



Richmond Primary School 2016 Annual Report to the School Community



Government
of South Australia
Department for Education
and Child Development

Richmond Primary School Number: 381

Partnership: West Torrens

Name of School Principal:

Tracey Davies

Name of Governing Council Chair:

Louise Ryan

Date of Endorsement:

20/02/2017

School Context and Highlights

Richmond is historically a small school, although it is experiencing a period of growth. Since 2013 new enrolments have only been accepted from the local area. The school has 10 mainstream R – 7 classes, a regional Speech and Language Class and 5 Intensive English Language classes. Approximately one third of students in this program exit to Richmond on completion as it is their local school.

Richmond Primary is part of the West Torrens Partnership of schools. These sites include neighboring schools such as: Cowandilla and Plympton Primary School and Plympton International College R-12.

Our students come from more than 42 different cultural backgrounds. We have a high proportion of EALD students, many of whom exit to our mainstream classes from the Intensive English Language Program.

In the past, working parents have enjoyed the convenience of a school close by for their children. More and more children are now living in the immediate area.

Students are assessed according to the Assessment Schedule and the information determines inclusion in wave 2 support programs.

Students are supported in mathematics intervention through TooSmart program in the Junior primary and the Quicksmart Intervention Program in the primary years.

LLI is the primary Literacy Intervention Program. Progress is reviewed each term. The Special Ed teacher provides wave 3 support to students on NEPs.

Support staff have extensive current training in the delivery of these programs.

We have an EALD teacher for eligible students. Learning support for NEP students and students with learning difficulties is provided through our Differentiation Teacher and SSO support. Early intervention initiatives are coordinated and followed up via a database. We focus support and monitor outcomes.

- Students needing extension are supported by our Differentiation Teacher who coordinates an intensive extension program. Teachers' pedagogies are reflective of the Teaching for Effective Framework (TfEL Framework). Teachers are effectively using the Australian Curriculum & Early Years Framework to support and improve student learning. An emphasis on success oriented classrooms, student participation, and 'hands on learning'. There is a strong focus on explicit teaching of Literacy. All staff have been trained in the TESMC, phonological awareness, Jolly Phonics and THRASS methodologies, Literacy Pro and Words their Way to promote a consistent approach to the teaching of Literacy.

Governing Council Report

2016 was an incredibly busy and exciting year for Richmond Primary School with many families and staff contributing to a number of key achievements.

Our Principal, Tracey Davies head over the waters to New Zealand for the inaugural Australia/New Zealand Principal Exchange, at Te Wharau School, located an hour North of Auckland. Whilst she was away, we welcomed Steve Berezowski from the same school. It was a fantastic opportunity for both school communities and we all finished the term with a greater understanding of what makes our schools great, and some ideas to consider for the future.

Other highlights of the year include:

- His Excellency the Honourable Hieu Van Le AO, Governor of South Australia and Mrs Le joined us for our Harmony Day Celebrations, where we were able to showcase all that our diverse community has to offer.
- The redevelopment of the school grounds, with new asphalt providing a fresh new play and sports area.
- The purchase of new furniture for the Resource Centre to create a vibrant and flexible working area. This has resulted in an increase of library usage.
- An upgrade of our wireless internet enabling improved access to online technologies within the classroom
- Continued implementation and improvement of our Kids Matters Framework, with a focus on emotional wellbeing.
- Our choir showcased their excellence at The Festival of Music and the Department of Education and Child Development Head Office.
- Richmond's instrumental music program enabling all children from Year 5 onwards to have an opportunity to learn wind instruments.
- The soccer program entered 6 teams in the North West Junior Soccer Association Saturday morning competition. All teams showed great improvement over the season with a trophy night as the culmination of a great season.
- Our students entered The Langhorne Creek Writers Festival and we won first and second prize. What an amazing accomplishment!
- Fantastic fundraising events at Bunnings this year with over \$6000 being raised for the school
- The year 5,6,7 camp at Adare - all teachers created a wonderful experience for children

On behalf of the school community I would like to thank the many hardworking teachers and support staff who are committed to the children and families at Richmond Primary School. There are also many hard working parents who contribute to classroom activities, fundraising and sporting opportunities to help make our school great. We look forward to a great 2017.

