td>88.5</td>
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</tr>
<tr>
<td>Term 3</td>
<td></td>
<td>87.6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Term 4</td>
<td></td>
<td>88%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>89%</td>
<td></td>
<td>2011</td>
<td>90%</td>
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<td>90%</td>
</tr>
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<td></td>
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</tr>
</tbody>
</table>

Our data shows a slight decrease in attendance from R-7 in 2012. We have had many new families enroll in the school with students with higher needs and we will need to continue to build on our relationships and engagement programs in 2013.

Things to develop and work on in 2013 include:

- New pamphlet to help with education of our community and support for parents
- Reviewing text system and increasing follow up of non explained absences
- Goals being set in classrooms and school to help achieve set targets
- Alternative learning programs being used to help engage students at risk eg FLO and Men’s Shed
- Every 5 weeks data given to teachers to help determine areas of concern and to follow up paperwork
- Kids Co helping support initiatives that promote learning and attendance at school eg special days, fundraisers
### Destination

**Table 10: Intended Destination**

<table>
<thead>
<tr>
<th>Leave Reason</th>
<th>No</th>
<th>School %</th>
<th>Region %</th>
<th>Index %</th>
<th>DECD %</th>
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<tbody>
<tr>
<td>Employment</td>
<td></td>
<td>6.5%</td>
<td>6.1%</td>
<td>4.0%</td>
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<tr>
<td>Interstate/Overseas</td>
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<td>9.6%</td>
<td>6.4%</td>
<td>7.6%</td>
<td>8.8%</td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td>0.9%</td>
<td>0.9%</td>
<td>2.3%</td>
<td></td>
</tr>
<tr>
<td>Seeking Employment</td>
<td></td>
<td>4.8%</td>
<td>4.4%</td>
<td>3.5%</td>
<td></td>
</tr>
<tr>
<td>Tertiary/TAFE/Training</td>
<td></td>
<td>7.7%</td>
<td>4.6%</td>
<td>4.9%</td>
<td></td>
</tr>
<tr>
<td>Transfer to Non-Govt Schl</td>
<td>14</td>
<td>16.9%</td>
<td>10.0%</td>
<td>8.8%</td>
<td>10.3%</td>
</tr>
<tr>
<td>Transfer to SA Govt Schl</td>
<td>52</td>
<td>62.7%</td>
<td>50.5%</td>
<td>46.5%</td>
<td>48.4%</td>
</tr>
<tr>
<td>Unknown</td>
<td>9</td>
<td>10.8%</td>
<td>13.2%</td>
<td>21.0%</td>
<td>17.7%</td>
</tr>
</tbody>
</table>

Most of RPPS students who leave our school transfer to other government schools in other rural/country towns or in Adelaide Suburb. Of concern to us is the number of students who are transferring to mainly St Marks College or Mid North Christian School at the end of term 2. This is after families have secured position in the above school in order to secure their child’s secondary placement.

Despite a number of students transferring out of Risdon Park Primary School, our enrolment numbers are steadily increasing.

### Client Opinion

20 out of a possible 101 parents responded to the Opinion Survey this year (20%).

22 out of a possible 38 staff members responded to the Opinion Survey this year (58%).

90 students participated in the Opinion Survey, but did not answer every question.

All responses below have been identified as 10% higher in the Agree and Strongly Agree range than the corresponding total for the State.
Areas of Strength identified by Parents:

Relationships & Communication

- Parents feel welcome at this school 100%
- Students from all backgrounds and cultures are fairly treated at this school 100%
- Staff always listen to what I have to say about my child’s development needs 95%
- School gives opportunity to discuss my child’s progress 100%
- I am well informed about school activities 95%
- I feel comfortable approaching my child’s teacher to talk about their progress 95%

Support of learning

- I am satisfied with management of facilities at school 95%
- This school has information about support agencies within the community 92%
- School encourages students to have a sense of pride in their achievement 95%
- This school provides a safe and secure environment 100%
- My child’s teacher provides help and support when needed 90%

Leadership and Decision Making

- This school is well organised this year 80%
- I have confidence in how the school is managed 75%

Quality Teaching and Learning

- Teachers are enthusiastic in their teaching 95%
- I am satisfied with the learning programs offered at my child’s school 95%
Areas Of Strength Identified by Staff

Support of Learning

- Staff are supported by the school in the management of student behaviour 95%
- There are effective student behaviour management procedures in the school 95%

Relationships & Communication

- I am happy with the opportunities I have to discuss & receive feedback on my work performance 95%
- Teachers feel appreciated for their work that they do in this school 90%
- Our school involves the staff in developing the school’s vision 100%

Decision & Leadership

- My professional needs and interests are met by professional development provided by the school 95%
- I am happy with the quality of feedback I receive on my work performance 95%
- There is supportive leadership in this school 95%
- Staff are encouraged to pursue PD 100%
- Parents have opportunity to participate in decisions about their children’s education 90%
- This school is well organised this year 91%
Areas Of Strength Identified by Students

