



**Weetangera Primary School
Board Report
2013**



This report supports the work being done in the ACT Education and Training Directorate, as outlined in the Strategic Plan 2010-2013 "Everyone Matters". It complies with reporting requirements detailed within the Education ACT 2004 and the National Education Agreement.



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The school website is www.weetangeraps.act.edu.au.

Inquiries about this publication should be directed to:

Weetangera Primary School
Southwell St.
Weetangera ACT 2614

General Inquiries:

Telephone (02) 6205 7488

About our school

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 2013 there were a total of 460 students enrolled at this school.

Table: 2013 Student Enrolment Breakdown

Group	Number of Students
Male	235
Female	225
Indigenous	11
LBOTE	90

Source: Planning and Performance

Student attendance

The following table identifies the attendance rate of students by year level during 2013. 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: 2013 Attendance rates in Percentages

Year Level	Attendance Rate %
K	94.9
1	95.2
2	95.0
3	93.4
4	92.4
5	93.3
6	94.7

Source: Planning and Performance

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: 2013 Qualification of Teaching Staff in Percentages

Qualifications	% Teaching Staff
Certificate/Diploma/Degree	100
Postgraduate	15

Source: School Data

Workforce Composition

In 2013 the workforce composition of the school is highlighted in the following table.

Table: 2013 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	24
TOTAL	39

Source: Workforce Management

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 Board

It has been my great privilege to be Board Chair in 2013. The Weetangera School Board report that follows contains detailed information on many aspects of our school's performance. I encourage all parents to take the time to read the report and if you have any questions or comments please contact the Board or the school executive.

I would also like to take this opportunity to welcome to the school our new Principal, James Barnett, along with all our new staff. It is fair to say Weetangera School underwent a transition during 2013 as we said farewell to many people who had been a part of our school community for some time. Whilst change is sometimes difficult it is always inevitable and I was impressed by how staff went out of their way to ensure a smooth transition. On behalf of the Board I wish to record our thanks to all the staff and teachers who were part of our community during 2013 and send our very best wishes to all those who have now moved on to different schools.

As always a large number of events occurred during 2013 with our hard working school community and Parents & Citizens Association ensuring they were all a great success. Two

events deserve special mention - firstly the school fete which was held on a very rainy day yet was as successful as in previous years where we had fine weather. Secondly the 40th anniversary of the current Weetangera school was marked with a ceremony and plaque unveiling at the site of the original Weetangera school that opened in 1875. It was indeed rewarding to see the students of today hear some insights into the schooling of the past and perhaps reflect on how far we have come!

A very special thanks to all those who gave their time to volunteer for these and the many other activities that supported our school in 2013. It is through your efforts that we are able to provide a more supportive learning environment for all our children.

Aaron Palmer, Board Chair

School Review and Development

In 2013, the ACT Education and Training Directorates *Strategic Plan 2010-2013* provided the framework and strategic direction for the school's plan. This is supported by the *School Improvement in ACT Public Schools Directions 2010-2013* 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 schools progress towards achieving system and school priorities.

Weetangera Primary School will be validated in 2014. A copy of the last 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 2013 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 2013, 88% of parents and carers, 100% of staff, and 90% of students at this school indicated they were satisfied or highly satisfied with the education provided by the school.

In 2013, 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 2013. The following tables show the percentage of parents and carers and students who agreed with each of the national items.

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.	91
Teachers at this school provide my child with useful feedback about his or her school work.	83
Teachers at this school treat students fairly.	89
This school is well maintained.	85
My child feels safe at this school.	94
I can talk to my child's teachers about my concerns.	93
Student behaviour is well managed at this school.	87
My child likes being at this school.	95
This school looks for ways to improve.	88
This school takes parents' opinions seriously.	75
Teachers at this school motivate my child to learn.	86
My child is making good progress at this school.	87
My child's learning needs are being met at this school.	82
This school works with me to support my child's learning.	80

Source: 2013 School Satisfaction Surveys, August/September 2013

Table: Proportion of students in years 5 to 12 in agreement with each national opinion item

Item	(%)
My teachers expect me to do my best.	95
My teachers provide me with useful feedback about my school work.	80
Teachers at my school treat students fairly.	79
My school is well maintained.	85
I feel safe at my school.	93
I can talk to my teachers about my concerns.	84
Student behaviour is well managed at my school.	74
I like being at my school.	87
My school looks for ways to improve.	95
My school takes students' opinions seriously.	76
My teachers motivate me to learn.	87
My school gives me opportunities to do interesting things.	87

Source: 2013 School Satisfaction Surveys, August/September 2013

This information can be considered alongside information available on the *My School* website (<http://www.myschool.edu.au>).

