

RIVA PRIMARY SCHOOL PLAN

VOYAGE

Riva
PRIMARY SCHOOL

2023 - 2025



Set sail

It is my honour to present *Voyage*, the strategic guide to continuous school improvement, which will steer our operations through until 2025.

Voyage is the product of more than 12 months of consultation, discussion, evaluation and imagination, involving staff, parents and community, our school board and students. Through this process, we determined our priority areas for school improvement to ensure a pathway to success for every student.

The plan is organised into four priority areas, with four broad achievement targets in each area. In development, our key areas for focus resoundingly aligned with our school values of Respect, Inclusion and Achievement, showing the strength of commitment of our community and school to ensuring that the values on which we founded Riva Primary School continue to be relevant, and worthy of pursuit in all that we do.



The fourth priority area, Community, acknowledges that our efforts are informed by, supported by, and accountable to our community, and we recognise the value in strong, respectful and empowered relationships and involvement in education.

I commit to reporting regularly to our Board and community, and via our Annual Report, as we celebrate each milestone and achievement on our *Voyage*. The school will also be publicly accountable for our achievements through a formal Public School Review on our journey to 2025.

I invite you to join us on our *Voyage*, as the school commits to reaching our targets, for the success of every child, in every classroom, every day.

I cannot wait for the journey ahead.

Bon voyage!

Aaron Chaplin
Principal

signposts



04

Respect

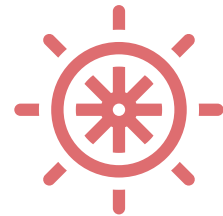
Creating a school culture of excellence.



06

Inclusion

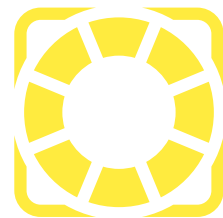
Leading the way in meeting student needs.



08

Achievement

High quality teaching and learning, every day.



10

Community

Building strong and productive partnerships.

Acknowledgement of Country

We are all
included
and
respected
here.

We at Riva Primary School acknowledge and respect the Beeliar Noongar people and their continuing connection to language, stories, culture and history. On Noongar Boodjar, from the hills to the waters, we open our hearts and our eyes as we walk this land, listening, learning and caring for Country and it's people. We extend this respect to Elders; past, present and emerging and to all First Nations Australians reading this today.



*We imagine a better school for every student and
then become that better school, every day.*

Our vision

A Voyage of Respect

Creating a school culture of excellence

What
we
believe

We believe that:

- All cultures are respected, celebrated, and reflected at our school.
- Riva Primary School is a welcoming place.
- Different students have different needs.
- We must provide a diverse range of experiences that promote children's learning and development.



We know that:

- Our students are empathetic, and accepting of each other.
- Our school has a high proportion of students from diverse language and learning backgrounds.
- Respectful relationships contribute to children's sense of wellbeing, creativity and developing independence.

Our students tell us that we should:

- Acknowledge everyone's cultures.
- Learn about different cultures and languages.
- Help others.
- Organise interpreters for big events.



What
we
know



By the end of 2025, we will have:

- A leadership and development strategy embedded within the school to support and facilitate professional autonomy and capacity building for all staff.
- Developed an EAL/D parent support program, including engaging with pre-school families.
- Embedded the *Aboriginal Cultural Standards Framework* into our operations.
- Strengthened our partnerships with First Nations community leaders and organisations in providing deep and enduring engagement and opportunities for our students.
- Developed a cultural advisory body of parents and community members to contribute to the leadership of our school.
- Embedded our Behaviour Support approach, with clearly defined processes and procedures, including practical support for staff in creating and maintaining safe, positive and supportive learning environments.
- Formulated attendance support strategies and resources that are responsive to our school community and context, including external provision.
- Developed a staff and student health and wellbeing strategy, with appropriate resourcing.
- Strengthened the *Friendly Schools Plus, Tracking Better* and Protective Behaviours programs and ensured the fidelity of implementation in every classroom.
- Developed a student leadership framework and support that provides meaningful opportunities for student engagement, advice and decision making within the school.
- Engaged annually with the vision, mission and ethos of the school to reaffirm alignment with staff, students and the community.
- Developed comprehensive induction and mentoring processes for new and continuing staff, and relief staff.
- Developed and shared a school-based model for understanding, implementing and evaluating strategic change.
- Implemented a comprehensive workforce plan to support recruitment, retention and development for all staff.
- Ensured that resourcing decisions and deployment are consistent with the Funding Agreement for schools and that student and school characteristics funding are used to implement teaching and learning adjustments for identified needs.
- Embedded the FiSH Philosophy across the school, with a more consistent use of the language and implementation of the practices.
- Built upon the functionality and responsiveness to the *High Performing Teams* data to support staff.

