



Wanniassa School
Annual School Board Report 2020



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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 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 443 students enrolled at this school.

Table: Student enrolment*

Student type	Number of students
Gender - Male	249
Gender - Female	194
Gender - Non-binary or other	0
Aboriginal and Torres Strait Islander	57
LBOTE**	91

Source: ACT Education Directorate, Analytics and Evaluation Branch

* To protect personally identifiable information any figures less than six are not reported.

** Language Background Other Than English

Student attendance

Due to the effects of the COVID-19 pandemic, 2020 attendance data has not been published in the Annual School Board Report.

Supporting attendance and managing non-attendance

ACT public schools support parents and careers 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 Torres Strait Islander staff members were employed across the Directorate.

Table: Workforce composition numbers

Staff employment category	TOTAL
Teaching Staff: Full Time Equivalent Permanent	33.69
Teaching Staff: Full Time Equivalent Temporary	4.84

Non Teaching Staff: Full Time Equivalent	24.64
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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 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, 74% of parents and carers, 67% of staff, and 58% of students at this school indicated they were satisfied with the education provided by the school.

Included in the survey were 16 staff, 14 parent, and 12 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.

Note: The overall response rate for parents and carers in ACT public schools was negatively impacted by COVID-19, dropping from 31% in 2019 to 23% in 2020.

A total of 58 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.	88
Staff are well supported at this school.	72
Staff get quality feedback on their performance.	39
Student behaviour is well managed at this school.	45
Students at this school can talk to their teachers about their concerns.	93

Students feel safe at this school.	64
Students like being at this school.	67
Students' learning needs are being met at this school.	62
Teachers at this school expect students to do their best.	81
Teachers at this school motivate students to learn.	83
Teachers at this school treat students fairly.	90
Teachers give useful feedback.	62
This school is well maintained.	53
This school looks for ways to improve.	91
This school takes staff opinions seriously.	74
This school works with parents to support students' learning.	81

Source: ACT Education Directorate, Analytics and Evaluation Branch

*Proportion of those who responded to each individual survey question

A total of 149 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	
I can talk to my child's teachers about my concerns.	90
My child feels safe at this school.	85
My child is making good progress at this school.	72
My child likes being at this school.	85
My child's learning needs are being met at this school.	72
Student behaviour is well managed at this school.	71
Teachers at this school expect my child to do his or her best.	87
Teachers at this school give useful feedback.	78
Teachers at this school motivate my child to learn.	79
Teachers at this school treat students fairly.	78
This school is well maintained.	79
This school looks for ways to improve.	75
This school takes parents' opinions seriously.	64
This school works with me to support my child's learning.	71

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 can talk to my teachers about my concerns.	53

I feel safe at this school.	50
I like being at my school.	50
My school gives me opportunities to do interesting things.	61
My school is well maintained.	38
My school looks for ways to improve.	64
My teachers expect me to do my best.	76
My teachers motivate me to learn.	65
Staff take students' concerns seriously.	64
Student behaviour is well managed at my school.	28
Teachers at my school treat students fairly.	58
Teachers give useful feedback.	61

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. Due to the impact of COVID-19, analysis of BASE data for 2020 has been delayed. Analysis will be provided to schools in 2021. Please speak with the school should you require further information.

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. Due to the impact of COVID-19 there were no assessments conducted and therefore there are no NAPLAN results for 2020.

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-June	July-December	January-December
Self-management funds	270796.70	268056.69	538853.39
Voluntary contributions	3740.00	4134.00	7874.00
Contributions & donations	0.00	0.00	0.00
Subject contributions	2520.00	300.00	2820.00
External income (including community use)	7395.44	653.53	8048.97
Proceeds from sale of assets	181.82	0.00	181.82
Bank Interest	4454.42	4443.93	8898.35
TOTAL INCOME	289088.38	277588.15	566676.53
EXPENDITURE			
Utilities and general overheads	106121.06	115972.81	222093.87
Cleaning	0.00	0.00	0.00
Security	2021.04	1983.65	4004.69
Maintenance	105248.64	23279.14	128527.78
Administration	19358.16	6550.99	25909.15
Staffing	-1056.30	-770.00	-1826.30
Communication	5278.02	5140.98	10419.00
Assets	140017.11	23646.33	163663.44
Leases	0.00	0.00	0.00
General office expenditure	22441.32	29944.40	52385.72
Educational	24170.90	-461.99	23708.91
Subject consumables	0.00	0.00	0.00
TOTAL EXPENDITURE	423599.95	205286.31	628886.26
OPERATING RESULT	-134511.57	72301.84	-62209.73
Actual Accumulated Funds	313746.85	208368.72	208368.72
Outstanding commitments (minus)	-0.01	-22431.56	-22431.57
BALANCE	179235.27	258239.00	123727.42

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 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	04/2022
Senior Campus Upgrade 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 - 2021/2022

Endorsement Page

Members of the School Board

Parent Representative(s):	Eman Hashim,	Paul Watson,	Katie Mckinnon.
Teacher Representative(s):	Melanie Coffill	Madeleine Clayden.	
Board Chair:	Eman Hashim		
Principal:	Kate Marshall		

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

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: 25 / 06 / 2021