



Wanniassa Hills Primary School Board Report 2015



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.whps.act.edu.au>.

Inquiries about this publication should be directed to:

Wanniassa Hills Primary School
Langdon Ave.
Wanniassa ACT 2903

General Enquiries:

Telephone (02) 6205 7466

School Board Chair Report

It has been another great year at Wanniasa Hills Primary School with the consolidation of ongoing projects, new look infrastructure, refining strategic directions and fun!

I would firstly like to thank Jason D'Arx for his leadership of the school board during the transition stages of the school leadership over 2014/2015. Jason has provided a point of stability over the years and the Board thanks him for his diligence during his tenure.

2015 has seen positive change to WHPS. Most noticeably the completion of the Tuggeranong Primary Introductory English Centre (TPIEC). The TPIEC was finished by the end of term one and officially opened in April by Education Minister Joy Burch.

As well as the TPIEC, capital works were undertaken in the kindergarten to year 3 classrooms. All rooms were repainted, re-carpeted, joinery and bag hooks and wall display boards renewed. The entrance to the school was revamped, which included painting and new signage to ensure connectedness with the newly constructed TPIEC.

Also of note this year is WHPS passing its external evaluation and re-accreditation and the positive comments regarding its future direction. The validation was conducted using an evidence-based approach to school improvement informed by a Summative Evaluation Report, the school's self-reflection using the National School Improvement Tool and the National Safe Schools Audit Tool, and interviews with key stakeholders.

This year also marks Wanniasa Hills becoming part of the Cambridge International Schools program. The Cambridge program provides a rich curriculum environment and worldwide connections. The school passed its application process in order to be considered and I would like to thank Principal Manders for his leadership in making this partnership happen.

On behalf of the school board, I congratulate all students on their hard work and I commend the teaching staff and executive of the school in creating a positive, dynamic community of learners.

Best regards,

Matt Bacon (Board Chair)

Introduction to School

In 2015, Wanniasa Hills Primary School was validated against the National School Improvement Tool and the following recommendations and Commendations were noted by the external validators and are listed below.

Also of note is that significant building works have occurred during 2015 upgrading the kindergarten to year 3 teaching spaces with new carpeting, painting and reconfiguring of classroom spaces as well as new furniture purchases. The school has actively worked with the community to upgrade the preschool grounds and engage with local Indigenous Australian members of the community to commission specialist artworks that capture the partnership of education.

Student enrolment

In 2015 there were a total of 318 students enrolled at this school from kindergarten to year 6.

Table: 2015 Student Enrolment Breakdown

Group	Number of Students
Male	164
Female	154
Indigenous	14
LBOTE	56

Source: Planning and Performance, December 2015

In 2015, there were 14 mainstream classes on the primary campus as well as one learning support centre. In the preschool there were four classes running full-day programs of 15 hours each. In 2015 the Tuggeranong Primary Introductory English Centre accommodated three classes in Semester 1 and two classes in Semester 2, delivering an intensive English program.

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	92.0
1	93.0
2	94.0
3	94.0

4	94.0
5	93.0
6	92.0

Source: Planning and Performance, December 2015

The school had daily procedures in place for identifying student absences. Each day classroom teachers recorded any absences on a slip. If a note was not received explaining the student's absence, a note was sent home requesting relevant information. In 2014 we implemented a mobile app for families that allowed parents to send a note to the school with the swipe of a finger. At the end of each week a summary was sent to the deputy principal showing any un-explained absences. The Deputy Principal rang the family to discuss these absences.

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	46

Source: Teacher Quality Institute, Date 18 December 2015

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

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	21.7
Teaching Staff :Full time Equivalent Temporary	3
Non Teaching Staff (Head Count)	12
Non Teaching Staff :Full time Equivalent	9.8

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.

