



Richmond Primary School

EAST FREMANTLE



Business Plan

2023 -2025

Ready

Respectful

Responsible



Acknowledgement of Country

We acknowledge past and present relationships the Whadjuk peoples have formed, and the care put into the beach, river and land we live on today.

We recognise the traditions, culture and spirit of the Noongar nations, with respect.

We thank the Whadjuk people for the land on which we play and learn, Richmond Primary School.

Here is land, here is sky, here are my friends and here am I.
We are on Whadjuk country.

(Written by year 5/6 students Luella, Vivienne and Lola)

This beautiful artwork was commissioned in 2021 to reflect the Noongar six seasons. It was painted by Jade Dolman. Jade is a Whadjuk/Balladong Nyoongar (mother's side), Eastern Arrernte (fathers' side) woman from Perth. This artwork is located outside Rooms 1, 2 and 3.

Our Story

Our school is located in the cultural region of Beeliar. The Beeliar district is bounded by the Derbal Yerrigan (Swan River). To the local Whadjuk people, Fremantle is place of ceremony, significant cultural practices and trading. East Fremantle was known as Niegarup, the place where the pelicans meet. This is reflected in our school emblem. The Niegarup Trail is also incorporated into our logo.

Established in 1921, Richmond is an Independent Public School and has a rich heritage and strong connections to the community. Our school has been at the heart of the local community for over one hundred years and reflects the values of the families who make East Fremantle their home. The school provides high quality educational opportunities for over 450 students.

Our Vision

At Richmond we support our students to achieve their personal best in all areas whilst maintaining a strong social conscience. We value innovation, inclusion and creativity in individuals. Our students will be enabled to be ethical, well-rounded, happy lifelong learners.



Business Plan Purpose

Our business plan represents the collaboration of key stakeholders setting the strategic direction of the next three years. Through reflection on data gathered, feedback received and identified priorities the plan articulates our future direction.

Richmond is supported by the five strategic Operational Plans of Teaching and Learning, Learning Environment, Leadership, Relationships, and Resources. These areas provide practises, processes and procedures that enable us to drive a strong improvement agenda for Richmond Primary.

Our Values



(Yindyamarra is “respect” and “gentleness” and “kindness” all in one)





Our Beliefs

We believe:

- High quality/impact teaching is a prerequisite for improving student achievement.
- A safe, caring, inclusive environment improves educational and emotional outcomes.
- Effective internal relationships support optimal student achievement.
- Leaders who focus on pedagogy and practise have the greatest positive impact.
- Student leadership programs will be nurtured.
- Parents and caregivers are invited to be actively engaged in their child's learning and in the school community.
- Strategic deployment of school resources maximises student achievement.
- There is understanding and respect for cultural diversity.

Teaching and Learning

Our students are at the centre of school improvement and accountability framework. All our priorities connect to and focus on the standard of student achievement, both academic and non-academic. Our school operations are the practises, processes and procedures that enable us to ensure improvement in the standards of student achievement. We provide a variety of opportunities for students whilst enhancing student outcome through whole school evidence-based teaching practices.