Quality Teaching and Learning
- Teachers clearly explain what students are learning 86%
- My teachers know what I can do and how to help me 86%
- I like the kinds of things I am learning at this school 83%
- My teachers are easy to understand 79%

Support of Learning
- The ways my teacher manages the class helps me to learn 77%
- The resource centre has lots of resources 86%
- I use a variety of interesting learning materials 82%
- There is lots to do at school during recess and lunchtimes 78%

Relationships & Communication
- I get excited about the work I do 86%
- I really like to go to school each day 65%
- My teachers regularly discuss my progress with me 71%

Decision & Leadership
- The school is well organized this year 81%
- Students get to help make decisions about things 81%
- There are many ways that I can be involved in making decisions 82%
Accountability

National Partnerships

In 2012 Risdon Park Primary School participated in two National partnership programs including:

- **Youth Development**
- **Community Mentoring**

  - Community Mentoring – recruitment of 4 volunteers outside of the school to work 1 on 1 with a student in supporting them with their wellbeing, relationship and learning. This was a highly successful program and I look forward to 2013 to strengthening this even further.
  - Youth Development allowed for involvement in clusters which focused on helping school support engagement. Kids Matters and Wilson were programs that were resourced and supported in school to help build on teacher skills and help extend student engagement and learning.

Staff

Teacher Qualifications

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

<table>
<thead>
<tr>
<th>Qualification Level</th>
<th>Number of Qualifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor Degrees or Diplomas</td>
<td>34</td>
</tr>
<tr>
<td>Post Graduate Qualifications</td>
<td>7</td>
</tr>
</tbody>
</table>

Please note: Staff that have more than 1 qualification will be counted more than once in the above qualification table. Therefore the total number of staff by qualification type may be more than the total number of teaching staff.
Workforce Composition including Indigenous staff

<table>
<thead>
<tr>
<th>Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-Teaching Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Indigenous</td>
<td>Non Indigenous</td>
</tr>
<tr>
<td>Full-time Equivalents</td>
<td>0</td>
<td>25.60</td>
</tr>
<tr>
<td>Persons</td>
<td>0</td>
<td>28</td>
</tr>
</tbody>
</table>

Risdon Park Primary School Value Added Programs

1. Aboriginal Education

We started the 2012 school year with 17 Aboriginal students, with one student leaving part way through the year leaving us with 16. We were very fortunate this year to be a part of the Yorke Mid North Aboriginal Literacy Project coordinated by Denise Higgins Aboriginal Education Coordinator, Sonya Rankine Aboriginal Community Education Manager, and Associate Professor Deslea Konza, Edith Cowan University Western Australia.

This year the Yorke Mid North Aboriginal Literacy project had a direct impact on our staff and Aboriginal students, in particular our students from Reception to Year 3. The project enabled the AET to participate in 6 professional learning days with the regions AET's, Aboriginal Education Coordinator Denise Higgins, Aboriginal Community Education Manager Sonya Rankine and Associate Professor Deslea Konza. The project aimed to build teacher and SSO understanding of the key elements of the reading process and how these skills are developed in beginning reading. The project also developed teachers and SSO's effective teaching strategies around initial reading instruction using a synthetic phonics approach and provided ongoing support through classroom visits to build confidence and skills in using a synthetic phonics approach. The Literacy project also aimed to:

- Raise the literacy achievement of Aboriginal students from Reception to Year 3
- Develop teacher capacity to identify, plan, implement and monitor Aboriginal students literacy teaching and learning progression

Naomi Connor - AET
• Build capacity of the AET to work with teachers to improve Aboriginal literacy
• Support the school to develop systems that monitor and analyse Aboriginal literacy achievement and the effectiveness of intervention provided

The AET worked with the SSO’s of Aboriginal students on a number of occasions to provide training and support to the SSO’s in synthetic phonics, in particular Jolly Phonics sounds and Tricky Words.

All Aboriginal students worked collaboratively with their teacher in developing an ILP, this process occurred twice throughout the year. Denise Higgins, Aboriginal Education Coordinator for the Yorke and Mid North Region, worked 1:1 with staff at Risdon to develop the ILP. We are working towards embedding the ILP process with staff at Risdon. We have sourced support from the Regional Office and the AET will be delivering professional learning to staff in Week 0 in ILP development.

For the majority of the school year the AET was without an ACEO.

Six Year 6 and 7 Aboriginal students travelled to the Port Pirie Art and Tourism Visitor Centre to view the Desert to Dunes Indigenous Arts Exhibition. We celebrated Harmony Day with a variety of activities and during Reconciliation Week we had bead making in the amphitheatre at lunch times during the week.

The AET and ACEO worked collaboratively to put together lunchtime activities for the students. The students enjoyed colouring in indigenous animals and making damper with a friend.

Recommendations for 2013

That the AET work with Aboriginal students in small groups in the area of Literacy, in particular Phonological Awareness and Synthetic Phonics, once a week for half an hour.

2. Anti Bullying and Harassment

In connection with our learning and work with Behaviour Education, the Engagement for Learning team saw that connections could be made with bullying and harassment areas. Education was going to be a key to help support our students, educate our community and provide a learning space for all.

