



Weetangera Primary School Board Report 2014



This report supports the work being done in the ACT Education and Training Directorate, as outlined in the Strategic Plan 2014-2017 “Educational capital: Leading the Nation”. It complies with reporting requirements detailed within the Education ACT 2004 and the National Education Agreement.



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About our school

School Board

It was a great pleasure to be Board Chair in 2014. The Weetangera School Board report details further the performance of the school over 2014.

In 2014, the final year of the four year school plan, the school undertook an internal review as well as participating in an external validation process. The feedback received from the external validation was exceptional and a testament to the commitment shown by the teaching staff and school community to providing a quality learning environment for our children. The end of the four year plan in 2014 means the beginning of a new plan in 2015 and the executive team have put significant efforts into developing this. The recommendations from both the internal assessment and external validation are used to inform the new four year school plan and ensure continuous improvement at Weetangera.

Staffing remained quite stable with the school only farewelling and welcoming a small number of staff. On behalf of the board I would like to thank all the staff and teachers who were part of our school community in 2014 and wish those who have moved on to other schools all the very best in the future.

A big thank you to all of those who volunteered time to assist with the many activities that occurred throughout 2014. Without your support many of these activities would not be possible. I encourage the school community to read through the report and if you have any questions or comments please contact the Board or Principal.

Sarah Watson, Board Chair

Introduction to School

Weetangera School is situated in Belconnen in the north of the Australian Capital Territory. The school community consists of approximately 435 children from preschool – year 6.

The Weetangera School community shares the vision that “Our students will learn and achieve to their potential. They will acquire skills that allow them to lead productive and responsible lives.”

Weetangera School has a commitment to excellence in a caring, cooperative and inclusive environment. As a community we share the common values of respect, responsibility, resilience, honesty, inclusion and doing your best. We explicitly teach these values to our students and recognise people who display such qualities and are positive role models and citizens in our community.

Our teachers set high standards and strive to establish respectful working relationships with all members of our school community. As professionals, our teachers willingly reflect upon their own practice and share their knowledge, resources and skills with colleagues.

It is the belief of our community that we are all responsible for the academic, social, emotional and physical wellbeing and development of the children in our care. We believe that the partnership between home and school is the most important relationship of all and we do all we can to ensure the strength of this partnership.

Our students continue to achieve high standards through the strong literacy and numeracy programs which operate at the school. The school also provides outstanding arts, special needs, science, cultural and sporting programs.

Student Information

Student enrolment

In 2014 there were a total of 435 students enrolled at this school.

Table: 2014 Student Enrolment Breakdown

Group	Number of Students
Male	224
Female	211
Indigenous	9
LBOTE	89

Source: Planning and Performance, August 2014

Student attendance

The following table identifies the attendance rate of students by year level during 2014. 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 one to the last day of term two.

Table: 2014 Semester 1 attendance rates

Year Level	Attendance Rate %
K	93.5
1	95.1
2	95.3
3	93.4
4	93.4
5	91.3
6	92.4

Source: Planning and Performance, July 2014

The school manages non attendance in a consistent manner which includes open and prompt communication between school and home. Parents are requested to send a note to classroom teachers following a child's absence. Repeated unexplained absences result in a call and/or a letter from the Principal to home to clarify the situation. Student attendance is recorded on each student file at the end of every term.

Staff Information

Teacher qualifications

All teachers meet the professional requirements for teaching in an ACT public school.

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

Table: 2014 Qualification of Teaching Staff

Qualifications	Teaching staff (%)
Certificate/Diploma/Degree	100
Postgraduate	15

Source: School Data, July 2014

Workforce Composition

In 2014 the workforce composition of the school is highlighted in the following table. The data is taken from the school's verified August pay report. For reporting purposes It includes all school staff including preschools if applicable, staff absent for a period of less than four consecutive weeks, staff replacing staff absent for more than four consecutive weeks. It does not include all casuals and staff who were not paid in this period and staff absent for a period of four consecutive weeks or longer nor unfilled vacancies.

Table: 2014 Workforce Composition Numbers

Role	Total
Administrative Service Officers	10
General Service Officers & Equivalent	1
School Leader A	1
School Leader B	1
School Leader C	2
Teachers	25
TOTAL	40

Source: Workforce Management, August census 2014

Note: This table includes pre-school staffing

There are no indigenous staff at this school.

Volunteers

Parent support and volunteering is significant and very important to the effective operation of the school. This includes Literacy volunteers in the Stepping Stones program, Numeracy Volunteers in the Counting Connections program, classroom assistance, school banking, assistance in the library, assistance in the canteen, Scholastic Book Club, P&C initiatives,

staff and parent committees, the annual fete and school concert. Documented hours are in excess of 10,000.

School Review and Development

In 2014, the ACT Education and Training Directorates *Strategic Plan 2014-2017* provided the framework and strategic direction for the school's plan. This is supported by the *School Improvement in ACT Public Schools Directions 2010-2014* and the *School Improvement Framework* which are the overarching documents providing support to achieve high standards in student learning, innovation and best practice in ACT public schools.

