



Richmond Primary School

2020 annual report to the community

Richmond Primary School Number: 381

Partnership: West Torrens

Signature

School principal:

Mrs Ella Blake

Governing council chair:

Mr Elliot Keane

Date of endorsement:

15 December 2020



Government
of South Australia
Department for Education

Context and highlights

Richmond Primary School, category/index 4, 398 students in 18 classes, 13 mainstream and 5 IELP, 12% school card holders, 63% EALD, 4% students with disabilities and 3% Aboriginal students. Approx. 30% growth in student population over 5 years. Values of Honesty, Inclusivity, Courage and Empathy. Program successes; Instrumental music (IM) for Year 5, 6, 7. Intervention, One Plan creation, regular student review meetings, Sherie Redden. ICAS, AMT academic competition, approx. 50 students, Ella Blake. Oliphant Science Awards, 40 students, Maree Moore. 2021 planning re Year 6/7 graduating students. Systems improvements; Qkr parent payment app. Accelerus Reporting Online. Parent Opinion and Staff Perspective Survey, positive affirmations offering directions for future growth. RPS policies review. Strong relationship with National Servicemen's Association/Hilton RSL. Band performance/ Remembrance Day. COVID restrictions. re physical distancing/ room density requirements, hygiene products, cleaning services. Cancellation/postponement of Harmony Day, Wallaroo Camp (Term 1 to 4), VIP Day, assemblies (R-2, 3-7), soccer season, Sports Day modified to Colour Run fundraiser on site. Choir on site only, Stacey Eichenberger. Term 1 attendance minimum 22%. At school/at home learning, required constant adjustments. Teacher workload/new learning/constant changes/well-being. Vulnerable staff/students identified. Transition for Receptions 2021 disrupted, (enrolment inquiries remain strong). Lock down Term 4, Yr.7 and IELP graduation modifications. IELP program reduced, deployment of 3 IELP permanent staff in 2021. RPS Reconciliation Week, Book Week, Time Capsule opened. Year 5-7 SAPSASA Athletics Day, 20 students, Daniel Nguyen. Celebration of Diversity Concert filmed. Facilities. Plant and print room combined to create classroom, 2021. Student toilet upgrade, \$120,000 corporate funded. Lighting upgrade in breezeway. Surrey Road new bitumen/street lining/signage. Troughs (5 taps) installed/hand washing, 1-100 chart and hopscotch, 60 new student chairs, phasing out old style. Library upgrade (2018/19 STEM Works Project FFE funds), shelving, ICT, furniture. Significant IT infrastructure cabling and networking in partnership with DfE (removal of overhead cabling), JP iPad/technology use increase. Storage cupboards/defibrillator installed. Staff laptops x 23, repurposed 2 sets of student laptops. JP playground 2021. PCW Jo Chapman, SSO/BSSO, Carla, Savannah, Juliette, Oksana. Many preservice teachers, Language Assistant Mikhaela. Thank you/farewell to Alana Dales, Alicia Sobol, Stacey Eichenberger.

Governing council report

What a year. Our school community has faced the global pandemic with courage and kindness. We are so thankful for the hardworking teachers and leaders who have put in extra effort this year to make sure our children are safe, cared for and still learning. Planning ahead, our IELP program will reduce (international borders closed) and redeployment of our permanent IELP staff to mainstream is necessary. Thanks to our wonderful staff who have taken on the challenge and complexities with passion.

We can be proud of being part of a great school. Our children continue to model the school values of Honesty, Inclusivity, Courage and Empathy. They also continue their development in literacy and numeracy despite the interruptions this year has brought with it. We can celebrate the enthusiastic engagement with the Oliphant Science Awards and various academic competitions. Our intervention programs continue to make a significant difference to the children that access them.

As a school community we adopted the use of the Qkr app for school payments and positively contributed to the future direction of the school through the Parent Opinion Survey. We welcomed new library shelves, toilet remodeling for the junior primary and new technology upgrades for staff and children. As well as these improvements we are always discussing new ways to make use of the spaces and facilities across the school as enrollments continue to grow with more to come in 2021.

