Risdon Park Primary School

2022 annual report to the community

Risdon Park Primary School Number: 685

Partnership: Pirie

	Signature
School principal:	Ms Julie Petersen
Governing council chair:	Kathryn Johnson
Date of endorsement:	**17 March 2023**

Context and highlights

Our school continues to be the largest DfE Primary School in Port Pirie with enrolments of 287 at the conclusion of 2022. It has beautiful spacious grounds, three open space buildings with six classrooms per building and specialist subjects Technology, Science, Health and PE occur in four outer buildings.

The leadership team comprises of a Principal, Deputy Principal, a Student Wellbeing Leader and SSO 3 Business Manager. A new leader joined the team in Term 3 to cover for the Deputy while she took maternity leave. Upgrade of school facilities included the additional purchase of promethium TV's, refurbishment of the Science building, and painting and new window furnishings to the Technology building. An Aboriginal artist created a vibrant mural, reflecting student voice which tells a story to further beautify our school.

Significant work revolved around quality assurance processes to ensure the continued consistency of routines and whole school processes with the result being an inclusive, safe and supportive learning environment. The school was acknowledged for it's reading instruction, with the opportunity to present our journey at the SA Leaders Conference at the Convention Centre, Adelaide. Leaders from outside the Portfolio expressed interest in our processes and were provided with the opportunity to visit and observe our practices.

Due to great interest, a junior school choir in addition to the middle school choir was established. Year 4-6 students performed at the Pirie Choir Musical Festival alongside other students from the region.

The End of Year Awards Ceremony, Christmas Concert and Year 6 Graduation were significant and memorable events, with community members and families invited to acknowledge and celebrate the achievements of the students. Sports Day, Grandparents Day and a special Remembrance Day service at school were also highlights. In addition, the swimming program, book week celebrations, formal elections and the Induction of the 2022 student leaders were significant and important events on the school calendar.

Covid 19 provided a disrupted start to the year and ongoing isolation/close contact restrictions impacted on student and staff absence throughout year. Despite the complexities, staff worked collegially and tirelessly to maintain rigor in the learning program, and to attend to the increased wellbeing needs of students. The Berry Street Education Model continues to be a strong wellbeing model, with a focus on supporting students to self-regulate their emotions through the 'zones of regulation.'
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Governing council report

The 2022 school year had an unusual staggered start due to COVID -19 complexities. Despite this, the school had a strong start, managing challenges as they arose in a professional manner.

The Governing Council's first meeting was postponed as directed by the Department as a result of COVID 19 restrictions. At this meeting, Principal, Julie Petersen, explained the site priorities and actions for improvement. It was pleasing to see the continued growth and achievements from the previous year and to be part of the plans moving forward.

The AGM of the Governing Council was held later than usual (Term 2) due to COVID-19 and DfE directions. We welcomed new parents onto Governing Council with fresh ideas and enthusiasm. The Governing Council worked collaboratively as a group. They were keen to know more about the school's learning program and be involved in improving the school environment.

The Governing Council and fundraising sub-committee identified a number of ideas and opportunities for fundraising. Input was sought from the school staff and the student representative council, "Kids Co" regarding ideas for fundraising.

Fundraising for a nature play area for students became the focus.

After the previous years, success, the Governing Council again collaborated with school staff to hold a disco for students. The disco was held over two sessions after school and in the evening. It was well supported and enjoyed by the students, making it a positive fundraiser.

In addition, Governing Council sold lucky squares, and held a BBQ at Sports Day and later in the year held a sausage sizzle at the end of year concert. Approximately $2500 was raised over the year.

Governing Council liaised with the leadership team to organise a visit from. "Climbing Trees" to begin planning the nature play area. The intention is that students, staff and the school community have input into the design of the area. We hope to continue with our fundraising efforts in 2023 to secure the funds required and to see the nature play area come to fruition.

The school canteen had a successful year, making a profit of $1396.04. We thank Katie for her efficient management and for providing students with a great service. Katie is liaising with staff to have a decorative fa□ade placed on the canteen which includes students input in the design.

