



# 2025 School Board Annual Report



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## 1. Introduction

This report has been prepared to demonstrate that the Castletown Primary School Board has fulfilled its obligations as legislated by the Department of Education. The report also highlights achievements of the Board in 2025 and shares the Boards vision for the future of the school.

## 2. Board Members and Structure

### Membership

The Castletown Primary School (CPS) Board is an elected group of parents and staff members. The Board consists of 12 members being 4 staff, 6 parents, a community representative plus the Principal. Janine Doney also attends as the Executive Officer to present financial reports and take minutes.

In 2025, the Principal called for two parents and one staff representatives to come onto the Board. Brad Walder (parent), Kellie Guest (parent), and Alan Chamberlain (staff) were endorsed by the board as unopposed nominees at the 27/2/24 meeting. In line with the Board's succession plan, member's term dates are appropriately staggered with Brad, Kellie, and Alan having 3 year terms. Sandra Prosser became our School Board Chairperson and Terry Fleeton Vice Chair.

In 2026, the Principal will call for two parent and two staff representatives for 3 year terms, 2026 to Feb 2029. Sandra Prosser, Tania Wright, Julie Fetherston and Susie Watt's terms will expire. The Community Representative is selected and appointed by the board on an invitation basis and is related to identified areas of need.

Figure 1 CPS Board Members and terms

Name	Position	Representation	Term
David Vooght-Simpson	Principal		Permanent
Sandra Prosser	Chair	Parent	Feb 2023 to Feb 2026
Janine Doney	Exec Officer		
Terry Fleeton	Vice Chair	Parent	Feb 2024 to Feb 2027
Brad Walder		Parent	Feb 2025 to Feb 2028
Kellie Guest		Parent	Feb 2025 to Feb 2028
Paul Watt		Parent	Feb 2024 to Feb 2027
Tania Wright		Parent	Feb 2023 to Feb 2026
Julie Fetherston		Staff	Feb 2023 to Feb 2026
Susie Watt		Staff	Feb 2023 to Feb 2026
Alan Chamberlain		Staff	Feb 2025 to Feb 2028
Tori Wiszniewska		Staff	Mar 2024 to Feb 2027
Haidee Vandenberghe		Community Member	2025

### 3. Role of the School Board

The school board takes an active part in the governance of the school. The school's governance structure enables decision making to be shared across a broad range of groups within the school community, including the school's Executive Leadership team, Finance Committee, Parents and Citizens Association (P&C), Student Council and Phase of Learning teams.

Castletown Primary School became an Independent Public School on signing the Delivery Performance Agreement (DPA) in 2017.

The Statement of Expectations makes clear and public the expectations and responsibilities of schools and the Department in student achievement and progress. The Statement is between; the Department of Education, represented by the Director General; the school, represented by the Principal; and is noted by the school council/board, represented by the Chair. The Castletown Primary School Statement of Expectation 2021 - 2024 was signed by Principal, David Vooght-Simpson; Board Chair, Ian Richardson and the Director General, Lisa Rodgers on 9/11/2022. As per the Statement, it is the role of the principal to embed strong governance through school councils/boards.

Principals are expected to:

- provide the school council/board with information on its functions as prescribed in the School Education Act 1999, School Education Regulations 2000 and Department of Education policy
- ensure that the school council/board Chair notes the Statement and takes part in the functions as prescribed in the School Education Act 1999, School Education Regulations 2000, and school council/boards information package
- work with the school council/board Chair to promote and advocate for the school in the community
- ensure an induction is provided for new members who join the school council/board

### **School Education Act 1999, Division 8 – Parent and community involvement**

#### **S. 128. Functions of Boards**

The functions of a Board for a school are –

- a) To take part
  - i. In establishing and reviewing from time to time, the school's objectives, priorities and general policy directions;
  - ii. In the planning of financial arrangements necessary to fund those objectives, priorities and directions; and
  - iii. In establishing the school's performance in achieving them;
- b) To promote the school in the community
- c) To take part in formulating codes of conduct for students at the school
- d) To determine, in consultation with students, their parents and staff of the school, a dress code for students when they are attending or representing the school
- e) To carry out the functions given by –
  - (s70) Consult Principal regarding religious instructions
  - (s99(4), s100(3)) Approve contributions and charges
  - (s108(2)) Approve items that are to be supplied, that is the booklists
  - (s216(5)) Approve any sponsorship arrangements

## 4. Board Administration

### 4.1 Meetings

The Board has six meetings across the year. In 2025, these were held on the following dates:

27 February  
3 April  
5 June  
21 August  
13 November  
11 December

Agenda and minutes from all meetings are available at the school.