All ACT public schools participate in a four year cycle of school review and development. Schools take part in a continuous cycle of review comprising annual self assessments against their school plans. In the fourth year schools undergo an external validation process. This process provides an independent and unbiased assessment of the school's progress towards achieving system and school priorities.

Weetangera School was validated in 2014. A copy of the validation report can be found on the school website.

School Satisfaction

Schools continually 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 2014 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, who were invited to take part in an online survey.

Overall Satisfaction

In 2014, 74 parents, 35 staff and 101 students responded to the survey. Where less than five responses were received the results were not reported due to concerns about participant privacy.

In 2014, 86% of parents and carers, 100% of staff, and 81% of students at this school indicated they were satisfied with the education provided by the school.

As well in 2014, 14 national parent survey items and 12 national student survey items were included in the surveys. These items were approved by the Standing Council on School Education and Early Childhood (SCSEEC) for use from 2014. The following tables show the percentage of parents and carers and students who agreed with each of the national items at this school.

Table: Proportion of parents and carers in agreement with each national opinion item

Item	(%)
Teachers at this school expect my child to do his or her best.	92
Teachers at this school provide my child with useful feedback about his or her school work.	77
Teachers at this school treat students fairly.	89
This school is well maintained.	91
My child feels safe at this school.	97
I can talk to my child's teachers about my concerns.	89
Student behaviour is well managed at this school.	88
My child likes being at this school.	92
This school looks for ways to improve.	92
This school takes parents' opinions seriously.	77
Teachers at this school motivate my child to learn.	88
My child is making good progress at this school.	78
My child's learning needs are being met at this school.	72
This school works with me to support my child's learning.	77

Source: 2014 School Satisfaction Surveys, September 2014

Table: Proportion of students in agreement with each national opinion item

Item	(%)
My teachers expect me to do my best.	98
My teachers provide me with useful feedback about my school work.	72
Teachers at my school treat students fairly.	66
My school is well maintained.	75
I feel safe at my school.	82
I can talk to my teachers about my concerns.	62
Student behaviour is well managed at my school.	46
I like being at my school.	76
My school looks for ways to improve.	76
My school takes students' opinions seriously.	62
My teachers motivate me to learn.	76
My school gives me opportunities to do interesting things.	77

Source: 2014 School Satisfaction Surveys, September 2014

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 school plan and the development of annual operating plans. The school plan is available on the school website.

Professional Learning

In 2014 staff participated in a wide range of professional learning (PL). A major focus was on implementing assessment for learning. Throughout the year staff engaged with formative assessment through shared reading of *Embedded Formative Assessment* by Dylan Wiliam. This has complemented the professional learning provided in January on using the Belconnen Network *I Can* statements for numeracy. A professional learning community model has been established, with a focus on visible learning and formative assessment. All staff were provided with a professional text, reflection journal, and classroom resource kit. This resulted in learning intentions being more explicit and displayed in all classrooms in a way that promotes students interacting and engaging with them.

Professional learning about elements of First Steps Writing was provided to all staff. Further professional learning sessions on implementing Writer's Notebook in classes took place during term 2. Professional learning about the numeracy *I Can* statements was provided during January stand down by the Belconnen Network working party. All staff have updated their first aid qualifications and also engaged in Trauma Training and restorative practices.

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 one and two.

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

Table: Weetangera Primary School PIPS 2014 mean raw scores

Test Domain	School Start	School End	ACT Start	ACT End
Reading	53	117	51	124
Mathematics	40	52	39	54

Source: Planning and Performance December 2014

The table shows the kindergarten group was just above the ACT at the commencement of the year in both reading and maths. While making gain our kindergarten year group did not

make as much gain as occurred in the ACT. A detailed analysis of our school's academic achievement is incorporated into the information related to reporting against our progress against our priorities. This is found later in the report.

NAPLAN Assessment

Students in years 3, 5, 7 and 9 in all ACT schools participated in the National Assessment Program-Literacy and Numeracy (NAPLAN). This program assesses skills in reading, writing, spelling and grammar and punctuation and numeracy.

In 2014, 3.30 % of year 3 students 0.00 % 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 NAPLAN results. This rule is applied to protect the privacy of students in small schools.

The following table shows the 2014 mean scores achieved by our students compared to the ACT.

Table: Weetangera Primary School 2014 NAPLAN Mean Scores

Test Domain	Year 3 School	Year 3 ACT	Year 5 School	Year 5 ACT
Reading	465	440	507	523
Writing	419	405	463	474
Spelling	437	413	476	502
Grammar & Punctuation	464	441	504	520
Numeracy	450	415	486	499

Source: Performance and Planning December 2014

The results in the table above indicate that in 2014 year 3 students performed well above the state average in all test domains while year 5 students performed below the state average in all test domains.