Louise Ryan

Improvement Planning and Outcomes

In Line with our Site Improvement Priorities :

1. Numeracy :

Our priority for 2016 was to continue to improve the numeracy achievement and dispositions for all students. Strategies we employed to achieve this outcome were:

- Whole school implementation of Natural Maths strategies, the use of common language via the 'Secret Code' and ongoing professional development for our staff
- Data collection and analysis through the use of PAT Maths tests Yr2-7, I Can Do Maths R-1 and NAPLAN results to identify areas for further development
- Implementation of an accurate system to record growth- Markit
- Implementation of intervention in the early years R-2 through small group activities using M4LI tasks to move students on
- Implementation of Quicksmart mathematics intervention programme in years 4-7, which included 24 students attending 3x 20 minute sessions a week
- Purchase of resources including ICT programmes such as Reflex Maths and iMaths and Maths online .
- Co-Coaching Maths Block mentoring and extension maths groups enacting of external review - increasing intellectual stretch of our learners .
- Site Moderation and cross moderation with another partnership school .

Our results for 2016 are a reflection of the above

.

2. 2016 Literacy Site Improvement Plan Priorities

- Reading: all students to reach their full potential and to develop a love for reading
- Writing: all students to reach their full potential and to develop a love for writing
- Word Study: all students learn "how" to spell rather than "what" to spell and develop a desire to extend their vocabulary
- Reading assessments were used to differentiate reading programs, both in class and intervention withdrawal groups.
- Sheena Cameron reading comprehension strategies were taught explicitly across the whole school and reinforced in Guided Reading and intervention programs.
- Literacy Pro, a reading resource which supports students and teachers in middle and upper primary to run a successful independent reading programme was implemented with the assistance of PD provided by Scholastics, the ongoing and timely support from our SSO librarian and the excellent resources purchased.
- Students' independent writing was given a Language and Literacy level at a moderation session supported by Giuseppe Mammone. Historical data from 2015 to 2016 reveals that nearly all of our EALD students have improved by at least 1 level but many students have increased by 2 or 3 levels and a few by 4.
- Some students from the Yr6/7 class entered the Langhorne Creek Writer's Festival Competition. Richmond Primary was very excited to have both first and second prize winners in this competition .

3. Social and emotional Learning :

A variety of social and emotional learning programmes and approaches were utilised to develop students SEL competencies in 2016: Kimochis (R-2); Program Achieve (R-5); Play is the Way (3-5); The No-Fault Classroom (4/5/6); Seasons for Growth (1-7); Literature for Life (6/7) and Circle Solutions (R-6).

External Review School report (SER) and Partnership Review recommendations have us focusing on developing Powerful Learners , increasing the intellectual stretch of our learners and retaining and improving students in the higher bands and stanines of NAPLAN and PAT M and PAT R .

