

# 2020 Annual Report to The School Community



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](http://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 2020 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 28 April 2021 at 04:29 PM by Tip Kennedy (Principal)

The 2020 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 14 May 2021 at 07:10 AM by Dovid Clarke (School Council President)

# How to read the Annual Report

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## What has changed for the 2020 Annual Report?

### Improved appearance

The appearance of the Performance Summary has been updated to more clearly represent information and to assist interpretation and comparison of individual school's data with state averages and similar school groups.

### School performance data

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 school-based surveys ran under changed circumstances, and NAPLAN was not conducted. Absence and attendance data may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes. Those schools who participated in the Student Attitudes to School survey in 2020 should also refer to the advice provided regarding the consistency of their data.

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## What does the 'About Our School' section refer to?

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

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.

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

The Performance Summary includes the following:

### School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Primary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Primary schools

### Achievement

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).  
*Note: NAPLAN tests were not conducted in 2020*

### Engagement

Student attendance at school

### Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

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

## How to read the Annual Report (continued)

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### What do 'Similar Schools' refer to?

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

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### What does 'NDP' or 'NDA' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by 'NDP' where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The Department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

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### What is the 'Victorian Curriculum'?

The Victorian Curriculum F–10 sets out what every student should learn during his or her first eleven 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 Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

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. These levels 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').

## About Our School

### School context

Richmond West Primary School (RWPS) is located in the City of Yarra in the inner east of Melbourne approximately 3.5 km from the Melbourne Central Business District. The school was founded in 1975. The school playground includes two netball/basketball courts, adventure play areas as well as a synthetic surface soccer pitch. Our student population included more than 25 different cultural groups. RWPS caters for students from culturally, linguistically and socioeconomically diverse families. The staffing profile of RWPS 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.

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, a smaller 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, Science and a 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. 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.

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 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. 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)

Parent surveys indicated a high level of satisfaction in the school's approach to remote and flexible learning. Online learning programs were provided in English, Chinese and Vietnamese. Engagement was high and connections between school and home were enhanced.

Whilst the school's focus on the Key Improvement Strategies was interrupted by remote learning, progress was made in the following areas

1. Whole staff participated in Professional Learning on the meaning of Student Agency where does it exist in RWPS
2. In-class student surveys were introduced to RWPS and will continue to inform classroom practice
3. The school was involved in a School Improvement Partnership with Fitzroy and Abbotsford Primary Schools to help build teacher capability through peer observation and feedback.

### Achievement

In 2020 the school continued work on its strategic plan goal of maximising the learning and growth in Literacy and Numeracy for each student.

RWPS participated in the Small Group Tutor Pilot Program when students returned to face to face teaching. Students requiring additional literacy and numeracy support were identified by classroom teachers and provided intervention in small groups. RWPS staff have built a collegiate, professional and supportive working culture that deepens the capacity of all staff to improve student learning.

RWPS was the winner of the 2020 Victorian Excellence in Global Teaching and Learning.

Areas of focus for 2021 include

1. continued work on student voice and agency
2. Incorporating a synthetic phonics approach to our literacy model
3. Implementation of the Tutor Learning Initiative

### Engagement

Families remained connected to school during remote learning through

- daily class meetings
- the Seesaw platform (F-2)
- Google classroom (3-6)
- regular phone calls between teachers and parents
- parent online forums
- parent online cyber awareness workshop

During remote learning the RWPS Brass Band was a major support to those students involved in the program. It allowed student to still practice together, albeit online. The numbers in the band have continued to rise and an extra band will be established in 2021.

The average attendance rate for RWPS students was lower in 2020. 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

At RWPS health and wellbeing supports for students and staff were prioritised in 2020. RWPS partnered with North Richmond Community Health Centre in a COVID recovery program which involved a counsellor working with children onsite at the school. This will continue in 2021.

The Social and Emotional Learning Framework of Respectful Relationships, School Wide Positive Behaviour and Mindfulness was embedded across the school. Teachers participated in wellbeing webinars to learn more about strategies to support both their own and their students' wellbeing.

Leadership began investigating the use of synthetic phonics in our well established literacy program. Teachers will be trained in this approach through 2021.

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. Online forums promoted parent engagement.

### **Financial performance and position**

Richmond West Primary School maintained a sound financial position throughout 2020. The 2018-2021 School Strategic Plan, along with the 2020 Annual Implementation Plan, continued to provide the framework for school council allocation of funds to support school programs and priorities.

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 translation and interpreting. 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 Performance Summary for government schools 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.

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

## SCHOOL PROFILE

### Enrolment Profile

A total of 326 students were enrolled at this school in 2020, 147 female and 179 male.

