The Risk Public School
Annual School Report

2011
Our school at a glance

Students
The Risk Public School enrolment was 32, comprising of 14 boys and 18 girls. Student mobility remained low. Five of the seven students leaving year 6 were enrolled at The Risk School for seven years. Most students enrolling at The Risk will complete their primary years at The Risk. All students enrolled came from English speaking backgrounds.

Staff
All teaching staff met the professional requirements for teaching in NSW public schools. The staff were committed to providing a quality educational environment for students at The Risk Public School.

Significant programs and initiatives
Priority School Program (PSP)
The school was funded from the program for 2011. The program in 2011 provided $12800 and a 0.1 staffing betterment (half a day per week). The program focused on improving the literacy and numeracy performance of our students.

2012 will be the last year of the PSP funding period, 2009 – 2012. The school will be surveyed in 2012 for inclusion in the PSP funding period, 2013 – 2016.

Languages Other Than English - LOTE
The school provided LOTE lessons K-6. To do this, resources and management systems were targeted. Indonesian is the school’s focused language in the LOTE program.

The school was fortunate to have a teacher of Indonesian as a staff member. This teacher was utilised across K-6.

Integration of students with disabilities
Resources were allocated to ensure full integration of students with disabilities. In 2011 a student with severe vision impairment was enrolled. Physical and educational aspects of the school environment were assessed and variations implemented to accommodate the student.

Staffing and physical resources were allocated to ensure the successful integration of this student. Challenges were accepted and opportunities taken.

Building the Education Revolution (BER)
The school library, a BER building project, was fully utilised and became an important educational resource for The Risk School. An interactive white board was installed using the BER program and has become an important teaching and learning tool.

Maintenance
A new school maintenance system was implemented. The school was allocated a ‘notional’ amount and the principal in consultation with the staff and community had the major input in deciding what projects would be undertaken.

A major painting project was planned however long term wet weather has delayed the project.

Student achievement in 2011
Literacy - NAPLAN Year 3 and Year 5
(National Assessment Program Literacy and Numeracy)
Year 3 NAPLAN
• The year 3 NAPLAN results in literacy were below expectations. The average results were below region and district averages. All students were above national minimum standards.
• Trend data 2007 – 2011 indicated a decline in Literacy performance.
• Year 3 NAPLAN results could not be compared with students from like schools (similar demographics) on the ‘My School’ website as the cohort was too small for accurate comparisons.
Year 5 NAPLAN

- The year 5 NAPLAN overall literacy averages were above region results and just below state averages.
- The year 5 writing results lowered the overall literacy average.
- The students’ growth in literacy performance year 3 to year 5 was good with excellent growth in reading skills.
- Year 5 NAPLAN results have continued to reverse the decline in literacy results 2007 to 2009.
- The year 5 NAPLAN results could not be compared with students from like schools (similar demographics) on the ‘My School’ website as the cohort was too small for accurate comparisons.

Numeracy NAPLAN year 3 and year 5

Numeracy has been a traditional strength in the school with performance comparing well against regional and state average. Students have also performed better in numeracy when compared with their literacy results.

Year 3 NAPLAN

- Year 3 numeracy performance was above regional but just below state averages.
- Year 3 numeracy performance was above region and state average in data, measurement, space and geometry.
- Year 3 numeracy performance was above region average but below state average in number, patterns and algebra.

Year 5 NAPLAN

- Year 5 numeracy results were well above the region average but just below state average.
- Year 5 average in number, patterns and algebra was above state and region averages.
- Year 5 average in data, measurement, space and geometry was above region average.
- Year 5 average growth from year 3 to year 5 was outstanding in all aspects of numeracy.
- Student numeracy performance in 2011 was pleasing.

Messages

Principal’s message

We work together to become tolerant, caring informed individuals committed to supporting a democratic, prosperous and environmentally secure Australia. This is the Risk Public School’s Mission Statement. Each year we focus on a specific aspect of our mission. In 2011 the school’s management Plan emphasised becoming ‘Caring and Informed Individuals’.

In 2011 the school saw the full utilisation of the BER Library project. This building became, through the efforts of our librarian, Ms Kathryn Crethar, the centre of the school’s resources.

In 2011 the school continued to receive PSP funds and a staffing betterment to improve the literacy and numeracy standards of the students. The school’s 2011 management plan reflected this literacy and numeracy focus in the context of the school’s identified needs.

The caring nature of the school’s student population made the integration of students with disabilities into the school most successful.

