

2023 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 \(VIT\)](#)
- the school meets prescribed Minimum Standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the [Education and Training Reform Act 2006 \(Vic\)](#) (this includes any exemption granted to this school by the VRQA, for the most recent calendar year, in relation to minimum student enrolment numbers and/or the curriculum framework requirement to deliver a languages program)
- the school meets the requirements of the Child Safe Standards as prescribed in [Ministerial Order 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools \(PDF\)](#).

Attested on 26 April 2024 at 10:52 AM by Trevor Strolla (Principal)

- This 2023 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 26 April 2024 at 11:40 AM by Bronwyn Green (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 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).

Key terms used in the Performance Summary are defined below:

Similar Schools

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.

NDP and NDA

'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.

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').

Updates to the 'Performance Summary' in the 2023 Annual Report

Reporting on the following measures has been updated in the 2023 Annual Report to align with changes to departmental and public reporting products.

NAPLAN

In 2023 NAPLAN was updated to report against proficiency standards. For further information on the changes to NAPLAN reporting in 2023, please refer to the National Assessment Program ['Results and Reports'](#) page.

In line with these changes, the NAPLAN section of the Performance Summary includes data on both 2022 and 2023 NAPLAN results. Please note that results from 2022 and 2023 are not comparable.

The 2023 NAPLAN section reports on the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section reports on the percentage of students in the top three bands.

The previously reported NAPLAN 4-year average will not be available until 2026, when there will be 4 years' worth of NAPLAN data available under the new methodology. Similarly, 2023 NAPLAN Learning Gain data will not be available until 2024 as the measure requires a comparable two-year prior result as a point of comparison.

Parent/Caregiver/Guardian Opinion Survey, School Staff Survey and the Attitudes to School Survey

The calculation of the percentage endorsement for all survey measures has been revised to no longer include skipped responses. This applies to all survey measures reported in the Performance Summary. The change to the calculation reduces the negative impact of skipped responses on school results, particularly where there were a small number of respondents to the survey.

Additionally, the Parent Satisfaction measure has been revised to use the percentage endorsement of the 'General School Satisfaction' factor of the Parent/Caregiver/Guardian Opinion Survey only. Previously, this measure reflected an average of multiple factors in the survey. The change to reporting a single factor is consistent with how Parent Satisfaction is reported to schools and in other public reports.

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 and 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. Most students who attend the school live in Richmond, Collingwood or Abbotsford, however, there are also a significant number of students who travel some distance to the school from other areas in metropolitan Melbourne due to the school's official bilingual accreditation.

In 2023, the school has the following profile - an enrolment of 290 students, a Principal, Assistant Principal, 2 Learning Specialists, a 0.5 Leading Teacher, 19 teachers, 4.2 Education Support (ES) staff and one Business Manager (0.8).

The vision at Richmond West Primary School is to value language and foster a community of lifelong learners. We strive to develop articulate, socially responsible and resilient individuals who are working towards achieving their full potential. Our motto is "Many Languages – One Voice" and 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. The school also offers an extra-curricular activities through external providers, including Brass Band, Karate classes and an Outside of School Hours Care program run by Team Kids.

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

Richmond West Primary School is committed to continuous improvement in the delivery of student focused learning, underpinned by research based instructional strategies and developed with a particular focus on Literacy, Mathematics and Wellbeing. Using the best practices for enhancing student achievement, we focus on the 'right work' which is founded in evidence based instructional strategies. A quality and relevant curriculum program is implemented and we ensure that academic rigor and quality differentiated programs are provided in every learning area through continuous cycles of inquiry. Our goal is to provide consistent high quality teaching practice that extends capabilities and grows each individual child.

2023 NAPLAN assessment of Year 3 shows that 82.2% of students are performing at or above age expected standard in Reading, compared with the state sitting at 69.6%. In Numeracy, 71.1% of students are performing at or above age expected standard with the state average being 67.4%. NAPLAN Reading for Year 5 students shows 88% of students are performing at or above expected level, with the state being 76.9%. In Numeracy, 79.6% of Year 5 students are performing at or above the expected standard with the

state average being 67.9%. All NAPLAN results compared positively to state means and similar schools.

