2022 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 of the previous calendar year 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 05 May 2023 at 04:27 PM by Megan Dell (Principal)

- This 2022 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 16 May 2023 at 08:10 PM by Eleanor Thomas (School Council President)

How to read the Annual Report

What does the *'About Our School'* commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school and an overview of the school's performance over the previous calendar year.

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

The 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

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

The Performance Summary includes the following:

School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Primary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Primary schools

Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

Engagement

- Student attendance at school

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

As NAPLAN tests were not conducted in 2020:

- the NAPLAN 4-year average displayed is the average of 2019, 2021, and 2022 results
- 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results

Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

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.

'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 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').

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 approach across the school, we strive 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 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 in Professional Learning Communities ensuring they are meeting the students at their individual point of need.
Our school curriculum has a major focus on English and Mathematics. Specialist areas include Performing Arts, Visual Arts, LOTE (Mandarin) and Physical Education.
RPS has a teacher and support staff FTE of 26.2. None of these staff members identify as Aboriginal or Torres Straight Islander.
Everyone benefitted from being back at school, being onsite together.
2022 was the final year of our 2019 - 2022 School Strategic Plan (SSP) and preparation began for the independent school review to occur at the beginning of 2023.

Progress towards strategic goals, student outcomes and student engagement

Learning

Although our School Strategic Plans were not completely met due to the COVID interruptions our academic results saw the beginning of an upward trend in English:
Reading
Year 3 2021 60% of students achieve in the top 2 NAPLAN bands. 2022 82% of our students achieved in the top 2 bands
Year 5 2021 48% of students achieve in the top 2 NAPLAN bands. 2022 59% achieved in the top 2 NAPLAN bands.
We can attribute this to having a full year at school with no COVID interruptions as well as adopting a consistent approach to teaching reading from Foundation - Year 6.
Writing
Year 3 2021 73% of students achieve in the top 2 NAPLAN bands. 2022 76% achieved in the top 2 NAPLAN bands.
Year 5 2021 26% of students achieve in the top 2 NAPLAN bands. 2022 43% achieved in the top 2 NAPLAN bands.
We can attribute this to having a full school year at school with no COVID interruptions as well as adopting a consistent approach to teaching writing from Foundation - Year 6.
Overall NAPLAN 2022 indicated that even though we were still performing above state benchmarks, after a few years of stagnation an/or slow decline in our results across all areas, we were finally seeing the beginning of an upward trend. So much so that we were identified and an "influencing" school in Reading on the 2022 School Performance Report.
As a staff we used formative assessment data and teacher judgement to inform future teaching. We utilised the Learning Tutor Initiative to meet the needs of students in years 3 - 6 who had not made the expected academic growth during COVID and remote learning.
Middle Leaders were trained in the Professional Learning Community (PLC) initiative at the end of 2022, ready for our first inquiry cycle at the beginning of 2023.
We were also part of the "leading Literacy" the the Teaching Institute which helped to embed our pedagogy and develop our consistent instructional model.
Upon returning to a full year of onsite learning, students were still struggling with being back together, have behaviour boundaries and expectation planed upon them, being over stimulated with people, noise and constant activity. We had to re-teach them how to "play" together cooperatively again. Staff focused on the mental health and wellbeing of students utilizing their knowledge of Respectful Relationships, Real Schools trauma-informed practice, and re-educate out whole school community how to play, listen, cooperate, compromise and work together.

Wellbeing

2022 saw the continuation of our partnership with Real Schools. Real Schools facilitated in school professional learning for staff to further develop their knowledge of Restorative Practices. They enable us to enhance our school culture through committed teachers, caring students and connected communities. The professional learning occurred on a whole school curriculum day as well as an in-classroom day where the facilitator worked side-by-side with teachers and students.
A whole year together enabled up to set clear expectations for ourselves and students. We were more consistent in our behaviour expectations across the school. Boundaries for students were established and reinforced in the classroom and the yard. We take a "firm but fair" approach to each situation and no two situations are the same.

Engagement

In 20222, following two years of interrupted learning, the school identified a successful return to school would involve a concerted effort to reengage students via a differentiated learning program that challenged students at their point of need, engaged students ia purposeful delivery of the curriculum, and establishing an empowering learning environment that values the positive contributions of students. We achieved this by:

- prioritising the pre-CCOVID community events, extra-curricular opportunities, extension and support programs students were offered, including (but not limited to):
    - SRC and student leadership opportunities
    - assemblies, camps, excursions and incursions
    - implemented Tutor learning initiative
- ensuring high levels of connectedness to school by fostering an inclusive environment that is conducive to positive behaviours and effective engagement in learning by:
    - focusing on the promotion of the school's values, expected behaviours and positive priming
    - reestablishing clear behaviour management expectations, strategies to support classroom management and implementing processes to address negative behaviours

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Other highlights from the school year

Richmond Primary School is proud of the addition programs events, activities, and partnerships that bring a positive benefit to the school commity. Highlights of 2022 include:

- Welcome BBQ
- Whole school production
- Colour Run fundraiser
- Arts Gala night
- Sporting Gala events
- Student Leadership conference
- Participation in Somers Camp
- Halloween Fest

Financial performance

In 2022 the school enhanced its reputation within the school community of expending or committing funds to prove the optimal learning environment for students and staff. Through dedicated fundraising, we were able to install air-conditioning units throughout the school. Our grounds were maintained by a new groundsman.
Overall our bank balances finished in surplus as we look forward to to the election promise of a complete refurbishment. 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 approval, and the intent/purposes for which funding was provided or raised.

For more detailed information regarding our school please visit our website at https://richmondps.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 354 students were enrolled at this school in 2022, 176 female and 178 male.

5 percent of students had English as an additional language and 0 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE).

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

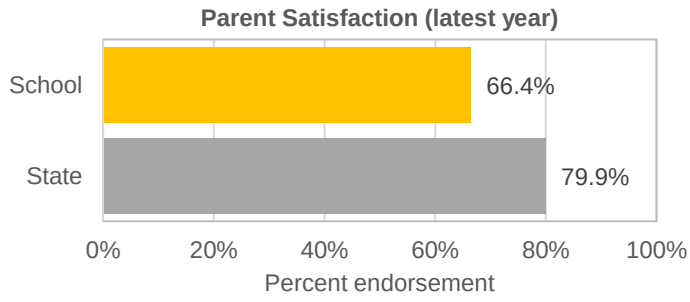
This school's SFOE band value is: Low

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.

Parent Satisfaction	Latest year (2022)
School percent endorsement:	66.4%
State average (primary schools):	79.9%



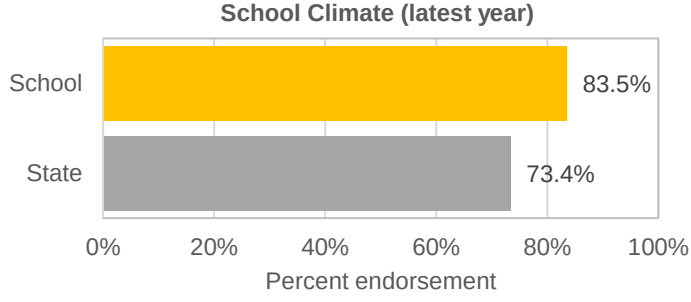
School Staff Survey

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.

School Climate	Latest year (2022)
School percent endorsement:	83.5%
State average (primary schools):	73.4%



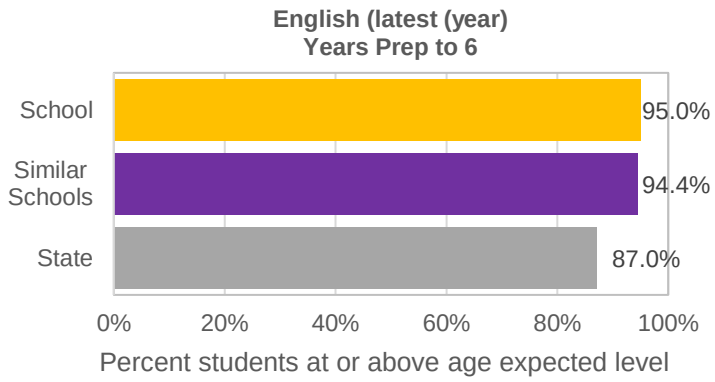
LEARNING

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.***

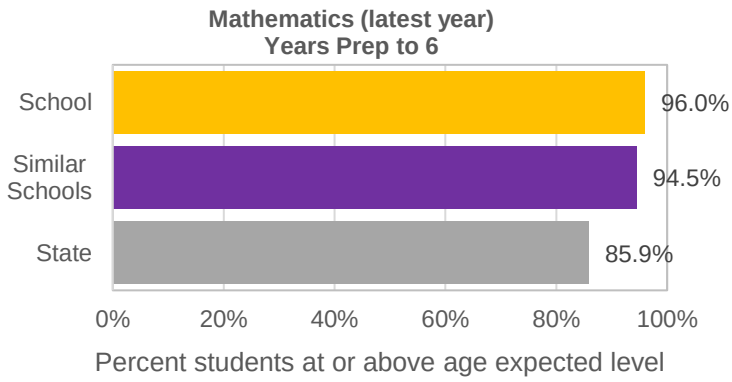
Teacher Judgement of student achievement

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

English **Years Prep to 6**	Latest year (2022)
School percent of students at or above age expected standards:	95.0%
Similar Schools average:	94.4%
State average:	87.0%



Mathematics **Years Prep to 6**	Latest year (2022)
School percent of students at or above age expected standards:	96.0%
Similar Schools average:	94.5%
State average:	85.9%



LEARNING (continued)

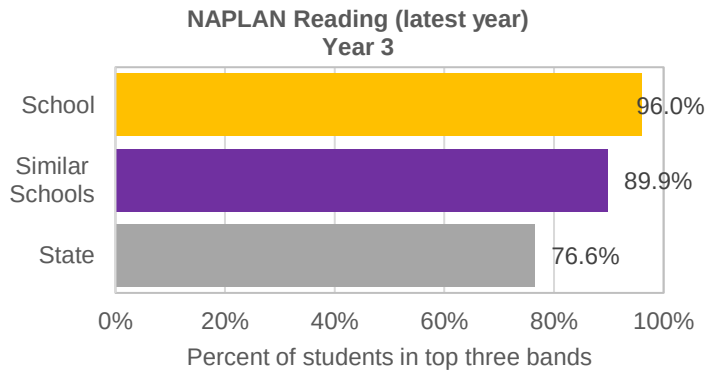
Key: ***'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.***

NAPLAN

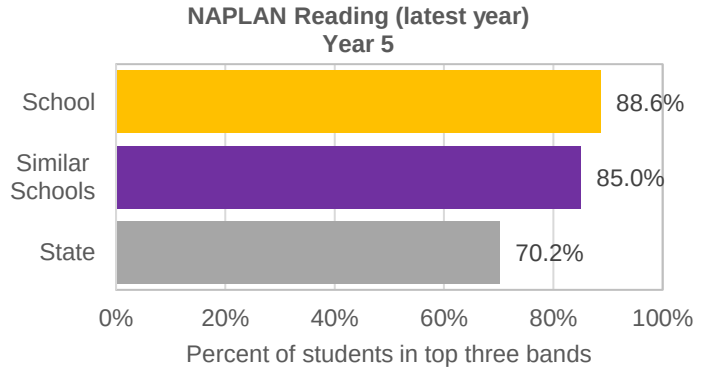
Percentage of students in the top three bands of testing in NAPLAN.

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2019, 2021 and 2022 data.

