2012 Annual School Report
The Risk Public School

NSW Public Schools – Leading the way
Our school at a glance

Students
In 2012, The Risk Public School enrolment was 30, comprising of 16 boys and 13 girls. Student mobility remained low. All of the 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 School. All students enrolled came from English speaking backgrounds.

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

Significant programs and initiatives
Priority School Program (PSP)
The school was funded from PSP for 2012. The program in 2012 provided $12,300 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 was the last year of PSP funding for the period 2009-2012. The school was surveyed for continued funding but was unsuccessful and will not receive betterments in 2013.

Languages Other Than English - LOTE
The school provided LOTE lessons K-6 during the early part of 2012. To do this, resources and management systems were targeted. Indonesian was the school’s focused language in the LOTE program.

Integration of students with disabilities
Resources were allocated to ensure full integration of students with disabilities. Integration funding was provided in semester one 2012 for students with learning difficulties. In Semester Two, 2012 the Every Student, Every School policy was introduced. The school responded to the changed funding and staffing allocations successfully. Funding for the vision impaired student was maintained as vision impairment funding was not included in the new program and will continue as previously managed.

Solar Program
The school Solar Energy submission was successful and an 8.4 kw solar electricity system valued at $33,000 was installed in early 2013.

This program will reduce energy costs to the school.

Student achievement in 2012
Literacy - NAPLAN Year 3 and Year 5
(National Assessment Program Literacy and Numeracy)

Year 3
- The Year 3 NAPLAN results in literacy were slightly below state averages but above region averages.
- Trend data 2009 to 2012 indicates a reversal of the decline in literacy performance.

Year 5
- With only one student participating results could not be published as it would identify this student’s performance
- Trend data 2009 to 2012 indicates an improvement in literacy performance in both overall results and growth.
- Year 5 average reading for 2010 to 2012 is at or above state averages
- Year 5 writing averages 2010 to 2012 remain below state averages
• Year 5 2010 to 2012 average spelling, grammar and punctuation indicate an improvement in school performance.

• Average 2009 to 2012 progress for reading, spelling, punctuation and grammar indicate an improvement against state, region and like school results.

Numeracy NAPLAN Year 3 and Year 5

Year 3

• Year 3 numeracy performance was below state but above region averages in all aspects of numeracy.

Year 5

• Year 5 average performance 2010 to 2012 in numeracy is above state and region levels.
• Average progress in numeracy 2010 to 2012 was above state and similar school group (SSG) growth performance.

Messages

Principal's message

We work together to become tolerant, caring informed individuals committed to supporting a democratic, prosperous and environmentally secure Australia.

In 2012 the school continued to receive funds and staffing betterments from the Priority Schools Program (PSP) to improve the literacy and numeracy standards of students. The school was surveyed for continued support but was unsuccessful and will not be part of the program in 2013.

A Solar Energy submission for an 8.4kw power system from the Australian Government was successful and the $33,000 system was installed in early 2013.

In 2013 the existing program for integrating students with disabilities was replaced with the “Every Student, Every School” funding system in the second semester of 2012.

This created challenges to school management systems. The caring nature of the school’s student population made the integration of students with disabilities very successful.

Year 5 and 6 students attended the Lake Ainsworth Sport and Recreation camp at Lennox Head with students from other local schools.

The Parents and Citizens Association (P & C) supported the school during 2012 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 P&C continued to play an important role in The Risk School community throughout 2012. The committee was focused, committed and reliable with meetings held once a month.

The P & C organised a number of fundraisers. These included the annual Cross Country event, a lamington drive, the IGA sausage sizzle and our impressive Risky Restaurant.

Together with “Kids Meal Deals”, monthly tuckshops and small raffles the P&C was able to contribute to a new PA system, the swimming bus and books for the students.

The P&C purchased a new vegetable garden and seedlings which the students have enjoyed planting and then seeing their efforts come to fruit.

The P&C combined their annual Christmas tree with a sad farewell for the long standing Principal, Mr Larry Condon, who retired after many years of dedication to the students of The Risk Public School.
The Risk P&C Association continued their great efforts in 2012, and worked successfully with the staff and community to contribute to the school financially and create a wonderful environment for our children.