We were thankful to see the children focus on sustainability across the school. As well our students' efforts for Reconciliation were promoted on Department for Education social media platforms. Multiculturalism and further engagement with Asian culture is the focus of our school concert. Social and Emotional Well-being was especially important this year as we all faced the extra anxiety of the global pandemic. We are thankful for a supportive well-being team and that our children feel safe and included in our school community.

We look forward to building on friendships, we need strong, supportive connections in community more than ever. As always, our Governing Council welcome your questions and involvement. We are thankful for the amazing group of parents and staff who meet regularly to continue building our school community and culture into the future. It's a great governing council to be part of and we are thankful for everyone in who is part of it.

Quality improvement planning

Writing Year 5-7 target: Lang and Lit levels (LLL) increase by 2 levels in 1 year for 25% of students. Target achieved, (changed to 2 or more LLL per year, as some students achieved 3 years growth in one year). Averaged Year 5, 6, 7 (70% assessed) 36% achieved. Build on successful practice. Reading R-2, 2020 Running Record target invalid/change of practice. R/1 Initial Lit trial (2 classes) Cumulative review Term 1, 90% average, Term 2 86% average (COVID), Term 3 93% average. Above expected achievement of 90%. Explicit teaching of phonics, using decodables has improved student learning outcomes. Phonics screening test future measure. Numeracy R-7 Year 2, 2019- Year 4 2020 (same cohort) increase in PAT M by 25 %, Increase in scale scores by total 21% and includes, 6 % increase in highest scale. Ambitious target, not met. Change to trajectory scale score (126-132) in 2021. Continued partnership with PMA staff, Thinking Maths PD, 4 teachers, Year 3-5 and Year 6/7 involved in 2021.

PMA coach, Mike Chartres, focused on staff with numeracy as PDP goal (3-week cycle) and all staff at PLC, PFD and PD days. PMA Maths workshops PD. Ella @Leading Learning Numeracy PD. Feedback suggests learning design, teacher practice, and student learning outcomes/results improved. Literacy. JP staff visit to Lockleys North PS - Initial Lit in action R-2. Initial Lit training for all JP staff, late 2020. Stacey @ Leading Learning Literacy PD. New Year 5-7 staff attending 7 steps training.

Music Education Field Officer, Chris Narroway/Poppy Cumiskey, support offered to JP/MP staff, Makers Empire, 3D printing, PD and class visits, Matt Stuckey. Sustainability focus Jodi/Deirdre/WTC staff to improve RPS waste practices.

Pupil Free Days (PFD) March, Literacy Increase and maintain student achievement in writing and reading. Focus on whole school literacy agreement review and relevant resources. Specifically MP/UP planned mapped curriculum for writing and consistent practices, JP embedding Big 6 Literacy with a focus on formative assessment. 4 PFDs in Week 11 to prepare for online learning, Platforms, Seesaw, Microsoft Teams, Cisco WebEx, Our Learning SA, maximise subscription usage. Consistent approaches/collegiate support, manageable for staff, students and families.

May, Numeracy, Wellbeing, and LDAM collaborative planning A consistent approach, whole school numeracy agreement. High Yield teaching strategies, Targeted differentiation teaching, Clear Learning Intentions, Logical and intentional sequencing of the learning, explicit teaching, multiple approached, ongoing feedback. Big Ideas in Number. Use of DfE Guidebooks, best practice and resources. PAT M (Year 1-7) and online resources. September Learning Design Assessment Moderation, partnership school involvement.

Oct, Reflection/Projection Big picture thinking, SIP targets, staff summary, review, PAT M and R data informed practices, intervention/differentiation, PLC, our results indicate continuous improvement. With the absence of NAPLAN results, we looked at Language and Literacy levels, Initial Lit. data and PAT M and R (Progressive Achievement Testing). Analysing all student's individual results and mapping learning outcomes and progress, continuing to differentiate our practice to best cater for all students' learning needs. We referred to whole school agreements, intervention, supporting students who may require either consolidation or challenge. Wellbeing Leader, Glenn Hart, led Social and Emotional Learning (SEL), our whole school SEL agreement and analysing data on student's interpersonal problem solving skills.

Improvement: Aboriginal learners

RPS actions have supported improvement for Aboriginal learners through using the Aboriginal Learner Achievement Leaders' Resource, (ALAR) As identified in External School Review process, we aim to build on the school's inclusive approach to working with priority students in order to ensure Aboriginal students are making learning and well-being progress appropriate to the goals in their individual education plans.