Writing and putting spelling, punctuation and grammar into context remains a focus at Weetangera School. The table below shows these two areas have the least percentage of students performing at the proficiency standards (top two bands) than in other test domains for NAPLAN. The English committee is working on a review of spelling from kindergarten to year 6 and will continue this work in 2015. They will explore professional development of staff and teaching practices and monitor data.

Table: Percentage of students in top 2 bands 2014

Test Domain	Year 3	Year 5
Reading	76.3	38.9
Writing	49.2	6.8
Grammar and Punctuation	67.8	35.6
Spelling	49.1	28.8
Numeracy	62.7	27.2

Source: SMART Data December 2014

School based results years K-6.

The following tables represent the percentage of students identified at, below and above grade level across the school in years K-6 in reading and mathematics. In reading years 4 and 6 had the greatest percentage of students performing above grade level while years 2 and 5 had the greatest percentage of students performing below grade level in 2014.

Table: Percentage of students K-6 at, below and above grade level in Reading, 2014

Year Level	Below grade	At grade	Above grade
K	17%	37%	47%
1	15%	13%	72%
2	25%	22%	53%
3	10%	11%	79%
4	11%	9%	80%
5	25%	11%	64%
6	9%	11%	80%

Source: School data 2014

In mathematics years 1 and 4 had the greatest percentage of students performing above grade level while year 5 had the greatest percentage of students performing below grade level in 2014.

Table: Percentage of students 1-6 at, below and above grade level in Mathematics, 2014

Year Level	Below grade	At grade	Above grade
1	7%	42%	51%
2	2%	49%	49%
3	4%	53%	43%
4	7%	35%	58%
5	26%	44%	30%
6	12%	38%	50%

Source: School data 2014

The school is continuing a focus on assessment for learning in 2015. The school purchased new mathematics resources for years K-6 for 2015 to further embed formative assessment, improve student achievement and encourage professional growth of staff.

Performance in other areas of the curriculum

Weetangera School offers a wide range of programs including French, Music, History, Visual Arts and Physical Education. In addition to this children have the opportunity to participate in a great range of lunchtime clubs including chess, art and drama.

Children can participate in junior or senior choir, and the school employs a Music specialist teacher to teach Music across the school.

Children also had numerous opportunities to participate in sports clinics including Australian Football League (AFL), rugby union, baseball, tennis and basketball.

Students at our school have the opportunity to participate in a number of national and international competitions. In 2014, across years 3 to 6, 46 students took part in the International Competition and Assessment for Schools (ICAS) in English. These students achieved the following standard: two high distinctions, seven distinctions, nine credits, six merits and twenty-two participation certificates.

Table: English – INTERNATIONAL COMPETITIONS AND ASSESSMENTS FOR SCHOOLS (ICAS) 2014

Achievement	Year 3	Year 4	Year 5	Year 6	Total
Participants	13	10	15	8	46
Participations	5	5	9	3	22
Merits	3	1	2	0	6
Credits	2	2	3	2	9
Distinctions	2	2	1	2	7
High Distinctions	1	0	0	1	2

Source: School data 2014

In relation to the ICAS Mathematics assessment a total of 52 students took part from years 3 to 6. Twenty-five students achieved participation status, fourteen a credit rating and eight a distinction rating.

Table: Mathematics – INTERNATIONAL COMPETITIONS AND ASSESSMENTS FOR SCHOOLS (ICAS) 2014

Achievement	Year 3	Year 4	Year 5	Year 6	Total
Participants	14	12	17	9	52
Participations	7	6	9	3	25
Merits	0	2	2	1	5
Credits	3	3	4	4	14
Distinctions	4	1	2	1	8
High Distinctions	0	0	0	0	0

Source: School data 2014

In the ICAS Science assessment 49 students participated from years 3 to 6 with 22 students achieving a participation status, 20 achieving a credit rating, four a distinction rating, two a merit rating and one high distinction rating.

Table: Science - INTERNATIONAL COMPETITIONS AND ASSESSMENTS FOR SCHOOLS (ICAS) 2014

Achievement	Year 3	Year 4	Year 5	Year 6	Total
Participants	15	12	14	8	49
Participations	6	7	8	1	22
Merits	1	1	0	0	2
Credits	7	3	5	5	20
Distinctions	1	0	1	2	4
High Distinctions	0	1	0	0	1

Progress against School Priorities in 2014

Priority 1

To maximise literacy and numeracy achievements for all students.

Targets

Mean achievement scores of students years 3 and 5 in numeracy meet the targets set for Weetangera School in NAPLAN 2014

Mean achievement scores of students years 3 and 5 in writing meet the targets set for Weetangera School in NAPLAN 2014

The Weetangera school growth for numeracy in NAPLAN 2014 will be at or above the ACT school's mean

Directorate Strategic Priority areas covered with this priority

Quality Learning, Inspirational teaching and leadership, Business innovation and improvement

Progress

In 2014 the school continued to action the key improvement strategy to **develop teacher capacity in the teaching of reading, writing and numeracy.**

During term 1 the teacher expertise register was completed by all staff. This was shared with staff at the beginning of term 2. The information from the expertise register informed the coaching and mentoring timetable implemented in semester 2.

