



Richmond Primary School R-7 Site Improvement Plan

Richmond Primary School is a proud South Australian Government school providing quality education for children from Reception to Year 7.

Located close to the city, the school is a vibrant learning community. Richmond Primary School is known for its excellent programs, cultural diversity, up to date facilities, beautiful grounds and friendly, engaged students.

At Richmond our students are supported to learn and grow in a caring family atmosphere as we develop their skills to become active, articulate citizens of the world.

Vision

To support our students
To become active articulate
Citizens of the world

Values

Learning
Caring
Friendly
Safe

Motto

‘Learning & Caring for Life’

1. Numeracy	2. Literacy	3. Improve Learner Well-being & Inclusion
<ul style="list-style-type: none">• Numeracy Agreement• Numeracy Block• Teams planning collaboratively• Assessment for, as, of learning• Intervention	<ul style="list-style-type: none">• Whole School Literacy Agreement which includes:<ul style="list-style-type: none">• Guided Reading• Words Their Way• THRASS• Jolly Phonics• Genre Based Writing	<ul style="list-style-type: none">• Child Protection Curriculum• Social Emotional Learning Programs• Student Voice• Parent and Community Participation & Engagement

Tools & Processes; TfEL, Numeracy & Literacy results Plus, SPA Data Base. Collaborative planning, I Can Do Maths, PAT M, PAT R, Running Records, Literacy Levels, DECD Strategic Plan, West Torrens Partnership Resources & Expertise.

[Mathematics Site Improvement Plan](#) | [Literacy Site Improvement Plan](#) | [Wellbeing Site Improvement Plan](#) | [ELC Site Improvement Plan](#)



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Mathematics – A Whole School Approach

Plan 2015 – 2017

PRIORITY What do we plan to achieve this year?	BASELINE EVIDENCE What do we already know?	STRATEGIES What are the actions you plan to take to achieve the outcomes?	WHEN When will this happen?	WHO Who will lead this strategy?	RESOURCES What will we need to resource this?	EVIDENCE / TARGETS How will we measure/evaluate learner progress? Key indicators of learner success.
DECD Strategic Plan 2014-2017		<ul style="list-style-type: none"> Implementation of our site improvement plan 	Through out the year	All Staff	Strategy	Higher standard of learning achievement
DECD Leading Numeracy Improving		<ul style="list-style-type: none"> Accessing elements of Numeracy & Literacy Results Plus 	Through out the year	All staff	Strategy	Leaders making the best informed decisions in numeracy to support staff and students
Numeracy Block Build teacher capacity & confidence to deliver the National Curriculum	Inconsistent approaches across the site	<ul style="list-style-type: none"> Commitment by staff & leadership timetabling for least possible interruptions 	T1-2015	Leadership/teachers	NIT timetable to reflect least possible interruptions	Numeracy block 11.20 – 12.50 whole school implementation min 4 days week
Numeracy Agreement Build teacher capacity & confidence to deliver the National Curriculum	Inconsistent approaches across the site	<ul style="list-style-type: none"> Provide an explicit framework Training/modelling 	T1-2015	Numeracy Committee	<ul style="list-style-type: none"> Ann Baker JP iMaths ICT Resources Scope/sequence for secret code & problem solving strategies 	Teachers' commitment to implement. Evidenced within our numeracy block.



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Numerate Classrooms	Inconstancies	<ul style="list-style-type: none"> • Maths Tool Kits • Word Walls 	T1-2015	Numeracy Committee	<ul style="list-style-type: none"> • Check lists 	Resources utilised
Teams planning collaboratively	Non structured	<ul style="list-style-type: none"> • Targeted focus in team meetings • Maths Club fortnightly 	Through out the year		<ul style="list-style-type: none"> • Commitment to team planning 	Regular Meeting time allocated
Professional Development	ongoing as the need arises	<ul style="list-style-type: none"> • Targeted to meet staff needs 	Through out the year		<ul style="list-style-type: none"> • Needs assessed 	Targeted in line with staff and school needs
Assessment for, as, of learning	% growth	<ul style="list-style-type: none"> • PAT M • I Can Do Maths • NAPLAN 	September	Teachers to administer	<ul style="list-style-type: none"> • Time commitment to analysis of data 	More students within the higher staines & bands.
Intervention	NAPLAN Data	<ul style="list-style-type: none"> • M4LI years R-2 • Place Value • Quicksmart 4-7 • High flyers 	T1-2015		<ul style="list-style-type: none"> • SSO support • Maursie • SSO support • Debbie 	More students will be achieving in the higher bands
Community Engagement	Initial stages of community engagement -newsletter maths news	<ul style="list-style-type: none"> • Maths Monsters – JP • Maths Trails • Numeracy News Newsletters • Richmond Numeracy Challenge-new • Numeracy Expo • Transition • Parent numeracy workshops + ICT • Linking with Australian Mathematics & Science school 	Through out the year	Whole school + Community	<ul style="list-style-type: none"> • As required 	Dispositions within families changing to become more positive in regards to mathematics



