

2020 Annual Report to The School Community



School Name: Richmond Primary School (5269)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the *Education and Training Reform (ETR) Act 2006*. This includes schools granted an exemption by the VRQA until 31 December 2020 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in *Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School*.

Attested on 31 March 2021 at 04:45 PM by Megan Dell (Principal)

The 2020 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 25 May 2021 at 01:13 PM by Felicity Kaaks (School Council President)

How to read the Annual Report

What has changed for the 2020 Annual Report?

Improved appearance

The appearance of the Performance Summary has been updated to more clearly represent information and to assist interpretation and comparison of individual school's data with state averages and similar school groups.

School performance data

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 school-based surveys ran under changed circumstances, and NAPLAN was not conducted. Absence and attendance data may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes. Those schools who participated in the Student Attitudes to School survey in 2020 should also refer to the advice provided regarding the consistency of their data.

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

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

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 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

Achievement

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).
Note: NAPLAN tests were not conducted in 2020

Engagement

Student attendance at school

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

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

How to read the Annual Report (continued)

What do 'Similar Schools' refer to?

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

What does 'NDP' or 'NDA' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by 'NDP' where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The Department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

What is the 'Victorian Curriculum'?

The Victorian Curriculum F–10 sets out what every student should learn during his or her first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with a disability or students who may have additional learning needs. These levels are not associated with any set age or year level that links chronological age to cognitive progress (i.e. there is no age expected standard of achievement for 'Levels A to D').

About Our School

School context

RPS Vision -

Richmond Primary School fosters a community of socially responsible, respectful and resilient life-long learners. We develop curious, creative and collaborative students who contribute positively to the community now and in the future as global citizens.

We are committed to providing “every student with every opportunity” by offering a challenging and varied curriculum based on the Victorian Curriculum. Through our multi-age structure and inquiry-based programs across the school, we endeavour to reflect the strength of our community by promoting responsibility and leadership. Initiatives such as Peer Mediation, Student Leadership, Inquiry Learning, Student Representative Council, Buddies and multi-age learning are examples of approaches that connect directly to our values of Respect, Responsibility and Resilience. A great deal of our effort is dedicated to building and strengthening these and similar programs. Our staff team contributes greatly to the quality of learning and the smooth operation of the school. The school delivers a comprehensive curriculum which caters for each student's unique academic, social, emotional and physical requirements. Teachers plan cooperatively at all year levels and in curriculum teams.

Our school curriculum has a major focus on English and Mathematics. Specialist areas include Performing Arts, Visual Arts, LOTE (Mandarin) and Physical Education.

2020 was not what we expected. A new substantive principal commenced, and then COVID; what a rollercoaster. The priority was the mental health and wellbeing of our children, parents and staff.

2020 was the second year of the 2019 - 2022 School Strategic Plan (SSP).

Framework for Improving Student Outcomes (FISO)

In 2020, staff at Richmond Primary did everything in their power to meet the FISO AIP goals. Remote learning made this difficult with students and families coping with the lockdown situation differently. Staff endeavored to ensure they were meeting the needs of each individual student providing differentiated and open ended tasks for both literacy and numeracy lessons. Specialist classes for Performing Arts, Visual Arts, Physical Education and LOTE (Mandarin) occurred weekly for each year level. "Wellbeing Wednesday" was introduced across the school and provided a variety of wellbeing tasks for students to complete, often enabling them to have some fun with their family members. Inquiry projects

Achievement

With the remote learning program implemented by our staff, most students were still able to achieve 12 months learning growth within 12 months. Some students/families thrived during remote learning, while others struggled. We endeavored to cater for as many students/families as possible. Our remote learning was a mixture of "live" teaching via zoom, recorded sessions, daily check-ins from teachers, and daily tasks. Students submitted work via Google classroom and/or seesaw.

On average we had between 10 - 16 students who attended school onsite. They were supported in their learning by teaching and educational support staff.

NAPLAN was not conducted in 2020.

Engagement

As a whole, our student and family engagement during remote/flexible learning was high. Those students and families who were not interacting with remote learning, staff attempted to engage with via personal emails, phone calls and/or zoom meetings. Students who were deemed "at risk" were invited to attend school on site during this time. Some (but

not all) took us up on this offer. At the start of every school day, staff were "live" to greet their students and explain the daily schedule, routine and expectations. Students participated in "live" whole class and small group sessions throughout the week.

As a staff, we sent out regular videos to students sharing our remote learning experience.

Wellbeing

2020 saw the commencement of our partnership with Real Schools. Real Schools will work with us over the next three years to enhance our schools culture and achieve its potential through committed teachers, caring students and connected communities. The official professional learning for staff was able to be held during lockdown on one of the planning days as directed by DET. A parent information session followed that evening via zoom for over 30 families. The focus was how as a community we can not just talk about our three school values of respect, resilience and responsibility...but live them in all aspects of our life; classroom, school grounds, home, community. Real Schools will help us be consistent and benefit the wellbeing of all students.

Financial performance and position

In 2020 funds from the 2017 fundraising and building donations were used to upgrade our students toilets. We also received a grant for minor works which resulted in our basketball court being re-surfaced during remote/flexible learning.

Equity funding was used to again engage with consultant Jeni Wilson to further develop the skills of staff in their delivery of Inquiry. The aim is to become more self-sufficient in 2021 and not rely on Jeni to oversee the planning of inquiry.

For a school of our size, it was surprising that there was not a qualified Business Manager. In August we appointed a new experienced Business Manager to our staffing profile.

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.

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 371 students were enrolled at this school in 2020, 186 female and 185 male.

4 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) which takes into account parents' occupations and education.

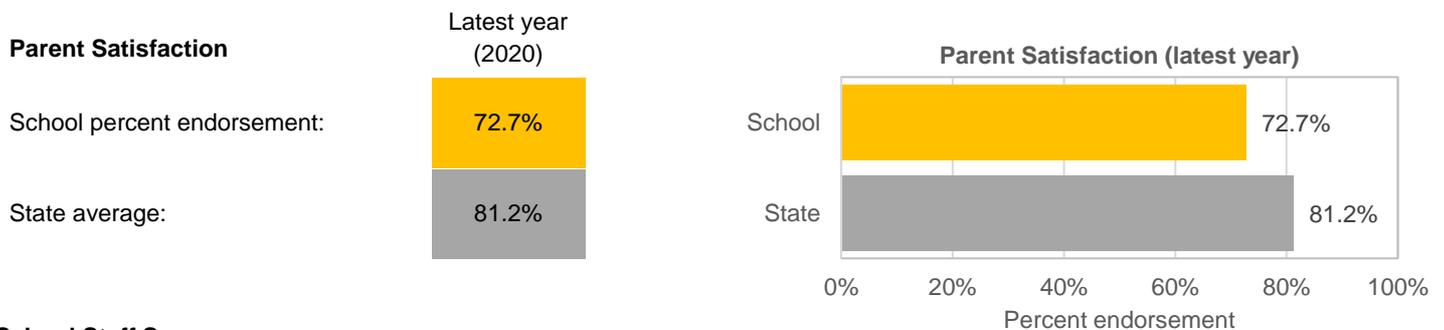
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: Low

Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

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

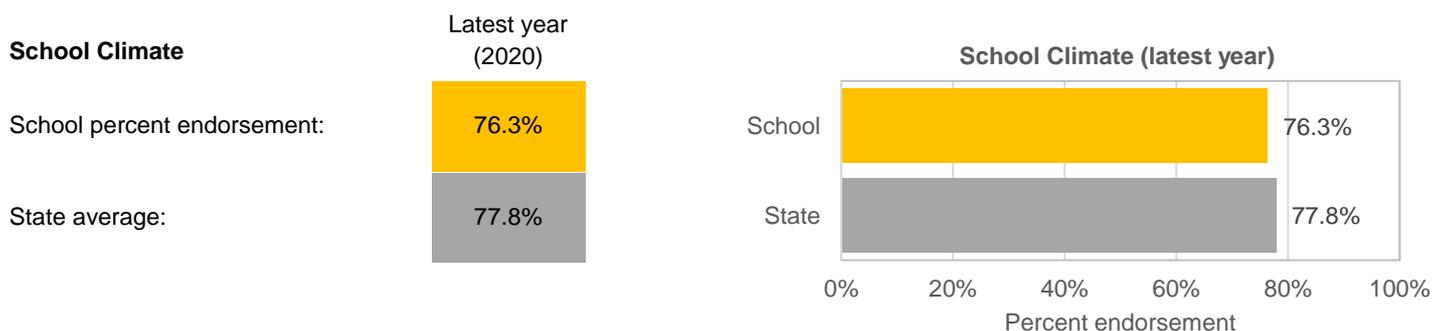


School Staff Survey

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.