RPS NAPLAN data story has a small sample size, RPS PAT M and R data 2020, tracks 6 students.

PAT M (Year 3-7) scale scores indicate 3 students achieved above SEA, (50%). Some ATSI students' results are significantly above SEA, within higher achievement bands. PAT R (3-7) scale scores indicate 2 students who completed test, achieved above SEA (33 %.)

RPS PAT M and R data 2020, Reception to Year 2 tracks 5 students. Scale scores are not aligned to SEA at JP level. Results are positive and progress is evident, this will be closely monitored in future years, and support offered when required.

A key element of ALAR addressed in 2020 was each ATSI student has a current One Plan including individual learning goals which are enacted throughout the year and have parent input/engagement. Quality differentiation learning and relevant intervention programs cater to each individual student.

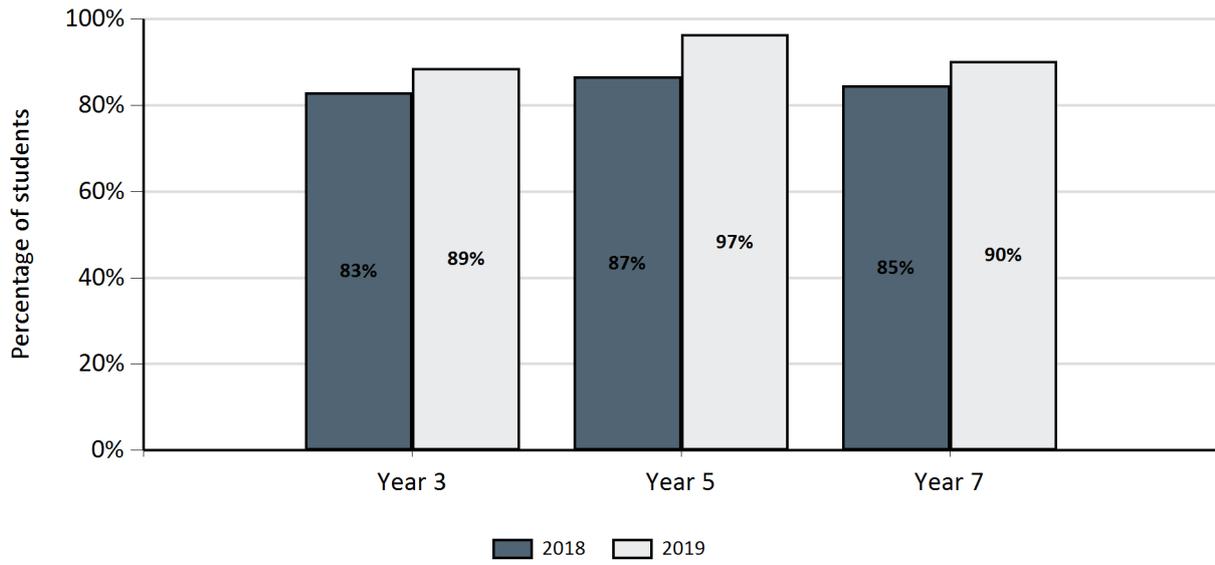
In 2021 an ACEO will be employed 0.4 FTE. to further support connection to culture, promote continuing family connections and aim to improve ATSI students' learning outcomes.

Performance Summary

NAPLAN Proficiency

The Department for Education Standard of Educational Achievement (SEA) is defined as children and young people progressing and achieving at or above their appropriate year level. For NAPLAN, this is students achieving in proficiency bands 1 or more above the national minimum standard for reading and numeracy. The graph below identifies the percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands at or above the SEA for reading and numeracy.

