

2022 Annual Report to the School Community

School Name: Richmond High School (8271)



- 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 31 March 2023 at 02:43 PM by Lars Andersson (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 04 April 2023 at 08:29 AM by Megan Penfound (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 Secondary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Secondary schools

Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
- all subjects for Victorian Certificate of Education (VCE) examinations

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

Engagement

Student attendance and engagement at school, including:

- how many Year 7 students remain at the school through to Year 10
- how many exiting students go on to further studies or full-time work
- 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

Richmond High School is a local, co-educational school in the City of Yarra. The vision of the school is to create an inclusive, high-quality school in which all students learn and thrive. Our core values are Diversity, Creativity, Expectations and Intelligence and our motto is 'Make a Difference', by which we refer both to our capacity to make a difference in young people's lives and to our students' ability to make a positive difference in the community. Since opening in 2018, the school has added one year level cohort each year, finally becoming a full 7-12 secondary school in 2023. The school's main campus is located on Griffiths Street in Richmond, with a second building - the school gym - on Gleadell Street. In 2023, the school has a cohort of 545 students and 75 staff members. A notable feature of the school is the Bilingual Chinese program which is unique, offering students who have previously studied Chinese in a bilingual setting the opportunity to extend their skills and cultural understanding further. The school enrolls students from a wide range of local primary schools.

Progress towards strategic goals, student outcomes and student engagement

Learning

One of our two main priorities in 2022 was to promote greater learning in class for all of our students. The main drivers of this improvement were the introduction and implementation of Professional Learning Communities (PLCs), which we commenced in January 2022 and continued over the course of the year and in 2023. In fortnightly PLC meetings, our subject teachers met with colleagues to review evidence of learning from their respective classes, diagnose that evidence and set goals for further improvement. The PLC members then implemented evidence-based strategies in their classes, and monitored the impact on the learning of their students in the following PLC meeting. While it is clear from the feedback from staff that this very powerful way of driving improved learning has been successful in strengthening every teacher's capacity to teach effectively, we also recognise that it takes time for any school to implement PLCs with fidelity and efficacy. The key to achieving lasting success for our PLCs lies in the training of our PLC facilitators, which is why we have continued to dedicate time, energy, effort and resources into the ongoing training program for our PLC facilitators.

We also prioritised the implementation of the Engage part of our instructional model. This meant that our Learning Specialist in 2022 ran a series of professional learning sessions with teachers over the course of the year on how to make the start of every lesson engaging and meaningful for all students. That Engage part of the lesson includes promoting curiosity about the topic of the lesson, as well as being clear about what we aim to learn in the lesson (what is frequently called the learning intention). It is clear that when teachers and students understand what students are meant to be learning in a lesson, then the activities become more purposeful and students more engaged.

We also continued with our professional learning focus on promoting high expectations for all learners in every lesson, and developing students' voice and agency. These are crucial areas for us to continue strengthening our practice as a school, as they are clearly aligned with our core vision of making a difference in students' lives by helping to develop young people who are confident and capable members of society.

The focus on the teaching of explicit writing skills in English with the Writing Revolution - a program for teaching sentence construction skills for greater fluency - clearly paid off, with our highest ever NAPLAN Writing results in Year 9. Similarly high results were recorded in Year 9 Reading, while our Year 7 Numeracy and Reading results were down slightly compared to previous years. As NAPLAN tests are now completed in Term 1, the results of our Year 7 students are primarily important as diagnostic data, helping to inform our curriculum and teaching priorities, rather than as feedback on the existing Year 7 curriculum.

Our first ever VCE results were very promising, with many students achieving results in the 40s, including the majority of students in VCE Biology achieving 40+ results (for clarity, a study score of 40 or higher in a VCE subject means being in the top 8% of the state in that subject as well as the publication of the student's result in the Victorian media). The mean study score of 29.2 is not necessarily a clear indication of what the cohort is capable of as it does not yet include any VCE Maths or English results; however, the principal team has analysed all VCAA data with each individual VCE teacher in Term 1 of 2023 to recognise and celebrate achievement, as well as to set goals for further improvements.