The major excursion, for the period 2008 to 2011, to the Warrumbungles, Coonabarabran and Dubbo was most successful. The support of parent helpers for the seven days and six nights was most appreciated. The theme of the excursion was to extend the student horizons. This was achieved.

The Parents and Citizens Association, the school’s parents and the local community supported the school during 2011 and this support was greatly appreciated.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school’s achievements and areas for development.

Larry Condon
**P & C and/or School Council message**

The Risk Parents and Citizens Association are an energetic and motivated organisation, who works constantly to support the staff and more importantly the children who attend the school.

The P&C organise several fundraisers throughout the year which successfully bring the school community together for a common purpose. In 2011, the year began with a welcome Bar-B-Q for all families. In true country style, mums, dads, grandparents, aunts and uncles turned up with the children for a sausage sizzle and a chat.

In March the P&C hosted a Body Shop party earning four gift packs which would be used for raffle items later in the year.

In April the focus was on an Easter Raffle with chocolate donations coming in thick and fast. In May the P&C catered for the District Cross Country which has become an annual event for the school. The Cross Country is well supported by the P&C as all families volunteer for jobs and cook up a storm of goodies to sell on the day. A Lamington Drive was also organised and left over lamingtons were on sale at the Cross Country.

This was a clever piece of organisation. The P&C also ran a Mother’s Day raffle in May.

The biggest Fundraiser for the year was the school’s Market Day, which was held in August. The community rallied and the school came alive with stall holders and market goers from around the area. The market Day raised $2450 for the school, which was an impressive amount.

The P&C always focus on supporting school excursions to make them more affordable for all children. The bus to Currumbin Wildlife Sanctuary was paid for - an amount of $860. A donation of $700 was given to the school to subsidise the bus hire for the Intensive Swimming Program, and the Warrumbungles excursion was subsidised by $1000.

The P&C also support the school uniform by purchasing schools shirts and jackets in bulk so that parents can easily source them at school.

The current focus for 2012 will be to complete the uniform by providing school shorts. Suppliers will be sourced.

The P&C ended the year by helping to organise the Christmas Tree Night. Books are donated to each child from the P&C and the Year 6 students receive an engraved pen. Teachers are presented with thank-you gifts. Ice-blocks, drinks, lollies and supper are all provided at a very minimal charge. This function ends the year on a positive note and once again provides an opportunity for the community to gather and support the school and the children who attend the school.

Louise Petherbridge, P&C President

**Student representative’s message**

In 2011 the best thing we (students in Years 3 to 6) did was to go to the Warrumbungles and Dubbo. We went for seven days and six nights and travelled 2200km by bus.

We walked to the Grand High Tops in the Warrumbungle National Park. It was a long way and there were hundreds of stairs. At night we went to an observatory, watched a snake show and went to a movie and restaurant.

In Dubbo we slept in tents in the zoo. The zoo keepers took us for a night walk.
We did a lot of sport. Our school relay team won a silver medal at the state athletics championships. We had a lot of students reach the zone and regional athletics.

Our swimming relay team reached the regional carnival. We also played cricket against Rukenvale and soccer in the state small schools knock out.

The Year 5 and Year 6 students liked the Connections Days at Kyogle High School. They mixed with students from other district schools.

The Year 6 students ran a restaurant called ‘The Risk Restaurant’. Many local people came.

All the students liked the Life Education Van and the lessons with healthy Harold.

We said good bye to Ms Crethar, our librarian and art / craft teacher. She moved to a new area at Christmas.

*Neve Petherbridge, Shania Porter and Tim Rose*

**School context**

**Student information**

It is a requirement that the reporting of information for all students must be consistent with privacy and personal information policies.

**Student enrolment profile**

The Risk Public School enrolment was 32, comprising of 14 boys and 18 girls. Student mobility remained low. Trend information suggests students enrolling at The Risk School will spend an average of six years at the school. All students came from English speaking backgrounds.

<table>
<thead>
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**Student attendance profile**

Daily attendance was excellent. Attendance rates were above both region and state levels.

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<td>Total</td>
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<td>92.1</td>
<td>94.4</td>
<td>94.3</td>
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</table>
Management of non-attendance
The school’s attendance level is excellent. There were no individual attendance management needs

Class sizes
Primary class sizes are included in the annual school report in order to provide parents with as much local information as possible. The following table shows our class sizes as reported at the 2011 Class Size Audit conducted on Monday 21 March 2011.

