



Weetangera Primary School Board Report 2015



Weetangera primary school front entrance.

This report supports the work being done in the ACT Education Directorate, as outlined in the Strategic Plan 2014-2017 “Leading the Nation”. It complies with reporting requirements detailed within the ACT Education Act 2004 and the Australian Education Act 2013 and associated Regulations.



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The school website is <http://www.weetangeraps.act.edu.au>.

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School Board Chair Report

It was a great pleasure to be Board Chair in 2015. The Weetangera School Board report details further the performance of the school over 2015.

In 2015 we commenced the first year of the new four year school plan to ensure the improvement in the school was conducted in accordance with priorities established and reviewed throughout the period. This plan was produced as a result of extensive feedback provided in previous external validation processes and will be reassessed at the end of 2016. Significant additions were the closer integration of the Board with the P&C Committee, which resulted in greater visibility of the School Board priorities and areas the P&C could contribute to the same ends. Rapid school repairs to Health and Safety concerns and a single minor graffiti issue the day before the school fete, greatly enhanced the reputation of the School Principal and Deputy Principal team in their understanding of the community needs.

The key school activity that required extensive Principal and Board consultation was the decision to fund Chromebooks. The eventually funded proposal included a long term sustainable solution, including retraining of staff, communication with parents and children, and warranty and replacement options that were fully funded out of the existing budget.

Staffing remained quite stable with the school only farewelling and welcoming a small number of staff. The notable sad departure was the farewell of the executive teacher of 14 years' service at Weetangera School, whose loss is another ACT Primary schools gain. On behalf of the board I would like to thank all the staff and teachers who were part of our school community in 2015 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 2015. 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.

James Badgery, Board Chair

Introduction to School

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 40 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 5 years, on average, 2 percent identified themselves as Indigenous and 16 percent had a language background other than English.

The Weetangera School Annual Action Plan 2015 commenced the first year of Weetangera School Strategic plan 2015-2018 with a focus on whole school improvement in teaching, learning and community partnerships.

Student enrolment

In 2015 there were a total of 383 students enrolled at this school from kindergarten to year 6.

Table: 2015 Student Enrolment Breakdown

Group	Number of Students
Male	192
Female	191
Indigenous	8
LBOTE	77

Source: Planning and Performance, December 2015

Student attendance

The following table identifies the attendance rate of students by year level during 2015. 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: 2015 Attendance rates in Percentages

Year Level	Attendance Rate %
K	88.0
1	94.0
2	95.0
3	95.0
4	94.0
5	93.0
6	93.0

Source: Planning and Performance, December 2015

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 has provided the following data based on teachers registered as at 18 December 2015.

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

Table: 2015 Qualification of Teaching Staff in Percentages

Qualifications	% Teaching Staff
Certificate/Diploma/Degree	100
Postgraduate	32

Source: Teacher Quality Institute, Date 18 December 2015

Note: Qualifications for teachers who were registered under TQI Transitional arrangements in 2011 are self-reported.

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

In 2015 the workforce composition of the school is highlighted in the following table. The data is taken from the school's verified August staffing report. For reporting purposes it includes 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: 2015 Workforce Composition Numbers

Staff Employment Category	Total
Teaching Staff :Head Count	27
Teaching Staff :Full time Equivalent Permanent	20.1
Teaching Staff :Full time Equivalent Temporary	5
Non Teaching Staff (Head Count)	9
Non Teaching Staff :Full time Equivalent	6.7

Source: Workforce Management, August census 2015

Note: This table includes pre-school staffing

There are no indigenous staffs at this school.

Note: * Indigenous staff are reported where the staff member has self identified.

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 in which volunteers have worked in the school during 2015 was 10 000.

School Review and Development

In 2015, the ACT Education Directorate's *Strategic Plan 2015-2017* provided the framework and strategic direction for the school's plan. This is supported by the *School Improvement in ACT Public Schools Directions 2010-2015* 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.

