

Principal's Report

As incoming Principal, it has been great to visit the classrooms to observe the rich programs being delivered by our dedicated staff. The 2022 Annual Report is a celebration of these programs, and it reports against the school's 2019-2022 Business Plan.

In my first year at Richmond Primary School, after the initial challenges caused by COVID-19 restrictions earlier in the year, it has been great to see all the programs and events. I appreciate the warm welcome I received from the School Community and acknowledge the Leadership Team for their support.

The Business Plan 2019-2021 "Every Child to Be Their Best" articulated the shared vision and targets of our school community. This document reports against the broad targets from the Business Plan with the financial compliance information added in Term 1 2023 when the full Annual Report will be published on the website.

The school review cycle supports the strategies in place, with solid performance in systemic and school-based testing. In 2023 our focus areas will be on maintaining evidence based whole school programs in literacy and numeracy.

Professional learning, supporting the implementation of High Impact Teaching Strategies and incorporating a STEAM (Science, Technology,

Engineering, the Arts and Mathematics) approach, will continue to support the teaching program. This is complemented by the development of exemplary specialist programs in Physical Education, Art, Music and Italian.

A highlight of this year is the continued work on the school's Reconciliation Action Plan. The embedding of the cultural standards in all areas of the school is exciting and will be ongoing.

The learning environment will be further supported by the consolidation of many programs that support students. The complex world children will face in the future is an area that will continue to be a focus for all schools in the future.

Our Student Leaders have led the school magnificently and I thank them for continuing our rich tradition of modelling to younger students.



I acknowledge the families who are leaving the school community this year, many of them have volunteered endless hours supporting the school. The work of the School Board, P&C and the many volunteers continues to set this school apart from many schools. The expertise they bring to the table is valued, and the challenge for next year will be to fill the vacancies that may arise. The Community Survey conducted by the School Board will act as a platform for the development on the 2023 –26 Business Plan due to be completed early next year.

It will be a priority to identify opportunities to meet with teachers face to face, as I believe the world of emails can become all consuming. I would also like to acknowledge our staff who have again worked through the many changes that have had to be made over the last two years. Another focus area is to work with the School Board and P&C to re-engage the community after the restrictions put in place with COVID-19.

I would like to thank the whole school community for putting their trust in the staff at the school and myself as Principal. Have a wonderful break with family and friends.

Go well!

Dale Mackesey, Principal

Chaplain Chat

I have thoroughly enjoyed being part of the Richmond Primary School community in 2022. It has been a fun filled, eventful year. I have really enjoyed supporting Mr Thorogood with the Marathon and Running Clubs, it has been very encouraging to see the huge improvement our students have made across the year. I have also assisted in various sporting events throughout the year. This has included the recent Year 3 and 4 Tennis Tournament, State Cross Country, and the Year 5 and 6 Inter-School Soccer Tournament, amongst other competitions. One of the highlights of the year for the students is the school's Athletics Carnival, so to be a part of the training sessions in the leadup, and then assist on the actual day itself, is always a great privilege.

The Chess Club also continues to be a popular place to be on a Tuesday at lunchtime. We have some fantastic chess players here at Richmond, with several students representing Richmond at the Inter-School Chess Tournament earlier in the year. It is great to see the commitment and enthusiasm of the students who have attended the club all year.

At the completion of my second year here at Richmond, I am incredibly grateful for the relationships I have built with fellow staff and the stronger connection I have with the students too. Providing pastoral care to the students through one-on-one sessions and in small groups is just one way that I can help their overall health and wellbeing, so I am glad that I get that opportunity to contribute to their schooling experience. It is wonderful to be part of the Richmond Primary School community and I look forward to 2023!

Jason Cox



I expect Dale would attest that a pandemic is not the ideal environment in which to start your tenure as Principal, but you wouldn't know it from how smoothly the school has run. Along with our wonderful deputy principals Erika Holst-Marsh and Dave Carder, Dale and the school staff have done an outstanding job of minimising upheaval and keeping the community informed. We are very grateful.

From a Board perspective, the transition from Lisa to Dave as Acting Principal in 2021 and this year to Dale has been seamless. We have appreciated the energy and deep experience Dale brings to the role and feel very lucky to have him as part of the Richmond Primary School community.

We have welcomed a new Board member this year: Peter Jones. He joined our reappointed parent members Jodi Eastman, Niamh Leonard, Matthew Rose, Sian Rosser, Katie Wadsworth and myself. Sadly, Katie resigned midyear to pursue her Master's degree studies, so we have continued with the six of us plus Kate Bockman representing the staff.

At each meeting, we have examined one of the five Plan areas to understand what the school's approach is and how we're tracking against relevant performance measures. Kate has kept us updated on the development and implementation of the Reconciliation Action Plan (RAP), including establishing a committee to work with the Town of East Fremantle and local elders. We are often joined by Erika and Dave, and occasionally by other staff such as Jenni Lilley (Manager Corporate Services) to talk about finances and Rebecca Button (Upper Primary teacher) to discuss the recent student survey.

Our most significant project this year was the parent survey, led by Jodi Eastman and garnering 169 responses. Thank you to all the parents who took the time to provide detailed feedback, which is very useful to inform the school's upcoming 2023-2025 strategic plan. If you haven't seen the results yet, please find them on the website. It was an excellent reminder of the fabulous community we have as well as identifying areas we can improve.

We were honoured to join the staff at the beginning of Term 4 at a LEGO Serious Play session, which will also help form the 2023-2025 plan. If you ever have the chance to attend a LEGO Serious Play session, do it! It's a fun and effective way to get teams sharing and thinking creatively. We look forward to seeing the outputs of that session included in the planning work in Term 1 next year.

It was a delight to host two student councillors, Stella and Jake, at our July meeting. The board thoroughly enjoyed hearing about their roles and the thoughtful questions they posed to learn more about how the board works.

This will be my last year as Chair as I am hoping to step back into an 'ordinary' Board member role in 2023 after five years of service (two as Chair). The whole team has been wonderful to work with, and I'd like to thank all board members over the years for making the role such an enjoyable one.



Members of the Schools Board

Reconciliation Action Plan

I encourage parents to put their names forward for a spot on the School Board next year. It's a rewarding way to volunteer, giving you a broad exposure to how the school runs and the chance to have input into the direction the school takes. Keep an eye out for the call for nominations in early 2023 via the Principal's blog.

Wishing you a wonderful festive season and I look forward to seeing you all in 2023.

Lacey Filipich, Chair

P&C

After COVID-19 restrictions it has been a successful year for the P&C in terms of re-engaging with our school community through several school events. We have supported the school in several ways including funding computer leases and most importantly, by promoting the sense of community that we so highly value at Richmond Primary School.

Thank you to all the wonderful parents who volunteer their time to the P&C, including our fantastic DoRKs (Dads of Richmond Kids). It really is a team effort, and we appreciate every contribution!



This year's events include:

Term 1 - AGM and P&C Meeting Undercover Area.

Term 2 - Mother's Day Café, P&C Meeting, Kindy Family Meet and Greet, Busy Bee and Sausage Sizzle at RPS Mum's Night and DoRKs Dad and Kids Bike Ride.

Term 3 - P&C Meeting RPC, Dads v Kids Soccer Match followed by (just the) Dad's Dinner Father's Day Café, Athletics Carnival Café and Sausage Sizzle and Wise Winery Fundraiser.

Term 4 - Doughnut Fundraiser, School Disco, Hilton Reserve Colour Run and Movie Night at RPS Oval.

Aoife Lannon, President

Mrs Bockman

In developing a Reconciliation Action Plan at Richmond Primary School we aim to develop a school environment that fosters a high level of knowledge and pride in Aboriginal and Torres Strait Islander histories, cultures and contributions. This year we have introduced several initiatives including acknowledgement of country personalised to each class, a Noongar word of the week, flying of the Aboriginal flag, signage in Noongar language as well as information about the Noongar seasons. We have increased the storybooks by Aboriginal authors and illustrators available in our library as well as resources for teachers including posters to display in classrooms.

The establishment of the 'Dreamtime Committee' has enabled us to plan whole school events with a number of staff assisting in the coordination and planning.

We have celebrated Reconciliation Week, Harmony Day and NAIDOC Week. During NAIDOC Week celebrations the whole school took part in a fun afternoon of activities that included weaving, rock painting, spear throwing, beading, mia mia building, storytelling and much more.

Each classroom studied an Aboriginal author/illustrator and created a door display of artwork which looked magnificent across the school.

During book week all children had the opportunity to participate in the Great Book Swap with all proceeds going to the Indigenous Literacy Foundation.

At the start of Term 3 all staff had the privilege of gaining professional development with Greg Nannup - Owner of Indigenous Tours WA. Greg is a Wadjuk Noongar man who met with the staff at the Niergarup track above the Left Bank to walk the track while educating us about local dreaming stories, traditions, and bush tucker. It was an interesting and enlightening insight into the lives of the First Australians.

