

The Risk Public School Annual Report



Introduction

The Annual Report for **2017** is provided to the community of **The Risk Public School** as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Tony McCartney

Principal

School contact details

The Risk Public School

Kyogle-Woodenbong Rd

The Risk, 2474

www.therisk-p.schools.nsw.edu.au

therisk-p.School@det.nsw.edu.au

6636 6127

School background

School vision statement

The Risk Public School vision is to be a school of excellence.

We aim for excellence in school work, social interactions, self-confidence, communication and cooperation.

The Risk is a place where creativity, effort and success are celebrated equally.

Students will be proud of themselves, their peers and their school.

Students at The Risk will engage in all activities to benefit their educational journey and become caring, respectful citizens.

The Risk has caring staff that, through their high quality teaching and learning programs, ensure every student has the chance to succeed.

School context

The Risk Public School provides an attractive and stimulating learning environment for local community families. The school currently supports the learning of 28 students with 2 fulltime teachers. The school is located 20km from Kyogle in a peaceful rural setting surrounded by farmland.

There is an emphasis on literacy, numeracy and quality teaching at The Risk.

There is daily access to technology with a computer room adjoining the primary classroom and a computer section in the K-2 class .

The Learning and Support Teacher is used to collaboratively devise learning support plans for students with extra needs and supports these programs in classrooms.

Student wellbeing is a focus in the school with the continuation of a student leadership program, implementation of the PBL program and continued participation in a small schools learning community called **COLOURSS (Community Of Learners Of Upper Richmond Small Schools)** that has been in existence for many years. This group works to overcome the relative isolation of each small school by organising programs and activities for students and professional learning opportunities for staff.

The parents, P&C and local community are strong supporters of the school with regular fundraising and social activities assisting the school to stay connected to the community. There is also an increase in parent partnerships in daily learning programs at the school.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Learning

In Learning Culture, evidence gathered shows commitment by all stakeholders in supporting a positive learning environment. Parents, family members and wider community members are regular visitors to the school for educational demonstrations, assemblies and in-class support. We have regular contact with parents of students requiring extra support. Student Wellbeing is an area of strength for the school with programs such as student parliament providing a voice for students, a cohesive learning and support team that meets and takes action to support student needs; and a whole school approach using PBL to further improve the positive learning culture in the school. The school curriculum

addresses all requirements of the NSW Syllabus with a high level of differentiation and adjustment for students with extra needs. Assessment of learning has been an area of improvement for the school and in 2017. The school has implemented a data collection centre where work samples, test data and assessment tasks are collated for each student so the learning support team can analyse data to inform teaching adjustments as required. The school regularly reports student progress to parents and encourages parents to provide feedback on what they have been provided. Student growth trends over the last 3 years are positive and either match or exceed state growth in all areas of NAPLAN except writing.

Teaching

The classroom practice of our teachers is continually changing with improved structures in 2017 providing more individual support for students in need and more independence and enrichment for proficient students. The blending of PBL strategies into the learning environment is also having a positive effect. Teachers have continued to improve their collection of and use of data in 2017. The student data collection centre, implemented by our Learning and Support Teacher, has brought together school-wide data for each student. This has allowed us to analyse data centrally and decide on priorities and programs to match student need. Professional learning has been focussed on LMBR in 2017 but other areas such as Literacy, Numeracy and PBL have also been targeted.

Leading

Professional Development Plans have helped develop more professional ownership by each staff member of their own professional pathways. Staff have been able to align their PDP with the school plan and explore areas of improvement in their own teaching. School planning in 2017 was comprehensive with a full-day consultation with staff to address school plan evaluations for 2015–2017 and aspirations for 2018–2020. A community meeting was also held to give parents and community members an opportunity to provide feedback and opinions on the school's success and future plans. The school transferred its financial and administration practice to the new LMBR model in September with minimal disruption to our day to day functioning. Full credit should go to the School Administration Manager, Rebeka Piggott, who has led the way in the transition.

Our self-assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

Strategic Direction 1

SUCCESSFUL LEARNERS

Purpose

Build capacity of students and staff to use the Literacy and Numeracy Continuums to review student progress and generate new teaching and learning that is negotiated and ongoing.

Develop high quality assessment strategies which are used by staff to create personal learning plans in Literacy.

