2019 Annual Report to
The School Community

THE EDUCATION STATE

School Name: Richmond West Primary School (5044)

- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the *Education and Training Reform (ETR) Act 2006*. This includes schools granted an exemption by the VRQA until 31 December 2019 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in *Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School*.

Attested on 19 March 2020 at 01:21 PM by Tip Kennedy (Principal)

The 2019 Annual Report to the school community:
- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 15 April 2020 at 02:22 PM by Dovid Clarke (School Council President)

About Our School

School context

Richmond West Primary School is located in the City of Yarra in the inner east of Melbourne approximately 3.5 kilometers from the Melbourne Central Business District. The school was founded in 1975.The school playground includes two competition grade netball courts and adventure play areas as well as a synthetic surface soccer pitch. Enrolments have been growing at a steady pace and reached 321 in 2019. This included more than 25 different cultural groups. RWPS continues to cater for students from culturally, linguistically and socioeconomically diverse families and there is a growing cohort of students whose families have specifically selected RWPS to access the Chinese bilingual program. The staffing profile of Richmond West Primary School includes 23.43 equivalent full-time staff including a Principal, Assistant Principal, 2 Learning Specialists, 22 teachers, 6 Education Support (ES) staff and one fulltime Business Manager. Current SFOE Index is 0.3307 with a socio-economic band value of medium.

The Richmond West Primary School vision is to value language and foster a community of life – long learners. RWPS strives to develop articulate, socially responsible and resilient individuals who are working towards achieving their full potential. Our motto is "Many Languages – One Voice". This is reflected in the cultural and linguistic diversity of our community. Our purpose is to give families the choice between a comprehensive bilingual education in Mandarin Chinese, an immersion Vietnamese program or an English only program (with an emphasis on English as an Additional Language and LOTE (Mandarin)). Each language learning program enables RWPS students to become literate, numerate and curious learners who have the capacity to contribute to society now and in the future as global citizens. In addition RWPS offers specialist classes in Performing Arts, Visual Arts, Physical Education, STEM and Kitchen Garden classroom program. RWPS students are informed, contributing members of society who are tolerant of others and empowered to shape their own futures.

RWPS shares the following three values with all members of the school community: Belonging, Resilience and Striving for Personal Success
We understand that positive relationships, a sense of belonging and inclusion are important for a positive school community. Opportunities are provided for staff, students and families to be involved in a range of school activities and contribute to school planning. Diversity is reflected in our school communication and environment. RWPS programs help students develop strategies to cope with challenges and adversity. Key attributes of resilience taught through our social and emotional learning curriculum include positive self-regard, a sense of agency and self-efficacy, problem solving skills and optimism.
RWPS strives for academic excellence for all students in all three language learning programs within an inclusive and collaborative teaching and learning environment. Students and teachers work together to acknowledge and celebrate success.

The RWPS school culture is friendly, collaborative and development focused, collectively building the capacity of all staff and ensuring shared responsibility for sustained improvement. We have a focus on developing a culture of high expectations, supporting students and promoting inclusion. The basis of learning at RWPS is characterised by positive peer and student teacher relationships. Strategies such as actively fostering community and international partnerships, regular communication with families through a secure online portal, sports clinics, breakfast club, open door policy and regular whole school community activities create mutually supportive relationships and engagement to build trust and cooperation within the school community. Well documented and agreed norms, protocols and behaviours foster open and responsive communication and collaboration across the whole school community.

RWPS is committed to globalised learning for students. It has an International Student Program and many links to China, including a sister school in Nanjing. The success of the bilingual program often sees the school hosting international delegations from schools and universities. RWPS is links to the Confucius Institute at the University of Melbourne and is part of the Confucius Classroom program. The school's fortnightly newsletter is published in English, Chinese and Vietnamese and parent teacher interviews are conducted with assistance from professional interpreters.

Framework for Improving Student Outcomes (FISO)

In 2019, the school's Annual Implementation Plan focused on implementation of Key Improvement Strategies (KIS) related to the FISO dimensions of Building Practice Excellence, Curriculum Planning and Assessment and Positive Climate for Learning.

The KIS included:
- Build teacher capacity to regularly review and update learning programs in line with school curriculum plans;
- Increase confidence of teachers to challenge and support each other to improve practice;
- Enhance teachers' capacity to collaboratively moderate student assessment and use data to diagnose student learning needs and plan for learning;
- Activate student voice and agency to establish an authentic learning partnership throughout the school which develops independent and self-regulating learners.

