

Richardson Primary School

Annual School Board Report 2018



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This report supports the work being done in the ACT Education Directorate, as outlined in *Strategic Plan 2018-21: A Leading Learning Organisation*.

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Reporting to the community

School report to communities in range of ways, including through:

- Annual School Board Reports
- a (5-year) School Improvement Plan (formerly School Strategic Plan)
- annual Impact Reports/ Annual Action Plan Reports
- newsletters
- other sources such as My School.

Summary of School Board activity

2018 saw Richardson Primary pack in many achievements over a fast-paced school year.

We welcomed a new team of teaching staff at the beginning of the year who settled in immediately, forming strong connections with not only the students but parents as well. This was reflected in the positive feedback received from the 2018 School Satisfaction Survey.

It was exciting to witness the roll out of the school's Positive Behaviour for Learning (PBL) process which has had a positive effect for all. Students are so proud when they receive a DAB (Displaying Amazing Behaviour) slip, which goes towards the Golden DAB Award for their School House, as well as their own personal progress through the Bronze, Silver, and Gold DAB certificates presented at assemblies.

With input from the Board, the school implemented a new look school report format which also aligns with the Australian Curriculum. Feedback from parents about the new format was positive and allowed a more in depth look at each student's progress.

I was honoured to have been invited to the opening of the new sensory garden and Learning Support Unit. It is a wonderful space for our LSU students to engage more with their learning, and I feel the addition of Anne Tow, who is a specialised teacher, has made this classroom even that more special and unique to Richardson Primary.

The school was successful in winning a \$5000 grant from ALDI and Bernados which went towards a cooking program and the rejuvenation of the vegetable garden. With the hard work of executive teacher Nicole Agius, we are now part of the Stephanie Alexander Kitchen Garden program and students have been engaged in learning about where food comes from, how to grow certain foods, caring for the environment, cooking different foods, and working together as a team just to name a few of the benefits of this program.

Two new initiatives that were offered to students were Understanding and Responding to Feelings and Behaviours (URFaB) program and the SPARK Reading program. Both of these programs were well received by all involved and will continue in 2019.

For the first time in years we had a school Swimming Carnival. This was offered to proficient swimmers only with the goal of offering it to all students of the school in the future. A senior student Science Fair was also held which was an amazing success and was great to see the variety of experiments on display.

Another new activity introduced to the school this year was the Richardson Interests and Pursuits Program (RIPP). This has been a roaring success for not only the students and teachers, but for families.

Families are invited to join in on a Friday afternoon and partake in a number of activities on offer. It has been wonderful to see so much positive child and parent/carer engagement in our school environment.

With the Board's approval, Richardson Primary intends to apply to become an International Baccalaureate (IB) Candidate school. The school will be implementing the IB Primary Years Programme (PYP) into the curriculum and will have access to IB Schools Australasia resources for the knowledge, concepts, skills, and actions that teachers need to equip students for success, both now and in the future.

I would like to extend my congratulations to Taylor Fitzgerald who won the 2018 ACT NAIDOC Award for Apprentice/Trainee of the Year. I'd also like to congratulate Anna Wilson, Emma Vince, Anne Tow, Michelle May, Glenise Henderson, Taylor Fitzgerald, and David Hutchison for their nominations for the Public Education Awards. This achievement shows the high standard of teachers and staff at our school.

It has been a privilege to work on the School Board this year and I'm looking forward to seeing the continued growth and improvement of our school and community.

Deb Clarke
Board Chair, Richardson Primary School

School Context

Richardson is a great community school that has a focus on learning in a safe and caring environment for all children. We are committed to our shared vision of "success for every student" and strive to achieve in all areas. We have high expectations for behaviour and learning. Some of the features of our school includes

- Highly professional and committed teaching and support staff team
- A valued and supportive parent community
- Small class sizes accommodated in four teaching units
- A Learning Support Centre
- A respectful and positive student and staff relationship framework through Positive Behaviour for Learning (PBL)
- A high quality academic and social learning programs
- Targeted support through a Response to Intervention Model
- Year 5 and Year 6 Instrumental Band programs
- Richardson Interests and Pursuits Program (RIPP), a whole school social engagement program
- Several community partnerships including UR FaB, mentoring, YWCA Clubhouse and SPARK reading
- Opportunities for strong student voice through SRC and student leadership roles
- A dedicated Koori preschool program and an Aboriginal and Torres Strait Islander Support Worker
- Excellent ICT and library facilities

Student Information

Student enrolment

In 2018 there were a total of 132 students enrolled at this school.

Table: 2018 Student enrolment

Student type	Number of students
Male	68
Female	64
Aboriginal and Torres Strait Islander	13
LBOTE*	41

*Language Background Other Than English

Source: Analytics and Evaluation, December 2018

Student attendance

The following table identifies the attendance rate of students by year level during 2018. Student attendance rate is the percentage of school days attended by students in each year level at the school. Student attendance is measured over two school terms; that is from the first day of the school year for students in term 1 to the last day of term 2.