<table>
<thead>
<tr>
<th>Class Roll</th>
<th>Year</th>
<th>Total per class</th>
<th>Total in Class</th>
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<td>16</td>
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<td>16</td>
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<tr>
<td>K/1/2</td>
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<td>6</td>
<td>16</td>
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<tr>
<td>3/4/5/6</td>
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<tr>
<td>3/4/5/6</td>
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<td>7</td>
<td>17</td>
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</table>

Staff information
It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

Teachers at the school are committed to the provision of quality performances through the implementation of the “Quality Teaching” (QT) principles in program development, lesson delivery, assessment, and reporting.

Two teachers took responsibility across all grades for most key learning areas. Indonesian was organised across the grades with specific skilled teachers taking responsibility.

Staff establishment
The school has two full time teaching positions. A part / time teacher librarian, working in both a temporary and casual capacity, was employed for three days per week.

The part time teacher allocation was made up from the 0.1 PSP staffing betterment, the staffing formula for library, part time and teacher release, and the school’s allocation from PSP and global funds.

There are no Indigenous staff members at The Risk Public School. The school had access to Indigenous Education Officers if required.

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
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<tbody>
<tr>
<td>Principal</td>
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<tr>
<td>Classroom Teachers</td>
<td>1</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.6</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>0.696</td>
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<tr>
<td>Total</td>
<td>3.296</td>
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Staff retention
The permanent staffing at The Risk Public School was very stable. All permanent classroom teachers have been employed for a long time at The Risk.

A new scheme teacher employed at The Risk Public School has filled the part time / library component of the staffing formula for three years. She decided in 2011 to move to a new region.
Staff Attendance

In 2011 the principal was on Long Service Leave for three weeks. A casual teacher was employed to continue the educational programs at the school. The other permanent teacher at the school became the Relieving Principal. The other classroom teacher also took long service leave during the year and a casual teacher was employed to continue the educational programs.

Apart from the above long service leave, staff attendance was excellent with minimal leave being taken.

Teacher qualifications

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
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</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100%</td>
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<tr>
<td>Postgraduate</td>
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Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2011</th>
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</table>

**Income**

- Balance brought forward: $16,565.22
- Global funds: $45,188.20
- Tied funds: $40,915.00
- School & Community sources: $8,772.85
- Interest: $1,317.84
- Trust receipts: $692.50

**Total Income**: $113,451.61

**Expenditure**

**Teaching & learning**

- Key learning areas: $14,880.87
- Excursions: $14,884.43
- Extra curricular dissections: $2,128.42
- Library: $992.25
- Professional Learning: $701.42
- Tied funds: $40,023.30
- Casual relief teachers: $4,515.84
- Administration & office: $18,780.83
- Utilities: $5,354.77
- Maintenance: $4,602.18
- Trust accounts: $946.02
- Capital programs: $0.00

**Total expenditure**: $107,810.33

**Balance carried forward**: $5,641.28
Arts
The school continued to emphasise the creative arts.

- Most primary students learned recorder and music notation.
- Five students provided peer tutoring in descant recorder. These five students also developed skills in playing descant, treble and tenor recorders.
- All students participated in cultural performances in front of the general public, both in Kyogle and their local community.
- Students performed ‘The Trojan Horse’ at their annual presentation night and performed portions of it to patients in the aged care unit of Kyogle Hospital.
- The students attended a performance of The Hectic Brothers’.
- managed a tennis (games court) facility for use by students and the community. Lights were provided for night usage by the community; and
- competed in the state small schools knock out in soccer.

In 2011:
- four students competed at the North Coast Region Swimming Championships in the relay and came 7th in the North Coast Regional carnival;
- six students represented the school in the Northern Rivers Zone Cross Country;
- two student represented in the school at the regional cross country;
- five students were small school athletics champions;
- the school was percentage point score champions in athletics and also earned the most points;
- four students were district athletics champions with two student being runners up;
- eleven students competed at the zone athletics level in forty events and three relays;
- seven students competed at North Coast Regional athletic in eleven events and two relays
- The senior girls relay made the final of their relay in the open division (against all sized schools) at the North Coast Region Athletics
* The PP5 relay and an individual competitor reached the State Athletics Championship in Homebush; and
* The PP5 relay won a silver medal at the State Athletics in Homebush Sydney.

Sport
The school’s physical fitness and sports program provided opportunities for all students to effectively participate in individual and team pursuits.

