



## RICHMOND PRIMARY SCHOOL

# BUSINESS PLAN 2020-2022

### Our Vision

Every child to be their best.

### Our Values

The pursuit of knowledge and achievement of potential

Self-acceptance and respect

Respect and concern for others and their rights

Social and civic responsibility

Environmental responsibility

### Our Philosophy

Our decisions are based on data, evidence and research, not on inclination, and are made in the best interests of students. We acknowledge that best predictors of long term wellbeing are:

A sense of personal achievement and autonomy (I can do things);

Social competence (I am a person people can like); and

Resilience (I can find ways to solve problems I face). *Telethon Institute 2016.*

Our aim is to provide the appropriate supports and inputs to ensure that all children reach their potential, regardless of their starting point, and to foster in each child a sense of belonging, being and becoming.

This means:

**belonging** to the Richmond Primary School community and feeling valued;

**being** self-aware, resilient and capable;

and **becoming** the best version of themselves, academically, socially, physically and emotionally.

## Our Strategy

Our strategic direction is based on a framework of system and school priorities and data. We have a three-year plan, reviewed annually.

Our self-assessment process is:

- Assess** data and other evidence related to student achievement and school operations;
- Plan** to improve the standards of student achievement; and
- Act** to implement planned strategies.

Because the school improvement cycle is an ongoing process, the three components are dynamic and interactive.

We ask:

- What are our students achieving (both academic and non-academic)?
- Are these achievements good enough (given our context)?
- What areas should be the focus of improvement?
- What will we do to improve in these focus areas?
- How will we know if we have been effective in improving student achievement?



## Planning Documents

This file contains all our plans and is the guide for teachers and staff at Richmond PS.

**Business Plan:** This document details our priorities and associated strategic overview over a three-year period and incorporates system priorities.

**Operational Planning Framework:** This document is an overview of the way in which we operate to improve student outcomes.

**Operational Plans:** We have plans in key areas, such as literacy and numeracy, which can change over time.

**Guiding documents:** We are guided by a number of system documents, including, but not limited to:

- The Western Australian Curriculum; The Early Years Learning Framework;
- The School Improvement and Accountability Framework;
- Directions for Schools: Focus documents; Strategic Plans for WA Public Schools;
- Policy Standards for pre-primary to year 10: Teaching, Assessing and Reporting; Guide to the National Quality Standard;
- Aboriginal Cultural Standards Framework

## Our Priority Areas

We have five inter-related areas of focus for effective school operations: **teaching, learning environment, leadership, resources and relationships.**

## Teaching

Priorities	Key Strategies	By 2022 we will see
Strengthen consistent school wide approaches to literacy, numeracy and technologies – methodology and practice from K-6.	Continue to implement and review whole school programs in literacy, numeracy and technology, including teacher professional learning and resourcing.	Documented whole school programs being delivered across the school in English, maths and technologies. Technologies plan in place. STEM plan in place. Updated literacy and numeracy plans in place.
Fully implement National Quality Standard process, invite verification audit and implement any recommendations.	Resource a level 3 teacher to manage and implement this process	Positive external verification audit of NQS in years K-2 across all areas.  Implementation of findings.
Strengthen collaboration of teaching staff: effective teacher efficacy.	Establish collaborative team structure K-PP; 1-2; 3-4; 5-6 with team leaders selected via Future Leaders process	Effective team structures across school with regular curriculum meetings, minutes and actions shared across school.
Continue to strengthen use of data	Continue to provide staff professional learning to use data. Streamline data sources and reporting Implement Big bubble more trouble. Work with Best Performance. Staff to develop targets for student progress and achievement Staff explore use of data for further moderation opportunities.	Refined annual data reporting document in place. Uptake of Big bubble more trouble data tool by teams Targets set
Improve performance in year 5 writing in online NAPLAN	Maintain 7 Steps to Writing; Soundwaves and reading programs. Maintain digital literacy program. Implement annual PAT testing and ANA testing and review data term 4. Map progress from year to year and colour code Resource support for early years literacy. Continue to develop and implement support program across school	NAPLAN achievement to be consistently at or above like schools in all areas.  Effective support program constantly refined based on data
Explore how year one and two could explore child-led play based opportunities for learning curriculum content and provide greater flexibility and autonomy in the classroom	Visit other schools and research literature / PL to further investigate child led and play based learning in junior primary	Enquiry learning and child centred approach embedded in years 1-2.

