

Richmond North Public School Annual Report



2016



2965

Introduction

The Annual Report for **2016** is provided to the community of **Richmond North Public School** as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Brad Thurling

Principal

School contact details

Richmond North Public School

Grose Vale Rd

North Richmond, 2754

www.richmondn-p.schools.nsw.edu.au

richmondn-p.School@det.nsw.edu.au

4571 1542

Message from the Principal

2016 has been a challenging year in Education – with a great deal of internal change taking place such as the introduction of new Student Management systems, School Finance and Budgeting tools and the introduction of External Validation procedures all placing a premium on that very precious commodity of time. Externally, there has been recent debate in the media regarding declining educational standards on the back of the release of the latest PISA test results. As a school, we can understand how confusing this can be for parents and how at times it can have parents questioning what is happening with their child's education. These are important questions and ones that need to be asked. Indeed the more informed parents are, the stronger the partnerships can be between home and school – and the research tells us that this relationship is vitally important to the success of students.

At Richmond North, we are always looking for ways to position ourselves to be ahead of the curve when it comes to innovative practice. What we know is that the biggest single factor that impacts on the education of children, is the quality of the teacher in each classroom. The teachers at Richmond North are dedicated, committed, caring and reflective professionals. But even knowing this, we don't rest on our laurels. We are always looking to be better. Our school was the first school in Western Sydney to develop a mentoring partnership with Real Schools – a widely respected organisation that works with schools to develop cultures of excellence.

Richmond North was the first school in the Hawkesbury to develop a relationship with Educator Impact who support us in implementing Performance Development Plans for staff. This process involves teachers teaching lessons which are then evaluated by observing teachers and the students themselves to determine the strengths of each lesson as well as areas for development in the future. We know that this reflective structure is extremely effective in improving practice.

School background

School vision statement

Richmond North Public School engages students, staff, parents and community in a shared learning journey, We empower students to acquire, demonstrate and value knowledge and skills that will support them, as life-long learners, to participate in and contribute to the global world and practice the core values of respect, inclusion and excellence.

Our Mission is to enable all students to access learning through the provision of:

- * differentiated, in-depth and cohesive learning programs, informed by the NSW DoE syllabus documents and encompassing 21st century learning principles.
- * highly effective teachers, focused on improving student outcomes, through their commitment to ongoing professional learning, quality teaching, evidence – based practices, coaching and mentoring and collaboration.
- * a quality, inclusive learning environment that is responsive to student voice.
- * opportunities for parents and community to participate in the learning and decision making process

School context

Richmond North Public School seeks to provide a safe and happy environment where students are encouraged to "Strive to Achieve" in all that they undertake. The core values of integrity, excellence, respect, responsibility, cooperation, participation, care, fairness and democracy underpin the school's expectations for safe, respectful and responsible learners.

One hundred and sixty students are enrolled in 7 classes. The student demographic includes 5% Aboriginal, 8% LBOTE, 13% transient (rental & defence force) with a number of families from diverse socio-economic backgrounds.

Teaching experience amongst the staff includes a balance of early, mid and late career teachers. There is a focus on developing a culture of thinking through effective teaching in Literacy, Numeracy and Integrated Technology. Teacher Professional Learning supports change through stage teamwork, assessment for learning, and collaborative planning.

Student engagement and well-being underpin student welfare policy and practice. Specialist programs include the Starting School Playgroup, Yellow Lantern Public Speaking, Get Kids Cooking, Jellybean music, Gifted & Talented and Learning Support programs as well as the Edible Garden and Studio K media projects. A holistic education is promoted with students participating in a range of Performing Arts, Sport and Health programs.

The school does not attract any supplementary funding but is supported by a dedicated P&C, Canteen committee and many volunteers who assist in keeping our school happy, caring and successful.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Within the domain of Learning, our school has continued its focus on the building of a strong learning culture. Key initiatives undertaken to support this have included – the development and communication of clear student behaviour

expectations; the continued roll-out of Restorative Practices as a means of building relationships and a sense of community; and the reviewing and updating of school policies as mandated in the A-Z Policy Implementation tool (WWCC and Child Protection).