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Literacy – A Whole School Approach

Plan 2015 – 2017

PRIORITY What do we plan to achieve?	BASELINE EVIDENCE What do we already know?	STRATEGIES What will we do to get there?	WHEN When will this happen?	WHO Who will get us there?	RESOURCES What do we need to get us there?	EVIDENCE/TARGETS How will we know when we get there?
Reading All students to reach their full reading potential and to develop a love for reading.	NAPLaN data indicates that our Yr 3s and 5s are below national mean in Reading	Revisit the Big 6 in reading Ensure phonological awareness skills precede phonic instruction using SPAT screening Jolly Phonics – phon. aware, phonics and blending More emphasis on oral language skills Guided reading – introduce genre and LLI guided reading strategies into the classroom. Create a checklist of guided reading strategies Sheena Comprehension strategies OXFORD sight words for fluency	Beginning of the year	Teachers Literacy Coordinator Co-coaches	Guided Reading PD Modelled PD sessions WOW – co-coaching Guided Readers Denza Konza Videos On Line Dyslexic Course Resources Anne Bayetto “Read, Record, Respond” LLI resources	Years 3 and 5 NAPLaN mean scores above national mean in Reading 50% of students making upper level growth
	Running Records Data Indicates some students below year level expectations	Ongoing Assessment of students’ reading accuracy, fluency and comprehension Wave 2 intervention – LLI Wave 3 intervention - LLL		Teachers SSOs EALD teacher Sp.Ed teacher	PM Benchmarks LLI resources Green, Blue and Red Kits	R R Data indicates students are achieving reading levels within the range of yearly expectation unless newly exited IELC or Special Needs/Ed students.



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	<p>PAT R data indicated students low ability to infer</p>	<p>Whole school approach to the teaching of Sheena’s reading comprehension strategies. Explicit and systematic introduction of each of the strategies with opportunities for sharing and feedback</p> <p>Focus on vocabulary</p> <p>Use func. Grammar for reading comprehension</p>	<p>New strategy each month</p> <p>Staff meetings</p> <p>Team meetings</p>	<p>Literacy Coordinator</p> <p>Reading Support Teacher</p>	<p>Sheena Cameron PD School Closure</p> <p>STARS/CARS for reading comprehension strategies</p> <p>Grammar Club</p>	<p>PAT R data</p>
	<p>Some students are disengaged from reading</p>	<p>Teachers use more strategies for engaging students and model the love of reading</p> <p>Read to, with and by a range of texts</p> <p>Investigate students’ interests</p> <p>Promote an enquiry approach for engagement in the reading of factual texts Books not readers</p>			<p>PETAA PD March 11th</p> <p>More engaging “books” for the reader boxes</p> <p>Author visits</p> <p>Library displays and book/author promotions</p>	<p>Student survey?</p>
	<p>Parents need to be involved with their children’s reading</p>	<p>Information session</p> <p>Parents Booklets on Reading at Home</p> <p>LLI program – letters home and phone calls made</p>	<p>Acqu. Night</p> <p>Reception Transition</p> <p>When needed</p>			<p>Parent feedback indicates they are better able to support their children in reading</p>