Wellbeing

Our main priorities in the area of student wellbeing related to promoting high expectations for all students and championing our work around respect, in particular through the anti-racism program at RHS. We trained all of our sub-school staff in restorative practice - an approach to solving conflicts that has been highly successful in many contexts in improving students' capacity to reflect on decisions made, consider the impact they have had on others, and develop the skills to repair harm caused to others. This training has now been extended to all teachers in 2023. The Anti-Racism Committee (ARC), with staff and student representation, ran a series of highly successful professional learning sessions for staff on how to talk to students about racism and discrimination, and how to deal with issues related to race at school. This also involved a focus on positive representation of different cultures and perspectives, celebrating the diversity at RHS.

It is clear from our Student Attitudes to School that an area of concern for us in 2022 was students' perceptions of how we manage bullying. Only 49.6% of our students completely endorsed our ability to manage bullying effectively. While higher than the state average, this is clearly not as strong as we would like it to be, which is why a significant emphasis is being placed in 2023 on a new approach to promoting a positive culture at RHS. We recognise that the rapid growth of RHS has potentially created inconsistencies in how we manage conflicts and bullying at school, and this is something that we are now prioritising as a staff. With a new, streamlined approach to recording, defining and responding to behavioural issues at school in 2023, we are in a much better position to resolve conflicts successfully. We are also training all teachers in a shared language, shared actions and consequences for issues that emerge in the classroom and in the yard. The foundation of all of our work is our profound belief in every student's capacity to learn and grow, and our ongoing focus on building positive relationships at school.

Engagement

Our staff at RHS make a great effort to engage all students in the learning at RHS every day. A particular challenge in 2022 was the impact of Covid isolation periods and seasonal flu, which meant that the school average number of absence days was 32.0 - higher than previous years. Our staff follow up with families whose children are frequently absent; however, we are taking onboard further advice from the region around the coding of absences in 2023 and we are exploring additional processes for re-engaging students who are frequently absent. Our attendance data suggests that the attendance rate was lowest in Year 11 in 2022; our sub-school staff members are aware of this issue and they are contacting families to offer additional support where required. Student retention data for students in Years 7 through 10 demonstrated that we have improved our retention of students over time, with 85.4% of students remaining at the school through to Year 10 (compared to 77.8% in similar schools and 73.1% in the state); this confirms our view that students and families are engaged in the RHS program and that what we offer is attractive to the community. We expect this level of engagement to potentially improve further in 2023/2024 as we now offer the two vocational pathways - the VCE Vocational Major (VM) and the Victorian Pathways Certificate (VPC). These courses offer alternatives for students who may otherwise have felt the need to go elsewhere to complete a vocational pathway away from RHS. For students who do leave RHS, our student exit data shows that 100% of exiting students enrol in further studies or are engaged in full-time employment (compared to 93.7% in similar schools and 90% in Victoria); this demonstrates our commitment to supporting students with their choices in the senior years, and working with families to facilitate pathways for students who have not wanted to enrol in the VCE program.

Other highlights from the school year

In 2022, RHS ran many successful school camps, excursions, events and productions. One particular highlight was the musical production, 'The Addams Family', which took place in September at the Gasworks Theatre. This wonderful production involved many students performing, playing music, directing, creating sets or working in many different roles to make this musical so spectacularly successful. RHS also ran a number of musical soirees with both solo and ensemble performances over the course of the year, as well as a very well-attended fundraiser at St James with staff, student and parent performances to raise funds for the purchase of 'Barry', our new RHS baritone saxophone.

Many of our students were recognised for their significant achievements and contributions to the community, including three Year 10 students being awarded the Richmond Rotary Social Responsibility Award, and invited to participate in the 5th Nelson Mandela Youth Leadership Summit in July, 2022. A student in Year 9 was awarded the Encouragement Prize for their speech in the Ainger Peck Public Speaking competition, after competing against Year 12 students from other schools. A student in Year 8 became a state Chess champion - a major achievement - while other students achieved impressive results in Gymnastics, Swimming and Athletics. Another highlight was the wonderful Spark RHS Graduate Exhibition, which showcased art and media products from students in Studio Arts, Visual Communication and Design, Media and Applied Computing.

