



## SCHOOL CONTEXT STATEMENT

Updated Nov 2017

**School number:** 0381

**School name:** Richmond Primary School

### 1. General information

#### Part A

School Name : RICHMOND PRIMARY SCHOOL  
School No. : 0381 / 1893  
Principal : Ms Tracey Davies  
Postal Address : 8 Surrey Road, Keswick 5035  
Location Address : 8 Surrey Road, Keswick 5035  
Region : Western Adelaide  
Distance from GPO: 4 kms  
CPC attached : NO  
Ph. No. : 08 8293 1863  
Fax No. : 08 8297 1782

	2013	2014	2015	2016
<u>August</u> FTE Enrolment				
Speech & Language, IELC Ungraded etc.	61	57	71	68
Reception	33	26	38	34
Year 1	33	21	30	42
Year 2	28	33	23	30
Year 3	33	24	26	27
Year 4	23	24	27	28
Year 5	26	21	28	24
Year 6	27	23	21	30
Year 7	27	24	19	24
TOTAL	291	253	283	307
Male FTE	134	118	130	154
Female FTE	157	155	153	153
School Card Approvals	60	47	68	52
ESL Total (Persons)	162	126	142	153
Aboriginal FTE Enrolment	5	2	2	7
Students with Disabilities	26	20	23	19

#### Part B

School e-mail address

[dl.0381\\_info@schools.sa.edu.au](mailto:dl.0381_info@schools.sa.edu.au)

Website: [www.richmondps.sa.edu.au](http://www.richmondps.sa.edu.au)

Skoolbag App: [Richmond Primary School Keswick](#)

### **Specialist Staff**

Deputy Principal/Ella Blake (Numeracy/ STEM curriculum mentoring)	1.0
IELC Leader/Thuy Pham	0.8 admin
Student Wellbeing Leader/ Glenn Hart	0.6
Literacy Coordinator/ EALD Carol Jones	1.0
Intervention Teacher/ Debbie Linke	0.8
Ancillary Staff provide intervention and administration support.	

### **OSHC**

A well organised OSHC provides before and after school care and vacation care. Ph. 8351 0794

Before School Care -6.30 to 8.30am

After School Care- 3.00 to 6.00pm.

### **Enrolment trends**

Richmond is historically a small school, although it is experiencing a period of growth. New enrolments are generally 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 30% of students in this program (IELC) exit to Richmond on completion as it is their local school.

### **Special arrangements**

Richmond Primary is part of the West Torrens Partnership of schools. These sites include neighbouring schools such as: Cowandilla, Lockleys North, Torrensville and Plympton International College R-12. A full list of partnership sites is available on request.

### **Year of opening/History**

Richmond Primary School opened in 1898 and as such has seen many decades of improvement and change.

### **Public transport access**

Located on South Rd and close to Anzac Highway, Richmond Primary School is easily accessed by public transport - Bus Routes 241, 167 and 720.

## **2. Students (and their welfare)**

### **General characteristics**

Our students come from more than 30 different cultural backgrounds. We have a high proportion of EALD (English as an additional language or dialect) students.

## **Pastoral Care Programs**

A variety of social and emotional learning programs and approaches are used across the year levels to support and enhance students' wellbeing, personal and social capabilities and ethical understanding. See: Social and Emotional Learning Programs and Approaches on the school's website for further details.

## **Support Offered**

Students are assessed using a range of appropriate and approved assessment tools. Analysis of the results enables staff to identify students who would benefit from support in literacy and numeracy.

Literacy support is provided through the Levelled Literacy Intervention (LLI) program. Numeracy support is provided through the TOO Smart and Quick Smart Intervention programs. EALD students (English as an Alternative Dialect) are supported through the EALD Program in the acquisition of Standard Australian English.

Progress is reviewed each term. Students with a NEP (Negotiated Education Plan) are managed by our Learning Support teacher. All support staff have extensive current training in delivery of these programs.

