

2021 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).
- 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 2021 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 03 May 2022 at 04:27 PM by Peter James (Principal)

- This 2021 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 11 May 2022 at 03:48 PM by Beth Halls (School Council President)

How to read the Annual Report

What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary 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 through the implementation of their School Strategic Plan and Annual Implementation Plan.

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).

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). As NAPLAN tests were not conducted in 2020, the NAPLAN 4-year average is the average of 2018, 2019 and 2021 data in the 2021 Performance Summary.

Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations in 2020 and 2021. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Absence and attendance data during this period 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.

How to read the Annual Report (continued)

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.

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.

'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.

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 disabilities 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, a shaded 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 school has the following staffing profile - 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)

The FISO priorities identified in the RWPS School Strategic Plan 2018 - 2022 are Excellence in teaching and Learning and Positive Climate for Learning.

These priorities support and inform the 3 goals identified in the 4 year plan:

1. To maximize learning outcomes in reading and writing for all students
2. Empower students' agency and voice in their learning
3. To maximize learning outcomes in numeracy for all students

In 2021 the learning program at RWPS continued to be severely impacted by remote learning.

The 2021 12 month priority goals can be summed up as follows:

1. All students to show at least 12 months growth in literacy and numeracy in teacher judgement
2. Increase percentage endorsement on ATTs - teacher concern to 70% resilience to 82%
3. Reduce the number of unapproved absences to 5.0 average days

Literacy and numeracy growth was pleasing. Attendance and student attitude to school survey goals were not met in 2021.

Parent understanding of learning from home expectations, and satisfaction with the RWPS approach to remote and flexible learning was high.

The percentage endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey was 83.5%. The percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey. The state average was 81.8%.

Achievement

Throughout 2021, while both, on-site and during remote learning, all staff worked collaboratively in Professional Learning Teams to maximize the opportunities for each student and to ensure that a guaranteed and viable curriculum was available for all students to access. RWPS continued to focus on maximizing the Literacy and Numeracy skills of every student.

NAPLAN data is the Department's primary data source to enable schools to gain an in-depth understanding of their progress in comparison to state and like school benchmarks

While NAPLAN data was not available for the 2020 school year, the assessment was implemented during 2021 and we have been able to track the progress of students through this assessment

Overall NAPLAN data from 2019 to 2021 has indicated the following:

Reading

NAPLAN students by bands data indicate 69% of our Year 3 students sit in the top 2 bands compared to 60% for the state and 63% for similar schools.

The data indicates 50% of our Year 5 students are in the top 2 bands compared to 43% for the state and 48% for similar schools.

NAPLAN relative growth Reading data indicates 29% of our Year 5 students have demonstrated high growth since completing NAPLAN in grade 3, compared to 26% for similar schools and 24% for the state.

A highlight of our NAPLAN relative growth Reading data is 100% of our Year 5 students are reported as meeting, or are above benchmark growth which is fantastic.

Writing

NAPLAN students by bands data indicate 63% of our Year 3 students are in the top 2 bands compared to 55% in the state and 61% in similar schools.

The data indicates 18% of our Year 5 students are in the top 2 bands for writing compared to 20% for the state and 24% for similar schools.

NAPLAN relative growth writing data indicates 14% of our Year 5 students have demonstrated high growth since completing NAPLAN in Year 3, compared to 28% for similar schools and 24% for the state.

Numeracy

NAPLAN students by bands data indicates 60% of our Year 3 students are in the top 2 bands compared to 41% in the state and 45% in similar schools.

The data also indicates 30% of our Year 5 students sit in the top 2 bands compared to 33% in the state and 35% in similar schools.

NAPLAN relative growth Numeracy data indicates 32% of our Year 5 students have demonstrated high growth since completing NAPLAN in Year 3, compared to similar schools with 27%. The state saw 25% of Year 5 students showing high growth.