Volunteers

Volunteers are an integral part of the educational program at Wanniasa Hills Primary School. In 2015, volunteers worked in classes, supporting students for over 1340 hours translating into an average of more than six hours per day. Parents provided other school support including the uniform shop and school banking for approximately 1220hrs. Other extra curricula activities including attendance at excursions and similar events amounted to a total of approximately 420 hours. The school continues to appreciate the volunteer services of community members delivering Easter and Christmas scripture classes as well as caring for our environment centre and chickens during holidays and stand-down.

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.

Wanniasa Hills Primary School was validated in 2015. A copy of the validation report can be found on the school website.

School Satisfaction

Schools continually use a range of data collection tools to gain an understanding of the satisfaction levels of their parents and carers, staff and students. In August/September 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, 85% of parents and carers, 94% of staff, and 74% 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 34 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.	91
Students feel safe at this school.	100
Students at this school can talk to their teachers about their concerns.	97
Parents at this school can talk to teachers about their concerns.	100
Student behaviour is well managed at this school.	82
Students like being at this school.	97
This school looks for ways to improve.	94
This school takes staff opinions seriously.	76
Teachers at this school motivate students to learn.	100
Students' learning needs are being met at this school.	91
This school works with parents to support students' learning.	97
I receive useful feedback about my work at this school.	76
Staff are well supported at this school.	82

Source: 2015 School Satisfaction Surveys, August/September 2015

The results for the 95 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.	96
Teachers at this school provide my child with useful feedback about his or her school work.	88
Teachers at this school treat students fairly.	93
This school is well maintained.	92
My child feels safe at this school.	93
I can talk to my child's teachers about my concerns.	91
Student behaviour is well managed at this school.	87
My child likes being at this school.	91
This school looks for ways to improve.	88
This school takes parents' opinions seriously.	80
Teachers at this school motivate my child to learn.	90
My child is making good progress at this school.	86
My child's learning needs are being met at this school.	86
This school works with me to support my child's learning.	87

Source: 2015 School Satisfaction Surveys, August/September 2015

The results for the 70 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.	94
My teachers provide me with useful feedback about my school work.	71
Teachers at my school treat students fairly.	63
My school is well maintained.	59
I feel safe at my school.	64
I can talk to my teachers about my concerns.	52
Student behaviour is well managed at my school.	37
I like being at my school.	72
My school looks for ways to improve.	78
My school takes students' opinions seriously.	41
My teachers motivate me to learn.	78
My school gives me opportunities to do interesting things.	69

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, 16.00 % of year 3 students and 0.00 % of year 5 students were exempt from testing based on nationally agreed criteria.

Results are not reported when there are fewer than five students with NAPLAN results. This rule is applied 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: Wanniasa Hills Primary School 2015 NAPLAN Mean Scores

Test Domain	Year 3 School	Year 3 ACT	Year 5 School	Year 5 ACT
Reading	450	443	506	521
Writing	414	420	470	486
Spelling	400	410	472	500
Grammar & Punctuation	441	441	483	516
Numeracy	417	410	464	502

Source: Performance and Planning December 2015

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

In 2015, Year 3 students at Wanniasa Hills achieved at or above Year 3 ACT schools NAPLAN mean scores in grammar and punctuation and reading respectively. Mean scores for writing, spelling and numeracy were just below the mean scores for other ACT schools. The Year 5 results in the areas assessed in NAPLAN were slightly below Year 5 ACT schools mean scores.

The full implementation of Readers and Writers Workshops and the introduction of the International Cambridge English and Mathematics curricula support our continued focus on improving student outcomes in both literacy and numeracy.

Performance in other areas of the curriculum

The school has a long tradition of high-performance in sport and physical education and this was maintained in 2015. A high proportion of students achieved team selection at district level and some students progressed to compete in national competitions.

Environmental education continued to stimulate children's interest in, and understanding of sustainable practices. The school's specialist environmental educator made the most of our school's modern facility. Students had gardening experiences that incorporated elements of science, technology and animal studies. The Stephanie Alexander Kitchen Garden program was continued with strong student engagement and community support. Anecdotal evidence is that the program was a huge success.