The school will be reviewed in 2019. A copy of their most recent 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 2015 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 2015, 83% of parents and carers, 97% of staff, and 80% of students at this school indicated they were satisfied with the education provided by the school.

As well in 2015, 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 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 33 number of staff who took part in the survey are tabled below.

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

Item	(%)
Teachers at this school expect students to do their best.	100
Teachers at this school provide students with useful feedback about their school work.	100
Teachers at this school treat students fairly.	100
This school is well maintained.	94
Students feel safe at this school.	100
Students at this school can talk to their teachers about their concerns.	100
Parents at this school can talk to teachers about their concerns.	100
Student behaviour is well managed at this school.	100
Students like being at this school.	97
This school looks for ways to improve.	100
This school takes staff opinions seriously.	85
Teachers at this school motivate students to learn.	100
Students' learning needs are being met at this school.	97
This school works with parents to support students' learning.	97
I receive useful feedback about my work at this school.	85
Staff are well supported at this school.	91

Source: 2015 School Satisfaction Surveys, August/September 2015

The results for the 113 number of parents who took part in the survey are tabled below.

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.	88
Teachers at this school provide my child with useful feedback about his or her school work.	81
Teachers at this school treat students fairly.	87
This school is well maintained.	88
My child feels safe at this school.	94
I can talk to my child's teachers about my concerns.	91
Student behaviour is well managed at this school.	88

Item (cont)	(%)
My child likes being at this school.	94
This school looks for ways to improve.	86
This school takes parents' opinions seriously.	82
Teachers at this school motivate my child to learn.	82
My child is making good progress at this school.	81
My child's learning needs are being met at this school.	76
This school works with me to support my child's learning.	79

Source: 2015 School Satisfaction Surveys, August/September 2015

The results for the 106 number of 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

Item	(%)
My teachers expect me to do my best.	91
My teachers provide me with useful feedback about my school work.	77
Teachers at my school treat students fairly.	79
My school is well maintained.	82
I feel safe at my school.	87
I can talk to my teachers about my concerns.	57
Student behaviour is well managed at my school.	59
I like being at my school.	80
My school looks for ways to improve.	88
My school takes students' opinions seriously.	69
My teachers motivate me to learn.	79
My school gives me opportunities to do interesting things.	80

Source: 2015 School Satisfaction Surveys, August/September 2015

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.

Learning and Assessment

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 2015, 3.00 % of year 3 students and 2.00 % 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 for reasons of statistical reliability, as well as to protect the privacy of students in small schools.

The following table shows the 2015 mean scores achieved by our students compared to the ACT.

Table: Weetangera Primary School 2015 NAPLAN Mean Scores

Test Domain	Year 3 School	Year 3 ACT	Year 5 School	Year 5 ACT
Reading	451	443	518	521
Writing	424	420	475	486
Spelling	396	410	490	500
Grammar & Punctuation	442	441	502	516
Numeracy	429	410	516	502

Source: Performance and Planning December 2015

The results in the table above indicate that in 2015 year 3 students performed above the state average in all test domains except spelling while year 5 students performed above the state average in the test domain of Numeracy.

Writing and putting spelling, punctuation and grammar into context remains a focus at Weetangera School. The English committee is working on a review and implementation of spelling instruction from kindergarten to year 6 and will continue this work in 2016. They will explore professional development of staff and teaching practices and monitor data.

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 History, 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 2015, across years 3 to 6, 49 students took part in the International Competition and Assessment for Schools (ICAS) in English. In relation to the ICAS Mathematics assessment a total of 53 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 2015

Methodology in evaluating progress

The Annual School Operating Report was developed through a collaborative process involving all key stakeholders. The school improvement team established and implemented an improvement agenda expressed in measurable student outcomes, explicit and clear school wide targets. The school operating plan report incorporates the feedback from stakeholders as well as school wide analysis of systematically collected school and national data on student outcomes, including academic, attendance, behavioural and student wellbeing. Weetangera School conducted the National School Improvement Tool and National Safe Schools Framework Audit Tool in 2015 to support decision making and school improvement. This process involved staff, the School Board, P&C and students.