Engagement

Throughout the 2021 school year and particularly during the COVID-19 global pandemic, student engagement and connectedness to school at RWPS remained high priorities.

With an absence of opportunities for on-site leadership positions, camps, excursions, sport, clubs and the various extra-curricular activities normally offered in a school year, we looked to find alternate ways to engage our students.

Various highlights of online activities offered to engage students included;

- Classes from Prep to Year 6 ran via WebEx and Google Classroom.
- Online Assemblies were conducted
- Online Kahootz, Blooket and Google slides activities were regularly conducted
- Extensive home phone call check ins

While much time was spent innovating to find the best way to track engagement while students were not required on-site, attendance data was still utilised extensively. Students were required to attend online classes and teachers recorded attendance. Submission of work was also monitored closely as another way of monitoring engagement. Individual emails and phone calls to students and parents continued to be used to check in on students and monitor engagement.

RWPS continues to aim for a minimum attendance of 95%. Our 2021 attendance data is as follows;

Prep : 92%
Year 1 : 93%
Year 2 : 91%
Year 3 : 94%
Year 4 : 95%
Year 5 : 94%
Year 6 : 93%

Wellbeing

At RWPS health and wellbeing supports for students and staff were prioritised in 2021. RWPS partnered with North Richmond Community Health Centre in a program which involved a counsellor working with children onsite at the school. This will continue in 2022.

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.

The Attitudes to School Survey data demonstrated a sense of connectedness and management of bullying result slightly lower to similar and state school percentages. However, students indicated that they felt close to their peers

and there was a strong advocate for them at school being either a teacher or student. We continued to implement the principles of School Wide Positive Behaviours Support. Our positive and consistent approach to Student Management and the explicit teaching of the school expectations ensure a safe and supportive online and on-site environment for all.

Parent Satisfaction survey results in overall safety, managing bullying, promoting positive behavior and respect for diversity were above similar schools and state percentages.

Finance performance and position

Throughout 2021, RWPS managed both the Student Resource Package Funding and Other Locally Raised funds in a responsible manner ensuring that all DET policy guidelines relating to the recording and reporting of revenue and expenditure were observed. Resources were allocated to program budgets in line with the DET FISO – Framework for Improving Student Learning Outcomes. The resultant operating cash/credit surplus of \$183,819. as at 31st December 2020 will be carried forward to 2021 to further support the provision of quality programs at RWPS.

Despite numerous lockdowns in 2021 the RWPS FACE committee held a number of successful fundraisers throughout the year including a Book fair, Mango & cherry drive, Harmony day dumpling event and a very successful Walkathon. The fundraising balance at the end of 2021 was \$23,873.

In summation, 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.

For more detailed information regarding our school please visit our website at [For more detailed information regarding our school please visit our website at http://richmondwestps.vic.edu.au](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 309 students were enrolled at this school in 2021, 141 female and 168 male.

38 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).

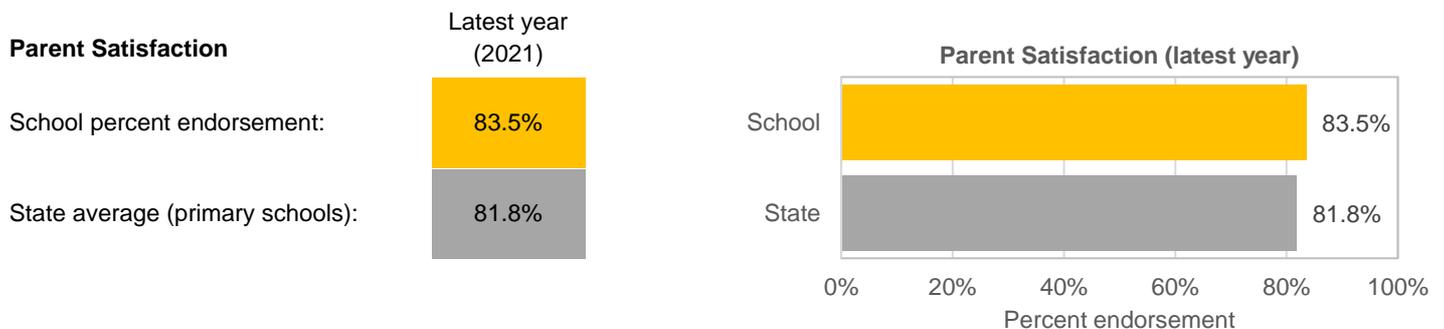
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage.

