

SCHOOL CONTEXT STATEMENT



School number: 0381

School name: Richmond Primary School

1. General information

Part A

School Name : RICHMOND PRIMARY SCHOOL
School No. : 0381 / 1893 IELP campus
Principal : Mr Graham Slarks
Deputy Principal : Ms Ann Shepherdson
Postal Address : 8 Surrey Road, Keswick 5035
Location Address : 8 Surrey Road, Keswick 5035
Region : Western Adelaide
Distance from GPO : 4 kms
Ph. No. : 08 8293 1863
CPC attached : NO
School e-mail address: dl.0381_info@schools.sa.edu.au

FTE Enrolment	2018	2019	2020	2021	2022	2023	2024
Speech & Language, IELP	87	87	65 IELP only	36 IELP only	-	-	
Reception	31	31	31	43	40	41	54
Year 1	45	35	47	39	50	48	42
Year 2	39	46	49	54	40	41	47
Year 3	45	43	46	55	51	48	41
Year 4	30	47	48	48	61	60	52
Year 5	30	27	42	44	48	46	61
Year 6	29	33	32	40	50	49	50
Year 7	27	30	31	37	-	-	
TOTAL	363	379	392	396	340	333	347

Male FTE	183	184	192	192	169	170	174
Female FTE	180	195	200	204	171	163	177
School Card Approvals	64	68	51	TBC	24	26	27
EALD Total (Persons)	201	224	251	269	255	160	283
Aboriginal FTE Enrolment	7	6	10	14	7	6	6
Students with Disabilities	17	18	14	15	12	12	8

Part B

School e-mail address: dl.0381_info@schools.sa.edu.au

Website: www.richmondps.sa.edu.au

Skoolbag App: [RPS Skoolbag](#).

Other Staff

Student Wellbeing Leader/ Lisa Brown 0.6

EALD teacher/Lou Bradshaw 1.0

Support staff provide intervention/stretch/differentiation 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 medium sized school, whose enrollments since year 7s went to high school has remained around 340 students. New enrolments are only accepted using the find my school website <https://www.education.sa.gov.au/search/Find%20a%20school> where Richmond Primary School is your closest government school to your residence.

The school has 14 mainstream R-6 classes.

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.

2. Students (and their welfare)

General characteristics

Our students come from approximately 40 different cultural backgrounds including 32 different languages or dialects. This equates to a high proportion, over 84%, 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 on the school's website for further details.

Support Offered/Special Education

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 and numeracy support and challenge is provided by teachers, school assistants, and a variety of differentiation strategies and programs. EALD students are supported through the EALD Program in the acquisition of Standard Australian English.

Progress is reviewed each term. Students with a One Plan (verified need) are managed by our Deputy.

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 Action Team

The Student Wellbeing Leader facilitates the school's Student Action Team (R-6) 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 Vision

To support our students to become active articulate citizens of the world.

Our Mission:

Rich Learning in a Family Atmosphere

Our Motto:

Learning and Caring, for Life.

Our Values

Honesty, Inclusivity, Courage and Empathy

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/>

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 a focus on high yield strategies; Targeted differentiation teaching, Clear Learning Intentions, Logical and intentional sequencing of the learning, explicit teaching, multiple approached, ongoing feedback

There is also a strong focus on explicit teaching of Literacy. Staff have been trained in the InitialLit program R - 2 methodologies to promote a consistent approach to the teaching of Literacy.

Both Literacy and Numeracy have Whole School Agreement documentation.

A high importance is placed on the incorporation and continual improvement of STEM subjects. Specialist teachers provide lessons focussed on Dance Drama and Music, Italian, Science and PE.

Best Practice

Teachers share, model best practises, methodologies and assessment strategies in a collegiate atmosphere. Each staff member commits to a PDP (performance development plan) 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 parent/teacher interviews occurs in Term1, followed by written reports in Term 2 (developmental) and 4 (summative). Additional interviews are available upon request.

5. Sporting Activities

Our weekly PE lessons provide opportunities for all our students to engage in a variety of physical activities. Year 4-6 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. Each term we enjoy two whole school assemblies 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. There is a fee associated with this program. They also have an option to continue instrumental music in years 6.

Students in years 5-6 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 6 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, and School Wellbeing Leader. Internal leadership positions may be 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. Teacher leaders, aligned to current SIP priorities, may be released to support pedagogical practices.

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, staff shared drive, TEAMS 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. PDP conversations occur 3 times annually and adhoc throughout the year. There is continuous verbal feedback and written feedback provided. Staff establish goals related to school priorities. PAC provides guidance on staffing issues.

8. School Facilities

Buildings and grounds

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

In 2017 our school community received STEM (Science, technology, engineering and maths) funding which has provided 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.

In 2019 a plant room was converted to EALD support withdrawal space. In 2020 new student toilet facilities were installed and RPS technology infrastructure upgraded.

In 2022 the school embarked on an extensive internal revamp to declutter the school. All classrooms with out adequate storage received built in cupboard. The acoustics of classes was also reviewed and improved along with sound bars being installed.

Specialist/ICT facilities

Every student from year 3 up has their own device to ensure that our students are up to date with the effective use of technology. All learning spaces have an interactive TVs. These devices are served by modern wireless infrastructure. New STEM facilities accommodate a variety of new technologies including spheroes/robotics, green screening, VR kit 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. PLC meetings
4. Ancillary/SSO meetings
5. Student Action Teams
6. Governing Council

7. PAC

Regular publications

A fortnightly round up is published and placed electronically through Audiri. Facebook is used to celebrate events that occur both at school and outside of school.

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.

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

Website - 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 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>
