

2023 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 \(VIT\)](#)
- 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 29 April 2024 at 12:44 PM by Megan Dell (Principal)

- This 2023 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 14 May 2024 at 01:36 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).

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 2023 Annual Report

Reporting on the following measures has been updated in the 2023 Annual Report to align with changes to departmental and public reporting products.

NAPLAN

In 2023 NAPLAN was updated to report against proficiency standards. For further information on the changes to NAPLAN reporting in 2023, please refer to the National Assessment Program ['Results and Reports'](#) page.

In line with these changes, the NAPLAN section of the Performance Summary includes data on both 2022 and 2023 NAPLAN results. Please note that results from 2022 and 2023 are not comparable.

The 2023 NAPLAN section reports on the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section reports on the percentage of students in the top three bands.

The previously reported NAPLAN 4-year average will not be available until 2026, when there will be 4 years' worth of NAPLAN data available under the new methodology. Similarly, 2023 NAPLAN Learning Gain data will not be available until 2024 as the measure requires a comparable two-year prior result as a point of comparison.

Parent/Caregiver/Guardian Opinion Survey, School Staff Survey and the Attitudes to School Survey

The calculation of the percentage endorsement for all survey measures has been revised to no longer include skipped responses. This applies to all survey measures reported in the Performance Summary. The change to the calculation reduces the negative impact of skipped responses on school results, particularly where there were a small number of respondents to the survey.

Additionally, the Parent Satisfaction measure has been revised to use the percentage endorsement of the 'General School Satisfaction' factor of the Parent/Caregiver/Guardian Opinion Survey only. Previously, this measure reflected an average of multiple factors in the survey. The change to reporting a single factor is consistent with how Parent Satisfaction is reported to schools and in other public reports.

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 27.3. Two staff members identify as Aboriginal or Torres Straight Islander. At the beginning of 2023 we had our independent school review and developed our 2023-2026 School Strategic Plan.

Progress towards strategic goals, student outcomes and student engagement

Learning

Our overall result of our 2023 School Performance Report was to Stretch indicating that our performance is continuing to improve. Our reading results indicate that we are an Influencing school, meaning that our high level of performance has been maintained consistently over three years and is on a positive improvement trajectory with the school acting as an influencer and system leader. This is something we have worked very hard to achieve and hope to maintain. In 2023, Students were assessed in NAPLAN by proficiency levels.

Reading

Year 3

2022 82% of students achieve in the top 2 NAPLAN bands.

2023 85% of our students achieved Exceeding or strong in the proficiency levels

Year 5

2022 59% of students achieve in the top 2 NAPLAN bands.

2023 89% achieved Exceeding or strong in the proficiency levels.

We can attribute this to adopting a consistent approach to teaching reading from Foundation - Year 6, and instilling a passion of reading.

Writing

Year 3

2022 76% of students achieve in the top 2 NAPLAN bands.

2023 91% achieved Exceeding or strong in the proficiency levels.

Year 5

2022 43% of students achieve in the top 2 NAPLAN bands.

2023 78% achieved Exceeding or strong in the proficiency levels.

We can attribute this to adopting a consistent approach to teaching writing from Foundation - Year 6.

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 Numeracy" the the Teaching Institute which helped us develop a consistent instructional model for mathematics. 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

2023 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. Together we were able to set clear expectations for ourselves and students. We were more consistent in our behaviour expectations across the school. Boundaries and routines 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. This consistent approach was evident with improved results across all areas of our Attitudes to School Survey.

Engagement

Our attendance data improved with 95% of our student being absent from school for less than 10 days.

Once again, we held a highly successful school production with performances over two nights.

Students were engaged via a differentiated learning program that challenged them at their point of need. The delivery of curriculum was purposeful and empowered students to make positive contributions to not only what they were learning, but also how that was being presented to them. We achieved this by:

- Prioritising 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 incursion
 - implementing TLI and intervention programs
- 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
 - embedding clear behaviour management expectations, strategies to support classroom management and implementing processes to address negative behaviours

Other highlights from the school year

Richmond Primary School is proud of the additional programs, events, activities, and partnerships that bring a positive benefit to the school community. Highlight of 2023 include:

- Welcome BBQ
- Whole School Production
- Colour Run fundraiser
- Sporting Gala events
- Student Leadership Conference
- Introduction of our Reading Dogs
- Independent School Review
- Fathers and Friends BBQ breakfast
- Announcement of funding (\$15.4 million) to demolish and rebuild part of the school

Financial performance

Overall our bank balances finished in surplus as we look forward to the rebuild commencing late 2024. 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.

Fundraising money was used to resource STEM (Science, technology, engineering and mathematics) equipment throughout the school to give our students access to high quality learning. We were also able to purchase a school defibrillator which is now located in the sickbay.

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 363 students were enrolled at this school in 2023, 180 female and 183 male.

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

Overall Socio-Economic Profile

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

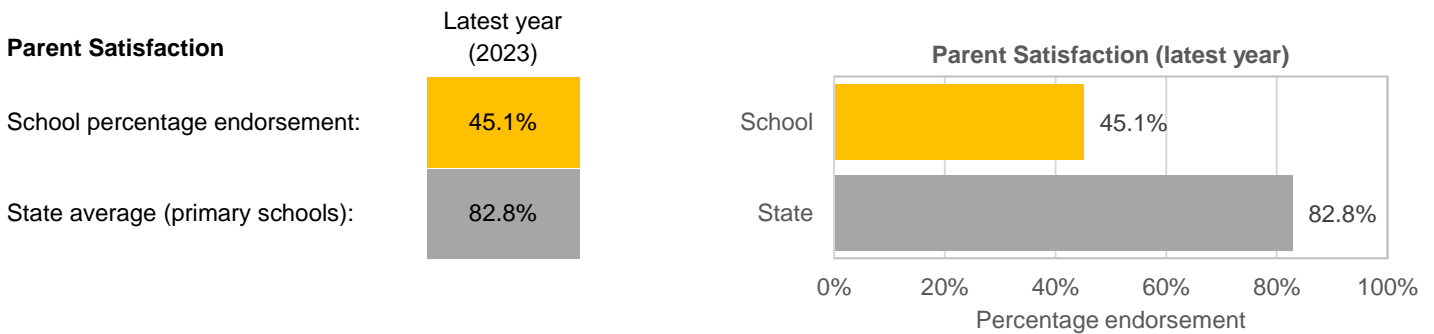
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low

Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey.

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

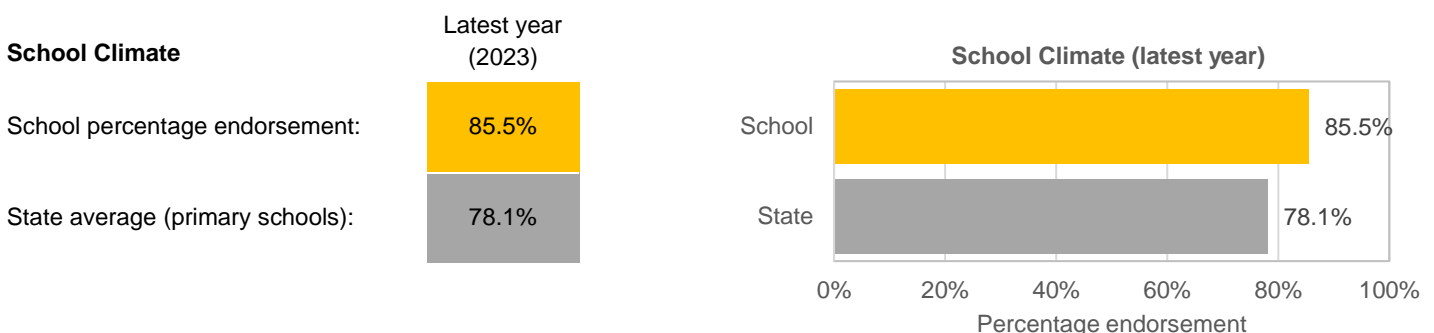


School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

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

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



LEARNING

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

Teacher Judgement of student achievement against the Victorian Curriculum

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

English Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

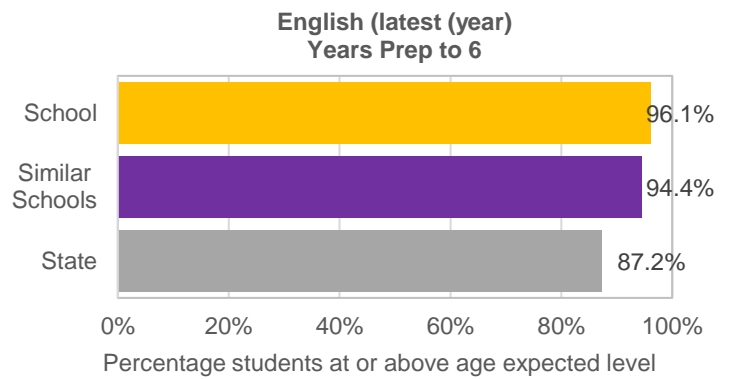
96.1%

Similar Schools average:

94.4%

State average:

87.2%



Mathematics Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

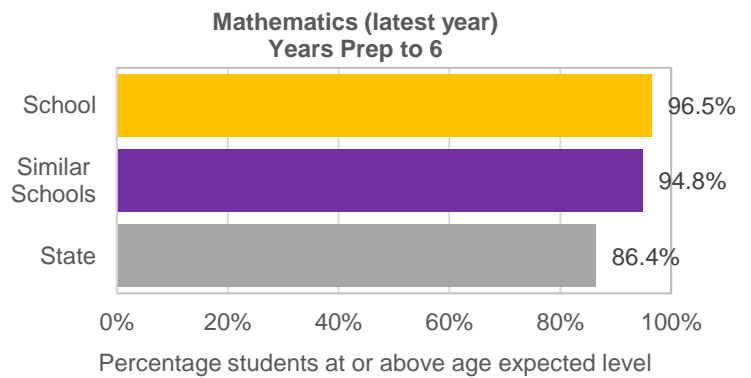
96.5%

Similar Schools average:

94.8%

State average:

86.4%



LEARNING (continued)

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

NAPLAN

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

Note: The NAPLAN test was revised in 2023 and the results are no longer comparable to previous years. Hence, the 4-year average has been removed until 4-years of data is available.

Reading Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

85.5%

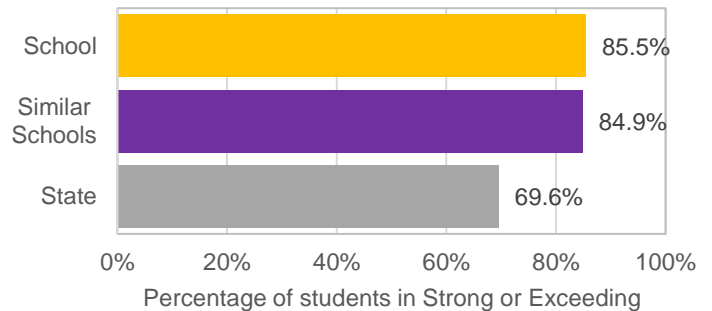
Similar Schools average:

84.9%

State average:

69.6%

NAPLAN Reading (latest year) Year 3



Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

88.9%

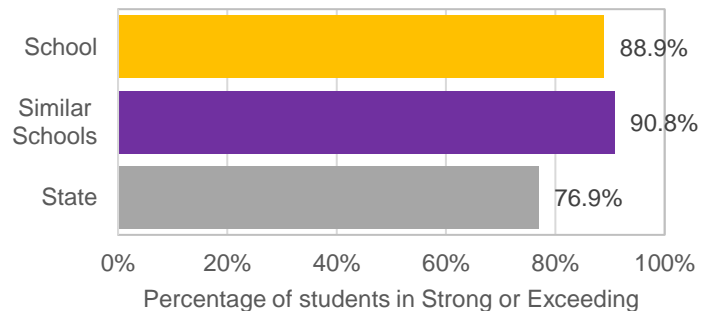
Similar Schools average:

90.8%

State average:

76.9%

NAPLAN Reading (latest year) Year 5



Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

80.0%

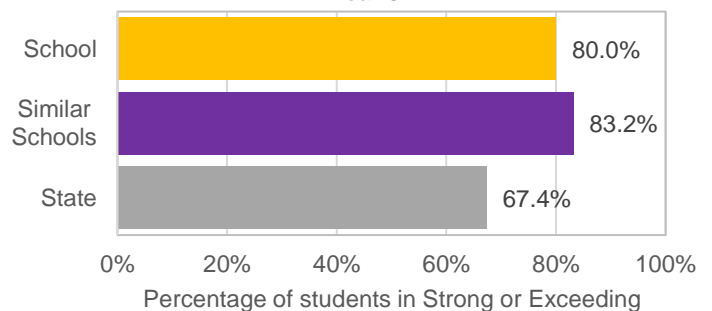
Similar Schools average:

83.2%

State average:

67.4%

NAPLAN Numeracy (latest year) Year 3



Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

77.8%

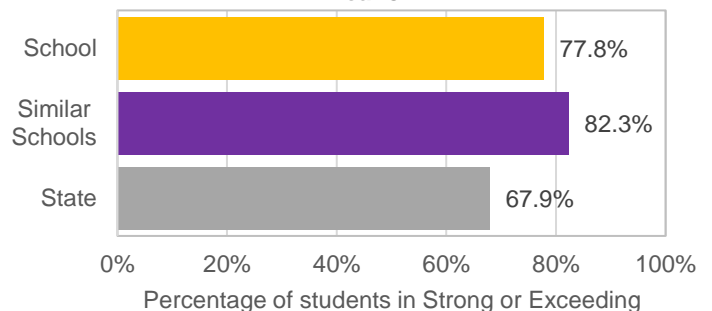
Similar Schools average:

82.3%

State average:

67.9%

NAPLAN Numeracy (latest year) Year 5



LEARNING (continued)

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

NAPLAN 2022

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

Note: The NAPLAN test was revised in 2023 and the 2022 results are not comparable to the new methodology.

Reading Year 3

Latest year (2022)

School percentage of students in the top three bands:

96.0%

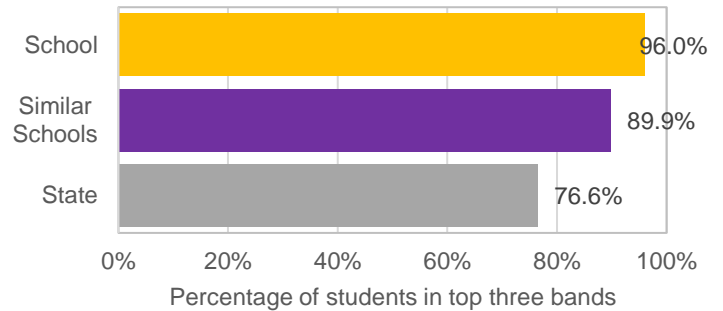
Similar Schools average:

89.9%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

Latest year (2022)

School percentage of students in the top three bands:

88.6%

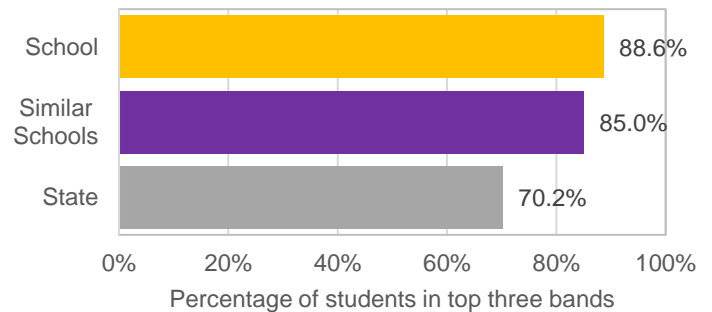
Similar Schools average:

85.0%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

Latest year (2022)

School percentage of students in the top three bands:

82.4%

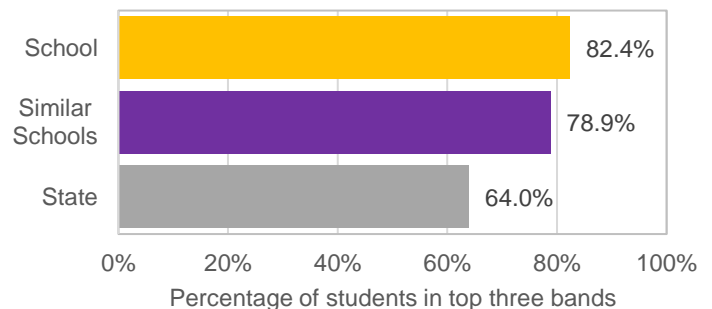
Similar Schools average:

78.9%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

Latest year (2022)

School percentage of students in the top three bands:

76.7%

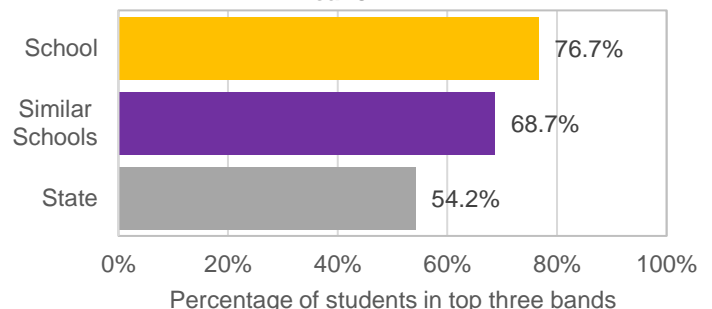
Similar Schools average:

68.7%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5



WELLBEING

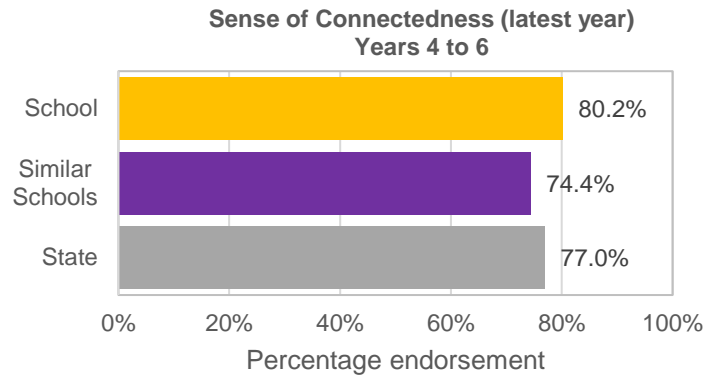
Key: *‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

Student Attitudes to School – Sense of Connectedness

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

Sense of Connectedness Years 4 to 6

	Latest year (2023)	4-year average
School percentage endorsement:	80.2%	78.8%
Similar Schools average:	74.4%	75.5%
State average:	77.0%	78.5%