The 2015 Science Fair, *Making waves – the science of light*, was well attended by students and their families. Students shared their understanding and knowledge of light and its application, participating in experiments, quizzes and activities.

Progress against School Priorities in 2015

Methodology in evaluating progress

In 2015 the school engaged in a variety of analysis and review to complete External Validation, Accreditation with Cambridge International Schools, the National School Improvement Tool and National Safe School framework. This has culminated in an exhaustive review and planning process for our new five year strategic plan. Some interesting data that has resulted from this process are:

School Review and Development Tool

In 2014 and 2015 an abbreviated School Improvement survey was utilised by the school executive to focus priorities, measure implementation success of plans and set baseline data on the arrival of a new Principal.

Question	Sem 2, 2014 (%)	Sem 1, 2015 (%)
1 .The school leaders have developed and are driving an explicit school improvement agenda	48	88
2. The improvement agenda is couched in terms of specific improvements sought in student performances includes clear targets with accompanying timelines, which are rigorously actioned.	14	66
3. The school improvement agenda has been effective in focussing, and to some extent narrowing, the whole school's attention on core learning priorities	24	76
4. There is a strong and optimistic commitment by all staff to the school improvement strategy and a clear belief that further improvement is possible.	33	84
5. Teachers take responsibility for the changes in their practice required to achieve school targets and are using data on a regular basis to monitor the effectiveness of their own efforts to meet those targets.	31	58
6. Teachers collaboratively plan, deliver and review the effectiveness of lessons.	50	60
7. Teachers and school leaders take personal and collective responsibility for improving student learning, working as a team and learning from each other's practices.	48	71
8. In team meetings there is an emphasis on the joint analysis of student work and on teaching strategies for improving student learning.	14	33
9. Teachers visit each other's classrooms and welcome opportunities to have principal and other school leaders observe and discuss their work with them.	30	42
10. School leaders participate in professional learning activities alongside teachers, and the school supports teachers to continue formal study and celebrates professional success.	38	84

11. The school has established and is implementing a systemic plan for the collection, analysis and use of student achievement data. Test data in literacy and numeracy are key elements of this plan.	19	80
12. Data is used throughout the school to identify gaps in student learning, to monitor improvement over time and to monitor growth across the years of school.	24	60
13. Staff conversations and language reflect a sophisticated understanding of data concepts (e.g. value added; growth; improvement)	35	29
14. Teachers routinely use objective data on student achievement as evidence of successful teaching.	38	52
15. The school can illustrate through case studies, meeting minutes and project plans how data has been used to identify priorities, take action and monitor progress.	No Data	20

Percentages derived from the combined *Evident* and *Strongly Evident* responses to the question.

Source: 2014 Semester 2, 2015 Semesters 1 and 2 School Review and Development Surveys

National Safe Schools Audit Tool

Following on from the NSIT review by staff, the school executive reviewed and considered the *National Safe Schools Framework*. Perceptions were validated by the evidence collected in light of the external validation process.

According to this tool, the key strengths determined as a result of the reflection were as follows:

- Leadership commitment to a safe school.
- Engagement, skill development and safe school curriculum.
- Focus on student wellbeing and student ownership.
- Positive behaviour management.

According to this tool, areas for improvement determined as a result of the reflection were as follows:

- Ongoing values need to be reflected in school processes.
- Supportive and connected school culture.
- Policies and procedures.