## Learning Environment

Priorities	Key Strategies	By 2022 we will see
Wellbeing	<p>Implement whole school programs in well-being.</p> <p>Protective Behaviours program across school.</p> <p>Chaplaincy program.</p> <p>Develop a student wellbeing operational plan</p> <p>Develop a staff wellbeing policy and committee.</p> <p>Investigate mental health and resilience programs</p>	<p>Continued positive student and parent survey responses in this domain.</p> <p>Programs in place.</p> <p>Chaplain on staff.</p> <p>Operational plan in place.</p> <p>Staff wellbeing policy and committee operating.</p>
Attendance	<p>Daily SMS messaging system</p> <p>Attendance monitoring and reporting via letters and updates.</p> <p>Discourage holidays during term time where appropriate</p>	<p>90% regular attendance across the school</p> <p>Individual plan in place for any student in high risk category.</p>
Maintain high standard of behaviour, attitude and effort	<p>Implement whole school programs: Zones of Regulation; Restorative Justice.</p> <p>Values focus – optimise opportunities to promote school’s values</p>	<p>Programs in place.</p> <p>95% of students achieving ‘usually/consistently’ in ABE data.</p> <p>Values front and centre in operations</p>
Continue to develop outdoor areas to enrich the learning program	<p>Implement NQS physical environment descriptors</p> <p>Maintain our kitchen garden and nature play areas</p> <p>Maintain student environment voice via leadership team</p> <p>Seek external funding opportunities</p> <p>Replace 4-6 playground following consultation with students</p> <p>Work with P&amp;C</p> <p>Encourage teachers to utilise outdoor learning spaces such as outdoor stage; quad; gardens</p>	<p>Continued waste wise school accreditation annually.</p> <p>Student environment team operating effectively.</p> <p>Development of nature play areas.</p> <p>Replacement of 4-6 playground</p>
Maintain healthy eating and physical activity	<p>Deliver traffic light system in school including canteen</p> <p>Participate in and explore new sports opportunities</p> <p>Get Crunch and Sip accreditation</p> <p>Get Sun-smart school accreditation</p>	<p>Traffic light system implemented.</p> <p>Success and participation in physical education events and inclusion of new events.</p> <p>Sun-smart accreditation</p> <p>Crunch and sip accreditation</p>
Aboriginal Cultural Standards Framework	<p>Develop operational plan</p> <p>Develop RAP plan</p> <p>Find opportunities to work with local indigenous community</p>	<p>RAP plan written and implemented.</p> <p>More involvement with local indigenous community members.</p>

