



Richardson Primary School

Annual School Board Report 2016



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This report supports the work being done in the ACT Education Directorate, as outlined in the '*Education Capital: Leading the Nation Strategic Plan 2014-17*'.

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The school website is <http://www.richardsonps.act.edu.au>.

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Contents

School Board Chair Report	2
Context	2
Introduction to School.....	2
Student Information.....	2
Student enrolment	2
Student attendance.....	3
Staff Information	3
Teacher qualifications	3
Workforce composition.....	4
Volunteers	4
School Review and Development.....	4
School Satisfaction.....	5
Overall Satisfaction.....	5
Learning and Assessment	7
Performance in Literacy and Numeracy	7
Early years assessment.....	7
NAPLAN assessment.....	7
Performance in Other Areas of the Curriculum	8
Progress Against School Priorities in 2016	9
Financial Summary	10
Professional Learning	11
Voluntary Contributions.....	11
Reserves.....	11
Endorsement Page.....	12
Members of the School Board.....	12

School Board Chair Report

I am extremely pleased to have been a part of Richardson Primary School and community, a community that is growing from strength to strength.

Richardson Primary School has helped to create a culture that is welcoming to all, with academic excellence and innovation, which is evident throughout our School and the broader community.

Our Principal and Deputy Principal with their leadership team has focused on the development of teacher capacity and continuing their outstanding work in building a strong sense of community.

Positive home to school partnerships are a key feature of our community and integral part of the schools vision.

The School Board is very excited by the direction and leadership of the school and has full confidence moving into 2017 and beyond.

Context

There has been little demographic change to our student population since last year. Our current population is 142 students, compared to 145 students in 2015.

Introduction to School

Richardson Primary School is 'a small school achieving big things' (Jane Caro, 2008). Students are provided with a comprehensive education experience founded in quality teaching practices that have a high-impact on their capacity to learn effectively. Our key improvement agenda is to increase student engagement in learning. Our focused actions have included: English teaching that represents best classroom practice, Cooperative Learning (KAGAN) embedded across the school and Dylan Wiliam's Formative Assessment principles as a driver of classroom practice.

Student Information

Student enrolment

In 2016 there were a total of 142 students enrolled at this school.

Table: 2016 Student Enrolment Breakdown

Group	Number of Students
Male	84
Female	58
Indigenous	18
LBOTE	36

Source: Planning and Analytics, December 2016

Student attendance

The following table identifies the attendance rate of students by year level during 2016. 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: 2016 Attendance rates in Percentages

Year Level	Attendance Rate %
K	79.0
1	92.0
2	89.0
3	94.0
4	91.0
5	89.0
6	91.0

Source: Planning and Analytics, December 2016

The school is vigilant in ensuring that students attend school every day. We track student's, attendance and make direct contact with the parents of children who have irregular attendance or consistent absenteeism. We implemented the ACT Education Directorates 'Attendance at ACT Schools Policy'. The issues of absenteeism is complex and covers a range of behaviours including school refusal and mental health challenges. It is important for our school to investigate the patterns and underlying causes of non-attendance so that appropriate strategies that address the specific type of absenteeism can be implemented.

Staff Information

Teacher qualifications

All teachers meet the professional requirements for teaching in an ACT public school. The ACT Teacher Quality Institute (TQI) has provided the following data based on teachers registered as at 16 December 2016.

The proportion of teaching staff with certificates/degrees/diplomas and a postgraduate qualification is shown below.

Table: 2016 Qualification of Teaching Staff in Percentages

Qualifications	% Teaching Staff
Certificate/Diploma/Degree	100
Postgraduate	19

Source: Teacher Quality Institute, 16 December 2016

The table above confirms that 100% of teaching staff at Richardson meet the professional requirements for teaching. A small number of staff are engaging in postgraduate qualifications.

Workforce composition

The 2016 workforce composition of Richardson Primary School 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.