Weetangera School System Surveys provided the following results and provides a comparison to system means.

- 88% of parents are satisfied with the education their child receives (86% system mean)
- 87% of parents believe that the management of student behaviour at this school is effective (79% system mean)
- 93% of students feel safe at Weetangera Primary School (WPS) (79% system mean)
- 84% of students feel they can talk to their teachers about their concerns (72% system mean)
- 100% of staff believe their professional achievements are celebrated at WPS (74% system mean)
- 100% of staff believe they are supported with the management of student behaviour (87% system mean)
- 95% of staff believe they are appreciated for the work they do (83% system mean)

Well Being Survey 2013.

The Well Being Survey is conducted annually and includes responses from year 4, 5 and 6 students. All Primary Schools in the Belconnen Network participate in the survey. The survey provides information relating to children's safety at school, relationships and general well-being.

Weetangera's student results in all categories: self-esteem, safety, connectedness to peers, connectedness to teachers, connectedness to school and motivation to learn are above the system mean and in the top 75th percentile.

Table: Results from Wellbeing survey overtime

Year	Self esteem	Connection to peers	Connection to teachers	Connection to school	Motivation to learn
2010	25 th percentile	50 th percentile	25 th percentile	25 th percentile	Below 25 th percentile
2011	75 th percentile	75 th percentile	90 th percentile	75 th percentile	90 th percentile
2012	Above 75 th percentile	Above 75 th percentile	90 th percentile	90 th percentile	90 th percentile
2013	Above 75 th percentile	75 th percentile	Above 75 th percentile	Above 75 th percentile	Above the 80 th percentile

Source: School Data 2013

An area of concern in the 2013 results is student safety. The 2013 results indicate 74% positive response to the five questions that form the element within the survey indicating student feelings and perception of student safety. The 2013 results place Weetangera student responses below the network mean in this area. Consequently plans to incorporate programs such as *Everyone Everyday* and *Fit Kid Leaders* in 2014 have been made. We will also investigate frameworks such as *Kids Matter* to promote and ensure inclusivity student safety and wellbeing.

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 at weetangeraps.act.edu.au.

Professional Learning

In 2013 staff participated in a wide range of professional learning (PL). A major focus was on implementing the Australian Curriculum, with Mathematics a particular target. Several PL sessions on numeracy were provided for staff. These included sessions on components of a Balanced Numeracy Program, using the Australian Curriculum content descriptors to plan rich tasks, and using Mental Computation strategies.

During term 2, 3 and 4 an additional teacher was employed four days a week. This allowed teachers to participate in valuable professional learning by observing colleagues in their classrooms. A focus on developing skills in teaching Bee Spelling and Literacy (particularly writing), was supported through this model. The school based Expertise Register was used to identify staff needs in professional development. Differentiated literacy workshops were presented in Term 4 and all staff attended a workshop which focussed on an area of need.

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 2013 mean raw scores

Test Domain	School Start	School End	ACT Start	ACT End
Reading	60	139	51	126
Mathematics	42	58	39	54

Source: CEM Centre

In 2013 Kindergarten children began the school year significantly above the state in reading and slightly above in mathematics. The end of year results for reading demonstrate growth above the rate of the state, however mathematics results were not as pleasing and demonstrate the expected growth. For 2014 we have implemented changes in classroom mathematics programs in kindergarten, a diagnostic assessment tool from year 1 – year 6 to monitor growth and areas of concern and have begun a series of professional development sessions in teaching Mathematics.

Kindergarten Children – School Based Results.

