

2025 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 30 April 2026 at 05:43 PM by Trevor Strolla (Principal)

- As executive officer of the school council, I attest that this 2025 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 30 April 2026 at 05:43 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
 - responses to the General Satisfaction area of the Parent/Caregiver/Guardian Opinion Survey
 - school staff responses to the School Climate area of the School Staff Survey
- Learning
 - English and Mathematics for Teacher Judgements against the curriculum
 - Reading and Numeracy proficiency levels for National Literacy and Numeracy tests (NAPLAN)
 - Reading and Numeracy relative growth for National Literacy and Numeracy tests (NAPLAN)
- Wellbeing
 - student responses to the Sense of Connectedness area in the Student Attitudes to School Survey
 - student responses to the Management of Bullying area in the Student Attitudes to School Survey
- Engagement
 - average absence days per student
 - student attendance rate

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 2025 Annual Report

NAPLAN relative growth data has been included in the 2025 Performance Summary as there is sufficient data available for the comparison.

About Our School

School context

Richmond West Primary School (RWPS) is located in the City of Yarra, approximately 3.5 kilometres from the Melbourne Central Business District. Established in 1975, the school celebrated its 50th anniversary in 2025, providing an opportunity to recognise the contributions of past and present students, staff and families in shaping the school's identity and strong sense of community.

In 2025, the school enrolled 271 students, with a diverse student population reflecting a broad range of cultural, linguistic and socio-economic backgrounds. Approximately 36% of students are identified as English as an Additional Language (EAL), reinforcing the importance of targeted language support and inclusive teaching practices.

RWPS offers three distinct learning pathways: a Mandarin bilingual program, a Vietnamese program and an English-only program with a strong EAL focus. While these programs provide families with choice, they also present complexity in ensuring a cohesive and consistent learning experience for all students. In 2025, the school continued to strengthen alignment across the three language streams, with a focus on reducing silos and supporting a more seamless transition of students across learning experiences.

The school is supported by a dedicated staff comprising a Principal, Assistant Principal, Leading Teacher, Learning Specialists, classroom teachers and Education Support staff. While there were no significant structural staffing changes in 2025, periods of staff leave did present operational challenges at times, requiring flexibility and adaptability across teams.

RWPS offers a comprehensive specialist program including Performing Arts, Visual Arts, Physical Education, Science and Kitchen Garden, alongside a range of extracurricular opportunities, including camps and excursions across year levels. The school also maintains a well-established Brass Band program, supported by a dedicated on-site space, with participation from almost a third of the student population. This program provides students with opportunities to develop musical skills and perform at school and community events. The school continues to prioritise strong partnerships with families and the wider community, recognising their role in supporting student learning, wellbeing and engagement.

The school's vision remains centred on fostering a community of learners who demonstrate belonging, resilience and a commitment to striving for personal success. The motto, "Many Languages – One Voice", continues to underpin the work of the school and its commitment to inclusivity and global citizenship.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2025, Richmond West Primary School continued to prioritise high-quality teaching and learning, with a strong focus on Literacy and Numeracy outcomes supported by consistent, evidence-informed practices.

Teacher judgement data indicates that 85.6% of students achieved at or above age-expected standards in English, while 70.8% achieved at or above expected standards in Mathematics. While English achievement remained broadly in line with state performance, Mathematics continues to be an identified area for ongoing focus.

NAPLAN results in 2025 reflect strong student performance, particularly in Reading, where both Year 3 and Year 5 cohorts performed above similar schools and state averages. Numeracy outcomes were also positive, with results exceeding both similar schools and state benchmarks across year levels. Of particular note is the strong relative growth demonstrated by students between Years 3 and 5, with 84.1% of students achieving medium or high growth in both Reading and Numeracy. This reflects the school's focus on targeted teaching and the impact of responsive, data-informed planning.