![Chart showing children who have experienced bullying and those who have not.](chart.png)
Yorke and Mid North had set agreements around Violence and Bullying with key features having to be set and achieved. At Risdon this was solidly in place in many areas with reviewing a tool used to help display this. Features of this included having easy accessible grievance procedures and bullying pamphlets for community members, explicit teaching of bullying in classrooms through the child protection curriculum and team teaching with the school Counsellor and having a program in place to report any incidents of bullying.

At Risdon we use the I AM SAFE principle which supports students to make strong choices when confronted with a situation or issue. Students owning their behaviour helps reinforce their current thinking and develops their skills to cope in any given situation. At times this does not occur which results in a weak choice and through restorative justice and a lets fix it approach supports the student to repair or develop the relationship they have threaten or harmed.

Year 1 to year 7 students at the end of term 3 were asked about bullying in the school and the amount of times that this had happened. From the graph above the number of children who had experience bullying was the same as 2011 but the amount of students who had not experienced bullying had increased. This supports the behaviour education program and the work staff, students and parents are doing to help everyone make strong choices.

*Harmony day, Say No to Bullying Day* and implementation of Child Protection Curriculum were some of the other programs that were seen throughout the school in 2012. The students had opportunities to talk and discuss role play and design posters to show what affects and what solutions might be needed to support students when confronted with bullying and harassment.

3. **Breakfast Club**  *Emma Lynn – CPS worker*

Breakfast club in 2012 continued to be of great support to many children in the Risdon Park Primary School community with 50 to 60 children...
regularly attending. Breakfast club continued to be supported by donations of cereal, jam, tinned fruit, juice and muesli bars from Foodbank SA. Fruit, milk, cheese and yoghurt are purchased for the program by Nyrstar as part of their focus on keeping children’s diets healthy to reduce lead in blood levels in our community. In 2012 bread was donated by the Tin Man Roadhouse and supplied by Melisa Woolhouse. This enables us to provide a breakfast in a bag program where children have the opportunity to have toast, yoghurt and hot chocolate or fruit juice for breakfast and take fruit and muesli bars with them in a bag to have for recess and fruit time that day. Spare fruit is also donated to the school to use for students who need it at fruit time throughout the week and sandwiches are also able to be made for spare lunches when needed. We greatly appreciate the support of the organisations that make breakfast club possible.

Breakfast Club also continued to be supported by a dedicated team of mums. Lee-Ann Hogar continued to lead the breakfast club program and purchased the fruit and dairy every week and helped out with the ordering from Food bank. Hailey Davidson, Eileen Rouski, Kym Kerr-Thomas were also a great source of support helping with the big task of setting up, serving the children and cleaning up every week. Melisa Woolhouse and Amy Hill also helped out from time to time. Emma Lynn the Christian Pastoral Support Worker helped in a supporting role. Towards the end of the year Jane White also joined out breakfast club team. She is a volunteer who has come to help out in response to hearing about breakfast club at the Anglican Church from a talk given as part of the Christian Pastoral Support Program of ways people could be involved in helping the school community. Jane has been a much needed addition to the breakfast club team coming early every Wednesday to help set up. Thank you to all these wonderful mums and volunteers for all your hard work in making breakfast club possible for our school community; we truly appreciate all your support.

4. Canteen

The school canteen in 2012 was again managed by Sandra Stringer.

Volunteers are very important in the canteen being successful and we would like to recognise those parents and community members who gave their time to help support our canteen. To Maxine Dienhoff who both volunteered and relieved when Sandra was not in, thank you for your efforts.

All equipment was maintained and checked at the start of the year and has seen no major problems. A new bug machine was installed and a verandah was placed at the front of the door to allow for wet weather access.
Daily takings were again in the range of $1800 to $2500 on a weekly basis showing a sustainable and well supported canteen. Special days of colourful healthy food were excellent support to school fundraisers. Sports Day was successful with stock selling well and over $3000 being made. Friday afternoon specials were also popular during the year.

Sandra attended a local community forum on health and wellbeing giving input and also attended State events for canteens keeping up with new and interesting products for our students.

The canteen has been financially profitable recording a healthy profit margin.

I would like to thank Sandra for her energy and professional manner in making Risdon what it is. The service and relationships she has with the students and parents helps make this canteen an important part of the school culture.

I would like to also thank Trenna Kretschmer for her part on being a canteen committee person and her input and feedback to staff and students is valuable.

I look forward to 2013 and another year working with Sandra, volunteers and the committee.

5. CHALLENGE GROUP

Helen McMahon - Teacher Librarian

This is a small group of Year 6 and 7 students who have been identified as having high intellectual potential who meet each week for opportunities to develop their higher order thinking skills.

As the group’s mentor teacher I encourage and develop lessons to challenge and help these students formulate their own self-directed learning.
In 2012 we:

- Identified each student’s Multiple Intelligence scale
- Used ‘The Highwayman” poem to analyse and discuss characterisation
- Improved and designed a Product
- Discussed celebrities in Society and Body Image Issues
- Researched and designed Risdon Webpage Reports for the school website

Some comments from the student’s evaluations at the end of the year were:-

“It has made me think outside of the box.”

