**2022 Annual Report to the School Community**

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| * All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](https://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 of the previous calendar year 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.
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| Attested on 16 March 2023 at 12:14 PM by Peter James (Principal) |

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| * This 2022 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
 |
| To be attested by School Council President |

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School Name: Richmond West Primary School (5044)

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 and an overview of the school’s performance over the previous calendar year.

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 ‘Progress towards strategic goals, student outcomes, and student engagement’ section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

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

**Learning**

* English and Mathematics for Teacher Judgements against the curriculum
* English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

**Wellbeing**

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

* Sense of Connectedness
* Management of Bullying

**Engagement**

* Student attendance at school

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 displayed is the average of 2019, 2021, and 2022 results
* 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results

Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

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**

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| **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. 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, 21 teachers, 7 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 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 delegations from schools and universities from all over the country. The school’s fortnightly newsletter is published in English, Chinese and Vietnamese and parent teacher interviews are conducted with assistance from professional interpreters . |
| **Progress towards strategic goals, student outcomes and student engagement** |
| Learning |
|   2022 was the final year of the 2018-2022 School Strategic Plan.The 3 goals identified in that 4 year plan were:To maximize learning outcomes in reading and writing for all students. Empower student’s agency and voice in their learning.To maximise learning outcomes in numeracy for all students.A review was undertaken last year to evaluate the school’s progress against these goals and form a view for areas of improvement to inform the direction of the new 4 Year School Strategic Plan (SSP)Broadly speaking, the review panel found that the school partially met the Literacy and Numeracy goals and did not meet the student agency goal.The goals identified in the 2022-2026 SSP are:Strengthen student agency to improve engagement in learning.Maximise the learning growth of students within the Chinese bilingual program.Maximise the learning growth of students within the non-bilingual and Vietnamese program.The 2022 12 month Annual Implementation Plan targets at RWPS can be summed as follows:To maximise learning outcomes in numeracy for all students. The focus on Numeracy included targets to: Increase the number of students achieving high growth in NAPLAN Numeracy, Decrease the number of year 5 students measured as below expected level in NAPLAN Numeracy and for all students to show at least 12 months growth in teacher judgement. These targets were supported by the implementation of a data informed PLC process across the school.The 2022 NAPLAN results from last year can be summarised as follows:Teacher judgement of students from Prep to Grade 6 working at or above expected standards in English was slightly above State average and slightly below in Mathematics.In English 88% of students were measured at or above expected standards. The State average was 87%.In Mathematics 82% of students were measured at or above expected standards. The State average was 85%.This indicates that our teachers have a clear understanding of the Victorian Curriculum progression points and are making similar judgements to teachers around the state.The percentage of our students in the top 3 bands of testing in NAPLAN was well above State average, but slightly below our 4 year average.The percentage of our Grade 5 students in the top 3 Reading Bands was 76%. The State average was 70%.The percentage of our Grade 5 students in the top 3 Numeracy Bands was69%. The State average was 54%.These figures are confirmed by our NAPLAN Benchmark growth figures for Grade 5 students which sit at 100% for reading and 89% for numeracy.Benchmark growth measures enable student learning gain to be measured over time.      |
| Wellbeing |
| .At RWPS health and wellbeing supports for students were prioritised in 2022. 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 2023.    We also provided one day of speech pathology with a focus on speech and language intervention for individual students.In 2022 RWPS received funding to support a Mental Health and Wellbeing Leader to develop mental health literacy at the school, build staff capacity and support student need. This funding will continue in 2023.The Social and Emotional Learning Framework of Respectful Relationships was embedded across the school and continues to be a focusThe Attitudes to School Survey data demonstrated a sense of connectedness and management of bullying result lower than similar and state school percentages. However, both results are higher than the RWPS 4 year average.Closer investigation into this data revealed a higher level of dissatisfaction amongst grade 5/6 girls compared to the overall Grade 4-6 cohort (Only Grade 4-6 students undertake the AtSS ) In response, we surveyed the girls, conducted small group discussions in order to become aware of their specific school based concerns.The percentage of positive responses from students for the Sense of Connectedness component of the Attitudes to School Survey was 77% against a State average of 78%. This result was significantly higher than the 2021 measure, although it is worth pointing out that in 2021 the impact of Covid-19 across the data was very prevalent.The percentage of positive responses from students for the Management of Bullying factor of the survey was 67% against a state average of 75%. This result was also significantly higher than the 2021 measure - almost 14 percentage points higher.Our positive and consistent approach to Student Management and the explicit teaching of the school expectations ensure a safe and supportive environment for all. Parent percentage endorsement of student connectedness and managing bullying was slightly down on 2021 results.     |
| Engagement |
| 2022 saw the school 're-open' with the resumption of events and activities that were previously part of the RWPS calendar curtailed by Covid-19 in 2020/21.Events such as Science Night, Book Fair, The Art Show, Annual Fund raising Evening and the End of Year concert were held at the school or local venues and were enthusiastically supported by the community.This level of parent and community involvement was reflected in thepParent percentage endorsement on Parent Community Engagement as reported in the annual Parent Opinion Survey which was 79% against 76% for the state.The average attendance rate across the school in 2022 was just under 90%.and the average number of absence days was 20 which is under both the state and similar schools average. |
| **Financial performance** |
| Throughout 2022, 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.At the end of 2022 the operating cash/credit expenditure showed a deficit $119,372. This figure has been revised down to be currently approximately $50,000 and this will support the continued provision of quality programs at RWPS. The RWPS FACE committee held a number of successful fundraisers throughout the year including a Book fair, Mango & Christmas Pudding drive, Harmony day dumpling event, Gleadell St markets and a very successful parent fund raising evening at the Richmond Town Hall. The fundraising balance at the end of 2022 was $26,901. 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.  |

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 2.0 (FISO 2.0).