I'd like to acknowledge the commitment of Governing Council members for their support over the year and thank staff for their tireless efforts in providing a positive and safe learning environment for students.

Quality improvement planning

The recommendations of the 2019 External Review continued to be in the forefront for school improvement. Consequently, the focus has been on:

1. Implementing processes to ensure all staff have a shared understanding, ownership and accountability of the Site Improvement Plan.
2. Having clear structures and processes to drive and support the improvement agenda.
3. Ongoing monitoring, evaluation and review. This has been fundamental to ensuring consistency across the school. Teachers have been provided with extensive professional learning in high yield evidence-based teaching practices to support students learning growth.

Strengthening practices to enhance student wellbeing continued over the year, particularly with the impact of Covid on student's mental and physical wellbeing. The Berry Street Education Model principles underpin our approach. Strategies to support students to regulate such as teaching the 'zones of regulations', regulation strategies, brain breaks, circle time and calm areas were reinforced and strengthen over the year.

In addition, to support student's understanding of concepts, particularly with increased absence due to Covid, we've had a strong focus on explicit teaching, which includes establishing learning intentions and success criteria for ever lesson, daily literacy and numeracy reviews to reinforce learning, and an emphasis on students setting individual learning goals to provide them with stretch and challenge.

During 2022, in particularly, we continued to refine the teaching of reading skills and on increasing student's capacity to write and problem solve in mathematics.

Our targets included the following:

Literacy Targets

• Year 3: 30% of students achieve in the High Bands NAPLAN Writing.
• Year 5: 30% of students achieve in High Bands NAPLAN Writing.

Numeracy Targets

• Year 3: 20% of students achieve in the High Bands for NAPLAN Numeracy
• Year 5: 20% of students achieve in the High Bands for NAPLAN Numeracy

The literacy block across R-6 was significantly resourced to enable small group, differentiated instruction in reading, writing and spelling. Student reading data was carefully monitored and analysed with intervention instigated for those students not achieving benchmark.

Staff undertook significant professional learning to develop their expertise in teaching writing, assessing student samples and developing individual student goals. Student writing samples were moderated by teachers in year levels to develop a common grade and to determine next teaching steps, and student learning goals.
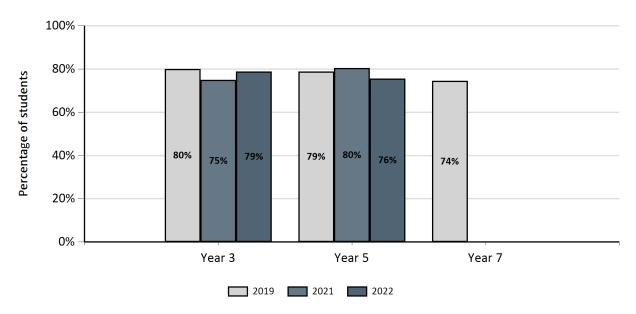
Staff also undertook professional learning to increase their capacity to teach the important mathematical concepts (Big Ideas in Number). Consequently, a daily mathematical review was implemented across R-6 to support with the consolidation of number skills and taught mathematical concepts.

Performance Summary

NAPLAN Proficiency

The Department for Education Standard of Educational Achievement (SEA) is defined as children and young people progressing and achieving at or above their appropriate year level. For NAPLAN, this is students achieving in proficiency bands 1 or more above the national minimum standard for reading and numeracy. The graph below identifies the percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands at or above the SEA for reading and numeracy.

Reading

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2022.

Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.
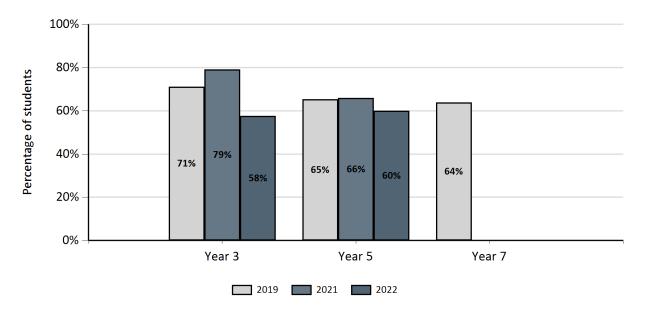
Numeracy

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2022.