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Writing All students to reach their full reading potential and to develop a love for writing	Teacher capacity plays a huge role in improving student outcomes	Increase teachers' capacity to explicitly teach functional grammar and access the English Curriculum and the Literacy Capabilities across all learning areas. Increase teachers' ability to understand and effectively use the Language and Literacy Levels			Literacy for Learning Course Grammar Club Bev Deriawenka Grammar Levels PD Modules –AELD/ DECD website	
	EALD students usually have a 3 level gap when beginning mainstream classes	Collaborative Planning EALD teacher and classroom teacher using Levels to plan differentiated and highly scaffolded units of work on the T and LC targeting students' identified needs and giving continual feedback for student improvement. Use oral language as a bridge to writing				EALD Levels History indicates students closing the gap at least 1 level a year and preferably 2
	Writing Levels have plateaued Yr 5-7	Teachers have higher expectations of students and use Lang Lit Levels as a continuum to analyse, plan and teach targeted differentiated language and grammar skills that move students along the continuum to more sophisticated and academic writing.			Lang and Lit Levels Giuseppe Mammone EALD expert support in moderation of levelling of student text and higher level writing features.	An increase in writing levels in the upper years
	Student writing levels improve from pre-test to post-test writing	T and L Cycle with TfEL additions of Design and Assessment Formative Ass. Feedback Peer ass Level Student Writing			Genre Map Text Construction and Text Analysis Research Project	
	Many students have a negative attitude to writing	Teachers provided authentic purposes for students' writing with students taking on a variety of identities for a variety of audiences. Teachers promote the love of creative writing by using good literature and teaching author craft.			7 Steps to Writing resources and strategies Sheena Cameron and Louse Dempsey Writing book and PD Gleeson Literature Book???	



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Word Study All students learn “how” to spell rather than “what” to spell. Develop a desire to extend their vocabulary		Teachers adhere to and take responsibility for the processes/word study routines and pedagogy of the Words Their Way program to maintain the fidelity of the program and the expected outcomes. Extend activities to include homework activities. Inform parents about homework tasks especially sorts All teachers to use THRASS as the underpinning knowledge required to both teach and learn how to spell		Literacy Coordinator Spec.Ed Teacher	Words Their Way resources including the Australian Version THRASS resources and THRASS knowledge THRASS refresher	Students can articulate and reflect on their learning and transfer spelling generalisations into their writing.
		Use inventories 3 times a year to place students at developmental level, monitor student progress and plan differentiated units of study Use pre and post spell checks for each unit of work for formative assessment and feedback – students improving their own score Record inventory, pre and post spell checks and weekly tests				
		Teachers use a variety of vocabulary development and engagement strategies including Sheena Cameron’s Vocabulary activities Develop Dictionary and Thesaurus skills			Vocabulary Resource from Dyslexic On Line Course Sheena	Students using more refined vocabulary choices in their writing and speaking. Using vocabulary more effectively to express opinions and share ideas.



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Wellbeing – A Whole School Approach

Plan 2015 – 2017

PRIORITY What do we plan to achieve this year?	BASELINE EVIDENCE	STRATEGIES What are the actions you plan to take to achieve the outcomes?	WHEN When will this happen?	WHO Who will lead this strategy?	RESOURCES What will we need to resource this?	EVIDENCE/TARGETS How will we measure/evaluate learner progress? Key indicators of learner success.
The Keeping Safe Child Protection Curriculum (KSCPC) is taught to every child every year	The KSCPC Site Implementation Rubric evidence and performance indicators are used to evaluate RPS's status at beginning of 2015.	<p>All <i>Teaching Staff</i> (including regular TRT teachers) have completed the 1 day KSCPC professional learning and the 90 minute on-line up-date.</p> <p>The Child protection Curriculum is taught in all classes from R-7 each term.</p>	Through 2015.	<p><i>Classroom Teaching Staff</i> to complete required training and provide documentation to the <i>School Counsellor</i>.</p> <p>All <i>Classroom Teaching Staff</i> to implement and document KSCPC curriculum each term.</p> <p><i>School Counsellor</i> to maintain checks and records.</p> <p><i>School Counsellor</i> to add resources to the teacher resource library.</p> <p><i>School Counsellor</i> to provide support to <i>Teaching Staff</i> as required.</p> <p><i>School Counsellor</i> to ensure that communication regarding the KSCPC is provided to parents via the governing council, the school newsletter and the school's website.</p>	<p>Information regarding training and expectations are communicated to staff at the beginning of the year and at new staff induction.</p> <p>All <i>Teaching Staff</i> have a copy of the KSCPC appropriate for their classes.</p> <p>KSCPC Planning Guide, on-line curriculum details and list of in-school resources are provided to all <i>Teaching Staff</i> in the RPS Staff Handbook.</p> <p>The KSCPC Site Implementation Rubric.</p>	<p><i>Teaching Staff</i> have required knowledge and skills to teach the CPC.</p> <p><i>Class Teachers</i> keep a record of lessons taught each term and pass on to the <i>School Counsellor</i> for record keeping.</p> <p><i>Teaching Staff</i> will plan and teach the KSCPC using the appropriate planning guide from the RPS Staff Handbook.</p> <p>Students understand their rights and know how to keep themselves safe.</p> <p>As a site RPS progresses from undeveloped/developing to strategic in 2015.</p> <p>Overlaps with other wellbeing priorities.</p>



