

# 2024 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 23 April 2025 at 12:51 PM by Trevor Strolla (Principal)

- As executive officer of the school council, I attest that this 2024 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 29 April 2025 at 03:30 PM by Trevor Strolla (Principal)

# 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 2024 Annual Report

Reporting on the following measures has been updated in the 2024 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 NAPLAN data from 2022 to 2024. 2022 NAPLAN data is presented separately as this is not comparable with 2023 and 2024.

The NAPLAN section has been updated to include a 2-year average (2023 and 2024) for the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section continues to report on the percentage of students in the top three bands.

Please note 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, NAPLAN Learning Gain data will not be reported until 2025 as the measure requires at least 3 full years of data for the comparison.

## About Our School

### School context

#### School Context

Richmond West Primary School (RWPS) is a vibrant learning community situated in the heart of the City of Yarra, just 3.5 km from Melbourne's Central Business District. The school, founded in 1975, provides a nurturing environment for students from diverse cultural, linguistic, and socio-economic backgrounds. RWPS is proud of its strong bilingual programs in Mandarin Chinese and Vietnamese, alongside an English-only program with a focus on English as an Additional Language and Languages Other Than English (LOTE).

In 2024, the school served 291 students, with a dedicated staff including the Principal, Assistant Principal, 2 Learning Specialists, 1 Leading Teacher, and 19 teachers. RWPS offers a range of specialist programs, including Performing Arts, Visual Arts, Physical Education, Science, and Kitchen Garden. The school also provides extracurricular activities such as Brass Band, Karate classes, and an externally operated Outside of School Hours Care program.

The vision of RWPS is to foster a community of lifelong learners, promoting belonging, resilience, and striving for personal success. Our motto, "Many Languages - One Voice," reflects our commitment to embracing linguistic and cultural diversity. We aim to develop socially responsible, resilient, and globally minded students.

### Progress towards strategic goals, student outcomes and student engagement

#### Learning

At Richmond West Primary School, we are deeply committed to providing high-quality education that promotes student achievement, particularly in the areas of Literacy and Numeracy. Our focus on these fundamental subjects ensures that all students are equipped with the essential skills needed for academic success. In 2024, assessments against the Victorian Curriculum show that 85.6% of students are performing at or above age-expected standards in English, while 80.5% of students meet the same standards in Mathematics.

The school has also seen continued success in the National Assessment Program – Literacy and Numeracy (NAPLAN), where Year 3 students scored 81.6% in the Strong or Exceeding proficiency levels in Reading, far above the state average of 68.7%. Similarly, Year 5 students performed at 75.0% in the same proficiency level for Reading, outpacing the state average of 73.0%. In Numeracy, Year 3 students performed at 71.8%, and Year 5 students scored 73.0%, both of which are above state averages.

Our approach to student learning is built on a rigorous, evidence-based curriculum. The bilingual education programs in Mandarin Chinese and Vietnamese provide students with a unique opportunity to develop multilingual literacy skills, while our English-only program focuses on

building strong foundational skills in English as an Additional Language (EAL) and Languages Other Than English (LOTE).

In 2024, the school has made continued progress in enhancing the quality of teaching through professional development and collaborative practices. Teacher assessments are moderated to ensure consistent and high standards across all year levels. The school's goal remains to provide every student with the tools they need to succeed academically and become lifelong learners, capable of making valuable contributions to society.

## Wellbeing

The wellbeing of students is a cornerstone of Richmond West Primary School's approach to education. In 2024, we have continued to focus on mental health and emotional development, ensuring that all students are supported in their social and emotional growth. Our partnership with North Richmond Community Health Centre has been crucial in providing direct support to students through the work of a counsellor who is available on-site. This initiative is part of our broader Mental Health and Wellbeing program, which includes the ongoing funding of a Mental Health and Wellbeing Leader, who works to build mental health literacy across the school and support students in need.

In addition to mental health initiatives, the school introduced the 'Friendly Schools' framework for Social and Emotional Learning (SEL) in 2024. This evidence-based program focuses on promoting positive behaviours, improving students' sense of belonging, and enhancing their social-emotional skills. It aims to strengthen student engagement and attitudes to school, building a more positive school culture where all students feel supported and valued.

