

# The Risk Public School

## Annual Report



2018



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## Introduction

The Annual Report for **2018** 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.

Louise Petherbridge

Relieving Principal

### School contact details

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## School background

### School vision statement

The Risk Public School vision is to be a school where excellence is expected and celebrated academically and socially to support student wellbeing and will be embedded in the school culture.

The Risk will be a place where individuals are valued for creativity, effort and success.

The Risk Public School community will be successful 21st century learners through enquiry-based learning, critical and creative thinking supported by high quality teaching and learning programs.

### School context

The Risk Public School provides an attractive and stimulating learning environment for local community families. The school currently supports the learning of 31 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 classroom.

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.

In learning culture, there is a strong commitment by all stakeholders in supporting a positive learning environment.. Parents have an active role in the school. They regularly attend school assemblies and offer in-class support. Student Well being is an area of strength with programs such as student parliament providing a voice for students. We have a cohesive learning and support team that takes action to support student needs. We have 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 all students

#### Teaching

The classroom practice of our teachers is continually changing with improved structures in 2018 providing more individual support for students in need and more enrichment for proficient students. PBL strategies are becoming embedded into our school culture. Professional learning has been focused on Literacy, Numeracy and PBL.

#### Leading

Professional Development Plans have helped develop more ownership by each staff member of their own professional

pathways. Staff have been able to align their PDP with the school plan and develop areas of improvement in their own teaching. The school had a smooth transition from a permanent principal to a relieving principal for 18 months.

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

To create a 21st Century learning environment for students that nurtures inquiry-based learning, critical and creative thinking that lead to success in Literacy and Numeracy which will inspire students to seek excellence in life-long activities.

#### Overall summary of progress

This strategic direction is valid and worthwhile. The school targeting specific areas of literacy and numeracy has led to improvements in student performance.

We will continue this focus in 2019.

#### Progress towards achieving improvement measures

| Improvement measures<br>(to be achieved over 3 years)   | Funds Expended<br>(Resources)  | Progress achieved this year   |
|---|--|---|
| <p>Increased proportion of students in the top 2 NAPLAN bands in reading, writing and numeracy averaged over 3 years of data.</p> <p>Baseline Data: 2015–2017 Top 2 NAPLAN Bands</p> <p>Year 3: Reading–47%, Writing–54%, Numeracy–37%</p> <p>Year 5: Reading–52%, Writing–0%, Numeracy– 16%</p>                              | <p>Computers/laptops.</p> <p>Previous "Risky Readings" to model and compare.</p> <p>Second teacher to support CT with writing groups.</p> <ul style="list-style-type: none"><li>• Quality Teaching, Successful Students (QTSS) (\$1000.00)</li></ul> | <p>Full implementation will take place in 2019. A school target is to use student performance data more thoroughly in 2019.</p> |
| <p>At least 75% of students demonstrating expected growth per semester across Department of Education literacy and numeracy progressions relevant to expected timeframes. (5% increase per annum)</p> <p>Baseline Data</p> <p>In 2017, 61% of students demonstrated expected growth on Literacy &amp; Numeracy Continuums</p> |  | <p>The number of students demonstrating expected growth continues to be an area of improvement.</p>                             |

#### Next Steps

These curriculum areas will continue to be a focus for 2019.

## Strategic Direction 2

### RESILIENT PEOPLE, DYNAMIC LEARNERS

#### Purpose

To strengthen positive, respectful relationships among students and staff to ensure our students develop and grow holistically. This will enable students to make informed, purposeful decisions while developing a growth mind-set. This will be underpinned by high expectations and dynamic differentiation of curricula that is driven by evidence-based teaching and learning programs.

#### Overall summary of progress

Positive behaviour for Learning program has been successfully implemented under the vision of Be safe, Be Respectful, Be a Learner. This will continue to grow and become embedded into our school culture.