Reading

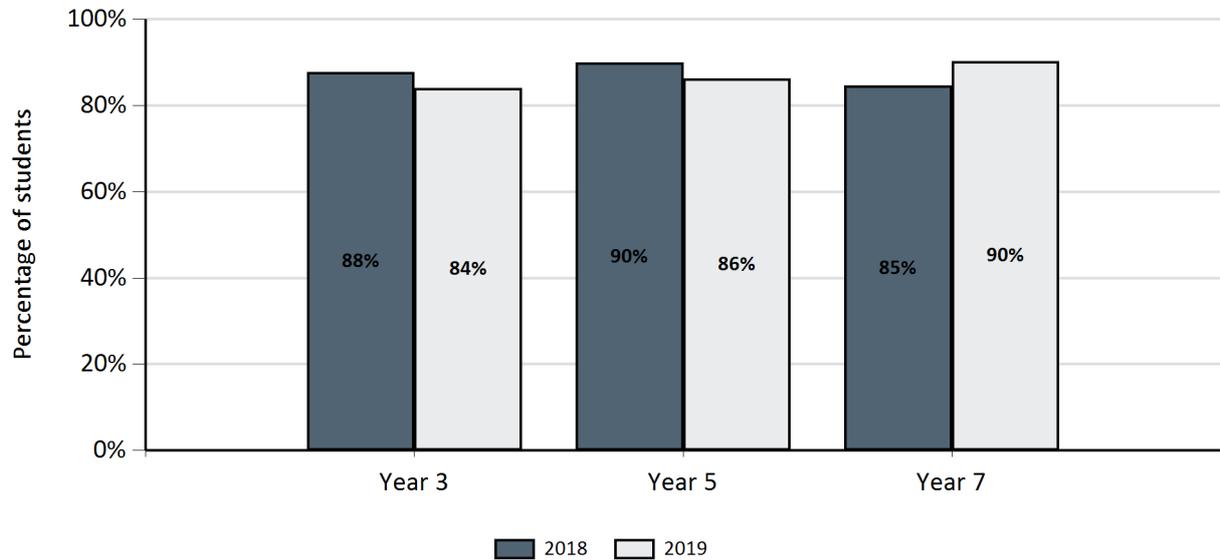


*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2020.

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



*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2020.

*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 2017 to 2020 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)
Upper progress group	*	38%	25%
Middle progress group	52%	48%	50%
Lower progress group	*	*	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2020.

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

Numeracy

NAPLAN progression	Year 3-5	Year 5-7	State (average)
Upper progress group	30%	43%	25%
Middle progress group	50%	52%	50%
Lower progress group	*	*	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2020.

*NOTE: Reporting of data not provided when less than six students in the respective cohort (shown with an asterisk). 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 2019	44	44	29	25	66%	57%
Year 3 2017-2019 Average	38.3	38.3	25.7	22.7	67%	59%
Year 5 2019	29	29	11	12	38%	41%
Year 5 2017-2019 Average	29.3	29.3	13.3	11.3	45%	39%
Year 7 2019	31	31	9	16	29%	52%
Year 7 2017-2019 Average	28.7	28.7	8.7	14.0	30%	49%

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2020.

[^]includes absent and withdrawn students.

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

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

School performance comment

Due to the absence of NAPLAN 2020 data the following data will be provided, Reception to Year 7 PAT R and M, Year 1-7, Semester 1, A-E data and Year 1 Phonic Screening Check data.

Progressive Achievement Tests, PAT M (maths) and PAT R (reading) are designed to provide objective, norm-referenced information to teachers about their students' skills and understandings in a range of key areas. These tests are conducted each year. This data can and has been interrogated in terms of trends identified per year level, gender, EALD and ATSI, and progress made at individual student focus.

Longitudinal report for all Richmond Primary School (RPS) students, comparing 2019 to 2020 results in terms of median score progress. A whole school overview reports,

PAT M 2019 median scale score 119.6 – PAT M 2020 median scale score 121.4 An increase of 1.8 scale score overall

PAT R 2019 median scale score 119.3 - PAT R 2020 median scale score 114.9. A decrease of 4.4 scale score overall

A-E assigned grades for Maths and English Semester 1 data provides an overview of teacher assigned grades per year level in mid-year, 2020. RPS data can be compared to West Torrens Partnership Schools (WTPS), both data sets represent a "bell curve" in general. When comparing A results and D/E (combined as below C) results in both Maths and English the discrepancies are as follows;

RPS Maths Yr 1- 7 av. A grade 13%, WTPS 9%, 4% more A grades assigned at RPS

RPS Maths Yr 1- 7 av. D/E grade 12%, WTPS 17%, 5% less D/E grades assigned at RPS

RPS English Yr 1- 7 av. D/E grade 6%, WTPS 6%, equal A grades assigned

RPS English Yr 1- 7 av. D/E grade 19 %, WTPS 20%, 1% less D/E grades assigned at RPS.