We have introduced an artistic interpretation of the Niergarup track on our RAP branding to acknowledge our connection to the local area.

We look forward to ensuring that Richmond Primary School makes a meaningful and lasting contribution to reconciliation over the years to come.



Move It

Boodalong Kindergarten Group, Mrs Bockman and Mrs Pattinson

Each week at Kindergarten we work on developing and consolidating gross motor skills. The control we have over our whole body has a significant impact on our hand function. We need strength, stability, and co-ordination throughout the whole of our body to provide a stable base from which our arms and hands can operate. The skills that we are developing not only contribute to our ability to move and play, but they are also crucial for fine motor development.

In our Gross Motor skills programme, we focus on balancing, body control, eye tracking, ball skills as well as jumping and hopping. Our Kindergarten centre is well equipped for outdoor play that provides opportunities to develop trunk and upper limb strength as well as lots of sensory experiences. The outside play area also provides lots of space to run and move. This year the children have experienced a sense of pride when they finally master a new skill such as skipping or hopping. One of our favourite games this year has been Tug of War which can get very competitive!



Bugs, Bugs, Bugs

Maali Kindergarten Group, Mrs Bockman and Mrs Pattinson



At Richmond Primary School Kindergarten we believe that young children learn best through their interactions with their environment, by exploring, experimenting, touching, building, and doing things by and for themselves. Our classrooms are purposefully prepared environments, with stimulating materials where learning is hands-on and experiential. We encourage students to explore, make discoveries, use their imaginations, and find wonder and awe in their world. At Kindy we have been learning about insects and have enjoyed observing the life cycle of the Monarch butterfly as well as the Silkworm. The children are developing science inquiry skills such as questioning and



predicting as well as sharing their observations with others as they explore their immediate world.

As part of our study of insects we explored the works of author and illustrator Eric Carle. We compared books written by the author and noticed things such as common themes, illustrations, text features and characters. With scaffolding the children were able to mimic elements of the authors style when storytelling and creating artworks.

Dazzling Dinosaurs

Kaa Kaa Kindergarten Group Mrs Dyer

In Term 2 in the Kaa Kaa Kindy classroom we launched ourselves into the wonderful world of dinosaurs. As part of our Science Programme: Biological Sciences, we've been describing the basic needs of people, plants and animals and the places where they live. We learnt that dinosaurs lived on earth a long, long time ago but now they are extinct. We read lots of books about dinosaurs and looked at models and posters to examine their different features ie. their number of legs, length of their necks, blades, spikes and horns and relative size. Some were herbivores and ate plants and some were carnivores and ate meat. Some dinosaurs ate both plants and meat and they were called omnivores.

At the end of this unit, we embarked on our first STEAM project for the year, encompassing the areas of Science, Technology, Engineering, the Arts and Maths. The aim of our project was to design a



dinosaur then build it out of boxes- Design and Technologies: make simple plans and carry them out to complete a task - engineer/build a box dinosaur.

For the Arts: Visual Arts, we used small muscles to manipulate implements such as pencils, scissors, glue brushes and tape dispensers with some control and coordination to create our box dinosaurs. We brought in technology again to explore processes and production skills by using ICT with assistance to collect information and communicate it simply. The children took a photo of their box dinosaur with the ipad and watched it being printed out.



We followed this up with a Maths session focusing on Measurement and Geometry, using the appropriate language of measurement to describe, compare and order according to size, length, mass and height. The children were asked to find something in the classroom environment which was smaller than and bigger than their box dinosaur.

We had some fabulous parent helpers who assisted us with this project.

Richmond Buddies

Pre-primary Room 0, Mrs Gorringer and Mrs Scurry

Pre-primary 0 and Room 11 (Year 2/3) have been 'buddy classes' this year, making valued and long-lasting connections.

Experiencing belonging – knowing where and with whom you belong – is integral to human existence. (EYLF)

The Pre-primary children paired with a student in Room 11, quickly building a bond and becoming each other's 'buddy'/confidant/champion/supporter. It is not uncommon to see buddies smile, wave, chat and look out for each other throughout the school day. There are many opportunities to meet up formally and informally, such as in the playground, during class transition times, walking to school, assemblies, canteen, clubs such as OSH and running club, and buddy lessons.

Some of the activities they have enjoyed in buddy sessions include;

- Interviews – finding commonality and learning more about each other's likes/dislikes
- self-portraits – observing each other more closely
- sharing recess/lunch times – listening and sharing personal stories
- working together on an art project – collaborating and helping each other
- reading books – taking a moment to enjoy each other's company

Belonging to Richmond Primary School means we learn and grow with the support of the whole community. Buddies are another valued and trusted person in our school community who gets to know us personally. One buddy summed up what it meant to be a buddy, "It is great having a buddy because I am an only child and I have never had a little brother or sister to look after. This is my first time!"



Mother's and Father's Day

Pre-primary Room 1, Mrs Sellers and Mrs Wells

In Pre-primary we love to celebrate our wonderful families. Children feel they belong because of the relationships they have with their family, community, culture and place. Building relationships with families is an integral part of our culture and we believe that parents as the first educators deserve to be acknowledged, celebrated and spoilt for all the love, time and patience they dedicate to their children. Our activities encompass the curriculum areas of Literacy (reading, writing and speaking and listening), Mathematics (measurement) Design and Technology and The Arts.

For Mother's Day we designed a picture which we drew on a shrinky and watched it shrink in the oven. We made it into a keyring, and we talked about all the wonderful things our mummy does with us and what she is really good at. We also drew some gorgeous portraits.

For Father's Day we drew a picture of our dad doing something he is really good at and we painted a coaster. We then stuck our picture on the coaster and sealed it. We also made some yummy chocolate cookies to share with daddy and we completed an interview about our wonderful daddies! Of course, the package wouldn't be complete without a handwritten story about our dad!



Coding in Room 2

Pre-primary/Year 1 Room 2, Mrs Newton and Mrs Scurry

An introduction to digital technology in Pre-primary and Year 1 begins with using concrete materials. Coding is considered an important skill for future employment, incorporating problem solving while creating algorithms used in apps and computer software programs.

After learning the physical components of a computer - hardware (something you can hold in your hand) and software (a program we use on a computer/iPad/phone)- we began to explore coding.

While half of Room 2 engaged with Scratch Jr on the iPads, the other group used coding cards to move "Scratch" around the classroom. The children used "basic" cards such as start, forward, back, turn to the left and right and stop, to create a sequence of movements. Their partner "read" the code and completed the sequence, moving their scratch card on our mat. After each person created 2 strings of code, the children swapped roles. By using the physical cards, the children could then apply what they had learnt to the Scratch Jr app on their iPads.

The next step was to incorporate more complex blocks such as loops, fast and slow movements and repeat patterns to their lines of code. We also increased the number of movements by adding numbers to the bubbles on each of the cards. Another app we used on the iPads was Code-a-pillar, once again using blocks to design a sequence of movement.

The use of Beebot robots during technology reinforced sequencing movements by physically adding a code of movement using the buttons to direct the bots around the floor. The children enjoyed learning about coding as they shared the experience with a friend and most importantly, it was fun!



10c Containers for Change

Year 1 Room 7, Mrs Marshall

In Term 3, Room 7 began working with the Year 6 Environmental Team to help with the 10c containers recycling at school. The aim of this was to develop an understanding about recycling, the students learnt about container recycling and what "Don't feed the fill" means.

During digital technology lessons students created a word document which included photos of the 10c containers which can be recycled. Then they produced a 'script' with a partner, with information to help the other classes understand how they can recycle their 10c containers at school. The next step was to be brave and deliver their posters to the other classes. The posters were a reminder and provided a talking point on how to recycle the 10c containers at school.

Each Wednesday and Friday at recess and lunchtime, our Room 7 Environment Team sat in the quadrangle and helped other children. Room 7 students would tell them where to put their empty container and remind them to take the straw out.

They then empty the bin into the official collection bin at the end of the break. When the bin is full it is collected and taken to the recycling centre.



This opportunity has been a valuable educative experience, the students realise that this process helps both the environment and our school, as the money raised by returning the containers comes back to the school.

The enthusiastic response by the children in Room 7 has been amazing!

Edu Dance

Year 1 Room 3, Mrs Ryan

Room 3 were lucky enough to participate in Edu Dance, and for the first time in a very long time all the year levels took part.

Term 2, Week 1 saw us starting our first lesson. Some classes practised their groovy moves on Thursdays, while the rest practised on Fridays. The undercover area was booming away, often while the rain was pouring outside. A peak in COVID-19 infections meant that classes were at times depleted, but once they were back to full capacity the Edu Dance teachers did a great job at catching us up.