The second element within the Learning domain that has been a focus in 2016 is the Assessment and Reporting element. Within this element, we have also seen a range of improvement measures undertaken, including –improved analysis of NAPLAN data – including the use of the BI tool to better inform us of student growth; increased tracking of student performance through the recording of PLAN and Continuum data on SENTRAL; better communication with parents about student progress, individual learning plans (where applicable) and teacher concerns.

The positive initiatives that we have implemented to date have already had an impact on Student Learning. Our value added results in NAPLAN for Years 3–5 and Yrs 5–7 are pleasing, both for the general school population as well as for our students from low SES and ATSI backgrounds. We are better able to meet student needs as a result of improved student assessment tracking which has provided valuable information to teachers about student progress.

Within the domain of Teaching, our school focussed on 2 main elements in 2016 – Data Skills and Use and Effective Classroom Practice.

Within the element of Data Skills and Use, a number of initiatives were implemented. Teachers developed skills to more effectively record and monitor student progress. This informed their teaching practice and as a result, teachers were better able to tailor their teaching to meet the needs of individual students. The leadership team regularly used whole school data to inform decisions and develop policy across the school.

In the area of Effective Classroom Practice, teachers had opportunities to meet and review teaching and learning programs. Through the Educator Impact process, teachers were able to peer review and provide feedback on classroom practice which led to goal setting and planning for all teachers. Students were also able to provide feedback on lessons through this process. All staff participated in quality Professional Learning sessions on topics such as Writing, Restorative Practices, Classroom management and data analysis. Teachers were provided opportunities to share lesson ideas, discuss teaching practice and reflect on performance. A strong focus on classroom practice will remain for 2017.

In the final domain of Leading, we have focussed on the element of School Planning, Implementation and Reporting.

In School Planning, Implementation and Reporting, we have worked hard to engage all stakeholders and develop an inclusive culture. We have strived to ensure that our school presents as welcoming and inclusive. This has been achieved through the upgrades to the school administration area, the professional and friendly attitude of our front office staff and our continued efforts to engage with all stakeholders in the wider community. We have made strong efforts to clearly communicate our school values, priorities, programs, achievements and expectations through school eNews, official documentation, school webpage and electronic sign. The leadership team meets regularly to ensure that resources (people and financial) are allocated equitably to ensure that targets are met and students are well supported. The staff meets each term to monitor our progress within the school plan and to determine if milestones are reached within the timeframes set.

The school has made significant progress in a number of areas over the course of 2016. We are seeing improvements in teaching practice as well as learning outcomes for students. The school offers a wide range of opportunities for students including participation in sporting teams, music and dance groups, public speaking, and gardening club. We continue to build a culture of high expectation, inclusion and mutual respect.

As we move into the 3rd year of our 3 year planning cycle, we look to embed and sustain the fantastic initiatives that have been implemented to date. Our focus areas for 2017 will include –

Learning domain – Learning Elements – Wellbeing and Student Performance Measures

Learning domain – Teaching Elements – Effective Classroom Practice and Learning and Development

Learning domain – Leading Elements – Leadership and Management Practices and Processes

Our self-assessment process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

Excellence in Student Learning

Purpose

All students will become literate and numerate while at the same time developing the essential 21st Century skills of Critical thinking, Collaboration, Communication and Creativity (4 C's).

We will nurture in students a love of learning and provide a varied curriculum mix that develops the 'whole child'. Our students will be self-motivated learners who are active partners in their educational journey.

Students are engaged in meaningful learning experiences; utilising appropriate and contextual ICT. Our students will develop the necessary skills to function effectively and positively in the modern world.

Overall summary of progress

We began the process of implementing a School wide assessment tracking system. Using SENTRAL as a recording tool, staff were provided with time to enter PLAN and Continuum data. Training was provided in how to use this data to improve student learning.

The school established coding classes for students K-6 which has assisted in students developing future based skills. This program was implemented in partnership with ScopeIT and proved most popular with students. As the lessons were led by staff from ScopeIT, teachers were able to learn new skills also which could be used to support students in other contexts.

The school trained a teacher in Reading Recovery and implemented this program. This complemented other support programs in place including MiniLit, MultiLit and QuickSmart. Student results in all these programs has been particularly encouraging.