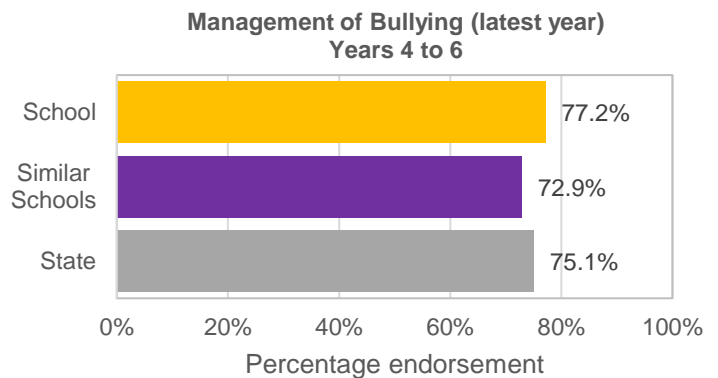


Student Attitudes to School – Management of Bullying

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

Management of Bullying Years 4 to 6

	Latest year (2023)	4-year average
School percentage endorsement:	77.2%	77.0%
Similar Schools average:	72.9%	74.4%
State average:	75.1%	76.9%



ENGAGEMENT

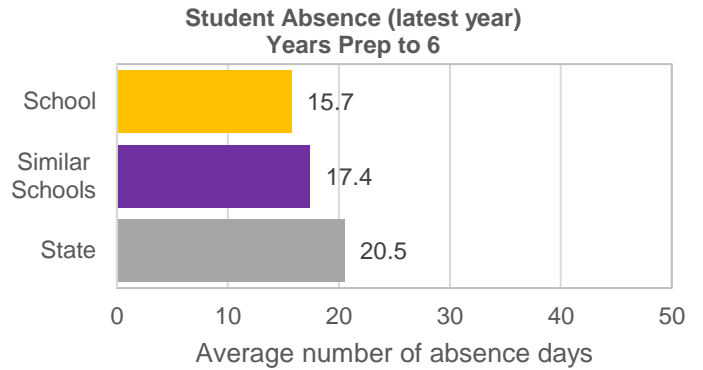
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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 (2023)	4-year average
School average number of absence days:	15.7	13.1
Similar Schools average:	17.4	13.8
State average:	20.5	18.1



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 (2023):	93%	93%	92%	91%	92%	91%	93%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2023

Revenue	Actual
Student Resource Package	\$3,199,366
Government Provided DET Grants	\$566,116
Government Grants Commonwealth	\$5,436
Government Grants State	\$0
Revenue Other	\$36,553
Locally Raised Funds	\$516,635
Capital Grants	\$1,244
Total Operating Revenue	\$4,325,350

Equity ¹	Actual
Equity (Social Disadvantage)	\$8,968
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$8,968

Expenditure	Actual
Student Resource Package ²	\$3,000,260
Adjustments	\$0
Books & Publications	\$4,431
Camps/Excursions/Activities	\$171,782
Communication Costs	\$3,374
Consumables	\$63,858
Miscellaneous Expense ³	\$33,409
Professional Development	\$16,413
Equipment/Maintenance/Hire	\$74,243
Property Services	\$110,825
Salaries & Allowances ⁴	\$46,956
Support Services	\$337,648
Trading & Fundraising	\$40,170
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$24,230
Total Operating Expenditure	\$3,927,598
Net Operating Surplus/-Deficit	\$396,508
Asset Acquisitions	\$0

- (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 17 Feb 2024 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 2023

Funds available	Actual
High Yield Investment Account	\$548,535
Official Account	\$43,068
Other Accounts	\$70,989
Total Funds Available	\$662,593

Financial Commitments	Actual
Operating Reserve	\$139,156
Other Recurrent Expenditure	\$8,320
Provision Accounts	\$0
Funds Received in Advance	\$58,334
School Based Programs	\$40,179
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$20,000
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$20,000
Capital - Buildings/Grounds < 12 months	\$364,600
Maintenance - Buildings/Grounds < 12 months	\$12,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$662,589

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.