Introduction

Where do I start to say farewell and reflect on the journey of being on Governing Council for 11 years and the wonderful time I spent as Chairperson? Firstly I am extremely grateful for the support from council members and staff enabling me to be able to do this job and the incredible results we have achieved together. We have worked so well as a team, and in doing so created a culture that being on governing council is a positive experience with real opportunities to be a valued voice in the various decisions being made for the school. This has resulted in a strong council with parent representation across the school community.

Preparing this report is an annual responsibility as Chairperson to share the parent perspective of what has been happening on Governing Council and in the school, and in this my last one I have looked at the unique opportunities I have had. Working with leadership on the funding process of the BER project and seeing that through to the development of our school renovations, taking the collective voice of the Governing Council and school community to share our perspectives during our Validation process by speaking directly to the visiting panel, the honour of accompanying staff to events showing our collaborative approach as a school and of course meeting with politicians such as MP Stephanie Keys, Kate Ellis and the Premier Jay Weatherill, celebrating successes and recognising the important work that is happening on the Richmond Primary School site.

There have been times too that as Chair I have had a role in sharing the difficult times in our school, the times where we have said goodbye to much loved staff, losing loved ones in our community, supporting staff teaching during construction and the times when things just don’t go to plan and so we go back and try again. As a parent this is one of the qualities I love most about our school that both teachers and parents work together to model positive community collaboration and enable those skills in our children.

This past year has brought Tracey to us with wonderful fresh ideas and energy to continue the great work already in place adding her special flair along with Maureen. Events such as Sports Day, Bunning’s BBQ, Assemblies, End of Year Concert, Music evenings, Out of School Sports, are only some of the achievements that are part of Richmond and all have had such positive feedback from all involved, especially around the contribution of staff to these events. Lots of fun was had at Bunning’s and seeing parents and staff sharing time away from school was a refreshing picture. The climate of our world today means new challenges for our students that will rely on cohesive collaboration and

2014 has been an incredible validation of that existing. It is a wonderful to see our school embracing changes and as I take a back seat to the amazing parents now volunteering to take on the leadership roles I know that they will get the continued support of the community in 2015.

I wish you all an amazing year ahead and my deepest gratitude...... it truly has been a pleasure!

😊
Di Whitaker-Lockwood
Governing Council Chairperson 2014
Who is at our school?

By year’s end there were 253 enrolments from 33 different cultural backgrounds including mainstream, IELC and Speech & Language classes.
- 2 of those students are Aboriginal
- 19 are students with a disability
- 129 are ESL students
- 78 are students from non-English speaking backgrounds

Who are our students in 2014?

Who are our students in 2014?

Boys and Girls in 2014

2014 Highlights

Richmond Primary School community had many highlights during 2014 including:
- Acquaintance Night
- SAPSASA events:
  - Cross Country
  - Athletics
  - Swimming
- Art Show & Concert night
- Year 7 Graduation
- Premier’s Reading Challenge
- Way to Go Bike Program
- RAA Street Smart Program
- Swimming lessons Years R-5
- Aquatics Camp Years 6&7
- Dog Friendly Training
- IELC Beach Safety
- Port Power Youth Development
- SRC fundraising
- Enterprise Group
- iPads purchased for JP and PR classrooms
- School Soccer Program
- Footsteps Dance
- Hare Street Program
- Sports Day
- Book Week
- Volunteers Morning Tea
- Excursions – Central Market, Food Bank, Urbrae House
- Incursions – Aunty Peach, Christian options, The Silly Scientist, Australian Animals
- National Count Us In-Synchronised Singing of ‘Paint me a Song’
- Choir performed at Festival Theatre & Magic Millions
- Evening Music Performance
- RPS Instrumental Band
- Sports Clinics
  - Rugby
  - Tennis
  - AFL
- West Torrens Soccer Program
- ‘Play is the Way’
- ‘Start Smart’
- School Dentist
- Themed Casual Clothes Days
Intensive English Language Program

Our context and highlights

Enrolments within Richmond’s Intensive English Language Program remained steady during 2014 with 4 classes. Richmond continues to develop its global connections through enriched experiences and understandings amongst IELP and mainstream students from over 25 different cultures.