“I think it has helped me by being taught new things so I am open to more experiences.”

“I think it has helped me to expand my thinking range.”

“I learnt that we can use our creative minds everywhere.”

“I enjoyed being able to work in groups for some of the activities.”

6. CHRISTIAN PASTORAL SUPPORT PROGRAM

The Christian Pastoral Support program is funded by the National Schools Chaplaincy and Welfare Program by the Federal Government of Australia and in South Australia is administered in over 340 schools throughout South Australia by SMG, the Schools Ministry Group.

The program is a flexible program responding to the needs in each individual school and aims to be an extra optional service of care and support to students and their families in the school community. Emma Lynn was the Christian Pastoral Support Worker for 2012.

Emma worked alongside the group of mothers who facilitate the breakfast club program, assisting with ordering supplies and being a contact person with the agencies of support for the breakfast club. She enjoyed helping at breakfast club each week connecting with the children who come. Emma also worked alongside the breakfast club mums to organise a Mother’s Day Raffle for fundraising for the shades for sports day.

Emma visited local churches to promote volunteer involvement in the school and was very pleased to be able to recruit a lovely lady from the Anglican Church to help
with setting up and preparing food at breakfast club which has been a much needed help as parents with children cannot always make the 8 am start for setting up.

Our lunchtime Lego club which was started at the end of 2011 continued throughout the year, along with other various lunchtime activities including, singing, dancing, drama and art based activities. Lunch time groups offer something different for students to participate in and add to their sense of creativity, connectedness and belonging.

Emma has a personal interest in encouraging opportunities for performing arts for students. Emma organised Natasha English from Hip Hop Bounce to come and do some lunchtime workshops with interested students from years 5 to 7 in term 2. These students had fun preparing a dance to present to the school at assembly. In term 4 Emma also worked alongside a team of students to prepare a drama and song to present at the Memorial Park Carols by Candlelight event. Our students took on an ambitious act and once again did Risdon Park Primary School proud at this community event. Risdon’s Got Talent was another great event in the school calendar which Emma worked alongside students and leadership to organise.

Emma is available at the school for parents or students who need extra support. Emma enjoyed encouraging students through craft, scrapbooking and sporting activities when they needed someone to talk to or some time out from the classroom. Emma is available as a person in the school community who can assist parents to find help from outside agencies of support such as Uniting Care Wesley and Centacare. She enjoyed meeting parents throughout the year and being able to offer information and support.

Emma continues as the Christian Pastoral Support Worker in 2013 and hopes to continue to raise awareness of the CPSW program as an option of support for families. Emma hopes to have more contact with local service clubs and churches to encourage positive involvement in the school and to get into the classrooms and continue to get to know students and teachers across the whole school community and be able to assist where she can.
7. Garden Program

The garden program continued to be a great success again this year. Teachers and students from every year level were involved in the program. Each year the number of students participating is increasing.

Engaging students in the garden helps build relationships but also provides another opportunity for learning to develop. Friendships, resilience and physical activity are some of the key characteristics which the garden helps students to build on and establish in their learning. One student took this further with establishing garden plot at her own home and using the skills she learnt at school to grow vegetables for her family at home. A great success story!

This calendar year we planted a great variety of vegetables and seeds and watched them develop into seedlings which were planted in the garden beds. The children loved watching this procedure until they were finally picked and had a taste of them.

The chrysanthemums were sold in bunches for Mothers Day which turned out to be successful with over 40 bunches sold. Other bunches were also prepared and given to volunteers who work within the school.

The fruit trees continue to be fruitful (a bit of humour) with many of the produce been eaten by the students at the garden or in their classroom.

Several classes also took over plots which supported their learning and helped them to use this space for physical evidence of what they were studying. Community Mentors were also actively involved with their students building on their communication and relationships.

I would like to thank Kathryn Wilsdon for all the time and effort (including holidays) she has put into the garden. The success is shown by the enthusiasm of the students and teachers and the respect the community has for our garden.
8. GERMAN

Kate (Frau) Taylor - German Teacher

In term 1 Frau Taylor spent January and the first week of February completing training and development at the Goethe Institute in Hamburg Germany, improving her own skills in German. In this time she also made a home movie of Germany to show students enabling her to bring Germany into the classroom for students.

In February two students won prizes at the Schützenfest competition in Adelaide.

In Term 2 students took an in depth look at the fairy tale Snow White, as it was the 200 year anniversary of the Grimm’s brothers publishing their first collection of fairy tales. Students learnt vocabulary, completed writing activities and played games based around the theme of Snow White. At the end of the term students concluded this unit by creating a character profile of a dwarf in German and watching Snow White in German.

In Term 3 students spent the first 5 weeks looking at the significance of learning a language and then spent the last 5 weeks learning about food. In the first five weeks students looked at the value of learning a second language, in particular German. Students learnt things like German is very similar to English, that learning a language can increase your job prospective and can improve your literacy skills. Students then created an exposition in English arguing the importance of learning German.