However, the school recognises that challenges remain. In the 2024 Attitudes to School Survey (AtSS), results for the Sense of Connectedness and Management of Bullying factors were lower than both similar schools and state averages. In response, the school has implemented targeted interventions for 2025 to build a greater sense of student agency and voice for all students. Through this targeted work, the school is working to address their concerns and improve their sense of connection and safety.

Overall, the wellbeing of our students remains a key priority, and we are dedicated to continuously improving the support systems in place to ensure that every student thrives emotionally, socially, and academically.

## Engagement

Richmond West Primary School has placed significant emphasis on student engagement in 2024, ensuring that all students feel connected to the school community and are actively involved in their learning. A primary focus of the school is improving attendance and ensuring that students have every opportunity to succeed. To promote better attendance, the school has implemented strategies that encourage family participation, including a greater emphasis on community events, extracurricular activities, and regular communication between families and the school. These strategies aim to foster a stronger sense of belonging for students and their families, ultimately improving engagement and reducing absenteeism.

In 2024, the average number of student absence days was 21.1, which is slightly below the state average of 21.8. The school continues to work closely with families to address attendance issues

and ensure that all students attend school regularly, understanding the significant impact that attendance has on academic progress. Various initiatives are in place to make the school experience engaging for students, including a wide range of extracurricular activities such as sports clinics, performing arts, and cultural events, all of which help to keep students engaged in school life.

The Parent Opinion Survey for 2024 revealed a satisfaction rate of 75.8%, which is below the state average of 81.6%. While this indicates room for improvement, the school is committed to increasing parent engagement by providing more opportunities for parents to be involved in their children's education. The school also aims to improve communication through the use of online portals and regular parent-teacher interviews. In 2024, RWPS has strengthened its efforts to ensure that all families are informed, involved, and engaged in the school community, thereby enhancing student engagement and fostering a collaborative approach to education.

## Financial performance

Richmond West Primary School has demonstrated strong financial management in 2024, ensuring that all available funds are utilised effectively to support student learning and wellbeing. The total operating revenue for the year was \$4,235,321, comprising a mix of government funding, the Student Resource Package, and locally raised funds. The school has maintained a balanced approach to budgeting, prioritising investments in key areas such as student resources, staff professional development, and infrastructure maintenance.

One of the key highlights in the school's financial performance this year has been the continued success of parent fundraising efforts. Events such as the Gleadell Street Market stall, catering for school events, and regular fundraising activities have played a significant role in supplementing the school's budget. The strong involvement of parents in fundraising initiatives has not only contributed financially but also strengthened the sense of community within the school. These efforts have allowed the school to allocate additional funds towards enhancing educational programs and supporting extracurricular activities.

At the end of 2024, RWPS holds total available funds of \$561,885, with financial commitments of \$570,664, including ongoing maintenance projects and school-based programs.

**For more detailed information regarding our school please visit our website at  
[www.richmondwestps.vic.edu.au](http://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 291 students were enrolled at this school in 2024, 140 female and 151 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).

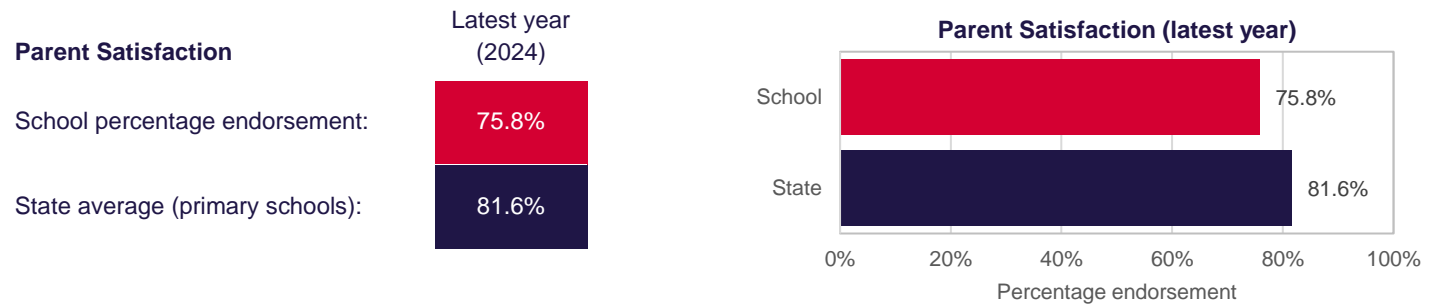
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

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

### Parent Satisfaction Summary

The 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.