Kerri Moss

Student representative’s message

In 2012 the best thing for year 5 and 6 students was the 5 day trip to Lake Ainsworth. We joined with students from the other small schools and did heaps of activities like ropes courses, archery and canoeing. The food was really good and staying in the cabins with the other students from the small schools was fun.

We did a lot of sport. Our school athletics relay team went to the state athletics championships and made it through to the semi-finals. We had a lot of students reach the zone and regional athletics.

We also played cricket against Rukenvale.

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.

Everyone was sad to see Mr Condon retire but his retirement cake was really cool! He did a long speech which we enjoyed.

Jack Stephen

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 29, comprising 16 boys and 13 girls. Student mobility remained low. All students came from English speaking backgrounds.

<table>
<thead>
<tr>
<th>Year</th>
<th>05</th>
<th>06</th>
<th>07</th>
<th>08</th>
<th>09</th>
<th>10</th>
<th>11</th>
<th>12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>19</td>
<td>15</td>
<td>14</td>
<td>13</td>
<td>15</td>
<td>15</td>
<td>14</td>
<td>16</td>
</tr>
<tr>
<td>Female</td>
<td>14</td>
<td>10</td>
<td>18</td>
<td>19</td>
<td>12</td>
<td>17</td>
<td>18</td>
<td>13</td>
</tr>
</tbody>
</table>

Student attendance profile

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

<table>
<thead>
<tr>
<th>Year</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
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<tbody>
<tr>
<td>K</td>
<td>95.0</td>
<td>93.1</td>
<td>94.6</td>
<td>90.4</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>95.4</td>
<td>94.5</td>
<td>93.1</td>
<td>89.6</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>90.9</td>
<td>92.8</td>
<td>94.6</td>
<td>88.1</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>94.5</td>
<td>94.3</td>
<td>93.5</td>
<td>91.5</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>95.6</td>
<td>95.9</td>
<td>95.4</td>
<td>88.0</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>96.1</td>
<td>95.7</td>
<td>96.0</td>
<td>90.1</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>95.0</td>
<td>95.2</td>
<td>94.3</td>
<td>95.7</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>95.4</td>
<td>94.8</td>
<td>94.7</td>
<td>94.5</td>
<td>90.6</td>
</tr>
</tbody>
</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 in the 2012 Class Size Audit.

<table>
<thead>
<tr>
<th>Class Roll</th>
<th>Year</th>
<th>Total per class</th>
<th>Total in Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>K/1/2</td>
<td>K</td>
<td>6</td>
<td>15</td>
</tr>
<tr>
<td>K/1/2</td>
<td>1</td>
<td>7</td>
<td>15</td>
</tr>
<tr>
<td>K/1/2</td>
<td>2</td>
<td>2</td>
<td>15</td>
</tr>
</tbody>
</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 during the early part of 2012 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.

In semester two 2012 the school received a 0.1 staffing allocation (1 day/fortnight) under the “Every Student, Every School” program. This allocation was to support students with learning disabilities.

Staff Attendance

In 2012 staff attendance at The Risk was excellent, with minimal leave taken. The school’s Office Manager took leave during the year with casual office staff maintaining administrative aspects of the school management.

The permanent staffing at The Risk Public School was very stable. All permanent classroom teachers have been employed for a long time.

Teacher qualifications

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

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

A full copy of the school’s 2012 financial statement is tabled at the annual general meetings of the School Council and or the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2012

Achievements

Arts

The school continued to emphasise the creative arts.

- Most primary students began to learn recorder and music notation, Term 4 2012.
- One student provided peer tutoring in descant recorder. This student 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 ‘Cinderella and Snow White’ at their annual presentation night.
- Two students participated in a combined small school music program held at Kyogle High School.