## **Student Management**

Policies and practices regarding student behavior are regularly reviewed and up-dated. Richmond's behaviour management codes and practices can be found on the school website.

## **Student Council**

The Student Wellbeing Coordinator facilitates the school's Student Action Team which leads student led initiatives across the school and forms a part of the school's decision-making structure

## **3. Key School Policies**

### **Statement of Purpose**

#### **Our Mission:**

Rich Learning in a Family Atmosphere

#### **Our Motto:**

Learning and Caring, for Life.

#### **Our Objectives:**

To provide a learning environment that meets the needs of all through monitoring and evaluating the school program so it retains balance, relevance and challenge.

To provide a safe environment.

To provide an inclusive environment.

To meet the physical needs of all students.

## **4. Curriculum**

### **Subject offerings**

We are committed to a strong, balanced and comprehensive primary education in line with the Australian Curriculum requirements.

<http://www.australiancurriculum.edu.au/>

## **Special needs**

Learning support for NEP students, EALD students and students with learning difficulties is provided through our Intervention and Literacy/EALD teachers and SSO support.

Students needing extension are supported by our Deputy Principal who coordinates an intellectual stretch program.

## **Effective Teaching**

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. There is an emphasis on Power Learners and Growth Mind Sets, success oriented classrooms, and engaging 'hands on learning'.

There is also a strong focus on explicit teaching of Literacy. All staff has been trained in the TESMC, phonological awareness, Jolly Phonics and THRASS methodologies to promote a consistent approach to the teaching of Literacy.

A high importance is placed on the incorporation and continual improvement of STEM subjects. Visual Arts, Performing Arts and PE are the NIT areas of instruction.

## **Best Practice**

Teachers share, model best practises, methodologies and assessment strategies in a collegiate atmosphere. Each staff member commits to a Personal Inquiry to assist their own personal growth, research current findings and to progress the teaching and learning process.

## **Assessment procedures and reporting**

Assessment of student learning is aligned with the Australian Curriculum. Student reports describe the student's learning programs and information on student strengths, areas for further development, strategies to support and/or extend their learning, student's social development, and information about the student's attitude and commitment to learning.

A healthy relationship and frequent contact between home and school is encouraged. Acquaintance Night and individual interviews occurs in Term 1, followed by written reports in term 2 (developmental) and 4 (summative). Additional interviews are available upon request.

## **Intensive English Language Program**

This is a vital part of Richmond School. The integration of students from many backgrounds and countries has added to the rich diversity of the school population.

## **Speech and Language Class**

Junior Primary students from across the state with special needs in language development attend this class and they add to a wonderful extra dimension to the school population. Small groups of students are supported to develop communication skills by the teacher, School Services Officer and speech pathologist. The class follows a Junior Primary program with a strong language focus, particularly in oral language.

Children can be referred to a program by a speech pathologist. For further information, please see the DECD Speech and Language Guidelines available on the DECD website or phone DECD Flinders Park Regional Office on 8416 7333

## **Joint programs**

Richmond has close links with other sites in the West Torrens Partnership; sharing of resources, professional development and facilities. Cluster activities also provide an important focus for professional learning.

## **5. Sporting Activities**

Our weekly PE lessons provide opportunities for all our students to engage in a variety of physical activities. Year 4-7 students may also participate in District SAPSASA events when applicable and available. We conduct successful Annual Sports Day, swimming and aquatics programs. After school sporting opportunities vary from year to year and are dependant on parental involvement.

## **6. Other Co-Curricular Activities**

### **General**

Students participate in a number of community service activities Harmony Day has been a strong focus throughout the school. Every fortnight we enjoy a whole school assembly to share our learning, welcome special guests and celebrate achievements.

### **Special**

During Year 5 students undertake instrumental music lessons. Students can learn a woodwind or brass instrument and participate in the school band. They also have an option to continue instrumental music in years 6&7.