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 284 students were enrolled at this school in 2022, 134 female and 150 male.

31 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.

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| **Parent Satisfaction** | Latest year (2022) |
| School percent endorsement: | 76.8% |
| State average (primary schools): | 79.9% |

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.

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| **School Climate** | Latest year (2022) |
| School percent endorsement: | 53.2% |
| State average (primary schools): | 73.4% |

LEARNING

***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.

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| **English****Years Prep to 6** | Latest year (2022) |
| School percent of students at or above age expected standards: | 88.4% |
| Similar Schools average: | 89.0% |
| State average: | 87.0% |

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| **Mathematics****Years Prep to 6** | Latest year (2022) |
| School percent of students at or above age expected standards: | 82.8% |
| Similar Schools average: | 87.5% |
| State average: | 85.9% |

LEARNING (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 2019, 2021 and 2022 data.

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| **Reading****Year 3** | Latest year (2022) | 4-year average |
| School percent of students in top three bands: | 82.1% | 78.6% |
| Similar Schools average: | 80.8% | 79.6% |
| State average: | 76.6% | 76.6% |

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| **Reading****Year 5** | Latest year (2022) | 4-year average |
| School percent of students in top three bands: | 76.1% | 75.4% |
| Similar Schools average: | 72.9% | 72.5% |
| State average: | 70.2% | 69.5% |

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| **Numeracy****Year 3** | Latest year (2022) | 4-year average |
| School percent of students in top three bands: | 69.2% | 71.2% |
| Similar Schools average: | 66.1% | 68.1% |
| State average: | 64.0% | 66.6% |

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| **Numeracy****Year 5** | Latest year (2022) | 4-year average |
| School percent of students in top three bands: | 69.6% | 73.5% |
| Similar Schools average: | 54.2% | 60.5% |
| State average: | 54.2% | 58.8% |

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).

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| **Sense of Connectedness****Years 4 to 6** | Latest year (2022) | 4-year average |
| School percent endorsement: | 77.9% | 74.0% |
| Similar Schools average: | 79.2% | 80.8% |
| State average: | 78.1% | 79.5% |

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).

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| **Management of Bullying****Years 4 to 6** | Latest year (2022) | 4-year average |
| School percent endorsement: | 67.4% | 64.3% |
| Similar Schools average: | 76.7% | 79.7% |
| State average: | 75.8% | 78.3% |

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.

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| **Student Absence****Years Prep to 6** | Latest year (2022) | 4-year average |
| School average number of absence days: | 20.1 | 14.9 |
| Similar Schools average: | 22.8 | 16.0 |
| State average: | 23.3 | 17.0 |

 **Attendance Rate (latest year)**

 Attendance rate refers to the average proportion of formal school days students in each year level attended.

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|  | Prep | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Attendance Rate by year level (2022): | 91% | 89% | 91% | 90% | 89% | 90% | 88% |

**Financial Performance and Position**

Financial Performance - Operating Statement Summary for the year ending 31 December, 2022

| Revenue | Actual |
| --- | --- |
| Student Resource Package | $2,810,528 |
| Government Provided DET Grants | $376,109 |
| Government Grants Commonwealth | $13,768 |
| Government Grants State | $0 |
| Revenue Other | $13,716 |
| Locally Raised Funds | $365,667 |
| Capital Grants | $0 |
| Total Operating Revenue | **$3,579,789** |

| Equity 1 | Actual |
| --- | --- |
| Equity (Social Disadvantage) | $83,811 |
| Equity (Catch Up) | $0 |
| Transition Funding | $0 |
| Equity (Social Disadvantage – Extraordinary Growth) | $0 |
| Equity Total | **$83,811** |

| Expenditure | Actual |
| --- | --- |
| Student Resource Package 2 | $2,990,810 |
| Adjustments | $0 |
| Books & Publications | $1,855 |
| Camps/Excursions/Activities | $96,692 |
| Communication Costs | $2,014 |
| Consumables | $75,228 |
| Miscellaneous Expense 3 | $10,193 |
| Professional Development | $10,256 |
| Equipment/Maintenance/Hire | $47,707 |
| Property Services | $87,301 |
| Salaries & Allowances 4 | $93,861 |
| Support Services | $217,241 |
| Trading & Fundraising | $24,939 |
| Motor Vehicle Expenses | $0 |
| Travel & Subsistence | $0 |
| Utilities | $41,064 |
| Total Operating Expenditure | **$3,699,161** |
| Net Operating Surplus/-Deficit | **($119,372)** |
| Asset Acquisitions | **$27,050** |

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 25 Feb 2023 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 2022

| Funds available | Actual |
| --- | --- |
| High Yield Investment Account | $587,974 |
| Official Account | $44,848 |
| Other Accounts | $64,458 |
| Total Funds Available | **$697,279** |

| Financial Commitments | Actual |
| --- | --- |
| Operating Reserve | $105,707 |
| Other Recurrent Expenditure | $14,509 |
| Provision Accounts | $0 |
| Funds Received in Advance | $44,623 |
| School Based Programs | $142,704 |
| 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 | $75,729 |
| Asset/Equipment Replacement > 12 months | $0 |
| Capital - Buildings/Grounds > 12 months | $0 |
| Maintenance - Buildings/Grounds > 12 months | $0 |
| Total Financial Commitments | **$408,272** |

*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.*