Throughout the year opportunities were provided for IELC staff to participate in various Literacy and Numeracy Professional Development which reflected current site and district priorities. All IELC teachers and BSSOs attended a series of Maths in-service facilitated by Lisa-Jane O’Connor in order to gain common understandings and to ensure the successful implementation of the new IELC Mathematics & Numeracy report and companion documents. IELC teachers were also released to work with the ACARA West Torrens Partnership Co-ordinator on refining their Maths planning and programming for multi-level groups. IELC Maths scopes and sequence were developed through the collaboration of the IELC Assistant Principal and ACARA West Torrens Partnership Co-ordinator. These were then shared with Cowandilla IELC through reciprocal classroom observation release days. Staff was also involved in mentoring and sharing of expertise in cross site workshops with Gilles Street and Goodwood IELCs.

In Literacy, IELC staff participated in numerous Professional Training days throughout the year including Words their Way, and Sheena Cameron reading and writing strategies. Ongoing contribution of knowledge and skills through the Grammar Club and professional sharing and development sessions resulted in highly scaffolded teaching and learning activities on the theme of ‘Community Learners’ and a sequence of grammar lessons being developed. The new Designing, teaching learning and assessment cycle were used in planning and programming. The Language and Literacy rubrics were also trialled and fully implemented for exiting IELC students by the end of the year.

Play is Way was a focus in developing IELC students’ social-emotional learning in 2014. Staff participated in a full day training with Wilson McKaskel before engaging their students in the language and pedagogy of Play is the Way. IELC classes also attended an information session on Kimochis* as it offers visual resources as another mean to assist IELC students in building their emotional intelligence through the Kimochis’ keys in communication and positive connections with others.

Richmond IELC also hosted observational visits for local and overseas teachers and Leadership members. During the visits IELC teachers shared classroom strategies, curriculum pedagogy and possible applications within the lands and overseas schooling contexts.

*Kimochis- help children learn to identify and express their feelings and practice communicating feelings in positive ways. Using the Kimochis™ characters and feelings, kids can get in touch with their emotions in a fun and comfortable way. When kids can express themselves, they cultivate confidence, self-esteem and character.

What are our next steps?

Recommendations for 2015:

Literacy:
- Continue to develop TLAs and build on our bank of Orientation resources.
- Implement Sheena Cameron’s reading and writing strategies.
- Trial assessment of, for and as learning.

Numeracy
- Develop learning designs using the IELC Maths template and assessment tool.
- Explore Maths inquiry based learning.

Well Being
- Implement ‘Play is the Way’ and Kimochi’s.
Literacy

What are our priorities?

Our school has a continuing commitment to a whole school approach to literacy where current approaches to both literacy curriculum and pedagogy are practised. Our school also has a commitment to improving teacher capacity in both curriculum and pedagogy by supporting and resourcing the implementation of newly acquired knowledge and practices in our classrooms as this is recognised as being the most important key to improving students’ learning outcomes. Teachers need to become more confident at using the Australian Curriculum: English and the Literacy Capability to collaboratively plan and deliver whole school agreed literacy programs across all areas of learning. Adopting current and proven pedagogies which promote our students to become more involved in their own learning and become powerful and engaged learners is a major priority.

Our commitment to a whole school approach and to improving teacher capacity is a long standing, consistent and continual priority and has proven to be an approach which has resulted in improved literacy teaching and learning.

What actions did we take to achieve our aims in English?

Writing:
At collaborative planning sessions at the beginning of each term, teachers follow a genre map to plan units of work for constructing text to ensure the literacy capabilities are addressed over a range of learning areas including English, History, Science and Geography. The Language and Literacy Levels and student pre learning texts are used to ensure student learning is differentiated and on a language continuum. Post learning texts are analysed in moderation sessions and student progress monitored and recorded. Professional Development sessions and the well-attended Grammar Club run weekly by the Literacy Coordinator ensure quality systematic and explicit teaching using functional grammar. The more creative aspects of writing have been introduced this year through the Seven Steps Program. Many teachers attended a Sheena Cameron writing workshop.

Reading:
Triangulated reading assessment data (NAPLaN, PATR and Running Records) was used to determine our Wave 1, Wave 2 and Wave 3 students Years 1-7 and the SPAT and BOEHMS were used to analyse our reception students readiness for reading. All reading assessment data is stored on SPA. Whole school reading programs including Jolly Phonics, the OXFORD sight word list, Guided Reading and Sheena Cameron’s Reading Comprehension Strategies which all address the content focus outlined in the Big Six, were collaboratively planned and delivered. Wave 1 students received whole class reading lessons, Wave 2 were withdrawn for LI intervention and Wave 3 received specialist Special Education teacher intervention. Most teachers, SSOs and BSSOs attended a Sheena Cameron Workshop.