Professional learning about elements of First Steps Writing was provided to all staff during term 1. Further professional learning sessions on implementing Writer's Notebook in classes took place during term 2. Teachers have developed buddy class relationships working on Writer's Notebook, with the older students mentoring the younger students. Each class in the Junior School was provided with a large art scrapbook to create a class Writer's Notebook. This has allowed teachers to model the thinking and writing process, and what happens during the pre-writing and planning stage for students. Students in the Senior School have created their own individual Writer's Notebook.

Professional learning about the numeracy *I Can* statements was provided during January stand down by the Belconnen Network working party. Teachers have implemented the *I Can* statements through their daily numeracy lessons. Regular sharing sessions on how the *I Can* statements are being used were scheduled into team meetings and staff meetings. Teachers self-identified numeracy and the *I Can* statements as areas for coaching and mentoring.

Consistency in planning has been achieved through the introduction of a whole school numeracy planning template and the continued use of the planning template for English. Both documents are aligned with the Australian Curriculum.

Additional teacher release from face to face teaching for beginning teachers was timetabled to facilitate professional learning. The focus of these sessions has included literacy and numeracy teaching, quality teacher standards, assessment, reporting to parents, and classroom management. Learning Support Assistant meetings and professional learning sessions have also been implemented, and occurred on a regular basis.

Teaching spaces have been reorganised to create designated offices for all teaching staff. This has led to increased teacher collaboration and planning.

Preschool investigations provided targeted and planned literacy and numeracy exposure and experiences. Teachers in the Preschool have embraced incidental opportunities for literacy.

The Teacher Expertise register was completed by all staff early in term 4. The information from this has been collated to show teacher growth across teaching areas, and highlighted areas for teaching staff professional growth in 2015.

A coaching and mentoring model will be reviewed in 2015. The new model will be different in that it does not rely on an additional teacher to provide release time, and there will be a focus on feedback as part of the coaching cycle. The model will use some elements of GROWTH coaching and Coaching the Ten Essential Skills.

Throughout the year staff have engaged with formative assessment through shared reading of *Embedded Formative Assessment* by Dylan Wiliam. This has complemented the professional learning provided in January on using the Belconnen Network *I Can* statements for numeracy. Teachers are using the *I Can* statements within their planning for numeracy, and during lessons in combination with formative assessment strategies as a way for students to articulate their learning in maths.

Preschool programs included daily exposure to literacy and numeracy concepts, including stories, counting games and songs, and early writing activities. The preschool teachers took opportunities to use the language of maths and English in daily conversations with children as part of their interactions with students' numeracy learning.

In respect of our strategy to effectively differentiate the Maths and English curriculum a range of programs to support and extend our Gifted and Talented (G&T) students has continued this year, including the International Competition and Assessment (ICAS) program, Tournament of Minds, Gifted and Talented workshops, da Vinci Decathlon, senior school Rostrum finals and Maths Olympiad.

Earlier this year a *Doing Things Together* day focused on numeracy. Students worked in cross age groups to complete a range of numeracy activities.

This year students are grouped in single year level classes. This has facilitated effective differentiation of the curriculum and implementation of the Australian Curriculum. Ability grouping across classes continues in numeracy within cohort groups. These groups are fluid, and are based on student development and need. The Weetangera data tracker has been used to identify students with similar need, and to identify those students requiring Learning Assistance (LA) support or extension.

The LA model has been revised to allow intensive intervention, with the Learning Assistance team working with targeted year levels for a term. Groups of students are withdrawn for a session at a time, for up to four mornings a week, to target reading, writing, or numeracy, depending on student need.

The Counting Connections and Stepping Stones tutor programs continue for those students needing an extra boost. All Learning Support staff participated in professional learning with a focus on how to implement Counting Connections effectively. Tutors from the University of Canberra received training at the end of term 1, to commence at the start of term 3.

Team meetings have operated within a Professional Learning Community model, with an explicit focus on formative assessment, learning intentions, visible learning, and classroom practice. This professional learning was accredited through the Teacher Quality Institute (TQI) accreditation process.

Timetabling of uninterrupted literacy blocks in the morning and numeracy blocks after recess continues across the school. The whole school timetabling allows for individual learning support programs to be implemented, including grouping across cohorts, English As Another Dialect (EALD) support and LA intervention.

Counting Connections and Stepping Stones continued each term. All Learning Support Assistances (LSAs) were trained in each program, and took at least one student three times a week for intensive literacy and numeracy support.

Formative assessment strategies were used across the school. During term 4 professional learning in formative assessment included the creation of a resource pack for teachers that included a range of strategies and ways students can show what they know. The resource pack contained ideas that could be used from K-6.