Teacher assessments against the Victorian Curriculum indicate that in Literacy 90.9% of students from Foundation to Year 6 are working above expected level, similar schools are 88.9% and state 87.2%. In Numeracy 85.1% of students from Foundation to Year 6 are working above expected level, similar schools are 87.8% and state 86.4%. These results are comparable to similar schools and indicate professional learning and focus on teacher judgement and moderation has had an impact. All students on the Program for Students with a Disability have shown solid progress towards achieving individual learning goals.

The Bilingual models of education, alongside the team teaching structures across the school allows a consistent approach with an aim of reduced variability. The school has an ongoing focus on further building the capacity of teaching teams to deliver a systematic, guaranteed and viable curriculum through provision of a highly effective professional learning program.

Wellbeing

At Richmond West Primary School health and wellbeing supports for students were prioritised in 2023. 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 2024.

In 2023, the school received funding to support a Mental Health and Wellbeing Leader to develop mental health literacy at the school, build staff capacity and support students in need. This funding is ongoing and will focus on building consistent staff understanding of the Social and Emotional Learning Framework and the Rights, Resilience & Respectful Relationships Program. The Attitudes to School Survey data demonstrated a sense of connectedness and management of bullying result lower than similar and state school percentages. 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, work was done with girls in 5/6 through target groups in order to flesh out specific concerns.

The percentage of positive responses from students for the Management of Bullying factor of the survey was 62.1% against a state average of 75.1%. This result was also lower than the 2022 measure.

Engagement

Student attendance continued to be a focus in 2023, but in particular, a focus on engagement dominated as the school worked around the challenge of reengaging school community involvement after a dormant period during the global pandemic. The challenges of staff and student absences due to COVID, isolation requirements, keeping unwell students away from school and the reopening of international borders seeing a marked increase in family holidays.

2023 attendance data showed an average number of absent days at 22.5 per child, with similar schools reporting 20.3 days. The state average was 20.5.

Parent opinion data showed an overall satisfaction of 73.5% in parents surveyed. This was below with the state average of 78.1%. In 2023, the school made the survey available for all families to complete instead of the required 30% sample.

Richmond West Primary School is committed to developing and maintaining strong and supportive family partnerships through participation in the classroom, active involvement in school council, community activities and regular information sessions.

Financial performance

Throughout 2023, 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 2023 the operating cash/credit expenditure showed a deficit \$87,508. This figure includes an operating reserve of \$127,689.

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, the Gleadell Street Market stall, a second hand uniform shop and a BBQ on the day of the referendum. The fundraising balance at the end of 2023 was \$49,907.

The school maximises all available financial, human and physical resources to have the greatest impact on student learning. The school also receives additional funding from the DET for being accredited as a Bilingual School. In addition, the school receives funds from external providers, hirers and local fundraising.

Locally raised funds includes amounts received from payment for incursions, excursions and camps. It includes payments the school receives for essential education items, sundry debtors, hirers, fundraising and donations.

For more detailed information regarding our school please visit our website at
www.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 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 290 students were enrolled at this school in 2023, 137 female and 153 male.

32 percent of students had English as an additional language and 0 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).

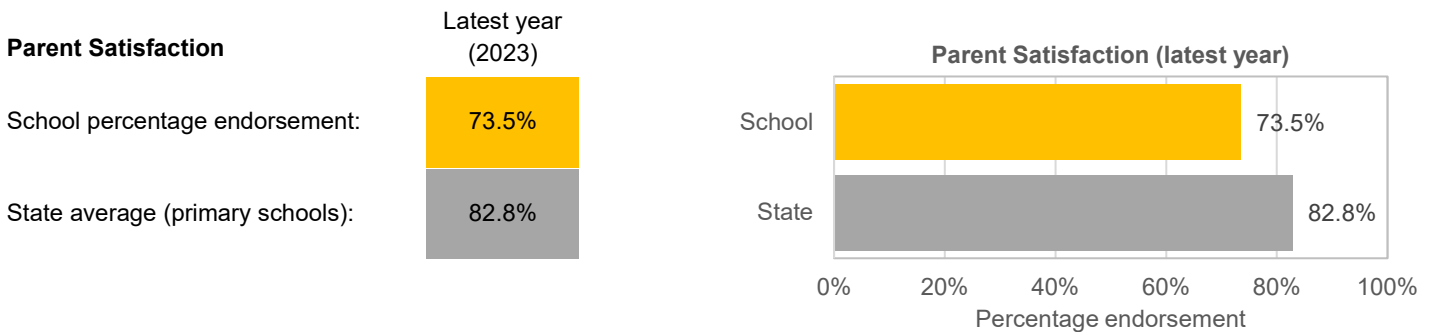
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low - Medium

Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey.