The school initiated our Space Camp USA program where 10 students travelled to the US Space and Rocket Centre in Huntsville, Alabama (USA).

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All students to achieve at or above expected growth in NAPLAN 3-5 and 5-7.	Student growth in NAPLAN from years 3-5 was 57% of students achieving at or above expected growth in Reading and 61% in Numeracy Student growth in NAPLAN from years 5-7 was 70% of students achieving at or above expected growth in Reading and 60% in Numeracy.	\$19 500 (includes SLSO support)
Evidence of student collaboration, creativity, critical thinking, communication and integrated ICT in teaching programs	Radio station, media project and film festival maintained. Coding classes introduced Cooking program and Jellybean Music programs continued. Space Camp USA program initiated.	\$27 600 (support for programs incl. Professional Learning) \$500 to support the introduction of Space Camp program (Actual Camp costs paid by parents of students attending)

Next Steps

- * Introduce the Seven Steps to Writing Success program K-6 with the aim of improving student writing skills which will also lead to an improvement in NAPLAN Writing
- * Continue to implement and develop 21st century teaching and learning through PL in Creative Thinking which will in turn impact teaching practice in classrooms
- * Continue to implement Restorative Practices in the school by providing training to students through Restorative

Practices Australia.

- * Introduce G&T extension programs for students in Stg 2 and 3 in Literacy and Numeracy

- * Expand opportunities for students to develop 21st Century Skills across the CLiC by providing access to studioK programs (ie. film festival and radio station)

- * Improve student attendance monitoring and follow up procedures – improved attendance has a positive impact on student performance.



Strategic Direction 2

Collaborative, Effective Teaching

Purpose

To build leadership capacity in staff and students.

Teachers deliver well planned, engaging lessons, using performance data to inform their teaching.

Teachers regularly review learning with students, providing feedback to students on how to improve.

The school has embedded and explicit systems for collaboration, mentoring and coaching and the modelling of effective practice to drive and sustain school wide improvement in teaching.

Teachers are supported and actively engaged in planning for their own professional and career development.

Overall summary of progress

Staff have completed all mandatory training. All staff are encouraged to participate in other PL opportunities as appropriate.

All teaching staff have participated in the Educator Impact process which involves peer observation and feedback of lessons, goal setting and future planning for improvement. This has increased discussion and reflection about professional teaching practice which ties in perfectly with the staff PDP's

Staff have taken on greater responsibility and leadership for specific programs and curriculum areas. This has resulted in a more equitable division of work and increased ownership and sense of responsibility amongst staff.

LaST has provided support for K–2 teachers in managing reading groups as well as overseeing a range of support programs (MultiLit, MiniLit, RR and QuickSmart).

We have introduced our own school based PL publication – Q Mag – which is a Launchpad for discussion at staff meetings.

Continued to work closely with Real Schools (Adam Voigt) around developing a strong collaborative school culture.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
1. All staff have developed plans in line with the Performance and Development Framework that incorporate professional goals and professional learning plans.	Staff wrote and implemented Performance and Development Plans Performance and Development Plans reviewed at end of semester 2 SMART goals were developed by every teacher after review and lesson observations All staff participated in ongoing Professional Learning sessions in line with their PDP's – including PL in – School Culture and Restorative Practices (Real Schools/Adam Voigt), School Excellence Framework, LMBR training, Assessment tracking and incorporating ICT into classrooms	\$16 500 – includes funding for teacher release and Professional Learning sessions
2. All staff are collaboratively planning, contributing to the professional learning of others and participating in peer observation and review of lessons.	Lesson observations completed, data compiled and feedback reports generated on a whole school and individual teacher basis using Educator Impact software Stage groups collaboratively planning class programs. Staff leading Professional Learning sessions.	\$7500 – includes funding for teacher release for planning /observation as well as Educator Impact subscription

Next Steps

- * Expand PDP and Educator Impact process to include a separate cycle of feedback specifically for Executive
- * Implement PDP process for non-teaching staff
- * Provide increased opportunities for teachers to lead staff in PL sessions
- * Increased opportunities for staff to share successful practice and new ideas



Strategic Direction 3

Inspirational School Culture

Purpose

To establish a clear school identity centred on the core values of respect, inclusion and excellence.

To engage parents and community in meaningful ways that add value to our school and improve student learning.

To strategically develop strong links with local Pre-Schools and build strong pathways for students to transition between settings.

To implement effective, efficient and regular means of communication between the school and our parents and community.

Overall summary of progress

A digital sign has been installed at the front of the school and has proved a very effective tool for communicating 'good news' about the school and also promoting wider community events

The continuation of our Real Schools partnership has seen us continue to work at building an Inspirational School Culture.

We have further strengthened our partnership with Community Kids Pre-School and Connect who both participate in our Beginning School program. This program has contributed significantly to our increased Kindergarten numbers in 2017 (23 up to 42).

Launched, in partnership with North Richmond/Kurrajong Rotary, the North Richmond Community Network Group which meets 4 times a year to share information about events, community development and ideas for building a stronger North Richmond community.

We have improved the way we share good news stories through our school newsletter, emails, social media and assemblies.

Continued to place a high priority on student welfare and leadership by – sending our Student Leaders to Leadership Camp and Leadership days; running quality support programs such as Rock and Water.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
1. Increase in parent attendance at P&C and school functions.	Sustained high attendance by parents at Ring Out Richmond North, Film Festival, Grandparents Day, Education Week Open Day and sports carnivals. Expand opportunities for parents to contribute to school life through tutor programs, class demonstrations, volunteering in the Kitchen Garden etc.. Minimal increase in P&C meeting attendance – developing strategies to increase recruitment in 2017.	\$1500 – includes funding for promotion of events and catering.
2. Evidence of whole school implementation of Restorative Practices and Kids Matter	Sharing sessions conducted during staff meetings around Restorative Practices Whole day Real Schools training Rock and Water Training for new School Chaplain	\$5000 – includes funding for professional learning sessions/training, purchase of resources for Restorative Practices and Rock and Water
3. Survey of parents indicates	Increased use of school e-news for newsletter,	\$12 000 – includes costs for

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
satisfaction with communication systems	notices and updates. Increased engagement/likes on school Facebook page New school digital sign installed. Parent satisfaction survey conducted in Tm4.	newsletter and webpage maintenance. Also includes school financial contribution to electronic sign.
4. Regular contact and strengthened relationships with Pre-Schools and high school.	Community Kids preschool attending transition program weekly in Semester 2 Increased involvement of Preschools in school events such as the Easter hat parade. Attendance at High School transition days at Colo High Attendance of Stg 3 students at High School White Ribbon Day event	\$2500 – includes costs of teacher release as well as program costs for the Starting School group.

Next Steps

- * Refurbish Community Room – including installing a full kitchen – to allow for cooking classes (student and community), to support the running of Breakfast Club and also provide a quality space for parent and community groups to meet.
- * Expand our parent/community volunteer program to include a wider variety of skills – which in turn can assist in a wider range of areas.
- * Implement the use of the Parent Portal in SENTRAL to improve the sharing of information between school and home.
- * Informing our community about the implementation of LMBR and how this will impact on school operations.
- * Strengthen our support for our Indigenous Students and community through initiatives such as – Establishing a parent group to plan activities such as NAIDOC week and cultural events; subscribing to online Aboriginal Perspectives units; and ensuring the Aboriginal and Torres Strait Islander flags are flown daily.



Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	<p>Assessment data collected, indicating growth</p> <p>Learning Plans in place and reviewed on SENTRAL, monitored throughout the year, achievement of majority of goals</p> <p>Students participated in Wakikirri</p> <p>Focus on Aboriginal perspectives in History and Geography</p>	<p>\$6800 – includes costs of teacher release to meet with parents to develop Learning plans. Also includes subsidy for Wakikirri and purchase of teaching resources.</p> <p>\$2500 – Cost for SLSO support for ATSI students</p>
English language proficiency	<p>Individual Support provided to students where required through SLSO and Learning Support Programs</p> <p>Assessment data collected and indicate growth</p>	<p>\$1500 – cost of SLSO support for ELP students.</p>
Low level adjustment for disability	<p>Assessment data collected, indicating growth</p> <p>Funding for LaST teacher (0.7) \$70 000</p> <p>Improved behaviour – SENTRAL records</p> <p>Teacher trained in Reading Recovery – program implemented</p> <p>SLSO support and Learning support for individual students where required.</p>	<p>\$87 600 – includes \$70 000 staffing cost for 0.7 LaST allocation. Also includes SLSO costs for supporting students experiencing difficulties.</p>
Quality Teaching, Successful Students (QTSS)	<p>Support for teachers to implement their PDP's</p> <p>Quality professional learning opportunities for teachers in Restorative Practices, Assessment tracking and Writing.</p> <p>Provision of opportunities for staff to share ideas and lead professional learning sessions</p> <p>Support provided to facilitate collaborative, Stage based programming and planning</p>	<p>\$7500 – includes cost of teacher release as well as professional learning sessions. Also includes costs of teaching resources purchase to support quality teaching.</p>
Socio-economic background	<p>NAPLAN data for low SES students equal to or better than the general student population</p> <p>Special programs (incl. Media project, Kitchen Garden, Jellybeans Music, Cooking classes and Coding classes) successfully implemented and evaluated by parents, students and teachers</p> <p>Low SES background students are supported to attend school camps and excursions.</p>	<p>\$21 000 – includes costs of subsidising whole school programs such as Jellybeans music, Cooking program, coding classes as well as Senior camp and excursions. Also includes the cost of SLSO support for some students.</p>



Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	81	94	80	97
Girls	79	62	56	70

Our school has seen an increase in enrolment numbers due to both the new Redbank Estate and through a change in community perception. This growth should continue over at least the next 5 years as houses continue to be completed at Redbank. The increase in student numbers and staff has enabled us to have greater flexibility in the way we implement curriculum and deliver special programs.

Student attendance profile

School				
Year	2013	2014	2015	2016
K	96.1	92.2	93.7	94.6
1	93.9	94.5	92.6	95.3
2	94.9	95.3	93	96.4
3	93	94	92.5	94.2
4	95.1	96.6	93.9	94.4
5	96.6	91.1	92	93.8
6	95.2	94.4	92	94.2
All Years	95	94	92.9	94.6
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

Management of non-attendance

Student attendance is closely monitored by the school and supported through the Home School Liaison program. While our school attendance levels are comparable to the State averages, we are always exploring ways to improve this number. The school

recognises that attendance at school is closely linked to academic performance and as such this area will continue to be a priority focus at Richmond North PS.

Class sizes

Class	Total
KBF	20
1/2D	18
1/2V	18
3/4Z	28
3/4M	24
5/6W	27
5R	27

Workforce information

Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	2
Classroom Teacher(s)	6.59
Teacher of Reading Recovery	0.5
Learning and Support Teacher(s)	0.7
Teacher Librarian	0.4
School Administration & Support Staff	2.02
Other Positions	3.06

*Full Time Equivalent

No staff members at Richmond North identify as Indigenous.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	40

Professional learning and teacher accreditation

All Staff at Richmond North participated in Professional Learning sessions throughout 2016. Professional Learning sessions specifically targeted –

* DoE Mandatory training areas such as – Working With Children, Code of Conduct, Child Protection, First Aid and Anaphylaxis training, Emergency Care

* Priority areas as identified in our school plan, including – Real Schools Restorative Practices and School Culture PL, attending the I On the Future PL day (21st century Learning), LMBR training, Seven Steps to Writing Success PL.

* Training linked to Teaching Standards, Performance Development Framework and School Excellence Framework, including – participation in the Educator Impact PL, review sessions on PDP's, PL on completing the SEF survey

Teachers used MyPL as well as their own journals to record their PL hours towards Accreditation. Weekly staff meetings provided opportunities for staff to share ideas about good practice as well as providing opportunities for staff to lead PL – developing their leadership skills.

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2015 to 31 December 2016).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

The information provided in the financial summary includes reporting from 1 December 2015 to 31 December 2016.

	2016 Actual (\$)
Opening Balance	0.00
Revenue	135 713.66
(2a) Appropriation	119 894.74
(2b) Sale of Goods and Services	0.00
(2c) Grants and Contributions	15 638.36
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	180.56
Expenses	-106 109.53
Recurrent Expenses	-106 109.53
(3a) Employee Related	-32 903.05
(3b) Operating Expenses	-73 206.48
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	29 604.13
Balance Carried Forward	29 604.13

There is no opening balance recorded in the SAP finance table. The opening balance for the school for this reporting period is recorded as the Balance Brought Forward in the OASIS table.

The OASIS Balance carried forward amount (ie, funds on date of migration) is included in the (2a) Appropriation amount in the SAP table.

Any differences between the OASIS Balance carried forward and (2a) Appropriation amount is the result of other accounts and transactions being included in the (2a) Appropriation amount.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2016 Actual (\$)
Base Total	1 268 995.78
Base Per Capita	7 306.81
Base Location	0.00
Other Base	1 261 688.96
Equity Total	114 644.66
Equity Aboriginal	8 321.13
Equity Socio economic	20 731.26
Equity Language	1 368.66
Equity Disability	84 223.62
Targeted Total	10 169.99
Other Total	495 556.46
Grand Total	1 889 366.89

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert *Richmond North* in the Find a school and select GO to access the school data.

The NAPLAN results show continued improvement in all areas for our Year 3 students from 2014 – 2016. Growth in Numeracy performance has been particularly encouraging. While overall performance for our Year 5 students has dropped in 2016, the growth from Year 3 – Year 5 has been strong for many of these students. Year 5 student growth in the area of Spelling had been strong with 71% of students achieving above expected growth for this period.

In accordance with the **Premier's Priorities: Improving education results**, schools are required to report their student performance for the top two NAPLAN bands in reading and numeracy.

The percentage of Year 3 students in the top two bands has remained steady in reading but has shown pleasing growth in numeracy. Results in Spelling and Grammar/Punctuation have been steadily improving while their has been significant growth in Writing.

The percentage of Year 5 students in the top two bands has decreased in reading but has remained steady in writing and numeracy.

Another reporting requirement from the **State Priorities: Better Services – Improved Aboriginal education outcomes** is for schools with significant numbers of Aboriginal students to report the percentage of Aboriginal students in the top two NAPLAN bands. Richmond North Public School does not have the minimum 10 Aboriginal students in a cohort required to report on this priority.



Parent/caregiver, student, teacher satisfaction

In 2016, the school sought the opinions of parents, students and teachers about the school. This information was sourced through surveys, informal discussions, Educator Impact analysis of teaching and learning, and through peer review. Parents were given the opportunity to provide responses through a survey.

This is a summary of their responses –

- 98% agreed that the school provides a safe and secure environment for their children;
- 94% believed that their children are happy at school;
- 98% found that the teaching and support staff were approachable and helpful; and
- 97% would recommend the school to others.
- 93% believed that they were given opportunities to participate in school activities

Students were given the opportunity to provide feedback on teaching practices in their class. 88 students from K–6 were involved in this data collection.

A summary of these findings include –

- Students feel they have positive relationships with their teachers
- Students feel that lessons are at the right level of difficulty for them
- Students feel that they are provided with useful feedback of their learning

Teachers completed peer observations of teaching practice and the data collected indicated that –

- Creating relationships with students was a key strength in all classrooms
- Teachers set clear objectives for learning in lessons and provide useful feedback to students
- Teachers identified Classroom Management and Calibrating Difficulty as areas for further development.
- With reference to the AITSL teaching standards, our strengths are Standards 2 and 5, our best area for development is Standard 3.

Areas for development were also identified and include –

- Further opportunities for collaboration and sharing with other teachers
- Improved support for students experiencing difficulties
- More training on SENTRAL
- Opportunities to develop leadership



Policy requirements

Aboriginal education

Students of Aboriginal background make up 9% of our student population. Our School Excellence data indicates that outcomes achieved by these students are comparable to those of the general school population. Policy, curriculum and management planning reflect the school community commitment to maintaining an integrated approach to Aboriginal education, the content and perspectives being integrated into all the Key Learning Areas. Aboriginal perspectives continue to be incorporated into units of work with the focus on Aboriginal history, culture and contemporary issues. This year we have implemented a range of programs

and structures to support students of Aboriginal background as well as building understanding and reconciliation across the whole school community.

- Many indigenous students participated in our Wakkikiri performance group. • Additional support provided to Aboriginal students for transition into high school.
- One of our Indigenous background students attended Space Camp .
- A School Learning Support Officer (SLSO) provided support (using monies received through Resource Allocation Model – RAM – Aboriginal Education). Aboriginal students were targeted in reading to develop their skills.
- Personalised Learning Plans were developed catering for individual student need. These were developed in conversations held between student, parent and teacher.
- Aboriginal students were provided with financial support to attend Hawkesbury Enrichment courses, camps and excursions.
- Aboriginal perspectives in KLA's were further developed.

Multicultural and anti-racism education

The school maintains a focus on multicultural education and anti-racism within all curriculum areas, providing programs to develop the knowledge, skills and attitudes required in our culturally diverse society. Mr Adam Wheat is the Anti-Racism Contact Officer at Richmond North Public School and in 2016 there were no issues reported to him related to racism within the teaching workplace or the students' learning environment.

Richmond North Public School is committed to the principles of multicultural education through:

- Welfare policy development considering all cultures; and
- Providing multicultural perspectives within all teaching/learning programs.
- All students participated in an Anti-bullying Day with a focus on taking action as a bystander.
- Harmony Day activities

Other school programs

Student leadership

In 2016, a number of leadership opportunities were available to our students. Our 4 School Captains/Vice Captains attended the Hawkesbury Leadership Camp which was held in Term 1. At the camp, students developed skills in public speaking and teamwork and

leadership. This group also attended the Young Leaders Day event held in Sydney where they were able to hear a range of inspirational speakers. Students across the school were able to develop their own leadership skills by becoming house captains, participation in extra-curricular events, and participation in leadership groups such as the Garden Crew and Chook Crew. Students had opportunities to become peer tutors and show leadership through assisting other students. The development of leadership qualities in our students is a key focus area.

successful and proved popular with students.

At Richmond North Public School we offer many enrichment opportunities for our students in Creative and Performing Arts, including the activities already mentioned, along with Art and Music camps, Writing and Art competitions, gifted and talented programs and school performances and displays. We value the Arts and their place in your child's education and encourage you to do likewise by supporting your child in these activities.

Sport

In 2016, students at Richmond North Public had many opportunities to participate in sport and develop their skills and fitness. Our school held Swimming, Cross Country and Athletics Carnivals with students going on to compete at the district and regional levels. Once again, students represented Richmond North Public School with pride and sportsmanship and there were many fine individual and team performances. A number of Gala Days were offered to schools in the Hawkesbury in 2016 and Richmond North fielded teams in a range of sports including Australian Football League (AFL), Netball, Touch Football, Basketball, Rugby League and Cricket. During Terms 1, 2 and 3, our school received funding through the Sporting Schools program and were able to offer weekly sport lessons conducted by trained personnel free of charge. The sports we offered were Softball, Gymnastics and Hockey. Richmond North Public School is very grateful to the parent/caregiver base who assisted with sport in 2016, from volunteering to help at carnivals, to training and transporting students, to cheering on the sidelines. Your support is greatly appreciated. In 2016, teachers at Richmond North Public School coordinated the various sports carnivals and Gala Day teams with great success. They also developed programs to support and teach sport and fitness skills within their class and provide safe, fun and active experiences for their students.

The Arts

It has once again been a very successful year for Richmond North Public School in the area of arts. All Kindergarten/Year 1/Year 2 students participated in the Jellybeans Music Program. As part of this program, a trained music teacher conducts weekly lessons for 1 term. These lessons develop skills in performing, organising, listening to and responding to music. In addition, the school continued offering music instrument lessons through its partnership with Cool Kids Music. 10 students participated in lessons, learning how to play guitar, keyboards and drums. Year 5 and 6 students were also given the opportunity to learn Ukulele. This group of students practiced regularly and performed at our end of year 'Ring Out Richmond North' concert. A number of students participated in The Hawkesbury Public Speaking Competition, the Multicultural Public Speaking competition and The Richmond Rotary Club Public Speaking Competition. For the first time, we established a Wakikiri performance group which performed at the Riverside Theatre. This group was which included approx. 35 students was very