We also ran our first World Challenge trip to Noosa, where a group of intrepid students and staff took on a physically taxing but enormously rewarding challenge in a spectacular setting. Meanwhile, we ran our first Chinese immersion camp for our students in the RHS Extended Chinese Program, as well as successful outdoor camps for all students in Years 7-10. Our House Day each term

gave our House Captains opportunities to lead and grow, while celebrating house and school spirit with activities, games and events.

The whole school celebrated one of our teachers who was presented with the Victorian Excellence in Education Award for best Early Careers Teacher in Victoria.

Financial performance

Richmond High School continued to maintain a very sound financial position throughout 2022. The 2021-2024 School Strategic Plan, along with the 2022 Annual Implementation Plan, continued to provide the framework for school council allocation of funds to support school programs and priorities. 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. We have worked closely with School Council with detailed plans that will deliver key resources to our school as it grows and as required. The Establishment Plan continues to deliver key resources to our school as required. The school entered into a number of service agreements with suppliers of Essential Safety Measures to ensure that our buildings are maintained and compliant with current OHS regulations and DET requirements.

The school maintained surplus funds. This was aided by the hire of school facilities, the indoor and outdoor basketball courts. We have developed very good relationships with our regular community hirers and foresee these relationships staying strong into the future.

For more detailed information regarding our school please visit our website at <https://rhs.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 507 students were enrolled at this school in 2022, 157 female and 350 male.

21 percent of students had English as an additional language and 1 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).

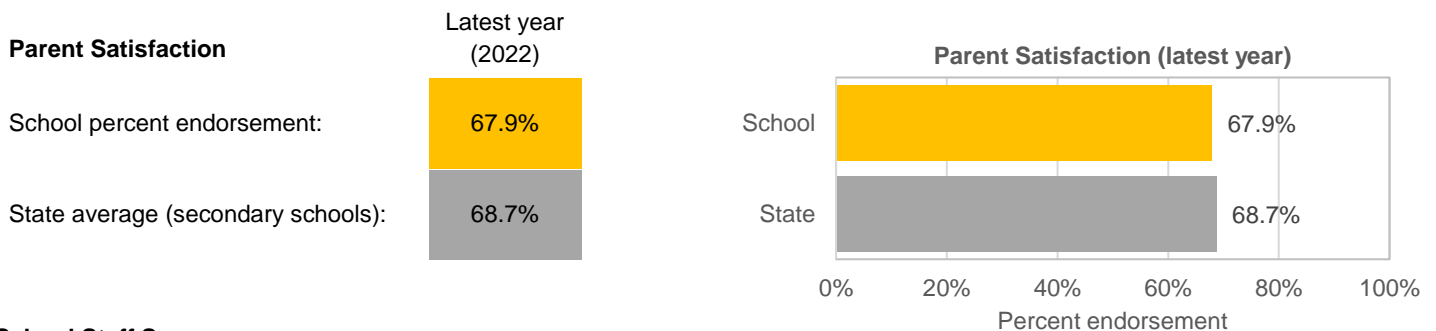
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

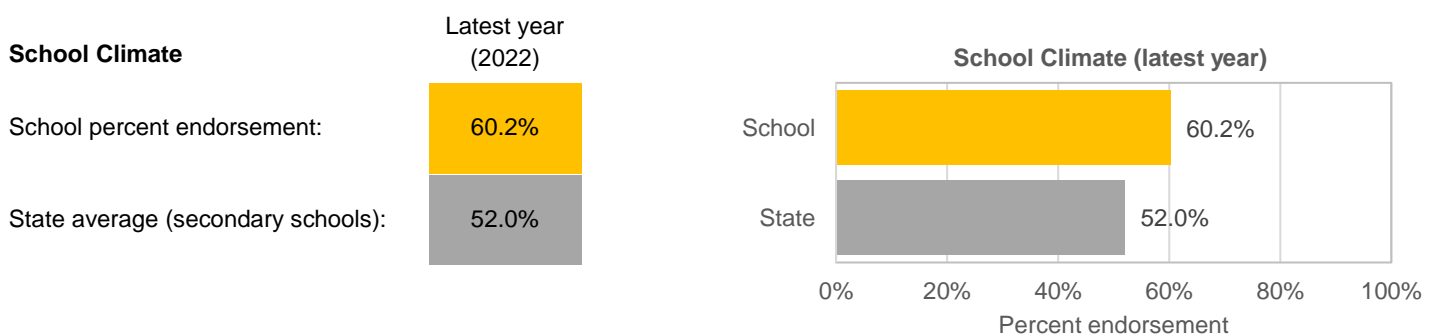


School Staff Survey

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

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

English Years 7 to 10

Latest year
(2022)