Spelling
Word study delivered through the “Words Their Way” program is now being used consistently and successfully in all mainstream classes, all IELC classes and the Speech and Language Class. All students have been regularly assessed throughout the year and grouped according to their place on the developmental continuum. Teachers have been more responsible for the program but have been supported in implementation through the lowest group receiving intervention support from the Literacy Coordinator. End of year assessment accompanied by beginning of the year Spell checks, ensures that students begin the next school year in a new class placed in the appropriate spelling group and continuing the program from where they left off. Jolly Phonics is used for Receptions at the beginning of the year and leads seamlessly into our WTW program later in the year. Both programs are supported with THRASS knowledge.

What were our achievements in improving learning in English in 2014?

Writing:
With the introduction of learning about the writing craft of real authors, students are more engaged with and enthusiastic about their writing, especially narrative writing. Combined with the more structured framework and guidelines of the genre approach with an emphasis on making purposeful grammatical and vocabulary choices, students are producing pieces of writing that are advancing structurally and grammatically but are also reflecting their own opinions and ideas in a more creative manner. NAPLaN results indicate our students are doing very well in writing surpassing the National Benchmark, like schools, DECD schools and index 7 schools. Pre and post text analysis indicates often multilevel improvement. Our EALD students are often closing the gap in less than the predicted time and there is beginning to be less plateauing in the upper years although this remains an area for attention.
What were our achievements in improving learning in English in 2014?

Reading
The collection and analysis of reading assessment data is systematic and ongoing with teachers being very aware of where their students are in regards to reading level expectations. Although no student was below minimum standards and our Year 7s surpassed Like Schools, the National Benchmark and DECD, NAPLaN Reading results indicate that not enough of our students have made upper growth. Running Record data indicates that while most of our students achieve the expected reading level for their year level, a few remain below and require continued intervention in the LLI program. Many of these students have been identified as students with learning difficulties around reading and will be attending LLI sessions run by our Differentiation Teacher. Analysis of PATR data indicated that 77% of our Yr2 – 7 students are in the average to above average reading levels with 23% between stanines 1 -3.

Spelling
Teacher capacity to teach spelling using current pedagogy has increased with students being taught at their appropriate level. Teachers have a much increased knowledge of all of their students spelling abilities and needs and can accurately report student progress to parents. All activities are relevant and differentiated for the acquisition of spelling skills which are transferable. Year 6 and 7 students have a greater understanding of morphemes and word origins and are more engaged with their learning. Ongoing spelling inventories indicate students are moving along the spelling continuum. Data is stored in student assessment folders for teacher access. Reception students going into Year one are well above year level spelling expectations and are more confident at “having a go” with their writing and are therefore able to get more of their ideas onto paper. NAPLaN Spelling data indicates our students have improved their spelling skills, validating our program choices.

Literacy Intervention

Reading
Systematic collection of Running Records and PATR data was analysed against year level expectations to determine Wave 2 and Wave 3 students requiring reading intervention. LLI (Levelled Literacy Intervention) was the program used to provide the majority of intervention.
• Trained SSO staff and the Differentiation Teacher and Literacy Coordinator/EALD teachers delivered appropriated levelled LLI programs to over 50 students ranging from Reception to Year 6, 20 less than 2013 requiring intervention.
• 14 students reached their year level standard and half of the 31 R-3 students improved between 8-12 RR Levels. Most of the 50 students moved to within reach of their standard. Students who made little progress have been assessed by support services and their intervention will follow the recommendations made in the Guidance or Speech reports.

Word Study
Words Their Way Spelling Inventories data was analysed and students were placed in differentiated groups. Student groups from each year level who were below year level expectations were assisted with their word study by the Literacy Coordinator and Differentiation Teacher. Pre and post spellchecks indicated significant improvement in students’ understanding of spelling patterns and generalisations after each unit of work and repeated Spelling Inventories indicated movement along the spelling continuum.
What did NAPLAN tell us about our students’ progress and achievement in English?