Student Achievement & Progress

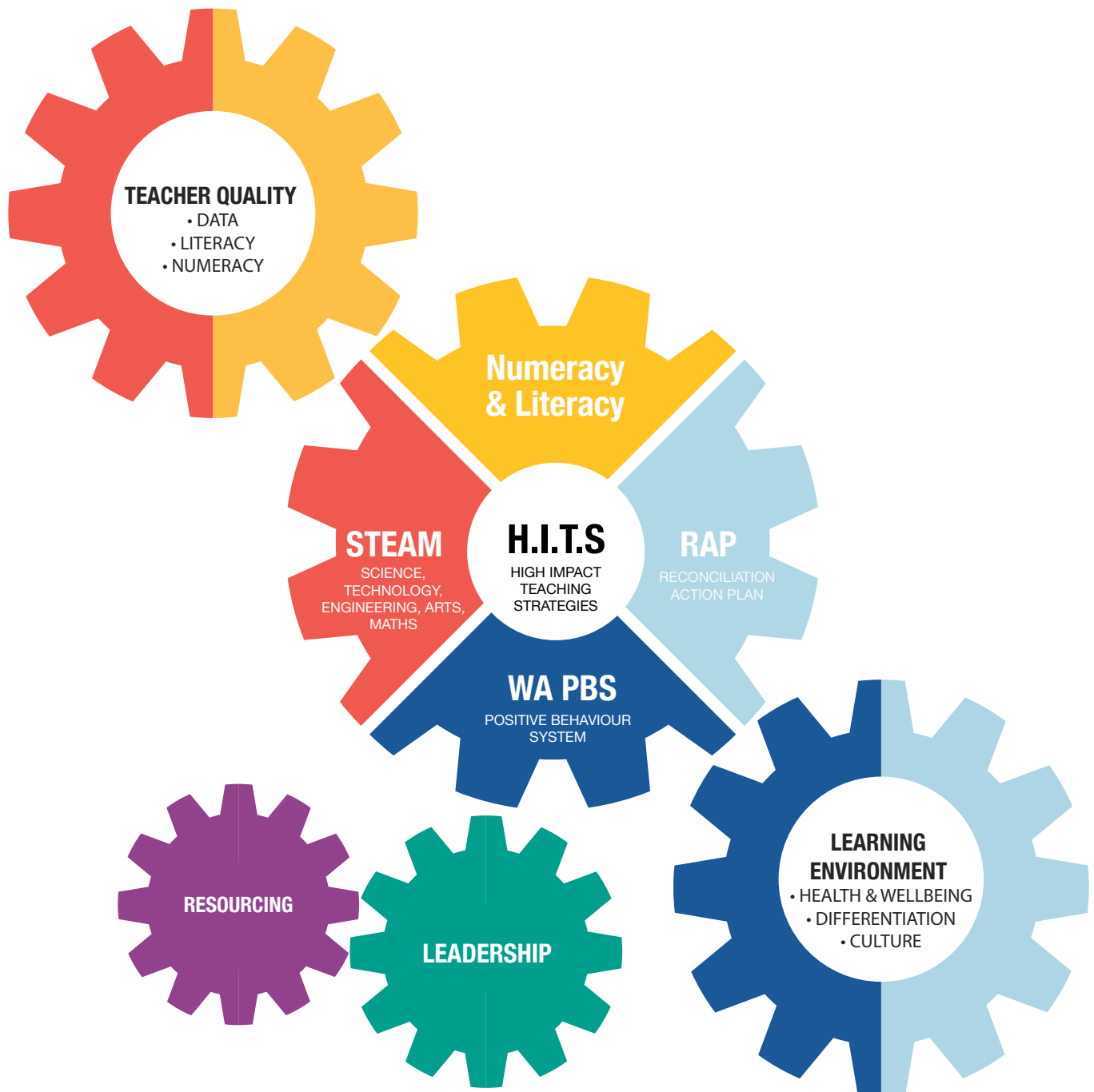
Continue to ensure a rigorous and cohesive cycle of school improvement with a focus on excellence in student learning and a celebration of student talents and achievements.

Every Student, Every Classroom, Every Day

Targets

- NAPLAN Overall Performance: NAPLAN results on par or better than like schools in all areas assessed.
- NAPLAN High Achievement: Maintain or increase the number of students in the Top 20%
- 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.
- NAPLAN Improvement: Improve or maintain performance from Year 3 to Year 5 for each year group
- Numeracy (School Priority): Improve or maintain annual numeracy achievement and progress (Year 2 – Year 5)
- Specialist Program Participation: Maintain and evaluate opportunities to increase outcomes and performance in Physical Education, Language, Art, and Music.

Whole School Priorities



Strategic Priority 1: Quality Teaching and Learning

We are committed to delivering a high quality, evidence-based, targeted teaching program designed to maximise student achievement.

Focus	What we will do	What you will see
Early Childhood	Prioritise early childhood education to build strong social, emotional and educational foundations.	<ul style="list-style-type: none"> • Play-based opportunities provided as per the Early Years Learning Framework. • ECE program underpinned by the high national benchmarks of the National Quality Standard (NQS). • Child centred approach embedded in K-2.
STEAM (Science Technology, Engineering, Arts, Mathematics)	STEAM will be embedded throughout all areas of the teaching program.	<ul style="list-style-type: none"> • A STEAM club established. • A whole school commitment to STEAM.
Specialist Programs	Offer high-quality learning opportunities to complement the core learning programs.	<ul style="list-style-type: none"> • Specialist teachers in Italian, Music, Physical Education and Visual Arts(P-6). • A wide variety of extra-curricular activities before, during and after school. These include choral programs, instrumental music and running club. • Opportunities for visiting programs, incursions, excursions, competitions and a variety of interschool events.
Instructional Strategies	Develop and embed effective high impact teaching curriculum delivery.	<ul style="list-style-type: none"> • Evidence-based, school-wide programs in all classrooms. • High Impact Teaching Strategies as per Best Practice. • Teachers plan and work in the priority area of Numeracy, STEAM and Shaping Minds. • Synthetic Phonics program implemented school-wide.
Whole School Planning	Implement a consistent approach to curriculum planning and student assessment.	<ul style="list-style-type: none"> • School-wide approach in methodology from K-6. • Whole school assessment and moderation schedule to provide data to drive planning and target setting. • Effective team structures meeting regularly and actions shared across the school.
Professional Learning	Provide targeted professional learning linked to school priorities.	<ul style="list-style-type: none"> • Staff engage with professional learning as aligned to data, school and system needs.
Data	Planning will be data informed and evidence based.	<ul style="list-style-type: none"> • Staff data literacy built through professional learning. • Data being used to identify needs, set targets and establish differentiated programs for students. • Best Performance used to support daily review lessons and long-term planning. • On Entry assessment for Pre-Primary. • Year 1 phonic screening. • <i>Elastik</i> used to support daily review lessons and long-term planning.