This school's SFOE 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.

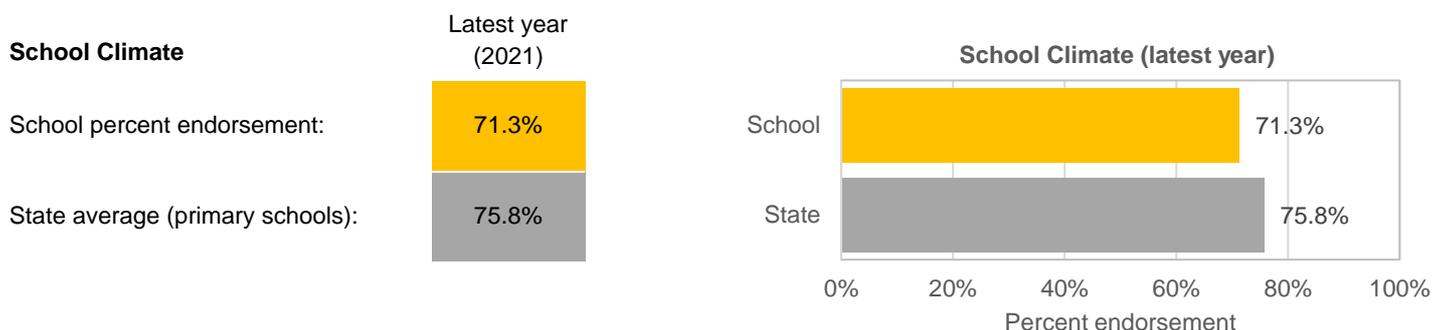


School Staff Survey

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
(2021)

School percent of students at or above age expected standards:

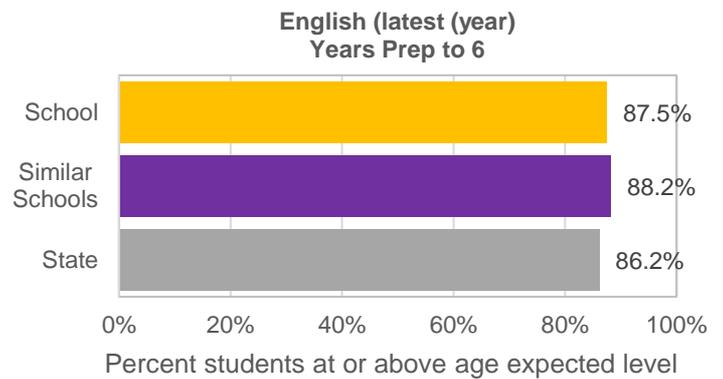
87.5%

Similar Schools average:

88.2%

State average:

86.2%



Mathematics Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

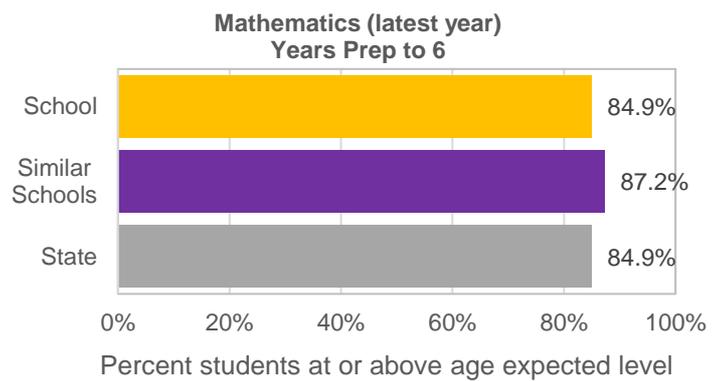
84.9%

Similar Schools average:

87.2%

State average:

84.9%



ACHIEVEMENT (continued)

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.