The professional learning community model has focused on formative assessment in 2014. This model will be further developed to focus on student learning, evidence of learning, and goal setting in 2015.

New numeracy resources have been purchased across the school to support both the implementation of the Australian Curriculum and to differentiate the delivery of numeracy programs. Professional learning will be provided to staff at the start of 2015 focusing on how to best use the resources in the classroom. The new resources will form the basis of numeracy programs as core resources from next year.

The Weetangera School Writing Competition was held at the end of term 3 this year. The format changed this year, with all writing completed at school rather than at home. All students from years 3 – 6 submitted an entry. Finalists from each unit were selected and the entries placed on the shared drive for all classes to access and read. Students across the school voted on their favourite entry, and prizes were awarded for first, second and highly commended in year 3/4 and year 5/6. In addition, students in K-2 were able to write and submit an entry, and the best entries from each year level will be added to an anthology.

In 2014 the school also actioned the strategy to **monitor and track student progress P-6**. The Weetangera data tracker has been updated and refined to improve functionality. All staff accessed the tracker to record student results. The data was used to shape team discussion on student progress. Staff accessed and used the school Data Tracker to enter assessment information each term. The Learning Assistance team use this data to target learning intervention for individual students

SMART data professional learning sessions were conducted at the end of 2013, and in January stand down this year. All staff were provided with a login and password to access SMART, and to make use of the teaching strategies to address areas of student need.

General Ability Tests (AGAT) was implemented at the end of 2013. Analysis of this data has led to the identification of G&T students across year groups. Students identified for G&T have Individual Learning Plans (ILP) in place, focusing on extension and enrichment. Parents are consulted during the process, and provide input into the ILP's development.

Regular sharing of formative assessment strategies in a range of curriculum areas occurred during weekly whole school Professional Learning Community (PLC) meetings, and through the coaching and mentoring model. Teachers and students made use of the I Can statements in numeracy to personalise learning goals. Preschool portfolios were reviewed in term 1.

Investigations into whole school assessment tools which provide evidence of growth have been conducted by the executive team during term 4. Establishing a comprehensive whole school assessment schedule is a priority for 2015.

Following release of NAPLAN data in term 4, staff were provided with a professional learning session on interpreting the data and what the results showed. All staff accessed SMART data, with teachers making use of this information as part of their evidence collection of student learning.

Year 2 students and those students new to Weetangera in 2014 have completed AGAT testing. Students from year 2-6 were tested at the end of 2014 to provide base line evidence of general reasoning ability. The school recently purchased a licence for AGAT testing to be conducted online, in a similar format to PAT Maths. This will allow for easy administration of testing in the future, and the results to be available immediately. This data will be used, along with other evidence, to identify students as part of the Gifted and Talented identification procedures.

Preschool portfolios have been developed this year and were sent home at the end of 2014. The process for collecting evidence of learning in preschool will continue to be refined in 2015.

Teachers used the Belconnen Network / *Can* statements in a range of ways to record individual student learning goals in numeracy. This included stickers in individual student books, photographs of students demonstrating mastery of a concept, and displays within classrooms showing a continuum of learning progression.

To ensure we meet the needs of all our students the school continued to focus on the strategy of **maximising literacy and numeracy achievements for Aboriginal and Torres Strait Islander children.**

All Personal Learning Plans (PLPs) were in place for Aboriginal and Torres Strait Islander children. Each PLP included a literacy and a numeracy SMART goal, and a transition goal. Parents were consulted and involved in the formulation of all PLPs. All Aboriginal and Torres Strait Islander parents participated in the PLP process. The Weetangera data tracker included explicit tracking of all Aboriginal and Torres Strait Islander students' progress. Transition programs from preschool to primary school and on to high school were comprehensively implemented. Programs such as Yirri Dancers, the PLP and Individual Learning Plan (ILP) processes, and Indigenous sports programs facilitated transitions from one setting to another. Formal communication links were maintained by the EALD teacher and the Special Needs Coordinator. The result of our actions was that 71% of Aboriginal and Torres Strait Islander students achieved ACT reading benchmarks. Also 100% of Aboriginal and Torres Strait Islander students (years 1-6) demonstrated growth through Progressive Achievement Tests (PAT) maths.

All of the above actions led to the following progress against our identified targets for this priority. Note that in 2014 there was no Directorate target for writing due to changes in the writing genre. The Directorate provided targets in reading and numeracy only.

Table: 2014 NAPLAN Means scores against Targets

Sector	Yr 3 Reading	R 3 Numeracy	Yr 5 Reading	Yr 5 Numeracy
School Target	455 +/- 24	426 +/- 20	532 +/- 20	518 +/- 20
School Mean	465.2	450.4	506.9	498.7
Network Mean	428.7	409.3	508.9	487.9
ACT Mean	440.1	415.1	522.8	498.7

Source: SMART Data December 2014

Year 3 achieved all ACTDET targets set, with the numeracy results being significantly better considering the confidence intervals. Year 5's reading result was below the target range while the numeracy mean was within the target range considering the confidence intervals.