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

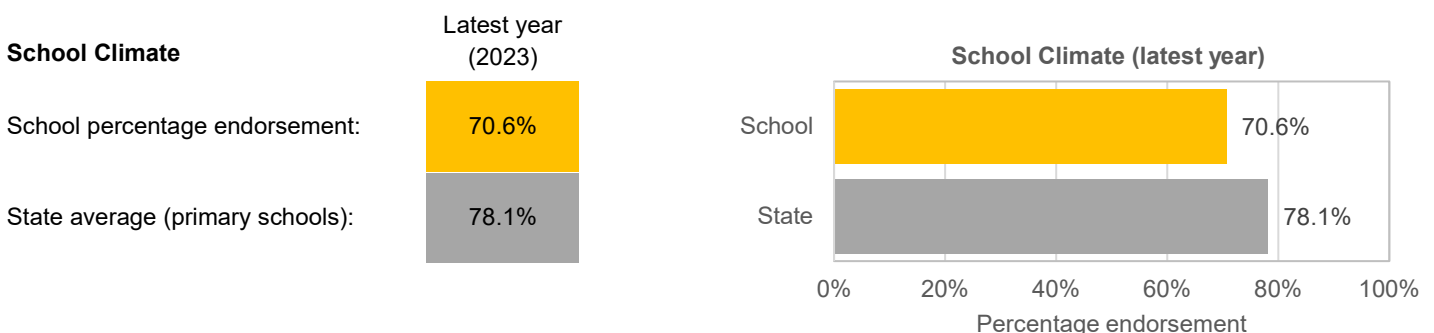


School Staff Survey

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.



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 against the Victorian Curriculum

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

English Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

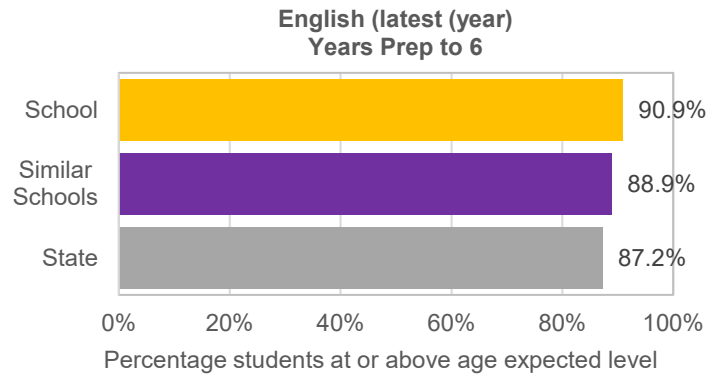
90.9%

Similar Schools average:

88.9%

State average:

87.2%



Mathematics Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

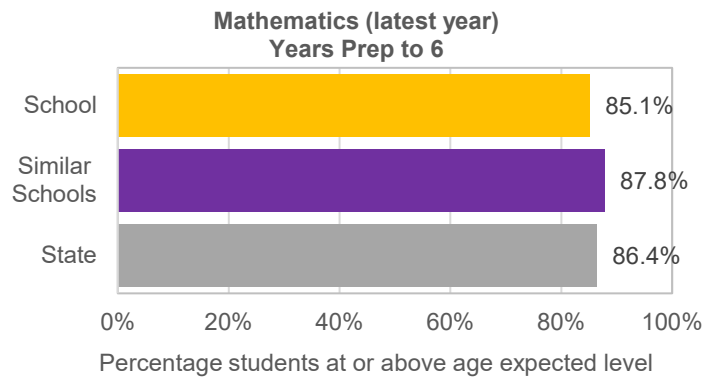
85.1%

Similar Schools average:

87.8%

State average:

86.4%



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 Strong or Exceeding proficiency levels in NAPLAN.

Note: The NAPLAN test was revised in 2023 and the results are no longer comparable to previous years. Hence, the 4-year average has been removed until 4-years of data is available.