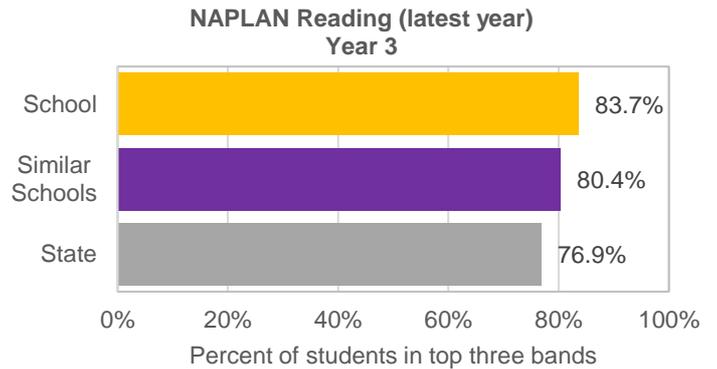
NAPLAN

Percentage of students in the top three bands of testing in NAPLAN.

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2018, 2019 and 2021 data.

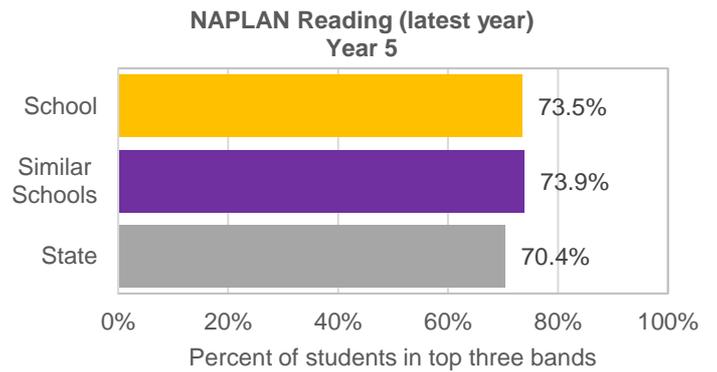
**Reading
Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	83.7%	78.7%
Similar Schools average:	80.4%	79.6%
State average:	76.9%	76.5%



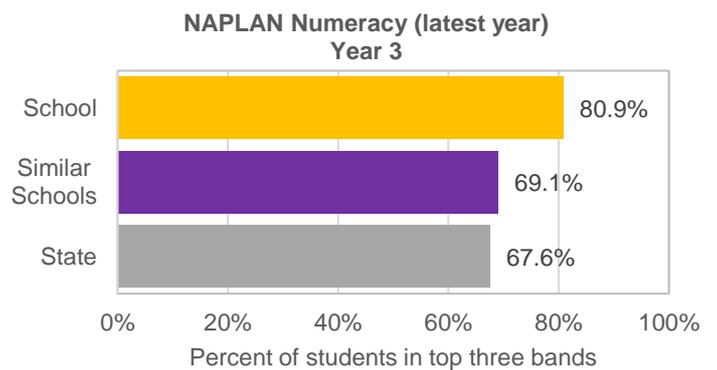
**Reading
Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	73.5%	76.2%
Similar Schools average:	73.9%	70.2%
State average:	70.4%	67.7%