Evaluation of Performance:

Strategic Priority 1: Improve literacy and numeracy outcomes for all students

Targets & achievements

- PIPS growth to be above system mean
 - The PIPs growth was below the system mean approximately 53 mean points as compared to 67
- Achieve year 3 and year 5 school targets for NAPLAN mean scores in reading and numeracy
 - We have achieved school targets for Reading & Mathematics year 3, Reading year 5, of special note is the year 3 reading – 449.4: system target 438₊₂₄
- Increase the percentage of year 3 and year 5 students performing in the top two NAPLAN bands by 2 percentage points in reading and mathematics
 - In Reading years 3 & 5 we achieved an increase of students within the top two bands of 11.6 percentile points and 11.1 percentile points respectively
 - In Mathematics we did not increase the students in the top two bands for years 3 & 5: -11.2% points & -23.5 % points respectively.
- Decrease the percentage in the bottom two NAPLAN bands by 2 percentage points at year 3 & 5 in reading and mathematics
 - In reading the percentage of students in the bottom two band decreased in year 3 by 6.9 % points but they increased in year five by 10.1 % points.
 - We were successful in decreasing the number of year 3 students in the bottom bands of reading by 8.8 percentile points.

Key Improvement Strategy: Develop comprehensive approaches to literacy and numeracy focused on the sustained improvement of learning.

Progress

Students demonstrate more consistency of understanding across all strands of maths and reading, using school based assessment – (PATMaths & PATReading)

School based assessment shows large gains in students' achievement throughout 2015. We believe the new assessment schedule coupled with case conferencing and teacher discussions has created a more consistent approach and focused teachers on the targeted needs of the students. It has provided a new perspective on pedagogy at WHPS and provided excellent results.

In 2015, the percentage of WHPS students in the top two bands of NAPLAN (reading and numeracy) is above Tuggeranong Network's ratio. We achieved higher percentages of students in the top two bands in all areas except year 5 Mathematics.

- Year 3 Reading: +18.8 % points, Maths: +38.8% points
- Year 5 Reading: +12.2% points, Maths: -8.8% points

Teaching programs reflect the use of Stepping Stones and the programs diagnostic testing to personalise mathematics learning.

- We are very happy with the personalising of mathematics instruction especially in the senior grades but this has not translated to school achievement data. PAT testing demonstrates excellent mathematics growth in years 1 – 4, especially within stanine growth. Stepping Stones has highlighted areas of need within our Maths pedagogy and we look forward to continuing this with Cambridge International Mathematics curriculum in 2016.

Classrooms and teaching programs will reflect PALL's implementation

- As mentioned above we feel that the direction the school has taken on with PALLs has exceeded expectations in raising literacy growth amongst students, especially in grades K – 3. It is an ongoing implementation plan that we have prioritised for our next strategic plan.

Strategic Priority 2: Establish and communicate a community-wide platform for school improvement

Desired Outcomes: A platform for continuous improvement of the professional quality of teaching across ACT public schools.

Targets and Achievements

- 2015 School satisfaction survey demonstrates positive responses by parents and staff to the core questions that demonstrate positive school growth:
 - 95% agree/strongly agree 'teachers at this school expect my child to do his or her best' - parents
 - 86% agree/strongly agree 'the school looks for ways to improve' - parents
 - 88% agree/strongly agree 'my child's learning needs are being met at this school' - parents
 - 88% evident/strongly evident 'the principal and school leaders have developed and are driving an explicit school improvement agenda' - staff
- School satisfaction survey demonstrates in "Agree or Strongly Agree" responses by parents and staff to the core questions that demonstrate positive school growth.
 - I am satisfied this school has high expectations in all that it does – parents (2014 83%; 2015 85%)
 - My child's learning needs are being met at this school – parents (2014 82%; 2015 83%)
 - I am satisfied this school has high expectations in all that it does – staff

(2014 92%; 2015 88%)

- Staff at this school focus on improving the quality of the school's teaching and learning practices – staff

Key Improvement Strategy : Establish effective systems and processes that support teachers in delivering a curriculum that is designed to engage the participation of all students.