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We practice Behaviour Education (a guidance approach to student behaviour) to develop student self-management.	Reduction in classroom and yard behaviour incidents. Staff psychological health survey.	<p>In-house and external Professional Development.</p> <p>Establish clear and agreed upon responses (and language) for a range of student behaviour issues.</p> <p>Week One Programmes.</p> <p>Classroom behaviour is a cooperative effort and involves participation of all members of the class. (Class Agreements)</p> <p>Play Is The Way (PITW) is taught R-7. In-house professional learning occurs regularly. All <i>Teaching Staff</i> facilitate PITW games and implement life-raft activities.</p> <p>School policy and whole school procedures/agreements strongly reflect a behaviour education/guidance approach/restorative philosophy/approach/child development approach to student behaviour/discipline.</p>	Through 2015.	<p><i>School Counsellor</i> and <i>School Leadership Team</i> to develop and lead.</p> <p>All <i>Classroom Teachers</i> implement whole school procedures/agreements.</p>	<p>Additional Play Is The Way manuals are purchased.</p> <p>A Staff Professional Library is established in the staff room and additional resources on child development, the guidance approach to student behaviour/discipline and Social and Emotional Learning are purchased.</p>	<p>Staff are able to communicate a change in approach to addressing inappropriate behaviour.</p> <p>Improved self-management of behaviour by students.</p> <p>Improved staff - student relationships and wellbeing.</p> <p>Improved student - student relationships.</p> <p>Overlaps with other wellbeing priorities.</p>



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<p>We are a Safe School and we value the wellbeing of all members of the school community.</p>	<p>A School Wellbeing Checklist is administered to <i>Leadership, Teaching Staff and SSOs</i> in Term One each year.</p> <p>ACER Student Wellbeing Survey is administered to all <i>Students</i> every three years.</p>	<p>Wellbeing is a focus area of school administration and improvement.</p> <p>The National Safe Schools Framework (NSSF) and the DECD Learner Wellbeing Framework are used to improve the safety and wellbeing of all school community members.</p> <p>Programs are developed that specifically enhance student safety and wellbeing.</p> <p>We acknowledge learn about and celebrate the cultural diversity of Richmond Primary School.</p> <p>Prompt and proactive responses are made to follow up on student attendance issues that are or may be the result of safety and wellbeing issues.</p>	<p>Through 2015.</p>	<p><i>School Counsellor</i> to lead school safety and wellbeing initiatives.</p>	<p>High quality values and citizenship education resources are available to all <i>Teaching Staff</i>.</p> <p>Overlaps with other wellbeing priorities.</p>	<p>Improvements on School Wellbeing Checklist each year.</p> <p>Improvements on ACER Student Wellbeing Survey.</p> <p>25% of <i>Teaching Staff</i> and 50% of <i>Leadership Staff</i> have completed the on-line professional learning modules of the NSSF.</p> <p>Policies and procedures regarding safety and wellbeing are up-to-date and understood by all school community members.</p> <p>Improved classroom engagement and learning outcomes for all students.</p> <p>Overlaps with other wellbeing priorities.</p>



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We develop students' Social and Emotional Learning (SEL) by implementing SEL programmes and integrating SEL with other subject areas.	Social and Emotional Learning Questionnaire (SEL) administered to <i>All Teaching Staff</i> regarding perspectives, knowledge and implementation experience of SEL administered and evaluated in Week Zero each year.	<p>All <i>Leadership and Teaching Staff</i> develop and their knowledge and skills in the implementation of SEL.</p> <p>We implement the KidsMatter initiative at RPS.</p> <p>The Week One Programme has a focus on SEL. This is integrated with the establishment of classroom expectations and student involvement in understanding and developing behavioural expectations.</p> <p>A Komochis program is developed for R-2 classes.</p> <p>A 10 week sequence of lessons from Program Achieve (focusing on one of the keys to success) is taught in years 3, 4, 5, 6 & 7 in Term One.</p> <p>Circle-time/GPS is incorporated into weekly classroom routines.</p> <p>Specific SEL programmes are implemented to cater for 'special needs'. E.g. Literacy for Life, Seasons for Growth.</p>	Throughout 2015.	<p><i>School Counsellor</i> to continue building school resources and supporting and educating staff in this area.</p> <p>All <i>Classroom Teaching Staff</i> to implement and document SEL curriculum each term.</p> <p><i>School Counsellor</i> to lead KidsMatter initiative with 2 <i>Teaching Staff</i>, 1 <i>SSO</i> and 2-4 <i>parents</i>.</p>	<p>We formulate some procedures and themes for Week One Programme across the school.</p> <p>Current resources are audited and additional (required/supporting) resources are purchased.</p> <p>Current resources are audited and additional (required/supporting) resources are purchased.</p>	<p>A KidsMatter Action Team is formulated in Term One and the whole school works towards implementing the four components of the initiative over 2-3 years.</p> <p>Reduction in incidents of harassment and bullying.</p> <p>Improved attendance records.</p> <p>SEL programme implementation is carefully documented to accurately reflect curriculum 'as taught' not 'as intended'. Each term.</p> <p>Improved participation in NAPLAN testing.</p> <p>Improved student intra and inter-personal knowledge and skills.</p> <p>Progress across the year is evident from various forms of documentation.</p> <p>Reduced Student Incident Reports (SIRs).</p> <p>Overlaps with other wellbeing priorities.</p>