Reading Implications:

- Ensure reading programs are rich and varied: shared reading, modelled reading, guided reading, independent reading
- Focus on tasks that foster making meaning at word level and in context
- Explicit teaching of First Steps Reading strategies and comprehension strategies including locating and interpreting information, inferring meaning, identifying main idea, connecting ideas
- Consider intervention model to support and extend students.

Numeracy Implications:

- Maintain emphasis on mental computation
- Emphasis and consistency placed on mathematical vocabulary across school
- Continue to use Visible Learning Strategies using the Belconnen Numeracy working Party : 'I can statements'
- Consider intervention model to support and extend students
- Ensure a balanced numeracy block occurs across the school, that develops deep knowledge and differentiates according to student needs.

Priority 2

To promote student connectedness and enhance student well-being.

Targets

90% of students believe they receive useful feedback about their work. (System Satisfaction Survey)

Achieve network mean or higher in the area of Student Safety. (Network Wellbeing Survey)

5% decrease in suspension rates in 2014.

Directorate Strategic Plan priority areas covered with this priority

High expectations, High performance, Connecting with Families and the Community

Progress

In this priority the school focused on three strategies: strengthen and embed Restorative Practices, enhance the opportunity for children to have an input into a negotiated curriculum and ensure students feel safe in the school environment and connected to school.

1. Strengthen and embed Restorative Practices

Everyone Everyday was implemented in 100% of classes for the first five weeks of term 1. The whole school focus culminated in a *Doing Things Together Day*, with students working in cross age groups. In term 4 our students from K- 6 participated in Bubbles Day which promotes an awareness and understanding of Autism.

Throughout the year, students from year 6 made weekly visits to work with their buddies at Cranleigh school. Two assemblies, one at Weetangera and one at Cranleigh, showcased the work the students from both schools.

Two staff professional learning sessions on Restorative Practices were held in term 1. All staff were supplied with corridor conference cards, and additional professional readings have been provided to beginning teachers.

Two staff professional learning sessions on Circle Time and three professional learning sessions for Trauma Training were held in terms 3 and 4. All staff used their corridor conference cards, and additional professional readings were provided to beginning teachers.

2. Enhance the opportunity for children to have an input into a negotiated curriculum

A professional learning community model has been established, with a focus on visible learning and formative assessment. All staff were provided with a professional text, reflection journal, and classroom resource kit. This resulted in learning intentions being more explicit and displayed in all classrooms in a way that promotes students interacting and engaging with them.

3. Ensure students feel safe in the school environment and connected to school

The school app was made available for download for both iPhones and Android phones. Notices about school events and cancellations were distributed via the app, and parents used the app to communicate with the school. To date, over 200 absence notes have been sent by families using the app.

The school improvement team attended a *KidsMatter* briefing session early in term 2. A Kidsmatter Action Team has been formed with all key stakeholders with the school community having representation. Members from the team, in term 4, participated in two professional learning sessions around implementing Kidsmatter for 2015.

Students were able to take on leadership in a variety of ways across the school. The school leaders organised and ran an anti-bullying forum in term 1, for all students in years 5 and 6. The year 6 students raised funds for an ANZAC courtyard, by baking ANZAC biscuits with the junior classes. The Peer Support leadership program operated across the school, for activities such as *Doing Things Together Day*. House meetings were organised and run by the senior school house captains and vice captains. Our relationship with Cranleigh School continued, and has grown to include the school leaders, house captains, and an additional group of senior students. In term 2 the school participated in the *Student Principal for a Day* program, with one of our year 6 students taking on the role. The canteen provided work experience for all year 6 students, rostered on to provide assistance in counter sales and preparation. Our Learning Support Unit (LSUA) students participated in the *Pegasus Riding* program. Earlier in term 2 the LSUA students participated in a fundraising event for Pegasus, making craft items to sell and running games and activities for younger children.

The school leaders organised and ran a cyber-safety forum in term 3, for all students in years 5 and 6. The SRC students represented Weetangera School at a cluster forum at Hawker Primary School. The SRC profile was increased in terms 3 and 4 with two major fundraising days.

Lunch time clubs operated to provide students with choices at play time. These included craft clubs, sporting activities, and board games, and were run by teachers in addition to the normal duty roster. The preschool was opened to junior primary students for one lunch time a week, to allow them access to the equipment and sandpit. In addition, all staff created imaginative play kits for each unit. These were stocked with tea sets, dress ups, cars, and other imaginative play equipment.

All year 6 students participated in a half-day *Kidfit* leaders workshop in term 2. The leadership skills fostered in this program were used to peer coach a younger cohort in term 4.

Identified Aboriginal and Torres Strait Islander students were informed of programs to support transition and connection, including the Yirri Dancers program. The EALD and Special Needs Coordinator drafted a Reconciliation Action Plan. Further work on the Reconciliation Action Plan continued in term 4 to implement in 2015.