## Relationships

Priorities	Key Strategies	By 2022 we will see
Strengthen and develop community relationships to build community and enhance learning programs.	<p>Collaborate with ToEF more</p> <p>Collaborate with organisations within East Fremantle and Fremantle.</p> <p>Get involved with community projects such as river regeneration</p> <p>Continue current partnerships and seek more to benefit educational outcomes</p> <p>Continue to find new partners for third party deeds of licence to deliver after hours programs to benefit students</p>	<p>External agency collaboration.</p> <p>More deeds of licence.</p> <p>More collaboration with ToEF</p>
Maintain and develop further communication channels to community	<p>Maintain website</p> <p>Maintain regular Principal's update</p> <p>Maintain regular Connect notices from teachers</p>	Response of 80%+ on biennial school parent survey for communication
Strengthen collaboration of teaching staff: effective teacher efficacy (Hattie effect size 1)	<p>Establish collaborative team structure K-PP; 1-2; 3-4; 5-6</p>	Team structures across school
Continue to develop the Board – in terms of its role and understandings from within the Board, and in the community	<p>All Board members to complete DoE Board training</p> <p>Support and facilitate regular Board reports to community</p> <p>Board completes skills audit</p> <p>Board development plan reviewed and refined each year</p> <p>Board to improve liaison with P&amp;C via rep and through collaboration between president and chair. .</p>	<p>All Board members trained and common understanding of role</p> <p>Effective Board liaison with P&amp;C leading to working together</p> <p>Board development plan, minutes and self-assessment in line with school and system priorities maintained.</p>
Continue to develop the P&C's effective operation	<p>Develop P&amp;C calendar at the start of the year and make public</p> <p>Seek feedback on events valued by community</p> <p>Maintain regular meeting times / dates</p> <p>Get regular quorum from members</p> <p>Focus on class parent reps to build momentum</p> <p>Ensure all financial decisions are made at general meetings and minuted</p>	<p>Consistent P&amp;C calendar in place</p> <p>Well attended and planned P&amp;C general meetings in place each term with quorum and minutes.</p> <p>All financial decisions made at general meeting and minuted.</p>

## Leadership

Priorities	Key Strategies	By 2022 we will see
Continue to develop internal leadership opportunities for staff and students	<p>Provide staff situational leadership opportunities such as team meetings, project management, school committee positions</p> <p>Promote and support level 3 opportunities</p> <p>Participate in Future Leaders Framework initiative</p> <p>Identify and seek professional learning for aspirant leaders</p> <p>Provide internal acting opportunities for higher duties where possible</p> <p>Maintain distributed leadership model</p>	<p>Staff leading own teams from within and meeting at least twice a term</p> <p>All staff positions on committees filled</p> <p>Additional L3 teachers</p> <p>Student leadership groups established.</p> <p>Aspirants identified and attending leadership PL</p>
Maintain team orientated approach to leadership	<p>Maintain portfolios in admin team to work collaboratively and in a complementary way.</p> <p>Maintain team approaches within staff.</p>	<p>Teams fully established and regularly meeting, managing from within, producing minutes that are shared with actions.</p>
Continue to build the school planning and review model around ESAT	<p>Write school plans based on ESAT</p> <p>Maintain portfolios</p>	<p>Positive external review</p>
Provide student leadership opportunities	<p>Establish and develop student portfolios - Arts; Council; Houses; Environment; Tech; Peers Support.</p> <p>Hold elections for positions</p> <p>Consider junior leadership opportunities and structures</p>	<p>Student leadership committees</p>

## Resources

Priorities	Key Strategies	By 2022 we will see
Align resources to school and system priorities	Finance committee meets each term. Funds allocated in line with Focus documents and DoE priorities overlaid with school priorities identified in our data review.	Continuing correlation between system priorities, school priorities and budget.
Maintain procedures to ensure collaborative use, cataloguing and safe storage of resources	Annual stocktake.	Positive audit status maintained
Direct to Market	Continue to investigate direct to market model	Use of direct to market option where there is a saving to the school for equal quality.
NQS finding: Early years play area	Develop the early years PP-2 play area outside room 0 in line with NQS requirements. Seek funding opportunities where available. Obtain a range of quotes.	Play area developed and NQS requirements met.
Human resources – maintain staffing levels so that class sizes do not exceed guidelines, whilst managing retirements and staff on extended leave.	Monitor funding and leave Investigate demountable building / split classes as required, but minimise.	Maintained staffing budget at 96% spend. Staff on permanent contracts. Class sizes as per recommended guidelines.
Implement Workforce Plan	Update Workforce Plan annually Implement strategies from plan re diversity See Workforce plan.	Implemented Workforce Plan resulting in greater diversity on staff and transfer of knowledge base.