The School Strategic Plan is reflected upon annually as part of an explicit improvement agenda and analysis detailed using the National School Improvement Tool and school improvement framework with all achievements and evidence reported within the yearly School Board reports. This review is communicated to the school community through the School Board, P & C and parent forums.

Priority 1 Maximise student achievement

Targets

By the end of 2015

- Mean achievement scores of students years 3 and 5 in numeracy meet the targets set for Weetangera School in NAPLAN 2015
- Mean achievement scores of students years 3 and 5 in reading meet the targets set for Weetangera School in NAPLAN 2015

Progress

A number of specific strategies were identified in the annual school action plan and successfully implemented in 2015. Specific actions included, developing a model of differentiation from Foundation to year 6, advancing teacher expertise in literacy and numeracy through coaching and mentoring and enhancing the professional learning community model.

This year Weetangera School implemented and achieved the following:

- Implemented a Response to Intervention Framework
- Enhanced Assessment for Learning strategies and further developed formative assessment strategies in literacy and numeracy
- Developed a whole school approach to tracking student learning
- Implemented an early literacy intervention programs years P- 2 using MultiLit
- Developed a model to identify Gifted and Talented students
- Consolidated a school based approach to coaching and mentoring
- Embedded First steps reading strategies
- Implemented i-Maths and Oxford Big Ideas mathematics learning programs from Foundation to year 6
- Further developed Professional Learning Community Model to enhance an evidence informed approach to teaching and learning
- 100% of planning documents school wide, clearly identified differentiation
- 100% of Aboriginal and Torres Strait Islander students achieved expected growth in reading levels
- 100% of students in targeted interventions demonstrated academic growth in MultiLit reading levels
- 100% of preschool portfolios are clearly connected to the Early Year Learning Framework
- 100% of staff agree they receive constructive written feedback through coaching and mentoring

The school implemented and established a systematic process that ensures every child receives the additional time and support to learn at high levels. A Response to Intervention pyramid was established in collaboration with teaching teams, school improvement team and the school's student learning support team to provide timely, targeted, systematic interventions to all students who demonstrate the need in the core programs, supplementary programs and intensive programs across the school.

A Data Plan has been written to provide support and advice around assessment practices at Weetangera School. It has been developed in accordance with The ACT Education and Training Directorate publications, 'Teachers' Guide to Assessment' and 'An assessment

practice guide: Quality teaching in ACT schools', and with current best practices in the literature. Weetangera School's school Improvement process is informed by data which helps to identify the points at which students' progress, slows or accelerates. Weetangera School examines these trends over time because the characteristics of students vary from year to year. Using the data gathered on an updated Student Learning Tracker in 2015, Weetangera School determines where a more detailed investigation into teaching and learning practices is warranted and where intervention resources are allocated to inform Weetangera School's Response to Intervention framework. Weetangera School constantly reflects on its performance in delivering quality learning outcomes for students. As part of this process the leadership team of the school constantly reflect on the process of school improvement, its success, sustainability and lessons for future growth. With a leadership structure that supports a process of considered planning, systematic professional learning and implementation and constant reflection the school is well placed to manage and maximise outcomes for students.

A Weetangera Pedagogical model was implemented in consultation with staff across the school to establish an agreed whole approach to teaching and learning, including an instructional framework and an assessment for learning action plan.

The school implemented an early literacy intervention program with MultiLit, a leading provider of effective literacy instruction in Australasia. The MultiLit program provided target programs and resources to help low-progress readers in years Foundation to 2. The MultiLit program reflects a contemporary approach to best practice literacy instruction as identified by international reading scientists. Following the success of this intensive reading intervention for the early years Weetangera School will trial for 2016 a MacqLit reading intervention program. MacqLit is an explicit and systematic reading intervention program for small groups of older low-progress readers in year 3 and above. It provides a comprehensive sequence of all the key components necessary for effective reading instruction: phonemic awareness, phonics, fluency, vocabulary and comprehension. Delivered by teachers, learning support teachers and trained learning support teacher aides.