*NOTE: Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

NAPLAN upper two bands achievement

This measure shows the number of non-exempt students enrolled at the time of NAPLAN testing who have demonstrated achievement in the relevant NAPLAN higher bands.

	No. of students who sat the test^		No. of students achieving in the upper two bands		% of students achieving in the upper two bands**	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 03 2022	33	33	11	3	33%	9%
Year 03 2021-2022 Average	40.5	40.5	14.5	6.0	36%	15%
Year 05 2022	45	45	10	2	22%	4%
Year 05 2021-2022 Average	43.0	43.0	9.5	3.0	22%	7%

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.
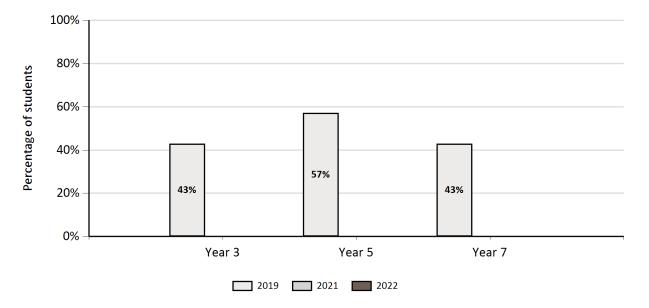
^includes absent and withdrawn students.

*Reporting of data not provided when less than six students in the respective cohort.

**Percentages have been rounded off to the nearest whole number.

NAPLAN proficiency - Aboriginal learners

Reading

Percentage of students

	Year 3	Year 5	Year 7
	43%	57%	43%

Legend: 2019 ▫ 2021 ▫ 2022 ■

*NOTE: No NAPLAN testing was conducted in 2020.
Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.
Data not provided when less than six students in a cohort. A blank graph may imply student count being less than six across all cohorts.
Data is only shown for Aboriginal learners.

Numeracy

Percentage of students

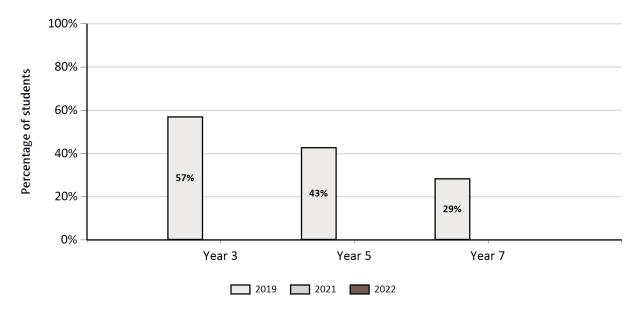|	Year 3	Year 5	Year 7
	57%	43%	29%

Legend: 2019 ▫ 2021 ▫ 2022 ■

*NOTE: No NAPLAN testing was conducted in 2020.
Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.
Data not provided when less than six students in a cohort. A blank graph may imply student count being less than six across all cohorts.
Data is only shown for Aboriginal learners.

NAPLAN upper bands achievement - Aboriginal learners

This measure shows the number of non-exempt Aboriginal students enrolled at the time of NAPLAN testing who have demonstrated achievement in the relevant NAPLAN higher bands.

	No. of students who sat the test^		No. of students achieving in the upper two bands		% of students achieving in the upper two bands**	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 03 2022	*	*	*	*	*	*
Year 03 2021-2022 Average	*	*	*	*	*	*
Year 05 2022	*	*	*	*	*	*
Year 05 2021-2022 Average	*	*	*	*	*	*

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.
^includes absent and withdrawn students.
*Reporting of data not provided when less than six students in the respective cohort.
**Percentages have been rounded off to the nearest whole number.

