



Wanniassa School

Annual School Board Report 2021



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This report supports the work being done in the ACT Education Directorate, as outlined in *Strategic Plan 2018-21: A Leading Learning Organisation*.

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Reporting to the community

Schools report to communities in a range of ways, including through:

- Annual School Board Reports
- a (5-year) School Improvement Plan (formerly School Strategic Plan)
- annual Impact Reports
- newsletters
- other sources such as My School.

School Context

Wanniassa School has built a reputation for being a diverse and vibrant school, representing the strength and diversity of the Australian community. Through purposeful educational experiences, teachers nurture and challenge students to become resilient, respectful and committed young people who make a positive contribution to the school and their community.

Our school has two sites; a junior campus for preschool to Year 6 students, and a senior campus for Years 7 to 10. The short walk between the campuses means our students benefit from the familiar primary and high school settings while being connected to a larger school community with rich traditions that honour learning at every age.

Student learning and achievement is at the core of everything we do at our school. We have a strong sense of community as teachers, support staff, parents, carers and community organisations work together to support and develop our students. Our dedicated teachers are united in the belief that all students can learn to high levels and we are committed to building a collaborative and positive learning community that embodies the school values of respect, responsibility and resilience.

Student Information

Student enrolment

In this reporting period there were a total of 480 students enrolled at this school.

Table: Student enrolment

Student type	Number of students
Gender - Male	257
Gender - Female	223
Gender - Non-binary or other*	0
Aboriginal and Torres Strait Islander	53
LBOTE**	112

Source: ACT Education Directorate, Analytics and Evaluation Branch

* If the number of non-binary students is less than six, or if gender is unknown, these are randomly assigned 'Male' or 'Female' and included in the counts.

** Language Background Other Than English

Student attendance

The following table identifies the attendance rate of students by year level during this reporting period. 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.

*NOTE: Student attendance data for this period should be understood within the context of flexible learning arrangements enacted in response to COVID19. Comparison of attendance figures to previous reporting periods is not valid.

Table: Attendance rates in percentages

Year level	Attendance rate
1	90.0
2	92.0
3	88.0
4	90.0
5	88.0
6	91.0
7	86.0
8	82.0
9	86.0
10	81.0

Source: ACT Education Directorate, Analytics and Evaluation Branch

Supporting attendance and managing non-attendance

ACT public schools support parents and carers to meet their legal responsibilities in relation to the compulsory education requirements of the *Education Act 2004*. The Education Directorate's *Education Participation (Enrolment and Attendance) Policy* describes its position with regard to supporting attendance and managing non-attendance. A suite of procedures supports the implementation of the policy. Please refer to <https://www.education.act.gov.au/> for further details.

Staff Information

Teacher qualifications

All teachers at this school meet the professional requirements for teaching in an ACT public school. The ACT Teacher Quality Institute (TQI) specifies two main types of provision for teachers at different stages of their career, these are detailed below.

- **Full registration** is for teachers with experience working in a registered school in Australia or New Zealand who have been assessed as meeting the Proficient level of the Australian Professional Standards for Teachers.
- **Provisional registration** is for newly qualified teachers or teachers who do not have recent experience teaching in a school in Australia and New Zealand. Many teachers moving to Australia from another country apply for Provisional registration.

Workforce composition

Workforce composition for the current reporting period is provided 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.

The Education Directorate is required to report Aboriginal and Torres Strait Islander staff figures. As of June of the reporting period, 135 Aboriginal and/or Torres Strait Islander staff members were employed across the Directorate.

Table: Workforce composition numbers

Staff employment category	TOTAL
Teaching Staff: Full Time Equivalent Permanent	39.67
Teaching Staff: Full Time Equivalent Temporary	2.00
Non Teaching Staff: Full Time Equivalent	25.86

Source: ACT Education Directorate, People and Performance Branch

School Review and Development

The ACT Education Directorate's Strategic Plan 2018-2021 provides the framework and strategic direction for School Improvement Plans (formerly School Strategic Plans). This is supported by the school performance and accountability framework '*People, Practice and Performance: School Improvement in Canberra Public Schools, A Framework for Performance and Accountability*'. Annually, system and school level data are used alongside the National School Improvement Tool to support targeted school improvement, high standards in student learning, innovation and best practice in ACT public schools.

Our school was reviewed in 2020. A copy of the Report of Review can be found on our school website.

School Satisfaction

Schools use a range of evidence to gain an understanding of the satisfaction levels of their parents and carers, staff and students. Annually in August/ September ACT schools undertake a survey to gain an understanding of school satisfaction at that time. This information is collected from staff, parents and from 2020 students from Year 4 and above (previously Year 5 and above) through an online survey.

Overall Satisfaction

In this period of reporting, 79.3% of parents and carers, 76.3% of staff, and 50.0% of students at this school indicated they were satisfied with the education provided by the school.

Included in the survey were 8 staff, 9 parent, and 10 student items which are described as the national opinion 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, students and staff who agreed with each of the national opinion items at this school.

Due to the impacts of the COVID-19 pandemic, the survey was taken in November, rather than in August as has been done in previous years. This was just after the majority of students and staff returned to school-based learning after a period of around 3 months of remote learning. A number of questions were removed from previous years' to shorten the time required by community members to complete the survey.

A total of 38 staff responded to the survey. Please note that not all responders answered every question.

