

Richardson Primary School

Annual School Board Report 2019



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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

Schools 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
- newsletters
- other sources such as My School.

Summary of School Board activity

During my second year as Board Chair I have seen the continued positive growth of Richardson Primary.

2019 started off with the exterior of the school building getting a much-deserved facelift. The Board was presented with colour combination suggestions made by a professional exterior designer and the new colour scheme has been well received by the whole community. The school used its Cultural Integrity grant to fund an Indigenous mural to be painted to the front façade. The mural was painted by Yarrudhamarra Creations and it is an absolute joy to look at when visiting the school.

In its second year, the Richardson Interests and Pursuits Program (RIPP) was once again enjoyed by all students and one special activity offered was to create a frog pond in the preschool yard. This was in partnership with Bunnings who generously supplied the materials. Not only was this an enjoyable RIPP activity but the pond itself opened up a learning opportunity for preschool students to learn about a particular animal, its environment, and they worked together to create a "How to look after the frog pond" book which they presented to each class in person. It is pleasing to see a curriculum focus on sustainability.

The Board has supported and seen a great investment in staff training and I encourage you to read the School Impact Report. The priority areas are:

Improve learning and achievement for all students

Develop an expert teaching team

Provide a safe, inclusive and respectful school culture

The continuation of the Positive Behaviour for Learning (PBL) framework has proven to be so successful that due to over 5000 DABs (Displaying Positive Behaviour) being handed out, the tier levels for Bronze, Silver, and Gold Awards that are presented to students at assemblies had to be revised.

As a parent and member of the Board it has been fantastic to see the improvements in culture throughout the school and I look forward to the continued focus on the PBL areas of being Respectful, Positive Learners and Safe.

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 include:

- 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 this reporting period there were a total of 132 students enrolled at this school.

Table: Student enrolment

Student type	Number of students
Male	70
Female	62
Aboriginal and Torres Strait Islander	13
LBOTE*	36

Source: ACT Education Directorate, Analytics and Evaluation Branch

*Language Background Other Than English

Student attendance

The following table identifies the attendance rate of students by year level during this reporting period. 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: Attendance rates in percentages

Year level	Attendance rate
1	86.0
2	86.0
3	85.0
4	81.0
5	90.0
6	88.0

Source: ACT Education Directorate, Analytics and Evaluation Branch

Supporting attendance and managing non-attendance

ACT public schools support parents and careers to meet their legal responsibilities in relation to the compulsory education requirements of the *Education Act 2004*. 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 current reporting period is provided 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 of the reporting period, 119 Aboriginal and/or Torres Strait Islander staff members were employed across the Directorate.

Table: Workforce composition numbers

Staff employment category	TOTAL
Teaching Staff: Full Time Equivalent Permanent	10.30
Teaching Staff: Full Time Equivalent Temporary	2.00
Non Teaching Staff: Full Time Equivalent	7.80

Source: ACT Education Directorate, People and Performance Branch

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*'. Annually, system and school level data are used alongside the National School Improvement Tool to support targeted school improvement, 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 improvement cycle. In the fourth year schools underwent an external Validation process. In 2016 this changed to a five-year cycle with a School Review at the end.

Our school will be reviewed next year, 2020. A copy of the most recent Validation Report can be found on our school website.

School Satisfaction

Schools use a range of evidence to gain an understanding of the satisfaction levels of their parents and carers, staff and students. Annually in August/ September ACT schools undertake a survey to gain an understanding of school satisfaction at that time. This information is collected from staff, parents and students from year 5 and above through an online survey.

Overall Satisfaction

In this period of reporting, 84% of parents and carers, 86% of staff, and 85% 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 21 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	
Parents at this school can talk to teachers about their concerns.	95
Staff are well supported at this school.	91
Staff get quality feedback on their performance.	86
Student behaviour is well managed at this school.	71
Students at this school can talk to their teachers about their concerns.	100
Students feel safe at this school.	81
Students like being at this school.	81
Students' learning needs are being met at this school.	81
Teachers at this school expect students to do their best.	100
Teachers at this school motivate students to learn.	91
Teachers at this school treat students fairly.	100
Teachers give useful feedback.	86
Teachers give useful feedback.	86
This school is well maintained.	71
This school looks for ways to improve.	100
This school takes staff opinions seriously.	95
This school works with parents to support students' learning.	91