School percent of students at or above age expected standards:

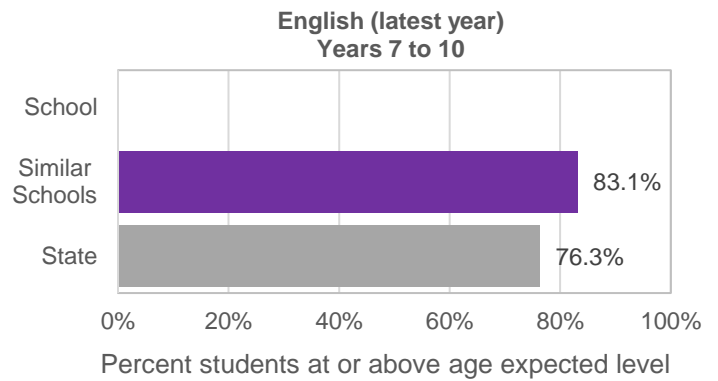
NDA

Similar Schools average:

83.1%

State average:

76.3%



Mathematics Years 7 to 10

Latest year
(2022)

School percent of students at or above age expected standards:

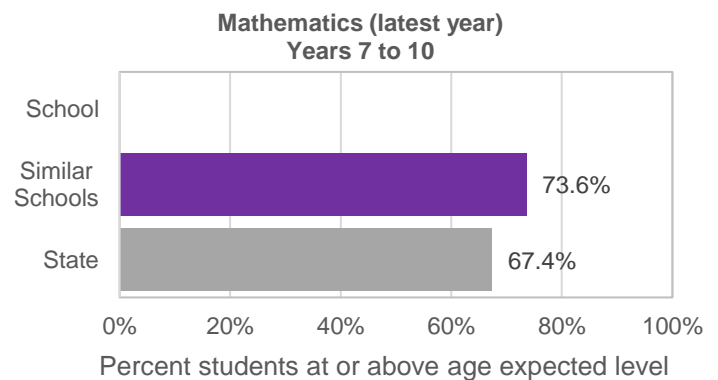
NDA

Similar Schools average:

73.6%

State average:

67.4%



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.

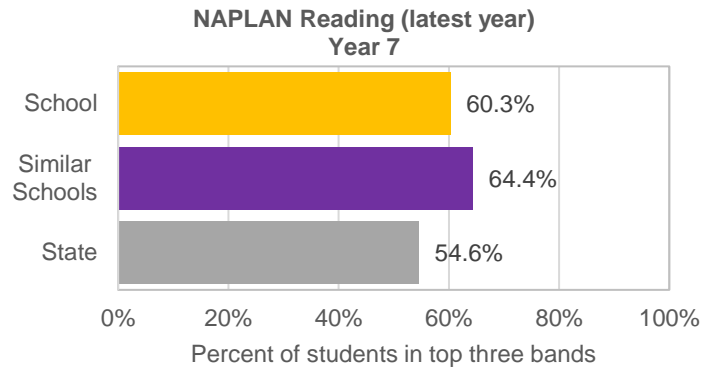
NAPLAN

Percentage of students in the 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.