Table: 2016 Workforce Composition Numbers

Staff Employment Category	Total
Teaching Staff: Head Count	13
Teaching Staff: Full Time Equivalent	12.4
Non Teaching Staff: Head Count	6
Non Teaching Staff: Full Time Equivalent	5

Source: This data is from the 2016 August census date and is calculated using the parameters provided by the ABS.

Note: This table does not include pre-school staffing.

There is one indigenous staff members at this school.

Volunteers

We have a number of volunteers who give up their time to contribute to our school community. During 2016 we had seven volunteer adult mentors and 12 parents and community members who volunteered for breakfast club, excursions, helping out in the classroom and various sporting events. We estimate over 1100 hours of volunteer time was offered over the course of the year.

School Review and Development

In 2016, the ACT Education Directorate's Strategic Plan 2014-2017 provided the framework and strategic direction for the school's Strategic Plan. This is supported by the new 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.

The introduction of a revised External School Review process in 2016 represented a significant change for the system. It is now a five-year cycle with an External School Review at the end, based partly on the school's self-evaluation of their progress documented in a Summative Report and substantially on the findings of External Review Panels when in schools. External Review Panels now include an external school review expert as the panel chair and an experienced system principal.

Richardson Primary School was reviewed in 2016. A copy of the Review Report can be found on the school website.

School Satisfaction

Schools use a range of data collection tools to gain an understanding of the satisfaction levels of their parents and carers, staff and students. In August/ September 2016 the school undertook a survey to gain an understanding of school satisfaction at that time. Staff, parents and students from year 5 and above (with the exception of students in special schools) took part in an online survey.

Overall Satisfaction

In 2016, 85% of parents and carers, 91% of staff, and 74% of students at this school indicated they were satisfied with the education provided by the school.

Included in the survey were 14 national parent survey items and 12 national student survey 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 and students who agreed with each of the national items at this school.

The results for the 22 staff who took part in the survey are tabled below.

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 at this school provide students with useful feedback about their school work.	100
Teachers at this school treat students fairly.	91
This school is well maintained.	95
Students feel safe at this school.	95
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.	91
Students like being at this school.	91
This school looks for ways to improve.	100
This school takes staff opinions seriously.	90
Teachers at this school motivate students to learn.	100
Students' learning needs are being met at this school.	95
This school works with parents to support students' learning.	95
I receive useful feedback about my work at this school.	86
Staff are well supported at this school.	86

Source: 2016 School Satisfaction Surveys, August/September 2016

The results for the 13 parents who took part in the survey are tabled below.

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.	85
Teachers at this school provide my child with useful feedback about his or her school work.	77
Teachers at this school treat students fairly.	69
This school is well maintained.	100
My child feels safe at this school.	92
I can talk to my child's teachers about my concerns.	85
Student behaviour is well managed at this school.	69
My child likes being at this school.	92
This school looks for ways to improve.	100
This school takes parents' opinions seriously.	69
Teachers at this school motivate my child to learn.	85
My child is making good progress at this school.	77
My child's learning needs are being met at this school.	77
This school works with me to support my child's learning.	77

Source: 2016 School Satisfaction Surveys, August/September 2016

The results for the 34 students who took part in the survey are tabled below.

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

National Opinion Item	(%)
My teachers expect me to do my best.	88
My teachers provide me with useful feedback about my school work.	68
Teachers at my school treat students fairly.	44
My school is well maintained.	50
I feel safe at my school.	59
I can talk to my teachers about my concerns.	59
Student behaviour is well managed at my school.	29
I like being at my school.	59
My school looks for ways to improve.	65
My school takes students' opinions seriously.	50
My teachers motivate me to learn.	79
My school gives me opportunities to do interesting things.	68

Source: 2016 School Satisfaction Surveys, August/September 2016

This information can be considered alongside information available on the My School website (<http://www.myschool.edu.au>).

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 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.

The following table shows the comparison of the school against the ACT on raw scores in reading and mathematics.