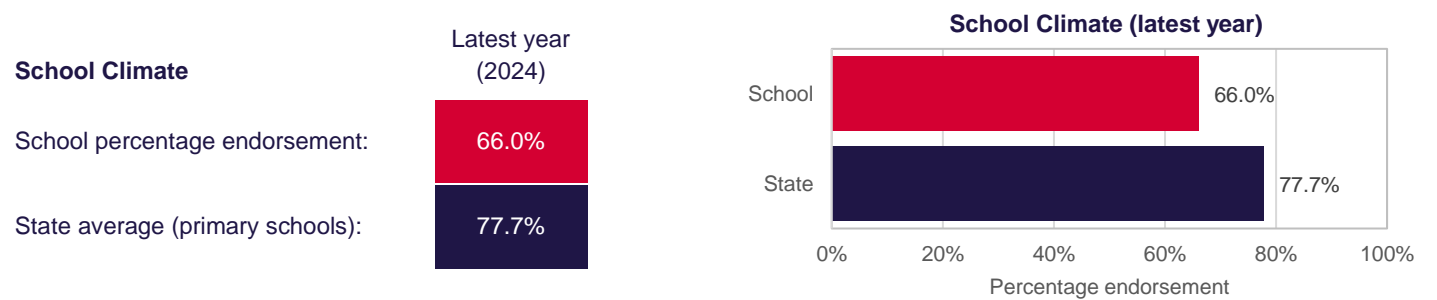


### School Staff Survey

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.



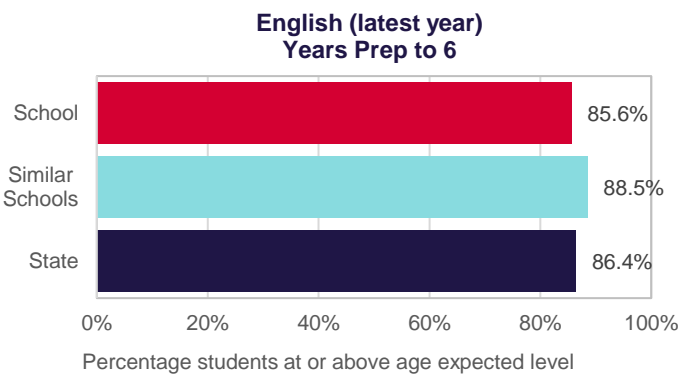
LEARNING

**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.

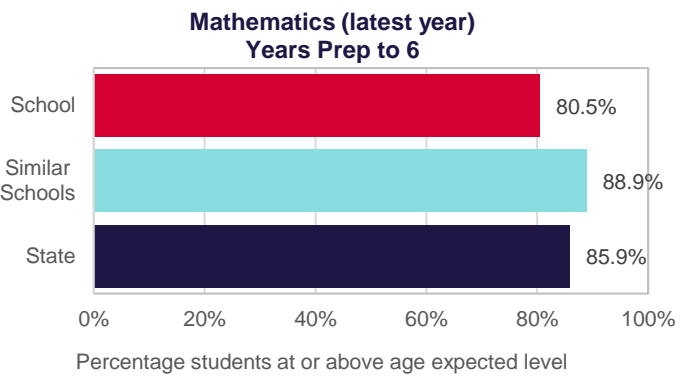
Teacher Judgement of student achievement against the Victorian Curriculum

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

English Years Prep to 6	Latest year (2024)
School percentage of students at or above age expected standards:	85.6%
Similar Schools average:	88.5%
State average:	86.4%



Mathematics Years Prep to 6	Latest year (2024)
School percentage of students at or above age expected standards:	80.5%
Similar Schools average:	88.9%
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.

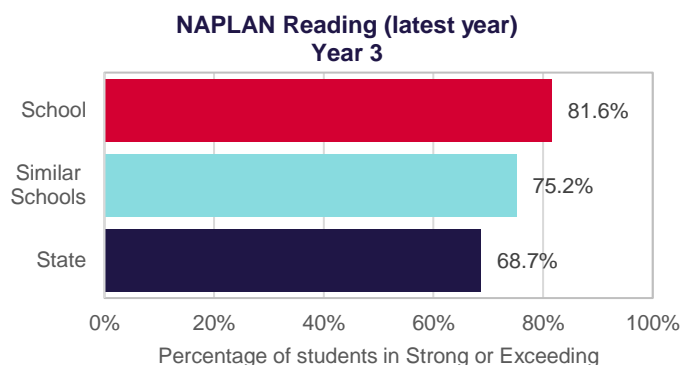
### NAPLAN

Percentage of students in the Strong or Exceeding proficiency levels in NAPLAN.