57 out of 61 children (93%) reached Benchmark (Benchmark = Reading Recovery level 5)

40 out of 61 (65%) reached the Target (Target = Reading Recovery level 8)

4 out of 61 (6%) did not reach Benchmark

Weetangera School utilises a school based data tracker to monitor student progress and growth in a number of areas. The areas of Mathematics, reading and spelling are recorded and monitored by teachers, the learning assistance team and the executive team.

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 2013, 1.9% of year 3 students and 6.2% of year 5 students were exempt from testing based on nationally agreed criteria.

The following table shows the 2013 mean scores achieved by our students compared to the ACT.

Table: Weetangera Primary School 2013 NAPLAN Mean Scores

Test Domain	Year 3 School	Year 3 ACT	Year 5 School	Year 5 ACT
Reading	443	444	543	520
Writing	407	423	507	487
Spelling	395	417	511	497
Grammar & Punctuation	432	445	534	516
Numeracy	424	415	522	500

Source: Planning and Performance, December 2013

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 2014. They will explore professional development of staff and teaching practices and monitor data.

Table: Percentage of children in top 2 bands

Test Domain	Year 3	Year 5
Reading	55.8	53.5
Writing	45.3	37.2
Grammar and Punctuation	50.9	58.1
Spelling	34	41.9
Numeracy	47.2	26.8

Source: Planning and Performance, December 2013

Growth data for punctuation and grammar as well as numeracy was pleasing for Weetangera. Both areas previously identified as areas of need.

School based results K-6.

The following tables represent the percentage of students at, below and above grade level across the school K-6 identified in reading and mathematics. In reading years 2 and 5 had the greatest percentage of students performing above grade level while year 4 had the greatest percentage of students performing below grade level in 2013.

Table: Percentage of students K-6 at, below and above grade level in Reading at Weetangera School in 2013.

Year	Below	At	Above
K	6%	36%	58%
1	26%	22%	52%
2	9%	26%	65%
3	14%	27%	59%
4	41%	12%	47%
5	17%	4%	79%
6	8%	60%	32%

Source: School data 2013

In mathematics again year 2s and 5 had the greatest percentage of students performing above grade level while year 5 had the greatest percentage of students performing below grade level in 2013.

Table: Percentage of students K-6 at, below and above grade level in Mathematics at Weetangera School in 2013.

Grade	Below	At grade	Above
Year 1	3%	57%	40%
Year 2	1%	48%	51%
Year 3	12%	48%	40%
Year 4	15%	47%	38%
Year 5	21%	26%	53%
Year 6	9%	43%	48%

Source: School data 2013

The school is investigating assessment for learning action learning in 2014 to further embed formative assessment across the school to bridge between the teaching and learning to improve student achievement and 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 AFL, rugby, baseball, tennis and basketball.

Students at our school have the opportunity to participate in a number of national and international competitions. In 2013, across years 3 to 6 30 students took part in the International Completion and Assessment for Schools (ICAS) in English. Of these students two achieved a high distinction, four distinction, six credits, and twenty-seven participation standard.

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

	Year 3	Year 4	Year 5	Year 6	Total
Participants	6	14	9	10	39
Participations	4	12	5	6	27
Credits	2	0	1	3	6
Distinctions	0	1	3	0	4
High Distinctions	0	1	0	1	2

In the ICAS science assessment forty-four students participated from years 3 to 6 with 30 students achieving a participation status, eight achieving a credit rating, five a distinction rating and one a high distinction rating.

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

	Year 3	Year 4	Year 5	Year 6	Total
Participants	12	17	7	8	44
Participations	9	13	3	5	30
Credits	1	2	2	3	8
Distinctions	1	2	2	0	5
High Distinctions	1	0	0	0	1

In relation to the Australian Mathematics Trust competition a total of 66 students took part from years 3 to year 6. Twenty-one students achieved participation status, eight achieved at a proficiency standard, 28 at a credit rating, eight a distinction rating and one a high distinction rating.

