

2017 Annual Report to the School Community



School Name: Richmond Primary School

School Number: 5269

Please note: Completed reports are to be uploaded to the [Strategic Planning Online Tool \(SPOT\)](#) for review and endorsement by the principal and school council president. Once the attestations are completed in SPOT, this page will be replaced and the report available for download.





About Our School

School Context

Richmond Primary School currently has a fluctuating enrolment that peaked at 346 in 2017. The school has a substantive Principal and an acting Assistant Principal. There was, in 2017, an Effective Full Time Teaching allowance of 20.25, and an Education Support allowance of 4.8 EFT. The majority of the students are from the immediate locality, and the school has been granted an enrolment ceiling of 350. The school has a high socio-economic profile based on the Student Family Occupation (SFO) Index rated at 0.1712 (the state mean being 0.5166) and the Student Family Occupation and Education (SFOE) Index being 0.1248 (with the state median being 0.4543.) This year represented the third of our 2014-18 School Strategic Plan (SSP).

Richmond Primary School is committed to providing “every student with every opportunity” by offering a challenging and varied curriculum based on the Victorian Curriculum. The school recognises the importance of catering for individual differences and personalising learning through its intervention program, strong Arts focus and its use of Information and Communication Technology throughout the curriculum. The school performs at or above the state medians in most areas of NAPLAN assessment.

We have a strong focus on student well-being with the values of *Respect, Responsibility and Resilience* being consistently implemented across the school. The behaviour of the students both in class and in the playgrounds reflects the high expectations we have. Major achievements for the year has seen the development of a Buildings and Grounds Master Plan which lead to the completion of a classroom refurbishment in the Grade 5/6 area.

Framework for Improving Student Outcomes (FISO)

Following the analysis of school data, together with the collective sharing of skills, expertise and experience resulting in richer and more sustainable opportunities for school transformation, the school focused on the following FISO priorities;

EXCELLENCE IN TEACHING & LEARNING

- **Building practice excellence**

In 2017 the school focused on improving in learning with a primary emphasis on Science and Spelling. Inspired by the Highly Effective Schools’ Model, this saw supported development of a more effective whole school approach to teaching in these areas. This was particularly evident through the development of a whole school Science curriculum framework based on the Victorian Curriculum supported by extensive staff professional learning that focussed on building teacher capacity to teach science as part of the weekly classroom program. There was also work completed to improve the whole school focus on Spelling improvement which saw more targeted professional development to support the implementation of our P-6 Spelling Program. This included provision of professional learning sessions that aimed to promote best practice in the teaching in this area through a personalised approach that used student’s own writing as a guide for spelling development.

POSITIVE CLIMATE FOR LEARNING

- **Empowering students and building school pride.**

During the 2017 school year, the school continued to embed practices for students to have a voice in their learning and to support practices that promote further student engagement. Examples of this include: continued support of student choice in their learning through consolidation of the *Investigations* program in Grades Prep and 1/2; the continued support of the 1-to-1 iPad program from Grades 3 to 6; Student-led 3 Way conferences for Grades 3 to 6; the continued support of the Year 6 Leadership team, student run Assemblies and Peer Mediation program; and the expansion of the lunchtime Park Play program aimed to relieve lunchtime crowding of the school’s active play area.

Achievement



With ongoing work on improving learning in core areas, RPS has seen excellent progress. Our continued focus on development of a more effective whole school approach to teaching in these areas has helped improve student learning. The work focused on promoting continued consistent practice in Numeracy and Literacy teaching from grades P to 6 has helped achieve excellent Year 3 to 5 NAPLAN Relative Growth results, which was above the state median and ahead against Similar School results. This represented a significant improvement in these areas from the previous year. The focus in Numeracy has continued, supported by differentiated practice through the application of the RPS Numeracy Scope and Sequence Framework. Achievement in this area has seen improved results in Year 3 and results ahead against our Similar Schools; as well as Numeracy Relative Growth data better than the State Mean and Similar School results. Our Year 5 results see us placed higher than similar schools. This saw RPS recognised as a school of 'Influence' in School Performance reports. These figures also represent an improvement from previous years, with our 2013-17 four-year average tracking equal to our Similar School. Reading continues to be an area of success with our NAPLAN Year 3 and 5 results above our Similar School as well as the Relative Growth data in this subject.

Areas that have been identified as a priority going into 2018 include the implementation of the Victorian Curriculum including the whole school approach to teaching in the area of Spelling, which continues to lag behind in the NAPLAN Relative Growth results.

