About Us
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. RPPS 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 open space buildings with 6 classrooms in each unit, 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. 3 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.

2012 Highlights
The focus of 2012 for Risdon Park Primary School staff, parents and students was on Learning. The following list is a selection of highlights from each term.

TERM 1
- Learning for staff, students & parents in Jolly Phonics & Guided Reading
- Participation in Reading Research project – Edith Cowan University
- Acquaintance afternoon
- SAPSASA Come & Try Day
- Whole School Swimming program
- NYRSTAR – swimming success
- Harmony Day
- Port Power Visit
- Parent / Teacher Interviews

TERM 2
- All classrooms fitted with SMART Boards
- Lab On Legs – Science
- Students graduating from the Reading Room
- Staff Learning – Australian Curriculum
- Reconciliation Week Celebrations
- NAPLAN Literacy & Numeracy Tests

TERM 3
- Staff Learning – Wilson McCaskill – Play is the Way program
- Book Week Celebrations
- Author - Craig Smith’s visit
- SAPSASA – Come & Try Day
- Sports day

TERM 4
- Literacy & Numeracy Open Morning
- Year 6/7 Aquatics Camp
- CAROLEW in Residence program
- Risdon’s Got Talent
- True Colours program
- RPPS participation in Port Pirie Christmas pageant

THROUGHOUT 2012
- Reading Room Intervention program
- Garden program
- Participation in Premier’s Reading and Be Active Challenges
- Breakfast Club – run by volunteers
- RPPS Web Page updated
- Guided Inquiry – focus on History
- IT upgrade – intro of iPads, NetBooks
- Kids Co fundraisers
- Numerous excursions
Governing Council Report

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
RPPS Governing Council

SITE DATA & OPINION SURVEYS
COMMONWEALTH REQUIREMENTS

STUDENT ATTENDANCE
Families and new parents received at the start of the year a 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.

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

<table>
<thead>
<tr>
<th>ATTENDANCE 2012</th>
<th>%</th>
</tr>
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<tbody>
<tr>
<td>Term 1</td>
<td>91.8</td>
</tr>
<tr>
<td>Term 2</td>
<td>88.5</td>
</tr>
<tr>
<td>Term 3</td>
<td>87.6</td>
</tr>
<tr>
<td>Term 4</td>
<td>88%</td>
</tr>
<tr>
<td>Total</td>
<td>89%</td>
</tr>
</tbody>
</table>

2011 90%  2010 90%

STUDENT RETENTION
Most students leaving RPPS transfer to other government schools in other rural /country towns or in Adelaide suburbs. Of concern to us is the number of students who are transferring to private schools in Port Pirie, namely St Marks or Mid North Christian School at the end of term 2. This is after families have secured a 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.
STAFF RETENTION & PROFILE
RPPS staff is fairly stable, however over the past 3 years many of our permanent staff members have retired, or taken extended leave for a variety of reasons. A number of permanent staff still hold their full time position at RPPS which results in the employment of a number of contract teachers each year.
Shellee Harradine continued as Literacy Improvement Coordinator. Maciej Jankowski (terms 1/2) and Rebecca Oaklands (terms 3/4) took on the role of Curriculum & Pedagogy Coordinator, responsible for the implementation of Australian Curriculum.
Late 2011 we were informed that Danielle Malone would not be returning as School Counsellor for 2012. Arrangements were made so that Damien Mellow, Deputy Principal was able to take on components of her role.

PARENT OPINION SURVEY
20 out of a possible 101 parents responded to the Opinion Survey this year. (20%)
Parents who responded to the opinion survey responded in the positive with no areas in the below average range. Highest levels of satisfaction were found in Relationships & Communication and Support. The Leadership and Decision Making area also showed a strong level of satisfaction as measured against the state average.
In 2012 we attempted to entice parents to respond to the opinion survey by offering a Family Meal Deal in a raffle draw. Less parents responded to the survey in 2012 than in 2011.

STUDENT OPINION SURVEY
90 students from years 3 to 7 participated in the Opinion Survey, but did not answer every question.
Students responded to the opinion survey positively in all four areas which measured on or above average against the State and the YMN Region. Decision & Leadership and Quality Teaching & Learning were the two area of greatest strength. The areas of Support for Learning and Relationships & Communication were also positive.