Note: The NAPLAN test was revised in 2023. As a result, a 2-year average has been provided for 2024.

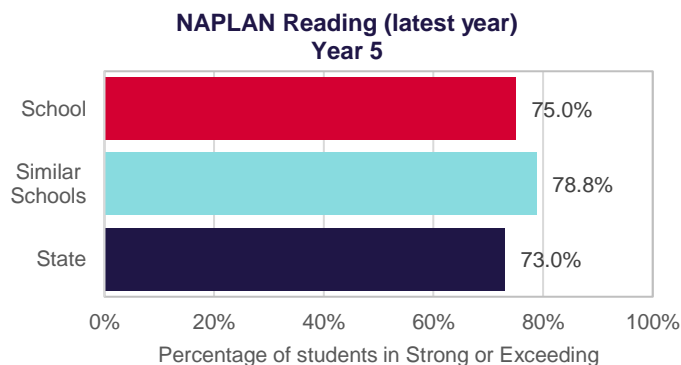
#### Reading Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	81.6%	81.9%
Similar Schools average:	75.2%	75.0%
State average:	68.7%	69.2%



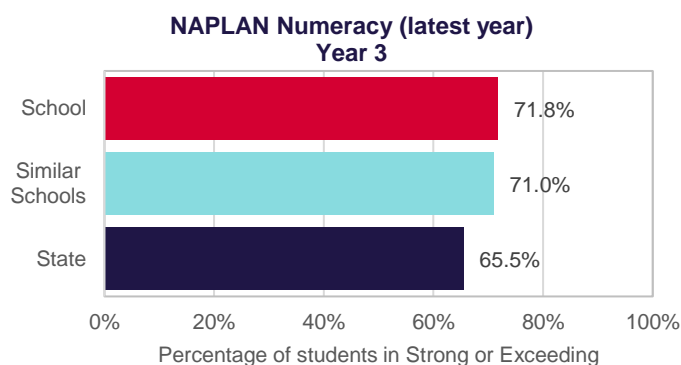
#### Reading Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	75.0%	82.6%
Similar Schools average:	78.8%	80.1%
State average:	73.0%	75.0%



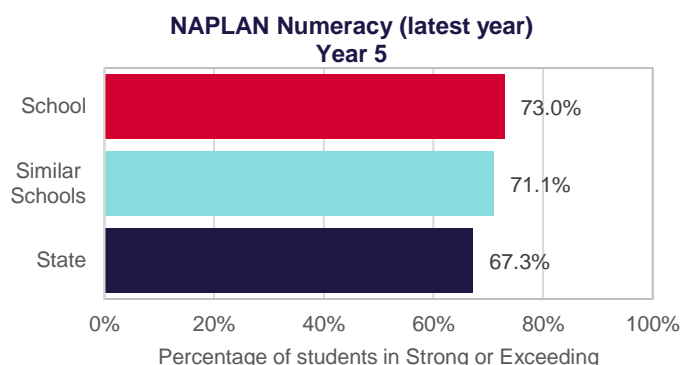
#### Numeracy Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	71.8%	71.4%
Similar Schools average:	71.0%	71.0%
State average:	65.5%	66.4%



#### Numeracy Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	73.0%	76.7%
Similar Schools average:	71.1%	71.6%
State average:	67.3%	67.6%



## 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.

#### Reading Year 3

(2022)

School percentage of students in the top three bands:

82.1%

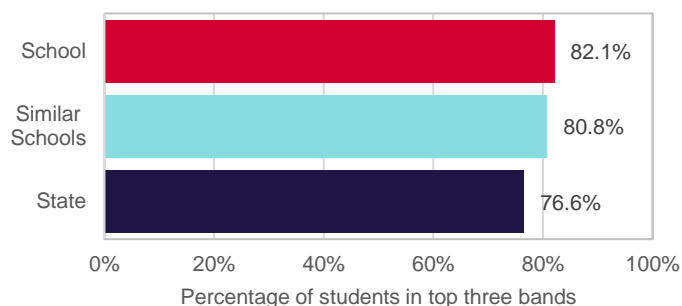
Similar Schools average:

80.8%

State average:

76.6%

#### NAPLAN Reading (2022) Year 3



#### Reading Year 5

(2022)

School percentage of students in the top three bands:

76.1%

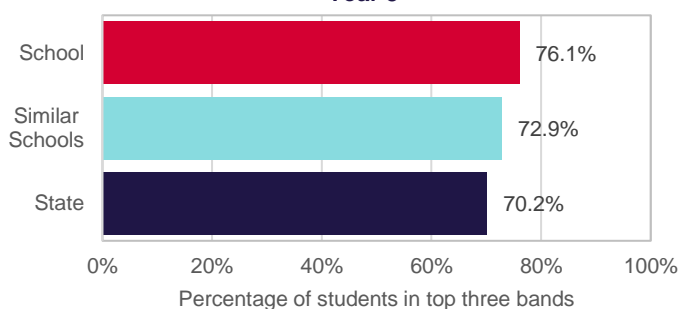
Similar Schools average:

72.9%

State average:

70.2%

#### NAPLAN Reading (2022) Year 5



#### Numeracy Year 3

(2022)

School percentage of students in the top three bands:

69.2%

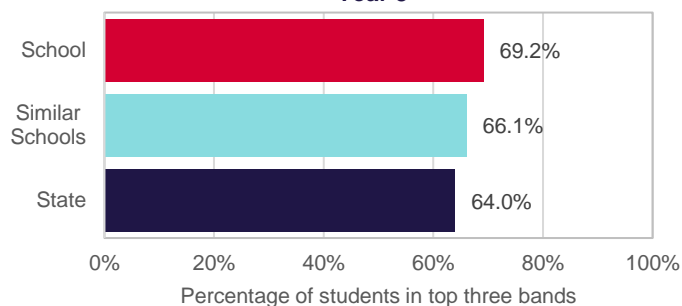
Similar Schools average:

66.1%

State average:

64.0%

#### NAPLAN Numeracy (2022) Year 3



#### Numeracy Year 5

(2022)

School percentage of students in the top three bands:

69.6%

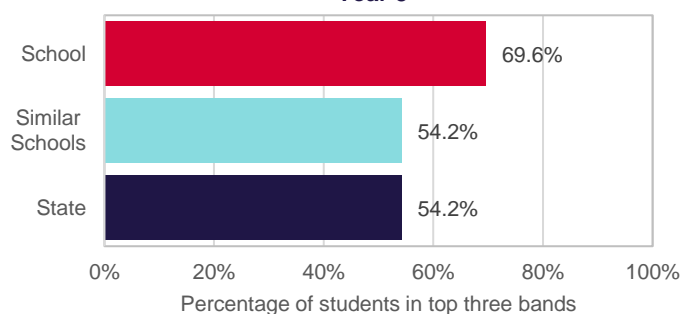
Similar Schools average:

54.2%

State average:

54.2%

#### NAPLAN Numeracy (2022) Year 5



## WELLBEING

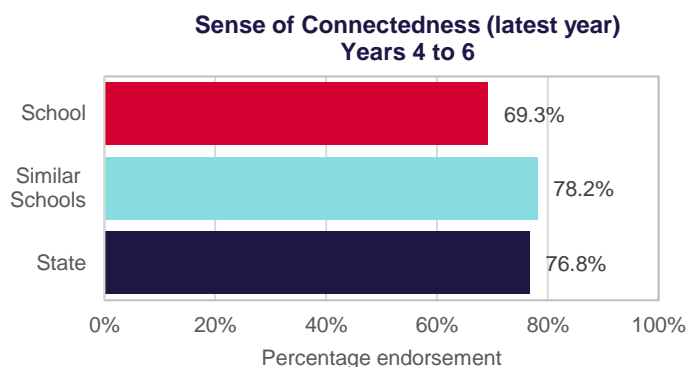
**Key:** 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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 (2024)	4-year average
School percentage endorsement:	69.3%	71.2%
Similar Schools average:	78.2%	79.1%
State average:	76.8%	77.9%

