The Risk Public School
Annual School Report
2013
School context

The Risk Public School supported the learning of 23 students with 2 full-time teachers in 2013. The school is located 20km from Kyogle in a peaceful rural setting surrounded by farmland.

The school was on the PSP program until the end of 2012. There was no targeted funding in 2013.

There are over 20 networked computers available for student use which allows for daily access to modern teaching and learning tools. The school has an interactive whiteboard in each classroom and video conferencing facilities to enhance the delivery of teaching and learning programs.

Parents and staff work together to enhance the learning experiences of all students. There is a family atmosphere at the school with regular parent and community involvement. The school P&C are regular contributors to learning programs and facilities.

There is an emphasis on literacy, numeracy and quality teaching at The Risk. An integrated learning support program is in place with a part-time Learning and Support Teacher (LaST), a School Learning and Support Officer (SLSO) and an itinerant vision teacher who supports a vision impaired student in the K-2 classroom. The LaST identifies students with additional learning needs through collaboration and assessment tasks. Individual Learning Programs are devised and carried out to support these students.

Principal’s message

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.

Tony McCartney, Principal

P & C and/or School Council message

2013 saw the P & C having yet another profitable year. The first half of the year was very hectic, organising our Bi-annual “Trash and Treasure Market Day” which raised over $3000.

A huge amount of time and effort goes into organising this day which has become our major fundraiser. So if you have any new ideas or should you wish to join our small group of helpers you would be very welcome in 2014.

We also catered the cross country and athletics carnival and made hundreds of lamingtons for the lamington drive.

Our fundraising efforts have allowed us to purchase laptops for the Primary class, 6 cameras for use by students and a camera for the school.

Over the Christmas holidays we will see the removal of 3 gum trees from the playground which will make this area safe and usable.

Finally I’d like to thank the P & C committee for attending our monthly meetings and for all their help over the year.

Kerri Moss, President.

Student representative’s message

In term 3 Mr McCartney introduced the first ever Student Parliament at The Risk. It is like a mini version of the Australian Parliament. It is about students suggesting, voting, debating and participating in all sorts of things.

The parliament decided to cook recess for students to buy every Wednesday. Ned or I would take 2 primary students to cook toasted sandwiches and make flavoured milk. We sold these at recess and made a profit each week.

We also cooked lunches every second Friday and made a little bit of money through selling the food.

The parliament ran a MUFTI day on Melbourne Cup day to raise more money.

All the money is being saved in a trust account by the school. The parliament will decide next year what to spend it on.

There are two other new leadership programs. The senior students ran formal assemblies to commemorate ANZAC Day and Remembrance Day this year.
We are also having formal assemblies each term that are led by students. In these assemblies, students receive awards and perform items of entertainment.

I have enjoyed being Prime Minister this year and hope the parliament of 2014 has lots of success.

Jack Stephen

Student information

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

Student enrolment profile

The Risk Public School enrolment was 26 in February, 2013. Enrolments fell to 23 in April and remained at that level for the rest of the year. Student mobility remained low. All students came from English-speaking backgrounds.

Student attendance profile

Attendance has fallen below state and regional averages over the past 2 years. In 2013, a combination of absences due to flood isolation in February, medical conditions and absences due to family necessity for several students has affected school attendance percentages.

Management of non-attendance

Parents were encouraged to apply for exemption from school if the student absence met criteria. Regular follow-up of unexplained absences was encouraged through newsletter communications. Several attendance articles were published throughout the year to provide information on importance of attendance and consequences of inappropriate absences.

A school attendance plan will be devised in 2014.

Workforce information

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

Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>1</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>0.1</td>
</tr>
<tr>
<td>Teacher Librarian/RFF/Part-time</td>
<td>0.336</td>
</tr>
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</table>
The Australian Education Regulation, 2013 requires schools to report on Aboriginal composition of their workforce.

There are no indigenous staff members at The Risk Public School.