Table: Mathematics - AUSTRALIAN MATHEMATICS TRUST

	Year 3	Year 4	Year 5	Year 6	Total
Participants	16	20	16	14	66
Participations	5	8	2	6	21
Proficiency	1	4	2	1	8
Credits	9	5	9	5	28
Distinctions	1	3	2	2	8
High Distinctions	0	0	1	0	1

Progress against School Priorities in 2013

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.

The Weetangera school growth for numeracy in NAPLAN 2013 will be at or above the ACT school's mean scaled score growth.

School improvement domains covered with this priority

Learning and Teaching School Engagement

Progress

In 2013 the school continued to action the key improvement strategies highlighted in our School plan to affect achievement of this priority.

1. Develop consistent teaching and assessment practices in numeracy education

In 2012 Weetangera purchased Progressive Assessment Test (PAT) Maths and initial testing was administered to all children in years 1-6 in term 4. Results for all students were

recorded on the data tracker and reports made available for teachers. Two professional learning sessions were provided to staff in 2012 to give information on how to access the site, administer the tests and generate reports. In term 1 2013 the reports for each student were made available to this year's teachers, new tests were assigned to each student for online testing in term 2.

In term 1 2013, the Learning Assistance team and one parent volunteer received training in Counting Connections. In term 2 2013 the Learning Assistance team targeted students across the school in Counting Connections. In consultation with classroom teachers, baseline data collected using PAT Maths in number, informed the Counting Connections program and tracked student progress.

In term 1 2013, staff engaged in professional discussion around what constitutes a quality numeracy block. Results were collated and summarised into a guide for best practice and included in the staff handbook. The staff also participated in two professional learning sessions on strategies for developing mental computation with students. Resources have been purchased to support the implementation of mental computation in the classroom, including dice and cards.

During term 3 staff engaged in two numeracy professional learning sessions. The first session reviewed the work completed in term 1 this year, on what constitutes a quality numeracy block. This information will be included in the Weetangera Staff Handbook for 2014. The second session used the content descriptors from the Australian Curriculum to plan a rich task in maths.

Staff continue to plan as a team for numeracy, and regroup students across classes to cater for individual needs. In addition to this, the Counting Connections program commenced in term 3, and targeted students who required a boost in number in years 3-6. There are currently 3 tutors trained in the program, which takes approximately 6-8 weeks to complete with each student. The school will seek more volunteers to train as tutors for this program in 2014.

The school is currently investigating and developing a resource that can be used across the school as the basis for maths programming. This will lead to further consistency in planning and pedagogy between classes and across year levels. The resource will include a scope & sequence aligned to the Australian Curriculum, suggested resources, planning templates, and assessment strategies. The Belconnen Network I Can numeracy statements will be incorporated into the resource. Professional learning sessions on the I Can statements and assessment for learning are being planned for early 2014.

A survey of staff practices in numeracy was conducted in term 4, with a focus on Mental Computation. Data was collected about resources staff use, and how familiar they are with the strategies and resources from Count Me In Too and Middle Years Mental Computation. This data will shape planning for numeracy professional learning and resourcing into 2014.

Evidence of our success in developing consistent teaching and assessment practices in numeracy education also include:

Each Class participating in 300 minutes of Maths per week

Children accessing Counting Connections program

K-6 Maths assessment data entered on the school data tracker twice per year.

2. Build teacher capacity through a school based approach to coaching and sharing professional practice

In relation to the above strategy in 2013 all teaching staff completed an initial Competency Survey in term 1. This data was used to form the basis of the Teaching Expertise Register. When teachers are considering areas of their practice they would like to develop they used the Expertise Register to identify individuals or teams that can support their professional practice.

A formalised coaching and mentoring model commenced in the second half of term 2. A timetable was created, providing coaching and mentoring opportunities for teachers to work with the literacy and numeracy coordinators in their planning, observations and engage in professional dialogue and reflection. To facilitate this, a contract teacher was employed for four days each week to release teachers across the school.

The Quality Teaching model (QTm) will continue to be used to provide structured feedback to colleagues following lesson observations. Approximately 70% of staff utilised the time provided through this model to visit a colleague's classroom.