STAFF OPINION SURVEY
22 out of a possible 38 staff members responded to the Opinion Survey this year (58%).
In 2012 staff responded positively to the opinion survey however when score matched against state and regional score, their opinions rated lower in average in both areas. Relationships & Communication together with Decision and Leadership were areas identified as our strengths by our staff who responded to the survey.

WORKFORCE DATA
TEACHERS’ QUALIFICATIONS
Number of Qualifications
- Bachelor Degrees or Diplomas 34
- Post Graduate Qualifications 7

WORKFORCE COMPOSITION
- Teaching Staff 28
- Non Teaching staff 11

RPPS VALUED ADDED PROGRAMS
Aboriginal Education
Breakfast Club
Christian Pastoral Support Program
Grounds & Facilities
Premier’s Be Active Challenge
Reading Support Teacher
SAPSASA
- Anti Harassment & Bullying
- Healthy Canteen
- Garden Program
- Information Communication Technologies
- Premier’s Reading Challenge
- Learning Teams
- Students with Disability
- Victor the Sheep and Professional Learning Communities
- Artist in Residence
- Challenge Group
- LOTE – German
- Guided Inquiry
- Intervention Team
- Resource Centre

WHAT PEOPLE SAID
2012 Opinion Survey Comments
Our school is amazing, our leaders are supportive, and open, our teachers expect high quality work and positive learning from our children. Our school responds quickly when a program is not achieving the desired results. I am confident that if my child needs help, my child will receive it.
Our school has high morals, respect, and leadership. The staff openly encourage parental involvement and also say’ thank you” which is really special.
Great school to be working in! It is refreshing to be in such a supportive place. High quality teachers result in high quality learning. Risdon has both.
This school has amazing teachers that have helped me to learn. I am new to RPPS but it is a lot better than my old school, the teacher understand the “kids”, know what they are good at and point out what they can get better at.
STUDENT ACHIEVEMENT INFORMATION
COMMONWEALTH REQUIREMENTS

NAPLAN Progression Data from 2010 to 2012

<table>
<thead>
<tr>
<th>NAPLAN Areas</th>
<th>Year 5</th>
<th>Year 7</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Reading</td>
<td>Numeracy</td>
</tr>
<tr>
<td>Low 36%</td>
<td>Low 19%</td>
<td>Low 17%</td>
</tr>
<tr>
<td>Medium 51%</td>
<td>Medium 60%</td>
<td>Medium 56%</td>
</tr>
<tr>
<td>Upper 12.2%</td>
<td>Upper 19%</td>
<td>Upper 26%</td>
</tr>
</tbody>
</table>

Progression Data Explained
The data indicates significant growth within the Medium / Upper range in year 3 to 5 and years 5 – 7 in both Reading and Numeracy. In fact our numeracy growth is stronger than our reading growth. Low documented growth in reading from years 3 – 5 is a concern. Reading intervention is a priority in 2013. We anticipate that with targeted early years intervention with the review of the Reading Room processes and implementation of Jolly Phonics and Jolly Grammar we will see a greater percentage of students meeting a medium to upper level of improvement in 2013.

RESULTS: % REACHING NATIONAL MINIMUM STANDARD

- 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.
- 80% of year 5 students achieved National Minimum Standard in Reading compared to 84% in 2011 and 79% in 2010.
- 92% of year 7 students achieved National Minimum Standard in Reading compared to 100% in 2011 and 86% in 2010.
- 95% of our year 3’s achieved National Minimum Standard in Writing in 2012 which was the same as 2011.
- 86% of year 5 students achieved National Minimum Standard in Writing compared to 91% in 2011 and 98% in 2010.
- 94% of year 7 students achieved National Minimum Standard in Writing compared to 97% in 2011 and 86% in 2010.

Writing has been an improvement priority for the past three years. The drop in percentage of student meeting National Minimum Standard in year 5 and 7 highlights to us that we still need to keep writing on the improvement agenda.

2011 / 2012 COMPARATIVE DATA – AVERAGE SCORES

The following three graphs show the average student scores in 5 NAPLAN test areas for students in year 3, 5 and 7.

- Year 3 students demonstrated an improvement in all five test areas.
- Year 5 students demonstrated an increase in mean scores in Numeracy, although spelling scores were maintained.
- Year 7 students demonstrated an improvement in Reading, Spelling, Grammar and Punctuation.

