

2022 Annual Report

The Risk Public School



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Introduction

The Annual Report for 2022 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 Strategic Improvement 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 community believe that every student should be known, valued and cared for. Our vision is to be a school where high expectations are set and nurtured as part of the daily practice by high quality staff. Student achievements are celebrated, academically and socially, to enhance student wellbeing which lead to an inclusive school culture. Genuine collaboration between all stakeholders is facilitated to ensure each individual child maximises their learning journey.

School context

The Risk Public School is a K-6 primary school providing an attractive and stimulating learning environment for local community families. The school is located 20km north from Kyogle in a peaceful rural setting surrounded by farmland. The Risk PS is known for promoting individualised learning programs to support student growth. The Risk PS is known for its sporting excellence. 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.

Through our situational analysis, we have identified a need to build teacher capacity to ensure data collection is used to differentiate curriculum, inform teaching and provide feedback to students so that learning is maximised by all. Our work with individual students will be responsive and closely monitored. Individual and targeted support will be provided when identified.

We will support the continuous improvement of teaching practices across the school and we will continue to strengthen the wellbeing and school community involvement of all of our stakeholders.

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 Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement 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	2022 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	Sustaining and Growing
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	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

To ensure every student in our school improves in reading and numeracy every year through high expectations and quality teaching practices with a strong focus on explicit instruction that caters to individual learning needs, while recognising that each student comes to school with a different set of experiences, knowledge and skills.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Reading and Numeracy
- Learning Culture

Resources allocated to this strategic direction

Integration funding support: \$29,643.00

Socio-economic background: \$21,332.00

Aboriginal background: \$2,053.00

Low level adjustment for disability: \$29,347.00

Location: \$6,580.00

Summary of progress

In 2022 staff recognised the complex and varied needs of our student cohorts and were committed to supporting them through various strategies. Staff upskilled their practice of support through collaborative professional capacity building, involving literature reviews and targeted responses, individualised plans, and consistent implementation of explicit teaching processes.

Teachers focused on Reading and Numeracy. Check in Assessment and internal school data indicates that the majority of students have recorded one year's growth. Teachers used student data to plan and embed quality practices into their everyday teaching, and as a result, adapted teaching and learning programs. Differentiated support across the school in the form of coaching and mentoring, has been provided for teachers and School Learning and Support Officers at their point of need, and ongoing support will be provided next year. Student learning outcomes have been tracked through the collection and analysis of assessment data and have shown growth. Next year we will establish a process to provide staff with feedback on the implementation of their teaching and learning programs to address a gap in evidence of implementation fidelity. This will support further improvement in teaching practice across the school.

As a result, teachers are delivering consistent responses to student learning and behaviour and needs. The processes have supported a decrease in negative behaviours in the playground. Next year, the focus will be on improving the learning culture of the school and an increase in the learning culture domain in the TTFM survey.

Our findings from this year will drive our improvement for 2023 focusing on Reading and Multiplicative Strategies. Each staff member will align their Professional Development Plan with the school focus, Reading and Multiplicative Strategies. Staff Professional Learning will align with the school Professional Learning Plan and learning will be delivered and reviewed continuously throughout the year.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Increase the % of students attending school more than 90% of the time to contribute towards the Richmond Network Small Schools shared lower bound target of 70% of students attending more than 90% of the time.	The % of students attending school more than 90% of the time across the Richmond Network Small Schools decreased by 28.34%, demonstrating that we are not yet progressing towards the lower bound small schools network target.
Increase the % of Stage 2 and 3	The % of Stage 2 and 3 students in the top 2 bands of NAPLAN Reading

students in the top 2 bands of NAPLAN Reading and Numeracy to contribute towards the Richmond Network Small Schools shared lower bound target of 38.3% in Numeracy.	and Numeracy across the Richmond Network Small Schools increased by 15.2% in Numeracy progressing beyond the lower bound network target.
Increase the % of Stage 2 and 3 students in the top 2 bands of NAPLAN Reading and Numeracy to contribute towards the Richmond Network Small Schools shared lower bound target of 46.2% in Reading.	The % of Stage 2 and 3 students in the top 2 bands of NAPLAN Reading and Numeracy across the Richmond Network Small Schools increased by 6.6% in Reading progressing beyond the lower bound network target.
Increase the % of Stage 2 and 3 students in the top 2 bands of NAPLAN Reading and Numeracy to contribute towards the Richmond Network Small Schools beyond the baseline data of 40.2% in Reading.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN. However year 4,5,6 check in data of those student enrolled for the full academic year indicates that expected growth was achieved by the majority in reading.
Increase the % of Stage 2 and 3 students in the top 2 bands of NAPLAN Reading and Numeracy to contribute towards the Richmond Network Small Schools beyond the baseline data of 23.1% in Numeracy.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN. However year 4,5,6 check in data of those student enrolled for the full academic year indicates that expected growth was achieved by the majority in numeracy.
The proportion of students in Years 1-6 who achieve 1 + years growth in reading and numeracy through internal formal assessments is an uplift from 2021 data	Diagnostic Essential Assessment data and school assessment data indicated that the majority of students have achieved 1+ growth in whole number in 2021.