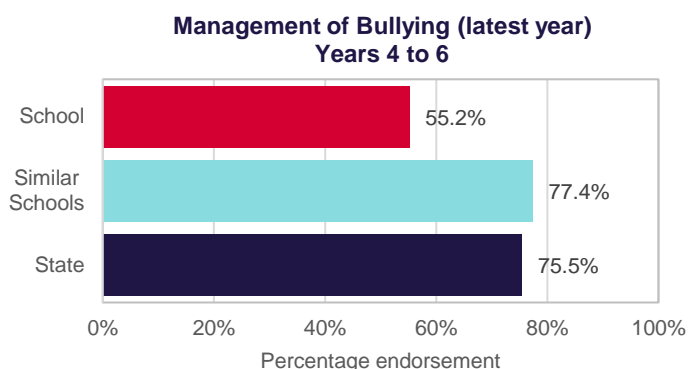


### Student Attitudes to School – Management of Bullying

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 (2024)	4-year average
School percentage endorsement:	55.2%	59.2%
Similar Schools average:	77.4%	77.2%
State average:	75.5%	76.3%

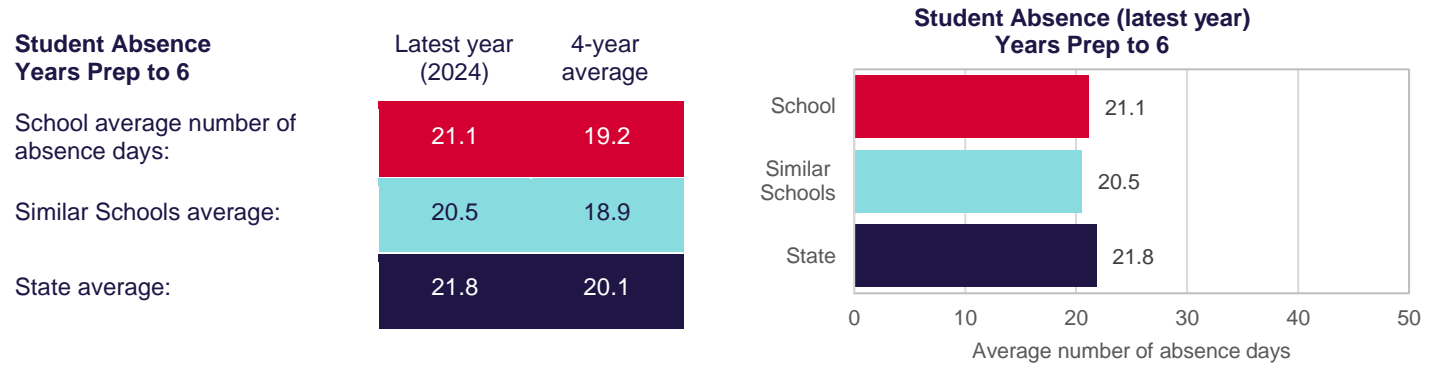


ENGAGEMENT

**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.



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 (2024):	90%	90%	88%	91%	92%	89%	86%

# Financial Performance and Position

## FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2024

Revenue	Actual
Student Resource Package	\$3,414,996
Government Provided DET Grants	\$440,823
Government Grants Commonwealth	\$4,453
Government Grants State	\$0
Revenue Other	\$37,000
Locally Raised Funds	\$338,050
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$4,235,321</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$84,356
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$84,356</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$3,347,454
Adjustments	\$0
Books & Publications	\$4,247
Camps/Excursions/Activities	\$131,298
Communication Costs	\$3,245
Consumables	\$88,468
Miscellaneous Expense <sup>3</sup>	\$13,022
Professional Development	\$15,971
Equipment/Maintenance/Hire	\$36,270
Property Services	\$159,580
Salaries & Allowances <sup>4</sup>	\$186,664
Support Services	\$145,027
Trading & Fundraising	\$21,864
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$60,218
<b>Total Operating Expenditure</b>	<b>\$4,213,328</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$21,993</b>
<b>Asset Acquisitions</b>	<b>\$0</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 16 Feb 2025 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 2024

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$461,306
Official Account	\$26,911
Other Accounts	\$73,668
<b>Total Funds Available</b>	<b>\$561,885</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$144,713
Other Recurrent Expenditure	\$24,322
Provision Accounts	\$0
Funds Received in Advance	\$21,449
School Based Programs	\$193,488
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	\$141,692
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$570,664</b>

*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.*