Students in years 5-7 can join the school choir and participate in the Festival of Music.

Students participate in a range of programs excursions and camps throughout the year. Some of which may include; Zoo Snooze, Active Education Camps, Bike Ed, Life Education, Casual Clothes Day, Public Education Week, Year 7 Graduation, PE Week, Science Week, Reconciliation Week and Book Week.

Academic competitions such as ICAS, English, Spelling, Maths, Australian Maths and Oliphant Science Competitions are available to students who may show aptitude in these areas.

## **7. Staff (and their welfare)**

### **Leadership structure**

The shared leadership model consists of Principal, Deputy Principal, IELC Leader, Literacy Co-ordinator and School Counsellor. Internal leadership positions are determined annually by school priorities. All staff are considered leaders and are encouraged to show initiative and take responsibility for areas of interest and expertise.

### **Staff support systems**

Induction of new staff is provided. Communication has a high priority and is managed in a variety of ways – electronic daily staff book, staff bulletin, whiteboard and e-mail. Opportunities for addressing staff wellbeing, celebrating staff success and professional training days are regularly provided.

## **Performance Management**

Leadership staff facilitate the process of performance management. There is continuous verbal feedback and written feedback provided. Staff establish goals related to school priorities.

## **Staff utilisation policies**

PAC provides guidance on staff utilisation.

## **8. School Facilities**

### **Buildings and grounds**

The "Old School Building" has been renovated and currently accommodates the OSHC program and performing arts programs. The 1981 section of the school was redeveloped in 2010 under the Building the Education Revolution initiative and was opened in 2011. In 2016 DECD funded the resurfacing of our asphalt Capital Works Program.

In 2017 our school community has received STEM (Science, technology, engineering and maths) funding which, once completed in 2018, will provide our students and staff with areas to cater for contemporary teaching and learning methods. The STEM approach to teaching and learning gives students the opportunity to engage in challenging problems and projects.

Future possibilities include a Nature Play Area accessible to all students and our community.

### **Specialist/ICT facilities**

We have 1 device for every student at any one time, comprising of interactive classroom boards, laptops, desk top computers and I-pads. These devices are served by modern wireless infrastructure. New STEM facilities will accommodate a variety of new technologies including robotics and 3D printers.

### **Access for students and staff with disabilities**

## **9. School Operations**

### **Decision making structures**

Decision making is open and consultative forums include:

1. Leadership meetings
2. Staff meetings
3. Team meetings
4. Committees formed to carry out school priorities
5. Ancillary meetings
6. Student Council
7. Governing Council
8. PAC

### **Regular publications**

A fortnightly newsletter is published, distributed to the local and wider community and available on the school website and skoolbag.

## **Other communication**

The Electronic Day Book keeps all staff updated on a daily basis.

A weekly staff bulletin is published for all staff.

Staff Term Planner keeps staff informed of term's events.

An Information Folder is available to all new enrolments.

A small promotional pamphlet is distributed to local feeder pre-schools.

Staff handbook and Policy Folder provides information about school based and DECD policies and curriculum information.

Website - [www.richmondps.sa.edu.au](http://www.richmondps.sa.edu.au)

## **School financial position**

Staff and parents provide input into the budget preparation. Governing Council members and other volunteers supplement funds through fundraising initiatives. Occasional successful written submissions offer further funding allocation to a variety of school programs.

## **10. Local Community**

### **Parent and community involvement**

There is a healthy level of parent participation in class and school activities. Parents are part of an active and supportive Governing Council.

### **Community links**

Our school builds strong community links with local programs such as Hare Street Church Community Meals program

<http://harestreetunitingchurch.org.au/>

And the Richmond Baptist Church <http://richmond.org.au/>

### **Feeder schools**

Feeder preschools include Kurralta Park, Glandore, Netley Kindergartens and Lady Gowrie Child Care Centre.

### **Local Government body**

West Torrens Council.

<http://www.westtorrens.sa.gov.au>