Aboriginal Learner Achievement Leaders' Resource (ALALR)

Key element focused on for school improvement in 2022: Tracking & Monitoring

New improvement actions implemented via the Aboriginal Learner Achievement Leaders' Resource to raise the literacy and numeracy achievement Aboriginal learners:

• Monitoring attendance: Support from ACEO, AET, Student Wellbeing Leader and DfE support personal liaised with families to maintain a high rate of attendance
• Whole school data collection schedule-individual student data was entered by the teacher into the school data tool-Markit
• Identification of students not achieving reading benchmarks with wave 2 and 3 intervention initiated, utilising APAS funding for additional support.
• Collection of data: Phonics Screen, Heggarty, Running Records, DIBELS, PAT Reading and NAPLAN Reading, Spelling, Grammar and Writing was interrogated by the teacher and Student Support Team to ascertain when additional support was needed.
• Implementation of an intervention sprint with a review date in liaison with the teacher and Student Support Team. (Intervention can included small group work e.g. Mini Lit, Guided Reading or Spelling Mastery or one on one e.g. intense targeted program developed by the teacher on an area of deficit, delivered by an SSO. DfE Aboriginal Support Personnel were involved when necessary.)
• Strategic use and programmed time of the ACEO to support students reading achievement

Improvements achieved in literacy and numeracy outcomes for Aboriginal learners (Including individual student successes):

We had 25 Aboriginal students enrolled at RPPS at the end of 2022. These students had an attendance rate of 80.9% (absence rate of 19.1%), 7% lower than 2021. It should be noted that Covid 19 impacted on attendance and transience by one family in particular, required DFE attendance referral.

Reasons for absence included:
• Ill without certificate – 4.6%%
• Ill with certificate – 0.9%%
• Family/Social – 5.8%
• Exemptions – 1.4%
• Suspensions – 0.3%
• Take Homes – 0.0

3/4 (75%) Year 1 students achieved the Phonics Screen
5/7 (71%) R-2 Students achieved the DfE Reading Benchmarks.
Students in Year 3-6 who attended regularly showed an upward trend in their literacy and numeracy achievement. (PAT R/M and NAPLAN). 3/9 (30%) Year 3-6 students with frequent absence did not meet the DfE benchmarks.

School performance comment

OUTCOMES

The following positive reading data with a greater number of year 3 and 5 students in the NAPLAN high bands and only four students in each level not achieving the benchmark indicates that we need to maintain the intensity of our reading instruction. The next step is to continue to raise student achievement in the high bands of writing and maths. Year 3 students exceeded the writing target (Target: 30% of Year 3's in the Writing High Bands). While Year 5 students didnt achieve the writing target, (Target: 30 % of students in the Writing High Bands) it should be noted that we had considerably more Year 5 students in the writing high bands compared to previous years.

Raising student numeracy achievement data will be a priority in 2023. Student absence due to Covid during the testing period impacted on the 2022 overall NAPLAN data.

Year 3
• 26/30: 87% achieved the Standard of Education Achievement (SEA) in Reading (75% in 2021)
• 11/30: 37% in Reading High Bands (HB) (36% in 2021)
• 19/24: 79% achieved the SEA for Writing
• 11/24: 30% in Writing HB
• 19/28: 68% achieved SEA for Numeracy
•   4/28: 14% in Numeracy HB
Year 5
• 36/40: 90% at SEA: Reading (80.5% in 2021)
• 11/40: 28% HB Reading(10% in 2021)
• 28/38: 74% at SEA in Writing
•   5/38:   7% HB Writing-Best result ever achieved
• 28/38: 74% at SEA in Numeracy
•   2/35:   6% in HB Numeracy

IMPLICATIONS

2023 Goals
• To increase the number of students achieving in High Bands of Writing NAPLAN (35% of Year 3 & 5)
• To increase the number of students achieving in High Bands of Numeracy NAPLAN (35 % of Year 3 & 5)

Strengthening the explicit teaching model including literacy and numeracy daily reviews, setting individual student learning goals, regular assessment to monitor student achievement, and to establish the next learning steps is the approach which will be taken.

Furthermore, the Bright Path writing assessment tool will be used to analyse student writing samples. Data will be utilised to ascertain the next teaching steps and to develop student's next writing goals. Essential Assessment will be used for a similar purpose in mathematics.

