



*Open hearts • Inquiring minds*



## Red Hill Primary School

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### 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.redhillps.act.edu.au>.

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## School Board Chair Report

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2016 began with the Board, school and community welcoming our new principal, Louise Owens. Louise joined us from North Ainslie Primary School where she had worked for the past 15 years, including the last four as principal. Her experience in restorative and relationship practices has clearly seen improvements in this area at Red Hill School in 2016.

The Board had a lot of new faces this year with all but two of the positions being filled by new volunteers. The Board shared a very productive and collaborative relationship with the school executive and the community. The community continued to have a strong voice, either through the school's P&C President, who remained a welcome guest at the Board meetings, or through the Board's community representatives.

A key focus for the year was improving the integration and use of Information Technology in the classroom, including the year 6 Bring Your Own Device trial. Feedback received indicates that the trial was a success and, as such, it will be extended to year 6 students in 2017, before developing the way ahead. In term three, the Board decided to expose the students to a Japanese language program, taking advantage of a new teachers' skills. This program was also very successful. Finally, the Board continued to track the school's progress against the Strategic and Annual Action Plans and was pleased with the results.

## Context

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Red Hill School continues to have a rich cultural diversity of students and families, who come from more than 65 different nationalities and speak over 22 mother tongue languages. Our families live mostly within the priority enrolment area, but also from across Canberra, and include diplomatic, government, defence force, university and other backgrounds.

Our student enrolment increased by forty-eight students from 2015, requiring two additional classes: one in kindergarten and one in year four. In 2016, thirty-seven percent of students spoke English as an additional language or dialect (EAL/D). This was a slight increase of three percent from 2015. The percentage of Aboriginal and Torres Strait students also increased by one percent (3% in 2016).

## Student Information

### *Student enrolment*

In 2016 there were a total of 616 students enrolled at this school.

Additionally, there were 88 students enrolled at the Red Hill Preschool campuses, one on site and another at Bannister Gardens in Griffith.

**Table: 2016 Student Enrolment Breakdown**

Group	Number of Students
Male	290
Female	326
Indigenous	17
LBOTE	227

Source: Planning and Analytics, December 2016

Red Hill School experiences significant levels of student transience, largely due to the nature of family employment. On average 44% of students in year 3 move on to year 5 at Red Hill School. However, upper

primary class sizes remain high, with the school experiencing increased enrolments annually in year 3 due to students transitioning from Narrabundah Early Childhood School.

### *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	95.0
1	95.0
2	94.0
3	94.0
4	95.0
5	94.0
6	93.0

Source: Planning and Analytics, December 2016

The school's attendance guidelines actively promote regular school attendance and outline the joint responsibility of parents and teachers to encourage and help students to attend school regularly. Parents are required to notify the school in writing if a child is absent.

Student attendance is carefully monitored by classroom teachers, executive staff and the Deputy Principal (Student Welfare and Achievement). When individual student absences are highlighted as significantly high, the parents /carers are contacted by the school principal to establish steps the school can take in partnership with the family to address the non-attendance. At times it is necessary to engage school psychologist or family agency support to support students.

The most significant influence on attendance at Red Hill School is our cultural diversity. Many of our families take extended leave to visit their relatives overseas each year. Nevertheless, our average attendance rate again increased marginally from 2015 (94.2% in 2015 and 94.3% in 2016).

## 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	32

Source: Teacher Quality Institute, 16 December 2016

Teaching staff at Red Hill School have achieved post graduate qualifications in the following areas of education: Early Childhood, Gifted and Talented, English as an Additional Language, Inclusive Education, Pedagogy and Educational Leadership. Thirty percent of teachers at Red Hill School have more than one degree, with backgrounds in science, humanities, modern languages, fine arts, management, politics, psychology and nutrition. Additional to university recognised tertiary qualifications, all teaching staff at Red Hill School have also completed formal International Baccalaureate professional development as a prerequisite to teaching the Primary Years Program in an IB school.

### *Workforce composition*

The 2016 workforce composition of Red Hill 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	38
Teaching Staff: Full Time Equivalent	35.4
Non Teaching Staff: Head Count	7
Non Teaching Staff: Full Time Equivalent	6

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 member at this school.