### Teacher qualifications

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>0</td>
</tr>
<tr>
<td>NSW Institute of Teachers Accreditation</td>
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</table>

### 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>30/11/2013</th>
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<tbody>
<tr>
<td><strong>Income</strong></td>
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<tr>
<td>Balance brought forward</td>
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<tr>
<td>Global funds</td>
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<tr>
<td>Tied funds</td>
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<tr>
<td>School &amp; community sources</td>
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<tr>
<td>Interest</td>
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<tr>
<td>Trust receipts</td>
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<tr>
<td>Canteen</td>
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<tr>
<td>Total income</td>
<td>100903.69</td>
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</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
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</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>13132.31</td>
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<tr>
<td>Excursions</td>
<td>132.00</td>
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<tr>
<td>Extracurricular dissections</td>
<td>2011.63</td>
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<tr>
<td>Library</td>
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<tr>
<td>Training &amp; development</td>
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<tr>
<td>Tied funds</td>
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<td>Casual relief teachers</td>
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<td>Administration &amp; office</td>
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<td>School-operated canteen</td>
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<tr>
<td>Utilities</td>
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<td>Maintenance</td>
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<td>Trust accounts</td>
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<tr>
<td>Capital programs</td>
<td>0.00</td>
</tr>
<tr>
<td>Total expenditure</td>
<td>75534.29</td>
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</table>

**Balance carried forward** 25369.40

A full copy of the school’s 2013 financial statement is tabled at the annual general meetings of parent body. Further details concerning the statement can be obtained by contacting the school.

### School performance 2013

#### Academic achievements

**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.

- 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)
- Year 7: from Band 4 (lowest) to Band 9 (highest for Year 7)
- Year 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

The *My School* website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link [http://www.myschool.edu.au](http://www.myschool.edu.au) and enter the school name in the *Find a school* and select *GO* to access the school data.

**NAPLAN RESULTS FOR THE RISK PS**

As per the agreement between the NSW Government and the Federal Government, NAPLAN results cannot be reported in a manner which enables the results of individual students to be identified. Accordingly, results for students at The Risk Public School cannot be reported as there were less than 10 students in either grade that participated in the tests in 2013. There were also less than 10 students in the 2011-2013 cohort so average school results cannot be published. Parents of students who participated in the 2013 NAPLAN Tests have been provided with individual reports and were invited to seek feedback where necessary.
Other achievements

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 COLOURSS (Community of Learners Of Upper Richmond Small Schools) Athletics Carnival and the Kyogle District Athletics Carnival;
- participated in a weekly school-based swimming program in term 1 and the Department of Education and Communities (DEC) two week ‘Intensive Swimming Program’ in term 4;
- managed a tennis (games court) facility for use by students and the community.

In 2013:

- Four students competed at the Northern Rivers Zone Cross Country.
- In the Small Schools Athletics Carnival, two students were named age champions with one student being named runner up.
- Nine students competed at the Northern Rivers Zone Athletics.
- Five students competed at the North Coast Regional Athletics at Lismore
- One student competed in the Junior Boys High Jump at the NSW State Athletics Carnival at Homebush.
- The primary class competed in a touch football gala day and a cricket fun day with other small schools.
- All students participated in the Premier’s Sporting Challenge and received either Platinum or Gold certificates.
- The school introduced a new program called Live Life Well @ School which teaches and reinforces fundamental movement skills and healthy nutrition.
- Students participated in Jump Rope For Heart activities and raised over $500 for heart disease research. Students choreographed and performed a high-energy show for their parents on Jump Rope Day in June.

Reece competed at the State Athletics Carnival.

The Arts

The school continued to emphasise the creative arts-

- Primary students consolidated their recorder playing in term 1 with several group performances at whole school assemblies in term 1.
- All students participated in cultural performances in front of the general public, both in Kyogle and their local community.
- Students performed a whole-school play called “The Twits” at the Presentation Night.
- Two students participated in a combined school music program held at Kyogle High School.
- One student attended the Byron Bay Writers’ Festival in July.
- Students volunteered to create their own dramatic or musical items of
entertainment at the new whole-school assemblies which are presented by students to the community twice per term.

- Four students presented public speeches at the Small Schools “Interspeak” public speaking competition at Barker’s Vale PS.