In the last 5 weeks of term 3 students learnt about food. Students learnt how to say different foods in German and what foods they liked and disliked in German. Students also learnt about food specific to Germany such as “gummi bears”, schnitzel and cake. Students then created a recipe in German on how to make Knödel (potato dumpling) which students got to try at the end of the term. (Pictured at Right: students eating Knödel)

In term 4 students focused on the state of Bremen and created posters for the 2013 Schützenfest competition. Students also looked at German currency and the different Christmas celebrations in Germany.

After 9 years of teaching German at Risdon and 4 trips to Germany Frau Taylor will be on maternity leave for 2013. Risdon is hopeful that German will continue in 2013, as German has been taught at Risdon for 16 years.
9. Grounds and Facilities

Damien Mellow – Deputy Principal

In 2012 we have seen Allan Paine continue as grounds person working 12 hours a week. This has seen a great improvement in the aesthetic look of the school and grounds. I would like to personally thank Allan for his efforts this year and look forward to working with him in 2013.

Grant money was used to finish off the lightning project in the school which saw 108 lights fitted and replaced with energy efficient tubes.

Breakdown maintenance has been used to help fix old or existing issues that have arisen in the school. Allan has been able to take on more jobs which will help reduce future costs. Projects which have been of note include:

- fixing of leak in new computer room roof
- removal of several trees due to white ants
- plumbing of sewage drains and the clean of storm water tank
- concreting of back yard area
- oval sprinkler system maintained and repaired
- shade check and re-fit
- goal post re-concreted
- air-conditioning replacement and repair
- replacement of all school bins
- installment of new ovens

Projects that will happen over the 2012-2013 break will include removal of the sandpit and concrete in front of activity room.

In 2013 we will have $52 000 over 2 years to improve our existing facilities. Consultation has already taken place with staff and governing council and future projects will include the redevelopment of the staffroom sink and cupboard area, new carpet in the transportable and replacement of laminate in wet areas.

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

10. Information Technology

Kevin Moore - IT Manager

2012 has been an extremely busy yet exciting time in the area of Information Technology at RPPS.

The school began the year with no IT support in place due to the late resignation of Darryl Partridge in December 2011. The new IT Suite was yet to be fully operational and a new curriculum server configured through an Adelaide company called Vectra. Whilst the idea was for them was to remotely access the server, it quickly became
apparent we needed personnel at the school that could handle the day to day running of our new computer network.

I took responsibility in the early part of Term 1 for as much problem solving that time allowed until the school employed Daniel Olley as an external contractor to take care of network maintenance and various other computing tasks. Our initial aim was to become as familiar with the system as quickly as possible. I was given some extra NIT on Friday afternoons to assist with weekly tasks as well as steer the development of IT in the educational direction the school wished to move.

Achievements for 2012 included:

- Completing the IT Suite and becoming familiar with all the new setups, passwords and configurations relating to server / printer/ wi-fi
- Utilising final BER funds to install new computers in IT Suite giving classes access to 30 machines
- Relocating IT Suite computers to classrooms
- Installing Windows 7 across all machines on the curriculum network as well Microsoft Office 2010
- 15 laptops (plus storage trolley) purchased for use in the Resource Centre beginning 2013
- Additional purchases include 3 new office desks for IT Suite, shelving in server room, new whiteboard, new security doors over fire escape doors, 2 new high spec laptops and new computer chairs for IT Suite
- Planning & installation of 12 more interactive Smart boards in classrooms bringing total to 17 across the school
- Wi-Max system upgraded by DECD and commissioned during Term 3 (this increased internet download speed to 10mbps – a dramatic improvement across our site)
- Transition to DECD’s LearnLink – the department’s new staff portal and internet service via live@edu plus new email addresses for staff and students (across curriculum and admin networks)
- Up to date website on a regular basis (I was fortunate to have a three hour 1 on 1 T&D session relating to the school’s website and its maintenance)
- Many hours of problem solving and planning for all of the above to take place

The development and expansion of IT facilities at RPPS has been rapid but very rewarding. The school has never been so up to date with the equipment and software releases available to the staff and students. I also expanded my technical knowledge working alongside Daniel for the best part of the year.

Looking forward to 2013, I would like to see an increase in the software available across the curriculum network and the school will delve into the world of social media with a Facebook page. As well, our website will continue to expand and grow and the staff will begin to explore and utilise the potential that LearnLink has to offer.
11. Intervention Team  
Naomi Connor - Intervention Manager

The Intervention Manager, Principal and Deputy Principal / Counsellor worked collaboratively throughout 2012 to address the learning needs of those students identified to be most at risk.

The SIT team met 15 times throughout the year in response to teacher requests for Intervention for their students. From these meetings several students were referred, parent meetings were called and teachers modified their programs accordingly. A number of referrals took place for Occupational Therapy, Speech, Guidance, Social Work and Behaviour support. As a school we continue to expand our expertise in response to the increasing number of complexities that arise in our school. Teachers and SSO’s 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 learning experiences.