During 2016, the Red Hill School leadership team consisted of a principal, two deputy principals, two full-time executive teachers, two part-time executive teachers and an Aspiring Leader.

Red Hill School's workforce profile is a diverse one, with a number of teaching and administrative staff coming from different cultural and linguistic backgrounds, including Canadian, Dutch, Indian, Italian, Malaysian, Mauritian, South African, and Yugoslav.

### **Volunteers**

The estimated number of hours volunteers worked with the school during 2016 was 6,800.

The school benefits greatly from this support.

- Many volunteers provide expert information to students through guest speaker roles during units of inquiry.

- In 2016, the Parents and Citizens Association (P&C) continued the Class Contact Representative program. Each class had one or two parent volunteers who maintained a register of parents in that class. They were able to liaise with the teacher and request support from other parents. They also provided updates and reminders to parents, and arranged social events such as the Assembly afternoon teas.
- We have regular classroom helpers who work with junior students to support their reading.
- The community partnership with the accountancy firm, KPMG, and the Australian Business and Community Network (ABCN) continued in 2016, with the 1:2:1 Maths Program. Each week, KPMG staff volunteered their time as mentors to work with students in year two for an hour per week. During the 1:2:1 sessions, volunteers played a variety of mathematics games with students to develop skills and reinforce concepts.
- Our Scientist in Schools volunteer, Kerry Lever, continued her work across the school, supporting the development of units of inquiry and assisting students with hands-on science activities.
- ThinkUKnow, a partnership between Microsoft, Datacom, the Commonwealth Bank and police, provided valuable cyber safety lessons for year 6 students.
- Numerous parents and community members volunteered their expertise to support the Red Hill Interests and Pursuits Program (RHIPP), including groups such as: *Building with Blokes*, yoga and *Connecting with the Community*.
- The P&C maintained a strong presence in the school with many activities. They organised social events, raised funds, provided advocacy, and other services. They also opened the canteen once per term and operated the school banking program and school uniform shop. The P&C's work is all completed on a voluntary basis and the committee is highly valued by the Red Hill School community.
- P&C representation on the School Board also contributed significantly to the effective governance of the school and community representation in decisions affecting the school.

## School Review and Development

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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.

Red Hill School will be reviewed in 2020. A copy of the most recent validation 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, 89% of parents and carers, 95% 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 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 44 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.	90
Teachers at this school treat students fairly.	91
This school is well maintained.	89
Students feel safe at this school.	91
Students at this school can talk to their teachers about their concerns.	95
Parents at this school can talk to teachers about their concerns.	95
Student behaviour is well managed at this school.	57
Students like being at this school.	84
This school looks for ways to improve.	86
This school takes staff opinions seriously.	82
Teachers at this school motivate students to learn.	93
Students' learning needs are being met at this school.	89
This school works with parents to support students' learning.	86
I receive useful feedback about my work at this school.	72
Staff are well supported at this school.	82

Source: 2016 School Satisfaction Surveys, August/September 2016

The results for the 208 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.	90
Teachers at this school provide my child with useful feedback about his or her school work.	84
Teachers at this school treat students fairly.	91
This school is well maintained.	92
My child feels safe at this school.	94
I can talk to my child's teachers about my concerns.	95
Student behaviour is well managed at this school.	80
My child likes being at this school.	96
This school looks for ways to improve.	85
This school takes parents' opinions seriously.	80
Teachers at this school motivate my child to learn.	88
My child is making good progress at this school.	83
My child's learning needs are being met at this school.	79
This school works with me to support my child's learning.	81

Source: 2016 School Satisfaction Surveys, August/September 2016

The results for the 156 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.	96
My teachers provide me with useful feedback about my school work.	80
Teachers at my school treat students fairly.	65
My school is well maintained.	73
I feel safe at my school.	88
I can talk to my teachers about my concerns.	67
Student behaviour is well managed at my school.	54
I like being at my school.	86
My school looks for ways to improve.	91
My school takes students' opinions seriously.	71
My teachers motivate me to learn.	82
My school gives me opportunities to do interesting things.	92

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: Red Hill Primary School PIPS 2016 mean raw scores**