3. All staff using data to inform planning

All staff entered class data onto a Student Achievement Venn diagram (SAV). These have been used as discussion starters in team meetings about supporting and extending students, and have provided teachers with a visual reference for plotting student achievement and areas for development.

The school based Data Tracker has been updated to improve functionality and ability to access data. Tracked data in reading and spelling can be exported as a graph, and underachieving students are identified by colour to enable support programs to be implemented quickly. Different student groups can be identified, including EALD, Aboriginal and Torres Islander and Learning Assistance students. Data from the previous year transfers over to the following year, to allow students to be tracked for the seven years they are in primary school.

The school based data tracker is utilised from K-6 to monitor progress of all children. The information provides a basis for learning assistance and extension groups. The information also supports the differentiated approach to teaching utilised by our teachers. Executive staff are able to effectively monitor particular cohorts of children. The data tracker also ensures consistency of assessment tools.

All staff entered student achievement data twice a year in reading, writing, spelling, and areas of numeracy, and NAPLAN and PIPS data. This data was then used by teachers and the Learning Assistance team to establish differentiated groups in literacy and numeracy, and to inform reporting to parents.

While a particular strategy related to reading was identified in our school plan the Morning Reading program continues in the junior school and is well supported by our parent community. Resources have been purchased to support this program and reading at home. Resources to support shared and oral reading in the senior school will be purchased shortly. The Red Hot Read has been added to the Junior Assembly agenda, and encourages sharing of great books by staff members across the school. Stepping Stones and peer tutoring continue to operate across the school, targeting students who need a boost in their reading development.

Our actions across the three identified strategies in 2013 resulted in the following progress towards our targets.

1. The schools NAPLAN mean score results in 2013 at year 3 were within the target range considering the confidence intervals for both reading and maths. At year 5 the mean score was above the target but not significantly considering the confidence intervals.

Table: 2013 NAPLAN Means scores against Targets

Year	Reading Target	Reading Mean	Maths Target	Maths mean
3	455 ± 26	443.4	430 ± 20	424.1
5	533 ± 24	542.6	518 ± 22	521.8

Source: SMART Data December 2013

2. We also achieved our growth target in Numeracy. In 2013 the average scaled score growth for students in year 5 was 90.8 scaled score points compared to the ACT of 83.8.

Following a review of our 2013 actions within this priority the school has identified the following focus for 2014.

- Professional learning at the start of 2014 will focus on Visible Learning Strategies and formative assessment
- Investigate a Professional Learning Community model and develop a whole school approach
- Implement a school based Numeracy planning and pedagogy resource aligned to the Australian Curriculum
- First Steps Writing

Priority 2

To promote student connectedness and enhance student well being.

Targets

85% of students believe they receive useful feedback about their work. (System Satisfaction Survey)

100% of teachers are using formative assessment in their classrooms.

School improvement domain/s covered with this priority

School Engagement Learning and Teaching

Progress

In this priority the school continued to action the strategy of **maximising opportunities for students to participate in and influence their learning programs**. Formative assessment strategies are implemented across the school giving students constructive feedback as they are learning. Children are given clear guidelines for success and feedback related to success charts and rubrics. Teachers engaged in professional learning around formative assessment.

All students set goals and learning intentions. This provided students the opportunity to direct and individualise their learning. These ideas were shared at staff and team meetings. Explicitly talking to children about learning intentions continues to be a focus for all classes. Teachers utilised the 'What I am looking for?' (WILF) and 'We are learning to' (WALT) approach and explicitly instructed the learning intention during lessons.

Across the school students are given various opportunities to practise and refine their leadership skills. Year 5/6 students are able to nominate for school leader, house and vice captain positions. We continue to foster a student voice through the successful implementation of our Student Representative Council (SRC). Class meetings are held each week and information taken from these forms the basis for SRC meetings. SRC meetings are held once a week with our school leaders acting as facilitators. This year the P&C has gifted \$1500 to the SRC. The SRC will be coordinating a process where the entire school is given a say in how best to spend this money. An emphasis will be placed on gaining input from all classes and effectively communicating key decisions.

Year 5/6 classes have recently begun hosting leadership forums. The forums are chaired by our school leaders and topics are decided upon by the children. Teachers act as observers. Students invite guest presenters and discuss a range of topics including cyber bullying.