Weetangera Primary School committed to providing a learning environment that develops every student to their full potential. In order to provide the best possible education for all students. The school implemented a Gifted and Talented policy and framework to provide opportunities that recognise their particular needs, develop their talents and potential capacity, engage and challenge them. Gagne's Differentiated Model of Giftedness and Talent informed the key educational approaches and definitions. The model outlines Weetangera Primary School's responsibilities and procedures in implementing identification procedures and appropriate educational provisions and strategies to meet the needs of all gifted and talented students.

The teacher expertise register continued to be a tool that the school employs to investigate areas of teacher development and future coaching and mentoring opportunities. Teachers are surveyed each semester to identify areas of strength as well as areas of development. Literacy and Numeracy coordinators aligned teaching staff with mentors to build capacity and coached teachers aligned with whole school professional learning priorities.

Weetangera School Implemented a Repertoire Approach to Spelling: Investigating teacher attitudes and student growth. The action research involved the implementation of a repertoire approach to teaching spelling, an investigation of student spelling behaviours, and an evaluation of the approach. The evaluation included measures of teacher attitude and content knowledge growth, and measures of student spelling behaviours. Teachers were provided with ongoing support in a repertoire approach to spelling through partnership with an academic advisor from the University of Canberra. This involved building teacher content knowledge in the linguistics of words, including phonic, morphological and etymological knowledge, and implementing pedagogy that builds students' word knowledge. Teachers' attitudes to, and knowledge about, spelling were measured through surveys prior to the ongoing professional learning and at the end of the action research in 2016. Student spelling behaviours were measured through analysis of writing samples and spelling assessments, as well as attitudinal data through surveys. Findings will be disseminated in the form of a report to the school, conference presentations and journal articles in 2016.

All staff were provide professional learning in the key pedagogical considerations underpinning the Scaffolded Literacy approach. Teaching staff investigated the reasons using a contextualised and quality literature based approach and reviewed the role that teacher-learner dialogue and teacher modelling of effective literacy strategies play in improving literacy outcomes for learners.

The school improvement team, in consultation with all teaching staff developed a shared agreed approach to teaching and learning. The purpose of the 2015 action learning project focused on building the effectiveness of formative assessment practices across Weetangera School. The aim of the action research continued to develop teacher knowledge and practice in assessing students as a vehicle to learning providing direct feedback to improve student outcomes and incorporate the use of digital technology.

The continuation of a whole school transformation with assessment for learning included time to support the professional growth of all staff to participate in regular Professional Learning Community meetings, reflecting on developing practice and growth of knowledge, engage in collegial discussions, sharing resources with colleagues, including the use of digital technologies as a way of documenting student learning and participating in coaching and mentoring. Alongside meetings, teachers had the opportunity to professionally read Dylan Wiliam's *Embedded Formative Assessment* and Nancy Frey and Douglas Fisher's *The*

Formative Assessment Action Plan books and discuss how the research relates to our school setting, classrooms and team planning structures.

These actions assisted Weetangera School in meeting the targets of mean achievement scores for NAPLAN 2015 in both years 3 and 5 students in reading as well as numeracy.

Table: 2015 NAPLAN Means scores against ACT Directorate Targets

Sector	Yr 3 Reading	R 3 Numeracy	Yr 5 Reading	Yr 5 Numeracy
School Target	457 +/- 22	435 +/- 20	531 +/- 22	515 +/- 20
School Mean	450.5	429.0	517.5	516.3
Network Mean	432.1	406.7	510.7	497.9
ACT Mean	444.1	411.4	521.8	503.5

Source: SMART Data November, 2015 and planning and Performance, 2015

The above table shows that year 3 and year 5 achieved all ACTDET targets set, 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 using a scaffolded literacy approach and building a repertoire approach to spelling .
- Explicit teaching of First Steps Reading strategies and comprehension strategies including locating and interpreting information, inferring meaning, identifying main idea, connecting ideas.
- Consider intervention models to support and extend students.
- Implement Reading Eggs and Spellodrome.