Students with Disabilities in most instances underwent each test.
Class teachers have used all data provided from the NAPLAN tests to analyse their individual student’s specific needs, to inform their programming and planning and class placement for 2013.
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 appropriate levels for reading; however our year 1, 2 and 3 students have made significant progress in their reading achievement.

YEAR 1 STUDENTS
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.

YEAR 2 STUDENTS
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.

YEAR 3 STUDENTS
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.

PAT R DATA COLLECTION

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 year 3 and 4 students with a significant drop of students in the lower levels (stanines). In both years 3 and 4 there is a higher % of students in upper levels (4 – 7). Year 5 results show progress in students reading achievement from terms 2 – 4. Year 7 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.
FOCUS ON LEARNING – LITERACY
To develop and implement whole school agreements in writing and reading to promote literacy improvement and high quality teaching and learning.

TARGETS
Target 1: By 2013 all cohorts will demonstrate growth in all aspects of writing achievement- including spelling, grammar and punctuation, sentence structure, genre structure, word knowledge (vocabulary).
Target 2: By 2013 process for determining intervention and classroom practice for literacy improvement is aligned with both individual and whole school data analysis.
Target 3: By the end of 2013, 60% of year 2 students will have achieved level 22 in reading, including reading comprehension.

KEY STRATEGIES
- Employment of Literacy Improvement Coordinator to oversee the Literacy Improvement priority
- Targeted professional development for teachers and SSOs.
- Implement, monitor and review whole school agreements in writing and reading.
- Targeted intervention processes implemented for identified students
- Development / Implementation of 200 Day Action Plans

OUTCOMES / RECOMMENDATIONS
RPPS priority in 2012 was reading. However as our focus had been on writing we needed to continue to maintain our work in writing.

Outcomes – Writing
- Continued implementation of whole school agreements for writing
- Consistency and transparency in genre writing expectations and standards set
- Collection and use of writing work samples that show progression for writing R-7 with a number of opportunities for teachers to moderate student writing samples in teams and as a whole school
- Students in years 3 -5 and from 5 – 7 demonstrated significant growth in reading

Outcomes – Reading
- All Early Years teachers (R-2) trained in Jolly Phonics with an Early Year agreement developed and implemented
- A parent workshop was held to educate parents about Jolly Phonics and how best they could support them with their child’s learning at home
- Teachers in years 3 – 7 ensured that their students sat the PATr Reading tests in term 2 and 4 and used the data to inform their planning and programming
- Steady progress continued to be made towards the goal for 60% of R-7 students reaching their age appropriate reading levels
- Whole school Agreement was developed and implemented for Guided Reading R-7
- Individual data folders for students to ensure that their learning achievement data follow them through their years of schooling at RPPS
- Teachers participating in collaborative release time for planning, programming, designing assessment tasks, analysing reviewing data

Recommendations for 2013
- Jolly Phonics/ Grammar - provide professional learning in Jolly Phonics (refresher) and Jolly Grammar.
- Sheena Cameron - provide 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.
OUTCOMES / RECOMMENDATIONS

- All staff participated in Wilson McCaskill Play is the Way program. Wilson visited Risdon and spent time with classes and class teachers modelling the program. Wilson also conducted a parent meeting for parents. Whole school agreements were developed to ensure the successful implementation this program at Risdon Park PS.
- Behaviour Education continued at Risdon Park PS in 2012 with term 1 reviewing the Class Behaviour Code with the end of term seeing the ratification of this code by Governing Council. Regular newsletter articles featured information about Bullying and Harassment. Staff received training in the use of Restorative Justice processes for assisting students to solve problems.
- Student leadership saw students taking on “job placements” in different areas of the school, including administration support, catering, canteen support, counselling and “ground force” responsibilities. Students ran lunchtime activities & took on whole school responsibilities which included bins, recycling and road crossing. Kids Co met regularly throughout the year to discuss many students issues. Two Kids Co Fundraising Events were planned for and carried out.
- In 2012, Risdon Park PS had a priority in developing community engagement. Several parent workshops were conducted. A room has been set aside in unit 2 to be a Community Room where parents can come and meet. This space is managed by our CPS worker Emma Lynn and used by our ACEO, Sally Power for Aboriginal families Meet and Greet meetings.
- Data collection in 2012 focussed on determining of the level of engagement of our students at school. Data was also collected in our term 3 Bully Audit to review the level and severity of bullying at harassment at Risdon PS.