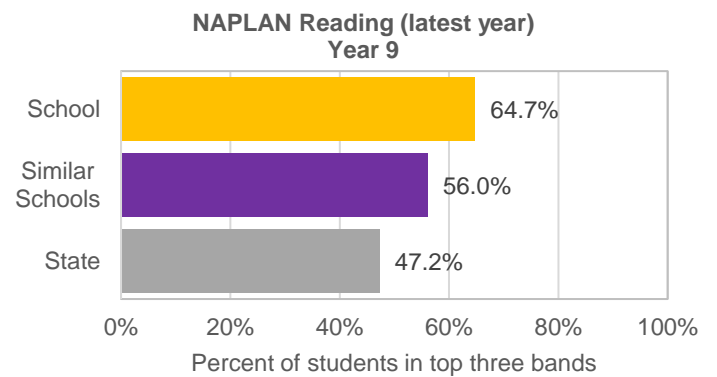
Reading Year 7

	Latest year (2022)	4-year average
School percent of students in top three bands:	60.3%	68.7%
Similar Schools average:	64.4%	66.1%
State average:	54.6%	55.3%



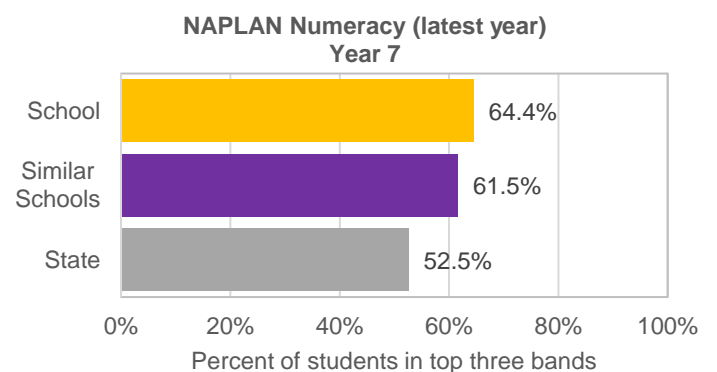
Reading Year 9

	Latest year (2022)	4-year average
School percent of students in top three bands:	64.7%	58.0%
Similar Schools average:	56.0%	55.1%
State average:	47.2%	46.0%



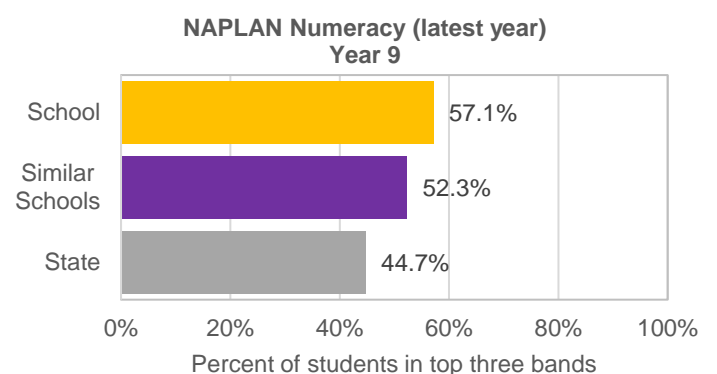
Numeracy Year 7

	Latest year (2022)	4-year average
School percent of students in top three bands:	64.4%	70.1%
Similar Schools average:	61.5%	64.8%
State average:	52.5%	54.8%



Numeracy Year 9

	Latest year (2022)	4-year average
School percent of students in top three bands:	57.1%	56.8%
Similar Schools average:	52.3%	54.4%
State average:	44.7%	45.6%



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.

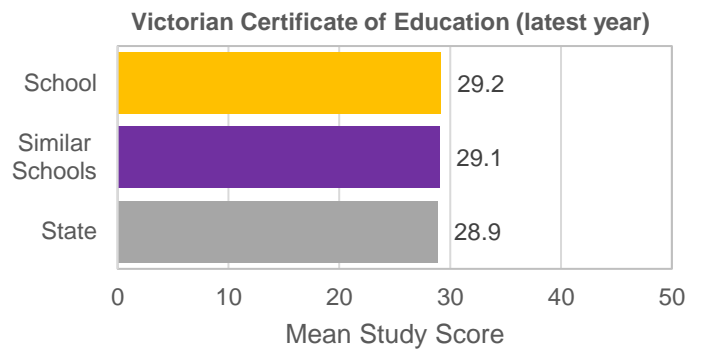
Victorian Certificate of Education (VCE)

Mean study score from all VCE subjects undertaken by students at this school. This includes all Unit 3 and 4 studies (including those completed in Year 11) and any VCE VET studies awarded a study score.

The maximum student study score is 50 and the state-wide mean (including government and non-government schools) is set at 30.