Numeracy Implications:

- Maintain emphasis on mental computation.
- Emphasis and consistency placed on mathematical vocabulary across school.
- Continue to use Visible Learning Strategies.
- Consolidate iMaths and Oxford Big Idea mathematic programs.
- Consider intervention models to support and extend students.
- Ensure a balanced numeracy block occurs across the school, that develops deep knowledge and differentiates according to student needs.
- Implement Mathletics.

Priority 2 Enhance student well-being and engagement

Targets

By the end of 2015

- Achieve or surpass the ACT mean in students satisfaction related to feeling safe and supported at school
- Increase the percentage of students who identify as being emotionally engaged in their learning by 5%

Progress

The key actions within this priority included:

- implement a mental health and student well-being framework
- implement a social and emotional curriculum
- implement KidsMatter Component 1- promoting a positive school environment
- initiate a KidsMatter action team with all key stakeholders
- review of whole school approach to restorative practices
- implement a social emotional learning program years Foundation to year 6
- review school values.

These actions were evaluated against the indicators of all key stakeholders are aware and have been informed of the KidsMatter framework and four year plan, of the KidsMatter program and KidsMatter Action team. Across the years Foundation to year 6, 100% of students participated in the implemented social and emotional learning program, *Bounce Back*. All school values are clearly communicated and evident in the school and a further review in 2016 to consider a framework for whole school values for Weetangera School. In 2016 Weetangera School will review the school's developmental curriculum from Foundation to year 6 in line with the school's teaching and learning philosophy and pedagogical action plan to further enhance rich and engaging learning programs. All staff across Weetangera School participated in a review of restorative practices.

In 2015 Weetangera School successfully met the target to achieve or surpass the ACT mean in students satisfaction related to feeling safe and supported at school with 96.1% of students reported adequate to excellent levels of perceived support and safety at Weetangera School. The proportion of adequate to excellent responses at Weetangera School is greater than the ACT average of 95.6%. Compared to 2014, more students at Weetangera School, an increase of 4% of students rated perceived increased satisfaction of support and safety.

In 2015 at Weetangera School 91.2% of students reported adequate to excellent levels of emotional engagement. Compared to 2014, 95% of students at Weetangera School reported

adequate to excellent levels of emotional engagement. In 2014, only one year level was surveyed and comparing the data should take into consideration the smaller cohort of students surveyed in 2014.

Emotional engagement and how much students are interested in their learning at school will remain a focus for 2016. In addition, all key stakeholders reviewed the Weetangera School homework policy. For 2016, the updated *Home Learning* policy outlines Weetangera School's approach to home learning. It describes what home learning is, the rationale for home learning, and guidelines for implementing and participating in home learning.

Building on firm foundations, the school now looks to the future in a 21st century approach to learning. Educational literature on 21st century thinkers emphasis a range of qualities that our future will need: open mindedness; the ability to work collaboratively with others; to engage in problem solving; to analyse and integrate knowledge; to think creatively and imaginatively; to apply knowledge to respond to emerging needs and trends; and to communicate accurately, clearly and effectively. Our approach to teaching and learning is constantly reflected upon to evolve to meet these challenges, to give our students the best opportunity to engage with their preferred future. For 2016, the school will provide a 1:1 digital device learning environment for students in years 3 to 6.

Priority 3 Effectively promote community partnerships

Targets

By the end of 2015

- The percentage of parent satisfaction related to community partnerships being valued and maintained increased by 3% points
- The proportion of parents who agree that school and family connections is of an excellent standard increase by 3% points
- The proportion of parents who indicate an excellent involvement in school life increase by 5% points

Progress

The key actions within this priority included:

- implemented communication policy with school community
- implemented framework for parent workshops
- initiated Walk or Ride to School action plan
- implemented Fresh tastes action plan
- reviewed school website
- investigate using social media.