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Health and Physical Education is a priority learning area.	Programs are documented in class newsletters.	<p>All Classroom Teachers plan and teach physical education and health using the Australian Curriculum.</p> <p>Participation in professional learning (PL) by Leadership and Teaching Staff in the area of Physical Education and Health. Participants of PL report back to Teaching Staff at staff meetings.</p> <p>We participate in:</p> <ul style="list-style-type: none"> • Physical Education Week. (Term 4 Week 5) • Premier’s Be Active Awards <p>Years 5, 6 and 7 Teachers teach the current Shine: Relationships and Sexual Health Program each year.</p> <p>One Teaching Staff member to become a member of the Australian Council for Health, Physical Education and Recreation. (ACHPER) to engage in and promote professional learning and networking.</p>	Through 2015.	<p>Classroom Teachers</p> <p>School Counsellor to provide support to Teaching Staff as required.</p> <p>PE Teacher and School Counsellor to audit school resources.</p>	<p>Current resources are audited and additional resources are purchased.</p> <p>Australian Council for Health, Physical Education and Recreation. (ACHPER)</p>	<p>All Classroom Teachers ensure that physical education and health is taught for the required 2 hours each week (minimum).</p> <p>Documentation of Professional Learning.</p> <p>Overlaps with other wellbeing priorities.</p>



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We value and encourage Student Voice, leadership, ownership and decision-making.	Staff and student survey data. Document events and projects including numbers of students involved.	Regular Classroom Meetings (Circle-time and GPS: Growing Personally and Socially/Group Problem Solving) <i>Student Action Team</i> <ul style="list-style-type: none"> • Play at Lunch Time (PALs) • Yard Support Team • Student Newsletter • Student Voice Student Focus Groups Principal for a Day. Student Feedback is actively sought by <i>Classroom Teachers</i> informally and formally each semester. 10 selected students attend GRIP Conference in Term One.	Throughout 2015.	School Counsellor to coordinate Student Action Team and Student Focus Groups. <i>Teaching Staff and SSOs</i> as required.	GRIP student leader conference. Community organisations as required. South Australian Teaching for Effective Learning: review tools handbook. Principals Australia Institute: Principal for a Day. Play at Lunchtimes Kit Student Mediation Training Resources (Connected and Respected Programme)	Higher level of student participation in in-school and community initiatives. Higher level of cooperative and 'real-life' learning for students participating in projects and initiatives. Increased student connection to school. Improved teacher - student relationships. Improved student - teacher relationships. Improved student - student relationships. Overlaps with other wellbeing priorities.



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We value and encourage Parent and Community participation and engagement.	Document parent involvement.	<p>We implement the KidsMatter initiative at RPS.</p> <p>We engage with government and non-government organisations.</p> <p>A student action team has community engagement as their focus.</p>	Throughout 2015.	<p><i>Parents</i></p> <p><i>School Counsellor</i> to lead KidsMatter Action Team.</p> <p><i>School Counsellor</i> to lead some parent participation initiatives.</p> <p><i>School Counsellor</i> to record parent participation and engagement.</p>	<p>KidsMatters Resources</p> <p>School website</p> <p>Various government and non-government organisations as required.</p>	<p><i>KidsMatter Action Team</i> to meet minimum twice a term and to measure and document progress</p> <p><i>School Counsellor</i> to document involvement with parents.</p> <p><i>School Counsellor</i> to document involvement government and non-government organisations.</p> <p>Overlaps with other wellbeing priorities.</p>