#### Progress towards achieving improvement measures

| Improvement measures<br>(to be achieved over 3 years)  | Funds Expended<br>(Resources) | Progress achieved this year  |
|--|-------------------------------|--|
| <b>PBL</b><br>9% improvement on positive responses by students on annual quality of school life surveys.<br>(+3% per annum)<br><br>Baseline Data: 81.3% positive responses on 2017 survey<br>•   |                               | Feedback from students continues to be positive and is driving the improved culture. |
| <b>S.T.E.A.M.</b><br>• S.T.E.A.M. is evident and integrated across all teaching and learning programs<br>Baseline Data<br><br>In 2017 there was no formal S.T.E.A.M. component in teaching and learning programs<br>• Students show 10% improvement on NAPLAN problem-solving questions in numeracy.<br>Baseline Data<br><br>In 2017 Year 3 averaged 15% correct responses and Year 5 averaged 37.6% correct responses on identified number problem questions. |                               | S.T.E.A.M. is evident and integrated across all teaching and learning programs       |

#### Next Steps

Explicit teaching of PBL ideals and values will continue to be a focus for planning in 2019.

| Key Initiatives                                     | Resources (annual)  | Impact achieved this year   |
|---|---|---|
| <b>Aboriginal background loading</b>                | \$4384  | Additional staff resulted in higher student engagement as indicated by reduction in disruptive classroom behaviour and improvement in on task learning.   |
| <b>Low level adjustment for disability</b>          | \$5151  | <p>The school's SLSO program was developed and accessed this funding, with 2 days per week additional classroom support provided.</p> <p>An additional teacher was employed 1 extra day per week to support students with additional needs.</p> |
| <b>Quality Teaching, Successful Students (QTSS)</b> | \$5414<br><ul style="list-style-type: none"> <li>• Quality Teaching, Successful Students (QTSS) (\$5 414.00)</li> </ul> | Additional teacher was employed 1 day per week. This provided opportunities for collaboration and observation in support of teachers' and support staff Performance and Development Plans.  |
| <b>Socio-economic background</b>                    | \$5417  | <p>Student leadership and all school excursions were attended by all students.</p> <p>This funding was significant in supporting student participation.</p>   |

## Student information

### Student enrolment profile

| Students | Enrolments |      |      |      |
|----------|------------|------|------|------|
|          | 2015       | 2016 | 2017 | 2018 |
| Boys     | 16         | 17   | 18   | 20   |
| Girls    | 11         | 10   | 10   | 12   |

There was a slight growth in student numbers in 2018. Initiatives were introduced in boys education.

### Student attendance profile

| School    |      |      |      |      |
|-----------|------|------|------|------|
| Year      | 2015 | 2016 | 2017 | 2018 |
| K         | 98.5 | 96.8 | 93.9 | 96.3 |
| 1         | 98.1 | 98.6 | 98.4 | 91.2 |
| 2         | 96.7 | 94.8 | 99.6 | 95.4 |
| 3         | 95.6 | 99.5 | 93.9 | 98.9 |
| 4         | 93.4 | 90.1 | 96.7 | 92   |
| 5         | 93.4 | 96.7 | 94.1 | 98.6 |
| 6         | 94.5 | 93.9 | 94.6 | 94.8 |
| All Years | 95.6 | 94.5 | 95.2 | 95   |
| State DoE |      |      |      |      |
| Year      | 2015 | 2016 | 2017 | 2018 |
| K         | 94.4 | 94.4 | 94.4 | 93.8 |
| 1         | 93.8 | 93.9 | 93.8 | 93.4 |
| 2         | 94   | 94.1 | 94   | 93.5 |
| 3         | 94.1 | 94.2 | 94.1 | 93.6 |
| 4         | 94   | 93.9 | 93.9 | 93.4 |
| 5         | 94   | 93.9 | 93.8 | 93.2 |
| 6         | 93.5 | 93.4 | 93.3 | 92.5 |
| All Years | 94   | 94   | 93.9 | 93.4 |

### Management of non-attendance

Non attendance at The Risk Public School is managed through consistent contact with parents. any significant incidences of absence is referred to the Home School Liaison Team.