Enhancing student wellbeing and ensuring every child has the opportunity to experience success is ensured through the wide variety of programs children are able to participate in. Lunchtime clubs included Landcare, chess and art. Children were also given the opportunity to participate in morning running club, choir and a percussion group. Particular groups of children were also offered targeted programs such as structured play and rock and water.

Our SRC representatives from K-6 played a key part in the 40th Year commemoration celebrations of the original school site in August 2013 by taking on specific roles on the day that included tree planting and acting as hosts to our visiting dignitaries. Our SRC has also initiated a new whole school award that is given to a specific class at each whole school assembly that focuses on respectful behaviour.

Special events in 2013 that were planned and delivered with high levels of student input and leadership included *Doing Things Together Days* each semester, *Grandparents and Older Friends Day*, the hosting and performing at weekly assemblies, student nominated lunch clubs, the *Compost Club*, Science Night, *Bubbles Day*, Eisteddfod and the end of year whole school concert.

The Cranleigh Program received an order of Australia award in 2013 acknowledging the outstanding worth of all the students and teachers involved in the interaction between students from Weetangera and Cranleigh schools. This program continues to grow. It began with Friday afternoon visits to Cranleigh by groups of year 6 students. It now involves visits by students from each school to both campuses as well as special activities such as excursions and special assemblies.

Student lead fundraising and contributions to identified charities have also been recognised in term 4 with the nomination for the Fred Hollows award.

Student connectedness is also fostered through a number of programs in which students participate in and represent the school in other school and community settings. Each term students from years 3-6 can nominate to play as part of a team in interschool sports days. We have teams in Saturday morning competitions in both netball and touch football. Our Yirri dancers also perform at a number of school and community functions throughout the year. Our Yirri dance group are supported by a number of indigenous and non-indigenous students as well as parent and community members when they perform.

Kindergarten teachers are using an investigations time, providing choice of activity as a basis for a writing topic. Professional learning was undertaken by two teachers in semester 2, and they have begun to provide professional learning to the rest of the junior team so this practice can be implemented more broadly across the junior school.

A Restorative Practice approach to dealing with conflict is embedded K-6. Children who are involved in conflict are asked to participate in a restorative conference. All staff are provided with professional learning in corridor conferencing and this methodology is revisited regularly in staff meetings.

Our actions in 2013 culminated in 80% of our students agreeing they get useful feedback about their school work. While this is below our target, further analysis of the data shows that only 3% of students disagreed with the statement. Others neither agreed or disagreed.

Teacher programs and lessons demonstrate 100% of staff are using formative assessment in their classroom.

Following an evaluation of our operating plan for this year and considering 2014 will see a high staff turnover with a number of new staff joining the Weetangera Team planning our professional learning and delivering staff orientation programs so that consistency in programs such as restorative practice, formative assessment and goal setting is maintained will need to be considered. Key elements will be:

- formal professional learning specifically targeted to match staff needs
- continued professional dialogue about formative assessment, incorporating this into classroom visits
- professional learning in staff meetings around strategies for implementing goal setting in our classrooms
- school based professional learning in Investigations strategies.

Priority 3

To effectively implement the Australian Curriculum including the Early Years Learning Framework and the National Quality Standards.

Targets

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

Preschool receives a rating that exceeds National Quality Standard.

School improvement domains covered with this priority

Learning and Teaching, School Engagement

Progress

Weetangera continued to action the strategy of progressing curriculum development P-6 in 2013 through providing professional development to assist teachers to implement the Australian Curriculum. In the January stand down professional learning around the General Capabilities was delivered and staff became more familiar with this aspect of the Curriculum. Time was provided to discuss how the Curriculum could be addressed in composite classes and ensure that we are able to report to the Achievement Standards for each year level at the end of the year. Staff worked in teaching teams to map out their programs for the year. Staff believed integrating subject areas would help ensure they were able to include all of the curriculum required and an integrated planning template was introduced for teams to work with. The planning proforma used has been adapted for Weetangera and is based on the planning proforma used by Lead Schools in 2012. Teams were provided with time to plan using this document and were asked to include the assessment tools they would use throughout the unit. An Australian Curriculum planning

template for Mathematics has also been introduced this year and is being used by all teams. Planning for English and Science continue to be presented using the Australian Curriculum template introduced in 2012.