RPS Phonics screening data also provides a comparison to previous RPS data sets and SA state averages. T check is a short, simple assessment for all year 1 students that helps teachers to measure how well students are learning to decode and blend letters into sounds - one of the building blocks of reading

Across SA public schools, 8,708 year 1 students (63%) showed that they met the expected achievement by correctly decoding 28 words or more out of 40. At Richmond PS our results, from 57 students tested, were 68%, above state average by 5%.

RPS Phonics screening data improvement in comparison to previous years is very pleasing, 2018, 45%, 2019, 32%. An improvement of 36% (meeting expected achievement) over 12 months.

Attendance

Year level	2017	2018	2019	2020
Reception	93.1%	88.2%	94.1%	88.6%
Year 1	91.8%	93.4%	90.6%	86.7%
Year 2	93.5%	92.1%	92.1%	86.6%
Year 3	92.1%	93.6%	94.0%	86.6%
Year 4	94.4%	93.0%	93.1%	86.5%
Year 5	92.3%	95.5%	93.9%	87.0%
Year 6	95.0%	91.9%	94.0%	88.1%
Year 7	95.1%	93.7%	93.4%	87.3%
Primary Other	93.2%	94.0%	94.3%	86.8%
Total	93.3%	93.0%	93.3%	87.0%

Data Source: Site Performance Reporting System (SPER), Semester 1 attendance.

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

Attendance comment

Attendance data in 2020 has been significantly impacted by COVID19. During the height of community anxiety Term 1 attendance was as low as 22%. Vulnerable students were identified and staff/well-being leader communicated regularly. In 2020, 87% of RPS students have attended more than 80% of days. Habitual non attenders (5 to 9 absences for any reason in a term/average of 1 day per fortnight) were 53%, an increase of 37% from 2019. Chronic non attenders (absent for 10 days or more in a term for any reason/average of 1 day per week) were 13%, an increase of 7% from 2019. In 2020 an automated system, Academy, was instigated to manage absenteeism by daily communication via text messages and is used for efficient and effective communication between the school and parents.

Behaviour support comment

In 2020 there were a total of 70 student incidents recorded (compared to 126 in 2019) these include time out administration, internal suspensions, take homes, suspensions and other, such as parent contacted. Student behaviour is closely monitored. Proactive/SEL strategies, framed by RPS values of Honesty, Inclusivity, Courage and Empathy, are regularly used to promote positive behaviour. All members of the school community can identify inappropriate or concerning behaviour. The student well-being leader is active in responding to incidents, these are documented and shared appropriately. A Student Reflection Sheet is frequently used to develop problem-solving skills and prepare students for a restorative dialogue with those affected. A support plan is developed in consultation with the student, teachers and parents if similar behaviours are repeated. When necessary DfE Support Services are contacted.

Client opinion summary

What are the strengths of our school? All welcoming community feel. Open, honest, strong community base, culture of belonging, equality, discipline, inclusion, empathy, diversity & multicultural community. Diversity of opportunities in the arts, sport. Great learning programs; music, intervention, individual learning awareness, literacy, numeracy. Challenging my children.

The fairness and openness of the teaching staff, willing to achieve better outcomes for the children. Staff are caring, professional and involved. They are open-minded and teach wholeheartedly; invested in their own development and relationships with families. Credit to the educators for blending their personal lives with their teaching lives. Friendly and organised front office and leadership staff. The awareness that all children have unique talents and the educators support these talents and endeavours.

Our school is good at communicating with students, parents and teachers. Good speed of dealing with parental concerns, the children's personal goals and passions are celebrated. The school encourages the students to treat others with respect. OSHC and vacation care service is wonderful.

We are very proud of the school. We have built a wonderful learning community where all people belong. Great school, keep up the good work! What could be done to improve learning outcomes for our students? Customised learning using digital resources. Continue to be aware of the impact on learning re social and emotional well-being. Balance Australia and international studies. Homework. Cross-age learning/buddies. Social emotional support for all children to help them feel included. Consistent practice re Seesaw communication. Frequent updates about student learning progress. Expand facilities/programs. Continue to improve school pickup safety/organisation.