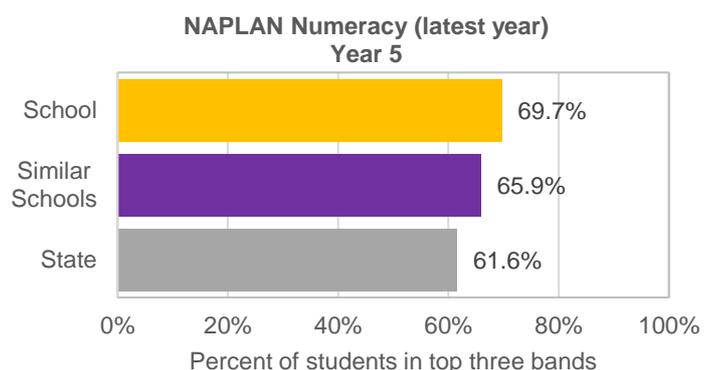
**Numeracy
Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	80.9%	73.8%
Similar Schools average:	69.1%	70.6%
State average:	67.6%	69.1%



**Numeracy
Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	69.7%	75.2%
Similar Schools average:	65.9%	62.6%
State average:	61.6%	60.0%



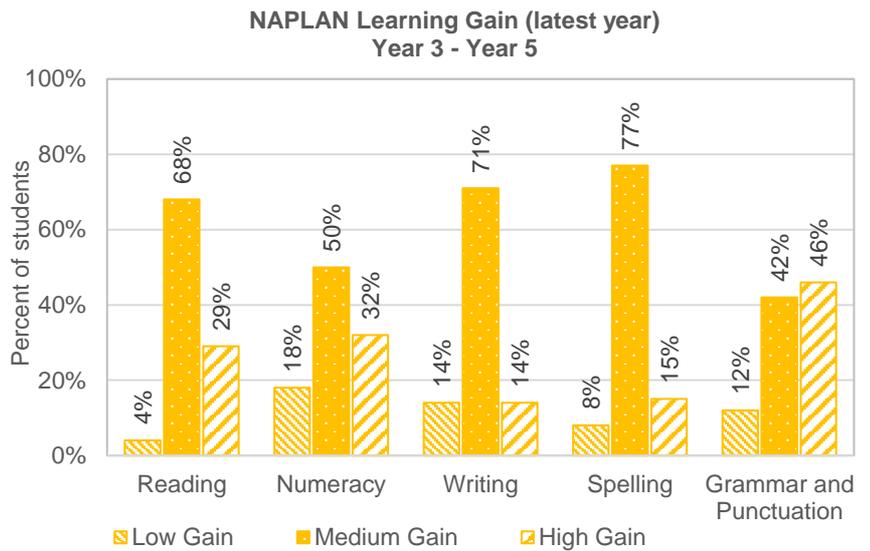
ACHIEVEMENT (continued)

NAPLAN Learning Gain

NAPLAN learning gain is determined by comparing a student's current year result relative 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'.

**Learning Gain
Year 3 (2019) to Year 5 (2021)**

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	4%	68%	29%	26%
Numeracy:	18%	50%	32%	27%
Writing:	14%	71%	14%	28%
Spelling:	8%	77%	15%	25%
Grammar and Punctuation:	12%	42%	46%	27%



ENGAGEMENT

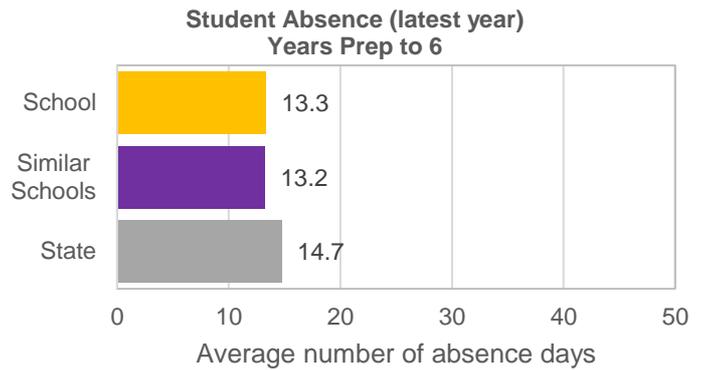
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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 and 2021 may have been influenced by COVID-19.