What we will do



EAL/D Students

All students with a beginning level of English will be tracked on the EAL/D progress maps.



First Nations Perspectives

Every classroom will rate as competent or higher on the Aboriginal Cultural Standards Framework.



Attendance

Our Attendance Rate will improve to be 95% or above.



Social & Emotional Learning

75% of students respond that they are confident in their skills to regulate their emotions and problem-solve social situations.

A Voyage of Inclusion

Leading the way in meeting student needs.

**What
we
believe**

We believe that:

- The school should fit the students, and not the other way around.
- Access to school education is the right of every child, and that learning takes place best with peers of the same age, in the least restrictive environment.
- Inclusion and support are not just about disability – and labels should not be needed for student support.



We know that:

- Inclusion is not a place, but our practices, and is a work in progress.
- There is no one-size fits all.
- The level of adjustment and support can vary from learning area to learning area, hour to hour and day to day.
- We should support as we would wish to be supported.

Our students tell us that we should:

- Expand the range of clubs and activities on offer across the school.
- Develop a buddy / mini-helpers program for peer support.
- Ensure that fun and free dress days are held at least once per term.



**What
we
know**



By the end of 2025, we will have:

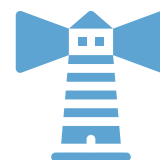
- Provided tertiary-accredited training and certification in special needs education for all teaching staff.
- Developed induction and training support for Education Assistants, and professional learning and coaching on co-teaching for classroom impact.
- Embedded Universal Design for Learning as our curriculum design approach.
- Developed systems for collaborative planning between teachers, specialist teachers and education assistants, including resourcing time.
- Timetabled regular collaboration time for each year level on a weekly basis.
- Resourced a planning hour weekly for each classroom teacher and education assistants.
- Formulated and resourced intervention and support for EAL/D students.
- Strengthened and formalised our play-based learning approach in Early Childhood, from Kindergarten – Year 2.
- Developed a National Quality Standard (NQS) improvement plan to ensure that the school is on-track to meet all areas of the NQS for Early Childhood Education.
- Audited our progress against the NQS annually, and sought external verification of meeting all standards within the term of the school plan.
- Improved the process of developing, implementing and monitoring documented plans for students.
- Refined transition processes, resources and supports to facilitate clear pathways for student and staff success at each transition point.
- Further refined the enrolment process to support parents, families and students entering the school.
- Developed knowledge and support guidelines for augmentative communication and adaptive technologies to be more seamlessly integrated and deployed within the school, including professional learning for staff.
- Further expanded provision for Gifted and Talented students.
- Developed an outreach and professional learning model to share with schools to facilitate inclusion in the classroom.
- Developed a broader range of playground spaces, equipment and options to support sensory breaks and play.
- Implemented the Hearing Assistance Augmentation program across the school.
- Affiliated our school formally with ASDAN, and supported development of modified curriculum to deliver appropriate learning experiences for students, aligned to future ASDAN qualifications and pathways.
- Audited and improved physical accessibility across the school, including upgrading vision accessibility.
- Published accessibility information on the school website.

What we will do



Accredited Special Needs Training

All staff supported to achieve accredited qualifications in Special Needs Education.



Universal Design for Learning

Riva is recognised as an exemplary school for application of UDL.



National Quality Standard

All Quality Areas achieved and verified in K-2.



Education Transition Support

Every transition point is resourced and supported.

A Voyage of Achievement

High quality teaching and learning, every day.

**What
we
believe**

We believe that:

- Students learn in different ways, and at different paces, but all are able to achieve and improve, with appropriate support.
- Regulation comes before expectation, and we use strategies to support regulation, to maximise the impact of instruction.
- Learning is powerful when it is linked to the student's point of need, is active, and hands-on.
- Play has an important place in learning across the school, and particularly in Years K-2.



We know that:

- The quality of classroom instruction is within the control of the school and is a critical factor in teaching and learning success.
- Students learn in multiple ways, and should be given multiple ways to show what they know.
- All children can learn something.
- Our approach should stimulate thought, inquiry and discussion, and the purpose of learning experiences should be made clear to students.
- We can adapt our teaching to the ways in which students learn.
- Feedback is essential for continued growth.

Our students tell us that we should:

- Investigate establishing a computer room / digital technologies space.
- Check for student feedback regularly.
- Celebrate student and school achievements.