Eight lessons and one full rehearsal later, the undercover area was filled with lots of beaming parents and grandparents as the concerts entertained those watching, with synchronised, funky dance moves to a variety of songs and colourful costumes. Room 3 shone out in their ladybird and bee costumes and danced happily to the tune of Jitterbug.



Edu Dance is a program that demands good listening skills and cooperation, and from the quality of the concerts, it was clear that the classes of Richmond Primary School are very capable of both.

As everyone finished and ran off stage to eagerly watch the others, the smiles seemed to indicate that we all can't wait for next year's Edu Dance to start again in Term 1!

HASS Happenings

Year 2 Room 8, Mrs Fogwill and Mrs Traria

The Year 2 classes recently examined the mystery of the past. We learned the history of our own families and looked at changes in technology in daily life over time. We looked at artefacts from our own homes and each brought in an item and carefully examined these historic artefacts which created excellent discussions looking for clues to the past. We sorted them into themed collections, described and labelled them before setting up our own museum at school. Both teachers and students had a great time immersing themselves into the history of our community and encouraged everyone from the Richmond Primary School community to take a wander through the museum and read the historical plaques displayed about each item. All the items on display in our museum brought back a lot of memories from the past for our visitors.



Our learning about the historical buildings in our local area was just as interesting; finding out about how they were built and what they were used for was just as fascinating and created a lot of discussion and new knowledge for our Year 2 students about our community. We are in awe that we, Year 2 students, are educated on a historical site and as one of our students described it "we are lucky and are a part of East Fremantle's history and for that we are grateful to be learning at Richmond Primary School".



It was so much fun; the students and visitors listened to music through a tape deck and a Walkman, we looked at photograph cameras and a video recorder, we had hand tools from our great grandfather's sheds and even a typewriter. Our museum was incredible, we just loved our museum just as much as we love HASS in Year 2 at Richmond Primary School.

Furry Friend Day

Year 2 Room 10, Mrs Hart

On Thursday 18 August the students in Room 10 were accompanied to school by their favourite furry friend. We had teddies, penguins, dogs, seals, a rabbit, unicorns, llamas, dinosaurs and even a shark! Luckily all the furry friends were friendly.

On arrival at school, we had our photo taken with our friend and they got to have a photo by themselves. After introducing our friends to the class, they joined in our morning lessons. We wrote a story telling of their bravest adventures! Some of our furry friends have done some amazing things!

During our computer lesson after recess, not all the furry friends were able to help. Typing and using the mouse on the computer is very tricky when you have paws, flippers, and fins. Maths was fun because we got to measure our friends to see who was the tallest/longest, the shortest, the heaviest and who had the largest head circumference.

We had furry friend day as a reward for working as a class to collect enough Blurt Beans (like points) to earn a reward. The Blurt Beans help to remind us to follow the school values and the class focus. When we fill our jar with Blurt Beans, we get to choose a class reward. The rewards are always fun. Furry Friend Day was fantastic!



Splash of Colour

Year 3 Room 6, Mrs Horsley

This year, Room 6 were fortunate enough to participate in the Splash of Colour incursion project set up by our Water Corporation.

The project aims to transform small, everyday water and water waste assets into colourful creations that express the community's connection to water and reflect local water stories. It is a two-part program; the first session educates students about our water reserves, which is followed-up with a resident artist guiding students through the process of creating meaningful abstract art that reflects East Fremantle's Swan River.

"Splash of Colour" proved to be very enlightening for us all. Through participation in a number of hands-on activities, Room 6 were fascinated to discover where our tap water comes from; how it is treated; what our civic and environmental responsibilities are in taking care of our precious natural resources and how to achieve this.



Local artist, Nathan Hoyle, who has completed several commissioned projects about Perth, shared some of the skills and techniques he uses when creating abstract art. With Nathan's guidance, Room 6 developed 'thumbprints' which are small segments of pattern, to represent East Fremantle's section of the Swan River.

These thumbprints have since been used to design the abstract art entitled 'Moving On' that covers our water pump station alongside Riverside Drive close to Bicentennial Falls. Our students' beautiful abstract art has left a thumbprint in East Fremantle's local community that will be visible for all who pass the street for many years to come.

On 1 November 2022, representatives from Room 6 were invited to attend the Ministerial photo shoot with Dave Kelly and our mayor Jim O'Neill and Lisa O'Malley MLA, which was a very proud moment for our class and school. Thank you to Water Corp, Nathan Hoyle and well done to our very talented Year 3s!

The Three Little Pigs

Year 2/3 Room 11, Mrs Rose and Mrs Maloney

In Term 2 the students of Room 11 read a range of fairy tales. We had lots of fun reading fractured fairy tales, especially those related to the Three Little Pigs.

After exploring various structures around the school, we designed and built strong homes to safely house one little pig. The students had to meet set criteria, the Little Pig had to be able to enter the homes easily; the entrance had to stop the wolf entering; they had to be made from recycled materials and had to remain standing. All the homes withstood the wolf's huffing and puffing (Mrs Rose's hairdryer) and the little pig remained safe and sound inside.

The students also explored the world of Minecraft Education. They worked in pairs to create a home, inside and out, for the Three Little Pigs. Each home had to have a door, a kitchen, 3 beds, a table with 3 chairs and a fireplace. All the designs were fantastic and the little pigs were housed in style.



Digital Technologies

Year 3/4 Room 9, Mrs Rose and Mrs Maloney



This year, in Room 9's writing, the process of "Imitation – Innovation – Invention" is explored. Students learned to orally recite and act out popular stories through listening and reading. The teacher mapped out the story using pictures to aid students' memory. The repetition allowed the students to interact with the text and helped them to internalise the language patterns and text features. Students were then taught to use the underlying structure of the original text to create their own version on a different topic. Over time, they moved towards independent writing as they create texts about their own topics. The Year 3 and 4 students showcased outstanding examples of imaginatively crafted narrative, persuasion, poetry, recount and reports.

In Digital Technologies, the Room 9 students had opportunities to experiment with refining design skills, describing their own algorithms that support branching (choice of options) and user input. Students implemented solutions using visual programming; online coding software and micro:bits, using a variety of graphical elements. They

defined solutions to meet specific needs while designing and testing their own interactive games and considered society's use of digital systems that meet their community requirements. Rock, paper, scissors was taken to a whole new level thanks to their creative ideas!

Bike Education

Year 4 Room 4, Mrs Sorrell

Year 4 students at Richmond Primary School once again participated in Bike Education in Term 4. It has become a very valuable part of our Health and Physical Education Programme, with many students riding to school each day.



This year our 6-week course was run by 'People on Bicycles' lead by our instructors Anna, Christina and Ron.

During this course we first learnt all about the importance of having a correct fitted helmet and some basic bike maintenance skills to help us make sure our bike is safe before we ride it.

Throughout the rest of the lessons we learnt important skills for riding our bikes safely in the community. These skills included;

- Slow riding and the importance of having good balance
- Braking and the correct amount of tension on our left and right sides so we don't fly over the handle bars
- Emergency braking and the correct positioning of our bodies for even weight distribution
- Signalling, while keeping our bikes straight and balanced
- Hazard spotting, looking for potential hazards on the path in front of us.

For our final lesson our instructors and parent volunteers accompanied us on a ride into Fremantle for our final excursion of the year. After a 20-minute ride along the picturesque Swan River, we parked our bikes near the Round House. We went on a fascinating excursion of the old Fremantle Prison, followed by delicious fish and chips at Kalilis, the firing of the cannon at the Round House and a quiet stroll around the Maritime Museum.

We rode back to school and some really amazing riders even made it all the way up Pier St without getting off! A great day was had by all and we look forward to this tradition continuing at Richmond Primary School for many years to come.

Public Speaking

Year 4 Room 5, Miss Sherman

This year, Richmond Primary School held our first whole school, Speak to Me Competition. Students in Years 1 to 6 wrote and presented a persuasive argument to their peers.

The competition gives students the opportunity to demonstrate and develop their public speaking skills. Students learnt to speak with clarity and to choose the appropriate volume, tone, and pace for their argument. They learnt about the importance of eye contact and body language as a tool, used to engage with the audience.

Public speaking is such an important life skill. For some students, public speaking is their moment to shine, as they love sharing their voice with an audience. However, for some students public speaking can come with worry, fear, or stress. The best way to conquer a fear is to face it. Many students did just that and should be extremely proud of themselves.