Other Programs

**COLOURSS Science Day and Cultural Day**

- Staff and Students combined with our 5 neighbouring small schools to conduct a highly successful science day at three venues. Students were placed in same-aged groups and staff conducted age-appropriate activities to investigate the wonderful world of science.

- Students rehearsed and presented song and dance items at a combined COLOURSS concert in Kyogle.

**Environmental Studies**

- Students conducted an audit of school rubbish and devised a plan to reduce-reuse-recycle at school. Bins for compost, recycling and chook scraps have been established.

- The school garden continued to be a popular activity thanks to the kind donation of plants and equipment by the P&C. Lots of tomatoes, zucchini, garlic and beans were grown last year.

- A whole-school “Trip to the Tip” was organised by the local council. Students went to Kyogle tip for an educational presentation then a guided tour of the facility.

**Significant programs and initiatives**

**Aboriginal education**

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

NAIDOC was observed in the school with a study of cultural history including stories and examination of traditional and contemporary lifestyle. An Indigenous Cultural performance including music, dance and story was enjoyed by students and staff in June.

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.

**Other Programs of Significance**

**Student Welfare**

**Student Leadership**

A student parliament was established with the primary class. A concurrent study of the Australian Parliamentary system was beneficial in giving students an understanding of their roles in the student parliament. Some students became ministers with an area of responsibility and a duty to report to a parliament meeting every fortnight. Other students were placed on a committee to support the ministers.

**Assemblies**

Staff and students devised a regular system of morning assemblies to join together for greetings and passing on messages. A new formal assembly program was also introduced to share student performances and celebrate academic successes with parents and families. These assemblies are now very popular with parents because of the excellent performances of students.

**Breakfast Club**

Mrs. Petherbridge saw a need for several students to have breakfast before starting lessons. She outlined a simple model of ‘user-pays’ to supply toast, milk and cereal each morning. It has proved very popular for those students who participate. All staff have noted an improved level of student concentration in the morning learning session.

**Discipline Code**

Staff and parents worked together on the review process of the existing Student Discipline Code and Discipline Policy. A new code has been devised and will be trialed in term 1, 2014.
School planning and evaluation 2012—2014

School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

- Surveys
- Discussion at staff meetings
- Discussion at P&C meetings

School planning 2012—2014: progress in 2013

School priority 1

Literacy

Outcomes from 2012–2014

- Improved sentence structure, punctuation and paragraphing when writing
- Improved demonstration of spelling competencies
- Increased levels of reading achievement
- Implementation of Braille program for vision impaired student

Evidence of progress towards outcomes in 2013:

- Whilst NAPLAN data cannot be published for cohorts for less than 10 students, a general increase has been noted in the general scoring of writing assessments in Year 3 and Year 5 NAPLAN since 2010.
- 60% of students are demonstrating spelling competencies at or above their grade outcome levels which is a 5% improvement on 2012.
- Reading achievement as assessed using the school benchmarking system is averaging 6 level increases per student per year
- The Braille program for the vision impaired student has progressed rapidly towards the end of 2013 with a small level of independence being acquired.

Strategies to achieve these outcomes in 2014

- Use of several new strategies to engage primary students in more creative writing (7 Super Sentences, weekly punctuation highlights, use of student-friendly writing rubrics).
- More focus on editing strategies in spelling tasks.
- Engage students in much more reading activities such as Premiers Reading Challenge, book reviews and conduct an audit of library books with a view to purchasing books that will appeal to students.
- Consolidate learning of Braille in 2014 in preparation for transition to primary class in 2015.

School priority 2

Numeracy

Outcomes from 2012–2014

- Improved performance of problem-solving, measurement and space activities in stage 2 and 3 numeracy
- Improved performance of number, algebra, working mathematically in stage 1 numeracy

Evidence of progress towards outcomes in 2013:

- The introduction of on-line Mathematics programs (Mathletics, Studyladder) and more explicit teaching of the focus areas has shown some improvement in class-based assessments.
- Stage 1 numeracy results in the focus areas have shown some improvement in class-based assessments.

Strategies to achieve these outcomes in 2014:

- Continued focus on problem-solving, measurement and space in teaching programs throughout 2014.
- Use of Best Start and PLAN data to map student progress and adjust teaching plans accordingly.