Strategic Priority 2: Learning Environment

We provide a safe, inclusive, positive and supportive environment where we can unlock our students' full potential. We aim to create an environment that promotes resilience, optimism, confidence, connection and self-efficacy.

Focus	What we will do	What you will see
SAER (Students at Educational Risk)	Identify and support students with additional needs and cater for the needs of all students.	<ul style="list-style-type: none"> • Systematic whole school processes are used to identify, support and track students at educational risk. • Collaboration with parents to understand student needs and inform personalised learning plans. • Collaboration with allied health professionals such as our school psychologist and the school nurse. • Case-management of learning and well-being for students with additional needs. • Student at educational risk due to attendance will be supported with individual attendance plans.
Differentiation	Provide opportunities for every student to achieve their full potential in relation to need and ability.	<ul style="list-style-type: none"> • Targeted and challenging learning tasks utilised that consolidate and build on prior learning for all students. • Differentiated teaching in all classrooms. • Staff capacity built to implement strategies and approaches to support higher order thinking and student extension within daily learning.
Positive Behaviour Program	Build a school culture based on positive behaviours and values.	<ul style="list-style-type: none"> • Whole school approaches to behaviour management using the WAPBS (West Australian Positive Behaviour Support) program. • A Behaviour Expectation Matrix has been collaboratively developed and implemented. • An active, engaged WAPBS committee.
Bullying Prevention	Implement a whole school evidence-based approach to bullying prevention.	<ul style="list-style-type: none"> • Explicit teaching of anti-bullying programs, including online safety. • The development of a whole school approach to explicitly cover anti-bullying and build resilience.
Well-being	Student and staff well-being will be prioritised.	<ul style="list-style-type: none"> • Whole school Health and Well-being Plan implemented. • Data collected on student well-being. • Team Building Committee. • Chaplaincy program. • An updated Protective Behaviour program implemented across the school. • Targeted small group programs to address specific needs such as anxiety, self-esteem and positive relationships. • Parent initiatives/information sessions to support child well being. • Provide an on-site after school program.
Cultural Awareness	<p>Promote an awareness of cultural diversity in our students ensuring authentic connections with our own culture as well as other cultures.</p> <p>All students will understand acknowledge and celebrate the diversity and richness of Aboriginal and Torres Strait Islander histories and cultures.</p>	<ul style="list-style-type: none"> • Liaisons with the City of East Fremantle to ensure connections with community events. • The Reconciliation Action Plan (RAP) implemented across the school. • Connections built with the local Indigenous community to strengthen relations. • Noongar language and culture integrated across the curriculum. • Recognition of diverse cultures in the school.

Focus	What we will do	What you will see
Learning Space	Provide a culturally responsive environment that is stimulating, varied and facilitates learning and play.	<ul style="list-style-type: none"> • Inclusive and flexible learning environment. • Teaching using outdoor learning spaces to enrich and extend their learning programs. • Further development of outdoor learning spaces. • Increased canopy. • A whole school campus plan developed for future planning. • Culturally responsive improvements to the school facilitated by a proactive Reconciliation Action Committee.
Transitional	Assist students in the transition from primary to secondary.	<ul style="list-style-type: none"> • Establish links with local high schools. • Information sessions. • High school facilities used to compliment the primary program. • A transition program implemented for upper primary students.



Strategic Priority 3: Relationships and Partnerships

We provide a safe, inclusive, positive and supportive environment where we can unlock our students' full potential. We work collaboratively to foster strong, effective and productive relationships with all key stakeholders to ensure student outcomes are enhanced. This will be fostered through collaboration, staff connection and high levels of trust.