Strategic Direction 2: Building staff capacity

Purpose

The school has an agreed evidence based system for the collection and use of data within our school to drive effective teaching practice. There is school-wide, collective responsibility for every staff member to continually improve on their practice every year.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Data skills and use
- Professional Practice

Resources allocated to this strategic direction

Literacy and numeracy: \$3,608.00

Professional learning: \$5,123.00

QTSS release: \$4,941.00

Summary of progress

Our focus in 2022, was to increase our effectiveness and capacity with the collection, collation, analysis and use of data to drive our explicit teaching strategies. Executive attended Professional Development targeted at Small Schools to interpret and analysis data to inform future practice. This year, staff analysed check in assessment data to inform student growth, future professional learning and student intervention focus. Staff implemented Professional Development Plans to strategically build upon their individual area of growth and focus which all led to observable improvements in practice as well as corresponding student achievement data. PDP reviews, check-ins, observations of teaching and individualised online professional learning, demonstrated high staff ownership of capacity building as well as implementation into the classroom. Student feedback in the Tell Them From Me survey indicate that the school mean is 6.1 comparative to the NSW Norm of 7.5 in the Explicit Teaching Practices and Feedback domain. This provides a measure of evidence for 2023 and an area of further investigation.

Teachers have engaged in professional learning towards building staff capacity to implement the K-2 syllabus and the Inclusive, Engaging and Respectful School Policy in 2023. As a result, staff are ready and supported to implement the policies.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
The school-assesses through the School Excellence Framework at the Sustaining and Growing in the element of 'Learning and Development, with an uplift in the theme of Coaching and Mentoring from Delivering to Sustaining and Growing.	The school-assesses through the School Excellence Framework at the Sustaining and Growing in the element of 'Learning and Development', with an uplift in the theme of Coaching and Mentoring from Delivering to Sustaining and Growing.
The school-assesses through the School Excellence Framework at the Delivering level in the element of 'Data Skills and Use', with an uplift in the theme of Data Literacy from Delivering to Sustaining and Growing.	The school-assesses through the School Excellence Framework at the Delivering level in the element of 'Data Skills and Use', with an uplift in the theme of Data Literacy from Delivering to Sustaining and Growing.
The external validation process validates the school through the School Excellence Framework at Sustaining	The external validation process validates the school through the School Excellence Framework at Sustaining and Growing in the element of 'Management Practices and Processes'.

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'Management Practices and
Processes'.

Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$21,332.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at The Risk Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Reading and Numeracy <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of staff to implement and review of student learning goals and meet with families • equitable access to all programs for all students <p>The allocation of this funding has resulted in the following impact: 72% students in our school had Individual Learning Plans developed and implemented in consultation with students and families 100% of students met their individual learning goals as identified through school data collection</p> <p>After evaluation, the next steps to support our students will be: continue to implement and review learning goals with a focus of reading and multiplicative strategies</p>
<p>Aboriginal background</p> <p>\$2,053.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at The Risk Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Reading and Numeracy <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of staff to support Aboriginal students <p>The allocation of this funding has resulted in the following impact: Employment of additional staff to support Aboriginal students with the implementation of Personal Learning Plans All students could define their learning goals and interacted effectively with staff to monitor and refine towards personal growth. However not all students achieved their goals in the set time frame.</p> <p>After evaluation, the next steps to support our students will be: Utilise the increased Aboriginal funds in 2023 to develop, implement, monitor and report on data driven individualised learning goals.</p>
<p>Low level adjustment for disability</p> <p>\$29,347.00</p>	<p>Low level adjustment for disability equity loading provides support for students at The Risk Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Reading and Numeracy <p>Overview of activities partially or fully funded with this equity loading include:</p>

<p>Low level adjustment for disability</p> <p>\$29,347.00</p>	<ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students <p>The allocation of this funding has resulted in the following impact: The school achieving a more consistent approach to student learning support and interventions with an increased number of learning support referrals and subsequent learning support programs: Accessing the NSW Centre for Effective Reading Program leading to a student gaining enrolment in the program High Performing Gifted Education policy leading to a student gaining enrolment in Aurora program.</p> <p>After evaluation, the next steps to support our students will be: Allocating the Learning and Support teacher as coordinator for the programs to supervise implementation to ensure student growth and engagement.</p>
<p>Location</p> <p>\$6,580.00</p>	<p>The location funding allocation is provided to The Risk Public School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Learning Culture <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • Staff training to support a positive learning culture <p>The allocation of this funding has resulted in the following impact: Introduction of Loose Parts Play supported by Professional Development Introduction of support dog as a self regulation strategy for individual students Staff supported students with additional needs attended a major excursion</p> <p>After evaluation, the next steps to support our students will be: continue to support a positive learning culture</p>
<p>QTSS release</p> <p>\$4,941.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at The Risk Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Professional Practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum <p>The allocation of this funding has resulted in the following impact: All staff regularly conducted observations with feedback on explicit teaching of Literacy and Numeracy. Participating staff all identified measurable growth in pedagogical practise meeting the intentions of the new Literacy and Numeracy curriculum.</p> <p>After evaluation, the next steps to support our students will be: A continued focus on quality teaching through High Impact Professional Learning and mentoring to ensure effective new curriculum delivery K-6.</p>
<p>COVID ILSP</p> <p>\$17,307.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2022.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan</p>