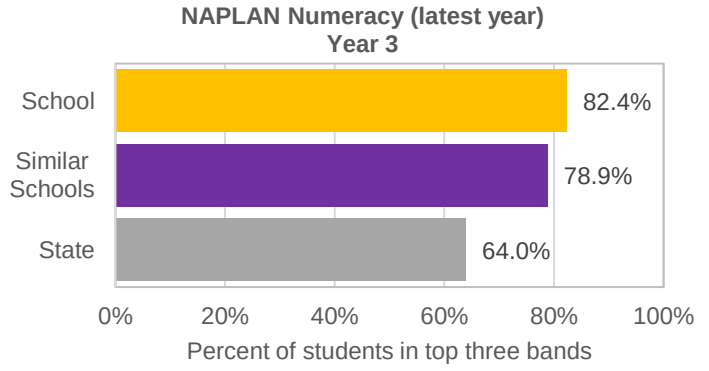
Reading Year 3	Latest year (2022)	4-year average
School percent of students in top three bands:	96.0%	87.0%
Similar Schools average:	89.9%	89.3%
State average:	76.6%	76.6%



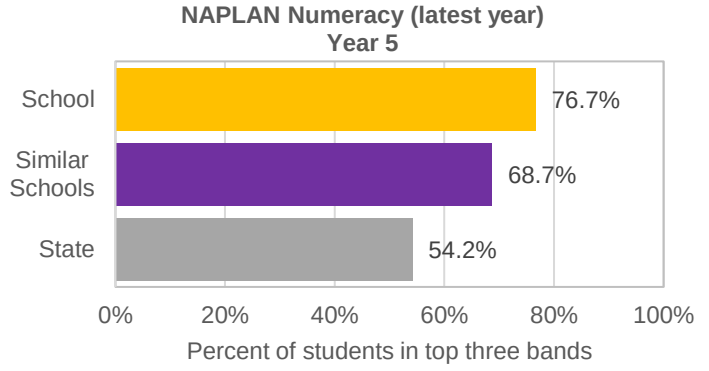
Reading Year 5	Latest year (2022)	4-year average
School percent of students in top three bands:	88.6%	86.5%
Similar Schools average:	85.0%	84.5%
State average:	70.2%	69.5%



Numeracy Year 3	Latest year (2022)	4-year average
School percent of students in top three bands:	82.4%	81.2%
Similar Schools average:	78.9%	82.0%
State average:	64.0%	66.6%



Numeracy Year 5	Latest year (2022)	4-year average
School percent of students in top three bands:	76.7%	81.8%
Similar Schools average:	68.7%	74.6%
State average:	54.2%	58.8%



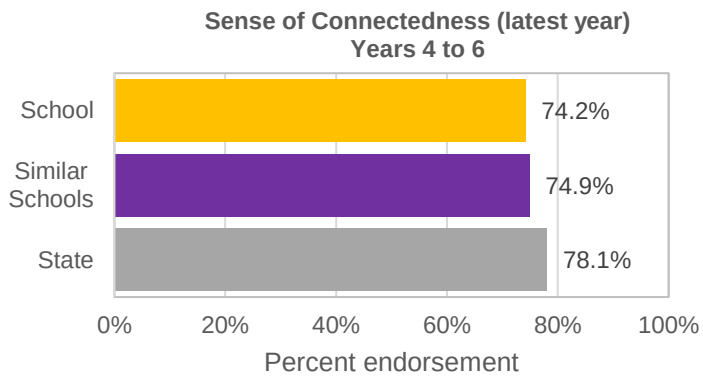
WELLBEING

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).

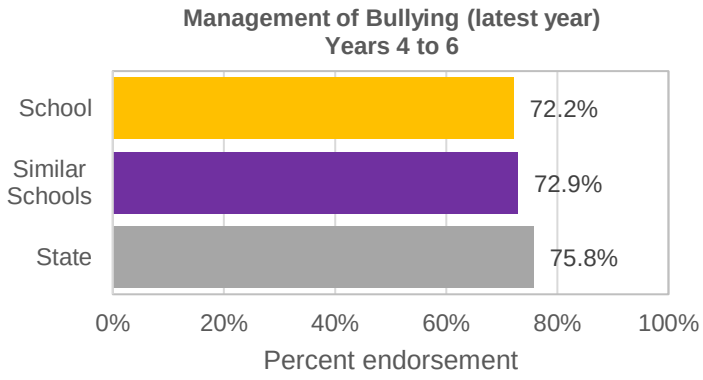
Sense of Connectedness Years 4 to 6	Latest year (2022)	4-year average
School percent endorsement:	74.2%	78.3%
Similar Schools average:	74.9%	76.4%
State average:	78.1%	79.5%



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).

Management of Bullying Years 4 to 6	Latest year (2022)	4-year average
School percent endorsement:	72.2%	76.7%
Similar Schools average:	72.9%	75.6%
State average:	75.8%	78.3%



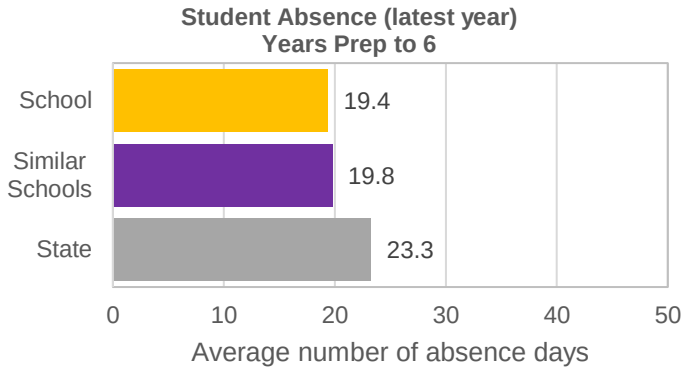
ENGAGEMENT

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.

Student Absence Years Prep to 6	Latest year (2022)	4-year average
School average number of absence days:	19.4	12.5
Similar Schools average:	19.8	13.1
State average:	23.3	17.0



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 (2022):	91%	92%	90%	91%	90%	89%	88%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2022

Revenue	Actual
Student Resource Package	$3,060,829
Government Provided DET Grants	$302,446
Government Grants Commonwealth	$4,523
Government Grants State	$0
Revenue Other	$16,464
Locally Raised Funds	$539,839
Capital Grants	$19,440
Total Operating Revenue	**$3,943,540**

Equity [1]	Actual
Equity (Social Disadvantage)	$7,776
Equity (Catch Up)	$0
Transition Funding	$0
Equity (Social Disadvantage – Extraordinary Growth)	$0
Equity Total	**$7,776**

Expenditure	Actual
Student Resource Package [2]	$2,962,362
Adjustments	$0
Books & Publications	$2,224
Camps/Excursions/Activities	$163,082
Communication Costs	$3,624
Consumables	$51,125
Miscellaneous Expense [3]	$15,411
Professional Development	$36,974
Equipment/Maintenance/Hire	$84,400
Property Services	$124,796
Salaries & Allowances [4]	$49,841
Support Services	$272,763
Trading & Fundraising	$71,809
Motor Vehicle Expenses	$1,548
Travel & Subsistence	$0
Utilities	$27,196
Total Operating Expenditure	**$3,867,155**
Net Operating Surplus/-Deficit	**$56,946**
Asset Acquisitions	**($44,714)**

(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 25 Feb 2023 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 2022

Funds available	Actual
High Yield Investment Account	$358,630
Official Account	$38,860
Other Accounts	$70,989
Total Funds Available	**$468,480**

Financial Commitments	Actual
Operating Reserve	$132,444
Other Recurrent Expenditure	$30,793
Provision Accounts	$0
Funds Received in Advance	$34,504
School Based Programs	$53,008
Beneficiary/Memorial Accounts	$0
Cooperative Bank Account	$0
Funds for Committees/Shared Arrangements	$0
Repayable to the Department	$0
Asset/Equipment Replacement < 12 months	$35,000
Capital - Buildings/Grounds < 12 months	$0
Maintenance - Buildings/Grounds < 12 months	$18,373
Asset/Equipment Replacement > 12 months	$0
Capital - Buildings/Grounds > 12 months	$164,358
Maintenance - Buildings/Grounds > 12 months	$0
Total Financial Commitments	**$468,480**

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.