39 percent of students had English as an additional language and NDP percent were Aboriginal or Torres Strait Islander.

### Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE) which takes into account parents' occupations and education.

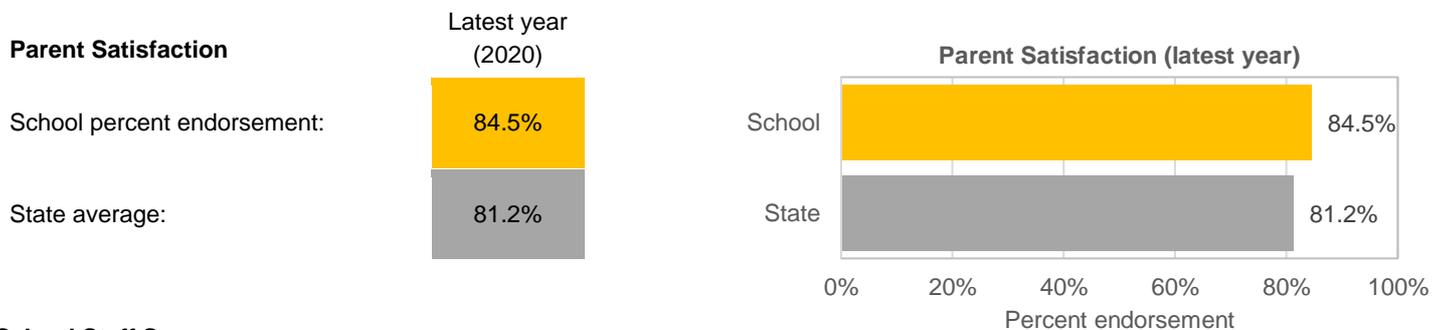
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: Low - Medium

### Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

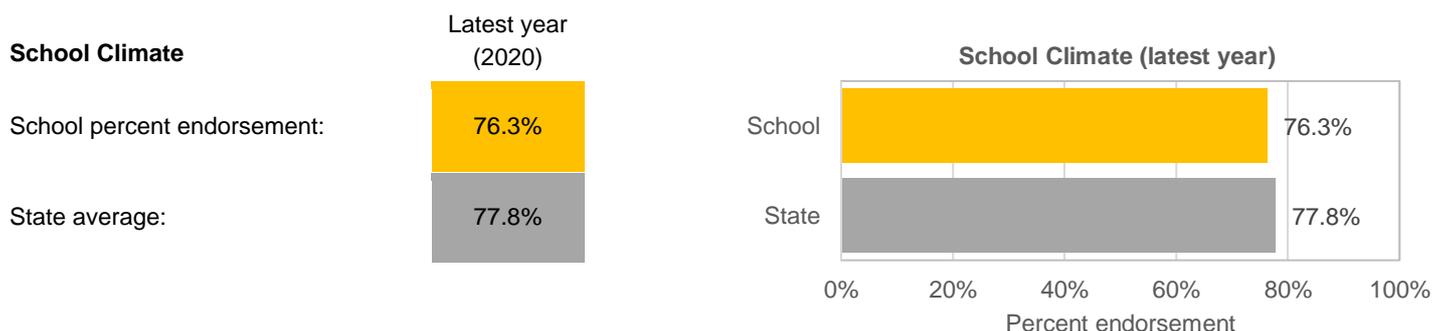


### School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

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



## ACHIEVEMENT

**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### Teacher Judgement of student achievement

Percentage of students working at or above age expected standards in English and Mathematics.

#### English Years Prep to 6

Latest year  
(2020)

School percent of students at or above age expected standards:

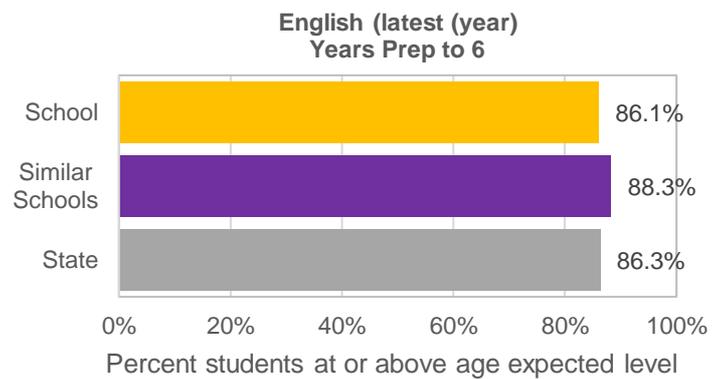
86.1%

Similar Schools average:

88.3%

State average:

86.3%



#### Mathematics Years Prep to 6

Latest year  
(2020)

School percent of students at or above age expected standards:

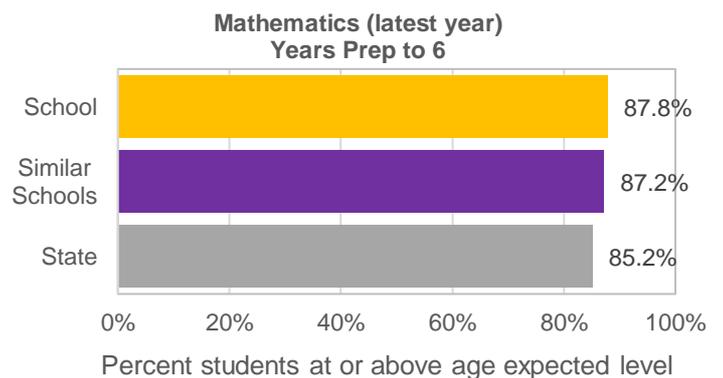
87.8%

Similar Schools average:

87.2%

State average:

85.2%



### NAPLAN

NAPLAN tests were not conducted in 2020.

#### NAPLAN Learning Gain

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).

NAPLAN tests were not conducted in 2020.

## ENGAGEMENT

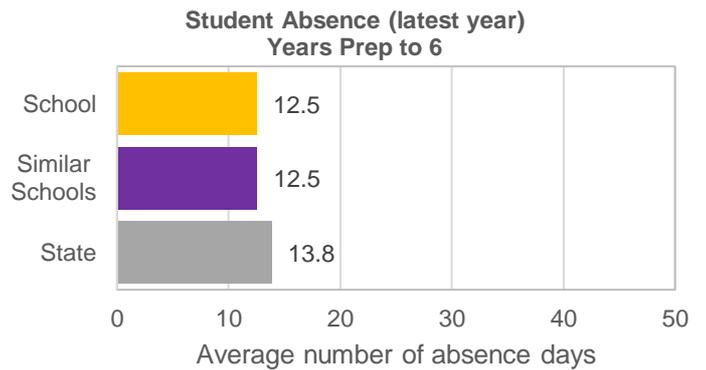
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### Average Number of Student Absence Days

Absence from school can impact on students’ learning. Common reasons for non-attendance include illness and extended family holidays. Absence and attendance data in 2020 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

#### Student Absence Years Prep to 6

|  | Latest year (2020) | 4-year average |
|--|--------------------|----------------|
| School average number of absence days: | 12.5               | 14.0           |
| Similar Schools average:               | 12.5               | 14.8           |
| State average:                         | 13.8               | 15.3           |



### Attendance Rate (latest year)

|                                       | Prep | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---------------------------------------|------|--------|--------|--------|--------|--------|--------|
| Attendance Rate by year level (2020): | 94%  | 90%    | 94%    | 94%    | 94%    | 94%    | 95%    |

## WELLBEING

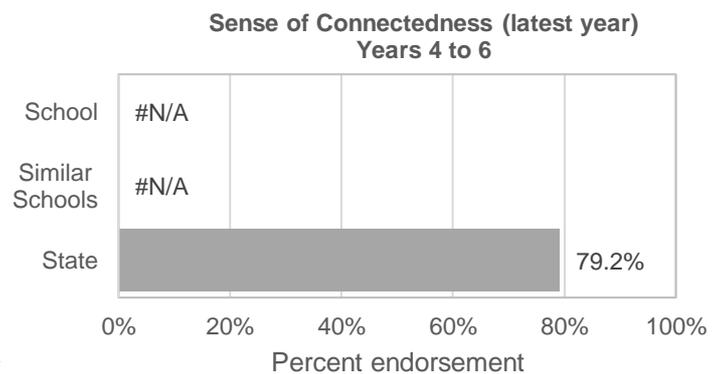
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### Student Attitudes to School – Sense of Connectedness

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students, indicates the percent of positive responses (agree or strongly agree).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

| Sense of Connectedness Years 4 to 6 | Latest year (2020) | 4-year average |
|-------------------------------------|--------------------|----------------|
| School percent endorsement:         | NDA                | 83.0%          |
| Similar Schools average:            | NDP                | 81.4%          |
| State average:                      | 79.2%              | 81.0%          |