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’;

### Income

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
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</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
<td>5,641.28</td>
</tr>
<tr>
<td>Global funds</td>
<td>49,615.40</td>
</tr>
<tr>
<td>Tied funds</td>
<td>44,314.07</td>
</tr>
<tr>
<td>School &amp; Community sources</td>
<td>4,416.07</td>
</tr>
<tr>
<td>Interest</td>
<td>1,141.36</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>582.50</td>
</tr>
<tr>
<td><strong>Total Income</strong></td>
<td><strong>100,067.40</strong></td>
</tr>
</tbody>
</table>

### Expenditure

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>11,855.75</td>
</tr>
<tr>
<td>Excursions</td>
<td>1,269.07</td>
</tr>
<tr>
<td>Extra-curricular dissections</td>
<td>2,586.05</td>
</tr>
<tr>
<td>Library</td>
<td>311.32</td>
</tr>
<tr>
<td>Professional Learning</td>
<td>604.01</td>
</tr>
<tr>
<td>Tied funds</td>
<td>49,041.38</td>
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<tr>
<td>Casual relief teachers</td>
<td>5,819.54</td>
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<tr>
<td>Administration &amp; office</td>
<td>11,842.36</td>
</tr>
<tr>
<td>Utilities</td>
<td>7,199.08</td>
</tr>
<tr>
<td>Maintenance</td>
<td>4,185.40</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>580.50</td>
</tr>
<tr>
<td>Capital programs</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td><strong>91,295.36</strong></td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td><strong>14,413.32</strong></td>
</tr>
</tbody>
</table>

Date of financial Summary: 30/11/2012
• Managed a tennis (games court) facility for use by students and the community.

In 2012:
• Four students competed at the North Coast Region Swimming Championships
• Two students competed at the Northern Rivers Zone Cross Country. With one student progressing to the North Coast Region Cross Country.
• Two students were small school champions with three students being runners up.
• Eighteen students competed at Kyogle District Athletics Carnival. This equates to 66% of students being in the first three in events at the small school carnival.
• Eight students competed at the Northern Rivers Zone Athletics; two school relays competed at this carnival also.
• Five students competed at the North Coast Regional Athletics at Coffs Harbour.
• The PP5 relay competed at the NSW State Athletics at Homebush and made the Semi Final.
• One student competed in the 200m at the NSW State Athletics at Homebush.

Other

Risky Restaurant - The Year 6 and Year 5 students and their parents / caregivers organised the annual ‘Risky Restaurant’. The theme was “A Risky Christmas Feast” and was held in the last week of school. The community was invited to attend. The Year 6 students organised the menu which included all the students’ favourite Christmas food. They assisted in preparing the food, waiting on tables and with the cleaning up. It was a most successful restaurant with significant community support.

Lake Ainsworth Sport and Recreation Camp -
The Year 5 and 6 students combined with other local small schools and attended a week long sport and recreation camp. The students sailed, snorkelled, rode bikes, participated in in night shows and had a very good time.

The week helped ensure social cohesion when they attend high school together in 2013 and 2014.

COLOURSS Science Connection Day –
The Community Of Learners Of Upper Richmond Small Schools (COLOURSS) combined for a science day. The six small schools sent students to different venues to explore the environment and renewable energy sources. The day was both an excellent academic and social experience.

Academic

In the National Assessment Program for Literacy And Numeracy (NAPLAN), results across Years 3 and 5 literacy and numeracy assessments are reported on a scale from Band 1 to Band 6 (Year 3) and from Band 3 to Band 8 (Year 5).

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

Year 3: from Band 1 (lowest) to Band 6 (highest for Year 3).
Year 5: from Band 3 (lowest) to Band 8 (highest for Year 5).

Literacy – NAPLAN Year 3

The cohort for year 3 (seven students) is small and statistics for a small group can swing widely.

However, seven students are enough for their results to be compared with region and state averages.
Average literacy results were pleasing. The decline in literacy performances seems to be reversed with average results 2012 being above combined average results 2010-2011.

<table>
<thead>
<tr>
<th></th>
<th>School</th>
<th>Region</th>
<th>State DET</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>411.9</td>
<td>409.4</td>
<td>430.3</td>
</tr>
<tr>
<td>Writing</td>
<td>407.9</td>
<td>403.2</td>
<td>427.8</td>
</tr>
<tr>
<td>Spelling</td>
<td>401.5</td>
<td>401.7</td>
<td>431.1</td>
</tr>
<tr>
<td>Grammar</td>
<td>416.3</td>
<td>409.3</td>
<td>438.4</td>
</tr>
<tr>
<td>Punctuation</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Trend data indicated a reversal of the decline in literacy skills.
- The literacy results are above region but below state averages.
- Literacy results 2012 are well above the averaged results of 2010 - 2011 (reading: 354.8, writing: 369.3, spelling: 331.3 and grammar and punctuation: 356.1).
- All students were above national minimum standards.