Victorian Certificate of Education

	Latest year (2022)	4-year average
School mean study score	29.2	29.2
Similar Schools average:	29.1	29.0
State average:	28.9	28.9



Students in 2022 who satisfactorily completed their VCE:

NDA

Year 12 students in 2022 undertaking at least one Vocational Education and Training (VET) unit of competence:

NDA

VET units of competence satisfactorily completed in 2022:

75%

Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2022:

NDA

WELLBEING

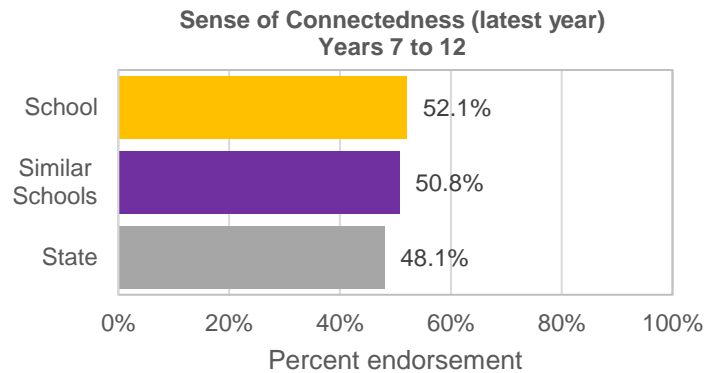
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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 7 to 12

	Latest year (2022)	4-year average
School percent endorsement:	52.1%	62.9%
Similar Schools average:	50.8%	53.9%
State average:	48.1%	52.5%

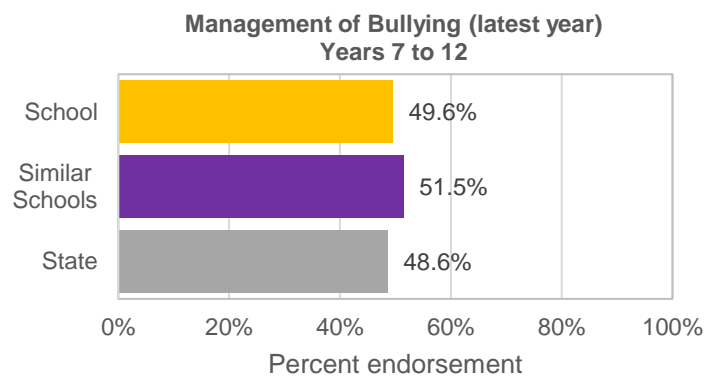


Student Attitudes to School – Management of Bullying

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 7 to 12

	Latest year (2022)	4-year average
School percent endorsement:	49.6%	62.1%
Similar Schools average:	51.5%	55.7%
State average:	48.6%	54.0%



ENGAGEMENT

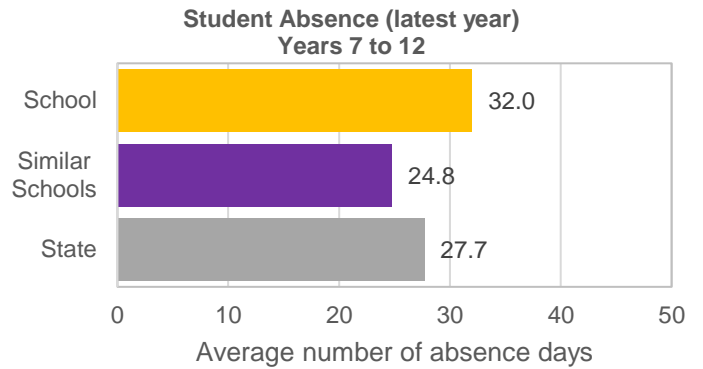
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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 7 to 12

	Latest year (2022)	4-year average
School average number of absence days:	32.0	24.7
Similar Schools average:	24.8	19.5
State average:	27.7	21.8



Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

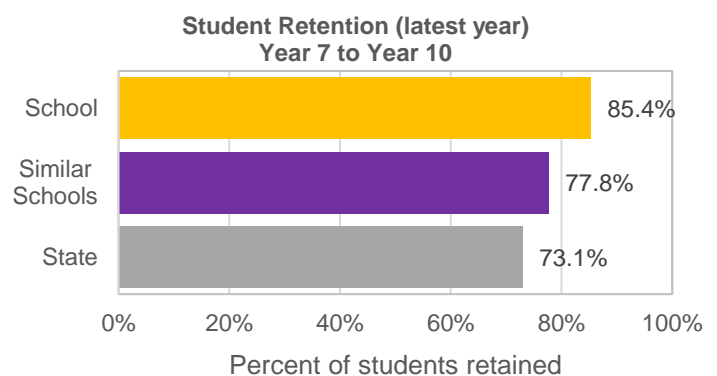
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2021):	86%	85%	83%	85%	80%	NDA

Student Retention

Percentage of Year 7 students who remain at the school through to Year 10.

Student Retention Year 7 to Year 10

	Latest year (2022)	4-year average
School percent of students retained:	85.4%	83.0%
Similar Schools average:	77.8%	76.4%
State average:	73.1%	73.0%



ENGAGEMENT (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.

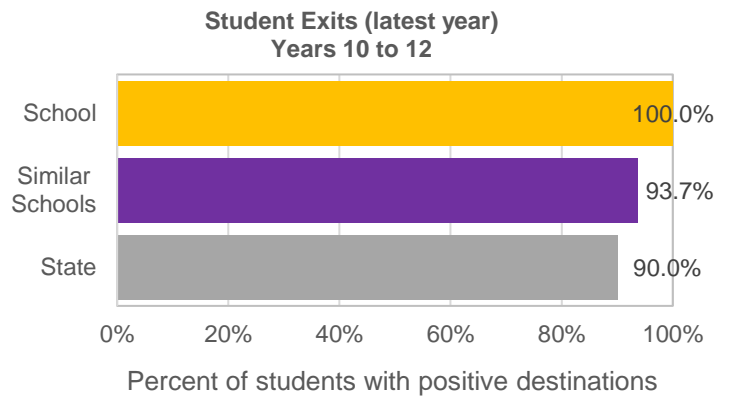
Students exiting to further studies or full-time employment

Percentage of students from Years 10 to 12 going on to further studies or full-time employment.

Note: This measure refers to data from the year when students exited the school.
Data excludes destinations recorded as 'Unknown'.

Student Exits Years 10 to 12

	Latest year (2021)	4-year average
School percent of students to further studies or full-time employment:	100.0%	100.0%
Similar Schools average:	93.7%	92.9%
State average:	90.0%	89.3%



Financial Performance and Position

Financial Performance - Operating Statement Summary for the year ending 31 December, 2022

Revenue	Actual
Student Resource Package	\$5,875,659
Government Provided DET Grants	\$896,394
Government Grants Commonwealth	\$28,632
Government Grants State	\$39,989
Revenue Other	\$34,395
Locally Raised Funds	\$796,240
Capital Grants	\$0
Total Operating Revenue	\$7,671,309

Equity ¹	Actual
Equity (Social Disadvantage)	\$59,439
Equity (Catch Up)	\$43,704
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$103,143

Expenditure	Actual
Student Resource Package ²	\$5,881,466
Adjustments	\$0
Books & Publications	\$20,053
Camps/Excursions/Activities	\$310,177
Communication Costs	\$24,907
Consumables	\$131,744
Miscellaneous Expense ³	\$40,000
Professional Development	\$50,325
Equipment/Maintenance/Hire	\$144,902
Property Services	\$117,847
Salaries & Allowances ⁴	\$200,761
Support Services	\$565,944
Trading & Fundraising	\$28,405
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$6,970
Utilities	\$101,094
Total Operating Expenditure	\$7,624,595
Net Operating Surplus/-Deficit	\$46,714
Asset Acquisitions	\$34,919

- (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 24 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	\$994,052
Official Account	\$125,620
Other Accounts	\$83,544
Total Funds Available	\$1,203,217

Financial Commitments	Actual
Operating Reserve	\$283,194
Other Recurrent Expenditure	\$34,719
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$147,109
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$2,000
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$294,000
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$208,575
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$75,000
Total Financial Commitments	\$1,044,596

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.