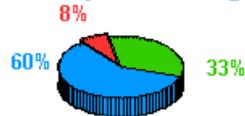
In respect of our progress against our targets for this priority the school did not achieve all its targets:

- 72% of students believe they receive useful feedback about their work. (System Satisfaction Survey).
- There was an increase in suspension rates in 2014.

At Weetangera School 92.5% of students reported that their school is mostly to strongly a safe, supportive and nurturing environment. The result was slightly below the ACT average of 95.2%. In 2015 Weetangera School will begin the process of becoming a Kidsmatter School. As part of this the school will focus on Component 1, which supports schools to create a warm, supportive and inclusive environment. It is anticipated that the work the school will undertake could have an influence in the area of student perception of support and safety at Weetangera School.

School Climate Survey Student Results: Support and Safety

Perceived Support & Safety at Weetangera Primary School



Perceived Support & Safety - ACT Average



Source: Education and Training Directorate: Performance and Planning

Future actions:

- Further professional learning on restorative practices, corridor conferences, and class meetings.
- Review classroom meetings and circle time to ensure consistency of practice across the school.
- Implementation of *KidsMatter* in 2015.
- Continue PLC model with a focus on formative assessment, learning intentions, goal setting, and feedback that moves learning forward.
- Finalise Reconciliation Action Plan.
- Review the script from Trauma Training and put the restorative question cards in duty bags 2015.
- Develop formative assessment model to incorporate reflection in the planning, teaching and reporting processes.

Priority 3

To effectively implement the Australian Curriculum including the Early Years Learning Framework.

Targets

- 100% of English, Science, Maths, History and Geography planning documents reflect clear links to the Australian Curriculum

- 100% of teaching staff through school based survey reflect documented Australian Curriculum links to programs
- 100% Preschool planning and policy documents reflect clear links to NQS and Early Years Learning Framework

Directorate Priority areas covered with this priority

Quality Learning

Progress

The school continued to action our strategy of **building teacher capacity in the area of the National Curriculum**. In 2014 100% of staff planned in teams using the Australian Curriculum Maths, English, Science and History. The timetabling of beginning teacher release blocks has enabled discussion of curriculum implementation to occur. The Integrated Units incorporated aspects of Science, History, the Arts, and Geography. Professional learning in semester 1 of 2014 focused on establishing Professional Learning Communities and formative assessment. The Australian Curriculum, in particular the recently released Geography curriculum, was a focus in second semester, alongside formative assessment.

Whole school reporting processes are aligned to the Australian Curriculum. Indicators are drawn from Australian Curriculum content, and moderation in teams uses the Achievement Standards at each year level to assign a grade. Staff were provided with a day each semester to moderate in teams.

Resources aligned to the Australian Curriculum have been purchased across the school, including Primary Connections resource kits for Science. Further resources aligned to the Australian Curriculum have also been purchased across the school, including i-Maths program for Maths.

In semester 2, our release model continued to incorporate specialist teachers in the area of History, PE and Health, music and French. All planning for these areas are aligned with the Australian curriculum. Alongside this we have maximised the coaching and mentoring model to focus on elements of the Australian Curriculum. Staff engaged in professional dialogue, identifying the essential content that students are taught by reflecting on the Australian Curriculum and utilising three key focus questions.

The canteen, in conjunction with the school, has implemented a Fresh Tastes program, as part of a three year action plan. This program is a collaboration between ACT Health and the Education and Training Directorate, and includes teaching resources and units, implementing healthy food guidelines in the canteen, and cooking and growing healthy food. The canteen, in conjunction with the school, has continued to implement the Fresh Tastes program, including the setup of *The Pumpkin Patch*, involving community members.

Staff participated in Professional Learning facilitated by Nutrition Australia. During this staff became familiar with the links to the Australian Curriculum.

The preschool was assessed in 2013 against the National Quality Standard, and received a ranking of Meeting the Standard. The Early Years Learning Framework (EYLF) is used to shape learning experiences each week. Documented programs and children's learning stories are aligned to the EYLF, and staff engaged in ongoing professional learning and collegial discussion about the EYLF implementation. Individual learning programs are available and shared with parents on a daily basis. During semester 2 preschool students engaged with Duncan Smith who presented Dreamtime stories as a way of showcasing the Indigenous culture.

In respect of our targets for this priority in 2014 the following was achieved.

- 100% of teachers used planning templates across the school for English, Maths and Integrated Units.
- 100% of teaching staff through school based survey reflect documented Australian Curriculum links to programs
- 100% preschool planning and policy documents reflect clear links to NQS and Early Years Learning Framework

Future actions:

- Review school scope and sequence of learning areas, including integrated units
- Review preschool portfolios and how information is provided to parents
- Identify resources and professional learning opportunities for staff to effectively implement the Geography component of the Australia curriculum
- Align Grammar teaching to outcomes in the Australian curriculum
- Effectively embed Indigenous culture into preschool program.