The school:
- maintained a daily fitness and sports skill program;
- organised the Kyogle District Cross Country, the Small Schools Athletics Carnival and the Kyogle District Athletics Carnival;
- participated in a weekly swimming program and the Department of Education and Communities (DEC) two week ‘Intensive Swimming Program’;
Other

Risky Restaurant - The Year 6 students and their parents / caregivers organised the annual ‘Risky Restaurant’. The community was invited to attend. The year 6 students organised the menu which had an Asian theme, invitations, waited on tables and assisted with food preparation and cleaning. Community attendance was high.

Warrumbungles, Dubbo Excursion - The students in years 3 to 6 participated in a seven day, six night excursion to the Warrumbungles (Coonabarabran) and Dubbo. The theme of the excursion was to ‘Widen their Horizons’. The students met challenges with enthusiasm – 14 km walk of the Grand High Top was such a challenge.

They listened to Dr Donna (an astronomer in Astro physics) talk about her ‘Golidilocks’ research into the universe. She was a drover’s daughter – a student of the School of the Air (Central North Queensland).

Students woke early and went to bed late as there were activities planned from 7am to 10pm each day. A final rest on Friday night before returning home was most welcome.

Students were patient, with the bus travel (over 2500km in total), and they had fun. Their energy levels were great. Everywhere they went people commented about their manners and their excellent behaviour.

The support of parents attending was great especially as we were self catering throughout the seven days which meant early mornings and late nights.

Small Schools Year 6 Camp - Year 6 students attended a combined district small school’s camp to assist students make new friendships as they prepared to move on to high school.

Academic

In the National Assessment Program, the results across the years 3 and 5 literacy and numeracy assessments are reported on a scale from Band 1 to Band 8.

The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Yr 3: from Band 1 (lowest) to Band 6 (highest for Year 3)

Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

Literacy – NAPLAN Year 3

The year 3 data had problems associated with small groups. Statistically the group was very small (three students) and statistic results can swing widely. Three students were not enough to compare with like school groups (My School website).

Average literacy results were below state and region averages and were below expectations

NAPLAN Year 3 Averages

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<thead>
<tr>
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<th>School</th>
<th>Region</th>
<th>State DET</th>
<th>*SSG</th>
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<tbody>
<tr>
<td>Reading</td>
<td>376.3</td>
<td>399.3</td>
<td>415.6</td>
<td>376.1</td>
</tr>
<tr>
<td>Writing</td>
<td>372.3</td>
<td>405.2</td>
<td>422.4</td>
<td>373.6</td>
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<tr>
<td>Spelling</td>
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<td>391.6</td>
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<tr>
<td>Grammar</td>
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<tr>
<td>Punctuation</td>
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</table>

* Statistically Similar Group (SSG)

Trend data 2008 – 2011 indicated a decline in literacy performance.
**Numeracy – NAPLAN Year 3**

- Year 3 numeracy performance average was above regional averages and just below state averages and well above the similar school group (SSG).
- Year 3 numeracy performance was above region and state averages in data, measurement, space and geometry.
- Year 3 numeracy performance was above region average but below state average in number, pattern and algebra.

**NAPLAN Year 3 Averages**

<table>
<thead>
<tr>
<th></th>
<th>School</th>
<th>Region</th>
<th>State</th>
<th>SSG</th>
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</thead>
<tbody>
<tr>
<td>Numeracy</td>
<td>401.3</td>
<td>386.3</td>
<td>400.9</td>
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<tr>
<td>Data, measurement space and geometry</td>
<td>408.0</td>
<td>385.0</td>
<td>403.5</td>
<td></td>
</tr>
<tr>
<td>Number, patterns and algebra</td>
<td>394.6</td>
<td>386.3</td>
<td>407.9</td>
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</table>

Year 3 numeracy results were well above their literacy results. The decline in performance indicated by trend data 2007 to 2010 seems to have been reversed.

All students were above national minimum standards.

**Literacy – NAPLAN Year 5**

Year 5 data had problems associated with very small groups (3 students). Individual responses to questions swung statistics widely. Also some reporting may identify individual students and so is not allowed. As a group they performed just above regional averages and state averages in reading.

**NAPLAN Year 5 Averages**

<table>
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<tr>
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<th>School</th>
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<th>SSG</th>
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<tbody>
<tr>
<td>Reading</td>
<td>493.6</td>
<td>480.3</td>
<td>489.0</td>
<td>436.5</td>
</tr>
<tr>
<td>Writing</td>
<td>404.0</td>
<td>468.4</td>
<td>486.6</td>
<td>443</td>
</tr>
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</table>

As a group they performed below region and state averages in writing, spelling, punctuation and grammar.