**What
we
know**



By the end of 2025, we will have:

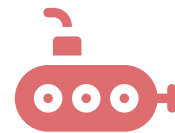
- Engaged with the Department of Education Quality Teaching Strategy to formalise our instructional model and routines, consistent with evidence-based practices.
- Embedded shared beliefs about teaching and learning which inform our school-wide practices.
- Embedded the use of the *Riva Pedagogy Atlas* across all learning areas.
- Developed and embedded documented whole-school approaches to high quality teaching and learning for English and Mathematics.
- Embedded evidence-based, high impact teaching strategies, consistent with those identified in our whole school approaches documents.
- Facilitated professional learning communities of staff who collaborate to plan, act on, and assess student learning.
- Strengthened the whole-school self-assessment process, including the refinement of classroom based data collection.
- Built staff capacity to collect, analyse and implement adjustments based on understanding of student, cohort and school achievement data.
- Ensured that classroom planning aligns with the priorities and strategies of the school plan.
- Developed and implemented operational planning for each learning area on an annual basis, including specific improvement targets, derived from the school plan.
- Developed partnerships and opportunities for moderation of student achievement and teacher judgement, including between schools.
- Ensured that a performance and development culture is supported and fostered, through the performance management process.
- Supported professional learning with school resources for implementation, coaching and feedback.
- Supported the career aspiration and progression of staff, particularly in developing Level 3 classroom teachers.
- Developed a digital technologies and ICT skills scope and sequence, informing our provision and deployment of technologies devices.
- Built the capacity and involvement of teacher-leaders, education assistant leaders, and project leaders to work with and support their teams.
- Resourced an instructional coach and maintained an additional support education assistant for capacity building and targeted support.

What we will do



Quality Teaching Strategy

In every classroom, there is a focus on teaching quality.



Grade Alignment

There will be low variability in our teacher judgements against achievement standards.



NAPLAN Growth

Our comparative data will demonstrate High Progress and High Achievement.



School-based Assessments

There is consistent improvement in school-based assessment data.

A Voyage of Community

Building strong and productive partnerships.

What
we
believe

We believe that:

- A positive school climate, good relationships with our community and strong parent support are powerful influences in student and school success.
- We value the role of parents as the first educators of our students, and we acknowledge the unique backgrounds, beliefs, strengths and talents that parents contribute.
- Parents should be actively engaged, and welcomed into the school on a routine basis, as partners in learning.



We know that:

- Our community would like to be involved with the school, and places strong value upon education.
- Productive relationships based on trust and respect are enabled through collaboration.
- Clear communication is essential to supporting parent engagement and empowerment.
- A high-functioning School Board is vital in maintaining effective school governance and decision-making.



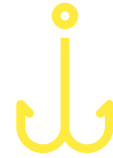
What
we
know



By the end of 2025, we will have:

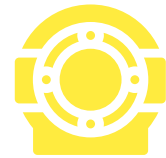
- Maintained and strengthened our positive culture and climate, reflecting mutual trust and respect between staff, students, parents and the community.
- Fostered the growth of the P&C to represent the community.
- Regularly sought and acted upon feedback gained through the National School Opinion Surveys and other instruments.
- Continued to reflect upon, seek input and feedback to strengthen the communication systems and platforms within the school and community to ensure these are inclusive, accessible, engaging and useful.
- Continued to develop the capacity and impact of the School Board and members in leading the governance of the school.
- Identified opportunities for the school to become involved in community events and initiatives.
- In partnership with our students and community, developed our own school song.
- Expanded the number and maintained high quality in community use partnerships for use of the school facilities, aligned to our values.
- Continued and expanded the scope of sporting registration afternoons for community clubs.
- Expanded the number of school-based enrichment opportunities for students, including Art Club and Choir, and supported the staffing of these outside of school hours activities with appropriate resourcing.
- Championed the *YourMove* Schools initiative to support community road safety.
- Worked with our partner schools in the Nicholson Network and Education Support South Network (ESSN) to leverage support for professional learning and collaborative practices that build the capacity of staff across learning areas.
- Ensured our social media and school communications represent a focus on teaching and learning and student achievement.
- Reviewed our communication strategy, and made changes to optimise the value and accessibility of our newsletter, website and other communications.

What we will do



National School
Opinion Survey

Response average rating to
be 4.0 or greater.



Your Move
Schools

Increase the number of
'active' trips to and from
school by 10%.



Community
Engagement

Increase forum attendance by
10% above school growth.



Communication
Analytics

Boost engagement rate to at
least 75% for newsletter and
Seesaw.



Riva Primary School

33 Riva Entrance

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