### 4.2 Training

Five training modules are available on the Connect Community. Training has been found to be invaluable for ensuring members are equipped with knowledge to contribute to and perform the functions of the Board effectively and it is intended to continue to be offered to all Board members when the training is available locally.

### 4.3 Communication

The Board uses email as well as Connect, a secure Department of Education online tool, to share documents, discussions and notices.

## 5. Board Achievements

### 5.1 Mandated functions fulfilled

The Board fulfilled its mandated functions throughout the year, including:

#### Public School Review

The Board continued to monitor progress against the six domains identified in the previous Public School Review: Teaching Quality, Learning Environment, Leadership, Relationships and Partnerships, Use of Resources, and Student Achievement and Progress. Regular updates were provided to ensure accountability and improvement planning remained on track.

#### NAPLAN and Data

NAPLAN online testing was conducted in Week 7 of Term 1 for Year 3 and Year 5 students. Julie Fetherston delivered a comprehensive presentation to the Board, highlighting:

- Changes in NAPLAN banding and achievement standards.
- Comparative data analysis showing performance within expected levels.
- Discussion on strategies to maintain and improve literacy and numeracy outcomes.

## Presentations

Throughout the year, the Board received a series of informative presentations, including:

- **National Quality Standard (NQS) Verification** – Overview of compliance and quality assurance processes.
- **NAPLAN Analysis** – Led by Julie Fetherston, focusing on trends and implications for teaching practice.
- **Student Leadership** – Student Leaders shared insights into their selection process, roles, responsibilities, and future initiatives to strengthen student voice.
- **Faction Tops Design** – Terry Coates presented the collaborative design process for new faction tops, incorporating cultural responsiveness and student voice. The designs were inspired by faction logos created by Aboriginal students in partnership with key staff.

## Surveys and Community Feedback

The Board reviewed multiple surveys to inform decision-making and enhance school culture. Here are some of the key strengths, focus areas and recommendations:

### Community Relations Survey (Parents)

**Strengths:** Positive feedback on office staff, Seesaw communication, teacher approachability, and support for complex student needs.

#### Recommendations:

- Display School Board and P&C photos in the office.
- Promote volunteer opportunities in newsletters.
- Host volunteer appreciation events (e.g., morning teas).

### Wellbeing Survey (Parents)

**Findings:** Parents reported the school as a happy and safe environment.

#### Focus Areas:

- Social-emotional learning (SEL) interventions, particularly for Year 5/6 girls.

#### Recommendations:

- Peer mentoring programs.
- Wellbeing check-ins for older students.

## Wellbeing Survey (Students)

### Strengths:

- Students feel safe, supported by teachers, and treated with kindness and respect.
- 90% expressed positivity about schoolwork and friendships.

### Areas for Improvement:

- Some students unsure who to approach for help.

### Recommendations:

- Relationship-building clubs.
- Confidential help-seeking channels.
- Buddy systems and wellbeing leaders.
- Regular “check-in” surveys and PBS role-play activities.

### Financial Arrangements

Financial Reports were presented and discussed at all meetings throughout the year, with accompanying comments by Janine Doney MCS.

### Contributions and Charges/Booklists

The board has reviewed, discussed the school contributions and charges for 2026 at the meeting on the 13<sup>th</sup> November including the student personal items lists. The School Board unanimously endorsed the contributions and charges.

## 6. Conclusion

The Castletown Primary School Board has successfully fulfilled its legislated obligations in 2025 and has consistently worked hard to improve the school.

The Board continued to have members of staff present at meetings and display their high level of passion. It is very pleasing to see this level of passion our teachers have and credit to the standing our school has to be able to recruit and retain staff to such a high standard.

As Chair of the Board, I would like to thank all Board members for the commitment they have made to Castletown Primary School and for the time, communication and contribution that you have made. I appreciate the robust discussions we have, and all feedback received from our parents. Finally, I would like to thank all staff at Castletown Primary School for their continued care and support of our students.

**Sandra Prosser**

**Chair – Castletown Primary School Board**

**Thursday 4<sup>th</sup> December 2025**