- Student growth in literacy performance, year 3 to 5 was good with excellent growth in reading skills.
- The year 5 writing results lowered the overall literacy average.
- Specific details of individual performance or data about numbers of students in each skill band may identify the students and therefore cannot be published.

Aspects of the student writing, notably text and sentence structure, punctuation and spelling lowered the overall year 5 literacy performance.

**Numeracy – NAPLAN Year 5**

Year 5 numeracy results were well above the region average but just below state average.

- Year 5 average in number, patterns and algebra was well above state and region averages.
- Year 5 average in data, measurement, space and geometry was above region average but below state average.

<table>
<thead>
<tr>
<th></th>
<th>Numeracy</th>
<th>Data Measurement Space and Geometry</th>
<th>Number, pattern and Algebra</th>
</tr>
</thead>
<tbody>
<tr>
<td>State</td>
<td>495.9</td>
<td>500.6</td>
<td>499.1</td>
</tr>
<tr>
<td>Region</td>
<td>476.9</td>
<td>479.3</td>
<td>473.4</td>
</tr>
<tr>
<td>School</td>
<td>498.6</td>
<td>481.0</td>
<td>511.3</td>
</tr>
<tr>
<td>SSG</td>
<td>444.7</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Year 5 trend data shows that despite a small drop in 2011. The decline in results has been reversed and continues to improve overall.

Analysis of individual question responses identified weaknesses. These included decimals, volume, position and chance. These will be addressed in the 2012 numeracy program.
Progress in literacy
The year 3 to year 5 average literacy progress was 59.6 NAPLAN points. This is an improvement when compared with the 2010 year 5 improvement but below state average.

Average progress in reading for matched students

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>39.3</td>
<td>68.4</td>
</tr>
<tr>
<td>SSG</td>
<td>86.0</td>
<td>73.1</td>
</tr>
<tr>
<td>State DET</td>
<td>83.7</td>
<td>74.0</td>
</tr>
</tbody>
</table>

Average progress in Spelling for matched students

<table>
<thead>
<tr>
<th></th>
<th>2008-2010</th>
<th>2009-2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>79.6</td>
<td>35.5</td>
</tr>
<tr>
<td>SSG</td>
<td>82.6</td>
<td>78.2</td>
</tr>
<tr>
<td>State DET</td>
<td>84.5</td>
<td>75.4</td>
</tr>
</tbody>
</table>

Average progress in grammar and punctuation for matched students

<table>
<thead>
<tr>
<th></th>
<th>2008-2010</th>
<th>2009-2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>158.5</td>
<td>61.7</td>
</tr>
<tr>
<td>SSG</td>
<td>91.1</td>
<td>83.1</td>
</tr>
<tr>
<td>State DET</td>
<td>96.6</td>
<td>82.7</td>
</tr>
</tbody>
</table>

Progress in numeracy
The average year 3 to year 5 numeracy improvement was 94 NAPLAN Points in data, measurement space and geometry was 85 NAPLAN points and 101 NAPLAN points in number patterns and algebra. These are on the whole better than in 2010 and were above region and the similar school group and close to state results.

Average progress in numeracy for matched students

<table>
<thead>
<tr>
<th></th>
<th>2008-2010</th>
<th>2009-2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>93.2</td>
<td>94.1</td>
</tr>
<tr>
<td>SSG</td>
<td>82.6</td>
<td>92.8</td>
</tr>
<tr>
<td>State DET</td>
<td>89.6</td>
<td>95.8</td>
</tr>
</tbody>
</table>

Minimum standards
The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for years 3, 5.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. All parents whose children did not reach minimum standards are informed through the information they receive. The percentages of our students achieving at or above these standards should be reported, however, privacy requirements doesn’t not allow for the identification of individual students.

Very small numerical participation in tests will identify, accurately or unfortunately inaccurately, individual students and therefore cannot be published.

From data received those results can be published.

Percentage of Year 3 students in our school achieving at or above the minimum standard in 2011.
All students were above national benchmarks in writing, reading, spelling, grammar, punctuation and numeracy

Percentage of Year 5 students in our school achieving at or above the minimum standard in 2010
All students were above national benchmarks in writing, reading and numeracy.
Significant programs and initiatives

Aboriginal education

Aboriginal perspectives and learning programs were incorporated in the school’s Human Society and its Environment (HSIE) programs.

Units of study were incorporated in the school’s scope and sequence of teaching units (HSIE) and in other units Aboriginal perspectives were included.

In 2011 the school organised a reconciliation march at the small schools athletics carnival with the Kyogle Reconciliation Committee. However unforeseen circumstances caused the march to be cancelled at the last minute.