"It's all right to have butterflies in your stomach. Just get them to fly in formation." – Rob Gilbert



STEAM

Year 5 Room 13, Mr Townsend

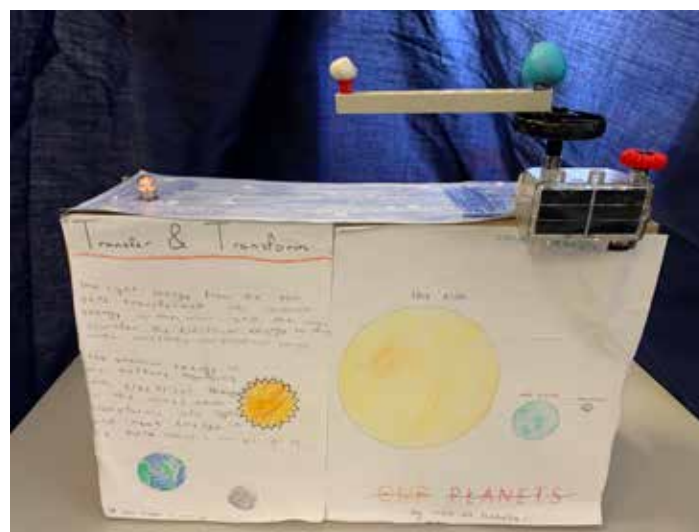
It has been an exciting year for all things STEAM at Richmond Primary School. 2022 saw the commencement of 'Seasonal Science' in Term 1 and 4, where a series of hands-on experiments were run outside Room 13 opposite the library. Set-up in the morning and run throughout the day, various experiments were run by upper students and accessible to students throughout recess, lunch and after school where students had the opportunity to be curious, share knowledge, ask questions and be inspired.

This year also saw the commencement of the STEAM Club and Art Club, for Year 5 and 6 students. Run by the Year 6 Tech and Art teams with the support of Mr Townsend. Year 5 and 6 students have had the opportunity to engage in a range of exciting lunchtime projects on Fridays in Room 13. Students attending for either STEAM or Art have been involved in the same projects that are designed to highlight the crossover between these areas and act as access points for guiding student inquiry, dialogue and critical thinking.

During Science Week, students participated in a broad range of activities across the school that recognised the importance of science. The Moon Buggy Challenge saw over 120 students from Pre-primary to Year 6 showcase their engineering and artistic skills. The challenge required students to build a moon buggy using only upcycled materials. The popular challenge was a fantastic opportunity where students were encouraged to explore a design and be creative. Awards for 'Most Creative', 'Citizenship' and 'Furthest Buggy' were awarded.

Parent participation and support in the areas of Science has been evident across the school, we have been fortunate to have a number of parent speakers present to students about their area of work and its links to STEAM, particularly Science. We'd particularly like to thank Silvia Pivali for her fantastic support in this area, time given and commitment to coordinating a rich variety of speakers that have been presenting to Years 3 to 6 classes.

An exciting addition to the STEAM Program has been the development of an after school robotics program with Mr Townsend and John Curtin College of the Arts staff in Term 4. This will lead to Richmond Primary School participation in a First Lego League Challenge Robotics Club with John Curtin in 2023 whose aim is to improve STEAM outcomes and opportunities for students, through the provision of a guided, Project-Based Learning environment, based on a well-supported STEAM program that comes with evidence-based research showing long-term positive impact for all participants.



Leadership

Year 5/6 Room 12, Mrs Button and Year 6 Room 14, Mr Tifflin

Being in Upper Primary is an exciting time and we have all had a wonderful year in 2022. When you are in Year 6 you are given the opportunity to take on leadership positions. Isabella, Mikayla and Cleo have written about what it means to be a leader and how everyone helps to make Richmond Primary School the great place it is.

Leadership is an important responsibility. It is a privilege to be part of a leadership team. At Richmond Primary School we have the Student Councillors and the House Captains. We also have 4 teams to help lead the school. They are; the Peer Support Team, the Environment Team, The Tech Team and the Arts Team (Visual Arts and Music).

The Student Councillors and the House Captains are voted in by their peers at the end of Year 5. The Student Councillors plan and run events for the school such as assemblies, discos, pyjama day, book week and much more. House Captains help run and set up the sport events.

The Peer Support Team help the Pre-primary students and run handball competitions. The Environment Team do weekly emu picks, environment plans for the school, raise and take down the flags and record the waste free lunches. On Friday lunchtimes the Tech Team run a STEAM Club and they also help keep the computers running smoothly around the school. The Arts team is made up of the Chorale captain and vice captains who help Mrs Bertolini with music which includes chorale. The Visual Arts captains help Mrs Scott with the art program, and they also run art club.

"It has been a busy year helping around the school, but we've all had a great time doing it"

Room 12 and 14 are also famous for their amazing assemblies. This year's theme was "Country and Western" and everybody was treated to a medley from such greats as Dolly Parton, Miley Cyrus and John Denver. Luckily, we retained our dancing skills from Edudance!

The biggest event for the Year 6s was, of course, the Year 6 Camp. We had a great time at Point Peron building relationships, resilience, and independence.

2022 has been an amazing year!



Ciao Italia

Signora Blanchard

Term 1 began with a cultural focus on the Carnevale di Venezia with our junior students designing and decorating Italian masks. A great way to talk about colours and historical Italian celebrations!

The LanguageNut digital learning platform continued to be a very popular language learning tool with Richmond Primary School students keenly logging in weekly to find their names on the school leader board. During the COVID-19 pandemic this tool was a great way to deliver Italian language and cultural learning to the homes of our students, with many students enjoying the use of technology to assist them with vocabulary building and understanding Italian grammar.



In Term 2, the Italo Australian Welfare Association of WA gave our Italian language students the opportunity to participate in the 2022 Italian festival. Inspired by the UN international year of glass and the Venetian glass masters - our students were invited to create posters and charts in the Italian language to promote the process of glass making and the various uses of glass in our world. We were absolutely delighted to announce that 12 of our students received certificates of merit and finalist awards with their work being placed on display during the Italian Festival.



In Term 3, the elements of drama and using language for a purpose were on full display in our shopping role plays in which students demonstrated their use of Italian shop talk to purchase items using the Euro in various places, with the most popular scenes being la gelateria and la pizzeria.

A further extracurricular opportunity was provided in the annual Fammi un poster WAATI competition with all our Italian students invited to submit a poster in language linked to the themes in the WA Curriculum - Languages.

Term 4 saw us learning Italian through culture and cuisine and putting our geography skills to the test. The Year 1s

enjoyed a cultural and linguistic tour of Italy learning all about its many famous sights and sounds with the students' producing models and souvenirs along the way, which they used to decorate a 3D map of Italy. We also put our cooking skills to the test by making some tasty pizza margherita. The festive season provided an opportunity for our students to get crafty and use their Italian language skills to produce messages and gifts for their school buddies and to also enjoy tasting some traditional Italian foods.

Culture, Creativity and Collaboration

Mrs Bertolini

Across the school this year we appreciated and understood more about other countries and the regions of Australia by celebrating individual and shared cultures. We learnt to play a variety of world instruments and used these instruments and techniques to collaborate in various ensembles, to create new works that we rehearsed and performed for our peers.

During the year we celebrated culture through song and language, by learning to sing in Noongar for reconciliation and NAIDOC week, in both Maori and English when we learnt the New Zealand National Anthem for ANZAC day and in Bundjalung with this year's ABC Classic Choir as we explored and learnt about the native flora and fauna found in the states and territories across Australia at Christmas time.

We started the year with lots of performance challenges due to COVID-19 restrictions, but we rose to the challenge learning about on-line performances, including preparing for and recording our performances and viewing these performances on-line; we felt like celebrities. Most importantly we learnt that not everything goes to plan when technical issues arise and that we did have the resilience to persevere and keep trying again.

We were inspired by Brenda Gifford's beautiful piece Plover Bird to create and perform group pieces for Mother's Day, we learnt about rap music and wrote and performed collaborative Father's Day raps and we reminded ourselves of the fragility of our Earth in the 2022 United Nations International Year of Sustainable Fishing and Aquaculture by writing moving pieces to inspire others through music, to look after our Earth's oceans and water ways for a sustainable future.



Our 53 IMSS students, from Years 3 to 6 began, and continued their gifted and talented instrumental programme in one of the six instruments offered at the school by the department. The Year 6s started the year with an excellent mini IMSS Assembly in Term 1 and all the IMSS students ended the year with an impressive whole school assembly showing us just how far they had come in their instrumental journey this year.

Overall, it was a year to celebrate music in all its glory and wonderfulness, and we look forward to 2023 where we can build on all we have already learnt, explored, and celebrated.

Year in Review

Mr Thorogood

After a disrupted start to the school year due to COVID-19, Term 2 saw the introduction of the Richmond Marathon Club and the Just for Run Club. The Richmond Marathon Club has regularly had over 40 runners each week, striving to complete a marathon over the course of the year whilst the Just for Run club averages slightly higher numbers of participants for fun and fitness sessions.



