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# Weetangera Primary School

## Annual School Board Report

### 2016



Weetangera primary school front entrance

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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.weetangeraps.act.edu.au>.

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## School Board Chair Report

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Weetangera Primary School concentrated on expanding progress under the three school strategic priorities, with collaboration between the school board and school executive resulting in enhanced results through all areas over the previous year.

The school captains provided a presentation to two of the four school board meetings, and a tour of the school was undertaken by the school board chair with subsequent report. These actions in particular shaped the priorities of the board in directing priorities to rectification of safety issues, and teachers' efficiency. Standardised classroom furniture, school bike rack development, playground seating and greater efficacy in student reports in term 4 were all welcome consequences.

Student results from NAPALN demonstrated steady improvement, and with the introduction of Chromebooks for the senior students, have thus far been greeted with enthusiasm and sound learning outcomes that will place the students in good stead too with the introduction in 2017 of the online NAPLAN testing. The new school report was introduced with initially significant impost on teacher's time as they were developed in term 2, but welcomed by the parental community who had great input into the development of the report through the various engagement initiatives by the school.

Financial management of the school is sound, with excellent management of installation of a range of energy saving initiatives to offset the steadily increasing heating expenses. These initiatives will be evaluating in coming years to assess the impact on the subsequent winter expenses.

The school engagement with the community was increased, including active engagement from the Royal Australian Air Force, Belconnen High School and other key community members. The year concluded with a range of board recommended enhancements to school reporting and governance that will be implemented in 2017. Overall an excellent year in Weetangera Primary School's progress against the school plan.

James Badgery

Board Chair

## Context

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Weetangera School is situated in Belconnen in the north of the Australian Capital Territory. It caters for students from preschool to year 6. The school community consists of approximately 431 students with around 45 staff employed to cater for the needs of our students. Our priority enrolment area is Weetangera and our shared enrolment areas are Page and Scullin. Of our student population over the past 6 years, on average, 2 percent identified themselves as Indigenous and 18 percent had a language background other than English.

## Student Information

### *Student enrolment*

In 2016 there were a total of 385 students enrolled at this school.

**Table: 2016 Student Enrolment Breakdown**

Group	Number of Students
Male	194
Female	191
Indigenous	9
LBOTE	69

Source: Planning and Analytics, December 2016

### *Student attendance*

The following table identifies the attendance rate of students by year level during 2016. Student attendance rate is the percentage of school days attended by students in each year level at the school. Student attendance is measured over two school terms; that is from the first day of the school year for students in term 1 to the last day of term 2.

**Table: 2016 Attendance rates in Percentages**

Year Level	Attendance Rate %
K	93.0
1	91.0
2	94.0
3	94.0
4	94.0
5	95.0
6	92.0

Source: Planning and Analytics, December 2016

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 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	33

Source: Teacher Quality Institute, 16 December 2016

All teaching staff at Weetangera School have a bachelor of education qualification and a third of teaching staff have studied educational postgraduate degrees.

### *Workforce composition*

The 2016 workforce composition of Weetangera 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	27
Teaching Staff: Full Time Equivalent	25.1
Non Teaching Staff: Head Count	10
Non Teaching Staff: Full Time Equivalent	7.3

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 are no indigenous staff members at this school.

Weetangera School employs a balance of permanent and temporary staff. This is reviewed annually at the start of each year to meet the educational priorities and programs identified in the school strategic plan to improve student outcomes.

### 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. The estimated number of hours volunteers worked with the school during 2016 was 10 000.

## 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.

Weetangera School will be reviewed in 2018. 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, 87% of parents and carers, 92% of staff, and 86% 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 26 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.	96
Teachers at this school provide students with useful feedback about their school work.	88
Teachers at this school treat students fairly.	88
This school is well maintained.	100
Students feel safe at this school.	92
Students at this school can talk to their teachers about their concerns.	96
Parents at this school can talk to teachers about their concerns.	96
Student behaviour is well managed at this school.	50
Students like being at this school.	92
This school looks for ways to improve.	84
This school takes staff opinions seriously.	52
Teachers at this school motivate students to learn.	96
Students' learning needs are being met at this school.	88
This school works with parents to support students' learning.	84
I receive useful feedback about my work at this school.	69
Staff are well supported at this school.	52

Source: 2016 School Satisfaction Surveys, August/September 2016

The results for the 75 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.	92
Teachers at this school provide my child with useful feedback about his or her school work.	79
Teachers at this school treat students fairly.	87
This school is well maintained.	97
My child feels safe at this school.	99
I can talk to my child's teachers about my concerns.	96
Student behaviour is well managed at this school.	88
My child likes being at this school.	96
This school looks for ways to improve.	95
This school takes parents' opinions seriously.	88
Teachers at this school motivate my child to learn.	84
My child is making good progress at this school.	80
My child's learning needs are being met at this school.	73
This school works with me to support my child's learning.	77