Specific actions included:
- In teams teachers regularly reviewed and updated learning programs to incorporate the Gradual Release of Responsibility Instructional Model;
- Teachers used evidence to regularly monitor the effectiveness of their programs in meeting student learning needs and establishing challenging learning goals;
- RWPS participated in a School Improvement Partnership with Fitzroy Primary School with the theory of action - If we develop every teacher to deliver feedback to peers on the implementation of the school's pedagogical model, and the pursuit our school's AIP priorities, then all students will experience success at their point of need;
- Teachers scaffolded and differentiate learning to enable students across the three language learning programs to achieve their goals;
- Teachers designed learning programs to explicitly build deep levels of thinking and application.

To support implementation of these KIS, Learning Specialists were appointed as professional practice coaches. Positive gains in the School Staff Survey showed clear evidence of their impact, with additional evidence gathered through peer observation and recorded as part of 2019 AIP monitoring. This showed positive changes in teacher practice and student learning outcomes.

Achievement

2019 NAPLAN results indicate that the school has maintained a high proportion of students in the top two NAPLAN bands and decreased the number of students in the bottom two bands in Literacy (Reading).

The reading program is based on ongoing observation, conferring with students and assessment of each student's needs and abilities. Support is provided for all students to be successful readers and writers. The models of explicit teaching in writing have been developed and indicate a improvement in writing results in 2019. RWPS staff have built a collegiate, professional and supportive working culture that deepens the capacity of all staff to improve student learning. The diagnostic assessment schedule introduced at RWPS has enabled teachers to identify and monitor student progress and put in place supports, with the goal of enhancing learning gains for each individual student. Students requiring additional literacy support were supported each week through a Literacy Intervention program. Teachers worked in teams to collaboratively analyse student learning data, plan targeted lessons and evaluate the impact on student learning.

The school climate has significantly increased in collective efficacy and academic emphasis.

Areas of focus for 2020 include continued work on student voice and agency and documentation of the maths curriculum. Specific actions are
- Completion of class surveys by students to give feedback on classroom practice

- Facilitating targeted time for Chinese and English teams to monitor together and individually as needs
- Student Performance Analyser training for whole staff

Engagement

Students have influenced the culture and practices within our school through the Junior School Council, leading and planning assemblies, participation in extracurricular lunchtime clubs including chess, choir, African Drumming, garden, dance, art and coding. Afterschool classes included karate and Arabic language. The RWPS Brass Band continued to thrive in 2019. Children performed at both school and external events.

RWPS continued to enhance student access to and responsible use of ICT. F-2 classes have access to ipads and 3-6 have access to chromebooks.

Although the average attendance rate for RWPS students was slightly lower in 2019 Compass and a clearer process of following up absences has enabled the school to work with individual families.

The school addresses the non-attendance of students and raises awareness amongst parents of the importance of punctuality and attendance requirements through:
- Newsletters highlight the importance of school attendance and include the attendance policy;
- Phone calls home to monitor school attendance and follow up unexplained absences;
- Student attendance is included in mid and end of year student reports;
- Face to face discussions with parents in response to absenteeism.

Wellbeing

During 2019 the school worked on integrating the Respectful Relationships Framework into the School Wide Positive Behaviour Support Framework which is well embedded across the school.
A whole school Smiling Mind mindfulness program was introduced so that each child participated in a daily mindfulness session after lunch.

Teacher capacity was built in SWPBS through professional learning and use of data analysis to focus attention on social learning, reflective strategies and re-teaching opportunities across the school. Teachers participated in trauma-informed practice professional learning. Visitors to RWPS remark upon the calm and orderly learning environment and the students' obvious enjoyment of learning.

In 2019 the school moved to a school council run Before School Out of School Hours Care program which grew from a more traditional Breakfast Club. The philosophy of the program is to provide an inclusive, child centred program that focuses on each child, by providing a nurturing, secure, healthy and safe environment that enhances self-esteem, self-confidence and emotional wellbeing. Similarly the Kitchen Garden program provides a space in which children are given the opportunity to develop relationships and strong connections with each other as they learn about healthy eating in an engaging way.

RWPS uses COMPASS for communication between school and home, in particular student chronicles are used to inform parents of student achievement both academically and personally. Regular community events such as working bees, Science Night, the Art Show and end of year School Concert are a highlight of the school calendar

Financial performance and position

The school is in a positive financial position and has managed the challenges of providing three different language programs, an extensive specialist program and a kitchen garden program. To support the diversity of the school community leadership continued to fund the work of education support staff to support a literacy intervention program,

support families with interpreting and to translate newsletters and other communication into the dominant languages at the school. Integration aides support PSDS funded students in the classroom. Funds were spent on maintaining the facilities and grounds of the school. RWPS celebrates and encourages diversity and is committed to providing excellent outcomes for all students.

