



Wanniassa School

Success and Excellence in Education

Wanniassa School

Annual School Board Report 2016



This page is intentionally left blank.

This report supports the work being done in the ACT Education Directorate, as outlined in the '*Education Capital: Leading the Nation Strategic Plan 2014-17*'.

Accessibility

The ACT Government is committed to making its information services, events and venues accessible to as many people as possible.

If you have difficulty reading a standard document and would like to receive this publication in an alternate format, such as large print and audio, please telephone (02) 6247 4580.

If English is not your first language and you require the translating and interpreting service, please telephone 13 14 50.

If you are deaf or hearing impaired and require the National Relay Service, please telephone 13 36 77.

© Australian Capital Territory, Canberra, 2016

Material in this publication may be reproduced provided due acknowledgement is made.

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

Inquiries about this publication should be directed to:

Wanniassa School
Sternberg Cres.
Wanniassa ACT 2902

General enquiries:

Telephone (02) 6205 7566

Contents

School Board Chair Report	2
Context	2
Student Information	2
Student enrolment	2
Student attendance	3
Staff Information	3
Teacher qualifications	3
Workforce composition.....	4
Volunteers	4
School Review and Development.....	4
School Satisfaction.....	4
Overall Satisfaction.....	5
Learning and Assessment	7
Performance in Literacy and Numeracy	7
Early years assessment.....	7
NAPLAN assessment.....	7
Performance in Other Areas of the Curriculum	8
Progress Against School Priorities in 2016	8
Financial Summary	9
Professional Learning	10
Voluntary Contributions	10
Reserves.....	10
Endorsement Page.....	11
Members of the School Board.....	11

School Board Chair Report

This year Wanniassa School celebrated its 40th Birthday. A major milestone for any school and the school is ready to continue to provide quality education for the next 40 years.

2016 has been a very productive year with the school undergoing some major building upgrades, which will be continuing on during 2017 across both campuses.

The students have continued to enjoy a large range of activities focusing on academic, sporting and social aspects. We have students representing the community in all aspects, on a local, state and international level.

As the year comes to a close we wish everyone a safe and happy holidays and look forward to a very successful 2017.

Rebecca Logue

Wanniassa School Board Chair

Context

The past four years have seen the implementation of a number of programs and systems to support student outcomes and achievements. This has provided the groundwork to move further along the journey of individualised and personalised learning. The journey the school has taken in developing a positive school climate where student agency is valued, mutual respect is evident and parents are welcomed has set the school up well to restructure teaching and learning particularly on the Senior Campus to personalise learning and therefore increase student engagement through learning plans, exhibitions and authentic connections with the broader community. Other factors that impact our strategic directions in this plan include the growth in literacy across the school as evidenced by school NAPLAN and PIPS data.

In 2016 Wanniassa School was reviewed. The report of this review can be found on the school website. The demographics of the student population have remained basically the same over the past few years.

Student Information

Student enrolment

In 2016 there were a total of 418 students enrolled at this school.

Table: 2016 Student Enrolment Breakdown

Group	Number of Students
Male	223
Female	195
Indigenous	46
LBOTE	88

Source: Planning and Analytics, December 2016

Student attendance

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

Table: 2016 Attendance rates in Percentages

Year Level	Attendance Rate %
K	92.0
1	93.0
2	91.0
3	93.0
4	92.0
5	90.0
6	91.0
7	90.0
8	86.0
9	84.0
10	81.0

Source: Planning and Analytics, December 2016

Wanniassa School has not had a formal procedure for student non-attendance. This is an area for development in 2017. The procedure has been for MAPS (formerly PTG) teachers to call home after an absence of 3 days in a row. Year Coordinators keep an overview of student absences for their cohort and follow up any patterns of concern. The Indigenous Education Officer and SLC also oversee attendance of indigenous students for Indigenous Students.

Staff Information

Teacher qualifications

All teachers meet the professional requirements for teaching in an ACT public school. The ACT Teacher Quality Institute (TQI) has provided the following data based on teachers registered as at 16 December 2016.