Progress

Successfully adopted a systems thinking approach to school improvement with programs being quality assured: regularly monitored and reviewed (English, Mathematics, French, Environment and Library)

- During 2015 there was a concerted focus on literacy, mathematics and science. All teachers participated in professional learning for each of these areas of the curriculum. In literacy, the school participated in the PALLS program. Teachers trialled the readers workshop approach and pre and post data indicate a significant improvement in literacy outcomes

Build a set of common beliefs about what constitutes effective teaching and learning from which the community has built an understanding and commitment to the work of the school;

- The results of the 2015 satisfaction survey data indicates that the parent community are increasingly satisfied that their children are receiving a quality education at Wanniasa Hills Primary School. However, it appears from the data that staff believe there is still progress to be made in improving the quality of the schools teaching and learning practices. There is also a belief by staff that the achievements made are not being acknowledged and celebrated as widely as they could be.

Establish inclusive learning environments that recognise and value diversity. Students are an integral part of the school's operation and feel connected to its day-to-day events and activities.

- During 2015 the learning environment of the school has been vastly improved. The junior school has been refurbished with new carpet, furniture, paint and joinery. The Tuggeranong Primary Introductory English Centre was completed at the end of term 1 and is now an integral part of the school.

Strategic Priority 3: Adopt teaching practices that support personalized learning.

Desired Outcomes: A comprehensive and connected curriculum - responsive to children's local needs and interests in a global context

Targets and Achievements

- A personalized learning plan is in place for all students performing markedly below or above agreed performance standards, those in care, and with Aboriginal and Torres Strait Islander backgrounds.
 - Yes a personalised plan is in place for all designated students

- A minimum three percent increase in “Agree & Strongly agree” student response to the following Survey questions:
 - My school takes students' opinions seriously.
 - There has been a 5% point increase in taking students' opinions seriously.
 - This school celebrates the achievements of students
 - There has been a 4% point increase in celebrating student achievements.
 - My teachers motivate me to learn.
 - There has been a 2% point increase in motivating students to learn.
 - My school gives me opportunities to do interesting things.
 - There has been a 4% point increase in providing opportunities for students to learn.
 - Overall I am satisfied I am getting a good education at this school
 - There has been a 2% point increase in providing a good education

Key Improvement Strategy: Develop systems and programs catering to the needs of all students, recognising gifts and talents including and beyond the literacy and numeracy domains of learning.

Progress

In 2015, the school has continued to develop innovative strategies that address the social and emotional needs of its students;

- approaches that effectively support the implementation of personalized learning strategies for low and high performing students;
 - PreLit and MiniLit have been implemented as Tier 1 and Tier 2 of the RTI.
 - Students participated in the Wanniasa Enrichment Program.
 - Maths Olympiad was provided as part of a streamed mathematics program focused on problem solving and investigations.

- An opportunity was provided for senior students to participate in a Book Club at lunchtime.
 - The Readers Workshop program is being implemented from Kindergarten to Year 3.
- Implementation of KidsMatter with a suite of school-wide programs promoting the school's values and student well being.
 - Professional learning was provided in component 2 – Social and Emotional Learning for all staff in January.
 - The 'Friendly Schools Plus' was revisited and is implemented across the school.
 - A 'Buddies Program' is in place across the school.
 - Class meetings are a part of the regular timetable.
- A school-wide process capable of holistically profiling student performance and achievement.
 - PAT Testing for Reading, Spelling and Mathematics and data stored on GradeXpert
 - Assessment schedule in place
 - Class profiles meetings are held regularly with the Principal and the Deputy Principal to investigate and discuss student data.
- Targeted resourcing based on student data using a response to intervention model
 - Three teachers and two Learning Support Assistants trained in PreLit and MiniLit and delivering the programs. PreLit is being delivered to the kindergarten cohort and MiniLit has been delivered to nine students from Years 1 and 2.
 - Reading materials purchased for Readers Workshop, PreLit and MiniLit

Strategic Priority 4: Build a productive school culture based on effective communication and mutual trust

Desired Outcomes: School and families working together to prioritise and plan for ongoing positive student outcomes