	School		ACT	
	Start	End	Start	End
<b>Reading</b>	61	138	49	121
<b>Mathematics</b>	41	56	39	54

Source: Planning and Analytics

#### *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, no 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: Red Hill Primary School 2016 NAPLAN Mean Scores**

Test Domain	Year 3 School	Year 3 ACT	Year 5 School	Year 5 ACT
<b>Reading</b>	443	441	536	514
<b>Writing</b>	416	420	484	474
<b>Spelling</b>	429	421	504	490
<b>Grammar &amp; Punctuation</b>	451	442	531	511
<b>Numeracy</b>	420	412	515	497

Source: Planning and Analytics

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

The above table shows that the school's year 3 NAPLAN mean scores were similar to or above the ACT mean scores in all domains. The school's year 5 mean scores were all well above the ACT mean scores. The school's year 3 mean score for writing indicates this is an area for future growth.

## Performance in Other Areas of the Curriculum

*Education has not only a social role but an important political and moral dimension ....Educated people ...will keep their hearts and minds open to the views of others....To be educated is not just to be knowledgeable and creative in theory and practice but to be committed as a citizen of the world. (Hon G. Gallop AC, Melbourne, 2016)*

Education at Red Hill School very much fits with the above definition. We want our students to have open hearts and inquiring minds. Our proudest achievement as an ACT public school and International Baccalaureate world school was to host a three week study tour from Wuhan, China. The entire experience was filmed by Wuhan Television Station to share on Chinese national TV, showing the similarities and differences between the Australian and Chinese cultures and our two school systems. Both our Red Hill and the Chinese students' lives were enriched beyond our expectations by an incredible partnership of school, families and international education agencies. We received high praise from the study tour organisation, being told that the experience of the Chinese students at Red Hill School was "not only exemplary, but the finest of any student tour conducted in Australia....We have never seen students so sad to leave a hosting school and this is testament to the strength of the relationships these [Chinese] students formed and the runaway success of the tour." (August, 2016)

Red Hill School students continued to achieve at a high level academically across the curriculum. The conceptually driven, inquiry based nature of our program of inquiry provides sound opportunities for curriculum differentiation which foster higher order thinking and challenge all students to achieve at appropriate levels. The school's philosophy and practices also promote the understanding that successful learners are "risk-takers" who engage in a balanced curriculum. Red Hill students demonstrated their academic achievements and willingness to accept challenges in diverse ways during the school year.

The 2016 Primary Years Program Exhibition was delivered by year 6 students under the transdisciplinary theme "How we express ourselves". It again demonstrated the power of our curriculum to inspire and engage every student and to produce sound academic outcomes. Every year 6 student was required to identify a contemporary social issue and take action. Students demonstrated a wide range of twenty-first century learning skills, presenting the conclusions of their inquiries through multiple media including dramatic performance, dance, music, visual art and displays, creative and formal writing and technology. Parents and staff were impressed by the students' ability to spontaneously engage in higher order thinking and to collaborate, communicate and think critically and creatively. Those in the audience who had viewed earlier Exhibitions commented that the 2016 Exhibition was the most outstanding yet.

Students across all age groups eagerly sought external academic experiences in 2016. Four teams of students from years three to six took part in the ACT Tournament of Minds competition, entering challenges in language and literature, maths and engineering and social sciences at the Australian National University. Students also participated in the GATEWAYS challenges throughout the year. Three teams attended the ACT Chess Championships. Four students participated in the ACT French Poetry Recital Competition, and we proudly celebrated a student winning first place in the non-francophone year two division.

The 2016 International Competitions and Assessments for Schools (ICAS) results were once again strong, with a significant number of students opting to participate. Performance was highest in English, mathematics and science, with the school's average scores being similar to or above the national scores for all year levels. In particular, the following results stood out as well above the national mean scores: year four, five and six results in English; year four results in writing; year two, five and six results in science; and year 6 results in mathematics. Red Hill School was especially proud of the achievement of Ben Nguyen (year 2), who received a University of New South Wales medal, placing first in the Year 2 Mathematics ICAS assessment.

Following on from Ben’s achievement, William Zhang (year 6) was invited to attend the Australian Mathematics Trust Enrichment Workshop, following outstanding performance in the 2016 Australian Mathematics Competition.

