



*Open hearts • Inquiring minds*

## Red Hill Primary School

Annual School Board Report 2021



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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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# Contents

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Reporting to the community.....	1
Summary of School Board activity .....	1
School Context .....	1
Student Information .....	2
Student enrolment.....	2
Student attendance .....	2
Supporting attendance and managing non-attendance.....	2
Staff Information.....	3
Teacher qualifications.....	3
Workforce composition .....	3
School Review and Development .....	3
School Satisfaction .....	4
Overall Satisfaction .....	4
Learning and Assessment .....	6
Performance in Literacy and Numeracy .....	6
Early years assessment .....	6
NAPLAN .....	6
Financial Summary.....	7
Voluntary Contributions .....	8
Reserves .....	8
Endorsement Page.....	9
Members of the School Board .....	9

## Reporting to the community

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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

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In April 2021 Red Hill School underwent both a School Review and International Baccalaureate (IB) Evaluation. The School Board contributed significantly to these processes, with Board members regularly providing input into the school's preparatory self-assessment against the IB Primary Years Program standards and practices and also meeting with both review panels to offer different perspectives.

The School Board played a key role in the review of our Language Policy and Library Guidelines, which were approved by the Board for implementation from late 2021 onwards.

After being postponed in 2020 because of Covid 19, the School Board was pleased to see our 60<sup>th</sup> birthday celebrations finally came to fruition in April 2021 through a special Heritage celebration.

## School Context

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Opened in 1960, Red Hill Primary School caters to a diverse student clientele in the inner south of Canberra, drawing families from diplomatic, government, defence force, university and other backgrounds. As an International Baccalaureate (IB) World School, Red Hill provides an inclusive, international education for 830 students in preschool to year 6.

Red Hill School's strengths are a systematic delivery of curriculum; the promotion of a learning culture with a strong focus on high expectations and collaboration; the development of a positive and inclusive school environment; the provision of enrichment opportunities that encourage students to become active life-long learners; and community partnerships.

Our mission is to prepare students to become active, caring, lifelong learners who demonstrate respect for themselves and others and have the capacity to participate in the world around them with open hearts and inquiring minds. We focus on the development of the whole child. We create collaborative partnerships with parents and the community that foster intercultural understanding and develop inquiring, knowledgeable, compassionate and resilient young people who are able to make a difference in our world.

## Student Information

### *Student enrolment*

In this reporting period there were a total of 744 students enrolled at this school. We also had 88 students in preschool.

**Table: Student enrolment**

Student type	Number of students
Gender - Male	376
Gender - Female	368
Gender - Non-binary or other*	0
Aboriginal and Torres Strait Islander	21
LBOTE**	316

Source: ACT Education Directorate, Analytics and Evaluation Branch

\* If the number of non-binary students is less than six, or if gender is unknown, these are randomly assigned 'Male' or 'Female' and included in the counts.

\*\* 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.

\*NOTE: Student attendance data for this period should be understood within the context of flexible learning arrangements enacted in response to COVID19. Comparison of attendance figures to previous reporting periods is not valid.

**Table: Attendance rates in percentages**

Year level	Attendance rate
1	94.0
2	91.0
3	94.0
4	94.0
5	94.0
6	95.0

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, 135 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	40.06
Teaching Staff: Full Time Equivalent Temporary	3.20
Non Teaching Staff: Full Time Equivalent	14.48

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.

Our school was reviewed in 2021. A copy of the Report of Review 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 from 2020 students from year 4 and above (previously year 5 and above) through an online survey.

### Overall Satisfaction

In this period of reporting, 81.6% of parents and carers, 92.3% of staff, and 77.0% of students at this school indicated they were satisfied with the education provided by the school.

Included in the survey were 8 staff, 9 parent, and 10 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.

Due to the impacts of the COVID-19 pandemic, the survey was taken in November, rather than in August as has been done in previous years. This was just after the majority of students and staff returned to school-based learning after a period of around 3 months of remote learning. A number of questions were removed from previous years' to shorten the time required by community members to complete the survey.