The Assessment and Reporting Committee began working on aligning Weetangera School reports with the Australian Curriculum Achievement Standards in 2012. In 2013 the school worked consistently in staff meetings and team meetings to ensure the report outcomes are aligned with the Australian Curriculum and display growth from K-6. Teams have identified outcomes from their teaching programs which have been written to address the Australian Curriculum and year level Achievement Standards. Mid-Year school based reports are now aligned with the Australian Curriculum and show how students are progressing towards meeting the Achievement Standard by the end of the year.

At the end of semester 1 staff participated in Professional Development (PD) around rich assessment tasks. Teams provided work samples from an assessment task that had been used in their classrooms. In teams, staff examined the work samples and rated them using an Assessment Task Analysis Sheet. In Semester 2 2013, staff have been involved in professional learning in Numeracy and Spelling. One of the Numeracy PD sessions focussed on using the content descriptors from the Australian Curriculum to plan a unit of work focussing on rich tasks. Teams were encouraged to incorporate at least two strands of the Mathematics Curriculum and design a unit to address the Achievement Standard and involve the students in engaging and relevant lesson experiences. This PD session also looked at common misunderstandings in developing basic Numeracy knowledge for students.

In semester 2, staff updated report outcomes agreed upon for the end of 2013 Student Reports. The emphasis in team meetings was on ensuring that the Achievement Standard for each area of the Australian Curriculum implemented had been addressed through a combination of the Mid and End of Year Reports. The Assessment and Reporting Committee have integrated the General Capabilities into the Mid and End of Year Weetangera Student Reports.

The Maths Committee has examined available teaching resources linked to the Australian Curriculum to be incorporated in a Weetangera based resource for Numeracy teaching in 2014.

In relation to our 2013 targets for this priority 100% of English, Science and Maths planning documents reflect clear links to the Australian Curriculum. Our review against the National Quality standard for Preschool in relation to Educational Programs and Practice area we received a Meeting Standard rating.

This evaluation has identified in 2014 the school will need to:

- further professional development on rich assessment tasks to reflect the Achievement Standards based on an inquiry based approach
- professional development to assist staff become familiar with and confident implementing the Australian Geography curriculum
- continue to determine ways to improve practice to be rated exceeding in all NQS areas.

Priority 4

To maximise literacy and numeracy achievements for Aboriginal and Torres Strait Islander children.

Target

100% of Aboriginal Students to reach reading benchmarks.

School improvement domain/s covered with this priority

Learning and Teaching, School Engagement, Leading and Managing

Progress against outcomes and targets

Our strategy within this priority was to focus on improving the teaching of Literacy and Numeracy for Aboriginal and Torres Strait Islander students. To facilitate this all Aboriginal and Torres Strait Islander students have a Personal Learning Plan (PLP) and parents are invited to attend a meeting to discuss the goals. The Learning Assistance (LA) team regularly meets to discuss the progress of all Aboriginal and Torres Strait Islander students.

The data tracker has a function that identifies performance of Aboriginal and Torres Strait Islander children. This allows staff to look at the children as a cohort.

In 2013 the school had 11 Aboriginal and Torres Strait Islander students. Of these 57% achieved their relevant year level reading benchmark. As a focus school until 2014, Weetangera is using funding available to develop a clear plan for closing the gap and improving literacy and numeracy outcomes for all Aboriginal and Torres Strait Islander students.

At a team level, teachers have discussed in detail the cross curriculum priority of Aboriginal and Torres Strait Islander histories and cultures. Through these discussions teachers identified appropriate alternative ways to teach and assess Aboriginal and Torres Strait Islander students.

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. Teachers have developed a mid-year and end of year report using the Early Years Learning Framework and the A.C.T Education and Training Directorate's reporting policy.

Children's health and safety

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.