Table: 2018 Attendance rates in percentages*

Year level	Attendance rate
1	84.0
2	90.0
3	87.0
4	92.0
5	87.0
6	84.0

Source: Analytics and Evaluation, December 2018

* Attendance data for 2018 have been derived from a school administration system in the process of implementation. Care should be taken when comparing these data with data from previous years and from other jurisdictions.

Supporting attendance and managing non-attendance

All ACT public schools put into effect the education participation requirements in the *Education Act 2004* and the responsibilities of schools in relation to compulsory education. The Education Directorate's *Education Participation (Enrolment and Attendance) Policy* describes its position with regard to supporting attendance and managing non-attendance. A suite of procedures supports the implementation of the policy. Please refer to <https://www.education.act.gov.au/> for further details.

Staff Information

Teacher qualifications

All teachers at this school meet the professional requirements for teaching in an ACT public school. The ACT Teacher Quality Institute (TQI) specifies two main types of provision for teachers at different stages of their career, these are detailed below.

- **Full registration** is for teachers with experience working in a registered school in Australia or New Zealand who have been assessed as meeting the Proficient level of the Australian Professional Standards for Teachers.
- **Provisional registration** is for newly qualified teachers or teachers who do not have recent experience teaching in a school in Australia and New Zealand. Many teachers moving to Australia from another country apply for Provisional registration.

Workforce composition

Workforce composition for the year of reporting is highlighted in the following table. The data is taken from the school's verified August staffing report. For reporting purposes it incorporates all school staff including preschools, staff absent for a period of less than four consecutive weeks and staff replacing staff absent for more than four consecutive weeks. It does not include casuals and staff absent for a period of four consecutive weeks or longer.

The Education Directorate is required to report Aboriginal and Torres Strait Islander staff figures. As of June 2018, 101 Aboriginal and Torres Strait Islander staff members were employed across the Directorate.

Table: 2018 Workforce composition numbers

Staff employment category	TOTAL
Teaching Staff: Full Time Equivalent Permanent	11.00
Teaching Staff: Full Time Equivalent Temporary	3.80
Non Teaching Staff: Full Time Equivalent	5.40

Source: This data is from the 2018 August census date and is calculated using the parameters provided by the ABS.

School Review and Development

The ACT Education Directorate's Strategic Plan 2018-2021 provides the framework and strategic direction for School Improvement Plans (formerly School Strategic Plans). This is supported by the school performance and accountability framework, *'People, Practice and Performance: School Improvement in Canberra Public Schools, A Framework for Performance and Accountability'*. This framework has school improvement at its centre, with the National School Improvement Tool (NSIT) as its core feature, providing support to achieve high standards in student learning, innovation and best practice in ACT public schools.

Prior to 2016 all ACT public schools participated in a four-year cycle of school review and development. In the fourth year schools underwent an external validation process. In 2016 this changed to a five-year cycle with an External School Review at the end.

Our school will be reviewed in next year in 2020. A copy of the most recent validation report can be found on our school website.

School Satisfaction

Schools use a range evidence to gain an understanding of the satisfaction levels of their parents and carers, staff and students. In August/ September of this reporting period ACT schools undertook a survey to gain an understanding of school satisfaction at that time. This information was collected

from Staff, parents and students from year 5 and above (with the exception of students in special schools) through an online survey.

Overall Satisfaction

In 2018, 81% of parents and carers, 95% of staff, and 76% of students at this school indicated they were satisfied with the education provided by the school.

Included in the survey were 16 staff, 14 parent, and 12 student items which are described as the national opinion items. These items were approved by the then Standing Council on School Education and Early Childhood (SCSEEC) for use from 2015. The following tables show the percentage of parents and carers, students and staff who agreed with each of the national opinion items at this school.

A total of 19 staff responded to the survey. Please note that not all responders answered every question.

Table: Proportion of staff in agreement with each national opinion item

National opinion item	
Teachers at this school expect students to do their best.	95
Teachers give useful feedback.	84
Teachers at this school treat students fairly.	89
This school is well maintained.	68
Students feel safe at this school.	68
Students at this school can talk to their teachers about their concerns.	95
Parents at this school can talk to teachers about their concerns.	100
Student behaviour is well managed at this school.	68
Students like being at this school.	82
This school looks for ways to improve.	100
This school takes staff opinions seriously.	100
Teachers at this school motivate students to learn.	95
Students' learning needs are being met at this school.	79
This school works with parents to support students' learning.	95
Staff get quality feedback on their performance	67
Staff are well supported at this school.	88

Source: 2018 School Satisfaction Surveys, August/September 2018

*Prior to 2018, the item wording and placement was slightly different.

A total of 58 parents responded to the survey. Please note that not all responders answered every question.

Table: Proportion of parents and carers in agreement with each national opinion item

National opinion item	
Teachers at this school expect my child to do his or her best.	95
Teachers give useful feedback.	89
Teachers at this school treat students fairly.	88

This school is well maintained.	88
My child feels safe at this school.	84
I can talk to my child's teachers about my concerns.	91
Student behaviour is well managed at this school.	79
My child likes being at this school.	86
This school looks for ways to improve.	89
This school takes parents' opinions seriously.	82
Teachers at this school motivate my child to learn.	95
My child is making good progress at this school.	84
My child's learning needs are being met at this school.	86
This school works with me to support my child's learning.	93

Source: 2018 School Satisfaction Surveys, August/September 2018

*Prior to 2018, the item wording and placement was slightly different.