<p>COVID ILSP</p> <p>\$17,307.00</p>	<p>including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition <p>The allocation of this funding has resulted in the following impact: Students have been supported to have teacher facilitated small group activities for the explicit teaching of Literacy and Numeracy. 67% of students recorded 1+ years growth in numeracy on school data. Due to the small number of students data is not a true indication with 50% of students spending less than 8 minutes on the platform - SCOUT data shows decrease in school results in reading and numeracy</p> <p>After evaluation, the next steps to support our students will be: additional support provided through learning support programs for identified students.</p>
<p>Integration funding support</p> <p>\$29,643.00</p>	<p>Integration funding support (IFS) allocations support eligible students at The Risk Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Reading and Numeracy <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs <p>The allocation of this funding has resulted in the following impact: All targeted students with additional learning needs were supported to achieve learning goals in and out of the classroom. All students demonstrated growth and met their targeted goals. Successes and challenges were frequently communicated with parents</p> <p>After evaluation, the next steps to support our students will be: continue current support model for students with additional needs</p>
<p>Professional learning</p> <p>\$5,123.00</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at The Risk Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Professional Practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum <p>The allocation of this funding has resulted in the following impact: All staff regularly conducted observations with feedback on explicit teaching of Literacy and Numeracy. Participating staff all identified measurable growth in pedagogical practise meeting the intentions of the new Literacy and Numeracy curriculum</p> <p>After evaluation, the next steps to support our students will be: A continued focus on quality teaching through High Impact Professional Learning and mentoring to ensure effective new curriculum delivery K-6.</p>
<p>Literacy and numeracy</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at The Risk Public School</p>

\$3,608.00

from Kindergarten to Year 6.

Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:

- Data skills and use

Overview of activities partially or fully funded with this initiative funding include:

- staff training and support in literacy and numeracy data tracking
- online program subscriptions to support literacy and numeracy

The allocation of this funding has resulted in the following impact:

The school subscribes to online programs to track student growth in numeracy with 66% of students recording 1+ years growth in whole number

After evaluation, the next steps to support our students will be:

gather baseline data in all strands of numeracy to track student growth in 2023

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	19	16	14	13
Girls	12	9	8	9

Student attendance profile

School				
Year	2019	2020	2021	2022
K	95.0	89.9	87.1	68.7
1	95.6	95.9	87.6	83.7
2	90.0	79.2	91.8	74.1
3	92.4	74.0	89.8	78.9
4	96.5	82.1	80.4	75.3
5	92.7	90.8	85.7	81.9
6	94.1	86.2	87.8	87.1
All Years	93.6	86.3	87.6	77.9
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

Attendance

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 2020. 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.

Attendance figures from 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the department's centralised data warehouse every night. The AAF significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

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	1.1

*Full Time Equivalent

Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

Note 1: The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
Opening Balance	14,338
Revenue	830,279
Appropriation	805,865
Sale of Goods and Services	564
Grants and contributions	23,525
Investment income	326
Expenses	-789,333
Employee related	-709,451
Operating expenses	-79,882
Surplus / deficit for the year	40,946
Closing Balance	55,284

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.

	2022 SBAR Adjustments (\$)
Targeted Total	29,643
Equity Total	52,734
Equity - Aboriginal	2,053
Equity - Socio-economic	21,333
Equity - Language	0
Equity - Disability	29,348
Base Total	514,935
Base - Per Capita	5,559
Base - Location	6,581
Base - Other	502,795
Other Total	21,336
Grand Total	618,648

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.

Parent/caregiver, student, teacher satisfaction

In 2022 a Tell The From Me (TTFM) survey was given to students in years 4-6 to indicate their satisfaction of our school.

* survey indicates that students like, everything, teachers, friends, support dog, loose parts play space, computers, handball and sport at our school.

* survey indicates that students would like to climb trees and have separate work spaces

In 2022 a TTFM survey was sent out to parents and carers to indicate their satisfaction of our school

* survey indicates that 94% of families feel welcome, NSW Gov norm is 75%

* survey indicates that 94% of parents feel there is strong communication between home and school, NSW Gov norm is 68%

In 2022 a TTFM survey was sent out to teachers to indicate their satisfaction of our school

* survey indicates that 100% of teachers feel The Risk PS is an inclusive school

* survey indicates that 100% of teachers collaborate to increase student engagement

* survey indicates that 100% of teachers have high expectations for student learning

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

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.