Attendance

Year level	2019	2020	2021	2022
Reception	89.9%	89.2%	90.7%	84.8%
Year 1	89.7%	89.7%	92.7%	88.4%
Year 2	89.5%	88.5%	92.9%	88.1%
Year 3	90.8%	91.0%	91.1%	89.6%
Year 4	93.2%	89.9%	92.2%	87.3%
Year 5	90.8%	92.0%	92.4%	88.1%
Year 6	87.8%	89.1%	91.5%	89.1%
Year 7	89.1%	81.8%	N/A	N/A
Total	90.0%	89.7%	91.9%	88.0%

Data Source: Site Performance Reporting System (SPER), Semester 1 attendance.
NOTE: A blank cell indicates there were no students enrolled.

Attendance comment

The 2022 attendance of 88% was slightly lower than 2021 and 7% below the DfE standard of 95%. Covid-19 impacted on attendance and whole school face to face learning with a staggered start and home learning impacting the first few weeks of school. The ongoing isolation and close contact guidelines also impacted attendance data.
Reasons for absence: Ill without certificate 5.3%; Ill with certificate 0.7%; Family/Social 3.9%; Exemptions 0.8%; Suspensions 0.1%; Take Homes 0.0%; Unexplained 1.2%
A range of strategies were utilised to support students and families with habitual (5 or more absences per term) and chronic (10 or more absences per term) absence.
Strategies included:
• Structures and routines within the Berry Street Education Model to create an environment where students feel safe, happy and connected.
• A range of communication tools - Dojo, phone, Facebook, parent letters and parent meetings
• Teacher follow up of unexplained absences
• Ongoing analysis and monitoring of data to identify students/families with concerns.
• Leadership intervention
• individualised learning plans
• Referral to Support Services or other Outside Agencies for more focused in home support

Behaviour support comment

This data reflects an ongoing decrease in behaviour incidents from 2020 through to 2022. The continued development of a whole school approach focusing on positive behaviour education that aligns with the Berry Street Education Model continues to support students to learn and understand emotions and how we can use strategies to support the regulation of emotions. Some of the proactive strategies we use as a whole school approach include morning Circle Time, Brain Breaks, Mindfulness, What Went Well, regular Check-ins with our emotions using the Zones of Regulation, Class and Individual Ready to Learn Plans, a Student Support space to provide students with personalised regulation and learning support and working through problems using restorative practice approaches to support conflict resolution.

As a school we also utilise a case management approach for students with more complex and ongoing behaviours. This involves a team around the child approach engaging Student Support Services and outside agencies to seek further expertise and support to ensure we have the best strategies in place to meet the needs of each individual student.

Parent opinion survey summary

The parent survey was completed by 60 (20%) participants. The most improved areas from the 2021 survey (agree/strongly agree) include:
• People are respectful -90%
• Receives enough communication-88%
• School communicates effectively-85%
• Knows the standard of work-93%
• Receives useful feedback-92%
• Equipped to plan pathways- 91%
• Encouraged to help my child learn-97%

Dojo as a method of communication was a preferred option for communication, indicating the success of this App.

Participants clearly value education as indicated in the areas below:

• Education is important-97%
• Has good home learning routine-95%

Furthermore, it is evident that participants are enthusiastic to support their children's learning. It is noted that participants felt they were being supported by teachers to help their children learn.

• Has useful discussions-88%
• Has input into the learning-85%
• Receives learning tips-90%

Intended destination

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	3	10.7%
NS - LEFT SA FOR NSW	2	7.1%
QL - LEFT SA FOR QLD	1	3.6%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	20	71.4%
VI - LEFT SA FOR VIC	1	3.6%
WA - LEFT SA FOR WA	1	3.6%

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2022. Data shows recorded destinations for students that left the school in the previous year.

Relevant history screening

Risdon Park PS continue to be vigilant in following Department for Education History Scheen procedures. The school values volunteers and continues to pay the screening fees. All personnel who support in the canteen, Breakfast Club, Governing Council, camps, excursions etc. are required to have a screening check. In addition, external service providers are required to complete a service agreement with history screening and important part of the process. History screening is an important part of the staff induction process and occurs prior to an employee beginning work at the school.

Qualifications held by the teaching workforce and workforce composition

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

Qualification Level	Number of Qualifications
Bachelor Degrees or Diplomas	29
Post Graduate Qualifications	11

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2022 .