Analysis of our NAPLAN data shows:

- By Year 7 students are achieving above the average when compared with Like Schools, DECD and National data sets in all areas: Reading, Writing, Grammar and Spelling. Writing results were outstanding and surpassed Index 7 schools.
- The Year 5 students also achieved above the average compared with Like Schools, DECD and National results in Writing, Grammar and Spelling. Spelling and Writing also surpassed Index 7 Schools. In the area of Reading the mean result was just 4 points below the National average.
- Our Year 3 student data is also pleasing with results in Grammar, Spelling and Writing above Like Schools, DECD and National averages with Writing being well above Index 7 average. In the area of Reading the mean result was just 2 points below the National Average.
- Growth data in Reading indicates the need to move our students from the lower to the upper growth area.

What are our next steps?

**English**

- Teachers need to become more familiar with the achievement standards in the Australian Curriculum: English and the Literacy Capability when planning literacy programs and assessing students’ learning outcomes.
- Whole school engagement with the current pedagogy to develop Powerful Learners.

**Reading**

- Focus on developing students’ love for reading by immersing them in reading-rich environments, providing time for students to read for enjoyment and by exposing students to a wide range of literature. Increase the amount of reading a wide range of texts "to" students.
- Improve Guided Reading processes with an R-2 focus on learning to read and a 3-7 focus on reading to learn using multi-modal text types of each learning area.
- Develop a whole school approach to the teaching of Sheena Cameron’s reading comprehension strategies with an explicit and systematic introduction of each of the strategies with opportunities for teachers to share and provide feedback at team and staff meetings. LLI groups to focus on the same strategy as the classroom. All teachers in 2015 to attend a Sheena Cameron Reading workshop.
- Teachers explicitly and systematically integrate the teaching of reading in a balanced literacy program.
- Encourage parents to become more involved with their children’s reading through articles in the Newsletter, letters sent home about parent involvement in the LLI program and information sessions.

**Writing**

- Focus on developing students’ love for writing by providing authentic purposes for writing tasks, using good literature as engaging models and promoting the love of creative writing through teaching author craft.
- All teachers attend writing workshops based on the Seven Steps used by successful authors and writing strategies promoted in Sheena Cameron’s workshop.
- Increase the amount of time and opportunities students have for writing as an integrated part of a balanced literacy program.
- Whole school use of either oral or written pre and post texts, the Language and Literacy Levels and genre map to plan appropriate genre based units of work using the newly developed Teaching and Learning Cycle.
- Our middle school students need to be moved along the language continuum to become more academic writers.
Numeracy

What actions did we take to achieve our aims in Mathematics?

Our priority for 2014 was 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 - Student Performance Analyser (SPA)
- Joint planning in Professional Learning Teams to meet the identified needs of students, as evidenced through data collection
- Reporting A-E against the Australian Curriculum Achievement Standards
- Development of a structured whole school numeracy approach
- Development of Transition parent workshop in Numeracy
- 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
- Weekly Family Maths challenges in the newsletters
- Take home ‘Maths Monsters’
- Co-Coaching Maths Block mentoring
- Site Moderation

Students completed the ‘Challenge Stage’ of the Australian Mathematical Olympiad Committee’s maths challenge, gaining a Distinction in the event during 2014.

What were our achievements in improving learning in Mathematics in 2014?

- Development of numeracy working party to plan a structured whole school numeracy approach
- Numeracy intervention programs including
  - 31 R-2 students in M4LI Intervention tasks to move students on
  - 24 year 4-7 students in Quicksmart Intervention
- 64 parents attended transition workshops in numeracy
- Implementation of Student Performance Analyser system (SPA)

What are our next steps?

- Trialling Maths On-Line to support students at school. This program can also be accessed at home utilising explicit video tutorials to support families
- Implement extension math groups
- Focus on Place Value in years 2-4
- Implement our whole school approach to mathematics
- Continued maths moderation

2014 Quicksmart students and facilitators
What did NAPLAN tell us about our students’ progress and achievement in Mathematics?

Analysis of our 2014 NAPLAN numeracy data shows:

- We were just below National benchmarks in years 3 & 5. However we were above Like Schools and above DECD mean scores.
- Our Year 7 students were above National, like schools, index 7 schools and DECD mean scores. This is a significant achievement.
- Progress between successive tests shows considerable growth in both Years 3 to 5 and in particular Years 5 to 7.
- We had 14 students across Years 3, 5 & 7 record results in the top 2 bands.