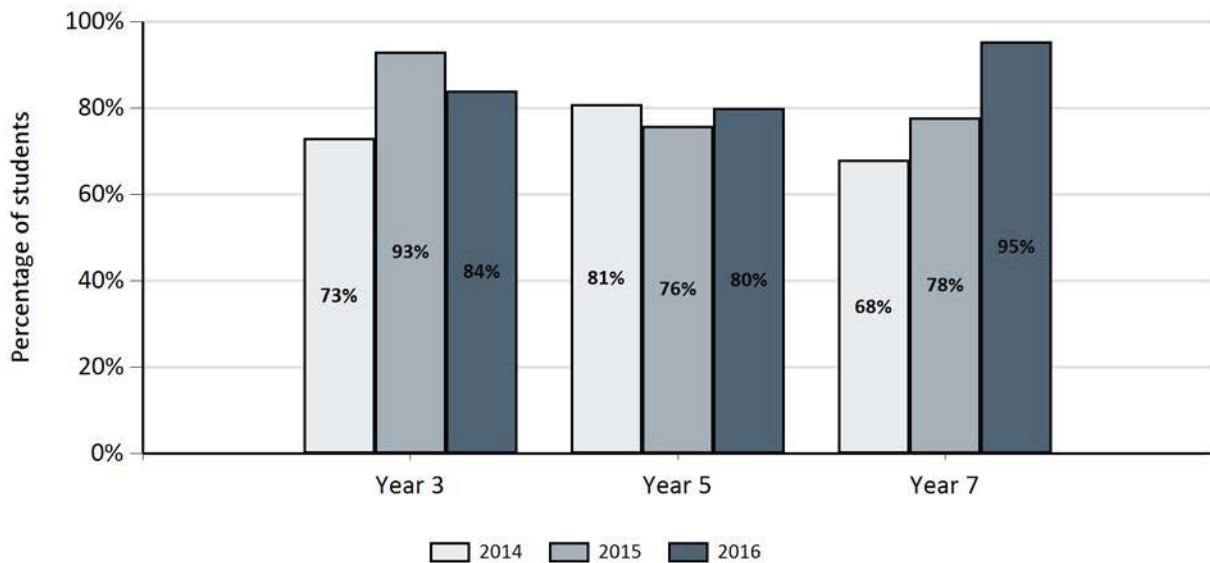
Using learning intentions , success criteria , word walls , problem solving approaches to learning , units of inquiry and formative assessment strategies are focuses for 2017 .

Performance Summary

NAPLAN Proficiency

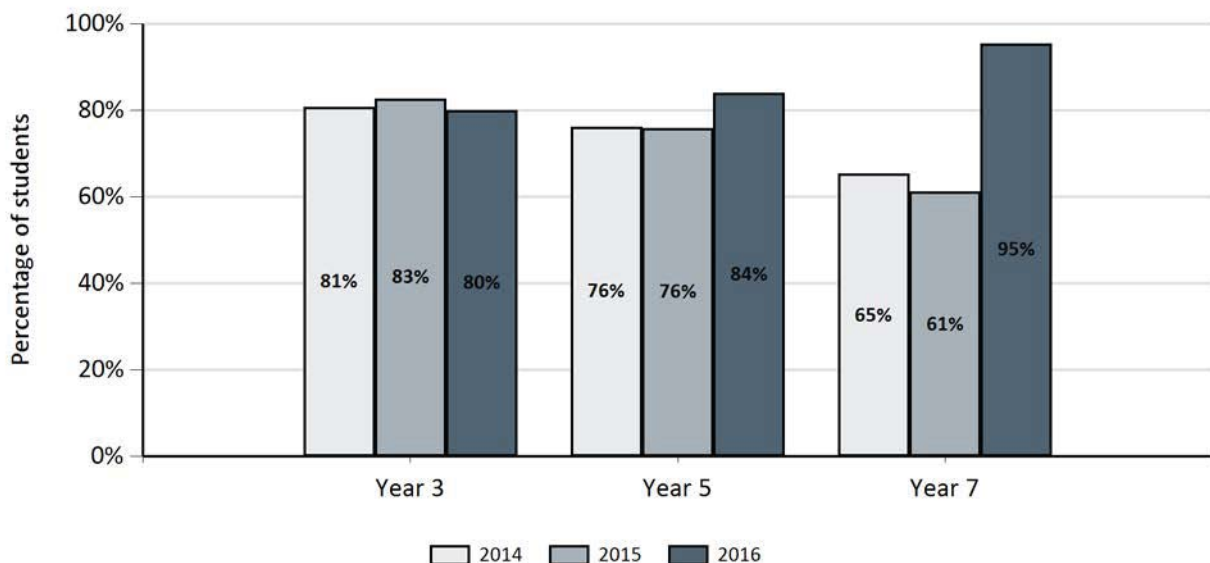
The percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands above the National Minimum Standard for Reading and Numeracy (DECD SEA). The Standard of Educational Achievement (SEA) is defined as children and young people progressing and achieving at or above their appropriate year level.