Preschool Unit- Quality Improvement

The National Quality Framework which has been agreed by the Council of Australian Governments (COAG) has put in place a new National Quality Standard to ensure high quality and consistent early childhood education and care across Australia. The National Quality Standard assists the school in identifying preschool unit strengths, and areas that require improvement. The school has identified the following preschool unit strengths using the National Quality Standard. Areas for improvement will be identified in the School's Operating Plan.

Education program and practice

Staff plan and implement the preschool program using the Early Years Learning Framework to ensure each child's needs, interests and development is catered for. The preschool staff meet regularly to discuss the EYLF to further develop their understanding of the document and implement any necessary changes to the program.

Relationships with children

The preschool takes all necessary steps to ensure the health and safety of all children by being familiar with and following health and safety policies and procedures. Healthy eating and living is promoted in the program through organised physical activity. Teachers provide a variety of resources for the children to independently participate in physical activity and through group discussions on healthy eating choices.

Staffing arrangements

The preschool staff is qualified to meet the National Quality Standard. Teachers and Learning Assistant Staff that relieve the preschool staff for lunch breaks are all suitably qualified. Relief staff employed to relieve preschool staff are suitably qualified.

Leadership and management

Appropriate governance arrangements are in place to manage the preschool service. Leadership promotes a positive organisational culture and builds a professional learning community. Staff are encouraged and assisted to develop their knowledge and understanding of the National Quality Standard by attending relevant professional development and meeting regularly with the leadership team.

Physical environment

The preschool provides an environment that is welcoming and engaging for the children. The indoor and outdoor areas are spacious and are consistently resourced with a wide variety of open-ended activities for the children to engage in. The areas are designed to promote interaction between both areas and promote independent investigation and learning through play. The outdoor environment contains a mixture of fixed and unfixed resources for the students to engage in play, in built and natural environments, in a variety of ways. Sustainable practices are embedded in the service operations through recycling paper, reusing materials in play and craft activities and keeping food scraps to be used by families to feed pets. Staff program learning experiences for the students to develop the students' understanding of sustainability and ways to respect and care for their environment.

Collaborative partnerships with families and communities

To develop relationships between the school and families, the preschool implements a number of strategies. Information is readily available about the preschool and its program through various channels including the school website, parent handbook, information packs, information nights and through the preschool noticeboard. Teachers provide a reflection of the previous week's activities and explanations of learning with a "Program in Photos" book in which parents can add comments on activities their children enjoyed providing suggestions for future planning.

Parents and carers are welcome into the preschool in the morning to start the day with their children. Each class has a "Parent Helper" roster which allows parents and carers to assist in the classroom for the day. Families are also invited to share their culture in the program through music, art and craft, cooking and language or share their skills through

demonstrations or discussions. At the beginning and end of each year, the preschool organises a picnic for all families to form positive relationships.

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.

Professional learning

The average expenditure at the school level per fulltime equivalent teacher on professional learning was \$3563.32.

Voluntary contributions

This school received \$19025.5 in voluntary contributions in 2014. These funds were used to support the general operations of the school. The spending of voluntary contributions is in line with the approved budget for 2014.

Financial Summary	
	31-Dec-14
INCOME	
Self management funds	302076
Voluntary contributions	19025.5
Contributions & donations	25125
Subject contributions	28530
External income (including community use)	22477.39
Proceeds from sale of assets	0
Bank Interest	12597.41
TOTAL INCOME	409831.3
EXPENDITURE	
Utilities and general overheads	93033.56
Cleaning	85518.15
Security	898.26
Maintenance	29300.23
Mandatory Maintenance	0
Administration	26070.69
Staffing	0
Communication	12242.28
Assets	11680.9
Leases	0
General office expenditure	52792.28
Educational	86810.88
Subject consumables	0
TOTAL EXPENDITURE	398347.2
OPERATING RESULT	11484.07
Actual Accumulated Funds	149456.5
Outstanding commitments (mil)	788.03
BALANCE	160152.5

Reserves

Name and purpose	Amount	Expected Completion
Staffing to advance teacher expertise in literacy and numeracy through coaching to improve student achievement.	\$50 000	December 2015
Computers for ongoing succession plan to develop digital technology to support improved student outcomes.	\$27 000	July 2015
Covered Walkway Unit 6 /Unit 7 to further develop school grounds and building, community partnerships and learning spaces.	\$50 000	June 2016
Pathway to Preschool to effectively promote community partnerships.	\$15 000	June 2015

Endorsement Page

I declare that the Weetangera Primary School Board has operated in accordance with the provisions of the 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: Aaron Plamer, Rachel Campbell
Community Representative Megan Parker
Teacher Representative: Isabel Dunn, Lisa Kingham
Board Chair: Sarah Watson
Principal: James Barnett

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 2014.

Principal Signature: James Barnett **Date:** 23.2.15

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

Board Chair Signature: [Signature] **Date:** 24.2.15