Art, music and literature study also included Aboriginal perspectives.

Multicultural education

Multicultural education and perspectives were incorporated into the school’s program. HSIE units of study and the school’s LOTE (Indonesian) program offer multicultural perspectives

Respect and Responsibility

At The Risk Public School students are encouraged to undertake community service. The students supported the ‘World Vision Project Partners’ program and have done so for many years. Money was raised and donated to this initiative. $200 was donated in 2011. This program will be evaluated in 2012 and possibly a new direction for the school’s support will be sought.

Other programs

Priority Schools Program (PSP)

The contribution of the PSP allocation to school improvement in 2011 included:

• supplementing the staffing allocation for 1.5 days per week. This was made up by using PSP funds and the PSP staffing betterment;

• supplementing the allocation of time for the teaching assistant (special) to work with students with identified educational or language delays;

• funding targeted program delivery in literacy and numeracy; and

• expending a total of $12700 on resources and staffing targeted to improve literacy and numeracy performance

The PSP allowed for increased staffing and lowered the student teacher ratio. In 2011 the focus was on both early literacy and numeracy intervention and in stage two there was more emphasis on literacy. Team teaching was the mode of intervention delivery. Some withdrawal of students with identified weaknesses was also used.

In 2012 the school will be surveyed for inclusion in the next four years of PSP support.

Achievements

Parent Participation

The school provided opportunities for parent and community involvement. These included:

• using P&C meetings to plan and monitor school programs;

• using the P&C meetings to both generate and sound ideas to improve the school’s environment;

• ensuring that the school was open to all, and that ideas and opinions would be listened to, appreciated and responded to;

• parent participation and involvement in school functions and fund raising activities. Eighty percent of family participation in some functions was achieved;

• parent involvement in excursions. The parent support for the 2011 Warrumbungles, Dubbo excursion was outstanding, without the support the excursion would not have happened; and

• giving parents the opportunity to assist in the classrooms. The ‘Book a Night’ infants program was well supported.

Literacy and Numeracy

• K-2 students 2011 were working on average above achievement levels when compared with the previous year’s average performances (2008-2010) in literacy and numeracy. Most students in Year 2 were working above reading benchmark 22.
Targeted programs were implemented at an early stage when students were identified with literacy or numeracy difficulties. This was resourced through PSP funds.

The ‘Best Start’ program assessed students literacy and numeracy performance and tracked their progress throughout the year.

NAPLAN literacy results Year 3 were above the statistically similar group (SSG) in reading, grammar and punctuation but slightly below SSG in writing and spelling. Their results were below region and state averages in all aspects of literacy. Weaknesses have been identified and will be addressed in 2012.

NAPLAN literacy results Year 5 were well above like SSG averages in reading, grammar and punctuation. Reading results were above state averages. Weaknesses in literacy notably writing and spelling will be addressed in 2012.

Numeracy results in Year 5 are well above the SSG averages and above region and state averages.

Growth in numeracy performance year 3 to Year 5 was excellent and trend data indicates growth is above SSG average growth and similar to state average growth.

Numeracy results in Year 3 were above SSG, region and state averages. The decline in average performance seems to have been halted however small group statistics problems will mean that future results need to confirm this reversal of decline.

LOTE - Indonesian

The school continued to support the LOTE (Indonesian) program. In 2011 the school:

- provided weekly Indonesian lessons for students in Year 3 to Year 6;
- continued to integrate Indonesian language components into the daily K-2 programs;
- observed a high degree of student engagement and enjoyment during Year 3 to year 6 Indonesian lessons; and
- students reported a high satisfaction level in regards to Indonesian.

Progress on 2011 targets

Target 1

**PSP Focus Literacy**

Student’s performance in writing will improve in the areas of sentence structure, paragraphing, grammar, punctuation and spelling.

The performance in reading will improve in stage one and stage two.