Richmond Primary School has had a successful and busy year competing in interschool sports at both local (MDISSA) and School Sport WA events. Events competed in were:

- MDISSA Winter Carnival- (AFL, netball and football (winners).
- School Sport WA Girls Football (soccer) – qualified for the state finals and winner of the sportsmanship award.
- School Sport WA Open Football (soccer).
- School Sport WA State Cross Country Championships.
- MDISSA Interschool Cross Country – meritorious shield winners.
- Girls Multi-Sport Carnival (AFL, netball, cricket) – winner of sportsmanship award.
- School Sport WA Summer Basketball Slam – boy's winners of region and through to state finals and girls 4th in region.
- MDISSA interschool athletics.
- Melville Senior High School netball carnival.



Whilst the results were fantastic it is particularly pleasing to have our sportsmanship acknowledged by outside organisations.

Both our school cross country and athletics carnivals were held at Henry Jeffery Reserve for the first time. The change in venue of our athletics carnival reduced our carbon footprint and allowed for a more community feel. The change in format in the day was successful with higher levels of student engagement. We hope to keep this venue and format for future years.

Our school has been fortunate enough to win three federal

grants via the Sporting School Program which has allowed for the purchase of additional equipment and specialist coaching in gymnastics, athletics and cycling. Fingers crossed we are successful in applications in 2023.

Pre-primary to Year 2 students engaged in the UWA KIDDO fundamental skills assessment and activities program, which aims to further enhance the physical literacy development of our students via targeted skill development activities. To further develop our fundamental skills students in the Year 1 and 2 engaged in the Cricket Australia Mascot Challenge. Richmond Primary School was fortunate to win the Cricket Australia Mascot Challenge Raffle and were provided with a starter kit of cricket equipment. A number of other clinics have been provided by various sporting organisations and SEDA to students over the year including golf, AFL, cricket and rugby.

Thank you for your continued support of the Physical Education program.



The Book Nook

Mrs Catalano

Kaya and Wanju, hello and welcome to Richmond Primary School Library update.

This year we have been given a brand-new library system called Assessit. With this library system we can display new books, new activities happening in our library e.g. Book Week, NAIDOC Week, book reviews and many more. By visiting our web page and selecting the library link, parents can explore the site with their children and choose books they wish to reserve and the new books we have purchased and others we have in the system.



Book Week "Dreaming with Eyes Open"

We enjoyed a wonderful book week here are Richmond Primary School.

During Bookweek we enjoyed a visit from a wonderful author, Karen Blair. Karen is the author of the notable Early Childhood Book "Train Party". She read books to the classes and contributed some wonderful monarch butterfly artworks which we displayed in the library.

During the week each class were given the opportunity to write about their dream, and we placed it on a display board. They also had to find and count Wally's and Wally Characters.

The Book Week parade was fantastic, the students out did themselves with some fantastic character costumes.

Thank you to all families and staff for helping this event to be such a success.



2022 Highlights

In 2022 we have made a commitment to strengthen our school wide approaches to literacy, numeracy and technologies. We have conducted a review of our literacy and numeracy plans and identified five major recommendations for 2023:

- (i.) Introduction of a streamline instructional model that has a major focus on 'high impact teaching strategies. The key strategy with this new instructional model with be the introduction of the "Shaping Minds" initiative.
- (ii.) The implementation of a more explicit synthetic phonics programme with the the PP and Year 1 cohorts. UFLI foundations has been identified as the preferred program. This will be trialled and reviewed in 2023
- (iii.) Adding to the success of the "Seven Steps to Writing" program with the introduction of "Talk for Writing". Our Year 3 team will be trialling this program in 2023.
- (iv.) Extending the range of levelled reading resources with our Year 5 and 6 cohorts. The Keylinks and Connector series will be expanded to cater for this need.
- (v.) A schoolwide commitment to STEAM education. Our staff will be designing, trialling and sharing a range of STEAM lessons throughout the year.

Student Achievement 2022

Over the past three years we have seen positive growth in our writing results for both Year 3 and Year 5 cohorts as indicated with NAPLAN and ANA (inhouse) testing results. Currently our Year 3 cohort is well above like school performance and our Year 5 results are on par with like school results. Writing has been a school priority for the past 5 years. This consistently positive growth will now see writing as reclassified as a maintenance area.

We have identified a growing trend with both our Year 3 and 5 NAPLAN results with numeracy. Over the past 4 years NAPLAN results with both our Year 3 and Year 5 cohorts have declined to be below like schools. Our Year 3 cohort has seen the greater decline. Transitions from 'PP to Year 3' and 'Year 3 to Year 5' also highlight the need to target a drop in numeracy progression.

Please note even though there has been a decline, our school is still performing within one standard deviation from expected. Numeracy in 2023 will be a whole school focus. This focus will be reflected in our School Business and Operational Plans. Key strategies such as Daily Reviews (Gap analysis via data), further implementation of PrimeMaths, furthering professional development and resourcing will drive support in this learning area.

Teaching Quality

Business Plan Target (2019 - 2022)

Strengthen consistent school wide approaches to literacy, numeracy and technologies – methodology and practice from K-6.

Current Year Assessment (2022) & Next Year Focus Areas (2023)

Achieved and Justification:

- Implement whole school programs in literacy, numeracy and technology, including teacher professional learning and resourcing.
- Updated literacy and numeracy plans in place
- Documented whole school programs being delivered across the school in English, maths and technologies.
- Staff required to plan in year level teams whilst utilising our literacy and numeracy plans.
- Survey staff on PD needs based on our key literacy and numeracy operational plans.
- Common learning plan proformas shared on Connect (Richmond Curriculum Warehouse). Learning plans template to reflect the WA curriculum (Achievement Standards, etc)
- Staff to establish a common year group reporting schedule (Schedule A as per Richmond CAR policy)
- Admin identification of SAER (Students at Educational Risk) students using 2021 data
- Meet with each teacher to highlight SAER students and establishment of IEPs/GEPs
- Meet with staff to conduct curriculum audit – Requirements of Richmond CAR policy (Data, plan, teach, assess, moderate & report), literacy/numeracy key strategies, FOCUS 2022 requirement and school priorities.
- Establishment of STEAM committee
- Development of a STEAM plan reflecting a year group approach outlining links to the WA curriculum, resources, key strategies, assessments and data collection.
- Review and implement STEAM plan with staff
- Curriculum audit developed and implemented with all staff.
- Audit linked to literacy and numeracy operational plans for year level efficacy.
- 2022 Curriculum audit recommendations:
 - PP & Year 1 literacy plans now reflects the implementation of UFLI Foundation Phonics program. This offers greater teacher support.
 - Year 3 cohorts to explore the implementation of 'Talk for Writing' in conjunction with 'Seven Steps to Writing'.
 - Expansion of Keylinks and Connector readers with senior classes.
 - Establishment of a more streamlined Instructional model/policy incorporating 'high impact teaching strategies'.
- New strategies include:
 - Introduction of the 'Shaping Minds' initiative. This coaching model will see staff implementing high impact teaching strategies.
 - 5 staff to undertake a year long commitment to the "Shaping Minds" initiative.
 - STEAM committee to launch the STEAM plan early Term 1.
 - STEAM sharing sessions to be conducted each term.

Strengthen collaboration of teaching staff: effective teacher efficacy

Achieved and Justification:

- Collaborative team structure K-PP; 1-2; 3-4; 5-6
- Team structures across school with regular curriculum meetings, minutes and actions.
- Phase of learning team leaders in place
- Staff meeting time allocated to learning teams such as 'phase of learning'.
- Phase of learning team meetings scheduled and agendas established.
- Agendas linked to school and system priorities, operational plans and school policies
- Explore online forum for team meeting via Microsoft Teams
- Curriculum audit developed and implemented with all staff. Audit linked to literacy and numeracy operational plans year level efficacy

2023 Focus

- Implementation of replacement phonics program with PP and year 1 staff (UFLI foundations).
- Introduction of new Instructional model incorporating 'high impact teaching strategies'.
- Introduction of the "Shaping Minds" initiative.
- Staff commitment to STEAM.

Continue to strengthen use of data

- Whole school PL with EdCompanion to identify the needs of cohorts. This is to inform year level planning.
- On entry, NAPLAN, ANA, PAT and teacher judgement data centrally stored and available for review.
- Data sets to indicate achievement and progress with embedded school expectations (Traffic light system).
- Continue to provide professional learning on the use data.
- Explore year-based program data that can be collected to help inform the teaching/learning cycle, eg. Heggerty, Letters & Sounds

2023 Focus

- Explore year based program data that can be collected to help inform the teaching/learning cycle, eg. Heggerty, Letters & Sounds.
- New data sets to be stored on EdCompanion.
- Daily numeracy reviews (P-6) to be established. Admin to assist staff in the identification of daily reviews. Daily reviews to be completed on a 5-6 week cycle.
- GAP assessments to be implemented to assess the progress of daily reviews

Improve performance in year 5 writing in online NAPLAN

Achieved and Justification:

- Improved performance in writing as outlined
- 2022 Overall DET Comparative Data Performance indicates that we performed well above the expected mean with Year 3 writing and at the expected mean with Year 5 writing. We have experienced two years of positive growth .
- Maintain 7 Steps to Writing; Soundwaves and reading programs as outlined in the literacy operational plan.
- Maintain digital literacy program.
- Use PAT testing and ANA testing and review data.
- Resource support for early years literacy.