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

National opinion item	
Parents at this school can talk to teachers about their concerns.	92
Staff get quality feedback on their performance.	39
Student behaviour is well managed at this school.	61
Teachers want every student to do their best. (Replaces 'Teachers at this school expect students to do their best')	91
Staff at this school treat students with respect. (Replaces 'Teachers at this school treat students fairly')	95
Teachers give useful feedback.	82
This school is well maintained.	42
The way decisions are made in this school are appropriate (Replaces 'This school takes staff opinions seriously')	65

Source: ACT Education Directorate, Analytics and Evaluation Branch

*Proportion of those who responded to each individual survey question

A total of 58 parents responded to the survey. Please note that not all responders answered every question.

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

National opinion item	
My child feels safe at this school.	78
My child is making good progress at this school.	71
Student behaviour is well managed at this school.	66
Teachers at this school believe that every student can be a success. (Replaces 'Teachers at this school expect my child to do his or her best')	73

Teachers give useful feedback.	81
Staff at this school treat students with respect. (Replaces 'Teachers at this school treat students fairly')	84
This school is well maintained.	81
This school is active in seeking parents' opinion and ideas for making important decisions.(Replaces 'This school takes parents' opinions seriously')	44
This school works with me to support my child's learning.	67

Source: ACT Education Directorate, Analytics and Evaluation Branch

*Proportion of those who responded to each individual survey question

A total of 192 students responded to the survey. Please note that not all responders answered every question.

Table: Proportion of students* in agreement with each national opinion item

National opinion item	
I feel I can talk to teachers about problems at school. (Replaces 'I can talk to teachers about my concern')	42
I feel safe at this school.	43
I am happy to be part of this school.(Replaces 'I like being at my school')	62
I am interested in what I learn in school. (Replaces 'My school gives me opportunities to do interesting things')	41
My school is well maintained.	34
Teachers want every student to do their best.(Replaces 'My teachers expect me to do my best')	73
Teachers encourage students to try out new ideas. (Replaces 'My teachers motivate me to learn')	60
Staff take students' concerns seriously.	52
Staff treat students with respect. (Replaces 'Teachers at my school treat students fairly')	66
Teachers give useful feedback.	51

Source: ACT Education Directorate, Analytics and Evaluation Branch

*Proportion of those who responded to each individual survey question

Learning and Assessment

Performance in Literacy and Numeracy

Early years assessment

Students in kindergarten undertake an on-entry and on-exit assessment of their early reading and numeracy skills using the BASE program. Student results are reported against five performance bands at the end of Semester 1 and 2. Below are the results for this school for the current reporting period.

Table: Wanniasa School BASE 2021 mean raw scores

Agency	Reading start	Reading end	Numeracy start	Numeracy end
School	46	117	34	56
ACT	58	125	38	56

Source: ACT Education Directorate, Analytics and Evaluation Branch

NAPLAN

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 this reporting period, 3.13 % of Year 3 students, 0.00 % of Year 5 students, 5.06 % of Year 7 students and 0.00 % of Year 9 students were exempt from testing based on nationally agreed criteria.

For reasons of statistical reliability, as well as to protect the privacy of students, results are not reported when the sample size is less than five.

The following table shows the mean scores achieved by students at this school compared to all other ACT public schools for this reporting period.

Table: 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	403	437	525	515	501	541	534	584
Writing	394	418	476	475	488	522	525	544
Spelling	396	409	512	502	520	543	551	576
Grammar & Punctuation	409	426	487	497	500	538	543	576
Numeracy	405	404	499	492	496	548	545	588

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.

Table: Financial Summary

INCOME	January-December
Directorate Funding	739567.16
Contributions and Donations	31289.92
Subject Contributions	80.00
Hire of Facilities	28673.68
External Revenue	4827.52
Sale of Assets	0.00
Interest Received	8012.95
Other School Revenue	51172.27
TOTAL INCOME	863623.50
EXPENDITURE	
Utilities and General Overheads	205915.85
Security and Caretaking	2968.26
Maintenance	81025.90
Administration	32526.40
Staffing Expenditure	4014.76
Communication	10216.91
Assets & Leases	49635.91
General Expenses	39009.66
Educational Resources	89282.97
Subject Consumables	679.85
Directorate Funded Payments	28407.21
Other Payments	50352.61
TOTAL EXPENDITURE	594036.29
OPERATING RESULT	269587.21
Accumulated Funds	149901.87
BALANCE	419489.08

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 this reporting period.

Reserves

Name and Purpose	Amount	Expected Completion
Orange Unit Upgrade 2022 Upgrade Orange Unit on the Junior Campus into a modern learning space that teachers can use for modern flexible pedagogies to enhance student outcomes.	\$80,000	Subject to Capital Works Funding 2022. If no funds forthcoming, school will commence the refurbishment using these funds
Senior Campus Upgrade 2022 Continue with Masterplan upgrade to create new modern learning spaces that teachers can use for modern flexible pedagogies that enhance student outcomes. The new spaces will also accommodate future growth in student numbers.	\$220,000	Dependant on Directorate Co-Funding - 2022/2023
Refurbish Senior Campus other Rooms 2023 Continue with Masterplan upgrade to create new modern learning spaces	\$62,000	Dependant on Directorate Co-funding 2022/2023
Upgrade Playground Junior Campus Extend the new playground to include a Ninja run	\$88,000	Works planned for Term 2 2022

Endorsement Page

Members of the School Board

Parent Representative(s):	Melanie Perks,	Victoria Lamb	Andrew Vella.
Community Representative(s):	vacant		
Teacher Representative(s):	Melanie Coffill	Stefan Latham	
Board Chair:	Andrew Vella		
Principal:	Kate Marshall		

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

2021 Board Chair Signature: Andrew Vella

Date: 15/ 06/ 2022

I certify that to the best of my knowledge and belief the evidence and information reported in this Annual School Board Report represents an accurate record of the Board's operations during this reporting period.

Principal Signature:

Kate Marshall

Date: 15 / 06 / 2022