Source: ACT Education Directorate, Analytics and Evaluation Branch

*Data derived from annual School Satisfaction Survey

A total of 87 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	
I can talk to my child's teachers about my concerns.	93
My child feels safe at this school.	83
My child is making good progress at this school.	84
My child likes being at this school.	85
My child's learning needs are being met at this school.	84
Student behaviour is well managed at this school.	70
Teachers at this school expect my child to do his or her best.	97
Teachers at this school give useful feedback.	87
Teachers at this school motivate my child to learn.	91
Teachers at this school treat students fairly.	87
This school is well maintained.	90
This school looks for ways to improve.	90
This school takes parents' opinions seriously.	81
This school works with me to support my child's learning.	87

Source: ACT Education Directorate, Analytics and Evaluation Branch

*Data derived from annual School Satisfaction Survey

A total of 41 students responded to the survey. Please note that not all responders answered every question.

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

National opinion item	
I can talk to my teachers about my concerns.	76
I feel safe at this school.	70
I like being at my school.	81
My school gives me opportunities to do interesting things.	90
My school is well maintained.	56
My school looks for ways to improve.	88
My teachers expect me to do my best.	90
My teachers motivate me to learn.	90
Staff take students' concerns seriously.	80
Student behaviour is well managed at my school.	42
Teachers at my school treat students fairly.	73
Teachers give useful feedback.	90

Source: ACT Education Directorate, Analytics and Evaluation Branch

*Data derived from annual School Satisfaction Survey

Learning and Assessment

Performance in Literacy and Numeracy

Early years assessment

Students in kindergarten undertake an on-entry and on-exit 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 for the current reporting period.

Table: Richardson Primary School PIPS 2019 mean raw scores

Agency	Reading start	Reading end	Mathematics start	Mathematics end
School	39	106	32	51
ACT	49	123	39	55

Source: ACT Education Directorate, Analytics and Evaluation Branch

NAPLAN

Students in years 3, 5, 7 and 9 in all ACT schools participate in the National Assessment Program-Literacy and Numeracy (NAPLAN). This program assesses skills in reading, writing, spelling, grammar and punctuation, and numeracy.

In this reporting period, 10.00 % of year 3 students and 0.00 % of year 5 students were exempt from testing based on nationally agreed criteria.

For reasons of statistical reliability, as well as to protect the privacy of students, results are not reported when the sample size is less than five.

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

Table: NAPLAN Mean Scores

Test Domain	Year 3 School	Year 3 ACT	Year 5 School	Year 5 ACT
Reading	404	438	460	516
Writing	402	418	455	474
Spelling	390	408	466	497
Grammar & Punctuation	419	440	434	500
Numeracy	377	411	462	496

Source: ACT Education Directorate, Analytics and Evaluation Branch

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	180785.91	83386.52	264172.43
Voluntary contributions	240.00	605.00	845.00
Contributions & donations	241.45	1000.00	1241.45
Subject contributions	1892.50	760.86	2653.36
External income (including community use)	2230.69	1054.55	3285.24
Proceeds from sale of assets	0.00	0.00	0.00
Bank Interest	3148.72	2777.32	5926.04
TOTAL INCOME	188539.27	89584.25	278123.52
EXPENDITURE			
Utilities and general overheads	37274.30	54615.64	91889.94
Cleaning	38576.16	0.00	38576.16
Security	0.00	283.66	283.66
Maintenance	19776.82	5206.71	24983.53
Administration	2783.00	2239.37	5022.37
Staffing	6768.89	0.00	6768.89
Communication	6864.64	3372.14	10236.78
Assets	781.85	473.00	1254.85
Leases	0.00	0.00	0.00
General office expenditure	9474.83	9548.15	19022.98
Educational	7693.31	10001.66	17694.97
Subject consumables	2880.00	0.00	2880.00
TOTAL EXPENDITURE	132873.80	85740.33	218614.13
OPERATING RESULT	55665.47	3843.92	59509.39
Actual Accumulated Funds	156441.11	156441.11	156441.11
Outstanding commitments (minus)	-2440.42	0.00	-2440.42
BALANCE	209666.16	160285.03	213510.08

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 this reporting period.

Reserves

Name and Purpose	Amount	Expected Completion
Casual Relief System – CRS <ul style="list-style-type: none">• Purchasing of staffing days	\$10 000.00	No end date

Endorsement Page

Members of the School Board

Parent Representative(s): Emily O’Neil
Community Representative(s): Jimmy Varghese
Teacher Representative(s): Nicole Agius Michelle May
Board Chair: Deb Clarke
Principal: 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: 25/06/2020

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: 25/06/2020