



*Open hearts • Inquiring minds*

## Red Hill 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

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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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Progress towards achieving Red Hill School's strategic priorities was reported to the Board each term. The Board has been very supportive of the school's Positive Education Journey, approving a professional learning budget and the establishment of a 'critical friendship' with Dr Justin Coulson to facilitate the implementation of positive education principles in the school curriculum. In 2019 our Positive Education Implementation Team designed a contextually relevant Red Hill School Positive Education framework, with four domains (Relationships, Health, Purpose and Strengths).

The School Board played a key role in the review of our School Uniform Policy, following consultation with staff, parents and carers in 2018. The new policy was approved by the Board for implementation from 2020 onwards. The School Board also contributed to the draft of the school's first Learning Technology Plan.

In conjunction with the P&C, the Board consulted parents and carers to assess community satisfaction levels with the school's Paid Tutor Program. Overall, the community was very satisfied with the current providers of after school tuition programs. However, changes were made to the structure of the program to bring the hire arrangements in line with ACT Government requirements. The Paid Tutor Program is now managed solely by the school, rather than by the P&C and a paid external coordinator.

The School Board also supported the P&C and school in engaging in a canteen partnership with the Healthy Kids Association. We are delighted that the school will commence a canteen service three days a week in 2020.

We look forward to celebrating our 60<sup>th</sup> birthday in 2020.

## 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 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 702 students enrolled at this school in kindergarten to year six. We also had 88 students in preschool.

**Table: Student enrolment**

Student type	Number of students
Male	343
Female	359
Aboriginal and Torres Strait Islander	21
LBOTE*	286

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	93.0
2	92.0
3	92.0
4	93.0
5	93.0
6	92.0

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	35.24
Teaching Staff: Full Time Equivalent Temporary	9.00
Non-Teaching Staff: Full Time Equivalent	11.72

Source: ACT Education Directorate, People and Performance Branch

## School Review and Development

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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 in 2021. 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. 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, 88% of parents and carers, 94% of staff, and 87% 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 50 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 are well supported at this school.	81
Staff get quality feedback on their performance.	74
Student behaviour is well managed at this school.	76
Students at this school can talk to their teachers about their concerns.	93
Students feel safe at this school.	94
Students like being at this school.	94
Students' learning needs are being met at this school.	87

Teachers at this school expect students to do their best.	91
Teachers at this school motivate students to learn.	93
Teachers at this school treat students fairly.	91
Teachers give useful feedback.	88
Teachers give useful feedback.	88
This school is well maintained.	76
This school looks for ways to improve.	93
This school takes staff opinions seriously.	83
This school works with parents to support students' learning.	89

Source: ACT Education Directorate, Analytics and Evaluation Branch

\*Data derived from annual School Satisfaction Survey

A total of 412 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.	92
My child feels safe at this school.	92
My child is making good progress at this school.	84
My child likes being at this school.	93
My child's learning needs are being met at this school.	80
Student behaviour is well managed at this school.	78
Teachers at this school expect my child to do his or her best.	91
Teachers at this school give useful feedback.	80
Teachers at this school motivate my child to learn.	85
Teachers at this school treat students fairly.	86
This school is well maintained.	84
This school looks for ways to improve.	84
This school takes parents' opinions seriously.	77
This school works with me to support my child's learning.	80

Source: ACT Education Directorate, Analytics and Evaluation Branch

\*Data derived from annual School Satisfaction Survey

A total of 289 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.	68
I feel safe at this school.	78
I like being at my school.	85

My school gives me opportunities to do interesting things.	86
My school is well maintained.	73
My school looks for ways to improve.	88
My teachers expect me to do my best.	97
My teachers motivate me to learn.	86
Staff take students' concerns seriously.	68
Student behaviour is well managed at my school.	66
Teachers at my school treat students fairly.	68
Teachers give useful feedback.	70

Source: ACT Education Directorate, Analytics and Evaluation Branch

\*Data derived from annual School Satisfaction Survey

## 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 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: Red Hill Primary School PIPS 2019 mean raw scores**

Agency	Reading start	Reading end	Mathematics start	Mathematics end
School	51	113	40	54
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, 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**

<b>Test Domain</b>	<b>Year 3 School</b>	<b>Year 3 ACT</b>	<b>Year 5 School</b>	<b>Year 5 ACT</b>
<b>Reading</b>	470	438	527	516
<b>Writing</b>	439	418	473	474
<b>Spelling</b>	444	408	508	497
<b>Grammar &amp; Punctuation</b>	473	440	504	500
<b>Numeracy</b>	429	411	504	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**

<b>INCOME</b>	<b>January-June</b>	<b>July-December</b>	<b>January-December</b>
Self-management funds	290167.93	202380.93	492548.86
Voluntary contributions	23660.00	1820.00	25480.00
Contributions & donations	2102.53	7050.00	9152.53
Subject contributions	12873.00	159.90	13032.90
External income (including community use)	17954.40	18870.23	36824.63
Proceeds from sale of assets	0.00	0.00	0.00
Bank Interest	6306.97	4736.47	11043.44
<b>TOTAL INCOME</b>	<b>353064.83</b>	<b>235017.53</b>	<b>588082.36</b>
<b>EXPENDITURE</b>			
Utilities and general overheads	100254.50	72603.69	172858.19
Cleaning	63845.50	12854.91	76700.41
Security	1202.03	249.44	1451.47
Maintenance	36566.57	40529.18	77095.75
Administration	18601.09	23087.81	41688.90
Staffing	0.00	34515.00	34515.00
Communication	7585.62	1394.25	8979.87
Assets	25312.90	22537.42	47850.32
Leases	0.00	0.00	0.00
General office expenditure	15666.88	17410.85	33077.73
Educational	42089.75	37963.75	80053.50
<b>TOTAL EXPENDITURE</b>	<b>311124.84</b>	<b>263146.30</b>	<b>574271.14</b>
<b>OPERATING RESULT</b>	<b>41939.99</b>	<b>-28128.77</b>	<b>13811.22</b>
<b>Actual</b> Accumulated Funds	257731.20	257731.20	257731.20
Outstanding commitments (minus)	-180.53	0.00	-180.53
<b>BALANCE</b>	<b>299490.66</b>	<b>229602.43</b>	<b>271361.89</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
<p><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.</p> <p>The school is also endeavouring to create a more contemporary learning space which requires new furniture.</p>	\$20,000	02/2020
<p><b>Information Communication Technologies</b> As part of our strategic 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.</p>	\$50,000	12/2020
<p><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, have caused significant disrepair to the oval which requires 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.</p>	\$50,000	02/2020
<p><b>Redevelopment project</b> This is linked to the first reserve. In creating a more contemporary learning space the school requires changes to the physical lay-out of some areas e.g. new walls in shared corridor spaces.</p>	\$30,000	12/2020

## Endorsement Page

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### Members of the School Board

<b>Parent Representative(s):</b>	Katherine Keenan,	Jim Roy,	Vikrant Mulgund.
<b>Community Representative(s):</b>	Paul Whyte		
<b>Teacher Representative(s):</b>	Deb Lawrence,	Toni Constable.	
<b>Board Chair:</b>	Katherine Keenan		
<b>Principal:</b>	Louise Owens		

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

Board Chair Signature: Katherine Keenan

Date: 30 / 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: Louise Owens

Date: 30 / 06 / 2020