A total of 31 students responded to the survey. Please note that not all responders answered every question.

Table: Proportion of students in years 5 and 6 in agreement with each national opinion item

National opinion item	
My teachers expect me to do my best.	97
Teachers give useful feedback.	70
Teachers at my school treat students fairly.	63
My school is well maintained.	52
I feel safe at this school.	52
I can talk to my teachers about my concerns.	67
Student behaviour is well managed at my school.	32
I like being at my school.	59
My school looks for ways to improve.	86
Staff take students' opinions seriously.	71
My teachers motivate me to learn.	86
My school gives me opportunities to do interesting things.	69

Source: 2018 School Satisfaction Surveys, August/September 2018

*Prior to 2018, the item wording and placement was slightly different.

These results, as well as the continual review of school performance, contributed to the evaluation of our Strategic Plan and the development of Annual Action Plans. The Strategic Plan (or School Improvement Plan) is available on the school website.

Learning and Assessment

Performance in Literacy and Numeracy

Early years assessment

Students in kindergarten undertake an on-entry assessment of their early reading and numeracy skills using the Performance Indicators in Primary Schools (PIPS) program. Student results are reported against five performance bands at the end of semester 1 and 2. Below are the results for this school.

Table: Richardson Primary School PIPS 2018 mean raw scores

Agency	Reading start	Reading end	Mathematics start	Mathematics end
School	42	111	35	52
ACT	49	124	39	54

Source: Analytics and Evaluation

Results are not reported when there are fewer than five students with results. This rule is applied for reasons of statistical reliability, as well as to protect the privacy of students in small schools.

The following table shows the mean scores achieved by students at this school compared to the ACT for this reporting period.

Table: Richardson Primary School 2018 NAPLAN Mean Scores

Test Domain	Year 3 School	Year 3 ACT	Year 5 School	Year 5 ACT
Reading	298	441	409	518
Writing	313	411	386	460
Spelling	305	410	403	494
Grammar & Punctuation	312	438	441	510
Numeracy	316	416	437	494

Source: Analytics and Evaluation

Financial Summary

The school has provided the Directorate with an end of year financial statement that was approved by the school board. Further details concerning the statement can be obtained by contacting the school. The following summary covers use of funds for operating costs and does not include expenditure in areas such as permanent salaries, buildings and major maintenance.

Table: Financial Summary

INCOME	January-June	July-December	January-December
Self-management funds	161592.45	112689.04	274281.49
Voluntary contributions	790.00	180.00	970.00
Contributions & donations	85.00	0.00	85.00
Subject contributions	922.50	195.00	1117.50
External income (including community use)	1150.00	1263.70	2413.70
Proceeds from sale of assets	0.00	0.00	0.00
Bank Interest	2025.39	3310.15	5335.54
TOTAL INCOME	166565.34	117637.89	284203.23
EXPENDITURE			
Utilities and general overheads	21602.45	50807.01	72409.46
Cleaning	30388.20	31855.89	62244.09
Security	0.00	0.00	0.00
Maintenance	4873.80	21053.14	25926.94
Administration	10807.23	2876.68	13683.91
Staffing	1141.87	-1592.67	-450.80
Communication	7472.75	3597.25	11070.00
Assets	5329.23	-250.00	5079.23
Leases	0.00	0.00	0.00
General office expenditure	19714.90	8477.08	28191.98
Educational	5421.16	3179.79	8600.95
Subject consumables	3980.00	0.00	3980.00
TOTAL EXPENDITURE	110731.59	120004.17	230735.76
OPERATING RESULT	55833.75	-2366.28	53467.47
Actual Accumulated Funds	96133.68	108733.12	108733.12
Outstanding commitments (minus)	0.00	0.00	0.00
BALANCE	151967.43	106366.84	162200.59

Voluntary Contributions

The funds listed were used to support the general operations of the school. The spending of voluntary contributions is in line with the approved budget for 2018.

Reserves

Name and Purpose	Amount	Expected Completion
Casual Relief System (CRS)	\$10 000.00	
Voluntary Contributions	\$ 970.00	Richardson Primary School is a low SES school

Endorsement Page

Members of the School Board

Parent Representative: Emily
O'Neil

Teacher Representative(s): Mrs
Nicole Agius and Mrs Michelle
May

Board Chair: Mrs Deb Clarke

Principal: Ms Anna Wilson

I approve the report, prepared in accordance with the provision of the *ACT Education Act 2004*, section 52.

Board Chair Signature: Deb Clarke

Date: 07 / 06 / 2019

I certify that to the best of my knowledge and belief the evidence and information reported in this Annual School Board Report represents an accurate record of the Board's operations during this reporting period.

Principal Signature: Anna Wilson

Date: 07/ 06/ 2019