Engagement

Engaging students in their learning is a major focus at Richmond Primary School and the school has continued developing leadership structures and school protocols that ensure challenge and rigour in all learning opportunities. Data related to areas of *Learner Characteristics and Disposition* indicate the influence this has had in the development of a positive climate for our students. The results in the Attitudes to School survey in this area are positive with responses in the 3rd Quartile for *Sense of Confidence* and *Self-Regulation* which tracks well against Similar School results. The RPS Attendance Data is the best in our network which is a continuation of results of the past years. Changes to the Attitudes to School student survey in 2017 saw some re-casting of areas the survey covers which meant some re-setting of goals as related to our School Strategic Plan. The level for our previous target areas of '*Peer Connectedness*' and '*School Connectedness*' need to be compared now to the *Social Engagement* results in the new survey. Our results were only moderate in 2017 with each component only just above the 1st Quartile. The school had set targets in the SSP to be within the 3rd Quartile or higher for all cohorts in the previous area of *Student Engagement*. We will be aiming to achieve growth to the 3rd Quartile for the new focus areas of: *Sense of connectedness; Sense of inclusion; and Student voice and agency* in 2018.

We hope to bring this improvement through plans to be put in place in 2018 which includes providing a full and varied curriculum, and the opportunity to participate in a number of activities outside the classroom. This includes our Extra Curricula lunchtime programs with external providers offering lunchtime dance, drama and instrumental music classes which have been well attended, as well as our teacher run Clubs and Park House Sports programs. These are designed specifically to relieve playground stress which is a 2018 AIP priority area.

Our focus on effective use of ICT to support classroom learning also provided engagement opportunities for our students. This was evident in the maintenance of our 1-to-1 iPad program for all students in Grades 3 to 6 as well as installation of new hard board Interactive Whiteboards, replacing the outmoded Smartboards.

There were many opportunities for students across the school to demonstrate leadership. Classroom and Specialists sessions, our Year 6 Leadership, Peer Mediation and SRC programs also support these opportunities. The buddy system between Year 6 and Prep students continues to generate excitement. The two groups met regularly for the duration of the year.

Within the classroom setting, all classes made their learning intentions clear at the start of new sessions. Students were encouraged to know what they were doing, why they were doing it and how they would know if they were successful. Many of the classes worked together to generate assessment rubrics so the students knew what was expected. The Powerful Learning instructional model was visually evident in the classrooms. Our goal of making learning visible was apparent in all areas of the school.

Wellbeing



The Attitudes to School survey results related to the area of Well Being shows the school tracking well against results in similar areas in 2016. Results see us ahead of the State Median levels in the area of *School Safety* though results are just above the 1st Quartile. To further improve *Student Safety* the school has continued to provide the Peer Mediation program which gives further support to student wellbeing in the playground. Our House system, used to promote our school values has also helped to enhance this area. We have also expanded our use of the public reserve across Mary Street at lunchtimes to relieve Playground Stress. This has become a higher priority in 2018 with our school numbers ballooning to well over our 350 student ceiling.

Our Staff Opinion Survey results still see an improvement moving from below median levels for the state to now about equal. The Well Being AIP Action team will work in 2018 on continuing our improvement in the areas identified in the survey of most concern, including *Shielding/Buffering* and *Teacher Collaboration*.

We are committed to developing community partnerships by listening to community input, inclusion in school events, access to school facilities when appropriate, and making use of technology to enhance communication. The school uses the Signmee online system for most communications between school and home, and use of this will be continued in 2018.

For more detailed information regarding our school please visit our website at
www.richmondps.vic.edu.au



Performance Summary

The Government School Performance Summary 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.

Members of the community can contact the school for an accessible version of these data tables if required.

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

School Profile	
<p>Enrolment Profile</p> <p>A total of 345 students were enrolled at this school in 2017, 168 female and 177 male.</p> <p>8 percent were EAL (English as an Additional Language) students and 0 percent ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p>Overall Socio-Economic Profile</p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p>Parent Satisfaction Summary</p> <p>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

Achievement	Student Outcomes	School Comparison
<p>Teacher Judgement of student achievement</p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <ul style="list-style-type: none"> English Mathematics <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p>Results: English</p> <p>Results: Mathematics</p>	<p> Similar</p> <p> Similar</p>



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

Achievement	Student Outcomes	School Comparison
<p>NAPLAN Year 3</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Similar</p> <p> Similar</p> <p> Similar</p> <p> Similar</p>
<p>NAPLAN Year 5</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Higher</p> <p> Higher</p> <p> Higher</p> <p> Similar</p>



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: ■
 Results for this school: ● Median of all Victorian Government Primary Schools: ◆

Achievement	Student Outcomes	School Comparison																								
<p>NAPLAN Learning Gain Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result 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'.</p>	<table border="1"> <caption>NAPLAN Learning Gain Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>10%</td> <td>42%</td> <td>48%</td> </tr> <tr> <td>Numeracy</td> <td>13%</td> <td>52%</td> <td>35%</td> </tr> <tr> <td>Writing</td> <td>3%</td> <td>52%</td> <td>45%</td> </tr> <tr> <td>Spelling</td> <td>16%</td> <td>58%</td> <td>26%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>3%</td> <td>35%</td> <td>61%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	10%	42%	48%	Numeracy	13%	52%	35%	Writing	3%	52%	45%	Spelling	16%	58%	26%	Grammar and Punctuation	3%	35%	61%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

Engagement	Student Outcomes	School Comparison														
<p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning</p> <p>School Comparison A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.</p> <p>Average 2017 attendance rate by year level:</p> <table border="1" data-bbox="553 913 1036 1010"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>92 %</td> <td>93 %</td> <td>94 %</td> <td>93 %</td> <td>92 %</td> <td>94 %</td> <td>95 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	92 %	93 %	94 %	93 %	92 %	94 %	95 %	<p>Results: 2017</p> <p>Few absences <-----> Many absences</p> <p>Results: 2014 - 2017 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
92 %	93 %	94 %	93 %	92 %	94 %	95 %										



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools:
 Results for this school: Median of all Victorian Government Primary Schools:

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Sense of Connectedness</p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2017</p>	Similar
<p>Students Attitudes to School - Management of Bullying</p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2017</p>	Similar

How to read the Annual Report

What does the *About Our School* section refer to?

The About Our School page provides a brief background on the school, an outline of the school's performance over the year and plans for the future.

The 'School Context' describes the school's vision, values and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics and special programs.

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

What does the *Performance Summary* section of this report refer to?

The Performance Summary reports on data in three key areas:

Achievement

- student achievements in:
 - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
 - English and Mathematics for teacher judgements against the curriculum
 - all subjects for Victorian Certificate of Education (VCE) examinations (secondary schools)

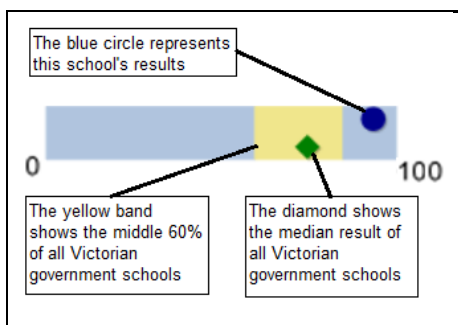
Engagement

- student attendance and engagement at school
- how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

Wellbeing

- Attitudes to School Survey (ATOSS)
 - Sense of connectedness
 - Management of Bullying

Results are displayed for the latest year, as well as the average of the last four years (where available).

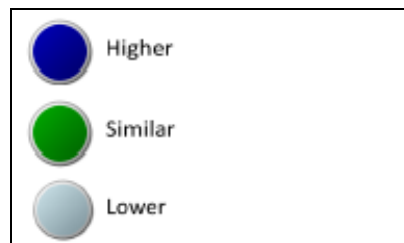


What does *School Comparison* refer to?

The School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure takes into account the school's academic intake, the socio-economic background of students, the number of Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability and the size and location of the school.

The School Comparison shows that most schools are achieving results that are '**Similar**' to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have '**Higher**' performance. Some schools have '**Lower**' performance than expected and receive targeted support to ensure that there is improvement.



More information on School Comparison performance measures can be found at: <http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx>

What does '*Data not available*' mean?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools 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 their first 11 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 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 a disability or students who may have additional learning needs.

'Levels A to D' 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').

Financial Performance and Position

Financial performance and position commentary

[Please refer to the [2017 Annual Report Guidelines](#) for information on how to complete the 'Financial Performance and Position Commentary' section]

Financial Performance - Operating Statement Summary for the year ending 31 December, 2017		Financial Position as at 31 December, 2017	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$2,375,615	High Yield Investment Account	\$75,607
Government Provided DET Grants	\$234,652	Official Account	\$24,649
Government Grants Commonwealth	\$17,348	Other Accounts	\$68,222
Revenue Other	\$12,613	Total Funds Available	\$168,478
Locally Raised Funds	\$518,283		
Total Operating Revenue	\$3,158,511		
Equity¹			
Equity (Social Disadvantage)	\$5,000		
Equity Total	\$5,000		
Expenditure		Financial Commitments	
Student Resource Package ²	\$2,241,830	Operating Reserve	\$101,833
Books & Publications	\$7,098	Capital - Buildings/Grounds incl SMS<12 months	\$60,000
Communication Costs	\$4,390	Other recurrent expenditure	\$6,645
Consumables	\$76,559	Total Financial Commitments	\$168,478
Miscellaneous Expense ³	\$261,954		
Professional Development	\$13,693		
Property and Equipment Services	\$372,720		
Salaries & Allowances ⁴	\$36,825		
Trading & Fundraising	\$28,199		
Utilities	\$20,155		
Total Operating Expenditure	\$3,063,424		
Net Operating Surplus/-Deficit	\$95,087		
Asset Acquisitions	\$4,136		

(1) The Equity funding reported above is a subset of overall revenue reported by the school

(2) Student Resource Package Expenditure figures are as of 05 March 2018 and are subject to change during the reconciliation process.

(3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

(4) Salaries and Allowances refers to school-level payroll.

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.