**Table: Red Hill Primary School 2016 ICAS Award Results**

Subject	Number of students who participated	High Distinction Awards	Distinction Awards	Credit Awards	Merit Awards	Participation Awards
<b>Mathematics</b>	120	3	14	36	12	55
<b>English</b>	111	1	19	37	8	46
<b>Spelling</b>	89	0	8	22	7	52
<b>Writing</b>	66	1	8	20	7	30
<b>Science</b>	107	2	15	33	10	47
<b>Digital Technologies</b>	56	0	5	13	8	30

Source: ICAS Data, 2016

Our goal is always for students to become *balanced risk-takers* (IB Learner Profile) who demonstrate a willingness to take on new challenges and develop the resilience that this requires. To this end we provide multiple opportunities for students to engage in a range of activities, including sport and the arts, and we encourage the concepts of participation, inclusion and personal challenge.

Red Hill School continued to provide a strong and varied arts program, showcased at the school’s Art Exhibition and Music Evening. Our choir and school bands performed at assemblies throughout the year and also at public functions, including Floriade and outreach events at local retirement villages and nursing homes. Our year six band achieved the second highest rating of “Vivace” at the 2016 Band Fest. Students also achieved other musical successes, with seven students gaining places in the 2016 ACT Primary Concert Band. The West African drumming program continued to perform strongly. Our senior Wassa Wassa drumming group presented with distinction at multiple public events: the ACT Education Directorate’s “Step into the Limelight” Concert at the AIS Arena; the ACT Public Education Excellence Awards; the ACT Year 10 Excellence Awards and the *Rising Star Talent* Competition. Both the senior and junior Wassa Wassa groups delivered many performances at Red Hill School and a special drumming group also performed every Friday afternoon for the students at Malkara School.

Many Red Hill students represented the school at regional and national sporting events in 2016. Some of these students went on to further successes.

Thirty students performed admirably at the South Weston regional swimming carnival in March, with three students qualifying for events at the ACT Swimming Carnival. One of these students went on to compete against thirty children in her age group at the Australian Swimming Championships in Darwin, achieving her personal best in all events.

Over thirty students also attended the South Weston regional cross country carnival , with eight students qualifying for the ACT finals.

In athletics three students achieved particular success, representing the school at both the regional and ACT Track and Field Championships. One female student broke a South Weston sprint record, and represented the ACT at the School Sport Australia Track and Field Championships where her relay team placed third.

Many Red Hill School students participated in a diverse range of extra-curricular events, demonstrating enormous resilience, courage and commitment. Other achievements in the sporting field included a

student qualifying to attend the Australian National Interschool's Snow Sports Championships and also receiving a "Rising Star Award" from NSW Snow Sports. In tennis, three students were selected to represent the ACT in national competitions. A year six student finished first in his class for motor-cross racing in the ACT, also achieving "top ten" finishes in both Victoria and New South Wales. Female participation in sport was strong with one student being selected to represent the ACT nationally in basketball and a year five student winning her division for road cycle racing at Mount Stromlo.

Many Red Hill students enjoy gymnastics, both at school in our RHIPP program and externally in clubs. One of our male students won both the ACT and NSW Gymnastics Championships, scoring overall highest marks for all 6 sections: the parallel bars, high bars, vault, pommel, rings and the floor. Three female students (and one of our teachers) also competed at the Calisthenics Eisteddfod in Victoria.

Students at Red Hill are encouraged to take action in their school and community, addressing environmental and social issues, participating actively in decision making and taking up leadership opportunities. Red Hill School teams again put forward several climate change proposals at the Parliament of Youth on Sustainability. We were delighted to see our school team, *United to Reduce*, selected to present their proposal to the ACT Legislative Assembly.

Four Red Hill students were amongst thirty-five scouts in the ACT who proudly received the highest possible award in the international cub scouts movement, the Grey Wolf Award. The Grey Wolf Award is a significant achievement, which requires excellence in leadership, initiative, dedication and community service.