RECOMMENDATIONS FOR 2013

- Continual review of Behaviour Education in the class and yard and using data to inform future decision making.
- Establish buddy class system to incorporate peer mentoring and Wilson McCaskill games.
- Continue in the implementation of whole school agreements and training of the Wilson McCaskill program.
- Peer mediation to be trialled in the yard at play times to reduce reflection room referrals.
- Continue with Community Mentoring and FLO enrolled students as required.
- Mental Health strategies and programs to be included into the 2013 Risdon Park PS Action plans to support students and families.
- Counsellor to support class teachers in the development of their programs in the area of social skill development and student engagement.
- Review of RPPS Virtue program, looking at ways to expand into classroom programs and practice.
FOCUS: CURRICULUM & PEDAGOGY
Staff to become familiar with the Australian Curriculum and DECD’s TfEL document for the success of its implementation.

TARGETS
- 100% of teachers to access professional development in Australian Curriculum Learning Areas
- 100% of teachers are able to demonstrate quality teaching practice related to student learning
- 100% of teachers implement Australian Curriculum within the given timelines

OUTCOMES / RECOMMENDATIONS
- Coordinator employed to oversee Curriculum and Pedagogy Priority.
- Curriculum and Pedagogy Improvement Team met regularly to develop under consultation the 200 Day action plan. This team also met to monitor progress and review actions.
- Pupil Free Days with a focus on Learning Design model assisted staff in becoming familiar with the Australian Curriculum in Mathematics, English, History and Science.
- A variety and diverse professional development program established which allowed staff to attend areas of need and interest.
- Continued Audit of resources and identification, purchase and upgrade of materials and resources to support teachers with implementation of units of work. Resources included SMART Board and digitally interactive resources and programs.
- Staff perception data was collected and showed teachers increased confidence in planning, programming and assessing using the Australian Curriculum.
- Risdon Park PS Reporting Format reviewed and aligned to reporting against the Achievement standards in the Australian Curriculum.
- Staff in Learning Teams investigated interest areas of the Australian Curriculum and reported their new learning to whole staff. Teams learning, programs and resources were shared on a common computer drive.
- Coordinator developed Australian Curriculum posters to inform staff of key components and their relationship to each other. Posters were displayed in each unit planning areas.
- Opportunities for staff were provided for them to become familiar with the DECD’s TfEL document to promote reflective practice and improve pedagogy. Victor the Sheep was used as a mascot to highlight key components of the TfEL document and workings of Risdon Park PS Professional Learning Communities.
- Science Boxes reviewed and restocked.

RECOMMENDATIONS FOR 2013
- 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 meetings 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.
- Continue to develop links with other schools in our cluster to extend and deepen our learning.
FOCUS ON INTERVENTION

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 into 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 9.30am. 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 SSO’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. 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

<table>
<thead>
<tr>
<th>Students</th>
<th>Entry Term &amp; R,R Level</th>
<th>Exit Term &amp; R.R Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student A</td>
<td>Term 1 Level 1</td>
<td>Term 3 Level 10</td>
</tr>
<tr>
<td>Student B</td>
<td>Term 1 Level 1</td>
<td>Term 4 Level 10</td>
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<td>Student C</td>
<td>Term 1 Level 1</td>
<td>Term 4 Level 4</td>
</tr>
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<td>Student D</td>
<td>Term 1 Level 1</td>
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</tr>
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<td>Student E</td>
<td>Term 1 Level 1</td>
<td>Term 4 Level 5</td>
</tr>
<tr>
<td>Student F</td>
<td>Term 1 Level 1</td>
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</tr>
<tr>
<td>Student G</td>
<td>Term 1 Level 1</td>
<td>Term 3 Level 10</td>
</tr>
<tr>
<td>Student H</td>
<td>Term 1 Level 1</td>
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<td>Student I</td>
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</tr>
<tr>
<td>Student L</td>
<td>Term 3 Level 5</td>
<td>Term 4 Level 8</td>
</tr>
</tbody>
</table>

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 as 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 Student Intervention Team meeting will be arranged to identify further intervention required.
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;
- use Guided Inquiry as an implementation strategy for the Australian Curriculum;
- review of intervention programs such as the Reading Room using data and aligning to classroom practice;
- 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.
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