## Workforce information

### Workforce composition

| Position                                | FTE* |
|---|------|
| Principal(s)                            | 1    |
| Classroom Teacher(s)                    | 1.3  |
| Learning and Support Teacher(s)         | 0.2  |
| Teacher Librarian                       | 0.08 |
| School Administration and Support Staff | 0.9  |

\*Full Time Equivalent

Currently there are no people of ATSI descent employed at The Risk Public School.

### 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             |            |

### Professional learning and teacher accreditation

All staff complete and maintain a Performance and Development Plan. This is reviewed regularly in consultation with the principal.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.



|                                       | 2018 <b>Actual</b> (\$) |
|---------------------------------------|-------------------------|
| <b>Opening Balance</b>                | 57,187                  |
| <b>Revenue</b>                        | 625,120                 |
| Appropriation                         | 607,958                 |
| Sale of Goods and Services            | 0                       |
| Grants and Contributions              | 16,674                  |
| Gain and Loss                         | 0                       |
| Other Revenue                         | 0                       |
| Investment Income                     | 489                     |
| <b>Expenses</b>                       | -615,238                |
| Recurrent Expenses                    | -615,238                |
| Employee Related                      | -547,217                |
| Operating Expenses                    | -68,021                 |
| Capital Expenses                      | 0                       |
| Employee Related                      | 0                       |
| Operating Expenses                    | 0                       |
| <b>SURPLUS / DEFICIT FOR THE YEAR</b> | 9,882                   |
| <b>Balance Carried Forward</b>        | 67,070                  |

The Risk Public School's financial management processes and governance structures includes regular finance meetings between the principal and the school's administrative manager. These meet financial policy requirements.

### Financial summary equity funding

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

|                       | 2018 <b>Actual</b> (\$) |
|-----------------------|-------------------------|
| <b>Base Total</b>     | 448,965                 |
| Base Per Capita       | 5,414                   |
| Base Location         | 10,030                  |
| Other Base            | 433,520                 |
| <b>Equity Total</b>   | 35,572                  |
| Equity Aboriginal     | 4,384                   |
| Equity Socio economic | 5,214                   |
| Equity Language       | 0                       |
| Equity Disability     | 25,973                  |
| <b>Targeted Total</b> | 101,480                 |
| <b>Other Total</b>    | 5,493                   |
| <b>Grand Total</b>    | 591,509                 |

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.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

There were two students in Year 3 and three students in Year 5 who completed the NAPLAN Assessment in Literacy. Despite the cohort at The Risk Public School being too small to evaluate NAPLAN trends, internal data reflects expected growth for most students.

The Year 3 and Year 5 cohort at The Risk Public School is too small to evaluate NAPLAN progress in Numeracy.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.

Student performance at The Risk Public School meet the Premier's Priorities: Improving education results and State Priorities: Better services – Improving Aboriginal education outcomes for students in the top two NAPLAN bands.

## **Parent/caregiver, student, teacher satisfaction**

Families were surveyed about our schools' culture and four out of ten families responded.

A significant percentage of families believe our school encourages students to do their best and appreciates having their children at our school.

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.

A high number of students believe that the work they do is good preparation for their future. They felt happy about being a student at the school.

All staff believe the school culture supports a sense of ownership of the school and believe the school is continually finding ways to improve.

## **Policy requirements**

### **Aboriginal education**

The Aboriginal students at The Risk Public School have an Individual Learning Program developed for them in consultation with parents and carers. All students at the school learn about the local Aboriginal culture.

### **Multicultural and anti-racism education**

All student at The Risk Public School learn about the world around them through various aspects of the curriculum. We celebrate Harmony Day each year.