Red Hill students took up many leadership challenges, attending Student Representative Council meetings and other events throughout the school year. The opportunity for student leadership in our school was extended in 2016. We commenced the year with newly elected school captains, the first for many decades at Red Hill School. Our next step was to form an Aboriginal and Torres Strait Islander Student Leadership team who would oversee the work of our "Deadly Boomerangs" student group. All of these students began their journey as leaders by attending the Halogen Foundation National Young Leaders Day in Sydney, returning to tell us that "all of the speakers at the conference have extraordinary lives" and that they had inspired them "to take small steps on our own journeys to becoming great leaders". The same student leaders went on to work with the Deadly Boomerangs, parents and staff to develop Red Hill's first Reconciliation Action Plan (RAP), participating in an Engoori process with Scott Gorringe (*Murrimatters*). The RAP was launched in December, 2016, and is a plan of action built on relationships and respect, designed to realise our collective vision for reconciliation and the recognition of the culture and contributions of our Aboriginal and Torres Strait Islander students and their families.

Many year six students also participated in the inaugural iinspire Leadership Program, coordinated by Kulture Break. The purpose of this program was to "engage, inspire, empower and release young people to be agents of change..... to add their voice to the change they want to see in their school, community and the world" (iinspire, Canberra, 2016). This very much fits with our IB school philosophy and mission statement.

## Progress Against School Priorities in 2016

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Below is Red Hill 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*

<b>INCOME</b>	<b>January to June</b>	<b>July to December</b>	<b>January to December</b>
Self-management funds	274087.78	246442.40	520530.18
Voluntary contributions	27260.00	3450.00	30710.00
Contributions & donations	0.00	1043.00	1043.00
Subject contributions	8922.20	777.34	9699.54
External income (including community use)	14054.63	15527.39	29582.02
Proceeds from sale of assets	0.00	0.00	0.00
Bank Interest	6530.26	5879.58	12409.84
<b>TOTAL INCOME</b>	<b>330854.87</b>	<b>273119.71</b>	<b>603974.58</b>
<b>EXPENDITURE</b>			
Utilities and general overheads	21402.94	51690.39	73093.33
Cleaning	58433.00	84337.66	142770.66
Security	4995.00	2361.00	7356.00
Maintenance	50784.05	91488.02	142272.07
Administration	24720.16	-982.14	23738.02
Staffing	40035.00	0.00	40035.00
Communication	7397.19	1955.61	9352.80
Assets	23029.25	47622.09	70651.34
General office expenditure	10374.95	13710.54	24085.49
Educational	30452.65	21996.40	52449.05
<b>TOTAL EXPENDITURE</b>	<b>271624.19</b>	<b>314179.57</b>	<b>585803.76</b>
<b>OPERATING RESULT</b>	<b>59230.68</b>	<b>-41059.86</b>	<b>18170.82</b>
<b>Actual</b> Accumulated Funds	171214.76	171359.45	171359.45
Outstanding commitments (minus)	-4620.66	0.00	-4620.66
<b>BALANCE</b>	<b>225824.78</b>	<b>130299.59</b>	<b>184909.61</b>

## Professional Learning

The average professional learning expenditure at the school level per full time equivalent teacher was \$1,343.

## 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

<b>Name and Purpose</b>	<b>Amount</b>	<b>Expected Completion</b>
<i>Facilities/Equipment Upgrade 2017</i> To be used to purchase new equipment to support the upgrading of shared learning spaces.	\$20,000	10/2017
<i>Info Com Tech 2017</i> Purchase of new IT devices for students	\$50,000	12/2017
<i>Redevelopment Project 2017</i>	\$30,000	10/2017
<i>Shade Structure 2017</i> Installation of two all weather structures in courtyard and over new equipment.	\$50,000	05/2017

## Endorsement Page

I declare that the Red Hill 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

<b>Parent Representative(s):</b>	Katherine Keenan	Sally MacKenzie
<b>Community Representative(s):</b>	Penny Flett	
<b>Teacher Representative(s):</b>	Jyotsna Talwar	Jayne Queripel
<b>Board Chair:</b>	John Robinson	
<b>Principal:</b>	Louise Owens	

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: \_\_\_\_\_

04 / 05 / 2017

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

Board Chair Signature: \_\_\_\_\_

Date: \_\_\_\_\_

03 / 05 / 2017