- Year 3 NAPLAN grammar and punctuation is well above SSG averages and has improved from 319.2 NAPLAN points in 2010 to 393.1 NAPLAN points in 2011.
- Year 5 NAPLAN grammar and punctuation is well above SSG but has remained below state average.
- Year 3 NAPLAN spelling is slightly below SSG averages but has improved from 311.2 NAPLAN points in 2010 to 352.6 NAPLAN points in 2011.
- Year 5 NAPLAN spelling is below SSG and well below state averages. A decline in performance was indicated when compared with 2010 results.
- Criterion marking of NAPLAN writing indicates that the students’ sentence structures and paragraphing, when writing, remain a weakness. This will be addressed in 2012.
- Writing performance has lowered overall literacy performance in both Year 3 and Year 5 NAPLAN performance, however Year 3 performance improved when compared with 2010 results.
- Year 3 NAPLAN reading results were well above SSG results. Year 3 NAPLAN average in 2011 was 376.1 points and was well above 2010 results of 333.2 points.
- Year 5 reading NAPLAN results remain above SSG region and state averages.
- Year 2 average bench mark, reading performance was above the previous two years average performance (benchmark levels).
• Literacy performance of a visually impaired student improved with progress towards using Braille as a tool for literacy improving. Parent satisfaction is high.

School evaluation and NAPLAN Smart Analysis indicates continued weaknesses in writing with specific weaknesses in sentence structure and text structure, spelling and punctuation. A weaknesses also identified was vocabulary.

Analysis of the data gathered indicated that the school will need to:
• continue the focus on writing in all stages;
• direct resources to stage one;
• focus staff professional development plans on writing skills; and
• engage students in writing tasks.

Target 2
Numeracy a PSP Focus
The students’ performance in Numeracy will improve. Emphasis will be on stage one and early stage two in the areas of number, patterns and algebra, space and thinking mathematically.

Our achievements include:
• Year 3 NAPLAN numeracy results were above SSG, region and state averages;
• Year 3 NAPLAN number, patterns and algebra were above SSG, and region results;
• Year 3 NAPLAN numeracy results improved from 374.8 NAPLAN points in 2010 to 401.2 NAPLAN points in 2011;
• Year 3 data, measurement, space and geometry results were above SSG, region and state averages.
• Year 5 NAPLAN results were above SSG, region and state averages, with number, pattern and algebra results being well above SSG, region and state averages.
• Year 2 average numeracy performance against math outcomes was above 2010 year 2 performance;
• Questions in the NAPLAN assessment 2011 (Year 3 and Year 5) indicated the students correct response to questions involving working mathematically was better than the states responses to the same questions.

After evaluation of external (Smart Data) and internal assessment the school will:
• direct resources to stage one and target programs that focus on early intervention of weaknesses in numeracy (Best Start);
• implement programs that target the identified weaknesses in mathematics. These include in Year 5 the data, measurement, space and geometry areas of mathematics, and in Year 3 the number and patterns areas of mathematics;
• continue the focus on early intervention using school assessment and Best Start data; and
• update the Best Start data on a regular basis.

Key evaluations
It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum.

Educational and management practice
Background
The school’s supervision policy has not been updated since 2009. Various aspects of supervision have been added during the past three years including the professional competencies outlined in the professional teaching standards of the NSW Institute of Teachers and DEC Teacher assessment and Review Schedule (TARS) requirement.

Teacher Performance
The policy and its implementation were reviewed by:
• staff discussions about the effectiveness of the policy;
• assessing policy linkage to staff development and professional learning;
• assessing effectiveness of policy as a tool for professional learning; and
• evaluating management aspects of the policy, these include time involved in peer assessment and support.

Findings and conclusions
The evaluation found that:
• the policy needed refining to reflect DEC policy on teacher and principal assessment of performance;
• peer supervision is relevant to the professional learning needs of staff and principal;
• management of resource allocation was needed to support the implementation of the policy. This included time for classroom observations, meeting times and student supervision needs, and professional learning opportunities; and
• the linking of the quality teaching elements to the professional competencies was needed;

Future directions
• The policy will be supported by the staff and will be implemented in 2012.
• Ongoing evaluations will ensure continued relevance and effectiveness.
• Resources will be allocated for management and ongoing professional development.
• Professional learning will be the major consequences of the policy. Continued evaluation will ensure this.

Curriculum
Background
The PSP focus has been on Literacy and Numeracy. To assess the performance of students in these areas in school, assessment against curriculum outcomes, standardized testing and NAPLAN assessments are used.

Student performance in Reading and Numeracy have always been strengths with results well above SSG, regional and often state averages.

The students mostly perform much better in these areas when compared to results in the writing of English. On average 2008 – 2011 the school has more Year 3 student in the upper three bands (band 4,5 and 6) of NAPLAN reading than the SSG, region and state.

In Year 5 a similar result in reading occurs in bands 6 and 7 (8 being the highest).

In numeracy similar results occur with the school generally performing better than state averages and more students in the upper bands than state averages. When writing English the results are much lower.

Therefore what are we doing well, in numeracy and reading. This may be able to be transferred to the written English programs and lesson delivery.