A key area of improvement in 2025 was Writing. The school implemented a more structured and consistent approach to the teaching of writing, underpinned by the Talk for Writing model. This approach supported increased teacher clarity, consistency of practice and improved student outcomes across year levels.

Throughout the year, there was an increased emphasis on data-driven planning and opportunities for collaboration across teaching teams. While structures evolved across the year, the focus remained on strengthening teacher capacity to respond to student learning needs and ensuring alignment of practice across the school.

The complexity of delivering a bilingual and multi-stream model remained a key consideration in 2025. Ongoing work focused on strengthening consistency across language programs, ensuring that all students experienced a coherent and aligned approach to teaching and learning, regardless of pathway.

Wellbeing

Student wellbeing remained a central priority in 2025, with a continued focus on building a positive, inclusive and supportive school environment.

Results from the Attitudes to School Survey indicate significant improvement in both Sense of Connectedness and Management of Bullying, with 84.7% and 82.1% positive endorsement respectively. These results represent a marked improvement from previous years and reflect the impact of targeted wellbeing initiatives and a strengthened whole-school approach.

The implementation of the Friendly Schools framework continued to support the development of students' social and emotional skills, contributing to improved relationships, increased student confidence and a stronger sense of belonging across the school.

A key area of development in 2025 was the strengthening of student voice and agency. The establishment of a Student Voice and Action Team provided students with authentic opportunities to contribute to school decision-making. Students were involved in providing feedback on teaching and learning, contributing to discussions around school structures and participating in key decisions including the selection of a lunch order provider, the refinement of new mural artwork across the school to commemorate the school's 50th anniversary, and feedback into playground redevelopment planning. This work supported a shift towards greater student ownership and engagement in their learning environment.

The school's partnership with external providers, including North Richmond Community Health and other allied services, continued to support student wellbeing. These partnerships provided access to targeted supports and contributed to a more holistic approach to student care.

RWPS continues to recognise the importance of maintaining a strong and responsive wellbeing framework, ensuring that all students feel safe, supported and connected to their school.

Engagement

Student engagement remained a key focus in 2025, particularly in relation to attendance and strengthening connections between the school and its community.

The average number of absence days in 2025 was 19.8, broadly in line with similar schools and slightly below the state average. While this indicates stable attendance patterns, improving attendance remains an ongoing priority for the school.

In 2025, the school strengthened its attendance processes through more regular monitoring, tracking and targeted follow-up with families. This included increased communication, case management approaches and a more proactive response to emerging attendance concerns, particularly for students identified as at risk.

A significant structural shift in 2025 involved moving away from more defined separation between English and bilingual learning streams. This resulted in more diverse class groupings and reflected the school's commitment to greater cohesion and equity of experience for all students. As with any change of this nature, the transition required adjustment across the community and generated a range of feedback from families.

Broader community engagement continues to be a significant strength of RWPS. The school maintains strong partnerships with a range of external organisations, cultural groups and service providers, enhancing opportunities for students and supporting broader school initiatives. At the same time, the school recognises the need to be strategic and discerning in the development of partnerships. Given the school's location and profile, there are frequent opportunities for external involvement, and careful consideration is required to ensure that partnerships are purposeful, aligned with school priorities and contribute meaningfully to student outcomes.

Parent and staff perception data in 2025 indicates some variability in responses across survey measures. It is noted that the Parent/Caregiver/Guardian Opinion Survey had a low response rate, with 15 families participating. In response, the school implemented additional opportunities for

family feedback, including targeted surveys and written feedback mechanisms, to ensure a broader and more representative understanding of community perspectives.

This work continues to remain an area for ongoing focus, with the 2025 staff survey in particular providing valuable insight to inform and shape key areas of curriculum development and school improvement planning for 2026.

Overall, RWPS remains committed to fostering a strong sense of engagement and inclusion across the school community, ensuring that students, families and staff feel connected, informed and actively involved in the life of the school.

Other highlights from the school year

Richmond West Primary School continued to offer a rich and engaging program of events and activities throughout 2025 that strengthened community connection and celebrated student learning. The school maintained a strong presence at the Gleadell Street Market, supported by ongoing fundraising efforts and community involvement. The RWPS Brass Band performed at a range of events across the year, while whole-school events such as the annual concert, Science Night and Art Show provided opportunities to showcase student learning and creativity. Parents and carers play a vital role as partners in learning and in supporting the school through contributions to events, fundraising and social activities, working bees, classroom volunteering, and formal involvement in School Council and its subcommittees.

The Kitchen Garden program was reinvigorated in 2025, supporting hands-on learning experiences and promoting student engagement in sustainability and wellbeing. The school also strengthened its partnership with North Richmond Community Health, enhancing access to support services for students and families.

A highlight of the year was the success of the girls' soccer team, who won the inaugural Bilingual World Cup, reflecting both student skill and the strength of the school's bilingual identity. The school continued to refine its approach to Student Voice and Agency through the ongoing work of the Student Voice and Agency Team, strengthening opportunities for student input into school decision-making.

Two significant milestone events defined 2025. In August, the school celebrated its 50th anniversary, bringing together past and present students, staff and families to recognise the school's history and ongoing contribution to the community.

In September, the school reintroduced its sister school program with a visit to China, the first since 2019. The program included 39 students, predominantly from Years 5 and 6, with a small number of younger students attending alongside older siblings. This provided a unique cross-age international learning experience and marked a significant achievement in re-establishing global partnerships.

Financial performance

Richmond West Primary School maintained a sound financial position in 2025, ensuring that available funds were strategically allocated to support student learning, wellbeing and key school priorities aligned to the Annual Implementation Plan. The school recorded a positive operating result for the year, reflecting careful financial planning, monitoring and resource management.

Revenue continued to be supported through a combination of the Student Resource Package, government funding and locally raised funds. Community fundraising remained a strength, with ongoing involvement in initiatives such as the Gleadell Street Market and school-based events providing valuable supplementary income while also strengthening community engagement.

Expenditure was directed towards core areas including teaching and learning programs, student wellbeing supports, professional learning and the maintenance of school facilities. At the end of 2025, the school held total available funds of \$418,460, with financial commitments of \$432,173. These commitments reflect an operating reserve to support financial stability and manage future planning, resource allocation and maintenance works extending into 2026.

Financial planning remains focused on maintaining sustainability while supporting ongoing school improvement priorities, ensuring that resources are used effectively to maximise outcomes for all students.

**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 271 students were enrolled at this school in 2025, 130 female and 140 male. 36% had English as an additional language and NDP 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.

		2025	
% positive endorsement General School Satisfaction (Parent/Caregiver/Guardian Opinion Survey)	School	42.9%	
	Similar schools	81.1%	
	State	82.0%	

School Staff Survey

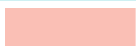
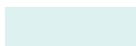
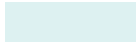
The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey. Percentage endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

		2025	
% positive endorsement School Climate (School Staff Survey)	School	57.9%	
	Similar schools	80.7%	
	State	77.4%	

LEARNING

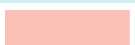
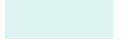
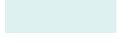
Teacher Judgement of student achievement against the Victorian Curriculum

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

2025			
English Prep - 6 % of students at or above age expected standards	School	85.6%	
	Similar schools	88.7%	
	State	86.3%	
Mathematics Prep - 6 % of students at or above age expected standards	School	70.8%	
	Similar schools	86.9%	
	State	84.2%	

NAPLAN

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

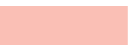
2025				3-year average
Reading Year 3 % of students Strong or Exceeding proficiency levels	School	81.1%		81.7%
	Similar schools	75.8%		75.3%
	State	69.5%		69.3%
Reading Year 5 % of students Strong or Exceeding proficiency levels	School	82.7%		82.6%
	Similar schools	79.4%		79.9%
	State	73.9%		74.6%
Numeracy Year 3 % of students Strong or Exceeding proficiency levels	School	73.0%		71.9%
	Similar schools	71.6%		71.2%
	State	66.2%		66.4%
Numeracy Year 5 % of students Strong or Exceeding proficiency levels	School	73.1%		75.4%
	Similar schools	72.5%		72.0%
	State	69.1%		68.1%

NAPLAN relative growth

The percentage of students in the High and Medium relative growth categories.