During 2015, Weetangera School successfully achieved all of the key actions proposed in the annual operating plan. The school successfully:

- conducted parent workshops for the whole school community each semester to complement the whole school focus in student achievement; Parent spelling workshop in semester 1 and a Protective Behaviours workshop in semester 2
- implemented school Facebook social media link with a focus on student learning
- effectively increased an 11% point increase in the number of families accessing the school App
- initiated a Parent Community Liaison Officer for Weetangera School
- launched new school website
- implemented an Instrumental Music Program for Weetangera School
- initiated a Music Tuition Program for Weetangera School and families
- initiated with the P&C a *Lapathon* utilising the Walk and Ride to school & Fresh Tastes action plans
- implemented a bicycle program in the Physical and Health Education curriculum with the Walk & Ride to school action plan
- implemented a water and safety awareness program for Weetangera School.

As a result of these actions our progress towards the targets set for this priority include:

1. In 2015, 92% of parents agreed and strongly agreed community partnerships are valued and maintained. This is significantly above the ACT mean of 79%. Compared to 2014 data 92% of parents' agreed and strongly agreed community partnerships are valued and maintained. Although the target increase of 3% points was not met the high expectations for community partnerships have been maintained.
2. The proportion of parents who agree that Weetangera School and family connections is of an excellent standard increased by more than 3% points. In 2015 at Weetangera School 94.7% of parents reported adequate to excellent levels of school and family connections. The proportion of parents who indicated an excellent involvement in school life increased by 16.3% points. In 2015 at Weetangera School 100% of parents reported adequate to excellent of levels of involvement with their child at Weetangera School. No parent reported low levels of parent involvement at Weetangera School.
3. The proportion of parents who indicated an excellent involvement in school life increased by more than the target set of 5% points. Compared to 2014, 29.6 % more parents at Weetangera School rated parent involvement at school as excellent in 2015.

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			
INCOME	January to June	July to December	January to December
Self management funds	150274.00	152963.60	303237.60
Voluntary contributions	17400.00	1515.00	18915.00
Contributions & donations	510.00	45000.00	45510.00
Subject contributions	33772.00	3505.00	37277.00
External income (including community use)	11077.11	17567.51	28644.62
Bank Interest	6835.26	6177.59	13012.85
TOTAL INCOME	219868.37	226728.70	446597.07
EXPENDITURE			
Utilities and general overheads	29210.35	83996.79	113207.14
Cleaning	38034.55	52589.74	90624.29
Security	1540.47	1325.98	2866.45
Maintenance	25219.61	18534.70	43754.31
Administration	14329.92	14692.19	29022.11
Staffing	0.00	0.00	0.00
Communication	2794.62	4206.57	7001.19
Assets	1840.09	4148.19	5988.28
Leases	0.00	0.00	0.00
General office expenditure	8093.97	24551.99	32645.96
Educational	38868.75	127786.81	166655.56
Subject consumables	0.00	2902.72	2902.72
TOTAL EXPENDITURE	159932.33	334735.68	494668.01
OPERATING RESULT	59936.04	-108006.98	-48070.94
Actual Accumulated Funds	181004.15	191004.15	206004.15
Outstanding commitments (minus)	-103.64	0.00	-103.64
BALANCE	240836.55	82997.17	157829.57

Professional learning

The average expenditure at the school level per fulltime equivalent teacher on professional learning was \$4503.24.

Voluntary contributions

These 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 2015.

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 2017
One to one digital devices for ongoing succession plan to develop digital technology to support improved student outcome across all learning areas.	\$27 000	February 2019

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: Monique Allen, Rachel Campbell

Community Representative Tomasi Wainiqolo

Teacher Representative Erwin McRae, Isabel Dunn

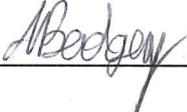
Board Chair: James Badgery

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 2015.

Principal Signature:  **Date:** 25.5.16

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

Board Chair Signature:  **Date:** 25.5.16