School priority 3

New English Syllabus Orientation

Outcomes from 2012–2014

- Improved performance of problem-solving, measurement and space in stage 2 and 3 numeracy
- Improved performance of number, algebra, working mathematically in stage 1 numeracy

Evidence of progress towards outcomes in 2013:

- The introduction of on-line Mathematics programs (Mathletics, Studyladder) and more explicit teaching of the focus areas has shown some improvement in class-based assessments.
- Stage 1 numeracy results in the focus areas have shown some improvement in class-based assessments.

Strategies to achieve these outcomes in 2014:

- Continued focus on problem-solving, measurement and space in teaching programs throughout 2014.
- Use of Best Start and PLAN data to map student progress and adjust teaching plans accordingly.
Increased staff knowledge of Australian Curriculum to prepare for English syllabus implementation in 2014 which will lead to enhanced learning outcomes of students.

Evidence of progress towards outcomes in 2013:

- Four modules of the Department’s professional learning program have been completed by all teaching staff.
- Staff have committed to participating in a combined small schools professional learning program throughout 2014 to collaborate on developing units of work using the new syllabus and the support tools.

Strategies to achieve these outcomes in 2014:

- Allocation of school professional learning funds to support acquisition of knowledge and competence of the new English syllabus.

Professional learning

The Risk Public School has an allocation of 2.4 full time equivalent teachers. This allocation of staff is used to have 2 fulltime teachers for 2 classes plus a casual teacher for 2 days per week to cover release from face-to-face, library, Learning and Support and teaching principal release.

The professional learning activities undertaken in 2013 were closely aligned with the Literacy targets and New Curriculum targets in the 2013 School Plan.

Professional Learning activities for teachers in 2013 included –

- Three modules of online learning for the new curriculum and English syllabus
- A comprehension workshop for interactive whiteboards.
- Beginning Teacher mentoring.
- OASIS Library workshop.
- CPR and Emergency Care training.
- An LMBR workshop.
- A communicating with your school community workshop.

These activities will build confidence and capacity for teachers to transition to the new NSW curricular as they are implemented as well as the new business reform model when it is ready for schools to use across the state.

The following activities were undertaken at School Development Days –

- Updates on the following policies and procedures: child protection, code of conduct, work, health and safety, anaphylaxis procedures, school planning procedures, complaints policy, professional learning policy, sport and physical activity policy and the guidelines to review student welfare and discipline policies.
- Participation in three modules of the new NSW curriculum and English syllabus

The total expenditure for teacher professional learning in 2013 was $1874 which is an average of $780 per full time equivalent teacher.

The school supported one new scheme teacher in 2013.

Parent/caregiver, student, and teacher satisfaction

In 2013, the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

PARENT SURVEY

All families were invited to complete a 1 page survey on their opinions of how they thought the school was operating using a School Culture survey. An excellent 74% response rate was recorded.

- 100% of parents are usually or always proud of their child’s school.
- 100% of parents thought that the school encourages students to do their best.
- 100% of parents thought that the school usually or always caters for the learning needs of all students.
- 91% of parents believe the school makes important changes to what it does when necessary.
- 86% of parents believe that school leaders usually or always have a positive influence on school culture.
STUDENT SURVEY

Students in Years 3, 4, 5 & 6 were surveyed as to their thoughts on the quality of their school life.

- 100% of students agreed or mostly agreed that The Risk Public School was a place they really like to go each day.
- 100% of students agreed or mostly agreed that the things they learn at school will help them in high school.
- 100% of students agree or mostly agree that the work they do is interesting.
- 93% of students agree or mostly agree that they get on well with other students.
- 86% of students agree or mostly agree that they cope OK with their work.

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.

Tony McCartney - Principal
Louise Petherbridge - Teacher
Lisa Blackburn - Teacher
Rebeka Piggott – relieving School Admin Manager
Kerri Moss – P&C President

School contact information

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Email: therisk-p.school@det.nsw.edu.au
Web: www.therisk-p.schools.nsw.edu.au
School Code: 2968

Parents can find more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at: