



Richmond Primary School

No: 5269

2007 Annual Report to the School Community



Address:	Brighton St RICHMOND Vic 3121
Principal:	Ms Megan Smith
School Council President:	Mr Tom Pagonis
Telephone:	9428 1909
Email:	richmond.ps@edumail.vic.gov.au
Web site:	www.richmondps.vic.edu.au

This report contains summary data extracted from the School Level Report. If you would like to access the School Level Report, please contact the school



School Overview

Richmond Primary School is located in the block bordered by Barkly, Burgess, Mary and Brighton Streets in Richmond, an inner suburb of Melbourne. The school was opened in 1874. In the late 1980's Brighton Street, Burnley Primary School and Cremorne Street Primary were amalgamated and the new Richmond Primary School was formed.

Our enrolment of 180 has increased over the past year. The majority of the students are from the immediate locality, but an increasingly significant proportion of the enrolment comes from outside this area. The demographics of the school are changing with many two professional working parent families replacing a highly multi-cultural community. Whilst the school still has a multi-cultural presence, many of the children come from second and third generation migrant families with only 9% of students coming from families where at least one parent speaks a language other than English at home. The school provides excellent programs in all areas of the curriculum, but is very highly regarded in the area of The Arts. Our school is classified with a Student Family Occupation (SFO) density index of 0.26, placing us in the top 10% of schools across the state,

The majority of staff at the school reflects a stable base of personnel who have been part of the school community for considerable time. It is anticipated that during the next three years 50% of this staff will be eligible to retire. With the anticipated loss of such a significant number of staff in the next few years, and as new staff join the school community, it is imperative that some key issues are addressed in order to:

- Provide a smooth transition through the period of change;
- Ensure a clarity of procedures, aims, and underlying philosophy that influences actual teaching and learning practices at the current time;
- Provide staff with the opportunity to articulate, revisit, evaluate and set goals for future teaching and learning strategies that can be implemented across the school.

In 2008 the school will be continuing the implementation of the VELS, the new assessment and reporting arrangements and beginning the process of preparing the school for accreditation in performance and development (scheduled for 2008).

The organisation of classes varies, depending on the numbers of children at each level, gender balance, maintaining friendship groups, and ensuring that there is equal distribution of ability throughout the grades, are all factors considered in the allocation of students to classes. Usually grades are composite groups which encourage and enhance individual achievement and social development.

Over the past three years one of the school's priorities has been to improve our Information Technology Program by providing ongoing professional development for staff, and adequate hardware and software resources. We are well resourced with computers (1:2 ratio), interactive whiteboards and support ICT hardware such as digital cameras, scanners, and data projectors. We have a well documented whole school program encourages regular and consistent usage and enhances classroom programs and student learning.

All rooms are well equipped and conducive to effective learning. All spaces are heated and the upstairs areas have an evaporative cooling system. The grounds are well established with attractive native gardens. The play spaces are varied with some informal and formal areas (e.g. sun shaded sand pit and playground equipment).

We have a strong focus on student well being and value the "You Can Do It" program which is consistently implemented across the school. The behaviour of the students both in class and in the playgrounds reflect the consistent approach to discipline and high expectations we have. The development of excellent leadership skills in our senior students is a planned and monitored process and their input into the tone of the school is crucial.

In striving for continuous improvement, Richmond Primary School is committed to maximising the educational opportunities for all students, with staff professional development playing a vital role in achieving this

The school focuses on continually improving the physical environment with the belief that this impacts on student and staff well-being.

Our strategic plan targets for 2007 were to ensure

Student Learning

- The proportion of Year 4 students achieving the expected Standard or above is 75% or better in Reading, and 72% or better in Number and Measurement
- Improving the mean score for Number and Measurement at Year 4 to 2.75 or better and at Year 6 to 3.75 or better

Student Engagement & Well Being

- Year 5 and 6 aggregated student opinion in the "Feelings about yourself and school" component of the "Attitudes to School" survey scores 4.5 or above for 'Student Safety', and 'Connectedness – Peers'.
- From 2007, student absence is at or below 12 days at each year level Prep to Year 6.

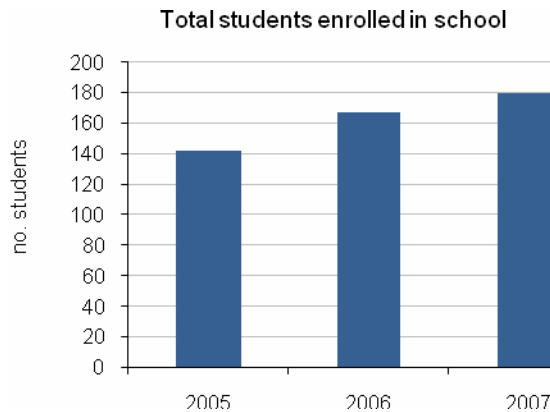
Student Pathways & Transition:

- 100% of students identified by the school as potentially at risk of not reaching their full potential are on individual learning plans (ILPs) from 2007.



- All new student families surveyed within twelve weeks of enrolment from 2007.
- All parents of Year Six exit students surveyed within twelve weeks of arrival at new school from 2007.

DEMOGRAPHICS



There has been a progressive increase in enrolments over the last three years (27% between 2005 and 2007).

In 2007 Richmond Primary School had 180 students and indications are that the enrolment will continue to slowly increase due to the demographics of the area.

In 2007 50% of the enrolments were boys and 50% girls

From a low point of 109 students in 2003 our enrolment has increased by 65% in the last four years.

In 2007 we had a Prep enrolment of 40, an increase from the 35 enrolled in 2006. 57.5% of the 2007 Prep enrolment was boys and 42.5% girls.

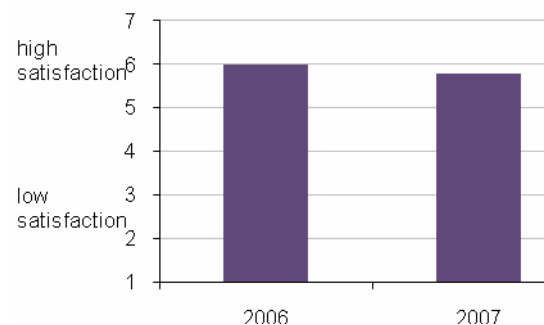
PARENT SATISFACTION

In a statewide survey parents are asked to what extent they agree with the statement "Overall, I am satisfied with the education of my child" on a scale where 1 is strongly disagree and 7 is strongly agree. The mean score is reported. The Parent Opinion Survey changed in 2006 and is not comparable to the pre-2006 survey. Pre-2006 data is therefore not shown.

Forty families were invited to complete the survey and the response rate of 95% (38 Families) is well above the state average of 75%.

The average score for parent satisfaction with the school is 5.79, slightly below the statewide median score of 5.88. This is a slight reduction from the score of 6.00 in 2006. The school's result is judged as 'effective' and places us above 40% of schools across the state.

Parents' satisfaction with this school (average score on scale of 1 to 7, where 7 is best possible score)



TEACHER SATISFACTION

In a statewide survey teachers are asked report on their opinion of the school's morale on a scale from 1 to 5 where 5 is the best possible score. 78% of the 18 staff invited to complete the survey responded. The mean score for teacher satisfaction (morale) is 4.5, an increase on the result of 2006 and places the school at the 80th percentile.

TEACHER ABSENCE

The average number of days absent per teacher was 4.41 days; this is higher than the statewide average of 3.57 days

TEACHER RETENTION

Of the 13 teaching service staff at Richmond Primary School at June 2006 (including those on leave without pay), 13 or 100% were still at the school at June 2007. This figure across all Government schools was 86%.

TEACHER QUALIFICATIONS & PARTICIPATION IN PROFESSIONAL LEARNING

All teachers in Victorian Government Schools are registered with the Victorian Institute of Teaching. The requirements for registration with the Victorian Institute of Teaching can be found at: <http://www.vit.vic.edu.au>.

All teaching staff have participated in Professional Learning programs throughout the year. The school's expenditure of more than \$12,000 on this area indicates the high value placed on providing teachers with the best available strategies and programs to ensure improved student learning outcomes.



School Council President's Report

Richmond Primary School offers students, staff and families a strong sense of community and belonging, enabling our students to develop and grow in a unique environment that is enjoyable, supportive, relevant and able to offer challenges that empower students to be life-long learners.

2007 was a year of changes, challenges and decision making for Richmond Primary and on behalf of the School council I am pleased to present you with this report on the activities, developments and progress of our school.

This has been an exciting time for the School with an extraordinary range of activities and achievements as detailed in the body of the Annual Report. For example:-

The targets set for achievement against VELS for 2007 have been reached and exceeded.

Across the school (Prep – Year 6) 94% of students are achieving at or above expected levels in reading, 95% in Writing and 98% in Speaking and Listening.

Similar results are evident with the mathematics strands with 90% of students achieving at or above the expected level in Number and 91% in Measurement, Chance & Data.

When the school's results are compared against the national benchmarks, we see that 100% our Year 3 students are achieving at or above the national benchmarks for Reading, Writing and Maths and 96.3% our Year 5 students are achieving at or above the national benchmarks for Reading, Writing and Maths.

During 2007, staff development has been supported to a very high level in the firm belief that improved teaching will directly lead to improved student achievement.

It is noted that locally raised funds account for more than 48% of the 2007 income. This continued support allows the school to offer the best possible facilities and resources.

I'd like to thank the teachers and support staff, the school council and sub-committee members of 2007 for their unfailing dedication to the education and welfare of our children and to highlight the significance of the continuation of the initiatives and schemes introduced and foreshadowed by our Principal, Megan Smith.

All of these participants contribute enormous amounts as part of the school community, much of it unseen and unnoticed by the wider school community.

The benefits these members of the school community bring to Richmond PS far exceed my expectations on an annual basis. Thank you for all your support over the last year.

Tom Pagonis

2007 School Council President



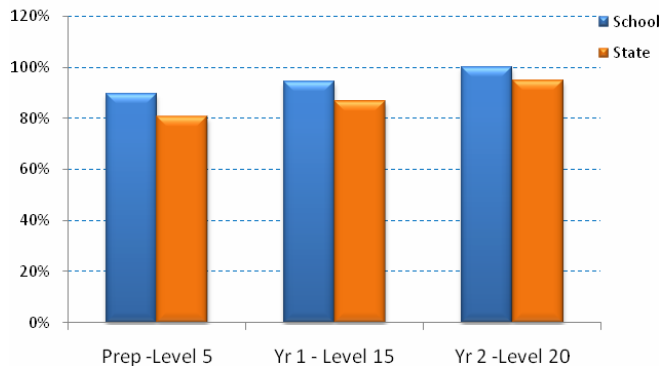
Student Progress & Achievements

STUDENT PROGRESS & ACHIEVEMENT IN ENGLISH & MATHEMATICS - EARLY YEARS TEXT READING & VELLS

We set the following targets for 2007 in Student learning:

- The proportion of Year 4 students achieving the expected Standard or above is 75% or better in Reading, and 72% or better in Number and Measurement
- Improving the mean score for Number and Measurement at Year 4 to 2.75 or better and at Year 6 to 3.75 or better

Early Years Text Reading Results



Early Years Text Reading results are very pleasing with Preps, Year 1 and Year 2 all recording results above the state mean.

This indicates that our programs and strategies for the Early Years are producing the desired outcomes.

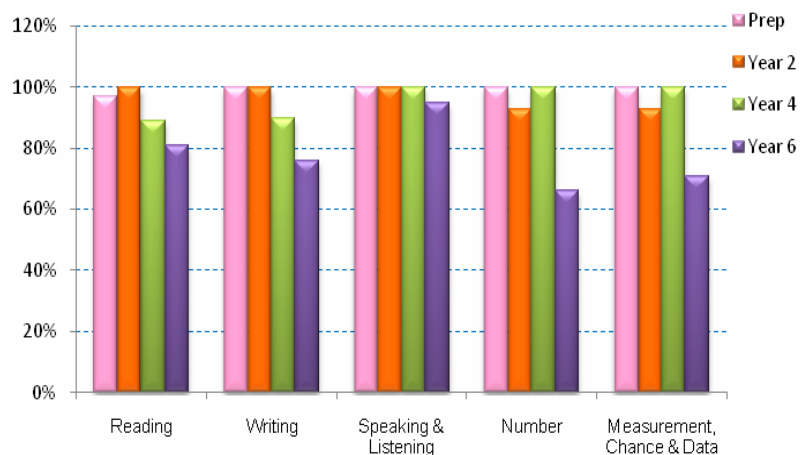
The targets set for achievement against VELLS for 2007 have been reached and exceeded.

Mean scores for Number and Measurement, Chance & data at Year 4 are 2.92 (target 2.75) and at Year 6, 3.97 (target 3.75) Teacher assessments of students against the Victorian Essential Learning Standards (VELS) indicate that an average of 99% of students in Prep, 97% of students in Year 2, 96% of students in Year 4 and 78% of students in Year 6 are achieving at or above expected levels.

Across the school (Prep – Year 6) 94% of students are achieving at or above expected levels in reading, 95% in Writing and 98% in Speaking and Listening.

Similar results are evident with the mathematics strands with 90% of students achieving at or above the expected level in Number and 91% in Measurement, Chance & Data.

Percentage of students achieving at or above expected standards - VELLS

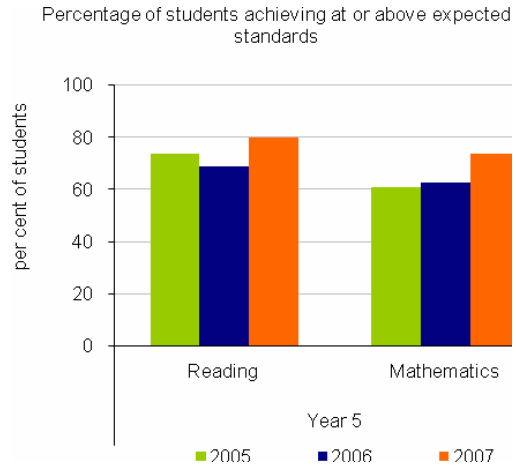
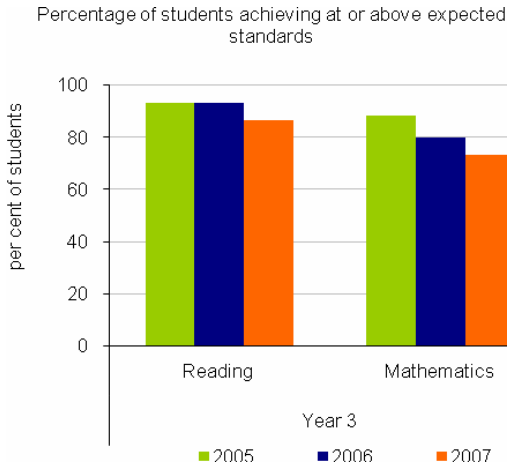


We will continue to review programs and strategies to further improve student achievements against the VELLS



STUDENT PROGRESS & ACHIEVEMENT - AIM

Student achievement in Reading and Number is measured in the statewide Achievement Improvement Monitor (AIM) testing program at Years 3 & 5. The graphs below show that despite a reduction in the percentage at or above expected levels from 2006; for Year 3, an average of 80% of students are achieving at or above the expected standard and 77% of Year 5 students are at or above the expected standard.

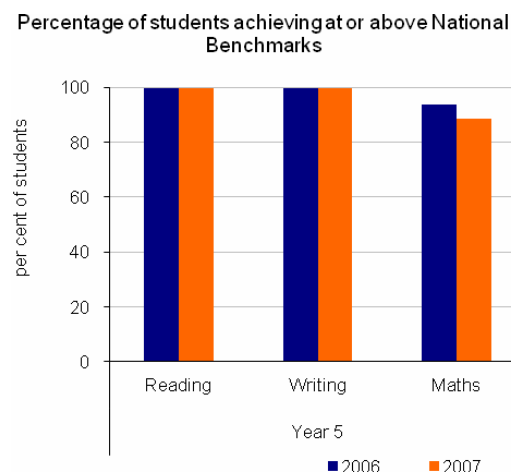
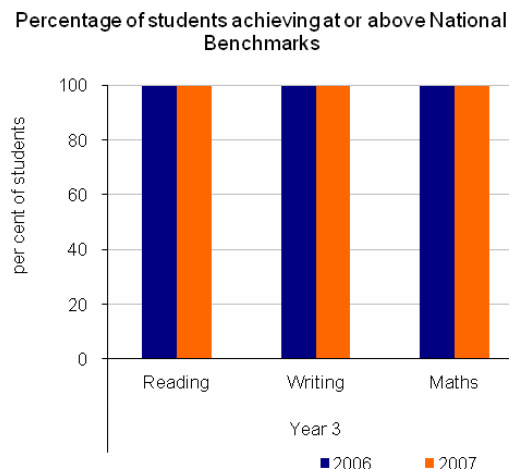


The results of Year 5 are very pleasing and indicate that the programs and strategies used by the teachers are beginning to produce the desired outcomes. We are disappointed that the percentage of students at or above the expected level in year 3 has decreased in 2007 compared to previous years at Year 3. We will continue to review programs and strategies to further improve student achievements against the AIM.

The average percentage of Year 3 & 5 students who, according to their AIM results, would have been considered as performing at the expected level (a "C" grading) or higher ("A" or "B") is 78.5%.

From 2006 student results on the AIM test will be compared against the National Benchmarks.

The graphs below indicate the percentage of Year 3 & 5 students who, according to their AIM results, were at or above the National Benchmarks.



When the school's results are compared against the national benchmarks, we see that 100% our Year 3 students are achieving at or above the national benchmarks for Reading, Writing and Maths and 96.3% our Year 5 students are achieving at or above the national benchmarks for Reading, Writing and Maths. These are extremely pleasing results.

Program For Students With Disabilities

Four students received funding in 2007 through the Program for Students with Disabilities. Achievement for each of these students was reported against VELS.



Student Pathways and Transitions

Our transition program for students entering Prep year is conducted in cooperation with all of the local pre schools and kindergartens. We hold parent information nights in addition to the orientation sessions for prospective Prep students.

The transition from Year 6 to Secondary schools is catered for through attendance at sporting events, Yarra Network Transition days, and the formal orientation program offered by the district secondary schools.

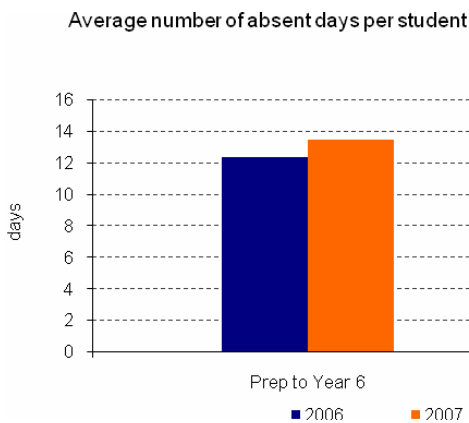
Student Engagement and Wellbeing

Student Engagement and Wellbeing - Student Absence

Our target for 2007 was

- From 2007, student absence is at or below 12 days at each year level Prep to Year 6.

Up to 2006, the formula used to calculate the average number of absent days per student was based on student headcount. From 2006, the formula will be based on Full Time Equivalent (FTE) students, including part time and part year students. The new formula will provide a more accurate summary of student absence. The change in formula will show an apparent increase in absence rates compared to previous results.



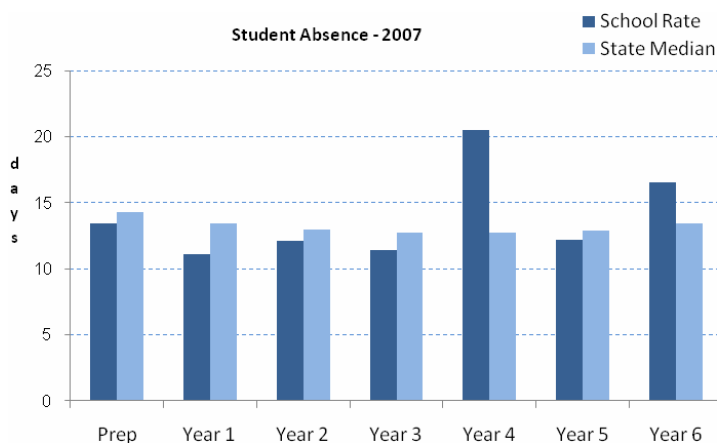
The school has employed a number of measures to improve student engagement and well being through our involvement with the Yarra Network School Participation Project, including increasing parent awareness of the value of regular attendance at school for their children through newsletter articles, meetings and communication with parents concerning absences. The school has also developed and implemented programs that focus on developing students' social skills. We have introduced students to conflict resolution strategies and delivered the "You Can Do It" program. Programs and curriculum are regularly evaluated and improved to improve engagement.

Despite our best efforts the average number of days absent per student has increased in the past year from 12.3 days per student in 2006 to 13.4 days per student in 2007. The average of 13.4 days per student is above the state wide average of 13.2 days absence per student. We will continue to follow up on habitual absentees during 2008.

The increase in absence rates can be attributed to families being absent on extended family holidays during the year and this impacts significantly on our absence data.

From the graph (right) we note that only Year 4 and Year 6 absence rates are above the state median.

The overall absence rate of 13.4 days per student means that, on average, each student is absent for at least 1 day per 3 weeks.





Student Engagement and Wellbeing - Student Connectedness to School

Year 5-6 students across the state were asked to what extent they agreed with each of five statements

(*I feel good about being a student at this school, I like school this year, I am happy to be at this school, I feel I belong at this school, I look forward to going to school*) on a scale where 1=strongly disagree and 5=strongly agree. The mean score is reported. The survey changed in 2006 and is not comparable to the pre 2006 data

Our target for 2007 was for Year 5 and 6 aggregated student opinion in the "Feelings about yourself and school" component of the "Attitudes to School" survey scores to be 4.5 or above for 'Student Safety', and 'Connectedness – Peers'.

Student connectedness to school
(average score on scale of 1 to 5, where 5 is best possible score)



The mean score of 4.15 reported in the Student Opinion Survey is almost identical to the 2006 score of 4.16 and indicates our students are more connected to school than those in 40% of state schools.

The results also indicate that boys in both year 5 & year 6 feel more connected to school than do girls.

The survey also indicates that student relationship and student well being are areas we will continue to work on. This will be further addressed in work being done by our teachers as part of the Yarra Network for Success for Boys Project. Results for student motivation, confidence and connectedness to teachers are deemed to be "effective"

Our commitment to improving student learning remains a key focus for our school. Teachers are addressing issues such as student relationships, safety and well being.

We are developing ideas and strategies to provide avenues for

student input in to their learning including goal setting, student lead action teams and eventually student portfolios. We expect that students will have a greater understanding and commitment to their learning if they share this responsibility with their teachers. There is a strong Student Representative Council operating at the school and a culture of regular class meetings which fosters student participation in decision making across the school.

Our target of achieving survey scores of 4.5 or above for 'Student Safety', and 'Connectedness – Peers' has not been reached in 2007 with scores remaining at 3.71 and 2.56 respectively. This is being addressed through the introduction of a Positive Connections program. Richmond Primary School will collaborate with Stride to improve grade 5 and 6 students' connections to school and their peers by empowering them with the skills and strategies required to react and respond effectively to one another and in difficult situations.

Future Directions

The key improvement strategies for 2008 include:

Student Learning

- In 2006, 80% of grade 4 students were achieving at or above the expected level in Reading. In 2008 we need to achieve at or above this level. In 2006, 60% of grade 4 students achieved at or above the level in Number and Measurement respectively. The target for 2008 is 65% for both areas.
- In 2006, the mean score at Year 4 for Number was 2.92 and for Measurement 2.92, which is below the State average. In 2008, we need to reach 2.95 in both areas. At Year 6 the mean score was above the State average for Number (3.95) and MCD (3.97). These scores must be maintained or improved upon.
- In 2007, the variable score for learning environment was 90.6. This score must be maintained or improved upon.
- In 2007, the score for Reporting was 5.14. By the end of 2008 this should be 5.2
- To have 75% of students to achieve the school based ICT skill level checklist at Years 2, 4 and 6.

Student Engagement & Well Being

- The score for student decision-making in 2007 was 89.3. In 2008 we should be able to exceed our target of 90.
- In 2007 there was a decrease in the aggregated score for Student Safety and Connectedness to Peers from 4.17 to 3.81. Our goal for 2008 is to increase this to an aggregated score of 4.0.
- To maintain student absence to below 12 days at each level.

Student Pathways & Transition:

- All students working 12 months or more below/above the expected are to be on an ILP. ILPs are to be reviewed and updated each term.
- 90% positive feedback from surveyed families and 90% return rate.



- 90% return rate from surveyed families with 92% positive feedback.

Financial Performance

Financial Performance for the year ending 31st December, 2007	
Revenue	2007 Actual
DE&T Grants	\$222,064
Commonwealth Government Grants	\$25,524
State Government Grants	\$918
Other	\$24,088
Locally Raised Funds	\$251,990
Total Operating Revenue	\$524,585
Expenditure	
Salaries and Allowances	\$126,598
Bank Charges	\$737
Consumables	\$41,385
Books and Publications	\$5,549
Communication Costs	\$9,887
Furniture and Equipment	\$33,400
Utilities	\$12,000
Property Services	\$146,958
Travel and Subsistence	\$0
Motor Vehicle Expenses	\$0
Administration	\$390
Health and Personal Development	\$246
Professional Development	\$12,091
Trading and Fundraising	\$25,788
Support/Service	\$5,852
Miscellaneous	\$52,151
Capital Expenditure	\$36,174
Total Operating Expenditure	\$473,033
Net Operating Surplus/-Deficit	\$51,552

Financial Position as at 31st December, 2007	
Funds Available	2006 Actual
High Yield Investment Account	\$224,482
Official Account	\$39,157
Other Bank Accounts	\$4,023
Total Funds Available	\$267,662
Financial Commitments	2007 Actual
Salaries & Allowances	\$10,000
Assets (inc Leases)	\$54,900
Consumables	\$15,000
Camps/Excursions/Special Programs	\$71,153
Buildings/Grounds	\$38,000
OHSC	\$39,000
Region/Cluster Funds	\$10,747

Total Financial Commitments	\$239,800
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* Centrally paid salaries are not included in this summary

	Average Balance per Student	
	Balance per student	
	School	State
2004	\$811	\$650
2005	\$528	\$600
2006	\$1,175	\$600
2007	\$1,471	\$800

In 2007 the school managed its finances in line with DEECD processes and guidelines. There was a clear delineation and segregation of duties to ensure that prudent checks and balances were in place with regard to budgeting, receipting and expenditure of funds.

The School Council, whilst responsible for overseeing the program and provision of timely reports to School Council, has been supported by the Business Manager and Principal to provide high-level financial leadership.

Income for 2007 was \$231,000 more than in 2006. This was mainly due to significant increase in Grants and locally raised funds. Expenditure in 2007 increased by almost \$247,500 due to increases in salaries and property services with expenditure in these two areas accounting for 58% of the total 2007 expenditure.

During 2007, staff development has been supported to a very high level in the firm belief that improved teaching will directly lead to improved student achievement. The funds allocated to this program are well in excess of that provided by the DEECD.

Again, it is noted that locally raised funds account for more than 48% of the 2007 income. This continued support allows the school to offer the best possible facilities, resources and programs to its students. An example of this is the provision of replacement computer equipment being scheduled every three years.

The school has maintained the DEECD requirement to have an operating 'safety net' of at least \$10,000 as at the end of the 2007 school year.

The amount of funds available to commence the new school year has increased \$71,425 from the previous year, largely due to the carryover of grant funds received in 2007 to be expended in 2008. Confirmed commitments account for most of the 2008 carry forward figure.

The average expenditure per student has increased over the past year in line with our emphasis on improved student learning outcomes; our balance per student (as at December 2007) has increased and remains well above the state mean.

During 2007 funds were expended in accordance with the budget approved by school council. Appropriate amounts have been expended on student learning



programs with pleasing student achievement noted across the school.