Reading Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

82.2%

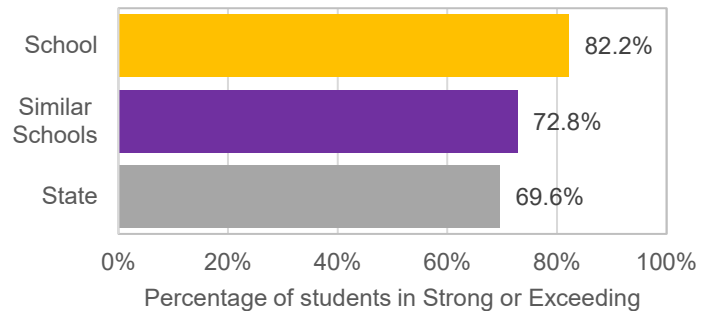
Similar Schools average:

72.8%

State average:

69.6%

NAPLAN Reading (latest year) Year 3



Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

88.0%

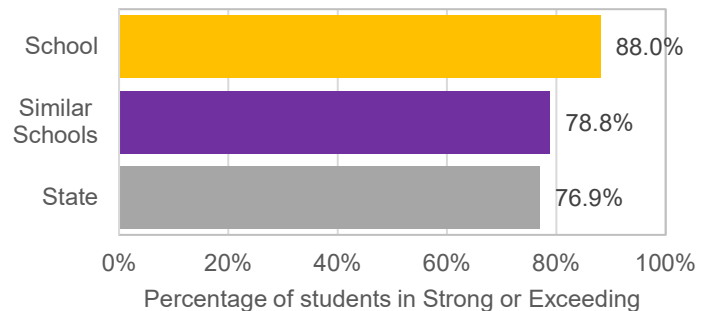
Similar Schools average:

78.8%

State average:

76.9%

NAPLAN Reading (latest year) Year 5



Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

71.1%

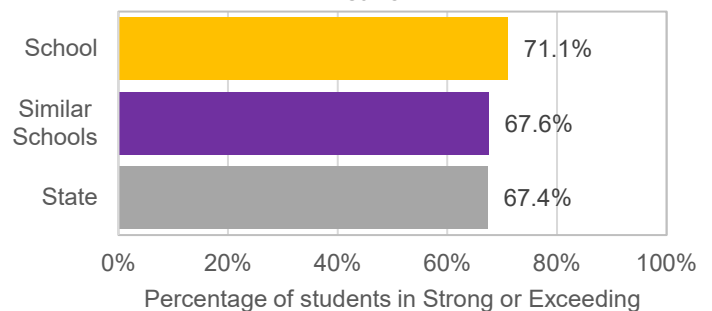
Similar Schools average:

67.6%

State average:

67.4%

NAPLAN Numeracy (latest year) Year 3



Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

79.6%

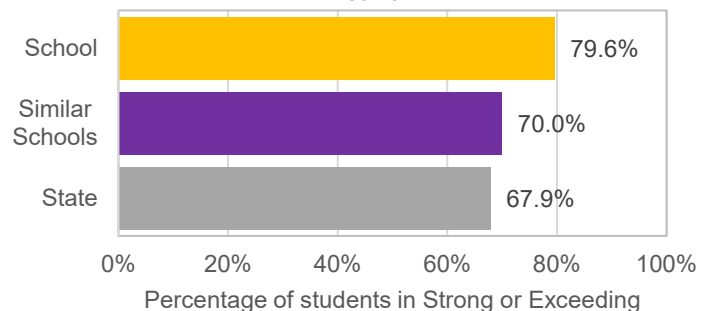
Similar Schools average:

70.0%

State average:

67.9%

NAPLAN Numeracy (latest year) Year 5



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 2022

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

Note: The NAPLAN test was revised in 2023 and the 2022 results are not comparable to the new methodology.