Source: 2016 School Satisfaction Surveys, August/September 2016

The results for the 104 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.	98
My teachers provide me with useful feedback about my school work.	77
Teachers at my school treat students fairly.	80
My school is well maintained.	73
I feel safe at my school.	85
I can talk to my teachers about my concerns.	63
Student behaviour is well managed at my school.	62
I like being at my school.	78
My school looks for ways to improve.	79
My school takes students' opinions seriously.	68
My teachers motivate me to learn.	83
My school gives me opportunities to do interesting things.	91

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: Weetangera Primary School PIPS 2016 mean raw scores**

	School		ACT	
	Start	End	Start	End
<b>Reading</b>	58	124	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, 0.00 % of year 3 students and 3.00 % of year 5 students were exempt from testing based on nationally agreed criteria.

Results are not reported when there are fewer than five students with results. This rule is applied for reasons of statistical reliability, as well as to protect the privacy of students in small schools.

The following table shows the 2016 mean scores achieved by our students compared to the ACT.

**Table: Weetangera Primary School 2016 NAPLAN Mean Scores**

Test Domain	Year 3 School	Year 3 ACT	Year 5 School	Year 5 ACT
<b>Reading</b>	488	441	541	514
<b>Writing</b>	434	420	479	474
<b>Spelling</b>	428	421	518	490
<b>Grammar &amp; Punctuation</b>	467	442	561	511
<b>Numeracy</b>	450	412	525	497

Source: Planning and Analytics

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

## Performance in Other Areas of the Curriculum

Weetangera School offers a wide range of programs including Science, French, Music, 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. In 2015 the school initiated an instrumental music program for students.

Children also had numerous opportunities to participate in interschool sport, representative sport and sports clinics including Australian Football League (AFL), rugby union, baseball, tennis, touch football, volleyball, hockey and basketball.

Students at our school have the opportunity to participate in a number of national and international competitions. In 2016, across years 3 to 6, 51 students took part in the International Competition and Assessment for Schools (ICAS) in English. In relation to the ICAS Mathematics assessment a total of 52 students took part from years 3 to 6. In the ICAS Science assessment 51 students participated from years 3 to 6.

## Progress Against School Priorities in 2016

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Below is Weetangera 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	203614.00	144927.00	348541.00
Voluntary contributions	17641.00	2375.00	20016.00
Contributions & donations	0.00	35000.00	35000.00
Subject contributions	37866.49	5961.00	43827.49
External income (including community use)	12607.07	19155.12	31762.19
Bank Interest	5643.06	5394.04	11037.10
<b>TOTAL INCOME</b>	<b>277371.62</b>	<b>212812.16</b>	<b>490183.78</b>
<b>EXPENDITURE</b>			
Utilities and general overheads	67290.27	51795.10	119085.37
Cleaning	37564.10	54488.35	92052.45
Security	805.25	711.00	1516.25
Maintenance	16946.82	14068.05	31014.87
Administration	13169.40	14539.39	27708.79
Staffing	0.00	0.00	0.00
Communication	9620.76	2278.84	11899.60
Assets	317.55	1280.76	1598.31
Leases	0.00	0.00	0.00
General office expenditure	11166.42	9044.31	20210.73
Educational	44575.41	31868.51	76443.92
Subject consumables	6451.94	357.27	6809.21
<b>TOTAL EXPENDITURE</b>	<b>207907.92</b>	<b>180431.58</b>	<b>388339.50</b>
<b>OPERATING RESULT</b>	<b>69463.70</b>	<b>32380.58</b>	<b>101844.28</b>
<b>Actual</b> Accumulated Funds	193049.77	104385.19	136885.19
Outstanding commitments (minus)	-66101.33	0.00	-66101.33
<b>BALANCE</b>	<b>196412.14</b>	<b>136765.77</b>	<b>172628.14</b>

## Professional Learning

The average professional learning expenditure at the school level per full time equivalent teacher was \$5407.58.

## 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>
Staffing to advance teacher expertise in literacy and numeracy through coaching to improve student achievement	\$85 000	December 2018
ICT upgrades, one to one digital devices for ongoing succession plan to develop digital technology to support improved student outcome across all learning areas.	\$32 500	February 2019

## Endorsement Page

I declare that the Weetangera 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>	Monique Allen,	Alex Nockells
<b>Community Representative(s):</b>	Tomasi Wainiqolo	
<b>Teacher Representative(s):</b>	Erwin McRae,	Isabel Dunn
<b>Board Chair:</b>	James Badgery	
<b>Principal:</b>	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 2016.

Principal Signature:  Date: 27 / 04 / 2017

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

Board Chair Signature:  Date: 28 / 04 / 2017