**Numeracy – NAPLAN Year 3**

- The Year 3 average was above regional average but below state average.
- Year 3 trend data 2010 - 2012 indicates a small improvement in numeracy skills.
- All students were above National minimum standards.
- 43% of students were in the top two bands (Bands 5 and 6) which was above region and similar school group (SSG).

<table>
<thead>
<tr>
<th></th>
<th>School</th>
<th>Region</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Numeracy</td>
<td>393.8</td>
<td>388.0</td>
<td>408.7</td>
</tr>
<tr>
<td>Data Measurement</td>
<td>386.2</td>
<td>386.7</td>
<td>405.2</td>
</tr>
<tr>
<td>Space and geometry</td>
<td>400.0</td>
<td>389.3</td>
<td>410.4</td>
</tr>
</tbody>
</table>

- All students were above National minimum standards.
- The decline in numeracy performance 2007 to 2010 has been reversed.

**Literacy – NAPLAN Year 5**

Only one student participated in the NAPLAN assessment therefore reporting this year’s results is not allowed.

Averaged results 2010 - 2012 will be used to report school performance against 2012 state and regional averages.

- Trend data 2010 - 2012 indicates an improvement in literacy performance in both performance and growth against averages 2009 - 2010
- Average 2010 - 2012 NAPLAN results in reading were above state and regional averages (2012).
- Averaged spelling, punctuation and grammar results for 2010-2012 is above regional averages but below state averages.

- Writing performance remains a concern with averaged results for 2010-2012 being below both state and regional averages.
- No student in 2012 was below National minimum standards in literacy.
**Literacy Averages**

<table>
<thead>
<tr>
<th></th>
<th>School Average 2010-2012</th>
<th>SSG 2012</th>
<th>State DET 2012</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading</strong></td>
<td>504.3</td>
<td>482.1</td>
<td>500.1</td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td>423.4</td>
<td>459.0</td>
<td>486.2</td>
</tr>
<tr>
<td><strong>Spelling</strong></td>
<td>497.8</td>
<td>481.0</td>
<td>507.6</td>
</tr>
<tr>
<td><strong>Grammar</strong></td>
<td>491.0</td>
<td>477.6</td>
<td>503.7</td>
</tr>
<tr>
<td><strong>Punctuation</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Numeracy – NAPLAN Year 5**

To avoid student identification, school results for 2010-2012 have been averaged. These results will be compared with region and state averages 2012.

- Year 5 averaged results for 2010-2012 were above state and region averages.
- Year 5 averaged results for 2010-2012 in Number, Patterns & Algebra, Data, Measurement, Space and Geometry were above state and well above regional averages.

**Progress in Literacy**

Only one student participated in the NAPLAN assessment in Year 5 in 2012 therefore reporting this year’s results is not allowed.

Averaged results 2009-2012 will be used to report school growth and progress against 2012 state and regional data.

Average student performance growth 2009-2012 at The Risk indicates an improving trend when compared to the 2009-2011 growth data in Reading, Spelling, Grammar and Punctuation.

However the growth trend in writing has not performed as well. The growth pattern has indicated a decline and this is a concern and needs attention in 2013.
Progress in Numeracy

The average Year 3 to Year 5 numeracy improvement for matched students cannot be published as it would identify the student. However, trend growth patterns indicated improving performance.

Average progress in numeracy for The Risk

<table>
<thead>
<tr>
<th>Year 1-2</th>
<th>Year 2-3</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008-2010</td>
<td>93.2</td>
</tr>
<tr>
<td>2010-2012</td>
<td>124.6</td>
</tr>
</tbody>
</table>

Average growth performance against region, SSG and State was comparable.

Minimum Standards

The Commonwealth Government set minimum standards for reading, writing, grammar and punctuation and numeracy for Year 3 and 5.

Percentage of Year 3 students in our school achieving at or above the minimum standard in 2012.

All students were above National Benchmarks in reading, writing, spelling, punctuation and grammar and numeracy.

Percentage of Year 5 students in our school achieving at or above the minimum standard in 2012.

All students were above National Benchmarks in reading, writing, spelling, punctuation and grammar 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.