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We promote Inclusion by valuing and celebrating diversity.	We document curriculum and events that significantly contribute to this wellbeing priority.	<p>We recognise cultural and spiritual events/celebrations from a range of cultures through both our formal and hidden curriculums.</p> <p>We promote and acknowledge students participation in the School of Languages.</p> <p>We have a Mother-Tongue Programme.</p> <p>We involve parents as co-educators and include them in planning and presenting identified topics that promote inclusion and celebrate and value diversity.</p> <p>The school newsletter reflects our school's diverse population and cultural backgrounds.</p> <p>We celebrate Harmony Day and lead in with a week of themed activities. (Term 1 Week 8).</p> <p>SEL programmes/curriculum to include the ethics of cultural inclusion. E.g. point of view, treat others as you would like them to treat you, etcetera.</p>	Throughout 2015.	<p><i>School Counsellor/Leadership Team</i> to work with parents.</p> <p><i>All RPS Staff</i> to demonstrate and model cultural inclusive practices and behaviours.</p> <p><i>Literacy Coordinator, School Counsellor and School Librarian</i> to coordinate Mother-Tongue Programme.</p>	<p><i>Parents</i></p> <p>globalwords.edu.au</p> <p>South Australian Multicultural and Ethnic Affairs Commission.</p> <p>harmony.gov</p> <p><i>Australian Curriculum, Assessment and Reporting Authority (ACARA)</i></p>	<p><i>All Teaching Staff</i> to identify curriculum and events that significantly contribute to this wellbeing priority - <i>School Counsellor</i> to document.</p> <p>Improved student and parent connection to school.</p> <p>Improved relationships between all members of the school community.</p> <p>Overlaps with other wellbeing priorities.</p>



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Staff Wellbeing is valued and acknowledged as a component of student and whole school wellbeing.	Staff psychological health survey.	<p>We include information on wellbeing in our Staff Handbook.</p> <p>We include elements of staff wellbeing as a regular part of staff meetings.</p> <p>We all work towards supporting and caring for the wellbeing of our whole school.</p> <p>We model what we teach.</p> <p>Constructive problem-solving strategies are utilised to solve problems.</p>	Throughout 2015.	<i>School Counsellor</i> to provide information for the Staff Handbook.	SEL programmes/resources are used as tools/resources for the development of staff wellbeing and emotional and social development.	<p>Staff psychological health survey.</p> <p>Improvements on staff psychological health survey each year.</p> <p>Overlaps with other wellbeing priorities.</p>



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IELC – A Whole School Approach

Plan 2015 – 2017

PRIORITY What do we plan to achieve this year?	BASELINE EVIDENCE	STRATEGIES What are the actions you plan to take to achieve the outcomes?	WHEN When will this happen?	WHO Who will lead this strategy?	RESOURCES What will we need to resource this?	EVIDENCE / TARGETS How will we measure/evaluate learner progress? Key indicators of learner success.
Curriculum development Develop TLAs on unpacking the language features within the DTLAC		Complete TLAs on 'Community Helpers'. Develop TLAs for 1/Food- procedure 2/ Animals – information report	Term 1	Luda, Diana & Thuy All IELC teachers	After school time Possibly 1- 2 release day	Model of DTLAC developed for Community helpers, Food and Animals.
Implement various reading strategies Guided reading		Select and modify Sheena's reading strategies for IELC students. Share resources developed Collate a bank of activities or worksheet developed for guided reading packs.	Through out year	All IELC teachers	Regular meeting time to facilitate sharing of resources. Koon's folder – BSSO to photocopy and insert in guided reading packs.	Strategies are shared and implemented by all IELCs. IELC teachers are able to access and share resources developed for guided reading.
Implementing Sheena's writing strategies. Grammar IWB		Select and modify Sheena's writing strategies for IELC learners. Select and link Sheena's strategies with IELC Orientation themes. Embed Sheena's writing strategies into existing Grammar IWB	Through out year Term 1	All IELC teachers Thuy and nominated staff	Regular meeting time or 1-2 release days. Regular meeting time. Own time then credit through NIT payback.	Strategies are shared and implemented in all IELCs Grammar IWB resource completed and available for all staff to access.
Assessment of, for and as		Explore and trial visual strategies which support IELC students to move from assessment of, for and as learning.	Through out year	All IELC staff		Students are able to use visual cues to articulate their thoughts and assess their own learning. Teachers are able to identify and implement suitable assessment for and as learning with IELC students.
Community		Provide reading strategies workshop for IELC parents		Koon & Thuy		Parent feedback indicates that they are better able to understand and support their child in reading.