Recommendations for 2013

- The Intervention team will met with each class teacher to address individual class requirements early in Term 1 to develop a whole school overview of Intervention
- To deliver staff professional learning in the Wave 1/2/3 model of Intervention

12. Guided Inquiry  
Helen McMahon & Trenna Kretschmer

This year all students have been involved in investigating History topics during their Guided Inquiry lessons with the Teacher Librarians. This is a collaborative partnership with the class teacher to plan, develop, teach and moderate units of work in this Australian Curriculum subject.

History is a new curriculum area which is part of the National Australian Curriculum.

“The curriculum generally takes a world history approach within which the history of Australia is taught. It does this in order to equip students for the world (local, regional and global) in which they live. An understanding of world history enhances student’s appreciation of Australian history. This knowledge and understanding is essential for informed and active participation in Australia’s diverse society.”

Australian Curriculum History Rationale.

Some of the successful topics investigated by classes this year include:-

- Celebrations in Australian Society
- Families – Past and Present
- Family History
- World Exploration
13. Premier’s Be Active Challenge

Brett Perry – Sports Manager

The Premier’s be active Challenge is a program designed to increase the physical activity levels of young people. The Challenge commenced in 2007 and is open to all South Australian children from Reception to Year 12 in government, non government and home schools. The Challenge requires students to participate in at least 60 minutes of physical activity on at least 5 days of the week, for 4 weeks every year.

In year 2012, we had 86% of our students complete the challenge, compared with 83% in 2011. There were eight classes across the school that had all students complete the challenge. All students who completed the Challenge received a medallion or alternative reward for their efforts.

Congratulations to all students who participated in the Premier’s Be Active Challenge in 2012. Thank you to all the parents and teachers who helped our students complete the Challenge.

In 2013 a focus at Risdon Park PS will be to raise the success rate of students completing the Challenge in the upper primary.
14. **Premier’s Reading Challenge**  *Helen McMahon & Trenna Kretschmer*

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

In 2012 we had [number] of our students read at least 12 books to complete the challenge.

This year there was an additional incentive to read a 13th book, with a possibility of students being in a draw to win a book. Most classes enthusiastically completed this extra challenge.

This year 62 students read 24 or more books, including 2 students who read over 100 books.

All students who completed the Challenge received a certificate or a medallion for their efforts. Many of our older students, who have participated for the last 8 years, have this year received a “Hall of Fame – Reader for Life” embossed certificate signed by the Premier.

Congratulations to all students who participated in the Premier’s Reading Challenge for 2012. Thank you to all parents and teachers who helped our students be successful in completing the Challenge.

15. **Reading Support Teacher**  *Naomi Connor*

Overall the Reading Support Teacher program was a genuine success at Risdon Park PS. Being able to support beginning teachers in developing their knowledge and skills in reading was instrumental in bringing about change in their practice, which has in turn developed their students’ reading skills.

As Reading Support Teacher for Risdon Park Primary School 2012 I worked closely with two beginning teachers, a Reception teacher and a Year 1/2 teacher. The program hoped to achieve several things, however I think the most important thing for me was to develop a collaborative relationship with the teachers. This in turn would create a safe environment for discussion and enable participants to ask questions and delve deeply into their own thinking and learning about Reading.
Objectives of the Program

It was agreed the Reading Support Teacher would work ‘shoulder to shoulder’ and support two beginning teachers at RPPS in their acquisition of reading development. Activities involved professional reading, round table discussion, implementing assessments and collecting data from Literacy Secretariat website.

Assessments used

PM Benchmarks, Screen for Phonological Awareness, Oral Language and AlphaCheck.

Student Population

Class A students comprised of 6 boys and 3 girls, 1 student ADHD, and 1 student who received speech support in Kindergarten but no longer qualified for support at school. This class is a new Reception class.

Class B students comprised of 5 boys and 4 girls, 1 student Wave 2 Intervention via the Reading Room, 1 student E.S.L and 1 student waiting to be assessed for speech. This class is a 1/2 class.

Data Sources

3x3x3, Reading Audit, Literacy Secretariat, RST Regional Team, fellow RST participants, teachers with whom I worked and PM Benchmarks.

Methods of Gathering students/teacher data

Working 1:1 with students, working in small groups with students, teacher interviews and feedback, email, Literacy Secretariat website and Running Records.

Implications of the Data – Successes and Failures: What have we learnt?

