



ACT
Government



Wanniassa 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

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 honours 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 492 students enrolled at this school.

Table: Student enrolment

Student type	Number of students
Gender - Male	267
Gender - Female	225
Aboriginal and Torres Strait Islander	57
LBOTE*	104

Non-binary or other**	0
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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	87.0
2	89.0
3	82.0
4	80.0
5	85.0
6	78.0
7	81.0
8	76.0
9	77.0
10	77.0

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	38.21
Teaching Staff: Full Time Equivalent Temporary	5.00
Non-Teaching Staff: Full Time Equivalent	24.95

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, 74.7% of parents and carers, 66.1% of staff, and 49.4% 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 59 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.	80
Teachers give useful feedback	69
Teachers at this school treat students fairly.	83
This school is well maintained.	44
Students feel safe at this school.	56
Students at this school can talk to their teachers about their concerns.	85
Parents at this school can talk to teachers about their concerns.	86
Student behaviour is well managed at this school.	56
Students like being at this school.	58
This school looks for ways to improve.	86
This school takes staff opinions seriously.	63
Teachers at this school motivate students to learn.	78
Students' learning needs are being met at this school.	64
This school works with parents to support students' learning.	81
Staff get quality feedback on their performance	43
Staff are well supported at this school.	56

Source: ACT Education Directorate, Analytics and Evaluation Branch

*Proportion of those who responded to each individual survey question

A total of 83 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.	84
Teachers give useful feedback	63
Teachers at this school treat students fairly.	77
This school is well maintained.	67
My child feels safe at this school.	81

I can talk to my child's teachers about my concerns.	87
Student behaviour is well managed at this school.	49
My child likes being at this school.	81
This school looks for ways to improve.	64
This school takes parents' opinions seriously.	61
Teachers at this school motivate my child to learn.	75
My child is making good progress at this school.	74
My child's learning needs are being met at this school.	67
This school works with me to support my child's learning.	64

Source: ACT Education Directorate, Analytics and Evaluation Branch

*Proportion of those who responded to each individual survey question

A total of 241 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.	74
Teachers give useful feedback	57
Teachers at my school treat students fairly.	48
My school is well maintained.	34
I feel safe at this school	44
I can talk to my teachers about my concerns.	46
Student behaviour is well managed at my school.	29
I like being at my school.	47
My school looks for ways to improve.	50
Staff takes students' concerns seriously	55
My teachers motivate me to learn.	55
My school gives me opportunities to do interesting things.	53

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 2022 mean raw scores

Agency	Reading start	Reading end	Numeracy start	Numeracy end
School	63	134	40	55
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, 0.00 % of year 3 students, 5.56 % of year 5 students, 3.85 % of year 7 students and 2.56 % 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	426	450	497	522	508	554	508	591
Writing	396	427	474	492	499	536	478	565
Spelling	398	420	495	510	520	554	524	584
Grammar & Punctuation	417	439	479	503	510	541	513	586
Numeracy	399	409	466	496	503	552	527	592

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
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Directorate Funding	669226.65
Contributions and Donations	30881.67
Subject Contributions	2040.00
Hire of Facilities	101390.95
External Revenue	1390.45
Sale of Assets	0.00
Interest Received	21964.16
Other School Revenue	9475.70
TOTAL INCOME	836369.58
EXPENDITURE	
Utilities and General Overheads	223000.48
Security and Caretaking	1019.92
Maintenance	108913.34
Administration	34201.45
Staffing Expenditure	5182.07
Communication	9691.92
Assets & Leases	181589.02
General Expenses	47560.03
Educational Resources	72141.84
Subject Consumables	2400.00
Directorate Funded Payments	48492.75
Other Payments	15793.90
TOTAL EXPENDITURE	749986.72
OPERATING RESULT	86382.86
Accumulated Funds	269049.94
BALANCE	355432.80

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
Senior Campus Upgrade Student services, Science classrooms, and staff office refurbishment	\$282,000	2023 subject to Capital works funding
Orange Unit Refurbishment To bring this unit into alignment with appropriate learning spaces	\$80,000	2024 subject to Capital works funding

Endorsement Page

Members of the School Board

Parent Representative(s):	Andrew Vella,	Victoria Lamb,	Melanie Perks.
Community Representative(s):	Alfred Tse		
Teacher Representative(s):	Stefan Latham,	Melanie Coffill	
Student Representative(s):			
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.

2022 Board Chair Signature: Andrew Vella

Date: 24/ 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: Kate Marshall

Date: 24 / 03 / 2023