

2020 Annual Report

The Risk Public School



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Introduction

The Annual Report for 2020 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.

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School vision

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

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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>

Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Delivering

Strategic Direction 1

SUCCESSFUL LEARNERS

Purpose

To create a future focused 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.

Improvement Measures

Increased proportion of students in the top 2 NAPLAN bands in reading, writing and numeracy averaged over 3 years of data.

Baseline Data: 2015-2017 Top 2 NAPLAN Bands

Year 3: Reading-47%, Writing-54%, Numeracy-37%

Year 5: Reading-52%, Writing-0%, Numeracy- 16%

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)

Baseline Data

In 2017, 61% of students demonstrated expected growth on Literacy & Numeracy Continuums

Progress towards achieving improvement measures

Process 1: Spelling

- Teachers visit identified successful schools to observe programs and discuss strategies with staff
- Investigate professional learning activities to inform teaching
- Introduce full SOUND WAVES spelling program
- Regular analysis of weekly data
- Use PAT Diagnostic Assessment Program to track progress and inform remedial actions

Evaluation	Funds Expended (Resources)
The needs and progress of students has been analysed and evaluated, leading to the appropriate adjustments of class learning programs. Teachers and SLSO's have had the opportunity to train in the Sounds Write program to streamline the teaching of decoding and phonics in the classroom.	Professional development funds - training in Sounds Write Teacher time

Process 2: Writing

- Teachers source professional learning activities to improve CTJ skills to collaboratively develop assessment tasks
- Introduce twice-per-term assessment tasks that are assessed in a shared staff meeting and provide feedback to students to revise writing goals
- Refine Literacy Groups to include regular shared/guided writing in small groups

Evaluation	Funds Expended (Resources)
Teachers will continue to track student growth through the collection of work samples and CTJ. The explicit teaching of grammar will continue.	Teacher time Professional readings

Process 3: Numeracy

- Utilise professional learning knowledge of critical thinking strategies
- Increase the amount of explicit teaching of reasoning and problem-solving skills
- Teachers collaboratively develop rich assessment tasks.
- Blend S.T.E.M. program into Maths program
- Audit Maths resources and technologies and add/delete programs or resources as required

Progress towards achieving improvement measures

Evaluation	Funds Expended (Resources)
An increase on problem solving skills and hands on activities has been incorporated into the classroom and this focus will continue in 2021.	

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.

Improvement Measures

PBL

9% improvement on positive responses by students on annual quality of school life surveys. (+3% per annum)

Baseline Data: 81.3% positive responses on 2017 survey

S.T.E.A.M.

- S.T.E.A.M. is evident and integrated across all teaching and learning programs

Baseline Data

In 2017 there was no formal S.T.E.A.M. component in teaching and learning programs

- Students show 10% improvement on NAPLAN problem-solving questions in numeracy.

Baseline Data

In 2017 Year 3 averaged 15% correct responses and Year 5 averaged 37.6% correct responses on identified number problem questions.

Progress towards achieving improvement measures

Process 1: PBL

- Staff introduce fortnightly lessons on selected themes with explicit teaching, signage and reinforcement strategies
- Kyogle COS meet regularly to assess progress of implementation
- Newsletter articles published periodically to inform parents of progress of implementation
- Data analysis conducted each semester to gauge effectiveness of program

Evaluation	Funds Expended (Resources)
The development of PBL is continual in our school. This will continue to be the focus in 2021.	

Process 2: S.T.E.A.M.

- A Science, Technology, Engineering, Arts and Mathematics (STEAM) program to be introduced as a weekly K-6 program.
- Staff to source appropriate resources to implement STEAM in a K-6 setting.
- Report progress to parents through regular newsletter articles and public display of successful creations at community assembly.

Evaluation	Funds Expended (Resources)
Teachers have incorporated the 3D printing and robotics, T4L kits in 2020, increasing student critical thinking in Science, Technology, Engineering, Arts and Mathematics. STEAM. The hands on approach to learning.	STEM kits teacher time

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Funding Sources: • Aboriginal background loading (\$4 260.00)	The programs support Aboriginal students, in their wellbeing and educational needs.
Low level adjustment for disability	Funding Sources: • Low level adjustment for disability (\$5 434.00)	SLSO and teacher time has successfully supported student learning in the classroom
Quality Teaching, Successful Students (QTSS)	Funding Sources: • Quality Teaching, Successful Students (QTSS) (\$5 122.00)	The time for reviews of PDPs and instructional leader time has been valuable for staff development.
Socio-economic background	Funding Sources: • Socio-economic background (\$5 225.00)	SLSO and teacher time has supported student learning in the classroom

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	18	20	19	16
Girls	10	12	12	9

Student attendance profile

School				
Year	2017	2018	2019	2020
K	93.9	96.3	95	89.9
1	98.4	91.2	95.6	95.9
2	99.6	95.4	90	79.2
3	93.9	98.9	92.4	74
4	96.7	92	96.5	82.1
5	94.1	98.6	92.7	90.8
6	94.6	94.8	94.1	86.2
All Years	95.2	95	93.6	86.3
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

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

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2014-17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 - Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice. Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and Departmental priorities.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
Opening Balance	77,257
Revenue	662,046
Appropriation	663,295
Grants and contributions	-1,437
Investment income	188
Expenses	-691,488
Employee related	-621,462
Operating expenses	-70,026
Surplus / deficit for the year	-29,442
Closing Balance	47,816

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.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2020 Approved SBA (\$)
Targeted Total	111,495
Equity Total	40,979
Equity - Aboriginal	4,421
Equity - Socio-economic	7,450
Equity - Language	0
Equity - Disability	29,109
Base Total	493,251
Base - Per Capita	7,456
Base - Location	8,125
Base - Other	477,671
Other Total	14,708
Grand Total	660,434

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.

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.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

2020 NAPLAN

As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

Parent/caregiver, student, teacher satisfaction

In October 2020 a survey was sent out to parents and carers to indicate their satisfaction of our school.

90% of parents surveyed strongly agreed that they are well informed about their child's learning progress.

90% of parents surveyed strongly agreed that they gain valuable information about their child's progress when talking to their teacher.

80% of parents surveyed agree that their child's learning needs are being met.

In October 2020 a survey was given to students in years 4-6 to indicate their satisfaction of our school.

90% of students surveyed agreed that they would chose to keep:

Expert coaches for sport lessons, COLOURSS activities, the yearly book fair, Positive Behaviour for Learning, school gardens, student parliament and The Premier's reading and spelling bee.

30% of students surveyed agreed that they would chose to check:

Homework, end of semester reports and morning laps.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.