### Growth by Test Aspect

<table>
<thead>
<tr>
<th>Aspect</th>
<th>Year 3-5</th>
<th>Year 5-7</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Progress Group</td>
<td>Site</td>
</tr>
<tr>
<td></td>
<td>Lower 25%</td>
<td>20.0</td>
</tr>
<tr>
<td></td>
<td>Middle 50%</td>
<td>46.7</td>
</tr>
<tr>
<td></td>
<td>Upper 25%</td>
<td>33.3</td>
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</table>

### What are our next steps?

- In 2015 Richmond Primary School, along with neighbouring partnership schools will again continue involvement in the Ann Baker ‘Mathematician in Residence’ program.
- Implementation of our ‘Numeracy Approach @RPS’
- Data collection and analysis will continue to identify learning needs and directions for teaching – at individual, cohort and whole class/school levels.
- Continue planning and analysing data in Professional Learning Teams
- Expand the Mathematics Intervention program to include larger range of students
- Participate in on-going professional development via staff meetings, staff only days and attending other PD events
- Continue parent information workshops for the Mathematics Australian Curriculum and Natural Maths
- Increasing and retaining number of students in the top 2 bands in NAPLAN as well as stainines
- Less students in intervention programs
- Continued progress between successive tests to show considerable growth in both Years 3 to 5 and in Years 5 to 7.
The following graphs represent our mean scores (RPS) as compared to the National, DECD, Like Schools and index 7 schools. National refers to all Public Schools in South Australia, Like Schools are other index category 5 schools serving students from statistically similar backgrounds to RPS. Index Category 7 schools represent the least disadvantaged communities in SA.

As the graphs clearly show in most test aspects across all 3 cohorts RPS performed extremely well. We are, however, aware that reading and numeracy in year 3 & 5 were below the National mean score. Our aim at RPS is to set high expectations which means, whilst we were higher than like schools and DECD schools we want to perform as well as, if not higher than all (National) schools.

This data indicates we need to develop greater consistency in the teaching of Numeracy & Literacy across the board to provide improved outcomes for all our students.
Other information about our school

Attendance

<table>
<thead>
<tr>
<th>Attendance by Year Level</th>
<th>% Attendance</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>2012</td>
</tr>
<tr>
<td>Reception</td>
<td>92.2</td>
</tr>
<tr>
<td>Year 1</td>
<td>87.8</td>
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<tr>
<td>Year 2</td>
<td>93.9</td>
</tr>
<tr>
<td>Year 3</td>
<td>95.2</td>
</tr>
<tr>
<td>Year 4</td>
<td>95.3</td>
</tr>
<tr>
<td>Year 5</td>
<td>94.2</td>
</tr>
<tr>
<td>Year 6</td>
<td>93.1</td>
</tr>
<tr>
<td>Year 7</td>
<td>93.7</td>
</tr>
<tr>
<td>Primary Other</td>
<td>94.7</td>
</tr>
<tr>
<td>Total All Year Levels</td>
<td>93.6</td>
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<tr>
<td>Total ACARA 1 TO 10</td>
<td>93.4</td>
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</table>

Leave Reason

<table>
<thead>
<tr>
<th>Leave Reason</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>School</td>
</tr>
<tr>
<td>Employment</td>
<td>3.5%</td>
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<tr>
<td>Interstate/Overseas</td>
<td>12</td>
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<tr>
<td>Other</td>
<td>0.5%</td>
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<tr>
<td>Seeking Employment</td>
<td>3.2%</td>
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<tr>
<td>Tertiary/TAFE/Training</td>
<td>5.5%</td>
</tr>
<tr>
<td>Transfer to Non-Govt Schl</td>
<td>11</td>
</tr>
<tr>
<td>Transfer to SA Govt Schl</td>
<td>87</td>
</tr>
<tr>
<td>Unknown</td>
<td>2</td>
</tr>
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Staff Composition

In 2014 there were 22 Teaching staff at our school (19.2 FTE) holding 42 Bachelor and Diploma qualifications and 11 Post-graduate qualifications between them.