A total of 52 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.	96
Staff get quality feedback on their performance.	49
Student behaviour is well managed at this school.	58
Teachers want every student to do their best. (Replaces 'Teachers at this school expect students to do their best')	92
Staff at this school treat students with respect. (Replaces 'Teachers at this school treat students fairly')	95
Teachers give useful feedback.	87
This school is well maintained.	67
The way decisions are made in this school are appropriate (Replaces 'This school takes staff opinions seriously')	67

Source: ACT Education Directorate, Analytics and Evaluation Branch

\*Proportion of those who responded to each individual survey question



A total of 185 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	
My child feels safe at this school.	88
My child is making good progress at this school.	79
Student behaviour is well managed at this school.	75
Teachers at this school believe that every student can be a success. (Replaces 'Teachers at this school expect my child to do his or her best')	76
Teachers give useful feedback.	77
Staff at this school treat students with respect. (Replaces 'Teachers at this school treat students fairly')	88
This school is well maintained.	74
This school is active in seeking parents' opinion and ideas for making important decisions.(Replaces 'This school takes parents' opinions seriously')	65
This school works with me to support my child's learning.	73

Source: ACT Education Directorate, Analytics and Evaluation Branch

\*Proportion of those who responded to each individual survey question

A total of 305 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 feel I can talk to teachers about problems at school. (Replaces 'I can talk to teachers about my concern')	58
I feel safe at this school.	75
I am happy to be part of this school.(Replaces 'I like being at my school')	87
I am interested in what I learn in school. (Replaces 'My school gives me opportunities to do interesting things')	69
My school is well maintained.	70
Teachers want every student to do their best.(Replaces 'My teachers expect me to do my best')	93
Teachers encourage students to try out new ideas. (Replaces 'My teachers motivate me to learn')	91
Staff take students' concerns seriously.	67
Staff treat students with respect. (Replaces 'Teachers at my school treat students fairly')	81
Teachers give useful feedback.	74

Source: ACT Education Directorate, Analytics and Evaluation Branch

\*Proportion of those who responded to each individual survey question

## Learning and Assessment

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### 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 BASE 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: Red Hill Primary School BASE 2021 mean raw scores**

Agency	Reading start	Reading end	Numeracy start	Numeracy end
School	61	127	40	58
ACT	58	125	38	56

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, no 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	446	437	534	515
Writing	428	418	493	475
Spelling	411	409	530	502
Grammar & Punctuation	439	426	516	497
Numeracy	420	404	505	492

## 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**

<b>INCOME</b>	<b>January-December</b>
Directorate Funding	423999.72
Contributions and Donations	99418.06
Subject Contributions	15331.82
Hire of Facilities	16511.42
External Revenue	7634.27
Sale of Assets	0.00
Interest Received	4103.80
Other School Revenue	13455.55
<b>TOTAL INCOME</b>	<b>580454.64</b>
<b>EXPENDITURE</b>	
Utilities and General Overheads	106983.75
Security and Caretaking	751.52
Maintenance	61089.71
Administration	12911.43
Staffing Expenditure	0.00
Communication	4030.44
Assets & Leases	129792.74
General Expenses	46773.26
Educational Resources	68034.40
Subject Consumables	7263.77
Directorate Funded Payments	16542.12
Other Payments	20431.56
<b>TOTAL EXPENDITURE</b>	<b>474604.70</b>
<b>OPERATING RESULT</b>	<b>105849.94</b>
Accumulated Funds	174075.40
<b>BALANCE</b>	<b>279925.34</b>

## 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
<b>Facilities &amp; equipment upgrade</b> The school was built in 1960. Some health and safety issues are arising because of the age and design of the school facilities which require repair. This is particularly the case in the students' bathrooms.  The school is also endeavouring to create a more contemporary learning space which requires new furniture.	\$80,000	January 2023
<b>Information Communication Technologies</b> As part of our learning technology plan the school is enhancing teaching and learning through the use of contemporary learning technologies. This requires ongoing upgrades of equipment and relevant professional learning.	\$40,000	January 2023
<b>Oval upgrade</b> The school oval is zoned for community use, although it belongs to the school. Increased use by a larger school population and the wider community, accompanied by a drought, caused significant disrepair to the oval which required remediation. The school is working with the Education Directorate and local community to make the oval an enhanced play space for Red Hill and the surrounding environment, as part of a Master Plan.	\$30,000	January 2023

## Endorsement Page

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### Members of the School Board

<b>Parent Representative(s):</b>	Philip Coote	Sharon Bown	Ben Slaughter
<b>Community Representative(s):</b>	Giselle Chorvat		
<b>Teacher Representative(s):</b>	Holly Shaw	Dianne Peios	
<b>Board Chair:</b>	Philip Coote		
<b>Principal:</b>	Louise Owens		

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

2021 Board Chair Signature:



Date: 28/06/2022

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:

*Louise Owens*

Date: 28/06/2022