Relationships with children

Interactions between teachers and children are warm and responsive so as to build trusting relationships. Every child has the opportunity to engage with educators in meaningful, open interactions that support the acquisition of skills for life and learning. Children are encouraged to participate in all areas of the program. Teachers aim to have each child feel included as a member of the group and build their confidence.

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.

An effective self-assessment and quality improvement process is in place and regularly reviewed and updated. A statement of philosophy has been developed which guides all aspects of the service's operations.

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. New furniture and resources have recently been purchased to ensure all equipment is clean and safe, up-to-date and benefits student learning.

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.

Assessment against Standards

The Preschool was assessed against the National Quality Standard by ACECQA in week 9 of term 3. The final results of the assessment were received in the week 5 of term 4. The results were as follows:

Overall Rating

QA 1 Educational program and practice:	Meeting National Quality Standard
QA 2 Children's health and safety:	Meeting National Quality Standard
QA 3 Physical environment:	Exceeding National Quality Standard
QA 4 Staffing arrangements:	Exceeding National Quality Standard
QA 5 Relationships with children:	Exceeding National Quality Standard
QA 6 Collaborative partnerships with families and communities	Meeting National Quality Standard
QA 7 Leadership and service management	Meeting National Quality Standard

Overall rating: Meeting National Quality Standard

Summary of the report from ACECQA

Weetangera Primary School – Preschool Unit has achieved an overall rating of Meeting the National Quality Standard. The preschool unit is congratulated on achieving Meeting or Exceeding the National Quality Standard across all quality areas. The preschool has been assessed to have been Exceeding the National Quality Standard in the relationships that are maintained with children, the physical environments that have been created and maintained to foster learning and in maintaining quality staffing arrangements.

The preschool demonstrated particular strength in engaging with children in open, honest and reciprocal interactions that help build the children's self-esteem and engagement in the program. The children were observed to replicate these interactions leading to a calm and engaging learning environment.

Further strengths were seen in the team of educators who engage in deliberate and progressive discussions with the aim of advancing practice and working towards better outcomes for children. The school is to be commended on ensuring that the preschool has been fully included in the day to day running of the Primary School, including the provision of an executive teacher to work in the preschool.

Despite recent management changes within the school, the focus on developing a true P - 6 ethos was evident. Assistance from the executive team, in preparation for assessment under the National Quality Framework, was clear and the engagement of all educators within the preschool is commended.

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 \$652.

Voluntary contributions

This school received \$9995 in voluntary contributions in 2013. 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 2013.

Reserves

Name and purpose	Amount	Expected Completion
Staffing 2014	\$50 000	2015
Computers	\$27 000	2015
Pathway to preschool	\$15 000	2015
Covered Walkway	\$50 000	2017
Preschool Kitchen	\$12 000	2015

Financial Summary	
31-Dec-13	
INCOME	
Self management funds	372,166
Voluntary contributions	19,715.00
Contributions & donations	51,125.06
Subject contributions	29,510.00
External income (including community use)	21,931.46
Proceeds from sale of assets	0
Bank Interest	9,008.31
TOTAL INCOME	503455.68
EXPENDITURE	
Utilities and general overheads	124,151.94
Cleaning	82,739.93
Security	796.36
Maintenance	64,992.80
Mandatory Maintenance	0
Administration	29,213.25
Staffing	0
Communication	8549.94
Assets	53,302.93
Leases	0
General office expenditure	34,349.46
Educational	73,289.39
Subject consumables	
TOTAL EXPENDITURE	471386
OPERATING RESULT	32069.68
Actual Accumulated Funds	104,808.34
Outstanding commitments (mir	49,379.79
BALANCE	87498.23

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-
- The member is absent from 3 consecutive meetings of the board without reasonable excuse or leave given by the board or
 - 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-
- be present when the board considers the issue or
 - 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: Simone Alabaster, Sarah Watson
Community Representative: Megan Parker
Teacher Representative: Lisa Kingham, Kate Harvey-Sutton
Board Chair: Aaron Palmer
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 this year.

Principal Signature: J.M. Barnett Date: 6.3.14

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

Board Chair Signature: Aaron Palmer Date: 6/3/14