In 2012 pre European Aboriginal land use and culture was studied. In other units Aboriginal perspectives were included.

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

The student welfare policy is based on responsibilities rather than rights.

All students and staff have responsibilities.

All students are encouraged to exercise their responsibilities.
The school’s discipline policy is based on people being responsible and therefore giving others their rights to be safe, secure and happy in a learning environment.

Other programs

Priority Schools Program (PSP)
The contribution of the PSP allocation to school improvement in 2012 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 to work with students with identified educational and language delays and disabilities;
- funding targeted program delivery in literacy and numeracy;

The PSP allowed for increased staffing and lowered the student teacher ratio. In 2012 the focus was on both early literacy and numeracy intervention and in stage two and three the emphasis was on literacy. Team teaching was the mode of intervention delivery.

Some withdrawal of students with identified weaknesses was also used.

In 2012 the school was surveyed for inclusion in the 2013 program but was not successful.

The loss of support in 2013 will be a challenge.

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 five percent of family participation in some functions was achieved; and
- Giving parents the opportunity to assist in the classrooms. The ‘Book a Night’ infants program was well supported.

Literacy and Numeracy

- Targeted programs were implemented at an early stage when students were identified with literacy or numeracy difficulties. This was resourced through PSP funding.
- The Best Start Program for kindergarten students assessed student literacy and numeracy performance and tracked progress throughout the year.
- NAPLAN literacy results in Year 3 were above or equal to regional results in reading, writing, spelling, punctuation and grammar
- NAPLAN writing results in Year 3 have continued the improving trend 2010 to 2012 in performance.
- Averaged Year 5 NAPLAN literacy results 2010-2012 were above state averages in reading and above regional averages in spelling, punctuation and grammar.
- K-2 student literacy performance indicates continued improvement in performance.
Year 3 NAPLAN results were above regional results. The decline in Year 3 numeracy results 2009 to 2010 has been reversed.

Averaged Year 5 NAPLAN numeracy performances 2010-2012 were above region and state numeracy performance.

Progress on 2012 targets

Target 1  PSP Focus: Literacy

_Student performance in writing will improve in spelling, sentence structure and paragraphing._

_Student reading will improve in stage one and two:_

Our achievements include:

- Year 3 NAPLAN reading results have improved.
  2010 averages 333.2 points, 2011 - 376.1 points and 2012 - 411.9 points. This is above region averages
- Year 3 NAPLAN writing results have improved and is now above region averages
- Year 5 NAPLAN writing averages 2010 – 2012 remain below region and state averages.
- Year 3 (2012) and Year 5 (2010 – 2012) NAPLAN spelling results are now equal to or above region averages.
- Analysis of writing criteria indicates an improvement in Year 3 sentence structure and paragraphing.
- Literacy performance of a visually impaired student continued to improve with progress in Braille and vision resources used to intensify letter shapes for recognition.

Analysis of gathered data indicated that the school will need to:

- continue to focus on writing with emphasis on supporting stage three;
- engage students in writing tasks;
- focus on the structures and vocabulary of the different text types;

Target 2 PSP Focus: Numeracy

Student performance in Numeracy will improve. Emphasis will be on stage one and two in the areas of number patterns and algebra.

Stage three emphases will be on data, measurement, space and geometry

Our achievements include:

- Year 3 NAPLAN numeracy results were equal to or above regional averages.
- Year 3 NAPLAN results in number patterns and algebra were well above regional results.
- Averaged Year 5 NAPLAN results 2010-2012 in numeracy were above state averages in all aspects including the targeted areas of data, measurement, space and geometry.
- Year 3 and Year 5 analysis of questions indicate that the students improved their working mathematically skills and continued the improvements made in 2011.
- Year 2 average numeracy performance against maths out comes indicates strong mathematical skills.

After evaluation of internal and external assessments, the school will:

- Target programs that focus on early intervention of weaknesses in numeracy (Best Start);
• Implement programs that target identified weaknesses in mathematics such as measurement, space and geometry;

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

Roles and Responsibilities - Background
The school has had the same teacher in charge since 1984 and then as Principal from 1989 to 2012.

A plan of succession was implemented at the end of 2012 to ensure a smooth transition for the new principal.

To assist this, an evaluation of existing practices, procedures and expectations was undertaken.