ACHIEVEMENT

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

Teacher Judgement of student achievement

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

English Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

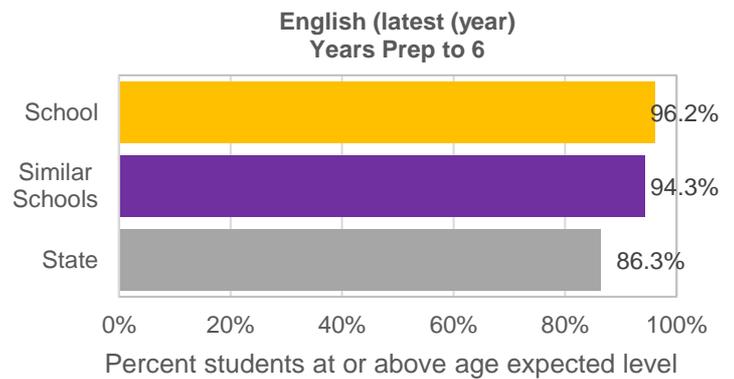
96.2%

Similar Schools average:

94.3%

State average:

86.3%



Mathematics Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

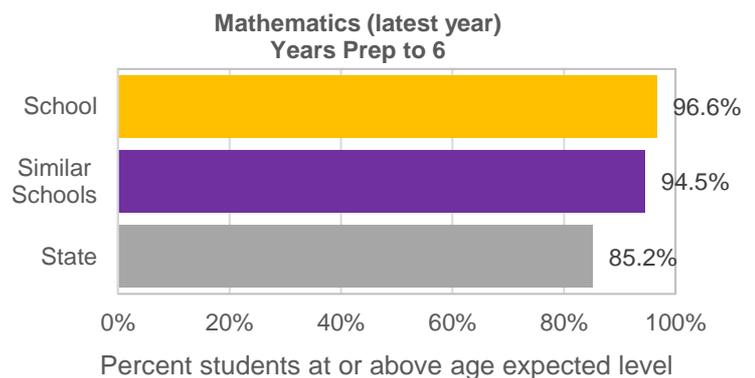
96.6%

Similar Schools average:

94.5%

State average:

85.2%



NAPLAN

NAPLAN tests were not conducted in 2020.

NAPLAN Learning Gain

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).

NAPLAN tests were not conducted in 2020.

ENGAGEMENT

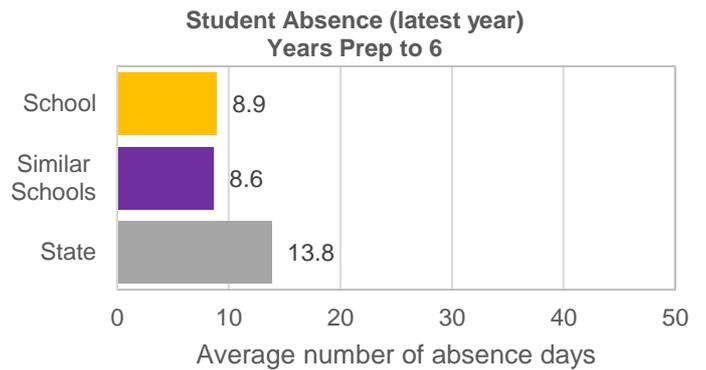
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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. Absence and attendance data in 2020 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Student Absence Years Prep to 6

	Latest year (2020)	4-year average
School average number of absence days:	8.9	12.0
Similar Schools average:	8.6	12.6
State average:	13.8	15.3



Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2020):	95%	96%	95%	96%	95%	96%	95%

WELLBEING

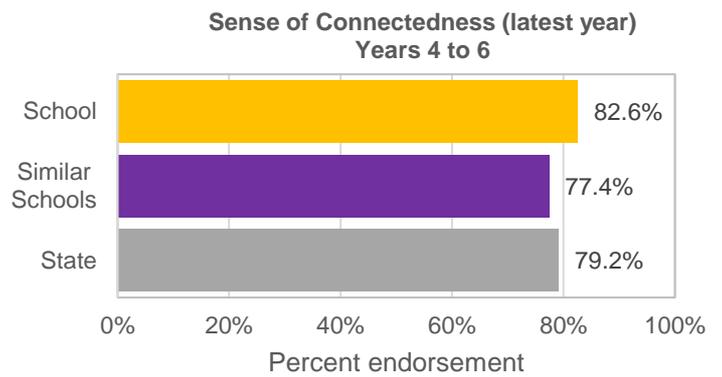
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Student Attitudes to School – Sense of Connectedness

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students, indicates the percent of positive responses (agree or strongly agree).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Sense of Connectedness Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	82.6%	81.0%
Similar Schools average:	77.4%	78.2%
State average:	79.2%	81.0%



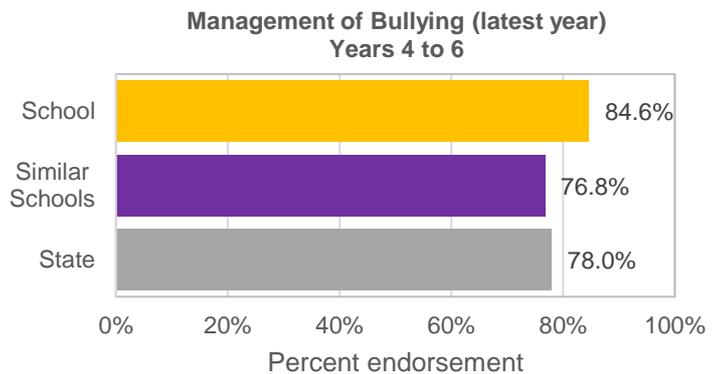
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Student Attitudes to School – Management of Bullying

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students, indicates the percent of positive responses (agree or strongly agree).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Management of Bullying Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	84.6%	81.0%
Similar Schools average:	76.8%	78.1%
State average:	78.0%	80.4%



Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2020

Revenue	Actual
Student Resource Package	\$2,820,655
Government Provided DET Grants	\$321,299
Government Grants Commonwealth	\$2,083
Government Grants State	\$20,000
Revenue Other	\$2,921
Locally Raised Funds	\$266,989
Capital Grants	NDA
Total Operating Revenue	\$3,433,949

Equity ¹	Actual
Equity (Social Disadvantage)	\$6,062
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$6,062

Expenditure	Actual
Student Resource Package ²	\$2,789,324
Adjustments	NDA
Books & Publications	\$3,371
Camps/Excursions/Activities	\$13,008
Communication Costs	\$3,676
Consumables	\$67,558
Miscellaneous Expense ³	\$9,541
Professional Development	\$39,164
Equipment/Maintenance/Hire	\$124,846
Property Services	\$43,027
Salaries & Allowances ⁴	\$65,335
Support Services	\$87,983
Trading & Fundraising	\$15,687
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	\$35,999
Total Operating Expenditure	\$3,298,519
Net Operating Surplus/-Deficit	\$135,429
Asset Acquisitions	\$108,933

- (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 01 Mar 2021 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 2020

Funds available	Actual
High Yield Investment Account	\$197,659
Official Account	\$43,757
Other Accounts	\$70,989
Total Funds Available	\$312,406

Financial Commitments	Actual
Operating Reserve	\$79,682
Other Recurrent Expenditure	\$13,597
Provision Accounts	NDA
Funds Received in Advance	\$29,356
School Based Programs	NDA
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	\$29,597
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	\$36,694
Asset/Equipment Replacement > 12 months	\$43,313
Capital - Buildings/Grounds > 12 months	\$10,000
Maintenance - Buildings/Grounds > 12 months	\$70,000
Total Financial Commitments	\$312,239

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.