Targets and Achievements

- No less than eight school board meetings were held in 2015 and all minutes reflect a focus on the achievement of strategic priorities.
 - Achieved in full
- Volunteer hourly rates in 2015 are not reduced from those achieved in 2012: class support 1340hrs, school support 1220hrs, and extra curricula 420hrs.
 - Volunteer hours have continued to be an area of excellence
- 2015 School satisfaction survey demonstrates a 5% point increase in "Agree & Strongly Agree" responses by parents to:

- Community partnerships are valued and maintained
- I can talk to my child's teachers about my concerns
- This school takes parents' opinions seriously
- This school works with me to support my child's learning

Key Improvement Strategy: Staff will work with the school community including the P&C and school board to continuously improve leadership & management; teaching and learning; student environments and community partnerships

This strategy will be evaluated by the following indicators of success:

- Transparent governance structures that can be documented and advertised
 - Established KidsMatter framework throughout the school
 - Work to refine the Friendly School implementation across the school
 - Review SRC process and investigate the implementation of a new student parliament
 - Review and Renew School based Homework Policy and procedures
 - Change 2 Project – “Exploring and promoting the value proposition of pathways in the Wanniasa Cluster”
 - Review and renew school based reporting processes and format
- Opening and ongoing dialogue between the primary school and our feeder high school
 - Begun Cluster “Change” process with Wanniasa School.
 - Planning underway for combine PLC focus during 2016
 - Sharing of resources
- Increasing percentage of students coming to Kindergarten from preschool
 - This year we have increased the enrolment from Preschool to Kindergarten by 50% , or increased our Kindergarten cohort from 41 to 63.

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	185911.18	175169.40	361080.58
Voluntary contributions	8140.00	2100.00	10240.00
Contributions & donations	16572.40	5000.00	21572.40
Subject contributions	3449.50	0.00	3449.50
External income (including community use)	6122.04	3694.08	9816.12
Proceeds from sale of assets	0.00	0.00	0.00
Bank Interest	4265.08	4060.44	8325.52
TOTAL INCOME	224460.20	190023.92	414484.12
EXPENDITURE			
Utilities and general overheads	47118.89	71907.87	119026.76
Cleaning	38650.20	40068.36	78718.56
Security	670.41	150.00	820.41
Maintenance	15413.17	86841.00	102254.17
Administration	1309.68	7414.94	8724.62
Staffing	0.00	0.00	0.00
Communication	4472.35	3961.86	8434.21
Assets	12126.44	9226.98	21353.42
General office expenditure	7320.39	37091.17	44411.56
Educational	12515.99	15534.81	28050.80
Subject consumables	11965.24	0.00	11965.24
TOTAL EXPENDITURE	151562.76	272196.99	423759.75
OPERATING RESULT	72897.44	-82173.07	-9275.63
Actual Accumulated Funds	45078.19	45078.19	45078.19
Outstanding commitments (minus)	0.00	0.00	0.00
BALANCE	117975.63	-37094.88	35802.56

Professional learning

The average expenditure at the school level per fulltime equivalent teacher on professional learning was \$793.96

Voluntary contributions

This school received \$10,240 in voluntary contributions in 2015. 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 2015.

Reserves

Name and purpose	Amount	Expected Completion
ICT 2015 This reserve will be utilised purchasing modern computing hardware. This hardware will allow teachers to then engage with new ICT environments and pedagogy such as Google Applications for Education	37000	06/2016
A joint infrastructure project with the ETD to revitalise aspects of the classrooms	25000	06/2016

Endorsement Page

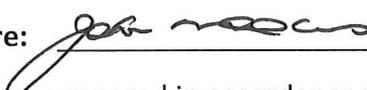
I declare that the Wanniasa Hills Primary School Board has operated in accordance with the provisions of the Education Act 2004 including the following sections.

- 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:	Megan Wilson,	Stephen McAneny
Teacher Representative	Tracey Whyte,	Jo Comber
Board Chair:	Matt Bacon	
Principal:	John Manders	

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: 23/5/2016

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

Board Chair Signature: 

Date: 23/5/2016