Reading



Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, September 2016. *NOTE: Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

Numeracy



Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, September 2016. *NOTE: Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

NAPLAN Progress

The data below represents the growth of students from 2014 to 2016 in the NAPLAN test relative to students with the same original score, presented in quartiles.

Reading

NAPLAN progression	Year 3-5	Year 5-7	State (average)
Lower progress group	15%	13%	25%
Middle progress group	35%	60%	50%
Upper progress group	50%	27%	25%

Data Source: DECD special extract from Student DataWarehouse, September 2016.

*NOTE: Reporting of data not provided when less than six students in the respective cohort. Due to rounding of percentages, data may not add up to 100%.

Numeracy

NAPLAN progression	Year 3-5	Year 5-7	State (average)
Lower progress group	0%	27%	25%
Middle progress group	45%	40%	50%
Upper progress group	55%	33%	25%

Data Source: DECD special extract from Student DataWarehouse, September 2016.

*NOTE: Reporting of data not provided when less than six students in the respective cohort. Due to rounding of percentages, data may not add up to 100%.

NAPLAN Upper Two Bands Achievement

This measure shows the number of non-exempt students enrolled at the time of NAPLAN testing who have demonstrated achievement in the relevant NAPLAN higher bands.

	No. of students who sat the test		No. of students achieving in the upper two bands		% of students achieving in the upper two bands**	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 3 2016	25	25	17	13	68%	52%
Year 3 2014-16 Average	26.7	26.7	14.3	9.0	54%	34%
Year 5 2016	25	25	12	3	48%	12%
Year 5 2014-16 Average	25.0	25.0	9.0	4.0	36%	16%
Year 7 2016	22	22	8	8	36%	36%
Year 7 2014-16 Average	21.7	22.0	6.0	5.3	28%	24%

Data Source: DECD special extract from NAPLAN SA TAA data holdings, August 2016.

*NOTE: Reporting of data not provided when less than six students in the respective cohort.

**NOTE: Percentages have been rounded off to the nearest whole number.

School Performance Comment

2016 has proved to be another successful year with our literacy results over a range of assessments showing improved learning outcomes for all of our students in either all or some aspects of literacy.

The 2015 Running Records data indicates that Year 1 and 2 results met or exceeded target/improvement on Baseline. Using 2011-2016 data, the percentage of Year 1 students demonstrating expected achievement (DECD SEA) is at its highest level, 77% (10% more than the next best in 2013). Year 2 results were lower than the previous year (by 11.8%) however the result continued to meet/exceed target/improvement on baseline.

Improving learning outcomes in reading for all our students has been a major focus in 2016. NAPLAN data reveals that out of our Year 5 students who also did the Year 3 NAPLAN in 2014, 50 % have achieved high growth which is outstanding as the norm across the nation is 25%. Also no student was at below minimum standard. PAT R data indicates that only 9 students from Years 3 -7 are below DECD expectations in reading. The majority of our students have achieved well above the required growth from 2015 to 2016.

Overall Numeracy results (NAPLAN) Year 3-7 showed improvements, most noticeably in Year 7 with a change from 61.1% to 95.5% meeting SEA expected achievement. This result is 10% greater than the next best result 85% recorded (2011). More growth was shown in regards to percentage of students who achieved in higher bands, Year 3 increase 21% and percentage of year 7 students who having achieved in the Higher Bands in Year 3, were retained in the Higher bands in later years, 50% to 75%.

Year 3 and 5 NAPLAN numeracy 2015/2016 comparisons of the percentage of students who demonstrated expected achievement were also favorable, both indicating met or exceeding targets. Conversely, the percentage of students who did not meet benchmarks in Year 3 (8%), Year 5 (4%), and Year 7 (5%) were low figures in comparison to the previous 7 years. 2016 outstanding growth has occurred for years 3 to 5 and years 5 to 7 in both numeracy and reading . No students recorded low growth in 3-5 numeracy - a real cause to celebrate. Years 3-5 growth is more pronounced than 5-7 growth . 50%of students have high growth in reading and 55% have high growth in numeracy; this is stunning since the norm across the nation is 25%. 5-7 numeracy does reflect this norm . This is not cause for concern however it does not reflect high growth in other areas.