Student Absence Years Prep to 6

	Latest year (2021)	4-year average
School average number of absence days:	13.3	14.0
Similar Schools average:	13.2	14.2
State average:	14.7	15.0



Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2021):	92%	93%	91%	94%	95%	94%	93%

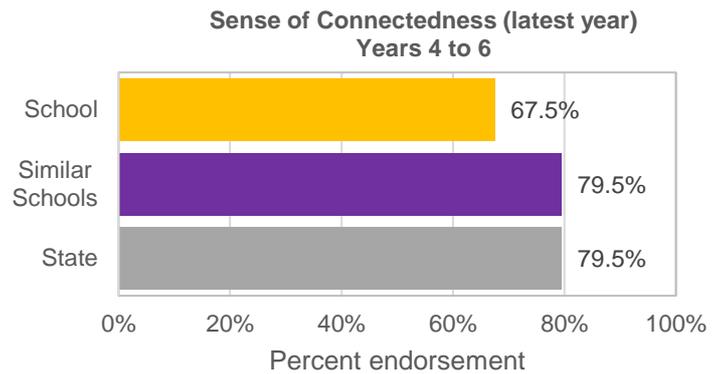
WELLBEING

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).

Sense of Connectedness Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	67.5%	77.2%
Similar Schools average:	79.5%	80.9%
State average:	79.5%	80.4%

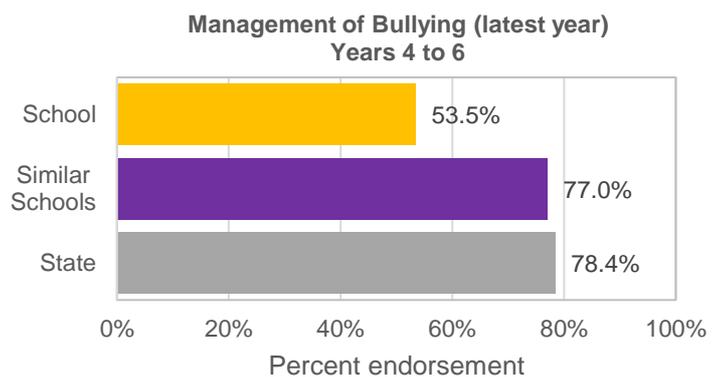


Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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).

Management of Bullying Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	53.5%	69.9%
Similar Schools average:	77.0%	79.7%
State average:	78.4%	79.7%



Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, 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, 2021

Revenue	Actual
Student Resource Package	\$2,942,862
Government Provided DET Grants	\$517,744
Government Grants Commonwealth	\$17,005
Government Grants State	\$0
Revenue Other	\$13,910
Locally Raised Funds	\$383,150
Capital Grants	\$0
Total Operating Revenue	\$3,874,672

Equity ¹	Actual
Equity (Social Disadvantage)	\$79,666
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$79,666

Expenditure	Actual
Student Resource Package ²	\$2,975,321
Adjustments	\$0
Books & Publications	\$2,487
Camps/Excursions/Activities	\$83,295
Communication Costs	\$4,851
Consumables	\$81,940
Miscellaneous Expense ³	\$4,211
Professional Development	\$25,238
Equipment/Maintenance/Hire	\$56,307
Property Services	\$102,512
Salaries & Allowances ⁴	\$112,687
Support Services	\$156,943
Trading & Fundraising	\$47,044
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$38,017
Total Operating Expenditure	\$3,690,853
Net Operating Surplus/-Deficit	\$183,819
Asset Acquisitions	\$26,300

- (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 24 Feb 2022 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 2021

Funds available	Actual
High Yield Investment Account	\$503,917
Official Account	\$114,459
Other Accounts	\$43,235
Total Funds Available	\$661,611

Financial Commitments	Actual
Operating Reserve	\$103,933
Other Recurrent Expenditure	\$7,286
Provision Accounts	\$0
Funds Received in Advance	\$47,115
School Based Programs	\$172,363
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$25,000
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$66,779
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$422,476

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.