Overall summary of progress

In 2017, students have participated at a very confident level to utilise PLAN data given to them to negotiate personal goals each term. I CAN statements were used as a reference point to devise personal goals for all aspects of literacy.

The small schools Maths program was fully implemented in 2017.

Teachers have efficiently collected lots of evidence to support student progress in Literacy and have investigated appropriate assessment strategies for Numeracy. This resulted in the purchase of ACER PAT assessment program at the end of 2017.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
60% of students are achieving at or above their appropriate year level on the Literacy and Numeracy Progressions.	Continuum wall chart and "I CAN" statement booklets for each student.	In 2017, 61% of students have been assessed to be at or above their grade level on the Literacy/Numeracy Continuums.
Student growth between Year 3 and Year 5 will be at or above State growth levels in NAPLAN	Nil	<p>In the 5 years 2012–2016, school growth from Year 3 to Year 5 was equal to or higher than the state in all aspects of NAPLAN, except Writing.</p> <p>In the 5 years 2013–2017, school growth from Year 3 to Year 5 was equal to or higher than the state in all aspects of NAPLAN, except Writing.</p>

Next Steps

In 2018 –

- Plan for staff Professional Learning in consistent teacher judgement in Writing methodologies.
- Consolidate the goal setting culture with students.
- Implement a regular assessment cycle in writing, maths and comprehension.
- Continue to improve the collection and collation of student work samples and evidence of progress.
- Refine Literacy Groups to be more targeted to individual need.
- Implement "Making 2020 Count" numeracy program and investigate other Numeracy pedagogies such as "Habits of Maths".

Strategic Direction 2

RESILIENT STUDENTS, DYNAMIC LEARNERS

Purpose

To provide strong multi-curricula teaching and learning programs that improves the wellbeing of students.

Overall summary of progress

The Bounce Back Program has been in use for 3 years and forms an important link to the Personal Development Syllabus requirements. A variety of themes were explored in 2017.

The school's discipline code and anti-bullying plan were fully implemented in 2017.

The K-6 Art Program and Music Tuition Program are now part of our yearly CAPA sequence of lessons to support the learning of outcomes of the syllabus.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of students engaged in the BOUNCEBACK program.	Nil	All students have been fully engaged in Personal Development lessons drawn from the Bounce Back Program throughout the year.
10% improvement of student responses on the student wellbeing survey from 2015 to 2017.	Nil	In 2015, the quality of school life survey was conducted with students. Positive responses across the survey were rated at 76.6%. In 2016, the positive response rate was 86.9%. In 2017, the positive response rate was 81.3%
100% of families have read and support the school discipline code which incorporates the anti-bullying procedures and wellbeing framework.	Nil	All families were surveyed about the school discipline code and anti-bullying statement. 100% of respondents had read and supported the implementation of the policies.

Next Steps

In 2018 –

- The Bounce Back Program will continue to be a part of the Personal Development Programs of staff.
- PBL will be a major focus to provide students with transparency of behaviour expectations.
- K-6 Art Program will continue with a diversion into STEM activities
- The Music Tuition Program will be evaluated early in the year to determine its focus.

Strategic Direction 3

DYNAMIC EDUCATIONAL COMMUNITY

Purpose

To provide flexible learning opportunities as an educational community by fostering learning partnerships to overcome rural and remote challenges.

Overall summary of progress

The COLOURSS learning community consists of 6 small schools surrounding Kyogle. There is a strong tradition of support and cooperation between the schools that help address social, well-being and academic isolation. The COLOURSS schools also regularly cooperate with the 2 town schools, Kyogle HS and Kyogle PS for transitional, professional and sporting opportunities. The Risk PS staff have participated in over 12 student-centred learning events involving some or all COLOURSS schools. Staff have also participated in over 10 meetings or professional learning events to improve teaching skills.

The implementation of PBL across COLOURSS and Kyogle schools took place in the second half of 2017 as a result of wide consultation between schools.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Trading COLOURSS program evaluated through staff, student, community surveys.	Professional learning funds for in lieu School Development Day training in evening	All COLOURSS learning events were successfully conducted and positive feedback received for each event. The PBL lessons have begun and have been enthusiastically embraced by students and staff.
<ul style="list-style-type: none">Principal to attend 100% of Kyogle Community of Schools meetings.	Principal release Funds (\$1400)	Principal attended all COLOURSS meetings throughout the year and all PBL meetings scheduled.