Target Review 2022

2023 Focus

- Introduce “Talk for Writing” program with our Year 3 cohort in 2023. This program will be used in conjunction with “Seven Steps to Writing”
- Introduce UFLI Foundations (Phonics with Pre-primary & Year 1 cohorts initially)
- Numeracy to become new focus for the school based longitudinal performance
 - New target – Improve performance in Year 3 and 5 numeracy NAPLAN results
- Introduction of daily reviews
- PrimeMaths PD refresher

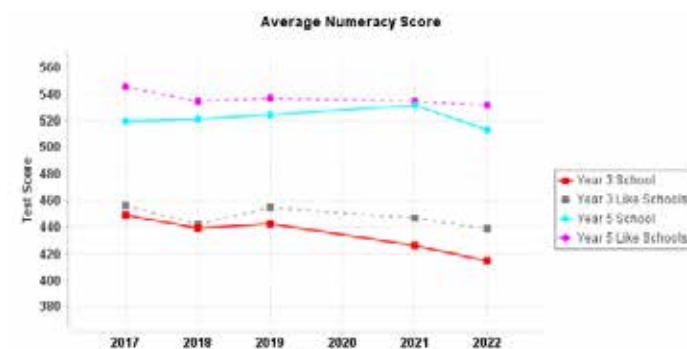
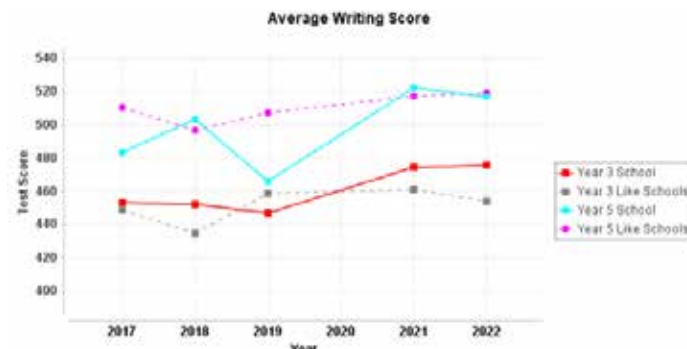
Fully implement National Quality Standard

Achieved and Justification:

- Implement recommendations from the 2021 NQS review
- The school has set a goal to incorporate more child-directed play based learning in year one and two which the verifiers determined would be valuable in building on the strengths of current practice (Element 1.2.1-1.2.3).
- The incorporation of learning centres in Year One and Two classrooms would be a valuable consideration to support the school’s goal to include more child-directed play (Element 3.2.1-3.2.2).
- Resource a level 3 teacher to manage and implement this process

2023 Focus

- Continue to implement recommendations from the NQS
- The school has set a goal to incorporate more child-directed play-based learning in year one and two which the verifiers determined would be valuable in building on the strengths of current practice (Element 1.2.1-1.2.3).
- The incorporation of learning centres in Year 1 and 2 classrooms would be a valuable consideration to support the school’s goal to include more child-directed play (Element 3.2.1-3.2.2).



Student Achievement and Progress

Business Plan Target (2019 - 2022)

NAPLAN Overall Performance: NAPLAN results on par or better than like schools in all areas assessed

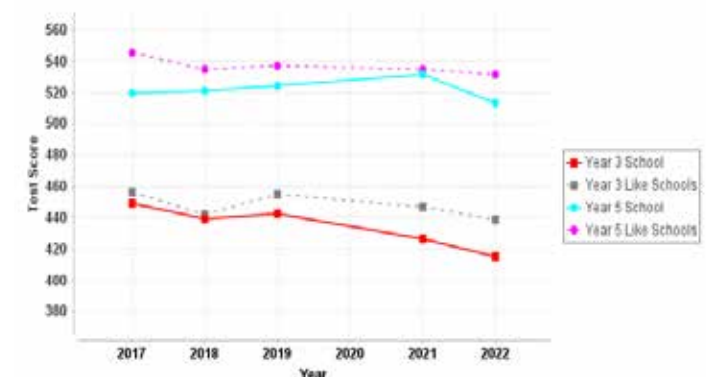
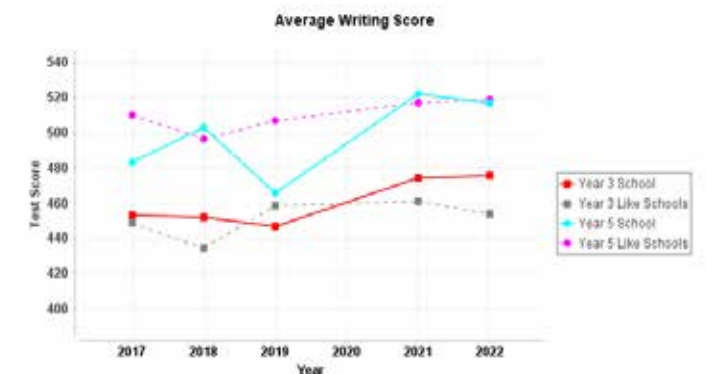
Current Year Assessment (2022) & Next Year Focus Areas (2023)

Achieved and Justification:

- 2022 overall Comparative Data Performance is not available from the Department of Education.
- Longitudinal NAPLAN data indicates a strong growth with writing compared to like schools
- Longitudinal NAPLAN data indicates a slight decline with reading results compared to like schools
- Longitudinal NAPLAN data indicates an increasing decline with numeracy results particularly with our Year 3 cohorts compared to like schools. Our cohort is performing within one standard deviation of the expected score

2023 Focus

- Writing will become a maintenance area for 2023
- Numeracy to become a new school focus in 2023
- Daily reviews to be introduced for numeracy
- Specific needs identified via EDC Companion.
- Continue with the PrimeMaths program for numeracy



Target Review 2022

NAPLAN High Achievement: MAINTAIN or increase the number of students in the Top 20%

Achieved and Justification

Numeracy Y3	2020	N/A	2021	23%	2022	19%
Numeracy Y5	2020	N/A	2021	33%	2022	40%
Reading Y3	2020	N/A	2021	45%	2022	23%
Reading Y5	2020	N/A	2021	44%	2022	45%
Writing Y3	2020	N/A	2021	46%	2022	44%
Writing Y5	2020	N/A	2021	42%	2022	38%

* Progress is

- We have decreased our Year 3 Numeracy results.
- We have increased our top 20% in Year 5 Numeracy.
- We have decreased our top 20% in Year 3 Reading.
- We have slightly increased our top 20% in Year 5 Reading
- We have slightly decreased our top 20% in both Year 3 & 5

2023 Focus

- Maintain or increase the number of students for 2022 in top 20%
- Continue with the Case Management process to identify students with potential to move into the top 20% via performance discussion meetings with staff. Students to be identified in Term 1

Early Years Progress: Increase the number of students making High and Very High progress between Pre-primary and Year 3 as measured by On Entry and NAPLAN testing. **Alter target to % from 2020.*

Achieved and Justification

Numeracy Y3	2019	47%	2021	27%	2022	17%
Reading Y3	2019	31%	2021	46%	2022	28%

2023 Focus

- Numeracy to become a school focus.
- Continue to implement PrimeMaths
- Introduce numeracy daily reviews via EdCompanion data.
- Explore further streams of data linked to existing school programs.
- Continue with rigorous early years programs (Literacy & Numeracy plans). UFLI Phonics program introduced to PP & year 1 cohorts via a curriculum audit

NAPLAN Improvement: Improve or maintain performance from Year 3 to Year 5 for each year group

Achieved and Justification

There is no official NAPLAN data to measure progress.

We have used 2022 ANA (school based NAPLAN testing) and compared this to 2022 NAPLAN results to measure progress. Percentages indicate the difference between the WA schools mean and the cohort mean

2020 Numeracy (ANA)	+11.00%	2022 NAPLAN numeracy	+5.34%
2020 Reading (ANA)	+13.8%	2022 NAPLAN reading	+10.00%
2020 G&P (ANA)	+10.58%	2022 NAPLAN G&P	+6.66%
2020 Spelling (ANA)	+19.00%	2022 NAPLAN spelling	+7.93%

PAT comparison

Percentages indicate the difference between the Australian schools mean and the cohort mean

2020 Numeracy	119 (+4.3%)	2022 Numeracy	130 (+4.0%)
2020 Reading	117 (+4.3%)	2022 Reading	133 (+6.4%)

2023 Focus

- Numeracy to become a school focus.
- Continue to implement PrimeMath.s
- Introduce numeracy daily reviews via EdCompanion data.
- Performance conversations with staff to focus on daily reviews (gap reviews) and to target students.