In reflecting on the RST journey I asked both teachers to answer a couple of questions regarding the RST role. Unfortunately one teacher was ill during the week and didn’t get the feedback to me. The other teacher responded with the following:

“As a new educator, having the support of an RST has been fantastic and so helpful. Naomi has been extremely encouraging and has brought forward new ideas to help me improve on my teaching practices, especially in reading and oral language. I believe that having a Reading Support Teacher to any school is invaluable as they are able to provide new ideas and support the classroom teacher to help develop students' reading and oral language skills. Naomi has also provided literature from the Literacy Secretariat to develop our knowledge on oral language and reading. This literature was really useful as it was easy to read, had practical ideas in it and was relatable to our students. There is so much literature and information out there about developing oral language and reading skills so it was fantastic to be pointed in
the right direction. The only negative was that the RST part of the job was only for one day per week, although she was available on other days if needed. In terms of learning about reading, I have all these new ideas to help develop the oral language and reading skills of my students. Some ideas which I have incorporated into my classroom have been the barrier games and play boxes. I feel really lucky to have had the support of an RST during my first year out teaching as I have developed my skills/teaching pedagogies in the development of reading and oral language, had back up/help/support in new areas e.g Play boxes and had someone I could go to if I needed assistance in this area.”

Morgan Joyce Year 1/2

**Record your significant change story about reading**

If Oral Language difficulties exist, all levels of reading will be affected, developing oral language skills will help reading at all levels. I have delivered several really important reading messages during my time as Reading Support Teacher, one of which is we strongly believe that a teacher listening to children read is essential in developing students reading. A way which RPPS has worked towards that goal is implementing a whole school agreement based on Guided Reading and listening to students read.

**Describe the significant impact your learning has had on you and others**

It has certainly highlighted to me the need for ‘mentors’ in schools for beginning teachers. It is necessary to have people available to support beginning teachers.

**Reflect on the conditions, resources and people that have supported your learning**

Most of the resources were available; however I found the moodle very difficult to access. I joined the online Literacy forum and found many resources from a variety of sources and schools. This was really informative, and also reassuring as I could see our school and junior primary classes were certainly on the right track with Literacy, in particular Reading. It was fantastic to have an opportunity to undergo
a refresher in Running Records training. I have a deeper understanding of MSV’s which enables me to program and plan more effectively for my students. I think it would have been beneficial to have someone from the team visit us in a ‘cluster’. For example, all the Port Pirie schools have a half day access visit to someone from the team would have been great as it would have brought us all together for discussion.

**Analyse the data to uncover the story beneath the numbers**

As these teachers are beginning teachers, both my Principal and I decided they would benefit most from working collaboratively and delving more deeply into the Reading process. As suggested, I began my RST journey with professional reading. I became familiar with the Literacy Secretariat papers and blocked out time each week for professional learning. I began organising readings for the teachers which we would discuss at our regular meetings and distributed ‘Teacher Packs’. We worked through several of the Literacy Secretariat papers, and reading to, with, by audit etc. The teachers found the papers helpful and the following discussion was probably more so as it helped clarify ideas and answer questions. Being available for question and answer sessions was really important also. I made time each week to catch up with the teachers in their classrooms and have a general discussion regarding their 9 students.

Collecting the data was extremely valuable, in particular for the Reception class as it highlighted immediately the low levels of Oral Language development in this class. It was from this data the Reception teacher and I decided to work collaboratively in the area of Play Boxes. Play Boxes are an Oral Language development tool where Dramatic Play scenarios are set up within a box that can be transported to and from the class for a small group to ‘play’ in. The focus is on developing Oral language which you can see in the photos below. Through careful questioning, adult participation and suitable props the children engage in conversation, therefore developing their language.
Working consistently with the classes has enabled me to implement oral language strategies such as Barrier Games and Walk and Talks which have developed teacher knowledge and student participation in oral language activities. Teachers have taken the sample activities I have given them and made them their own and are now a part of their regular teaching.

16. **Resource Centre**  
*Helen McMahon & Trenna Kretschmer*

The Resource Centre has continued to be a well utilized area of the school by both students and staff.

The facility is open to students each morning and for three lunchtimes and after school for borrowing, reading and quiet board games, and is well attended by many students.

This year the space has been used for whole school and district professional development sessions.

Each class has borrowing time each week, and is involved in Guided Inquiry lessons for two terms.

To continue adding to this new facility we have purchased a dozen bright and colourful ottomans for student use. There was also the installation of two new pin-up boards to display student’s work.

2012 also saw the purchase of six IPads, which were loaded with a variety of educational apps suitable for all year levels. These are borrowed by the classes to supplement their class programs.

17. **SAPSASA**  
*Brett Perry – SAPSASA Manager*

During 2012 students in year 6 and 7 had many opportunities to participate in a variety of District SAPSASA sports from tennis, softball, cricket, football, soccer, netball and athletics. Through participation in such events and school programs students are able to be selected for regional and state teams which usually mean a week away from school playing for their identified sports.
In 2012 a number of our year 6 and 7 students were chosen to represent our region and State in a variety of sports such as softball, soccer, hockey, football, netball, cricket and tennis.

I wish to acknowledge and thank staff and volunteers who have ably assisted in supervising and coaching students of Risdon Park Primary at the various district and state SAPSASA carnivals in 2012.

18. **Students With Disability**  
*Naomi Connor – Intervention Manager*

At the beginning of the year Risdon Park PS had 33 students with a Negotiated Education Plan, 20 of which were a Level A of support, 12 as a D level and 1 student at a Consultancy level. Risdon Park PS completed the year with 35 Negotiated Education Plan students, 11 of those as D levels, 23 at an A level and 1 student at a Consultancy level. Six students were assessed throughout the year by the DECD Educational Psychologist, with three referrals pending for 2013.