Please note: Qualification data is indicative only and reflects what has been recorded in the Department's HR system. Staff who 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

	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-Time Equivalents	0.0	21.8	0.6	11.8
Persons	0	22	2	18

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2022 .

Financial statement

Funding Source	Amount
Grants: State	$3,657,651
Grants: Commonwealth	$902,869
Parent Contributions	$129,600
Fund Raising	$3,113
Other	$1,536

Data Source: Education Department School Administration System (EDSAS).

2022 School Annual Report: Tier 2 Funding Report*

*Tier 2 funding provides additional resources to support students who are unlikely to obtain the desired outcomes without further support.

Tier 2 funding section	Tier 2 category (where applicable to the site)	Briefly describe how the 2022 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress made towards these outcomes
Targeted funding for individual students	Improved wellbeing and engagement	Provision of a Student Wellbeing Leader to work alongside Leadership and staff, and to access DfE support service to implement idividualised plans for students at risk. Deployment of SSO's to support students to self-regulate. Professional learning for staff on the Berry Street Education Model.	Reduction of suspensions, exclusions and take homes. Students are better able to self-regulate due to the whole school embedded practice consistent with the Berry Street Education Model.
	Improved outcomes for students with an additional language or dialect	SSO deployment to assist students in learning, either in group work or 1:1. Purchase of resources to assist students to increase their ability to read and access the Australian Curriculum. Teacher release to support with One Plan development.	Improvement of reading skills. Students have achieved national minimum standard in reading and numeracy.
	Inclusive Education Support Program	Release time for teachers to develop Individualised Plans (One Plans), SSO's deployed to support students with the development of their learning and wellbeing goals. SSO support to provide 1:1 support for support students to engage in the learning and to regulate their emotions.	All students at risk have an updated One Plan. 87% of Year 3 students achieved Reading DfE NAPLAN benchmark. 90% of Year 5's achieved Reading DfE NAPLAN benchmark.
Targeted funding for groups of students	Improved outcomes for - rural & isolated students - Aboriginal students - numeracy and literacy including early years support First language maintenance & development Students taking alternative pathways IESP support	Rural and Isolated funds were used to provide access to incursions, performances, camps and Footstep Dance which included funding bus travel. Aboriginal and non-aboriginal students not achieving at Literacy and Numeracy SEA participated in small group programs including Mini Lit, Guided Reading and Spelling Mastery which included additional SSO Support. The AET and ACEO worked on a number of cultural competence events/training for students and staff. Release was provided for teachers to create One Plans for Aboriginal students and students at risk, including students under the guardianship of the minister.	R-6 Students had access to Footsteps dance program. R-6 Students either participated in a camp or excursion. All Aboriginal Students, and students at risk have a One Plan with bi yearly review.

Program funding for all students	Australian Curriculum	Professional Learning, resources and release time for teachers to implement the Australian Curriculum and to develop their expertise in high yield teaching strategies. Resources and release time for staff to develop and implement intervention programs.	Increase in the number of Year 3 & 5 students in HB Reading, Spelling, Grammar & Punctuation and Writing. Whole school embedded evidence-based reading practice. Working towards whole school explicit teaching pedagogy with embedded literacy and numeracy daily reviews to consolidate student's mastery of skills. Year 5 NAPLAN data showed an improvement in mean score from the previous year in Writing, Spelling, Grammar & Punctuation and Numeracy. Year 3 NAPLAN data showed and improvement in mean score from the previous year in Reading and Spelling.
Other discretionary funding	Aboriginal languages programs Initiatives	NA	NA
	Better schools funding	Utilised to maintain smaller classes across R-2 and to provide SSO support to enable differentiated small group work during the Literacy block across R-6. Used to deploy a full time SSO in all Reception classes to enable 1:1 or differentiated group support and or speech support.	Increased number of students achieving the DfE SEA and more students achieving NAPLAN HB Reading at Year 3 & 5. 70% of Year 1 achieved the Phonics Screen.
	Specialist school reporting (as required)	NA	NA
	Improved outcomes for gifted students	NA	NA