ANA Writing (School Priority): Improve or maintain annual writing achievement and progress (Year 2 – Year 5)

Achieved and Justification

- In 2020 on average 93.6% of students meet minimum year level standard as set by RPS.
- In 2020 on average 51% of students progressed 25 NAPLANs or more in a 12 month period.
- In 2021 on average 92% of students meet minimum year level standard as set by RPS.
- In 2021 on average 62% of students progressed 25 NAPLANs or more in a 12 month period.
- In 2022 on average 97.2% of students met minimum standard
- In 2022 on average 55% of students progressed 25 NAPLANs or more in a 12 month period.

2023 Focus

- Writing will become a maintenance area for 2023 .
- Continue with the “Seven Steps to Writing” program.
- Implement “Talk for Writing” with the year 3 cohort to complement “Seven Steps to Writing.
- Regular timed writing emphasised in years 2 -6.
- Digital writing skills specifically taught.
- Students to develop specific targets to improve their writing.

Target Review 2022

Specialist Program Participation: Maintain, and evaluate opportunities to increase, outcomes and performance in Physical Education, Language, Art, and Music

Achieved and Justification

- In Physical Education we have maintained and continued to improve the programs to increase student performance throughout 2022. Post program reflection monitors and evaluates how to improve individual programs. Our PE program has expanded considerably to offer additional opportunities with State cross country, netball, multi-sports, basketball and tennis.
- Visual Arts have maintained opportunities and outcomes.
- Italian has continued to offer a wide range of opportunities in 2022 that encourage an understanding of Italy's language and Culture.

2023 Focus

- Maintain strong programs in Physical Education, LOTE and Visual Arts.
- Appointment of new Visual Art specialist.
- Extending PE and Visual Arts specialist into the PP timetable.

Music Participation

Achieved and Justification

- Maintained numbers in ensembles with continued interest in the program by students and their families:
- Choir 75 students, ensemble 25 students despite having limited events to perform at.
- 63 IMMS positions (Violin, viola, Cello, Flute, Clarinet and Brass)
- We have achieved this target.

2023 Focus

- Maintain strong music program for 2023.
- Extending Music specialist into the PP timetable.
- Explore further performance opportunities for students.

The annual NAPLAN tests assess Years 3 and 5 students' skills in reading, writing, conventions of language (spelling, grammar and punctuation) and numeracy. ANA – Annualised National Assessment (ANA) is conducted for writing from year 2 to year 5. ANA reflects the NAPLAN assessment tool and is conducted annually in term 3 with all students from years 3 – 5.

Learning Environment

Business Plan Target (2019 - 2022)

Quality Learning Environment: Continue to deliver the national benchmark in all seven areas of the National Quality Standard

Current Year Assessment (2022) & Next Year Focus Areas (2023)

Achieved and Justification:

- Support SAER (Students at Educational Risk) students through tailored support programs and resourcing
- Provide each class with a sensory toolbox
- Development of an early intervention program
- In class SNEA support timetable to support student/teacher
- Consistent updates of medical individuals

- Early years and middle primary nature playgrounds completed
- Quality chaplaincy program
- Grit program year 5 and 6 classes
- Chess club
- Running club
- Lunchtime activities, giant Jenga, Connect Four, Lego masters.

Attitude, Behaviour and Effort: Increase by 10%, in each year level, the number of students making improvements in learning behaviours

Achieved and Justification

- Establishment of the Positive Behaviour in Schools (PBS) strategies.

2023 Focus

- Implementation of Positive Behaviour in Schools (PBS) Program.
- Parent information sessions on PBS strategy
- Further develop Individual Behaviour Management Plans for identified students.

Attendance: Maintain high attendance and punctuality at 90%, excluding students on individual education plans. Student on individual plans will make progress according to their plan.

Achieved and Justification:

- 89 % attendance rate achieved 2022 (as at November) with slight decline COVID related.
- COVID absentees were in line with all schools. Student. Teaching programs were made available if students were well enough to complete work.
- Individual plans in place and successfully implemented for high-risk students.
- Daily SMS messaging system
- Attendance monitoring and reporting via letters and updates

2023 Focus

- Continue School systems of SMS attendance checks and staff Integris records
- Continue to develop individual plans for students identified as high risk with attendance.

IEP (Individual Education Plan) Achievement and Progress: Students with an Individual Education Plan (IEP) will be equal to or above their predicted achievement and progress

Achieved and Justification:

- Support SAER students through tailored program with consultation with parents.
- Individual Education Plans (IEP) case conferencing with parents supported and monitored.
- Develop of risk management plans for SAER students as required e.g., camp.
- Liaise with and access additional services that support intervention strategies including School Psychologist

2023 Focus

- Continue to maintain and refine process and databases
- Increase staff programming using SEN (Special Education Needs) tool for identified students.
- Develop a Gifted & Talented Policy.
- Provide staff with time to develop and create SAER plans using SEN planning tools.

Target Review 2022

Leadership

Business Plan Target (2019 - 2022)

Continue to develop internal leadership opportunities for staff and students

Current Year Assessment (2022) & Next Year Focus Areas (2023)

Achieved and Justification:

- Provide staff situational leadership opportunities with the establishment of committees supporting school priorities. PBS, RAP, STEAM.
- All staff positions on committees filled
- Promote and support level 3 opportunities
- Developed student leadership groups in key areas – environment, IT, peers support, arts as well as council and house captains

2023 Focus

- Continue advertising and developing distributive leadership opportunities for teaching and administration staff.
- Opportunities for staff to participate in High Impact Teaching professional learning.
- Continue to promote and support Senior Teachers, Level 3 Teacher, and Aspirant Leaders opportunities
- Further develop opportunities for Student Leadership as a strategy to enhance Student Voice.
- Advertise Student Leadership opportunities to Yr 5 Students and parents.

Maintain team orientated approach to leadership

Achieved and Justification:

- Maintained portfolios in admin team to work collaboratively and in a complementary way.
- Maintained team approaches within staff.
- Phase of learning teams fully established and regularly meeting, managing from within, producing minutes that are shared with actions.

2023 Focus

- Extend and enhance leadership opportunities by developing organisational chart to include Project Leaders (Curriculum) and Team Leaders as Year level leaders.

Relationships

Business Plan Target (2019 - 2022)

Strengthen and develop community relationships to build community.

Current Year Assessment (2022) & Next Year Focus Areas (2023)

Achieved and Justification:

- Admin presence every day before and after school.
- Overall positive feedback from Community Survey
- P&C focus on community events. Mother's Day, Assemblies, Busy Bees, Disco, Athletic Carnival, Book week Parade, and fundraising
- Fathering Project (DORK's) Camp Out
- Enhanced Partnerships with Town of East Fremantle, Bicton RSL.
- Introduction of Aussie of the Month Awards to local sporting clubs and associations.

2023 Focus

- Continue to work collaboratively with P&C and Parent Reps to focus on strengthening community activities.
- Further develop partnerships with the Town of East Fremantle.

Maintain and develop further communication channels to community

Achieved and Justification:

- Website updated regularly with pertinent dates.
- Weekly blog update with a focus of both community and operational information from Principal.
- Regular opportunities for student articles in weekly blog.
- Regular Connect notices from teachers
- Parent Information Sessions advertised each term.

2023 Focus

- Develop a Communication Charter with consultation of School Board and Parent Reps.
- Introduce a consistent approach to Connect communications from class teachers.
- Explore opportunities for Class Open mornings or afternoons.

Continue to develop the P&C's effective operation

Achieved and Justification:

- P&C focus on resetting community events after COVID restrictions with a number of successful events held after Term 2 2022.

2023 Focus

- Advertise opportunities for P&C Office Bearers as significant change over has been scheduled for 2023

Resources

Business Plan Target (2019 - 2022)

Compliance and Governance Continue to adhere to the Delivery and Performance Agreement for Independent Public Schools in decision making Conduct annual school performance reviews using analysis tools provided by the Department of Education's Online Monitoring.

Current Year Assessment (2022) & Next Year Focus Areas (2023)

Achieved and Justification:

- COVID response plans completed and reviewed to ensure compliance and safety.
- Delivery and Performance Agreement shared with Schools Board.
- School Board actively participating in school review process with associated agendas and minutes distributed for discussion.
- 2021 School Review shared with School Board
- School Board to review Operational Plans, which are linked the school business plan.

2023 Focus

- Business Plan developed collaboratively with School Board with associated targets linked to School Accountability Framework.
- Implementation of Self-assessment tools linked to the school business plan.