Regional support plays a large role at Risdon Park Primary School. We have worked closely with personnel from the Regional Office to support and maintain program delivery and enrich staff understanding of the unique needs of our students with disabilities. Speech Pathologists, Disability Coordinators, IBSC, Occupational Therapists and Social Workers regularly liaised with staff and parents as an integral part of providing funding, support and strategies for our students. We have secured professional learning for our staff from the Disability Coordinator, Speech Pathologist and Aboriginal Education Coordinator for week 0, 2013.

Risdon Park PS works closely with a variety of agencies throughout South Australia. We are committed to involving external agencies to support our students, their families and our staff with continued growth in learning. SASVI, Novita, Families SA, Uniting Care Wesley make regular visits to our school to assess learning needs, communicate with teachers and families, fund resources, develop programs with teachers and develop strategies to accommodate the complexity of issues involved in accessing tailored learning for students in country areas.

Under the banner of Students with Disability we have been able to offer a variety of supplementary programs for students at our school. The Garden Program is offered to Reception to Year 7 students who work in small groups with an SSO developing individual skills as determined by the teacher. Winter Swimming is offered to NEP students; we had 8 students attend early in Term 2 which targeted student confidence both in and out of the water.
19. Victor and Professional Learning Communities

Damien Mellow / Deputy Principal
Victor the Sheep

In 2011 Victor the sheep was introduced to Risdon Park PS as a way to find out how learning was happening at the site. Staff members would take Victor on a journey and report back to staff and students on the type of learning that was being displayed at our school.

In 2012 Victor made a return but wanted to use the TfEl framework and Professional Learning Communities model to help build on the culture at Risdon Park. Victor’s main goal was to establish some norms across the site but also to get staff more involved in the process. Kids Co were the first to establish this and through consultation staff developed some criteria which could be focused on in their learning and as a whole school.

These criteria were based around “Risdon Park PS is dedicated to quality education which empowers community minded learners.” This included how we would learn as individual members, as a collective staff and what ways we could support this as members of our school community.

Reporting back to staff was one of the key features of Victor which led to further understanding but gave excellent examples of good practice and pedagogy. Staff were also encouraged to share Victor with their students to continue building the ever growing culture of Learning Communities at Risdon.

Some examples include Victor:

- using resources to promote quality education
- sharing practice to build on existing programs
- being in the local community and developing positive partnerships
- using leading researchers to build on existing knowledge
- collaboratively learning with others
- using technology to help develop learning methodologies
- balancing work and play but using learning as a tool for this
- student teacher learning the tools of the trade
- being a professional and what this means at school/community
- effective teaching - using data to help us understand more.
A review was undertaken in Term 1 to look at how our community was working and ways we could be come more transparent in our learning and social interactions. It also saw staff engage in training and development days and use the model to help support practice when looking at assessment (formative and summative).

Victor in 2013 is now looking for more opportunities to help build staff knowledge to sustain and build on what is a developing school culture. The National Standards for Professional Teachers is an area that will be used in Performance Development and I hope Victor will be able to make this a journey which will be shared by all.

Summary

Throughout 2013 Risdon Park Primary School has experienced outstanding success in many areas which have been highlighted throughout this report. Early years literacy agreements and reading results with the introduction of Jolly Phonics have made a difference to the reading progress made by our reception and year 1 students. Teachers have expressed an increased confidence in assessment and the analysis of data to inform their teaching and learning program so that they are able to differentiate the learning for students to meet their individual needs. Teachers R-7 have also taken on the challenge of enthusiastically learning about the Australian Curriculum to plan, program, assess and report in the curriculum areas of Mathematics, Science and History.

2013 will be a year for our Reading priority to be fine tuned and focused on reading comprehension from reception to year 7. We will continue in our fine lens focus on data and analysis so that we can identify areas of needed in a more timely manner for strategic intervention.

2013 will also be a year in which we focus on high quality teaching for quality learning. A change in the way we consider intervention will also be a priority, with the first wave of intervention focusing on quality learning and relationships in classrooms. A second wave of intervention will need to focus on identified students who require intensive short term support to “close the gap” on their learning. A third wave of intervention will need to focus on students who require intensive support over a longer period of time.

I would like to thank the members of Governing Council for their commitment to their governance role. I am appreciative of their advice and support assisting me in keeping Risdon Park Primary School on track to achieve the vision and community expectations.
The Risdon Park Primary School Leadership team was high performing in 2012 and I consider it to be a real privilege to work with Damien Mellow, Shellee Harradine, Naomi Connor and Rebecca Oaklands.

2012 has been a challenging, yet enjoyable year with many highlights and achievements on a personal and whole school level. I would like to thank all staff members, students and their families for their support and commitment to our students and our school.

*Carolyn Clinton*

December 2012

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**Financial Statement**

**Income by Funding Source**

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