The mean score in reading and numeracy shows upward trajectory in years 3 and 5 and is stable , albeit relatively high , at year 7. The mean score in writing is stable across the three year levels but is generally lower than the other components . Over the past 3 years we have exceeded national benchmark in all testing aspects across all year levels and shown outstanding growth that was recognized by ACARA nationally in Year 3 Reading 2015 .

Attendance

Year level	2014	2015	2016
Reception	90.0%	95.0%	94.3%
Year 01	91.5%	93.5%	94.3%
Year 02	92.8%	90.8%	95.2%
Year 03	94.9%	95.4%	93.7%
Year 04	94.2%	95.5%	96.3%
Year 05	94.4%	95.4%	95.5%
Year 06	94.4%	94.0%	96.0%
Year 07	93.8%	93.1%	94.1%
Primary Other	92.8%	95.5%	90.6%
Total	93.5%	94.4%	94.7%

Data Source: Site Performance Reporting System, Semester 1 Attendance.

Note: A blank cell indicates there were no students enrolled.

Attendance Comment

Issues related to attendance and holiday exemptions are closely monitored. Conversations and meetings with students, their siblings, parent/caregiver/s, relatives and family friends are frequently initiated to garner support and prioritize school attendance as an important influence on childhood development and educational outcomes. When additional support and involvement is required contact and ongoing liaison with either DECD services and/or community based government and/or non-government services and agencies is initiated. 94.7% is still below DECD expectations (95%) .

Behaviour Management Comment

Total Number of Student Incident Reports (SIRs) for 2016: 45
Total number of: Take homes: 2; Suspensions: 0; Exclusions: 0
All behavioural incidents are followed-up with a conversation or several conversations with the students involved. An educative (guidance) rather than a punitive approach is utilized to encourage growth and development of the students' capabilities (attitudes, knowledge, beliefs and skills) and improved peer and student-teacher relationships.
Data from the 2016 KidsMatter Student Survey indicate a positive school ethos, culture and community. Strengths data percentages range from the high 80s – mid 90s. Weaknesses data range from the high 70s – high 80s. No items from the feeling safe matrix were identified as a weakness.

Client Opinion Summary

Parent, staff and student satisfaction surveys were conducted in November 2016. Below are the results and comments.

I love the diversity at Richmond Primary School. It's a school showing great improvement this year. New concepts are applied, kids are recognized and encouraged to do great work. My child has flourished this year - educationally and emotionally after a difficult time last year. I cannot speak highly enough of the leadership and teaching. (Parent in Year 4)

Both my child and myself have been welcomed and support is great. Lovely to be spoken to by name by teachers and principals and the fact that my child is spoken to in a friendly, courteous way and listened to by other teachers and staff alike. My child is also treated as an individual and any problems are dealt with quickly. (Parent in Reception)

In 2016 staff undertook the Psychological Health Survey. All teaching and support staff were surveyed and there was a close to full return rate. 80%

Over 80% of staff agreed or strongly agreed that the school processes are supportive in the following key areas:

- Supportive leadership
- Role Clarity
- Co-worker interaction

And 80% agreed or strongly agreed that the school processes are supportive in the areas of:

- Goal alignment
- Employee development
- Participative Decision-making

In the latter area 20% of staff indicated no opinion which seems to indicate an opportunity to clarify decision-making channels particularly for support and part time staff.

A focus for improvement is on strengthening the appraisal and recognition practices of the school with the lowest percentage (80%) of staff agreeing or strongly agreeing that school practices are supportive but a significant 20% expressing no opinion. Once again the focus seems to be on the development of meaningfully engaging practices for professional development of support and part time staff.

Intended Destination

Leave Reason	School	
	Number	%
Employment	0	NA
Interstate/Overseas	40	37.4%
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	12	11.2%
Transfer to SA Govt School	55	51.4%
Unknown	0	NA
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 4 2016.

