



Wanniassa Hills Primary School

Annual School Board Report
2016



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

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

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School Board Chair Report

2016 has seen great energy and enthusiasm at WHPS. Building on a successful 2015 the addition of new programs, new technology and new learning spaces have, along with our vibrant community, brought exciting opportunities and directions for everyone involved.

Importantly this year the school embarked on a series of planning events for our strategic plan and values statements. We saw great interaction and attendance at the events, from all levels of the school community and enthusiastic participation from the students. The collaborative effort to produce our School System Map which outlines values, outputs, inputs, who we are and what we do, helps us keep in focus our vision of providing an environment of twenty-first-century learning and teaching in which everybody leads and thrives.

Upgrades to infrastructure and a focus on evidence-based, data-driven education also saw the development of our physical learning spaces, such as the new library and the refreshed environment centre. The virtual learning spaces, such as our google apps environment, has been complimented by a wireless upgrade to facilitate the growing use of technology in our classrooms. Both the physical and the virtual spaces provide rich learning opportunities in which to engage our current and future students. I commend the teaching staff and executive of the school in creating a positive, dynamic community of learners.

We wish our year six group all the best as they move into new adventures in high school next year. May you continue to follow the three WHPS foundational attitudes of continuously Learning, always Discovering new knowledge and always striving to Achieve your best. -

I thank the school board members for all their work and diligence. Megan Wilson, Stephen McAneney, Tracey Whyte, Jo Comber, Kris McCreath, and Principal Manders.

I want to thank the P&C for its hard work in fund raising, running events and creative energy in being part of building a vibrant school community.

Best regards,



Matt Bacon (Board Chair)

Context

In 2016, there were 15 mainstream classes on the primary campus as well as one learning support centre. In the preschool there were three classes running full-day programs of 15 hours each. In 2016, the Tuggeranong Primary Introductory English Centre accommodated three classes in Semester 1 and 2 classes in Semester 2, delivering an intensive English program.

Student Information

Student enrolment

In 2016 there were a total of 330 students enrolled at this school.

Table: 2016 Student Enrolment Breakdown

Group	Number of Students
Male	173
Female	157
Indigenous	16
LBOTE	66

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	94.0
2	95.0
3	93.0
4	95.0
5	92.0
6	92.0

Source: Planning and Analytics, December 2016

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 (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	56

Source: Teacher Quality Institute, 16 December 2016

Workforce composition

The 2016 workforce composition of Wanniassa Hills Primary 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	24
Teaching Staff: Full Time Equivalent	22
Non Teaching Staff: Head Count	9
Non Teaching Staff: Full Time Equivalent	7.3

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

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

There are no indigenous staff members at this school.

Volunteers

Volunteers are an integral part of the educational program at Wanniassa Hills Primary School. In 2016, volunteers worked in classes, supporting students and other school support including the uniform shop and school banking. Other extra curricula activities including attendance at excursions and similar events. The school continues to appreciate the volunteer services caring for our environment centre and chickens during holidays and stand-down

The estimated number of hours volunteers worked with the school during 2016 was 1620hrs

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 Hills Primary School will be reviewed in 2020. A copy of the most recent validation report can be found on the school website.

School Satisfaction

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

Overall Satisfaction

In 2016, 96% of parents and carers, 97% of staff, and 84% 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 34 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.	100
Teachers at this school provide students with useful feedback about their school work.	94
Teachers at this school treat students fairly.	100
This school is well maintained.	100
Students feel safe at this school.	94
Students at this school can talk to their teachers about their concerns.	88
Parents at this school can talk to teachers about their concerns.	97
Student behaviour is well managed at this school.	85
Students like being at this school.	91
This school looks for ways to improve.	97
This school takes staff opinions seriously.	91
Teachers at this school motivate students to learn.	94
Students' learning needs are being met at this school.	91
This school works with parents to support students' learning.	91
I receive useful feedback about my work at this school.	76
Staff are well supported at this school.	82

Source: 2016 School Satisfaction Surveys, August/September 2016

The results for the 108 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.	95
Teachers at this school provide my child with useful feedback about his or her school work.	89
Teachers at this school treat students fairly.	92
This school is well maintained.	95
My child feels safe at this school.	94
I can talk to my child's teachers about my concerns.	96
Student behaviour is well managed at this school.	89
My child likes being at this school.	93
This school looks for ways to improve.	95
This school takes parents' opinions seriously.	89
Teachers at this school motivate my child to learn.	93
My child is making good progress at this school.	93
My child's learning needs are being met at this school.	91
This school works with me to support my child's learning.	88

Source: 2016 School Satisfaction Surveys, August/September 2016

The results for the 63 students who took part in the survey are tabled below.

