

# Richardson Primary School

Annual School Board Report 2021



This page is intentionally left blank.

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

## Accessibility

The ACT Government is committed to making its information services, events and venues accessible to as many people as possible.

If you have difficulty reading a standard document and would like to receive this publication in an alternate format, such as large print and audio, please telephone (02) 6247 4580.

If English is not your first language and you require the translating and interpreting service, please telephone 13 14 50.

If you are deaf or hearing impaired and require the National Relay Service, please telephone 13 36 77.

© Australian Capital Territory, Canberra, 2022

Material in this publication may be reproduced provided due acknowledgement is made.

# Contents

---

Reporting to the community.....	1
School Context .....	1
Student Information .....	1
Student enrolment.....	1
Student attendance .....	2
Supporting attendance and managing non-attendance.....	2
Staff Information.....	2
Teacher qualifications .....	2
Workforce composition .....	3
School Review and Development .....	3
School Satisfaction .....	3
Overall Satisfaction .....	3
Learning and Assessment .....	5
Performance in Literacy and Numeracy .....	5
Early years assessment .....	5
NAPLAN .....	6
Financial Summary .....	7
Voluntary Contributions .....	8
Endorsement Page.....	8
Members of the School Board .....	8

## 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.

## 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
- A valued and supportive parent community
- Small class sizes accommodated in four teaching units
- A Learning Support Unit
- A respectful and positive student and staff relationship framework through Positive Behaviour for Learning (PBL)
- 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
- A Youth Support Worker
- Excellent ICT and library facilities

## Student Information

### *Student enrolment*

In this reporting period there were a total of 136 students enrolled at this school.

**Table: Student enrolment**

Student type	Number of students
Gender - Male	82
Gender - Female	54
Gender - Non-binary or other*	0
Aboriginal and Torres Strait Islander	21
LBOTE**	26

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	89.0
2	91.0
3	91.0
4	92.0
5	90.0
6	81.0

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	11.35
Teaching Staff: Full Time Equivalent Temporary	2.00
Non Teaching Staff: Full Time Equivalent	10.03

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 2022. A copy of the Report of Review 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. 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, 84.4% of parents and carers, 82.6% of staff, and 59.5% 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 23 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.	87
Student behaviour is well managed at this school.	70
Teachers want every student to do their best. (Replaces 'Teachers at this school expect students to do their best')	100
Staff at this school treat students with respect. (Replaces 'Teachers at this school treat students fairly')	100
Teachers give useful feedback.	100
This school is well maintained.	87
The way decisions are made in this school are appropriate (Replaces 'This school takes staff opinions seriously')	96

Source: ACT Education Directorate, Analytics and Evaluation Branch

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

A total of 64 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.	81
My child is making good progress at this school.	86
Student behaviour is well managed at this school.	66
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')	88
Teachers give useful feedback.	80
Staff at this school treat students with respect. (Replaces 'Teachers at this school treat students fairly')	91
This school is well maintained.	84

This school is active in seeking parents' opinion and ideas for making important decisions.(Replaces 'This school takes parents' opinions seriously')	66
This school works with me to support my child's learning.	86

Source: ACT Education Directorate, Analytics and Evaluation Branch

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

A total of 37 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')	55
I feel safe at this school.	50
I am happy to be part of this school.(Replaces 'I like being at my school')	68
I am interested in what I learn in school. (Replaces 'My school gives me opportunities to do interesting things')	46
My school is well maintained.	49
Teachers want every student to do their best.(Replaces 'My teachers expect me to do my best')	90
Teachers encourage students to try out new ideas. (Replaces 'My teachers motivate me to learn')	90
Staff take students' concerns seriously.	79
Staff treat students with respect. (Replaces 'Teachers at my school treat students fairly')	87
Teachers give useful feedback.	63

Source: ACT Education Directorate, Analytics and Evaluation Branch

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

## 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 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: Richardson Primary School BASE 2021 mean raw scores**

Agency	Reading start	Reading end	Numeracy start	Numeracy end
School	39	76	34	46
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, 0.00 % of year 3 students and 5.56 % 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	348	437	472	515
Writing	377	418	427	475
Spelling	344	409	453	502
Grammar & Punctuation	333	426	464	497
Numeracy	332	404	453	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	244199.24
Contributions and Donations	6609.34
Subject Contributions	1342.50
Hire of Facilities	1636.35
External Revenue	3394.41
Sale of Assets	0.00
Interest Received	3674.14
Other School Revenue	2105.13
<b>TOTAL INCOME</b>	<b>262961.11</b>
<b>EXPENDITURE</b>	
Utilities and General Overheads	73085.51
Security and Caretaking	55.13
Maintenance	24363.99
Administration	8047.12
Staffing Expenditure	585.00
Communication	6871.30
Assets & Leases	4084.24
General Expenses	14400.82
Educational Resources	5344.47
Subject Consumables	4055.00
Directorate Funded Payments	5223.16
Other Payments	1865.26
<b>TOTAL EXPENDITURE</b>	<b>147981.00</b>
<b>OPERATING RESULT</b>	<b>114980.11</b>
Accumulated Funds	260014.37
<b>BALANCE</b>	<b>374994.48</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.

## Endorsement Page

---

### Members of the School Board

**Parent Representative(s):** Chris Wicks

**Teacher Representative(s):** Ben Smith, Deborah Watling

**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.

2021 Board Chair Signature: Deb Clarke

Date: 12/08/2022

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: Anna Wilson

Date: 12/08/2022