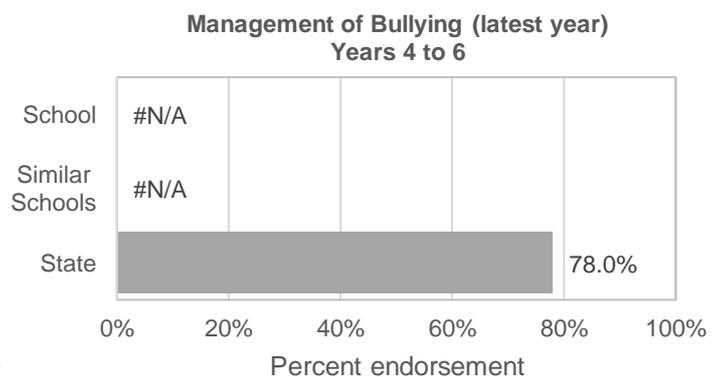
*Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

### Student Attitudes to School – Management of Bullying

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students, indicates the percent of positive responses (agree or strongly agree).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

| Management of Bullying Years 4 to 6 | Latest year (2020) | 4-year average |
|-------------------------------------|--------------------|----------------|
| School percent endorsement:         | NDA                | 78.2%          |
| Similar Schools average:            | NDP                | 80.6%          |
| State average:                      | 78.0%              | 80.4%          |



*Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

# Financial Performance and Position

## FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2020

| Revenue                        | Actual             |
|--------------------------------|--------------------|
| Student Resource Package       | \$2,935,994        |
| Government Provided DET Grants | \$457,094          |
| Government Grants Commonwealth | \$3,380            |
| Government Grants State        | \$8,000            |
| Revenue Other                  | \$8,472            |
| Locally Raised Funds           | \$269,245          |
| Capital Grants                 | NDA                |
| <b>Total Operating Revenue</b> | <b>\$3,682,185</b> |

| Equity <sup>1</sup>                                 | Actual          |
|---|-----------------|
| Equity (Social Disadvantage)                        | \$68,327        |
| Equity (Catch Up)                                   | NDA             |
| Transition Funding                                  | NDA             |
| Equity (Social Disadvantage – Extraordinary Growth) | NDA             |
| <b>Equity Total</b>                                 | <b>\$68,327</b> |

| Expenditure                           | Actual             |
|---------------------------------------|--------------------|
| Student Resource Package <sup>2</sup> | \$2,854,770        |
| Adjustments                           | NDA                |
| Books & Publications                  | \$902              |
| Camps/Excursions/Activities           | \$19,813           |
| Communication Costs                   | \$5,492            |
| Consumables                           | \$77,277           |
| Miscellaneous Expense <sup>3</sup>    | \$5,550            |
| Professional Development              | \$9,671            |
| Equipment/Maintenance/Hire            | \$29,895           |
| Property Services                     | \$94,479           |
| Salaries & Allowances <sup>4</sup>    | \$57,626           |
| Support Services                      | \$57,170           |
| Trading & Fundraising                 | \$27,370           |
| Motor Vehicle Expenses                | NDA                |
| Travel & Subsistence                  | \$44               |
| Utilities                             | \$38,761           |
| <b>Total Operating Expenditure</b>    | <b>\$3,278,821</b> |
| <b>Net Operating Surplus/-Deficit</b> | <b>\$403,365</b>   |
| <b>Asset Acquisitions</b>             | <b>\$60,020</b>    |

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 01 Mar 2021 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

## FINANCIAL POSITION AS AT 31 DECEMBER 2020

| <b>Funds available</b>        | <b>Actual</b>    |
|-------------------------------|------------------|
| High Yield Investment Account | \$438,654        |
| Official Account              | \$37,354         |
| Other Accounts                | \$34,730         |
| <b>Total Funds Available</b>  | <b>\$510,738</b> |

| <b>Financial Commitments</b>                | <b>Actual</b>    |
|---|------------------|
| Operating Reserve                           | \$56,646         |
| Other Recurrent Expenditure                 | \$8,009          |
| Provision Accounts                          | NDA              |
| Funds Received in Advance                   | \$84,160         |
| School Based Programs                       | \$91,145         |
| Beneficiary/Memorial Accounts               | NDA              |
| Cooperative Bank Account                    | NDA              |
| Funds for Committees/Shared Arrangements    | \$14,551         |
| Repayable to the Department                 | NDA              |
| Asset/Equipment Replacement < 12 months     | NDA              |
| Capital - Buildings/Grounds < 12 months     | NDA              |
| Maintenance - Buildings/Grounds < 12 months | \$135,739        |
| Asset/Equipment Replacement > 12 months     | NDA              |
| Capital - Buildings/Grounds > 12 months     | NDA              |
| Maintenance - Buildings/Grounds > 12 months | NDA              |
| <b>Total Financial Commitments</b>          | <b>\$390,250</b> |

*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.*