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

Table: 2016 Qualification of Teaching Staff in Percentages

Qualifications	% Teaching Staff
Certificate/Diploma/Degree	100
Postgraduate	40

Source: Teacher Quality Institute, 16 December 2016

Workforce composition

The 2016 workforce composition of Wanniassa School is highlighted in the following table. The data is taken from the school's verified August staffing report. For reporting purposes it incorporates all school staff including preschools, staff absent for a period of less than four consecutive weeks and staff replacing staff absent for more than four consecutive weeks. It does not include casuals and staff absent for a period of four consecutive weeks or longer.

Table: 2016 Workforce Composition Numbers

Staff Employment Category	Total
Teaching Staff: Head Count	43
Teaching Staff: Full Time Equivalent	40.7
Non Teaching Staff: Head Count	19
Non Teaching Staff: Full Time Equivalent	16.1

Source: This data is from the 2016 August census date and is calculated using the parameters provided by the ABS.

Note: This table does not include pre-school staffing.

There is one indigenous staff member at this school.

Volunteers

The estimated number of hours volunteers worked with the school during 2016 was 5470.

School Review and Development

In 2016, the ACT Education Directorate's Strategic Plan 2014-2017 provided the framework and strategic direction for the school's Strategic Plan. This is supported by the new school performance and accountability framework, *'People, Practice and Performance: School Improvement in Canberra Public Schools, A Framework for Performance and Accountability'*. This framework has school improvement at its centre, with the National School Improvement Tool (NSIT) as its core feature, providing support to achieve high standards in student learning, innovation and best practice in ACT public schools.

Prior to 2016 all ACT public schools participated in a four-year cycle of school review and development. In the fourth year schools underwent an external validation process.

The introduction of a revised External School Review process in 2016 represented a significant change for the system. It is now a five-year cycle with an External School Review at the end, based partly on the school's self-evaluation of their progress documented in a Summative Report and substantially on the findings of External Review Panels when in schools. External Review Panels now include an external school review expert as the panel chair and an experienced system principal.

Wanniassa School was reviewed in 2016. A copy of the Review Report can be found on the school website.

School Satisfaction

Schools use a range of data collection tools to gain an understanding of the satisfaction levels of their parents and carers, staff and students. In August/ September 2016 the school undertook a survey to gain an understanding of school satisfaction at that time. Staff, parents and students from year 5 and above (with the exception of students in special schools) took part in an online survey.

Overall Satisfaction

In 2016, 78% of parents and carers, 74% of staff, and 70% of students at this school indicated they were satisfied with the education provided by the school.

Included in the survey were 14 national parent survey items and 12 national student survey items. These items were approved by the then Standing Council on School Education and Early Childhood (SCSEEC) for use from 2015. The following tables show the percentage of parents and carers and students who agreed with each of the national items at this school.

The results for the 39 staff who took part in the survey are tabled below.

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

National Opinion Item	(%)
Teachers at this school expect students to do their best.	87
Teachers at this school provide students with useful feedback about their school work.	85
Teachers at this school treat students fairly.	92
This school is well maintained.	67
Students feel safe at this school.	82
Students at this school can talk to their teachers about their concerns.	97
Parents at this school can talk to teachers about their concerns.	97
Student behaviour is well managed at this school.	64
Students like being at this school.	74
This school looks for ways to improve.	74
This school takes staff opinions seriously.	54
Teachers at this school motivate students to learn.	90
Students' learning needs are being met at this school.	77
This school works with parents to support students' learning.	77
I receive useful feedback about my work at this school.	54
Staff are well supported at this school.	54

Source: 2016 School Satisfaction Surveys, August/September 2016

The results for the 51 parents who took part in the survey are tabled below.