Table: Richardson Primary School PIPS 2016 mean raw scores

	School		ACT	
	Start	End	Start	End
Reading	43	93	49	121
Mathematics	35	49	39	54

Source: Planning and Analytics

The PIPS data above shows that in reading Richardson's Kindergarten Cohort started and finished below the ACT mean raw score. In mathematics Richardson's Kindergarten cohort started below the ACT mean raw score. The end of year result significantly improved and was one point away from the ACT mean raw score.

NAPLAN assessment

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 2016, 0.00 % of year 3 students and 5.00 % of year 5 students were exempt from testing based on nationally agreed criteria.

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 2016 mean scores achieved by our students compared to the ACT.

Table: Richardson Primary School 2016 NAPLAN Mean Scores

Test Domain	Year 3 School	Year 3 ACT	Year 5 School	Year 5 ACT
Reading	342	441	458	514
Writing	352	420	435	474
Spelling	303	421	415	490
Grammar & Punctuation	331	442	450	511
Numeracy	328	412	427	497

Source: Planning and Analytics

An analysis of our NAPLAN results can be found when reporting against our priorities.

Performance in Other Areas of the Curriculum

At Richardson we provide a number of cross-curricular opportunities for students to engage in as part of a holistic view of learning.

We use our cooperative learning pedagogy to teach social skills, which closely align to our school values. The cooperative learning structures provide the environment for students to make valuable social contributions to the classroom and beyond. These learning experiences have had a positive impact on our school climate and resulted in a reduction in classroom and playground management issues. We also provide a range of lunch time clubs that provide an additional level of structure for students during break times. These clubs have included: Gardening, ball games, dance, board and brain games, construction and art club.

Students from Preschool to year 6 have access to a high quality PE and Health program through our specialist PE teacher. The program is fully aligned to the Australian Curriculum and students are able to enjoy opportunities to learn about personal, social and community health as well as movement and physical activity. From foundation to year 6 the curriculum supports students to make decisions to enhance their health, safety and participation in physical activity. The content enables students to explore their own sense of self and the factors that contribute and influence their identities. Students learn about emotions, how to enhance their interactions with others and the physical and social changes they go through as they grow older.

Richardson Primary School's arts program incorporated The Australian Curriculum: The Arts five subject areas of: Dance, Drama, Media Arts, Music and Visual Arts. The approach was facilitated by specialist and executive teachers to provide opportunities for students to learn how to create, design, represent, communicate and share their imagined and conceptual ideas, emotions, observations and experiences. Students from years 4, 5 and 6 participated in the Kulturebreak 'Dance Nation' initiative during semester one, participating in weekly dance workshops and culminating in ACT performance at the Royal Theatre. The ukulele music program encompasses playing, reading and appreciation of music and is offered to Year 5 and 6 through the ACT Instrumental Music Program. Students have the opportunity to combine with other schools in the network and practice their skills, the end point being a performance at 'Bandstravaganza' at the ANU.

Information and Communication Technologies (ICTs) were utilised throughout 2016 across the school. Students in years 3-6 have access to 1-1 Chromebooks, this enables teachers to support learning through Google Apps for Education (GAPE). Students in years K-2 have access to iPads and Laptops, to enable them to use all the tools available to them to guide their learning. Teachers and students are encouraged to find new and innovative ways to assist the student learning.

The Garden Program is another integral part of the broader curriculum at Richardson. As an accredited Waste Smart school, our students have been educated on how to use the waste, recycling and compost bins located throughout the school. Our compost bins are further used to feed the chickens in the Garden Centre. Each unit is in charge of caring for the chickens on a daily basis. Doing this demonstrates sustainable practices to our students and thus promotes awareness of the impact of self on environment.

Progress Against School Priorities in 2016

Below is Richardson Primary School's 2016 Annual Action Plan Report (AAPR) in pdf and MS Word formats. The AAPR details the priorities and targets of the school for 2016. Progress against priorities and targets, and methodologies for measuring progress, are also described. Click on the appropriate text below to open the report in your desired format.

If you cannot open the document check to make sure you have clicked the yellow 'Enable All Features' menu that may have appeared at the top of your page. Please contact the school for an electronic or hard copy should none of these options work.