There were 14 non-teaching staff (9.49 FTE)

<table>
<thead>
<tr>
<th>Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-Teaching Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Indigenous</td>
<td>Non Indigenous</td>
</tr>
<tr>
<td>Full-time Equivalents</td>
<td>0.00</td>
<td>19.20</td>
</tr>
<tr>
<td>Persons</td>
<td>0</td>
<td>22</td>
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</table>

<table>
<thead>
<tr>
<th>Qualification Level</th>
<th>Number of Qualifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor Degrees or Diplomas</td>
<td>42</td>
</tr>
<tr>
<td>Post Graduate Qualifications</td>
<td>11</td>
</tr>
</tbody>
</table>
Wellbeing and Inclusion

Special events were organised and coordinated by the Student Representative Council

- Themed and casual clothes days
  - Sports Star Day, Hats and Caps Day, Pyjama Day and Costume or Casual Clothes Day
- Richmonds’ Got Talent
  - A fun participatory talent show run across two weeks at lunchtime.
- Junior Primary and Primary end of Semester
  - One discos
- Harmony Day Celebrations and Activities
- Principal for a Day

Yard Support Team (YST)
Two voluntary Year 6 students are rostered on at lunchtime to support positive yard behaviour by supporting students with dispute resolution and safe play.

School Crossing Monitors
Years 5, 6 & 7 students are rostered on each day to monitor the Road Crossing on Surrey Road from 2:55 – 3:15pm.

Hare Street Uniting Church
Each week in Term two and Three six Year 5 or Senior IELC Students visit the local uniting church and to learn about the importance of community organisations and volunteering. Students prepare food for the Hare Street Café and learn about the operations of the Church’s Opportunity Shop.

Lunchtime Strategy Games
Students learn and play strategy games as a supervised alternative lunchtime activity.

Social and Emotional Learning
Social and emotional learning is a core element of students’ health lessons. The following programmes have been used in classes in 2014. Kimochis, Play is the Way, Program Achieve. All teaching staff participated in a one day Play is the Way Professional Learning Workshop in Term 3.

Programs & Resources

The latest Shine Resources are used to teach relationships and sexual health in Years 5, 6 & 7.

Anti-Bullying
An Understanding Bullying Program was implemented in the Year4/5 class.

Keeping Safe Child Protection Curriculum (KSCPC)
All teaching staff completed the KSCPC training.

Disability Standards
All teaching staff completed the Disability Standards for Education e-learning course.

Wellbeing and Inclusion is now a focus area for the School’s 2015 Site Improvement Plan. All staff contributed to the plan on a pupil free day. The following eight priorities were identified:

- We are a safe school and we value the wellbeing of all members of the school community
- The Child Protection Curriculum is taught to every child every year
- We practice behaviour education to develop student self-management
- We develop students’ social and emotional learning through sequential evidence-based programs
- Health and Physical Education is a priority learning area
- We value and encourage student voice, leadership, ownership and decision-making
- We value and encourage parent and community engagement
- We develop initiatives that improve the school’s capacity for inclusion
Parent, Staff and Student Satisfaction Surveys

Parent, staff and student satisfaction surveys were conducted in November 2014. 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 recognised 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.
Staff Survey

In 2014 staff undertook the Psychological Health Survey. All teaching and support staff were surveyed and there was a close to full return rate.

Over 60% 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 60% 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 (60%) 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.
Facilities 2014

- New signage around the school
- Upgraded and replenished garden beds
- Door mats with Richmond Logo
- New floor coverings in the front office and photocopier room
- Upgraded furniture in library & front office
- 30 new iPads

What are our next steps?

- Undertaking a Community Project – creating a new outdoor learning space
- Purchasing 30 Netbooks for Upper Primary students creating 1:2 devices ratio
- New furnishings to create 21st Century learning spaces
- Working with a local artist to create a school mural
- Funded a Differentiation teacher 2 days a week to increase the intellectual stretch and engagement
- Working with a consultant on engagement and building a culture of powerful learners

Finance

Public schools are funded on a per capita basis under the Student Centred Funding Model. 90% of funding is tied up in staffing the school. The figures in the table below represent other grants we have received to maintain and resource the school and its programs. Commonwealth funds are distributed through State funding, for example the Intensive English Language Program is funded by both State and Commonwealth Governments. ‘Parent contributions’ represent the funds collected through the Materials and Services charges. ‘Other’ contributions represent fundraising for 2014.

<table>
<thead>
<tr>
<th>Funding Source</th>
<th>Amount</th>
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<td>Grants: State</td>
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<tr>
<td>Grants: Commonwealth</td>
<td>$14,005.93</td>
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<tr>
<td>Parent Contributions</td>
<td>$74,598.00</td>
</tr>
<tr>
<td>Other</td>
<td>$11,000.00</td>
</tr>
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</table>

We thank you for taking the time to read our 2015 Annual Report which is an important aspect of accountability to our community and Department for Education and Child Development.

Tracey Davies
Principal

Di Whitaker-Lockwood
Governing Council Chairperson