The evaluation of Numeracy and Reading aspects of the school curriculum was conducted by:
• program evaluations including the continuum of student progress;
• staff attitude to maths and reading;
• evaluating timetables – time allocation;
• evaluating resources allocation to numeracy and reading;
• evaluating the resources used in lesson delivery;
• student satisfaction in these curriculum areas; and
• whole school management of the numeracy and reading curriculum.

Findings and conclusions
• Years Kindergarten to 2 numeracy program and lesson delivery has whole class lessons, group lessons supported by both text book and supplementary teacher sourced material.
• Year 3 to 6 numeracy programs and lesson delivery has whole class lessons and group lessons. There are no text books. All work is sourced by the class teacher either using own work or from commercial sources.
• Years 3 to 6 numeracy programs – number, patterns and algebra is directly written by the teacher.
There is a heavy emphasis on reading and numeracy in K-2. Resources and time are allocated.

Community assistance in K-2 is predominately in the area of reading.

Resources allocating in the Year 3 to Year 6 is weighted towards reading and numeracy.

There are whole school based reading materials – Levels one to ten. “Connections” with twenty work books allocated to each level – multiple text types. Teacher produced support material is used in levels 1 to 6.

The K/2 reading program is supported by many benchmarked resources.

A whole school comprehension program is being used.

Students enjoyed mathematics sessions in the primary years (Y3 – Y6).

There are intervention programs (K-6) in place for those students experiencing difficulties in numeracy and reading.

The success of the numeracy and reading programs seem to be directly related to both the resourcing and the emphasis placed on these curriculum areas.

Whole school management of the reading programs ensures the continued progress of students.

The positive attitude of the teaching staff also is an important factor in these programs success.

The early intervention when students experience difficulty improves overall student performance.

Future directions

- Evaluate the written English programs against the standards established in reading and numeracy.
- Examine resources allocation (including staffing allocation) to the written English component of literacy.
- Whole school approach needed to written English program and lesson material – a resourcing component is needed (commercial or school developed).

School planning 2012—2014

The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.

School priority 1

Outcome for 2012–2014

PSP Literacy Focus

The students’ performance in writing will improve in the areas of sentence and text structure, punctuation and spelling.

The students reading performance will improve with emphasis on higher order comprehension.

Strategies to achieve these targets include:

- The quality teaching elements of engagement, higher order thinking and inclusivity will be emphasized;
- Directing resources to stage one with emphasis on writing and reading;
- Linking writing and reading on a daily basis – write, publish and read;
- Use of ‘Smart Data’ in stage one to place students on a literacy continuum and target needs;
- Target the spelling of common words, rules and patterns; and
- Stage two and three reading discussion groups with a focus on higher order comprehension.

Our success will be measured by:

- improved NAPLAN results in Year 3 writing and reading with improved student performance in the targeted areas above SSG results;
- improved Year 3 entry reading benchmarks;
- improved Year 5 NAPLAN writing results. Due to low number of Year 5 students trend data 2012 – 2013 will be needed to assess the school’s success;
- closing the gap between the reading and writing results in NAPLAN Year 3 and Year 5.
This must be the result of improved writing performance against reading performance; and

- improvement in stage one average benchmark reading in each year group. Group sizes are statistically relevant.

**School priority 2**

**Outcome for 2012–2014**

**PSP Numeracy Focus**

The students' performance in numeracy will improve in the areas of number, pattern and algebra and thinking mathematically in stage one.

In stage two in the areas of measurement, space and data will improve.

**Strategies to achieve these targets include:**

- Refining the implementation of the quality teaching elements (QT), engagement and high order thinking;
- Emphasizing targeted areas of weakness during maths warm up;
- Targeting lessons on assessment weaknesses;
- Directing resources to stage one;
- Using Best Start data to target lessons on individual and group weaknesses in stage one;
- Identifying students with numeracy weaknesses and resourcing the intervention; and
- Using NAPLAN data to target lessons on group and individual numeracy weaknesses.

**Our success will be measured by:**

- The improvement in NAPLAN results in Year 3. The students averages will remain above region and state averages;
- Improving the percentage of Year 3 students in band 6 (highest) and band 5 by moving students from band 4;
- Updating Best Start data on a regular basis and resourcing this;
- Using trend data (Smart) to assess the movement of Year 5 students in band 6 and band 7 to or towards band 8 (highest NAPLAN band); and
- Stage one student performance against mathematic outcomes and indicators of success.

**About this report**

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

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