DECD Relevant History Screening

Richmond Primary School encourages Parent and community volunteers , we advertise for volunteers using the DECD RHS eligibility criteria . All applicants are informed about the roles and responsibilities of volunteers in a school setting . applications are endorsed by a staff member and registered on line through the school . Once the applicants have provided their 100 point check , this is then verified by the school and entered into EDSAS. Volunteers also sign a school developed document which is kept in a locked filing cabinet . We have a total 26 DECD screened volunteers .

Teacher Qualifications and Workforce Composition

All teachers at this school are qualified and registered with the SA Teachers Registration Board.

Qualification Level	Number of Qualifications
Bachelor Degrees or Diplomas	57
Post Graduate Qualifications	12

Data Source: DECD HR Management Reporting System, extracted Term 4 2016.

Please note: Staff who have more than 1 qualification will be counted more than once in the above qualification table. Therefore the total number of staff by qualification type may be more than the total number of teaching staff.

Workforce Composition including Indigenous staff

	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-Time Equivalents	0.0	22.1	0.0	9.8
Persons	0	26	0	14

Data Source: DECD HR Management Reporting System, extracted Term 4 2016.

Financial Statement

Funding Source	Amount
Grants: State	3,616,232.30
Grants: Commonwealth	7,500
Parent Contributions	143,852.40
Fund Raising	13,552.13
Other	645,502

Data Source: Data Source: Education Department School Administration System (EDSAS).

2016 School Annual Report: Tier 2 Funding Report*

*Tier 2 funding provides additional resources to support students who are unlikely to obtain the desired outcomes without further support.

Tier 2 Funding Section	Tier 2 Category (where applicable to the site)	Briefly describe how the 2016 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress towards these outcomes
Targeted Funding for Individual Students	Improved Behaviour Management and Engagement	Not Applicable	Not Applicable
Targeted Funding for Individual Students	Improved Outcomes for Students with an Additional Language or Dialect	Intensive support provided in (literacy - phonological awareness , guided reading , LLI and words their way) to staff and SSO'S. Continued training and release time for Literacy Leveling and moderation .	All students demonstrated growth against the EALD scales .
Targeted Funding for Individual Students	Improved Outcomes for Students with Disabilities	SMARTA and social emotional goals were established for all NEP students . Teacher release and SSO time was used to support individuals and small group intervention . Modified learning programs were implemented.	All students met and achieved personal goals . Running records show growth.
Targeted Funding for Groups of Students	Improved Outcomes for - Rural & Isolated Students - Aboriginal Students - Numeracy and Literacy First Language Maintenance & Development Students taking Alternative Pathways Students with Learning Difficulties Grant	SWLD GRANT : SSO time for Literacy Intervention (LLI) in reading for targeted students across R-7. Phonological awareness support program for EY students , SSO time to support students Yrs 4-7 in Quicksmart Maths and Yrs 1-3 in Maths for Learning Inclusion maths intervention . ATSI Funding : SSO time for intensive literacy and numeracy support for students . Australian Curriculum Grant : Provided TRT release for staff to collaboratively plan , look at data and attend workshops/ PD to support implementation of AC . resources also purchased to support teachers in implementation of AC . FLMD and StAP grant : Not Applicable	
Program Funding for all Students	Australian Curriculum		
Other Discretionary Funding	Aboriginal Languages Programs Initiatives	Not applicable	Not applicable
Other Discretionary Funding	Better Schools Funding	Provided funding for Professional Development for teachers and SSO's in literacy and numeracy as well as release for moderation activities in school and across another school in the Partnership .	
Other Discretionary Funding	Specialist School Reporting (as required)	Not Applicable	Not Applicable
Other Discretionary Funding	Improved Outcomes for Gifted Students	Not Applicable	Not Applicable
Other Discretionary Funding	Primary School Counsellor (if applicable)	Richmond Primary School have a School Counsellor 0.6 (0.4 DECD funded .02 School funded) .Work includes SEL programmes across the school , working with small groups , whole class and individual students and families .	A range of SEL programmes implemented and embedded across the school R-7.