If you do not have Adobe Acrobat you can download the free Reader version [here](#) (large download).

- Click here to access the Adobe PDF version
- Click here to access the Microsoft Word version

Note to school: If providing the Annual School Board Report (ASBR) in hard copy please provide a printed copy of the above Annual Action Plan Report and append it to the ASBR.

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.

Financial Summary

INCOME	January to June	July to December	January to December
Self management funds	144081.00	113459.22	257540.22
Voluntary contributions	700.00	60.00	760.00
Contributions & donations	0.00	0.00	0.00
Subject contributions	458.00	522.00	980.00
External income (including community use)	909.10	3301.93	4211.03
Proceeds from sale of assets	0.00	0.00	0.00
Bank Interest	2327.22	1509.59	3836.81
TOTAL INCOME	148475.32	118852.74	267328.06
EXPENDITURE			
Utilities and general overheads	25442.36	39218.70	64661.06
Cleaning	30051.30	31136.16	61187.46
Security	60.00	0.00	60.00
Maintenance	6310.00	3955.49	10265.49
Administration	27447.74	26214.03	53661.77
Staffing	37814.51	2406.32	40220.83
Communication	9755.61	6833.54	16589.15
Assets	27899.51	15264.62	43164.13
Leases	0.00	0.00	0.00
General office expenditure	11885.68	17615.56	29501.24
Educational	9462.35	8062.60	17524.95
Subject consumables	3545.45	0.00	3545.45
TOTAL EXPENDITURE	189674.51	150707.02	340381.53
OPERATING RESULT	-41199.19	-31854.28	-73053.47
Actual Accumulated Funds	78990.61	78990.61	78990.61
Outstanding commitments (minus)	-90.91	0.00	-90.91
BALANCE	37700.51	47136.33	5846.23

Professional Learning

The average professional learning expenditure at the school level per full time equivalent teacher was \$3,108.00

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 2016.

Reserves

Name and Purpose	Amount	Expected Completion
CRS	\$10,000.00	Ongoing

Endorsement Page

I declare that the Richardson Primary School Board has operated in accordance with the provisions of the ACT *Education Act 2004* including the following sections.

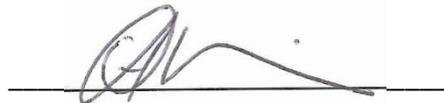
- 39 (4) The school board must give effect to the chief executive's directions.
- 44 (2) The chief executive must end the appointment of a member of the school board of a public school, other than the principal of the school if:
- a) the member is absent from 3 consecutive meetings of the board without reasonable excuse or leave given by the board or
 - b) contravenes section 49 (disclosure of interests by members of school boards) without reasonable excuse.
- 46 The members of the school board of a public school must, whenever is necessary, nominate a member of the board as a member of any selection panel established by the chief executive to make recommendations to the chief executive about the appointment of the principal to the school.
- 47 (2) However, the school board must meet at least four times a year.
- 48 (10) The school board must keep minutes of its meeting.
- 49 Disclosure of interests by members of school boards.
- 49 (3) The disclosure must be reported in the school board's minutes and, unless the board otherwise decides, the member (The first member) must not:
- a) be present when the board considers the issue or
 - b) take part in any decision of the board on the issue.
- 49 (5) Within 14 days after the end of each financial year, the chairperson of the school board must give the chief executive a statement of any disclosure of interest under this section in relation to the school board during the financial year.

Members of the School Board

Parent Representative(s):	Olivia Boccock	Aleera Wren	
Community Representative(s):	Bernie Cummins		
Teacher Representative(s):	Dannielle Fisher	Jordan Peters	Taleasha Warr
Board Chair:	Tali Perry		
Principal(s):	Jason Borton (2016)	Anna Wilson (2017)	

I certify that to the best of my knowledge and belief the data and information reported in this Annual School Board Report represents an accurate record of the school's operations in 2016.

Principal Signature:



Date:

10 / 05 / 2017

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

Board Chair Signature:



Date:

10 / 05 / 2017