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

National Opinion Item	(%)
Teachers at this school expect my child to do his or her best.	94
Teachers at this school provide my child with useful feedback about his or her school work.	90
Teachers at this school treat students fairly.	88
This school is well maintained.	80
My child feels safe at this school.	86
I can talk to my child's teachers about my concerns.	92
Student behaviour is well managed at this school.	80
My child likes being at this school.	86
This school looks for ways to improve.	82
This school takes parents' opinions seriously.	78
Teachers at this school motivate my child to learn.	82
My child is making good progress at this school.	78
My child's learning needs are being met at this school.	75
This school works with me to support my child's learning.	80

Source: 2016 School Satisfaction Surveys, August/September 2016

The results for the 134 students who took part in the survey are tabled below.

Table: Proportion of students in years 5 to 10 in agreement with each national opinion item

National Opinion Item	(%)
My teachers expect me to do my best.	92
My teachers provide me with useful feedback about my school work.	81
Teachers at my school treat students fairly.	73
My school is well maintained.	59
I feel safe at my school.	74
I can talk to my teachers about my concerns.	63
Student behaviour is well managed at my school.	47
I like being at my school.	68
My school looks for ways to improve.	81
My school takes students' opinions seriously.	63
My teachers motivate me to learn.	80
My school gives me opportunities to do interesting things.	85

Source: 2016 School Satisfaction Surveys, August/September 2016

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

These results, as well as the continual review of school performance, contributed to the evaluation of our Strategic Plan and the development of Annual Action Plans. The Strategic Plan is available on the school website.

Learning and Assessment

Performance in Literacy and Numeracy

Early years assessment

Students in kindergarten undertake an on-entry assessment of their early reading and numeracy skills using the Performance Indicators in Primary Schools (PIPS) program. Student results are reported against five performance bands at the end of semester 1 and 2.

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

Table: Wanniassa School PIPS 2016 mean raw scores

	School		ACT	
	Start	End	Start	End
Reading	47	135	49	121
Mathematics	38	56	39	54

Source: Planning and Analytics

NAPLAN assessment

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

In 2016, 0.00 % of year 3 students, 0.00 % of year 5 students, 7.00 % of year 7 students and 4.00 % of year 9 students were exempt from testing based on nationally agreed criteria.

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

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

Table: Wanniassa School 2016 NAPLAN Mean Scores

Test Domain	Year 3 School	Year 3 ACT	Year 5 School	Year 5 ACT	Year 7 School	Year 7 ACT	Year 9 School	Year 9 ACT
Reading	438	441	511	514	519	558	552	601
Writing	417	420	479	474	472	519	517	557
Spelling	416	421	479	490	510	546	550	590
Grammar & Punctuation	469	442	542	511	509	552	549	588
Numeracy	415	412	505	497	510	556	547	597

Source: Planning and Analytics

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

Performance in Other Areas of the Curriculum

The school has been particularly successful in the teaching and learning that has resulted in students gaining their Certificate 1 in Hospitality and Furniture Construction. The school has had a particular focus on using technology to support learning in classrooms with the implementation of Bring Your Own Device to support this learning.

A strong values program and a strong focus on student wellbeing continue to be a highlight of the learning program at Wanniassa. Promoting a culture of inclusion and acceptance is an important aspect of this work.

Progress Against School Priorities in 2016

Below is Wanniassa's 2016 Annual Action Plan Report (AAPR) in pdf and MS Word formats. The AAPR details the priorities and targets of the school for 2016. Progress against priorities and targets, and methodologies for measuring progress, are also described. Click on the appropriate text below to open the report in your desired format.

If you cannot open the document check to make sure you have clicked the yellow 'Enable All Features' menu that may have appeared at the top of your page. Please contact the school for an electronic or hard copy should none of these options work.

If you do not have Adobe Acrobat you can download the free Reader version [here](#) (large download).

- Click here to access the Adobe PDF version
- Click here to access the Microsoft Word version

Note to school: If providing the Annual School Board Report (ASBR) in hard copy please provide a printed copy of the above Annual Action Plan Report and append it to the ASBR.

Financial Summary

The school has provided the Directorate with an end of year financial statement that was approved by the school board. Further details concerning the statement can be obtained by contacting the school.

The following summary covers use of funds for operating costs and does not include expenditure in areas such as permanent salaries, buildings and major maintenance.