**Reading
Year 3**

Latest year
(2022)

School percentage of students in the top three bands:

82.1%

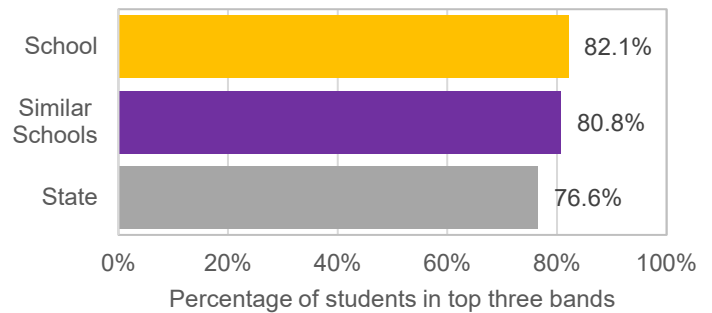
Similar Schools average:

80.8%

State average:

76.6%

**NAPLAN Reading (2022)
Year 3**



**Reading
Year 5**

Latest year
(2022)

School percentage of students in the top three bands:

76.1%

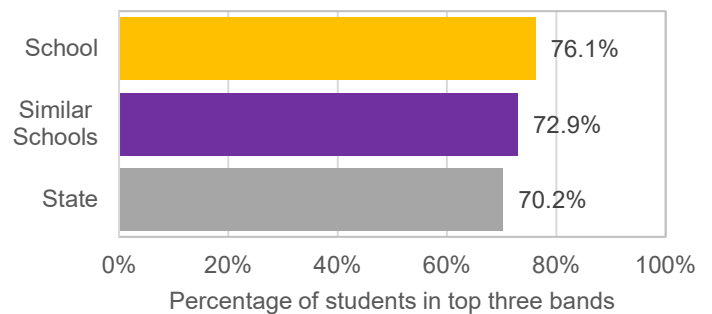
Similar Schools average:

72.9%

State average:

70.2%

**NAPLAN Reading (2022)
Year 5**



**Numeracy
Year 3**

Latest year
(2022)

School percentage of students in the top three bands:

69.2%

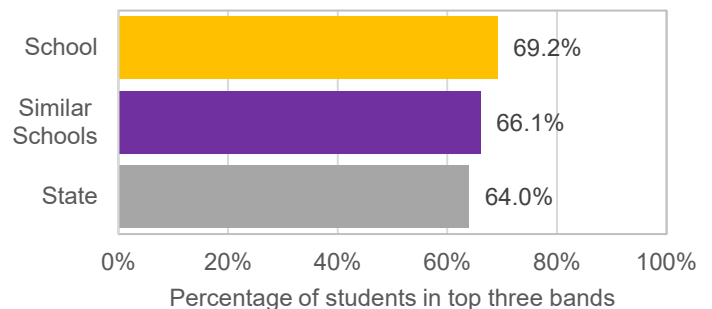
Similar Schools average:

66.1%

State average:

64.0%

**NAPLAN Numeracy (2022)
Year 3**



**Numeracy
Year 5**

Latest year
(2022)

School percentage of students in the top three bands:

69.6%

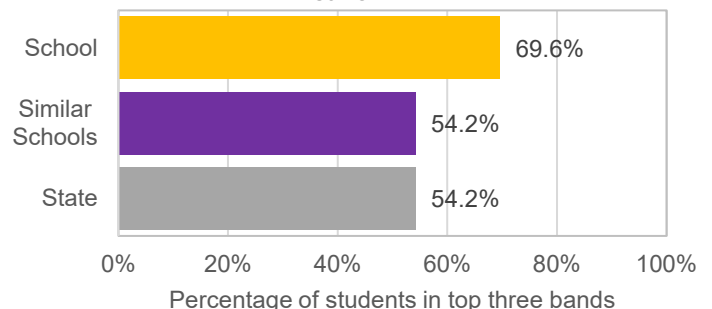
Similar Schools average:

54.2%

State average:

54.2%

**NAPLAN Numeracy (2022)
Year 5**



WELLBEING

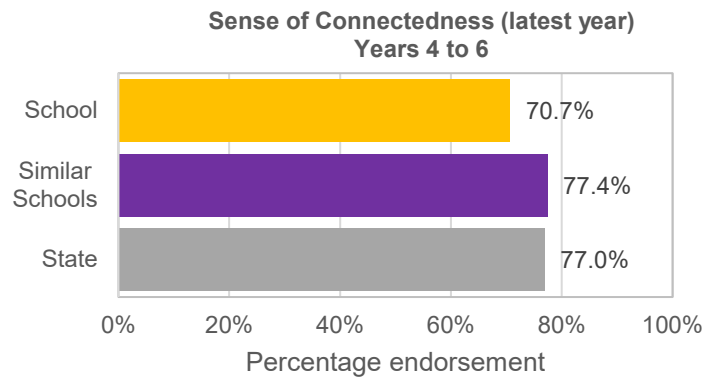
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Student Attitudes to School – Sense of Connectedness

