

2024 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 2025 at 08:44 AM by Megan Dell (Principal)

- As executive officer of the school council, I attest that this 2024 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 29 April 2025 at 08:45 AM by Megan Dell (Principal)

HOW TO READ THE ANNUAL REPORT

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

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

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

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

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

The Performance Summary includes the following:

School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- 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 2024 Annual Report

Reporting on the following measures has been updated in the 2024 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 NAPLAN data from 2022 to 2024. 2022 NAPLAN data is presented separately as this is not comparable with 2023 and 2024.

The NAPLAN section has been updated to include a 2-year average (2023 and 2024) for the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section continues to report on the percentage of students in the top three bands.

Please note 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, NAPLAN Learning Gain data will not be reported until 2025 as the measure requires at least 3 full years of data for the comparison.

About Our School

School context

Richmond Primary School is a school with over 320 students in the inner suburb of Melbourne, with flexible learning spaces and is well-equipped with technologies to engage and excite students. Our commitment is to provide "every student with every opportunity" by offering a challenging and diverse curriculum grounded in the Victorian Curriculum.

RPS Vision: Richmond Primary School nurtures a community of socially responsible, respectful, and resilient lifelong learners. Our values of Respect, Resilience and Responsibility underpin our approach to student learning and wellbeing. We cultivate curious, creative, and collaborative students who positively contribute to their communities, both now and in the future, as global citizens.

Through our multi-age structure and inquiry-based approach, we aim to reflect the strength of our community by fostering responsibility and leadership. Initiatives like Peer Mediation, Student Leadership, Inquiry Learning, the Student Representative Council, Buddies, and multi-age learning are key examples of how we live our core values of Respect, Responsibility, and Resilience. Much of our efforts are dedicated to building and strengthening these programs.

Our dedicated staff team plays a pivotal role in enhancing the quality of learning and ensuring the smooth operation of the school. We offer a comprehensive curriculum that addresses each student's academic, social, emotional, and physical needs. Teachers collaborate in Professional Learning Communities to tailor instruction to meet individual student needs. Our curriculum strongly emphasises English and Mathematics, with specialist areas including Performing Arts, Visual Arts, LOTE (Mandarin), and Physical Education. RPS has a total teacher and support staff FTE of 29.1. At the start of 2024, we partnered with *The Resilience Project* to build on our positive, consistent wellbeing strategies.

Progress towards strategic goals, student outcomes and student engagement

Learning

Our 2024 School Performance Report overall result was HIGH. This is a combination of our learning and wellbeing domains. The Learning result was High, which is an improvement from previous years. We have worked incredibly hard to achieve and hope to maintain.

Staff have worked together to develop an instructional model that is consistent from Foundation to Year 6. These models ensure that explicit teaching occurs in each subject along with adequate time for students to practice the new skill being taught. This instructional model is continually evolving to ensure we are using the latest research to cater for the needs of all students, and giving them every opportunity to achieve their best. We foster and encourage a passion for reading in our students and dedicate time for them to read for different purposes.

Our 2024 NAPLAN Proficiency Levels were:

Reading

Year 3 (percentage of students achieving exceeding or strong results): 86%

Year 3 (top 2 bands): 82%

Year 5 (percentage of students achieving exceeding or strong results): 96%

Year 5 (top 2 bands): 59%

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 (percentage of students achieving exceeding or strong results): 86%

Year 3 (top 2 bands): 76%

Year 5 (percentage of students achieving exceeding or strong results): 89%

Year 5 (top 2 bands): 43%

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

Spelling

Year 3 (percentage of students achieving exceeding or strong results): 73%

Year 3 (top 2 bands): 62%

Year 5 (percentage of students achieving exceeding or strong results): 81%

Year 5 (top 2 bands): 41%

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

Grammar & Punctuation

Year 3 (percentage of students achieving exceeding or strong results): 73%

Year 3 (top 2 bands): 76%

Year 5 (percentage of students achieving exceeding or strong results): 84%

Year 5 (top 2 bands): 52%

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

Numeracy

Year 3 (percentage of students achieving exceeding or strong results): 78%

Year 3 (top 2 bands): 55%

Year 5 (percentage of students achieving exceeding or strong results): 87%

Year 5 (Top 2 bands): 35%

We can attribute this to adopting a consistent approach to teaching mathematics 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. We commenced PLC inquiry cycles throughout the year.

Wellbeing

On the 2024 School Performance Report for Wellbeing was Medium. This result is similar to previous years, with improvements in the areas of:

% of positive endorsement in Emotional awareness and regulation

% of positive endorsement in Managing bullying

% of positive endorsement in school connectedness

Staff focused on the mental health and wellbeing of students, utilising their knowledge of Respectful Relationships, Real Schools trauma-informed practice, and re-educate our whole school community on how to play, listen, cooperate, compromise and work together. We also commenced a partnership with The Resilience Project who conducted professional learning for staff, and parent seminars.

We maintained greater consistency in our behavioural expectations throughout the school. Clear boundaries and routines were established and reinforced both in classrooms and in the yard. Our approach remains "firm but fair," recognising that each situation is unique. This consistent strategy contributed to improved outcomes across all areas of the Attitudes to School Survey.

Engagement

Our attendance data indicates that our students attend school 92% of the time. 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. Highlights of 2024 include (but are not limited to):

- Welcome BBQ
- Whole School Production
- HalloweenFest
- Sporting Gala events
- Student Leadership conference
- Reading Dogs
- 150th Birthday Celebration
- Design of new "block B" building confirmed
- Demolition of old block B commenced

Financial performance

Overall, our bank balances finished in surplus as we look forward to the capital building works commencing at the end of 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 purpose for which funding was provided or raised.

Fundraising money was used to assist in upgrading some of our technology equipment and purchasing a range of tactile materials to enable neuro-diverse students to experience success at school.

**For more detailed information regarding our school please visit our website at
<https://www.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

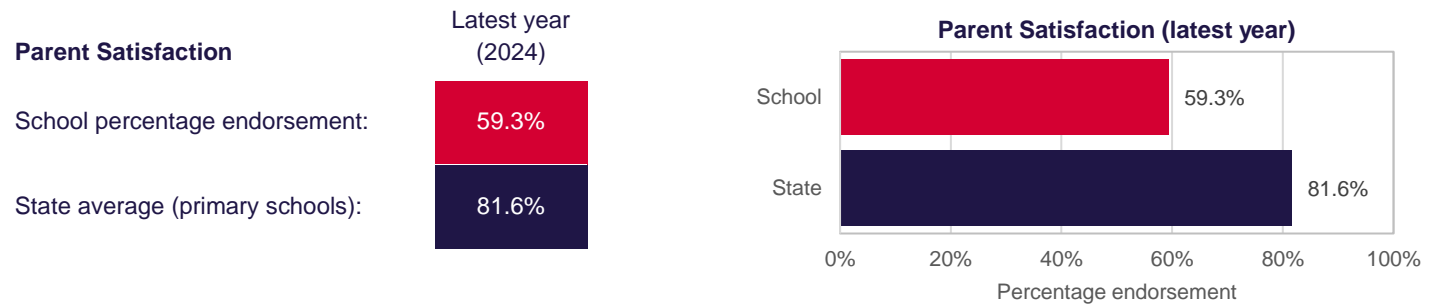
A total of 355 students were enrolled at this school in 2024, 185 female and 170 male.
5 percent of students had English as an additional language and NDP percent were Aboriginal or Torres Strait Islander.

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**

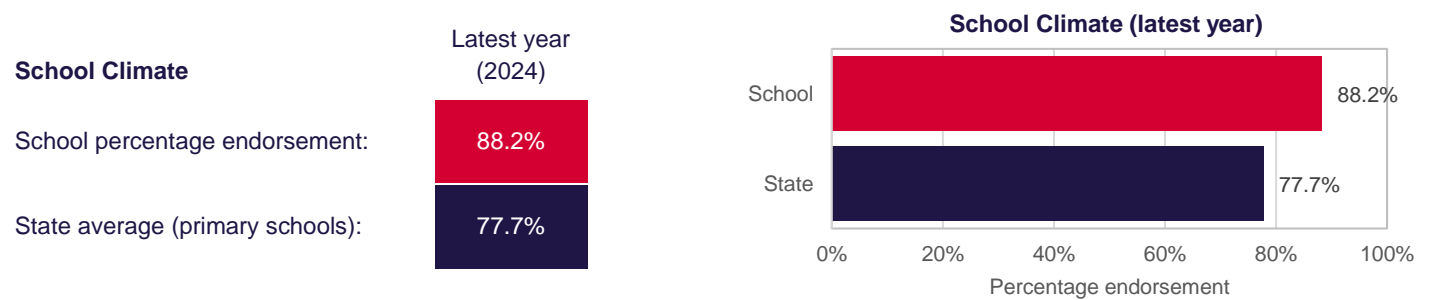
Parent Satisfaction Summary

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.



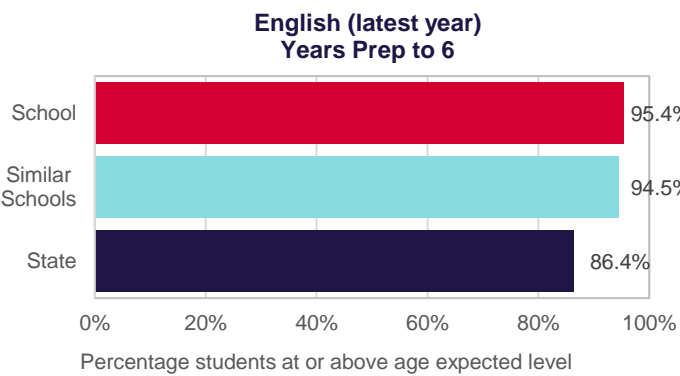
LEARNING

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.

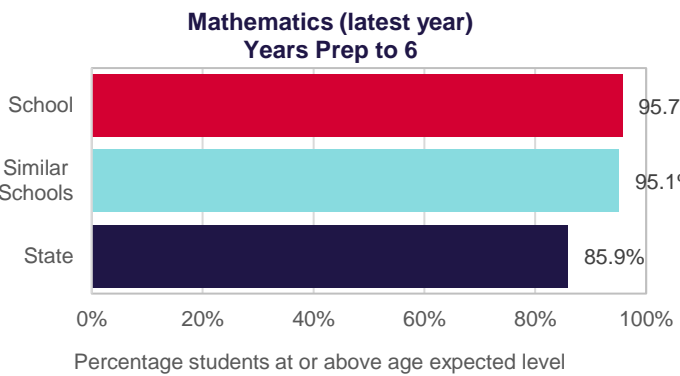
Teacher Judgement of student achievement against the Victorian Curriculum

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

English Years Prep to 6	Latest year (2024)
School percentage of students at or above age expected standards:	95.4%
Similar Schools average:	94.5%
State average:	86.4%



Mathematics Years Prep to 6	Latest year (2024)
School percentage of students at or above age expected standards:	95.7%
Similar Schools average:	95.1%
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.

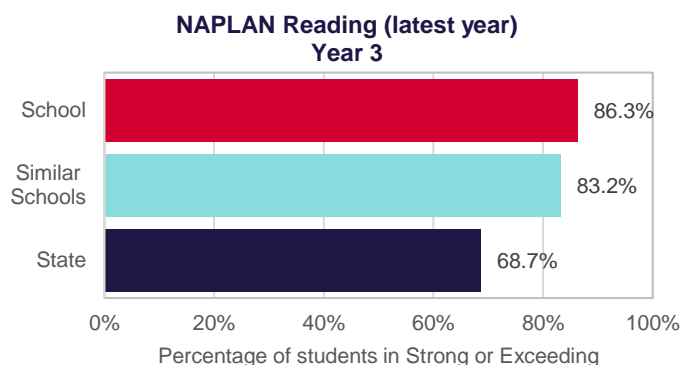
NAPLAN

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

Note: The NAPLAN test was revised in 2023. As a result, a 2-year average has been provided for 2024.

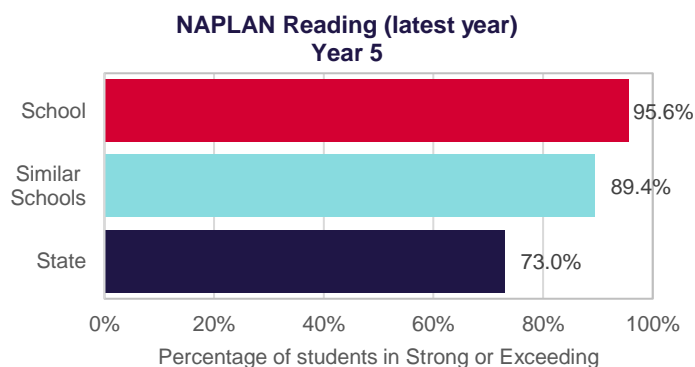
Reading Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	86.3%	85.8%
Similar Schools average:	83.2%	84.3%
State average:	68.7%	69.2%



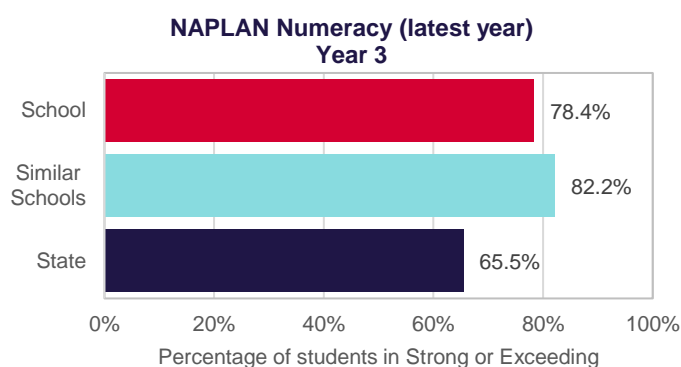
Reading Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	95.6%	92.2%
Similar Schools average:	89.4%	90.1%
State average:	73.0%	75.0%



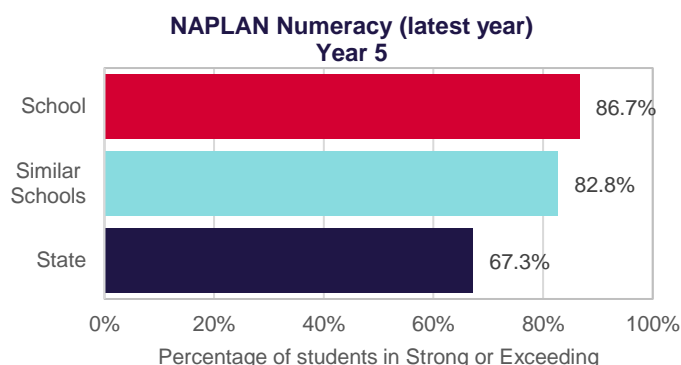
Numeracy Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	78.4%	79.2%
Similar Schools average:	82.2%	83.0%
State average:	65.5%	66.4%



Numeracy Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	86.7%	82.2%
Similar Schools average:	82.8%	83.1%
State average:	67.3%	67.6%



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.

Reading Year 3

(2022)

School percentage of students in the top three bands:

96.0%

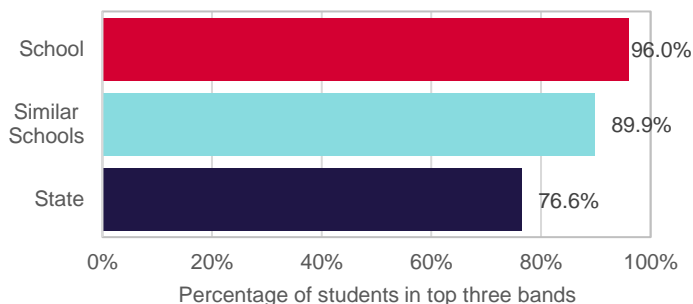
Similar Schools average:

89.9%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

(2022)

School percentage of students in the top three bands:

88.6%

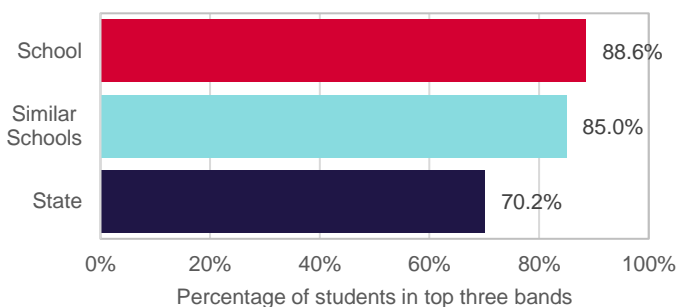
Similar Schools average:

85.0%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

(2022)

School percentage of students in the top three bands:

82.4%

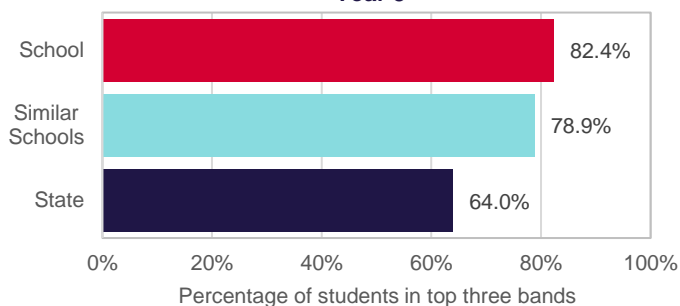
Similar Schools average:

78.9%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

(2022)

School percentage of students in the top three bands:

76.7%

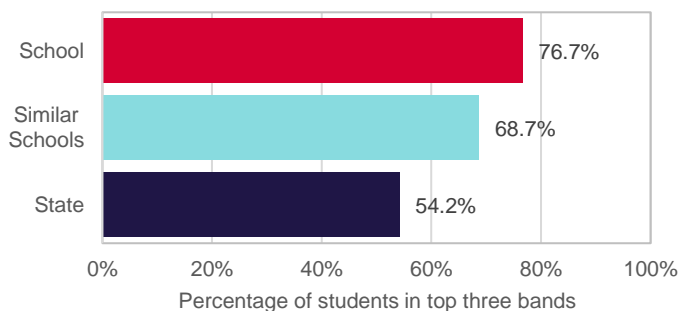
Similar Schools average:

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.

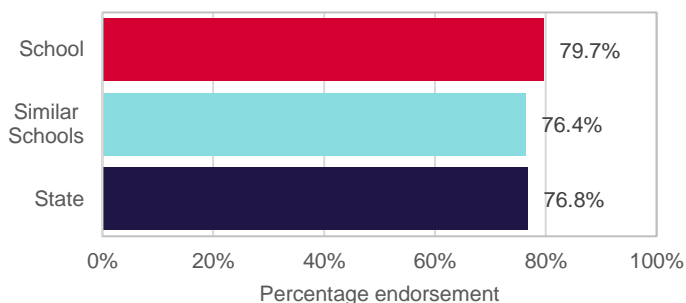
Student Attitudes to School – Sense of Connectedness

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 (2024)	4-year average
School percentage endorsement:	79.7%	78.0%
Similar Schools average:	76.4%	76.2%
State average:	76.8%	77.9%

Sense of Connectedness (latest year) Years 4 to 6



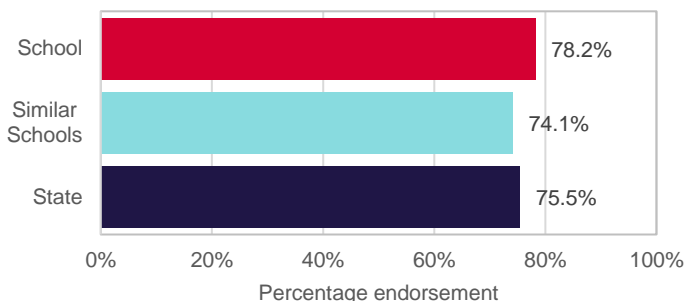
Student Attitudes to School – Management of Bullying

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 (2024)	4-year average
School percentage endorsement:	78.2%	75.1%
Similar Schools average:	74.1%	74.5%
State average:	75.5%	76.3%

Management of Bullying (latest year) Years 4 to 6

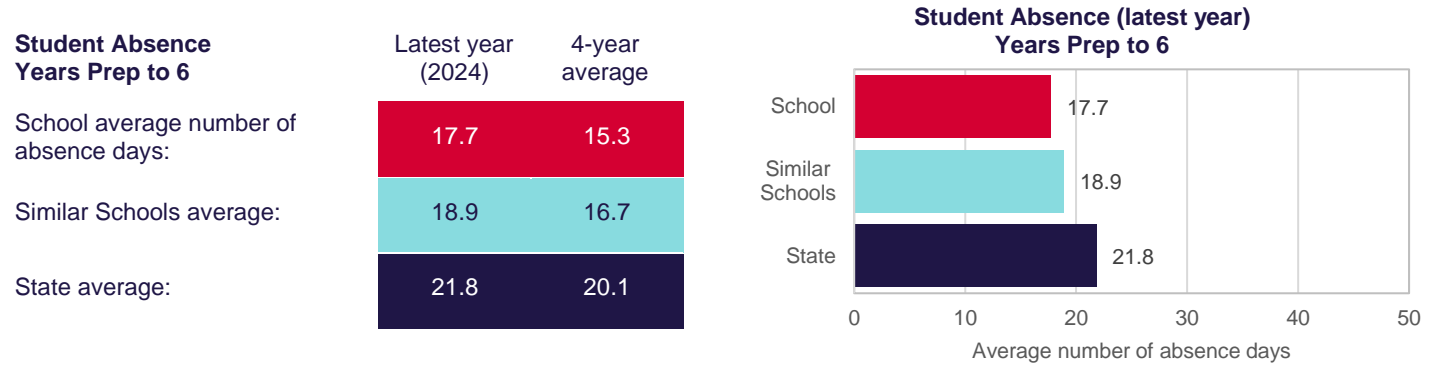


ENGAGEMENT

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.



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 (2024):	92%	93%	92%	91%	91%	90%	88%



Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2024

Revenue	Actual
Student Resource Package	\$3,350,087
Government Provided DET Grants	\$455,853
Government Grants Commonwealth	\$1,028
Government Grants State	\$0
Revenue Other	\$32,626
Locally Raised Funds	\$476,333
Capital Grants	\$0
Total Operating Revenue	\$4,315,927

Equity ¹	Actual
Equity (Social Disadvantage)	\$7,668
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$7,668

Expenditure	Actual
Student Resource Package ²	\$3,224,395
Adjustments	\$2,634
Books & Publications	\$6,289
Camps/Excursions/Activities	\$161,010
Communication Costs	\$3,194
Consumables	\$51,341
Miscellaneous Expense ³	\$44,776
Professional Development	\$40,417
Equipment/Maintenance/Hire	\$52,850
Property Services	\$56,689
Salaries & Allowances ⁴	\$173,882
Support Services	\$234,089
Trading & Fundraising	\$51,866
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$35,989
Total Operating Expenditure	\$4,139,422
Net Operating Surplus/-Deficit	\$176,505
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 2025 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 2024

Funds available	Actual
High Yield Investment Account	\$668,410
Official Account	\$82,677
Other Accounts	\$70,989
Total Funds Available	\$822,077

Financial Commitments	Actual
Operating Reserve	\$152,612
Other Recurrent Expenditure	\$1,871
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$101,411
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$45,514
Funds for Committees/Shared Arrangements	\$39,943
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$38,266
Maintenance - Buildings/Grounds < 12 months	\$56,368
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$435,985

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.