The review was undertaken through:
• Teaching staff discussion about effectiveness educational of practice;
• Discussion with administration staff about effectiveness of school management practice;
• Compilation of a list of school practices and job roles;
• Comparing practices of other principals in small schools; and
• Evaluating management style and assessing suitability to changed circumstances.

Findings and conclusions
The evaluation found that:
• There were expectations that the existing principal knew what to do or how to get needed information;
• Very little of the Principal’s role and responsibilities that were unique to The Risk and the Kyogle District were recorded and were dependent on accumulated knowledge and memory;
• There was a lack of usage of technology by the Principal to complete tasks and he was dependent on others to use these;
• Over a long period of time, clarity of roles and responsibilities between the principal and the administration staff had become unclear.
• The principal took little principal’s release time for administration duties often using it to support local, district, zone, region and state sporting events.

Future directions
• There is a need to clarify roles and duties of the principal.
• Careful preparation of the position criteria for the new principal will include the unique rural situation at The Risk.
• It is recommended that there is continued contact between the outgoing principal and the new principal.
• Increased use of technology in the Principal’s roles and responsibilities.

Curriculum

Writing - Background
The PSP focus has been Literacy and Numeracy.

After being surveyed the school will not be part of the PSP program in 2013.
The PSP has funded literacy and numeracy programs at The Risk for the period 2009 to 2012.

Reading and numeracy results in NAPLAN assessments and school assessments indicate the students perform well in these areas.

Student writing performance is below other literacy strand performances.

In 2012 aspects that assisted in producing good reading and numeracy were implemented into the writing program and writing lesson delivery.

Aspects of the writing program that were implemented included:

- Whole class lesson targeting skills;
- Warm up writing activities targeting focus skill areas;
- Using shorter time on text type units however with continued revision of each text type in future units;
- Increasing volume of writing with increased teacher/student interaction;
- Implementing an explicit writing time with predetermined standards and criteria (rubrics) made available to students;
- Increased teacher assistant support in writing tasks.

Findings and conclusions

- Year 3 NAPLAN results in writing were above region averages.
- Year 3 NAPLAN results in spelling, grammar and punctuation were at or above region averages.
- Detailed assessment of Year 3 NAPLAN writing indicated that there were marked improvements in targeted skills - sentence structure, paragraphing and vocabulary.

- Year 3 to Year 6 writing volumes increased by about 60% when compared to the previous year’s writing.
- Year 5 NAPLAN indicated a need to continue a focus on stage three writing. However spelling, punctuation and grammar averages for 2010-2012 improved and are now above region averages.

Future directions

- Continued emphasis on writing
- Increased use of technology to engage students in writing activities. Use of email and publishing.
- Use of NAPLAN Data to target weaknesses in writing.

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 Departments planning documents.

School priority 1 - Literacy

Outcome for 2013

- Improved writing skills
- Improved demonstration of spelling competencies
- Increased levels of reading achievement

Strategies to achieve these targets include:

- Staff meetings to analyse NAPLAN Data and develop teaching and learning programs
- Regular assessment of reading skills using Benchmarking kit
• Develop a streamlined assessment template to record student progress along Literacy continuum
• Explicit teaching of writing, with writing samples published in school newsletter and website
• Spelling, grammar and punctuation taught explicitly in all classes

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
• Staff to document a school-based analysis of NAPLAN Data
• Staff to record reading progress of students using the School Benchmarking Kit
• Student progress recorded and monitored on the Literacy continuum for learning

School priority 2 - Numeracy

Outcome for 2013
• Improved performance of problem-solving activities in numeracy
• Systematic use of numeracy continuum to improve quality of assessment and feedback

Strategies to achieve these targets include:
• Staff meetings to analyse NAPLAN Data and develop teaching and learning programs
• Utilise staff meetings and School Development Days to develop a streamlined template to record student progress along Numeracy continuum
• More formal written assessment practices used in Stages 1-3. This assessment data is used when reporting to parents.
• Use Count Me In Too strategies to teach identified areas for improvement such as measurement, space and geometry.
• Problem-solving strategies are explicitly taught K-6.

Our success will be measured by:
• Staff document a school-based analysis of NAPLAN Data
• Student progress recorded and monitored on the Numeracy continuum for learning

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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Parents can find out general information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at: