

Richmond Public School

Annual Report



2017



3999

Introduction

The Annual Report for **2017** is provided to the community of **Richmond 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.

Gary Ruzgas

Principal

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School background

School vision statement

Richmond Public School is committed to delivering high quality teaching and learning programmes which provide 21st Century learners the opportunity to reach their full potential. Our school culture promotes student engagement, active citizenship, resilience, self-esteem and students who are supported in their strive for excellence.

School context

Richmond Public School is a semi-rural environment with students representing a wide range of social-economic backgrounds. Richmond is a school with approximately 369 students. The school has 14 classes which includes two Opportunity Classes. (OC) The school caters for a wide range of needs and learning abilities. Most classes are formed into Stage groups to maximise student learning.

Richmond Public School is a Positive Behaviour for Learning (PBL) 'School of Excellence' promoting strong wellbeing programmes that highlight the positive behaviour of students within the school. Our school promotes Safety, Respect, Good Learners and Environmentally Friendly members of the school community. The school opens its doors to the community through regular events and ceremonies that highlight and encourage the positive and outstanding achievements of the students and the wider community.

Students are encouraged to participate in extra curricula programmes covering the areas of: academia, the arts, social, sporting and student leadership to equip them with the knowledge and skills to meet the challenges of a modern and technological society.

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 and participated in an external validation. 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

In 2017, Richmond Public School participated in the Department of Education's External Validation procedure. The school was assessed under the School Excellence Framework in the elements of Learning, Teaching and Leading. Staff engaged and mapped the school in all fourteen domains of the three elements and considered the school was delivering or sustaining and growing in each domain within the elements. The External Validation team endorsed the school's finding and evidence sets. However, the External Validation team assessed the school as excelling in the domain of wellbeing.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

Strategic Direction 1

Quality Teaching

Purpose

To create a quality learning environment where students strive for high achievement through positive engagement. Students will develop effective oral and written communication, curiosity and imagination, initiative and entrepreneurialism, critical thinking and problem solving, agility and adaptability. Students will effectively access and analyse information and collaborate across networks and lead by influence.

Overall summary of progress

Richmond Public School's progress in regards to improving quality teaching has been excellent. The school has a clear focus in developing the students' reading skills and continues to focus on Numeracy through problem solving. Quality Teaching will again be a Strategic Direction within the school's 2018–2020 School Plan.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>An increase of Year 3 students in the top two bands in Reading to 32.5%</p> <p>An increase of Year 5 students in the top two bands in Reading to 51%</p>	<p>Literacy Numeracy Funds – \$10 023 + Low Socio Socio-economic Funds – \$52 023 Expenditure – Enrichment Program for students in Year 1 – Year 6 – \$45000. Reading Resources for Home Readers and additional school readers \$15000.</p>	<p>In the 2017 NAPLAN, Year 3 students achieved 56.2% of students in the top two bands in Reading.</p> <p>Year 5 achieved 54.4% of students in the top two bands in Reading.</p> <p>Both results were above the target percentage.</p>
<p>An increase of Year 3 students achieving in the highest two bands in Number to 30%</p> <p>An increase of Year 5 students achieving in the highest two bands in Number to 42%</p>	<p>Over 2017, Teacher Professional Learning focussed on Visual Literacy and aspects of the program Focus on Reading.</p> <p>Professional Learning Funds spent – \$14 560</p>	<p>In the 2017 NAPLAN, Year 3 achieved 42.4% of students in the top two bands in Numeracy.</p> <p>Year 5 achieved 48.5% of students in the top two bands in Numeracy.</p>
<p>Premier's Priority: Increase the proportion of NSW students in the top two NAPLAN bands by eight per cent</p>	<p>A percentage of Richmond Public School's Professional Learning funds and Quality Teaching, Successful Students (QTSS) entitlement focussed on improving students' results both school based data and NAPLAN.</p> <p>Professional learning Funds – \$6000</p> <p>QTSS – \$26 003</p>	<p>Richmond Public School had some success in terms of the Premier's Priority. Year 3 Reading results and aspects of Numeracy indicated an improvement in the number of students in the top two bands which met the Premier's Priority.</p> <p>Year 5 students also met the Premier's Priority in a number of aspects of NAPLAN, particularly Reading and Numeracy..</p>

Next Steps

- Development of Writing Walls in all classes to celebrate great writing samples by students;
- Introduction of Visible Learning strategies to enhance teaching pedagogy;

- Integrate editing skills as a short 'warm up' activity to all writing lessons;
- Further strengthen strategies in guided reading with emphasis on fluency and comprehension skills; both literal and inferential;
- Consolidate the Problem Solving Strategies Program in 2018;
- Continue with the Learning and Support Teacher and librarian individually assessing all students in Kindergarten to Year 4 in their reading levels, ensuring the results reflect the achievements of the students and that the targeted students are being appropriately developed and monitored; and
- Further professional develop staff in effective guided reading strategies.

Strategic Direction 2

Student and Staff Welfare

Purpose

To foster a safe, nurturing and supportive environment where all staff and students can develop socially, emotionally and intellectually. Students and staff will be provided with opportunities to develop their leadership skills, social responsibility, resilience, confidence and self-esteem.

Overall summary of progress

Richmond Public School is defined by its excellent Positive Behaviour for Learning (PBL) Program. The program focuses on rewarding all students who display the school's behavioural expectations; Be Safe, Be a Good Learner, Be Respectful and Be Environmentally Friendly. Richmond Public School has been awarded as a 'School of Excellence' in PBL.

Early Career Teachers and Professional Learning for all staff has been a clear focus for all staff at Richmond Public School. Through the provisions of the Quality Teaching, Successful Students initiative, staff have clear professional goals, attend professional learning focussing on their professional goals and have the Executive staff observe and present lessons for staff aligned to the National Education Standards Authority.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Detention rates at Richmond Public School will continue to decrease resulting in no students attending detention for an extended period of time.	Wellbeing Expenditure – \$ 234	Richmond Public School's 2017 data indicates a continual decline in detention rates. The school's detention rate over the year was 2.3% down from 4.2%.
All staff have achieved accreditation and are maintaining their accreditation at the Proficient level.	Early Career Teacher expenditure – \$20 175 A percentage of the Quality Teaching Successful Students Funding was used to support Early Career Teachers – \$ 6500	In 2017, Richmond Public School continued with the Early Career Teacher meetings, ensuring all Early Career Teachers were aware and supported through their accreditation. The Quality Teaching, Successful Students and Beginning Teacher Funding initiatives under the Great Teaching, Inspired Learning document were implemented at Richmond Public School. Four Early Career Teachers at Richmond Public School completed their accreditation report and await their proficiency status.
Premier's Priority: Decrease the percentage of children and young people re-reported at risk of significant harm by 15 per cent	Parent/Carer Network expenditure – \$ 1300 Financial Assistance – \$2700	There was a considerable decline with the number of students that were considered 'at risk of significant harm' at Richmond Public School. The school has developed parent/carers networks to support families who are experiencing difficulty. The school has also developed a Financial Assistance Policy to ensure all students have the same opportunities.
Premier's Priority: Reduce overweight and obesity rates of children by five per cent over 10 years	Richmond Rotary Club donation – \$2000	In 2017, Richmond Public School staff completed a physical activity audit. Results led to the introduction of morning fitness classes for all stages of learning. Through the generosity of Richmond Rotary Club, the school established a Breakfast Club which is held weekly ensuring a healthy breakfast. The Breakfast Club is well received by the students .

Next Steps

- Providing opportunity for parents/carers to attend special assemblies by varying the days and times of the special assemblies each term to ensure parents/carers can attend to celebrate with their child/children;
- Consolidation of the Diamond Award level within the Positive Behaviour for Learning program with students who receive a Diamond Voyager Medal, the top of the school's award system, not returning to the beginning of the system but continuing at the highest level and awarded accordingly; and
- Further develop the Early Career Teacher mentoring process to ensure all teachers are meeting the National Educational Standards Authority expectations.

Strategic Direction 3

Community Participation and Engagement

Purpose

To further develop and enhance partnerships between the school and the wider community. The focus is on encouraging and promoting participation, recognition, quality and timely feedback and evaluation between students, staff, parents, carers and the wider community.

Overall summary of progress

The community of Richmond Public School is extremely supportive of the school. The community's attendance at special events, such as the school's Touchdown Morning Tea is excellent and there continues to be a strengthening bond between the school, families and the wider community.

Linking with external agencies has been a school focus through 2015–2017 and the school has developed professional relationships with Hawkesbury Helping Hands, Richmond Rotary, St Vincent De Paul, The Country Women's Association, local nursing homes and local businesses such as Spec Savers. Continued work in developing additional professional relationships between the school and outside agencies will be a focus in the school's 2018–2020 School Plan.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Parents/Carers attend workshops delivered by the staff focussing on assisting your child at home with reading and mathematics.	Staff Development of Tutorials – \$1500	Richmond Public School staff again held Parent/Carer Tutorials titled, Reading at Home and Assisting your Child with Numeracy. There were two presentations of each tutorial, both held in the afternoon before the end of the school day and in the evening with the aim of making the sessions available to many families.
Survey results indicate communication with students, staff and parents/carers has improved.	Skoolbag Application Subscriptions – \$ 3800 CENTRAL–On–line Parent/Carer/Teacher Interviews – \$3000	Richmond Public School highly promoted the Skoolbag Application to all families. It has been well received and is the main form of instant communication. In 2017, the school engaged with the on–line booking of Parent/Teacher Interviews. Survey results regarding this process was very positive. The school also established a process to upload all school notes onto the website ensuring all communication home is accessible to families.
An increased number of parents/carers attendance at school events volunteering time within the school, attending P&C meetings and participating in Meet the Teacher Evening and Parent/Carer/Teacher Interviews.	Staff Development – \$ 1500	Richmond Public School is fortunate to have an engaged community. Attendance at P&C meetings is positive. However, to continue to improve parent/carer engagement within the school, Parent/Carer Tutorials in Literacy and Numeracy were presented in 2017 on the same evening as the P&C meetings. This enabled parents/carers to attend the tutorial and then the following P&C meeting. Attendance at P&C meetings increased on those evening. However, strategies to maintain this attendance number will be within the 2018 School Plan. Parent/Carer participation in Parent/Carer/Teacher Interviews and Meet the Teacher Evening is also positive with an average of 89% of parents/carers attending both events.
Improved links and partnerships	\$0	Richmond Public School continues to develop links

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
by the school with local businesses, services and charities.		with local businesses, services and charities. The school has created strong pre-service teacher links with Western Sydney University, Hawkesbury Campus and the Australian Catholic University. In 2017, Richmond Public School developed links with local businesses, in particular Richmond Marketplace, Richmond Nursing Home, Richmond Air Base and local charities such as St Vincent De Paul and Hawkesbury Helping Hands.

Next Steps

- Staff is developing additional parent/carer workshops for 2018 with a focus on young, developing readers during the Reading Workshop. The focus for the Mathematics Workshop will be Problem Solving and strategies to assist your child at home;
- Consolidate Parent/Carer Interviews On-line booking process for 2018;
- Further enhance communication to parents/carers by uploading all notes onto the Skoolbag Application and onto the school's website; and
- Continue to build strong relationships with universities, local businesses and charities.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading		
English language proficiency		
Low level adjustment for disability		
Socio-economic background		
Support for beginning teachers		

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	189	192	182	191
Girls	145	167	167	173

Student attendance profile

School				
Year	2014	2015	2016	2017
K	96.1	94.8	96.2	95.7
1	95.5	94.6	95	94.9
2	96.2	93.5	94.1	93.6
3	95.8	95.5	94	96.2
4	94.8	93.6	93	94.3
5	95	94.3	94.5	95.6
6	94.1	94.5	93.6	93.9
All Years	95.3	94.4	94.4	94.8
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

Management of non-attendance

At Richmond Public school, the attendance process is in accordance with the Attendance Policy. It was reviewed this year and tabled for consultation with the community, staff and students. Richmond Public School communicates clearly and promptly with families in regards to non-attendance and late notification of absences. The school does not approve Leave Exemptions for students going on extended holidays or overseas and this is clearly communicated to families. Any unexplained absences or attendance concerns are communicated with the families and the Department of Education's Home School Liaison Officer for further investigation. Richmond Public School students have, in general, an excellent attendance rate.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	3
Head Teacher(s)	0
Classroom Teacher(s)	12.44
Teacher of Reading Recovery	0.42
Learning & Support Teacher(s)	1
Teacher Librarian	0.8
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	2.92
Other Positions	0

*Full Time Equivalent

<Use this text box to report on the Aboriginal composition of your school's workforce>

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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	0

Professional learning and teacher accreditation

Staff at Richmond Public School attend professional learning sessions every fortnight. All professional learning is aligned to the Department of Education's mandatory training requirements, the school's 2015–2017 School Plan or the individual teacher's Professional Learning Plan. In 2017, staff at Richmond Public School attended professional learning sessions on Visual Literacy, Super Six Comprehension Skills, Visible Learning and Mathematical Problem Solving strategies. In 2018, Richmond Public School staff will further develop their teaching through attending professional learning sessions on Visible Learning and

Mathematics Building Blocks for Numeracy.

Early Career Teachers at Richmond Public School attended meetings in 2017 with the Early Career Teacher Advisor. These meetings focused on the teacher accreditation process, maintenance of accreditation and professional learning courses for Early Career Teachers. In 2018, there will be a focus at Richmond Public School on developing a greater understanding of the accreditation and maintenance process for all pre 2004 teachers who will also be registered with the National Education Standards Authority (NESA).

Financial information (for schools fully deployed to SAP/SALM)

Financial summary

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	132,400
Revenue	2,905,122
Appropriation	2,724,681
Sale of Goods and Services	8,402
Grants and Contributions	169,800
Gain and Loss	0
Other Revenue	0
Investment Income	2,239
Expenses	-2,848,974
Recurrent Expenses	-2,848,974
Employee Related	-2,560,014
Operating Expenses	-288,961
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	56,147
Balance Carried Forward	188,547

Financial summary equity funding

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

	2017 Actual (\$)
Base Total	2,344,405
Base Per Capita	53,336
Base Location	0
Other Base	2,291,069
Equity Total	206,762
Equity Aboriginal	16,050
Equity Socio economic	52,023
Equity Language	3,185
Equity Disability	135,504
Targeted Total	42,958
Other Total	72,316
Grand Total	2,666,441

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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

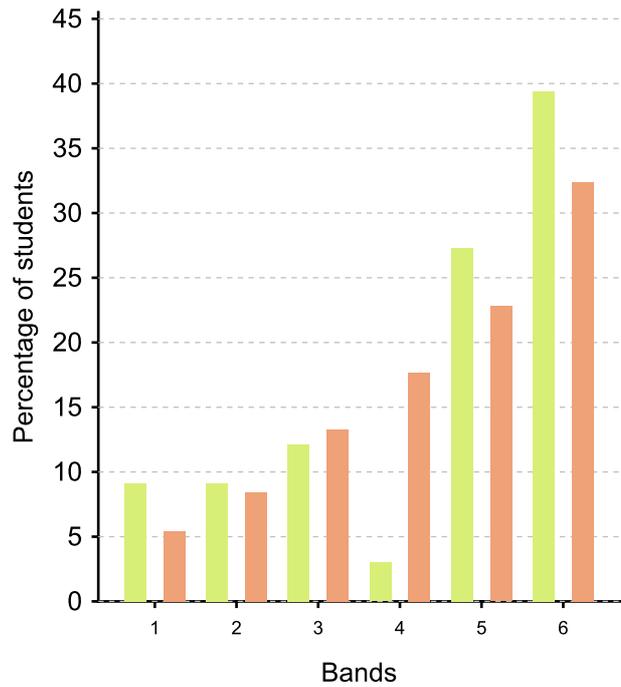
NAPLAN

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.

In 2017, Richmond Public School's students achieved some excellent results in Literacy with 56.2% of the school's Year 3 students achieving Band 5 or Band 6 in reading; the top two bands for Year 3. Year 3 also achieved 66.7% of students in the top two bands in Punctuation and Grammar.

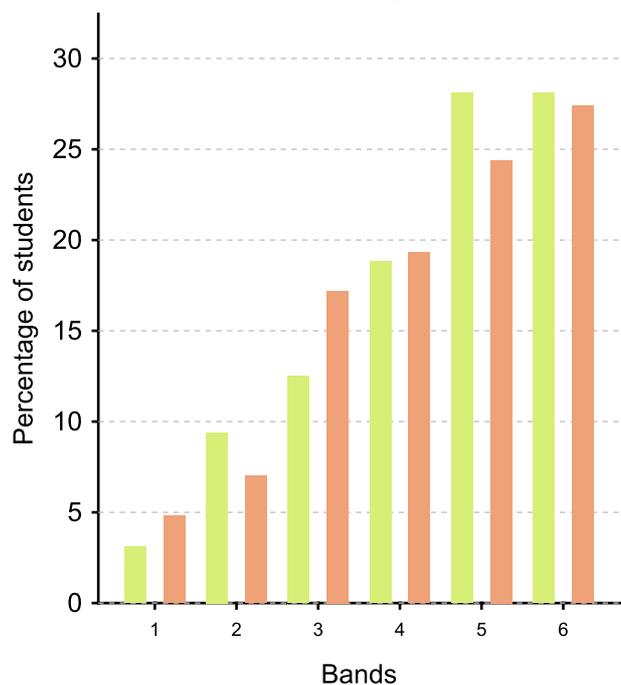
The school's Year 5 students also did very well with 54.5% of students achieving Band 7 or Band 8 in reading; the top two bands for Year 5 NAPLAN.

Percentage in bands:
Year 3 Grammar & Punctuation



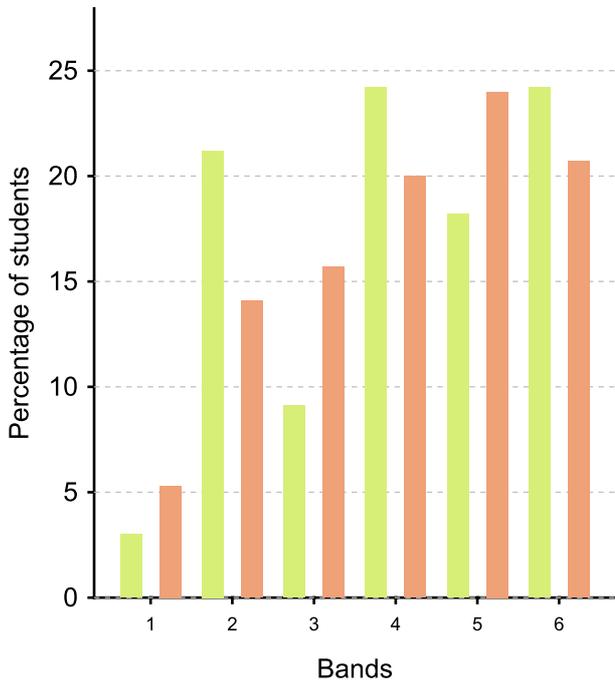
Band	1	2	3	4	5	6
Percentage of students	9.1	9.1	12.1	3.0	27.3	39.4
School avg 2015-2017	5.4	8.4	13.3	17.7	22.8	32.4

Percentage in bands:
Year 3 Reading



Band	1	2	3	4	5	6
Percentage of students	3.1	9.4	12.5	18.8	28.1	28.1
School avg 2015-2017	4.8	7.0	17.2	19.3	24.4	27.4

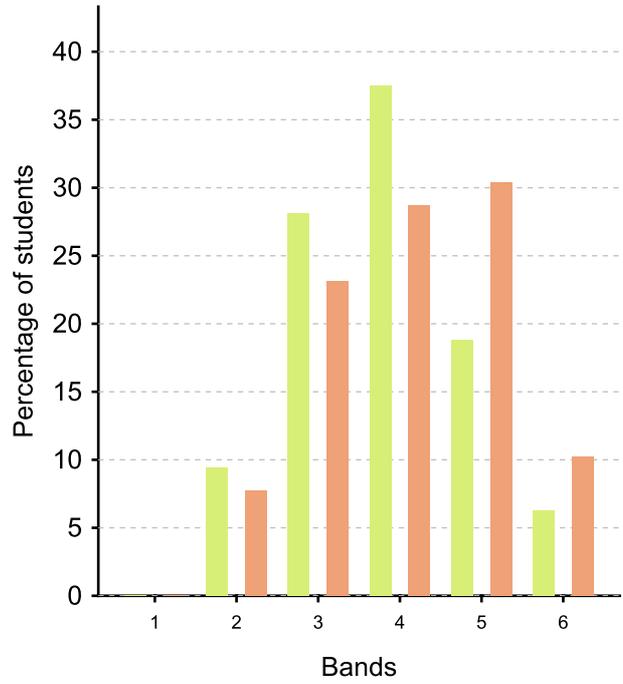
Percentage in bands:
Year 3 Spelling



Percentage in Bands
School Average 2015-2017

Band	1	2	3	4	5	6
Percentage of students	3.0	21.2	9.1	24.2	18.2	24.2
School avg 2015-2017	5.3	14.1	15.7	20.0	24.0	20.7

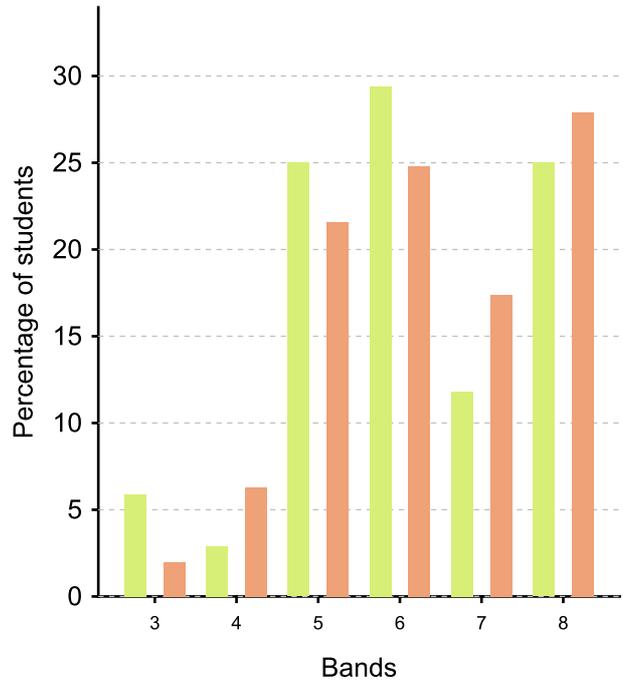
Percentage in bands:
Year 3 Writing



Percentage in Bands
School Average 2015-2017

Band	1	2	3	4	5	6
Percentage of students	0.0	9.4	28.1	37.5	18.8	6.3
School avg 2015-2017	0.0	7.7	23.1	28.7	30.4	10.2

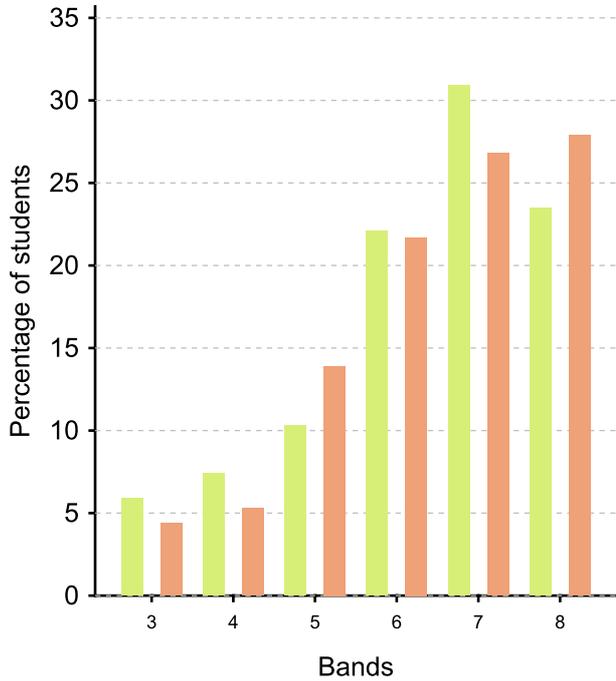
Percentage in bands:
Year 5 Grammar & Punctuation



Percentage in Bands
School Average 2015-2017

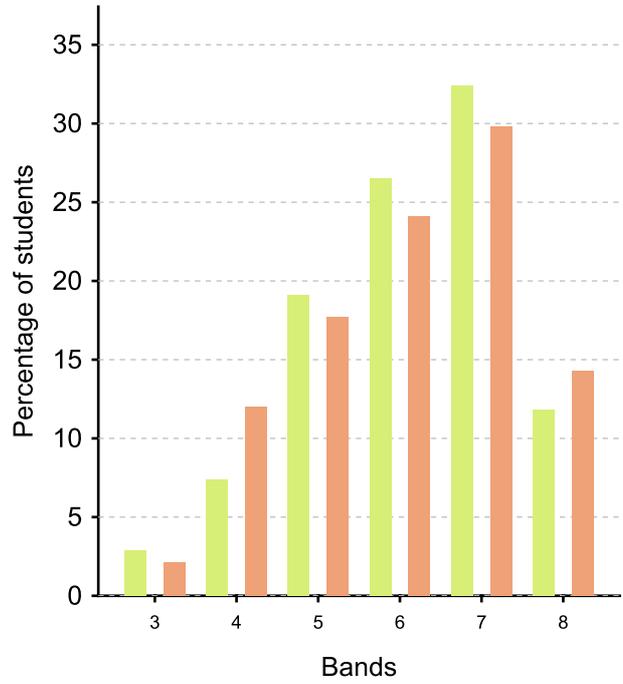
Band	3	4	5	6	7	8
Percentage of students	5.9	2.9	25.0	29.4	11.8	25.0
School avg 2015-2017	2.0	6.3	21.6	24.8	17.4	27.9

Percentage in bands:
Year 5 Reading



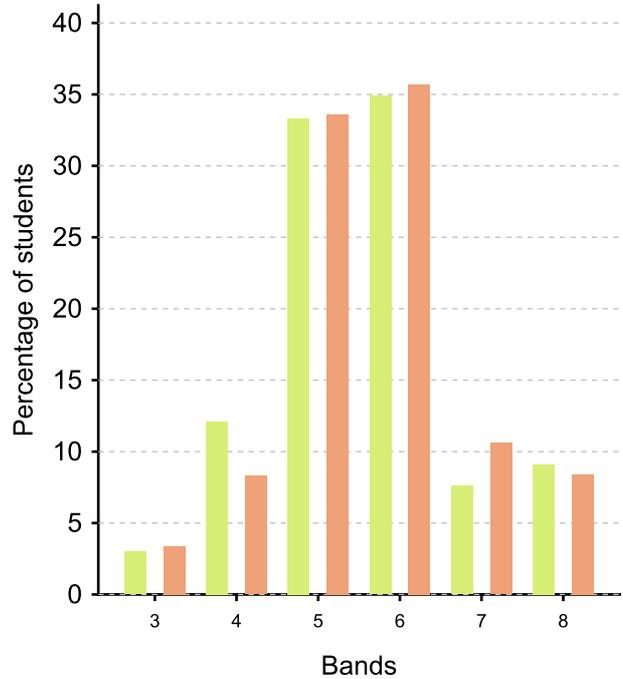
Band	3	4	5	6	7	8
Percentage of students	5.9	7.4	10.3	22.1	30.9	23.5
School avg 2015-2017	4.4	5.3	13.9	21.7	26.8	27.9

Percentage in bands:
Year 5 Spelling



Band	3	4	5	6	7	8
Percentage of students	2.9	7.4	19.1	26.5	32.4	11.8
School avg 2015-2017	2.1	12.0	17.7	24.1	29.8	14.3

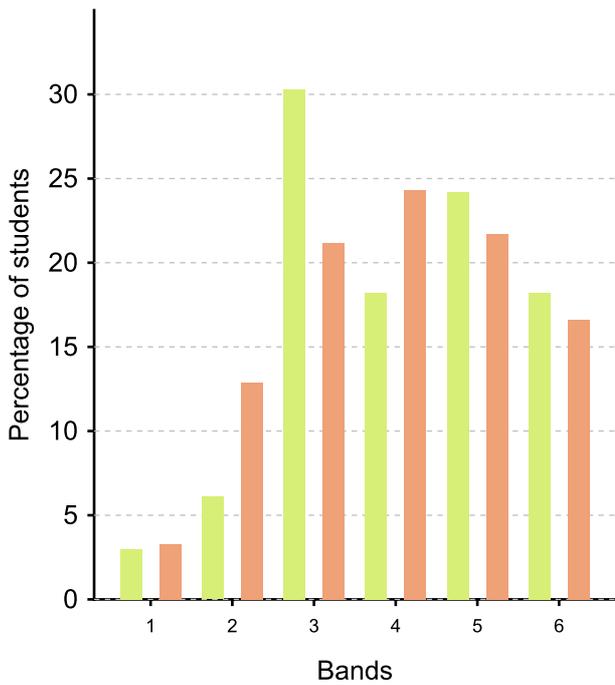
Percentage in bands:
Year 5 Writing



Band	3	4	5	6	7	8
Percentage of students	3.0	12.1	33.3	34.9	7.6	9.1
School avg 2015-2017	3.4	8.3	33.6	35.7	10.6	8.4

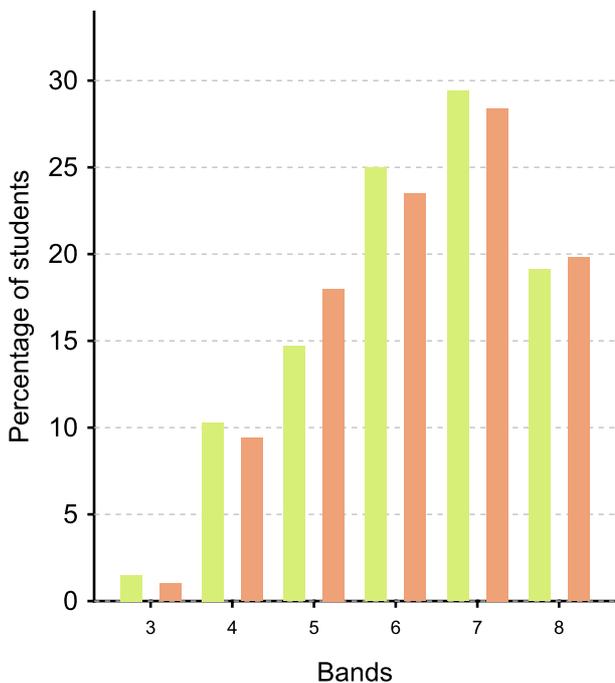
Numeracy results in NAPLAN continue to improve at Richmond Public School. The school achieved 42.4% of Year 3 students in the top two bands in Numeracy with Year 5 achieving 48.4% of students in the top two bands in the same area. Data, Measurement, Space and Geometry continue to be focus areas at Richmond Public School and the students continue to improve with Year 3 achieving 33.4% in the top two bands and Year 5 having 45.6% of students in the top two bands in Data, Measurement, Space and Geometry.

Percentage in bands:
Year 3 Numeracy



Band	1	2	3	4	5	6
Percentage of students	3.0	6.1	30.3	18.2	24.2	18.2
School avg 2015-2017	3.3	12.9	21.2	24.3	21.7	16.6

Percentage in bands:
Year 5 Numeracy



Band	3	4	5	6	7	8
Percentage of students	1.5	10.3	14.7	25.0	29.4	19.1
School avg 2015-2017	1.0	9.4	18.0	23.5	28.4	19.8

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.>

Richmond Public School again focussed on the Premier's Priorities; Improving education results and the State Priorities; Better services – Improving Aboriginal education outcomes for students in the top two NAPLAN bands through providing Enrichment Groups for those students achieving above average results and for the aboriginal students enrolled at Richmond Public School. The community support the school's Enrichment Group implemented successfully by Mrs Jennifer Carter. The Enrichment Group also allows for the decrease in student numbers in Literacy and Numeracy sessions therefore providing lower performing students increased individualised teacher assistance. The Enrichment Group will continue in 2018.

Policy requirements

Aboriginal education

At Richmond Public School a focus on embedding Aboriginal Perspectives into classroom programs and creating personalised learning pathways for Aboriginal students is a commitment of the entire school community. The school engaged in NAIDOC Celebrations and a commitment to Acknowledgement of Country through our Aboriginal student leaders and the school's local elders. In 2017, the school commissioned an Aboriginal performance which was attended by all students to recognise aboriginal history and culture.

Multicultural and anti-racism education

In 2017, Richmond Public School's enrolment data indicated an increase the number of cultures enrolled at the school. Multiculturalism is promoted at Richmond Public School through a multitude of experiences and initiatives. Our significant event is Harmony Day where each family can share their traditions and heritage; there has been a significant increase in the number of students participating in Harmony Day by coming to school wearing their traditional clothing. The school now engages with translators to assist families with school communication and the school recognises that this process will increase over time.