Table: Proportion of students in years 5 to 6 in agreement with each national opinion item

National Opinion Item	(%)
My teachers expect me to do my best.	95
My teachers provide me with useful feedback about my school work.	77
Teachers at my school treat students fairly.	71
My school is well maintained.	83
I feel safe at my school.	74
I can talk to my teachers about my concerns.	65
Student behaviour is well managed at my school.	52
I like being at my school.	73
My school looks for ways to improve.	84
My school takes students' opinions seriously.	68
My teachers motivate me to learn.	82
My school gives me opportunities to do interesting things.	75

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 Hills Primary School PIPS 2016 mean raw scores

	School		ACT	
	Start	End	Start	End
Reading	50	112	49	121
Mathematics	39	53	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, 2.00 % 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 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 Hills Primary School 2016 NAPLAN Mean Scores

Test Domain	Year 3 School	Year 3 ACT	Year 5 School	Year 5 ACT
Reading	403	441	511	514
Writing	394	420	468	474
Spelling	363	421	479	490
Grammar & Punctuation	417	442	494	511
Numeracy	395	412	491	497

Source: Planning and Analytics

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

Performance in Other Areas of the Curriculum

Science has become a focus throughout the school in 2016 with Primary Connections (Australian Academy of Science) being used as the major resource with strong evidence that teachers and students were connecting with the Australian curriculum and catering for the needs of all students. This engagement is reflected in the strong results we have achieved in the newly implemented PAT (Progressive Achievement Testing – ACER) Science testing in years 3 – 6

In delivering the new implementation of HAAS teachers programs demonstrate a variety of engaging teaching and learning activities, including ICT to suit needs of students, as well as providing opportunities for family and community involvement in the programs e.g. grandparents and/or older community members invited in to the classroom to talk about the past in Year 1

Our PE programs now demonstrate a strong understanding of content, clear differentiation and organised content that is well sequenced to scaffold students in their acquisition of skills and knowledge thanks to the newly appointed PE teacher in 2016. The PE specialist teacher has also tailored their program to meet the needs of students from EALD backgrounds with pleasing evidence of a balance of challenge and support for all our students.

Progress Against School Priorities in 2016

Below is Wanniassa Hills 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	253102.00	181455.00	434557.00
Voluntary contributions	7045.00	1345.00	8390.00
Contributions & donations	15000.00	2847.08	17847.08
Subject contributions	5318.00	188.00	5506.00
External income (including community use)	27784.10	14259.99	42044.09
Proceeds from sale of assets	0.00	0.00	0.00
Bank Interest	4210.24	4285.81	8496.05
TOTAL INCOME	312459.34	204380.88	516840.22
EXPENDITURE			
Utilities and general overheads	50020.20	69036.56	119056.76
Cleaning	40068.36	41514.90	81583.26
Security	60.00	0.00	60.00
Maintenance	71094.38	27185.04	98279.42
Administration	2300.31	4047.05	6347.36
Staffing	0.00	0.00	0.00
Communication	9025.68	1808.95	10834.63
Assets	8100.00	13135.22	21235.22
General office expenditure	23686.43	29298.07	52984.50
Educational	20656.96	41367.44	62024.40
Subject consumables	5800.00	74.51	5874.51
TOTAL EXPENDITURE	230812.32	227467.74	458280.06
OPERATING RESULT	81647.02	-23086.86	58560.16
Actual Accumulated Funds	57802.56	57802.56	57802.56
Outstanding commitments (minus)	-13924.36	-23993.51	-37917.87
BALANCE	125525.22	10722.19	78444.85

Professional Learning

The average professional learning expenditure at the school level per full time equivalent teacher was \$403.03.

Voluntary Contributions

This school received \$8,390.00 in voluntary contributions in 2016. 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 2016.

Reserves

Name and Purpose	Amount	Expected Completion
<p>Preschool 2017</p> <p>This reserve has been allocated to fund preschool refurbishments in 2017. This will provide a modern early childhood teaching facility to better cater for our growing community.</p>	<p>\$40,000</p>	<p>2017</p>

Endorsement Page

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

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

Members of the School Board

Parent Representative(s):	Megan Wilson	Stephen McAneney
Teacher Representative(s):	Tracey Whyte	Joanne 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 2016.

Principal Signature: _____  _____ Date: 11 / 05 / 2017

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

Board Chair Signature: _____  _____ Date: 11 / 05 / 2017