For more detailed information regarding our school please visit our website at
http://richmondwestps.vic.edu.au

Performance Summary

The Government School Performance Summary provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian Government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Members of the community can contact the school for an accessible version of these data tables if required.

Key: Range of results for the middle 60% of Victorian Government Primary Schools:
Results for this school: ● Median of all Victorian Government Primary Schools: ◆

School Profile

Enrolment Profile

A total of 314 students were enrolled at this school in 2019, 144 female and 170 male.

39 percent were EAL (English as an Additional Language) students and ND ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.

low	low-mid	mid	high

Parent Satisfaction Summary

Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual *Parent Opinion Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.

School Staff Survey

Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.

Performance Summary

Achievement	Student Outcomes	Similar School Comparison
Teacher Judgement of student achievement Percentage of students in Years Prep to 6 working at or above age expected standards in: • English • Mathematics For further details refer to *How to read the Annual Report.*	Results: English 0 ▬▬▬▬▬▬▬ 100 Results: Mathematics 0 ▬▬▬▬▬▬▬ 100	Similar ○ Above ●
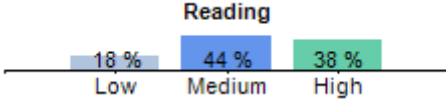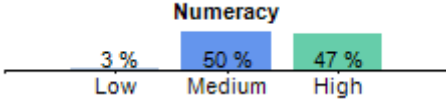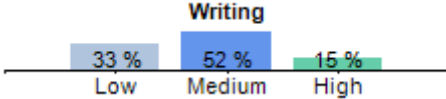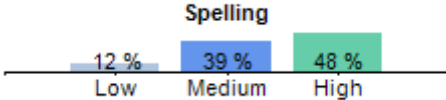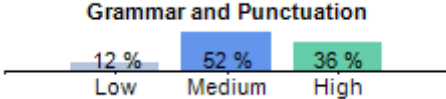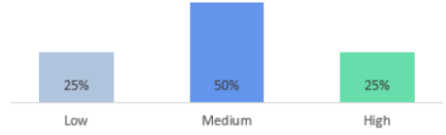
Performance Summary

Achievement	Student Outcomes	Similar School Comparison
NAPLAN Year 3 The percentage of students in the top 3 bands of testing in NAPLAN at Year 3. Year 3 assessments are reported on a scale from Bands 1 - 6.	 Results: Reading Results: Reading (4-year average) Results: Numeracy Results: Numeracy (4-year average)	 Below Similar
NAPLAN Year 5 The percentage of students in the top 3 bands of testing in NAPLAN at Year 5. Year 5 assessments are reported on a scale from Bands 3 - 8.	 Results: Reading Results: Reading (4-year average) Results: Numeracy Results: Numeracy (4-year average)	 Above Above

Performance Summary

Achievement	Student Outcomes	Similar School Comparison

Achievement

NAPLAN Learning Gain
Year 3 - Year 5

Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.

NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.

Student Outcomes

Reading

18 %	44 %	38 %
Low	Medium	High

Numeracy

3 %	50 %	47 %
Low	Medium	High

Writing

33 %	52 %	15 %
Low	Medium	High

Spelling

12 %	39 %	48 %
Low	Medium	High

Grammar and Punctuation

12 %	52 %	36 %
Low	Medium	High

Similar School Comparison

There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.

25%	50%	25%
Low	Medium	High

Statewide Distribution of Learning Gain (all domains)

Performance Summary

Engagement	Student Outcomes	Similar School Comparison
Average Number of Student Absence Days Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays. Absence from school can impact on students' learning **Similar School Comparison** A similar school comparison rating of 'Above' indicates this school records 'less' absences than expected, relative to the similar schools group with similar characteristics. A rating of 'Below' indicates this school records 'more' absences than expected.	Results: 2019 0 ——————— 50 Few absences <------> Many absences Results: 2016 - 2019 (4-year average) 0 ——————— 50 Few absences <------> Many absences	Above

Average 2019 attendance rate by year level:	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	Similar school comparison not available
	92 %	93 %	92 %	94 %	95 %	92 %	91 %	

Performance Summary

Key:	Range of results for the middle 60% of Victorian Government Primary Schools: ▢ Results for this school: ● Median of all Victorian Government Primary Schools: ◆	Key:	Similar School Comparison ● Above ● Similar ● Below

Wellbeing	Student Outcomes	Similar School Comparison
Students Attitudes to School - Sense of Connectedness Measures the percent endorsement on Sense of Connectedness factor, as reported in the *Attitudes to School Survey* completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).	Results: 2019 0 — 100 Results: 2017 - 2019 (3-year average) 0 — 100	**Below** ●
Students Attitudes to School - Management of Bullying Measures the percent endorsement on Management of Bullying factor, as reported in the *Attitudes to School Survey* completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).	Results: 2019 0 — 100 Results: 2017 - 2019 (3-year average) 0 — 100	**Below** ●