Focus	What we will do	What you will see
Community Relationships	Develop and strengthen community relationships.	<ul style="list-style-type: none"> • Collaboration with the Town of East Fremantle. • Collaboration with organisations and engagement with Indigenous elders in the Beeliar (Fremantle) region. • Students and school community participating in community projects.
Communications	Review, maintain and develop further communication channels.	<ul style="list-style-type: none"> • A communication plan developed to maximise effective and efficient family and school communication. • Regular class updates through Connect. • School newsletter and planner shared regularly.
Staff Collaboration	Strengthen collaboration of teaching staff to promote effective teacher efficacy.	<ul style="list-style-type: none"> • Established collaborative teams. • Executive team consisting of team leaders meet regularly to discuss strategic direction. • Staff meetings and professional learning days prioritising collaboration and school planning.
School Board and P&C	Build strong relationship with the Board and P&C and develop school understanding of the role of the Board.	<ul style="list-style-type: none"> • Board members participating in formal DoE training as a part of the induction process. • Board working with P&C and community through liaison roles, school and community events, open APM and communication through school channels.
Partnerships	Work closely with our partner schools.	<ul style="list-style-type: none"> • Scheduled meetings with schools from the Riverside network. • Orientation program with John Curtin for prospective students. • Engagement with feeder schools, John Curtin and Melville SHS. • Cue Primary sister school program.



Strategic Priority 4: Leadership

The school leadership team works towards building and supporting the capacity of staff and students, utilising their skills to drive a strong improvement agenda for Richmond Primary.

Focus	What we will do	What you will see
Executive Leadership/ Performance Management Process	Create a culture of performance and development with formal reviews, self-evaluation reflections, observations and feedback.	<ul style="list-style-type: none">• Executive team working cohesively to develop a shared vision for the future and clear strategic direction in collaboration with the staff and community.• Regular performance conversations with staff.• Leadership Action Plans developed.
Teacher Quality	Quality Teaching Plan.	<ul style="list-style-type: none">• High Impact Teaching strategies embedded and measured effect size in student progress.• A whole school instructional model through professional learning and targeted support.• Consistent strategies, language and resources used across the school to support and describe connected practice.
Team/Curriculum/ Aspirant Leaders	Continue to develop and support internal leadership opportunities for staff.	<ul style="list-style-type: none">• Opportunities created to build teacher leader capacity through a distributed leadership model.• Aspirant, rising leaders and Senior Teachers provided with support, training, mentoring and practice leadership.
Student Leaders	Provide a wide range of leadership opportunities for students.	<ul style="list-style-type: none">• Enhanced opportunities for student leadership, which are visible within the school and wider community.• Student leadership policy.



Strategic Priority 5: Resources

Human, physical and financial resources are allocated to maximise the learning opportunities of all students.

Focus	What we will do	What you will see
Resourcing	Target our financial and human resources to the priorities outlined in the Business Plan.	<ul style="list-style-type: none"> The principal and the manager corporate services (MCS) and the Finance Committee work together to provide financial oversight and ensure that school funding, professional development and resources are allocated in line with student, staff and school needs. Budgets linked to strategic priorities. Operational plans including anticipated resources. Physical assets managed through maintenance and replacement plans. Equipment, furniture and resources maintained and upgraded as specified in replacement schedules.
Finance	Our resourcing will comply with the Delivery Performance Paperwork each year and will be student centred.	<ul style="list-style-type: none"> Student characteristics and targeted initiative funding that assists student learning. Financial Reporting in accordance to the Funding Agreement shared with Finance Committee and School Board. Reserve accounts built to ensure funding for major projects and annual leases. Reserve account balances will be linked to future projects and recurrent commitments. Resource allocation decision making that is evidence based and aligned with student needs. Plans in place to spend 90% of funding each year. Compliance and reporting against Funding Agreement to School Community. The School Board regularly informed of the school's academic performance and financial position.
Workforce Planning	Attract staff with skills and experience aligned to our strategic direction.	<ul style="list-style-type: none"> Recruitment of teachers with high quality instructional practice and strong interpersonal acumen. Merit selection for all vacancies based on the needs of the school.
Sustainability	Staff and student leaders will model sustainable practices.	<ul style="list-style-type: none"> Sustainability focus throughout the school. Canopy cover increased annually through partnerships with Town of East Fremantle, P&C and Student Council fundraising. A Grounds and Garden Plan highlighting future projects to increase interactive learning and play spaces for students.
Contemporary Learning classrooms	Provide access to information and communications technology (ICT) to enhance learning outcomes.	<ul style="list-style-type: none"> Leasing of iPad and computers. Investment in hardware, network and professional learning to enhance staff and students' technological capabilities. A STEAM program that is well resourced according to needs. Ongoing refurbishment of classrooms and learning spaces.



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