Target Review 2022

Continue to adhere to the Independent Public Schools Funding Agreement and ensure prudent management

Achieved and Justification:

- Finance Committee participate in budget formation and ongoing monitoring. (minutes & agendas)
- School Board/ School review all aspect of budgeting, workforce planning, minor works, campus planning and facilities upgrades.
- 2022 Funding for Targeted Initiatives is reflected in planning and budgets and reviewed through the school review process.
- Cost Centre Managers submit funding submissions linked with Operational Plans.
- School Board/School provide an ongoing briefing and consultation linked to the Operational Plan.
- Funds allocated in line with Focus documents and DoE priorities overlaid with school priorities identified in our data review.

2023 Focus

- Continue to refine the request process linking it operational plans.
- Continue to link funding to school priorities outlined in Business Plan & Operational Plans.

Maintain procedures to ensure collaborative use, cataloguing and safe storage of resources

Achieved and Justification:

- Annual stocktake.
- Positive audit status maintained

2023 Focus

- Explore the cataloguing of resources via the new library web-based software

Direct to Market

Achieved and Justification:

- Continue to investigate direct to market model
- Use of direct to market option where there is a saving to the school for equal quality.

2023 Focus

- Continue to explore the direct to market model

National Quality Standards (NQS) finding: Early years play area

Achieved and Justification:

- 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.
- Positive external NQS completed

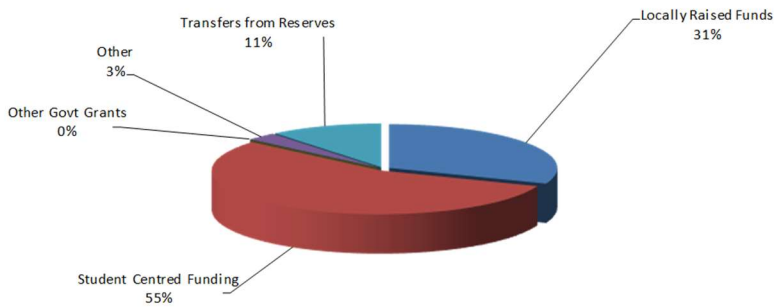
2023 Focus

- Ongoing work to incorporate NQS recommendations into planning for new play areas.

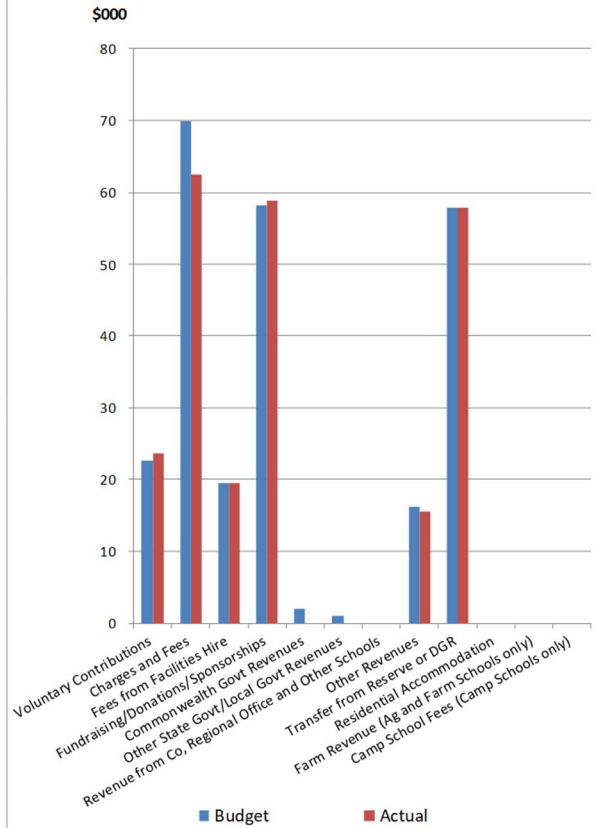
Richmond Primary School
Financial Summary as at
31-December-2022

	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	\$ 22,665.00	\$ 23,667.00
2	Charges and Fees	\$ 69,895.00	\$ 62,427.08
3	Fees from Facilities Hire	\$ 19,490.88	\$ 19,490.88
4	Fundraising/Donations/Sponsorships	\$ 58,154.95	\$ 58,813.38
5	Commonwealth Govt Revenues	\$ 2,031.00	\$ -
6	Other State Govt/Local Govt Revenues	\$ 1,100.00	\$ -
7	Revenue from Co, Regional Office and Other Schools	\$ -	\$ -
8	Other Revenues	\$ 16,203.27	\$ 15,606.94
9	Transfer from Reserve or DGR	\$ 57,938.95	\$ 57,938.95
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	Total Locally Raised Funds	\$ 247,479.05	\$ 237,944.23
	Opening Balance	\$ 29,257.54	\$ 29,257.54
	Student Centred Funding	\$ 294,829.63	\$ 294,829.63
	Total Cash Funds Available	\$ 571,566.22	\$ 562,031.40
	Total Salary Allocation	\$ -	\$ -
	Total Funds Available	\$ 571,566.22	\$ 562,031.40

Actual Year to Date by funding sources

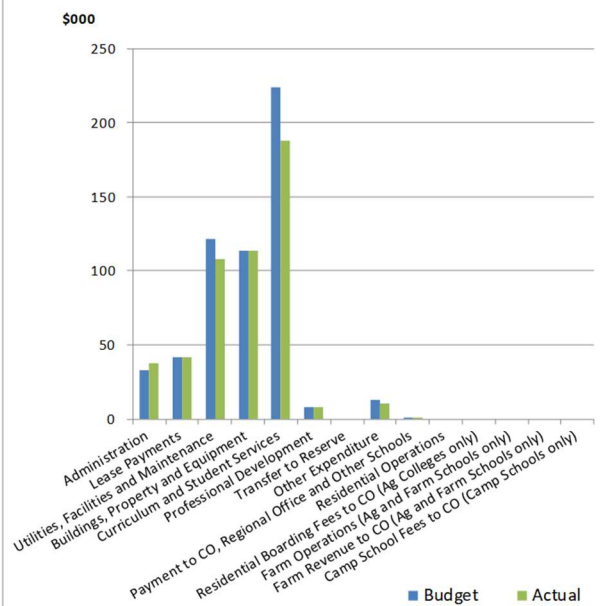


Locally Raised Revenue - Budget vs Actual

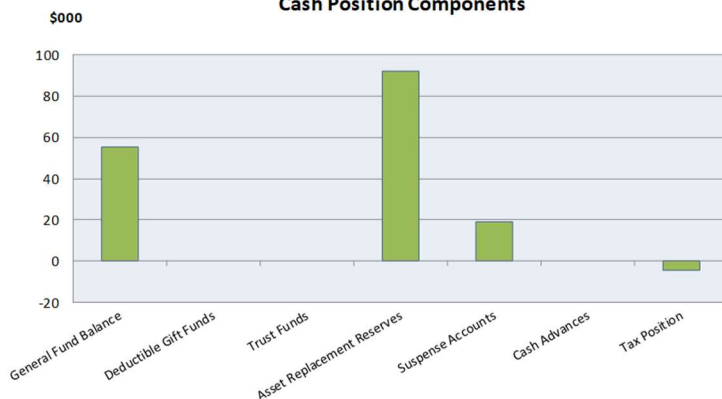


	Expenditure - Cash and Salary	Budget	Actual
1	Administration	\$ 32,731.00	\$ 37,447.89
2	Lease Payments	\$ 42,000.00	\$ 41,671.82
3	Utilities, Facilities and Maintenance	\$ 121,481.64	\$ 107,887.09
4	Buildings, Property and Equipment	\$ 113,786.95	\$ 113,325.17
5	Curriculum and Student Services	\$ 223,948.95	\$ 187,608.77
6	Professional Development	\$ 8,000.00	\$ 8,040.39
7	Transfer to Reserve	\$ -	\$ -
8	Other Expenditure	\$ 13,010.00	\$ 10,568.19
9	Payment to CO, Regional Office and Other Schools	\$ 300.00	\$ 385.00
10	Residential Operations	\$ -	\$ -
11	Residential Boarding Fees to CO (Ag Colleges only)	\$ -	\$ -
12	Farm Operations (Ag and Farm Schools only)	\$ -	\$ -
13	Farm Revenue to CO (Ag and Farm Schools only)	\$ -	\$ -
14	Camp School Fees to CO (Camp Schools only)	\$ -	\$ -
	Total Goods and Services Expenditure	\$ 555,258.54	\$ 506,934.32
	Total Forecast Salary Expenditure	\$ -	\$ -
	Total Expenditure	\$ 555,258.54	\$ 506,934.32
	Cash Budget Variance	\$ 16,307.68	

Goods and Services Expenditure - Budget vs Actual



Cash Position Components



Cash Position Components

Bank Balance	\$ 161,859.78
Made up of:	
1 General Fund Balance	\$ 55,097.08
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 92,233.40
5 Suspense Accounts	\$ 19,105.30
6 Cash Advances	\$ -
7 Tax Position	\$ (4,576.00)
Total Bank Balance	\$ 161,859.78