The percentage 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 (2023)	4-year average
School percentage endorsement:	70.7%	72.0%
Similar Schools average:	77.4%	79.5%
State average:	77.0%	78.5%

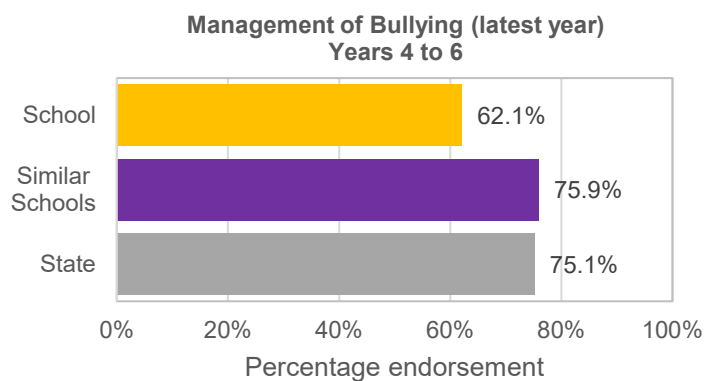


Student Attitudes to School – Management of Bullying

The percentage 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 (2023)	4-year average
School percentage endorsement:	62.1%	60.8%
Similar Schools average:	75.9%	77.8%
State average:	75.1%	76.9%



ENGAGEMENT

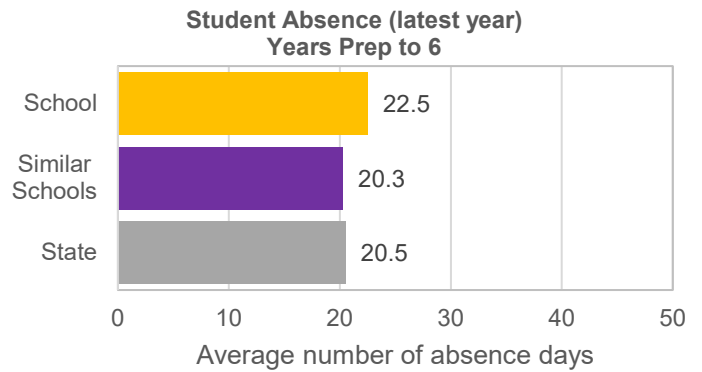
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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.

Student Absence Years Prep to 6

	Latest year (2023)	4-year average
School average number of absence days:	22.5	16.9
Similar Schools average:	20.3	17.1
State average:	20.5	18.1



Attendance Rate (latest year)

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

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2023):	89%	90%	88%	90%	89%	86%	88%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2023

Revenue	Actual
Student Resource Package	\$3,155,783
Government Provided DET Grants	\$268,097
Government Grants Commonwealth	\$9,661
Government Grants State	\$0
Revenue Other	\$35,467
Locally Raised Funds	\$347,281
Capital Grants	\$0
Total Operating Revenue	\$3,816,289

Equity ¹	Actual
Equity (Social Disadvantage)	\$78,666
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$78,666

Expenditure	Actual
Student Resource Package ²	\$3,072,986
Adjustments	\$0
Books & Publications	\$458
Camps/Excursions/Activities	\$171,443
Communication Costs	\$1,499
Consumables	\$88,412
Miscellaneous Expense ³	\$19,907
Professional Development	\$10,581
Equipment/Maintenance/Hire	\$54,269
Property Services	\$81,947
Salaries & Allowances ⁴	\$158,616
Support Services	\$178,039
Trading & Fundraising	\$19,930
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$45,709
Total Operating Expenditure	\$3,903,797
Net Operating Surplus/-Deficit	(\$87,508)
Asset Acquisitions	\$20,250

- (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 17 Feb 2024 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 2023

Funds available	Actual
High Yield Investment Account	\$370,842
Official Account	\$38,011
Other Accounts	\$80,228
Total Funds Available	\$489,081

Financial Commitments	Actual
Operating Reserve	\$127,689
Other Recurrent Expenditure	\$5,126
Provision Accounts	\$0
Funds Received in Advance	\$34,929
School Based Programs	\$146,551
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$45,000
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$130,736
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$490,031

All funds received from the Department of Education, 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.