Next Steps

In 2018 –

- Continued implementation of PBL Program, with all lessons conducted by end of Semester 1.
- Continuation of COLOURSS sporting and learning events.
- Continuation of COLOURSS and Kyogle COS network meetings.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$1791	All Aboriginal students were supported through the development of a Personalised Learning Plan by teaching staff.
Low level adjustment for disability	\$2300	Students identified as having extra learning needs were targeted for support in 2017 in Literacy and Numeracy. A casual LaST teacher was employed to team-teach with the primary teacher in Literacy and Numeracy sessions. These students were also given individual support to improve specific skill deficits identified during assessments and small group observations.
Quality Teaching, Successful Students (QTSS)	\$2130	LaST teacher employed for extra days to assess student progress in Literacy the IEPs were developed in negotiation with class teachers to implement in class.
Socio-economic background	\$4149	<p>A music teacher was employed to enhance the school music program for all students with a goal of improving performance skills.</p> <p>Funding was also used to improve access to educational opportunities such as educational programs, performances, excursions that required transportation of students and entrance fees that would normally be out of financial range for families.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	15	16	17	18
Girls	11	11	10	10

Student attendance profile

School				
Year	2014	2015	2016	2017
K	97.4	98.5	96.8	93.9
1	97.8	98.1	98.6	98.4
2	93.8	96.7	94.8	99.6
3	94.7	95.6	99.5	93.9
4	98.4	93.4	90.1	96.7
5	98.6	93.4	96.7	94.1
6	100	94.5	93.9	94.6
All Years	96.6	95.6	94.5	95.2
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

Management of non-attendance

Student attendance continues to be above the state average.

Parents have a high rate of advising by phone or text when their children are absent which staff convert to written advice to be stored with the roll.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	0
Head Teacher(s)	0
Classroom Teacher(s)	1.27
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.1
Teacher Librarian	0.08
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	0.9
Other Positions	0

*Full Time Equivalent

There were no staff members of Indigenous heritage in 2017.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	0

Professional learning and teacher accreditation

The following professional learning activities were attended by staff from The Risk PS in 2017 –

- PBL training on 6 separate days
- LMBR training for School Admin Manager and principal
- Network meetings attended by Learning and Support Teacher
- Network meetings attended by School Admin Manager
- Communication and Leadership Seminar
- PDP training for non-teaching staff
- Oliver training
- Richmond Valley Principals Network meetings attended by principal
- Making 2020 Count numeracy seminar
- Seven Steps to Successful Writing seminar
- NAPLAN Online training

- 'Spelling Strategies' visit to Woodburn PS

The following activities were attended by staff at School Development Days –

- e–Emergency Care, Attendance Policy review, WWCC Policy review, Discipline Policy review, Child Protection, WHS Policy review,
- Literacy and Numeracy Programming think tank, Differentiation
- PBL review, Comprehension Strategies
- CPR & Anaphylaxis training, LMBR training – how to mark electronic roll, Code of Conduct Policy review, Corruption Prevention Policy review

The total expenditure on professional learning in 2017 was \$5481.

All teachers are accredited at the proficient level.

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

Receipts	\$
Balance brought forward	53,284
Global funds	76,222
Tied funds	97,164
School & community sources	1,427
Interest	732
Trust receipts	2,137
Canteen	0
Total Receipts	177,681
Payments	
Teaching & learning	
Key Learning Areas	13,181
Excursions	1,272
Extracurricular dissections	2,287
Library	546
Training & Development	474
Tied Funds Payments	68,356
Short Term Relief	5,595
Administration & Office	11,825
Canteen Payments	0
Utilities	3,726
Maintenance	5,870
Trust Payments	2,601
Capital Programs	0
Total Payments	115,733
Balance carried forward	115,232

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	0
Revenue	127,437
Appropriation	116,302
Sale of Goods and Services	0
Grants and Contributions	11,076
Gain and Loss	0
Other Revenue	0
Investment Income	59
Expenses	-70,250
Recurrent Expenses	-70,250
Employee Related	-50,734
Operating Expenses	-19,516
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	57,187
Balance Carried Forward	57,187