Financial Summary

INCOME	January to June	July to December	January to December
Self management funds	397141.20	388508.90	785650.10
Voluntary contributions	4432.00	485.00	4917.00
Contributions & donations	0.00	0.00	0.00
Subject contributions	9375.00	920.00	10295.00
External income (including community use)	11972.73	10952.87	22925.60
Bank Interest	8026.90	7206.99	15233.89
TOTAL INCOME	430947.83	408073.76	839021.59
EXPENDITURE			
Utilities and general overheads	154743.46	137663.79	292407.25
Cleaning	98918.76	118976.39	217895.15
Security	4284.22	2285.40	6569.62
Maintenance	73044.34	53567.06	126611.40
Administration	12084.80	10490.16	22574.96
Staffing	589.29	5266.91	5856.20
Communication	19328.73	4573.50	23902.23
Assets	26326.80	17267.09	43593.89
General office expenditure	13231.74	13712.60	26944.34
Educational	16115.48	17539.79	33655.27
Subject consumables	9333.12	5553.71	14886.83
TOTAL EXPENDITURE	428000.74	386896.40	814897.14
OPERATING RESULT	2947.09	21177.36	24124.45
Actual Accumulated Funds	100000.00	257575.41	191025.69
Outstanding commitments (minus)	-28032.81	0.00	-28032.81
BALANCE	74914.28	278752.77	187117.33

Professional Learning

The average professional learning expenditure at the school level per full time equivalent teacher was \$1362.00

Voluntary Contributions

The funds listed were used to support the general operations of the school. The spending of voluntary contributions is in line with the approved budget for 2016.

Reserves

Name and Purpose	Amount	Expected Completion
Infrastructure Transformation This reserve was created to form part of the monies used on transforming the classroom environment, giving the students individual learning spaces	\$30,000	Expected date of completion is the end of 2018
Student Furniture Purchase of new school furniture to suit the students requirements and needs.	\$30,000	Expected date of completion is the end of 2018
Grounds Upgrade This reserve was created to transform the grounds of the school, giving the students calming outdoor learning spaces and play areas.	\$40,000	Expected date of completion is the end of 2018

Endorsement Page


I declare that the Wanniassa School Board has operated in accordance with the provisions of the ACT *Education Act 2004* including the following sections.

- 39 (4) The school board must give effect to the chief executive's directions.
- 44 (2) The chief executive must end the appointment of a member of the school board of a public school, other than the principal of the school if:
 - a) the member is absent from 3 consecutive meetings of the board without reasonable excuse or leave given by the board or
 - b) contravenes section 49 (disclosure of interests by members of school boards) without reasonable excuse.
- 46 The members of the school board of a public school must, whenever is necessary, nominate a member of the board as a member of any selection panel established by the chief executive to make recommendations to the chief executive about the appointment of the principal to the school.
- 47 (2) However, the school board must meet at least four times a year.
- 48 (10) The school board must keep minutes of its meeting.
- 49 Disclosure of interests by members of school boards.
- 49 (3) The disclosure must be reported in the school board's minutes and, unless the board otherwise decides, the member (The first member) must not:
 - a) be present when the board considers the issue or
 - b) take part in any decision of the board on the issue.
- 49 (5) Within 14 days after the end of each financial year, the chairperson of the school board must give the chief executive a statement of any disclosure of interest under this section in relation to the school board during the financial year.


Members of the School Board

Parent Representative(s):	Rebecca Logue	Jo Menegazzo	Tori Lamb
Community Representative(s):	Marilyn McGinnis		
Teacher Representative(s):	Tracey Hanson	Shelley Lavender	
Student Representative(s):	Cathy Keenan	Gabby Clarke	
Board Chair:	Rebecca Logue		
Principal:	Shane Gorman		

I certify that to the best of my knowledge and belief the data and information reported in this Annual School Board Report represents an accurate record of the school's operations in 2016.

Principal Signature:  Date: 04 / 05 / 2017

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

Board Chair Signature:  Date: 03 / 05 / 2017