



Wanniassa Hills Primary School

Annual School Board Report 2022

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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

Our school is committed to the highest level of education possible for all our students. We seek to optimise students' learning and to involve the community in the education of its children. Our core business at Wanniasa Hills Primary School is learning and teaching. Our classrooms are a place where students are challenged to achieve their best. Relevance, Rigour, Relationships, and Personal Excellence are our cornerstones supported with a strong emphasis on the values of: Courage, Communication and Collaboration.

Our teachers planning is based on an understanding of our students – their development, needs, talents, interests, and the ways they learn best. We believe all students are capable of responding to high expectations, of working effectively with others, of making decisions about their learning and of expressing themselves in creative ways.

Curriculum within the school is also based upon our understanding of Australian society, its expectations of schooling and of the aspirations of the student's families and other members of the local community. There is an expectation that the school curriculum supports the development and operation of our open democratic society and, at the same time, endeavours to provide opportunities for each child to develop knowledge, skills, and attitudes for satisfying life's needs.

Student Information

Student enrolment

In this reporting period there were a total of 364 students enrolled at this school.

Table: Student enrolment

Student type	Number of students
Gender - Male	197
Gender - Female	167
Aboriginal and Torres Strait Islander	27
LBOTE*	65
Non-binary or other**	0

Source: ACT Education Directorate, Analytics and Evaluation Branch

*Language Background Other Than English

** 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.

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.

Table: Attendance rates in percentages

Year level	Attendance rate
1	89.0
2	86.0
3	88.0
4	86.0
5	87.0
6	85.0

Source: ACT Education Directorate, Analytics and Evaluation Branch

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, 153 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	21.46
Teaching Staff: Full Time Equivalent Temporary	3.60
Non Teaching Staff: Full Time Equivalent	11.98

Source: ACT Education Directorate, People and Performance Branch

School Review and Development

The ACT Education Directorate's Strategic Plan 2022-2025 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, 93.9% of parents and carers, 100.0% of staff, and 74.1% 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.

A total of 29 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	
Teachers at this school expect students to do their best.	100
Teachers give useful feedback	84
Teachers at this school treat students fairly.	100
This school is well maintained.	93
Students feel safe at this school.	100
Students at this school can talk to their teachers about their concerns.	93
Parents at this school can talk to teachers about their concerns.	100
Student behaviour is well managed at this school.	100
Students like being at this school.	97
This school looks for ways to improve.	93
This school takes staff opinions seriously.	66
Teachers at this school motivate students to learn.	100
Students' learning needs are being met at this school.	90
This school works with parents to support students' learning.	100
Staff get quality feedback on their performance	68
Staff are well supported at this school.	79

Source: ACT Education Directorate, Analytics and Evaluation Branch

*Proportion of those who responded to each individual survey question

A total of 99 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	
Teachers at this school expect my child to do his or her best.	96
Teachers give useful feedback	76
Teachers at this school treat students fairly.	94
This school is well maintained.	93
My child feels safe at this school.	96
I can talk to my child's teachers about my concerns.	88
Student behaviour is well managed at this school.	88
My child likes being at this school.	94
This school looks for ways to improve.	81
This school takes parents' opinions seriously.	71
Teachers at this school motivate my child to learn.	92

My child is making good progress at this school.	92
My child's learning needs are being met at this school.	90
This school works with me to support my child's learning.	75

Source: ACT Education Directorate, Analytics and Evaluation Branch

*Proportion of those who responded to each individual survey question

A total of 143 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	
My teachers expect me to do my best.	90
Teachers give useful feedback	72
Teachers at my school treat students fairly.	75
My school is well maintained.	67
I feel safe at this school	68
I can talk to my teachers about my concerns.	61
Student behaviour is well managed at my school.	53
I like being at my school.	62
My school looks for ways to improve.	67
Staff takes students' concerns seriously	71
My teachers motivate me to learn.	85
My school gives me opportunities to do interesting things.	71

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 Hills Primary School BASE 2022 mean raw scores

Agency	Reading start	Reading end	Numeracy start	Numeracy end
School	51	90	34	50
ACT	65	122	40	55

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, 2.08 % of year 3 students and 2.70 % of year 5 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
Reading	450	450	526	522
Writing	422	427	490	492
Spelling	422	420	499	510
Grammar & Punctuation	448	439	496	503
Numeracy	413	409	476	496

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	303583.87
Contributions and Donations	28687.36
Subject Contributions	3950.40
Hire of Facilities	17617.64
External Revenue	0.00
Sale of Assets	0.00
Interest Received	6235.54
Other School Revenue	3720.73
TOTAL INCOME	363795.54
EXPENDITURE	
Utilities and General Overheads	105798.50
Security and Caretaking	3569.72
Maintenance	239285.62
Administration	3840.33
Staffing Expenditure	1485.00
Communication	5856.88
Assets & Leases	25300.88
General Expenses	34653.24
Educational Resources	47262.17
Subject Consumables	943.05
Directorate Funded Payments	1540.60
Other Payments	3143.44
TOTAL EXPENDITURE	472679.43
OPERATING RESULT	-108883.89
Accumulated Funds	200700.15
BALANCE	91816.26

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
School Improvement Landscaping of the playground	\$40,000	12/2023

Endorsement Page

Members of the School Board

Parent Representative(s):	Jody Higgins	
Community Representative(s):	Mac McCann	
Teacher Representative(s):	Sally Hunt	Scott Mercer
Student Representative(s):	N/A	
Board Chair:	Georgina Thomsen	
Principal:	Scott Fagan	

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

2022 Board Chair Signature: Georgina Thomsen

Date: 13/03/2023

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:

Scott Fagan

Date: 13/03/2023