Financial Performance and Position

Commentary on the financial performance and position is included in the About Our School section at the start of this report

Financial Performance - Operating Statement Summary for the year ending 31 December, 2019		Financial Position as at 31 December, 2019	
Revenue	**Actual**	**Funds Available**	**Actual**
Student Resource Package	$2,663,892	High Yield Investment Account	$161,120
Government Provided DET Grants	$435,439	Official Account	$22,258
Government Grants Commonwealth	$15,650	Other Accounts	$20,908
Revenue Other	$25,314	**Total Funds Available**	**$204,286**
Locally Raised Funds	$370,933		
Total Operating Revenue	**$3,511,227**		
Equity[1]			
Equity (Social Disadvantage)	$55,177		
Equity Total	**$55,177**		
Expenditure		**Financial Commitments**	
Student Resource Package[2]	$2,513,011	Operating Reserve	$130,481
Books & Publications	$10,220	Other Recurrent Expenditure	$2,963
Communication Costs	$5,582	Funds Received in Advance	$9,220
Consumables	$82,292	School Based Programs	$1,452
Miscellaneous Expense[3]	$205,769	Funds for Committees/Shared Arrangements	$26,751
Professional Development	$12,902	Asset/Equipment Replacement < 12 months	$23,000
Property and Equipment Services	$208,638	Maintenance - Buildings/Grounds < 12 months	$10,753
Salaries & Allowances[4]	$133,953	**Total Financial Commitments**	**$204,620**
Trading & Fundraising	$56,130		
Travel & Subsistence	$113,327		
Utilities	$31,675		

Total Operating Expenditure	**$3,373,499**
Net Operating Surplus/-Deficit	**$137,729**
Asset Acquisitions	**$45,816**

(1) The Equity funding reported above is a subset of overall revenue reported by the school
(2) Student Resource Package Expenditure figures are as of 26 February 2020 and are subject to change during the reconciliation process.
(3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.
(4) Salaries and Allowances refers to school-level payroll.

All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.

How to read the Annual Report

What does the *About Our School* section refer to?

The About Our School page provides a brief background on the school, an outline of the school's performance over the year and plans for the future.

The 'School Context' describes the school's vision, values and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics and special programs.

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

What does the *Performance Summary* section of this report refer to?

The Performance Summary reports on data in three key areas:

Achievement
- student achievements in:
  - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
  - English and Mathematics for teacher judgements against the curriculum
  - all subjects for Victorian Certificate of Education (VCE) examinations (secondary schools)
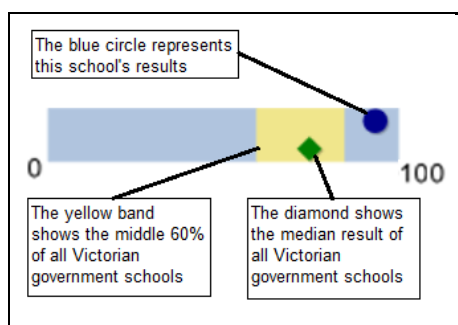
Engagement
- student attendance and engagement at school
  - how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

Wellbeing
- Attitudes to School Survey (ATOSS)
  - Sense of connectedness
  - Management of Bullying

Results are displayed for the latest year, as well as the average of the last four years (where available).

The blue circle represents this school's results

The yellow band shows the middle 60% of all Victorian government schools

The diamond shows the median result of all Victorian government schools

What does *School Comparison* refer to?

The School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure takes into account the school's socio-economic background of students, the number of non-English speaking students and the size and location of the school.

The Similar School Comparison will identify if a school's result is 'Similar', 'Above', or 'Below' relative to the similar schools group with similar characteristics and is available for latest year data only.

Above
Similar
Below
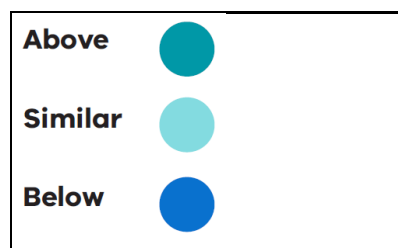
What does '*Data not available*' or *'ND'* mean?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools where school-to-school comparisons are not appropriate.

What is the *Victorian Curriculum*?

The Victorian Curriculum F–10 sets out what every student should learn during their first 11 years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with a disability or students who may have additional learning needs.

'Levels A to D' are not associated with any set age or year level that links chronological age to cognitive progress (i.e. there is no age expected standard of achievement for 'Levels A to D').