The School Parent Engagement Survey, conducted in Sept, also indicated very high levels of satisfaction in regard to engagement with students' learning. Areas to improve; communicating standard of work expectations, providing more opportunities to discuss children's learning. Inviting input into children's learning from parents and parents accessing more help from staff (providing useful tips to help and encourage learning at home).

Staff perspective survey involved 70% of staff, indicating 67 % engagement and 68% school climate. Areas to focus on to drive engagement are student safety climate, voice, reward, recognition, shared leadership, connectedness.

Intended destination

Leave Reason	Number	%
Employment	0	NA
Interstate/Overseas	27	22.9%
Other	1	0.8%
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	10	8.5%
Transfer to SA Govt School	80	67.8%
Unknown	0	NA
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2020.

Relevant history screening

A working with children check (WWCC) involves obtaining criminal history and other lawfully available information about an individual. From 1 July 2019, all employees (teachers and support staff) who work with children need a WWCC before starting work. Some volunteers who work with children also need a WWCC before starting work. Employees must maintain a current check during their employment or volunteer role. Current DHS or DCSI child-related employment checks will be recognised until they expire.

If an employee has a student WWCC, the student WWCC will be valid until it expires. After expiry, the employee must get a general WWCC. RPS current policies, procedures and checklists are in line with the above, managed and recorded competently by business manager, Maryanne Cummins.

Qualifications held by the teaching workforce 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	51
Post Graduate Qualifications	15

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2020 .

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	25.7	0.0	10.7
Persons	0	30	0	16

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2020 .

Financial statement

Funding Source	Amount
Grants: State	\$4,249,200
Grants: Commonwealth	\$6,823
Parent Contributions	\$167,607
Fund Raising	\$11,913
Other	\$6,823

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

2020 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 2020 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress made towards these outcomes
Targeted funding for individual students	Improved wellbeing and engagement	Social Emotional Learning whole school agreement ongoing PD facilitated by Well Being Leader. School assistant hours site funded for students identified requiring support well being/engagement.	Well Being Leader mentored Pastoral Care Worker. Vulnerable families supported.
	Improved outcomes for students with an additional language or dialect	LEAP level training and moderation.Targeted small group intervention/ literacy/numeracy focus.	LEAP levels and A- E data show progress continuing for EALD students.
	Inclusive Education Support Program	Regular Student Review meetings, including support staff, teachers, parents. SSO support at recess/lunch for high need students. Additional transition visits for all year levels.	Accurate, relevant and purposeful One Plans shared with all stakeholders.
Targeted funding for groups of students	Improved outcomes for - rural & isolated students - Aboriginal students - numeracy and literacy including early years support First language maintenance & development Students taking alternative pathways IESP support	Hearing assessments in Term 4, all ATSI student's hearing assessed. Complexity funding for each staff member allowed further considerations to be made/enacted in regard to inclusion of Aboriginal perspectives across the curriculum for all students to increase awareness and understanding of Aboriginal perspectives in their classroom. To promote engagement and inclusivity – can have a positive impact on addressing complexities that arise from disengagement and to improve student learning outcomes.	Strong relationships with Walkalong staff and Warriapendi neighbouring school. ATSI parental involvement, cultural lessons, Some improved attendance.
Program funding for all students	Australian Curriculum	Additional site funding for QuickSmart, numeracy intervention in classes, small groups literacy/reading intervention, Professional development opportunities for all staff. Decodable readers/resource purchasing.	Contemporary resources and pedagogical/researched based teaching and learning.
Other discretionary funding	Aboriginal languages programs Initiatives	Recognition of Pitjantjatjara language and cultural in IELP classes.	Great understanding and respect of cultural diversity.
	Better schools funding	Identified students were able to access social justice funding to allow participation in all school based activities, such as excursions, camps, swimming lessons.	Equable access to all activities/experiences.
	Specialist school reporting (as required)	n/a	n/a

Improved outcomes for gifted students	Differentiation highlighted as a high yield strategy in classes. Stretch classes re numeracy offered. Academic competitions such as Oliphant, ICAS, Aust Maths. high level of interest.	Significantly high participation rate and recognition, academic achievement.
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