Relative growth 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'.

A multi-year average for NAPLAN relative growth will be included in future years as data becomes available.

2025			
Reading Year 3 to 5 % of students High or Medium relative growth	School	84.1%	
	Similar schools	76.4%	
	State	74.7%	
Numeracy Year 3 to 5 % of students High or Medium relative growth	School	84.1%	
	Similar schools	76.7%	
	State	74.0%	

WELLBEING

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).

		2025		4-year average
Years 4 to 6 % positive endorsement	School	84.7%		74.7%
	Similar schools	78.2%		78.6%
	State	77.1%		77.3%

Student Attitudes to School – Managing 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).

		2025		4-year average
Years 4 to 6 % positive endorsement	School	82.1%		65.3%
	Similar schools	77.7%		77.2%
	State	76.4%		75.8%

ENGAGEMENT

Average absence days per student

Absence from school can impact on students' learning. Common reasons for non-attendance include illness and extended family holidays.

		2025	4-year average
Prep - 6	School	19.8	20.9
	Similar schools	20.0	20.6
	State	21.5	21.7

Attendance rate

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

		2025	
Prep	School	88.5%	
Year 1	School	92.4%	
Year 2	School	91.2%	
Year 3	School	87.6%	
Year 4	School	91.5%	
Year 5	School	90.2%	
Year 6	School	88.7%	

FINANCIAL PERFORMANCE AND POSITION

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER 2025

Financial figures are as of 18 March 2026.

Revenue	Actual
Student Resource Package	\$3,189,586
Government Provided DET Grants	\$529,469
Government Grants Commonwealth	\$3,323
Government Grants State	\$0
Revenue Other	\$92,549
Locally Raised Funds	\$344,527
Capital Grants	\$0
Total Operating Revenue	\$4,159,453

Equity	Actual
Equity (Social Disadvantage)	\$88,535
Equity (Catch Up)	\$0
Equity (Social Disadvantage - Extraordinary Growth)	\$0
Equity Total	\$88,535

The equity funding reported above is a subset of the overall revenue reported by the school.

Expenditure	Actual
Student Resource Package ¹	\$3,182,298
Adjustments	\$0
Books & Publications	\$7,216
Camps/Excursions/Activities	\$175,643
Communication Costs	\$5,187
Consumables	\$92,260
Miscellaneous Expenses ²	\$12,514
Agency Staff	\$90,983
Professional Development	\$11,018
Equipment/Maintenance/Hire	\$30,283
Property Services	\$116,022
Salaries & Allowances ³	\$164,747
Support Services	\$143,076

Expenditure	Actual
Trading & Fundraising	\$19,882
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$9,095
Utilities	\$57,827
Total Operating Expenditure	\$4,118,052
Net Operating Surplus/-Deficit	\$41,401
Asset Acquisitions	\$100,320

¹ Student Resource Package Expenditure figures are subject to change during the reconciliation process.

² Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.

³ Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2025

Funds Available	Actual
High Yield Investment Account	\$339,564
Official Account	\$23,427
Other Accounts	\$55,469
Total Funds Available	\$418,460

Financial Commitments	Actual
Operating Reserve	\$155,959
Other Recurrent Expenditure	\$18,878
Provision Accounts	\$0
Funds Received in Advance	\$26,760
School Based Programs	\$151,384
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$20,000
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$59,192
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$432,173

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.