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2017 Actual (\$)
Base Total	423,354
Base Per Capita	4,126
Base Location	9,631
Other Base	409,597
Equity Total	18,891
Equity Aboriginal	1,710
Equity Socio economic	4,229
Equity Language	0
Equity Disability	12,952
Targeted Total	68,130
Other Total	2,206
Grand Total	512,581

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

As per the agreement between the NSW Government and the Federal Government, NAPLAN results cannot be reported in a manner which enables the results of individual students to be identified. Accordingly, results for students at The Risk Public School cannot be reported as there were less than 10 students in either grade that participated in the tests in 2016. Parents of students who participated in the 2016 NAPLAN Tests have been provided with individual reports and were invited to seek feedback where necessary.

Average results over 3 years (2015–2017) have been analysed to ensure the number of student results analysed is 10 or more in each grade.

Literacy Analysis 2015–2017 compared to 2014–2016: Year 3

Reading: The number of students in the top 2 bands decreased by 6.6% while the number of students in the bottom 2 bands decreased by 13.4%.

Spelling: The number of students in the top 2 bands increased by 0.1% while the number of students in the bottom 2 bands increased by 0.1%.

Writing: The number of students in the top 2 bands increased by 6.7% while the number of students in the bottom 2 bands decreased by 6.7%.

Grammar/Punctuation: The number of students in the top 2 bands increased by 0% while the number of students in the bottom 2 bands increased by 13.3%

Literacy Analysis 2015–2017 compared to 2014–2016: Year 5

Reading: The number of students in the top 2 bands increased by 10.2% while the number of students in the bottom 2 bands decreased by 9.3%.

Spelling: The number of students in the top 2 bands decreased by 9.2% while the number of students in the bottom 2 bands decreased by 5.5%.

Writing: The number of students in the top 2 bands remained the same at 0% while the number of students in the bottom 2 bands increased by 1%.

Grammar/Punctuation: The number of students in the top 2 bands decreased by 6.5% while the number of students in the bottom 2 bands increased by 6.5%.

Numeracy Analysis 2015–2017 compared to 2014–2016: Year 3

The number of students in the top 2 bands increased by 7.3% while the number of students in the bottom 2 bands decreased by 3.1%.

Numeracy Analysis 2015–2017 compared to 2014–2016: Year 5

The number of students in the top 2 bands decreased by 1% while the number of students in the bottom 2 bands decreased by 0.9%.

Parent/caregiver, student, teacher satisfaction

Parent Survey

Families were surveyed about school culture with a pleasing 39% of families responding to the survey.

Out of the 13 questions there were nil responses recorded in the sometimes or never section. All other responses were in the almost always or usually section.

100% of parents believe the school does well to praise and reward individuals who are successful.

100% of parents believe the school encourages students to do their best.

100% of parents believe the school appreciates having their child as a student

100% of parents believe the school caters for the learning needs of all students.

100% of parents believe the school makes important changes to what it does if necessary.

Student Survey

Students in years 3,4,5 and 6 were surveyed as to their thoughts on the quality of their school life at The Risk PS.

88% of students thought the work they do is good preparation for their future.

94% of students thought that they learn to get along with other people.

88% of students felt happy about being a student at the school.

88% of students thought they could keep up with the work.

69% of students believe they are popular at the school.

Teacher Survey

100% of teachers believe the school culture supports a sense of ownership of the school.

100% of teachers believe they understand and respond to the context of the community in which they work.

100% of teachers believe the school is continually finding ways to improve what it does.

Policy requirements

Aboriginal education

Aboriginal perspectives and units of work were incorporated in the school's History programs throughout the year.

NAIDOC was observed with a highly engaging combined COLOURSS Activity Day at Rukenvale PS. An Indigenous performer was employed to share song, dance and stories with students along with a variety of hands-on activities including dance, art, craft and cooking.

All indigenous students enrolled at The Risk PS have personalised learning plans developed for them after input from the student, parents and teachers.

Multicultural and anti-racism education

Multicultural education and perspectives were

incorporated into the school's program. History and Geography units of study and the school's LOTE (Indonesian) program offer multicultural perspectives and anti-racism education.