



# The Woden School Board Report 2015



The Woden School front entrance

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This report supports the work being done in the ACT Education Directorate, as outlined in the Strategic Plan 2014-2017 “Leading the Nation”. It complies with reporting requirements detailed within the ACT Education Act 2004 and the Australian Education Act 2013 and associated Regulations.



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The school website is <http://www.thewodens.act.edu.au>.

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## School Board Chair Report

As the Chair of the Woden School Board I am pleased to be able to say that 2015 has been another successful year for the Woden School. The students have continued to move towards achieving their own personal goals and developing their independence. This is accomplished through the dedicated and motivated staff who work with the students and families to enhance each individual's learning experience.

All staff at the Woden School, including the Executive, teaching staff, administrative and support staff create an environment that offers a broad range of skills development and that celebrates our students' achievements.

This was demonstrated in 2015 by all Year 12 students obtaining either an ACT Senior Secondary Certificate or by studying an alternative program (ASDAN) and receiving an ACT Statement of Achievement from the BSSS.

Their achievements were celebrated at the Year 12 Graduation evening held at The Canberra College theatre.

The 2015 Presentation Evening was a highlight of the year, with many students being recognised for their efforts throughout the year and which included the presentation of Year 10 certificates.

NAIDOC week, Wheelie Fun Day, Sports Carnival, Swimming Carnival, Wodenstock and discos all add to the broad experiences of students at the Woden School. Mentoring by students of Alfred Deakin High School, Marist College, and Canberra Grammar School enhances the experiences, social and community skills of Woden School students and their mentors.

It was a pleasure to see the plans for infrastructure and facilities improvements for the Woden School over the next few years. I believe this investment will enhance the school and provide much better teaching areas than have been previously available.

I look forward to 2016 being another great year for the Woden School.

Katrina Edwards

## Introduction to School

The Woden School offers a unique supported high school and/or college program to eligible students. This includes students who have a mild to moderate intellectual disability and /or autism which may be accompanied by a range of medical conditions, or additional sensory, physical or behavioural disabilities. Small class sizes ensure that students receive a high level of individual instruction.

Students commencing in year 7 are enrolled in adapted and modified courses of study directly reflecting the Australian Curriculum. Like their mainstream peers students study core curriculum subjects, select electives according to individual preferences and participate in a range of exciting and age appropriate extra-curricular high school enrichment activities. Using the Australian Curriculum as the basis for teaching and learning programs for years 7 to 10 has been a significant focus for the school for the past 4 years. The school is nationally recognised for its work in this area. During 2015 the focus shifted from overall school curriculum documents to the links between curriculum, class programs and Individual Learning Programs (ILPS).

All college courses are approved and recognised by the Board of Senior Secondary Studies (BSSS). The courses have been carefully adapted and modified by teachers to ensure that students are enrolled in relevant and meaningful learning programs. The college program is now well established.

Curriculum implementation has been supported by an ongoing focus on improving pedagogy using the Quality Teaching Model. The work in 2015 has built on previous years. This will continue to be a focus area for all teachers.

### Student enrolment

In 2015 there were a total of 98 students enrolled at this school.

*Table: 2015 Student Enrolment Breakdown*

Group	Number of Students
Male	72
Female	26
Indigenous	11
LBOTE	5

Source: Planning and Performance, December 2015

### Student attendance

The following table identifies the attendance rate of students by year level during 2015. 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 one to the last day of term two.

*Table: 2015 Attendance rates in Percentages*

Year Level	Attendance Rate %
7	89.0
8	90.0
9	88.0
10	90.0
11	85.0
12	91.0

Source: Planning and Performance, December 2015

Any issues of non-attendance are managed by direct communication and consultation with parents/carers.

## Staff Information

### Teacher qualifications

All teachers meet the professional requirements for teaching in an ACT public school. The ACT Teacher Quality Institute has provided the following data based on teachers registered as at 18 December 2015.

The proportion of teaching staff with certificates/degrees/diplomas and a postgraduate qualification is shown below.

*Table: 2015 Qualification of Teaching Staff in Percentages*

Qualifications	% Teaching Staff
Certificate/Diploma/Degree	100
Postgraduate	68

Source: Teacher Quality Institute, Date 18 December 2015

**Note:** Qualifications for teachers who were registered under TQI Transitional arrangements in 2011 are self-reported.

### Workforce Composition

In 2015 the workforce composition of the school is highlighted in the following table. The data is taken from the school's verified August staffing report. For reporting purposes It includes 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.

*Table: 2015 Workforce Composition Numbers*

Staff Employment Category	Total
Teaching Staff :Head Count	28
Teaching Staff :Full time Equivalent Permanent	24.4
Teaching Staff :Full time Equivalent Temporary	1.7
Non Teaching Staff (Head Count)	23
Non Teaching Staff :Full time Equivalent	18.1

Source: Workforce Management, August census 2015

**Note:** This table includes pre-school staffing

There are no indigenous staffs at this school.

**Note:** \* Indigenous staff are reported where the staff member has self identified.

The Woden School has a diverse workforce with a large proportion of non-teaching staff who are primarily Learning Support Assistants supporting teachers in classrooms.

## Volunteers

The estimated number of hours in which volunteers have worked in the school during 2015 was 10 hours.

## School Review and Development

In 2015, the ACT Education Directorate's *Strategic Plan 2015-2017* provided the framework and strategic direction for the school's plan. This is supported by the *School Improvement in ACT Public Schools Directions 2010-2015* and the *School Improvement Framework* which are the overarching documents providing support to achieve high standards in student learning, innovation and best practice in ACT public schools.

All ACT public schools participate in a four year cycle of school review and development. Schools take part in a continuous cycle of review comprising annual self assessments against their school plans. In the fourth year schools undergo an external validation process. This process provides an independent and unbiased assessment of the school's progress towards achieving system and school priorities.

The school will be reviewed in 2016. A copy of their most recent validation report can be found on the school website.

## School Satisfaction

Schools continually use a range of data collection tools to gain an understanding of the satisfaction levels of their parents and carers, staff and students. In August/September 2015 the school undertook a survey to gain an understanding of school satisfaction at that

time. Staff, parents and students from year 5, and above, with the exception of students in special schools, took part in an online survey.

### Overall Satisfaction

In 2015, 88% of parents and carers, 71% of staff, and 0% of students at this school indicated they were satisfied with the education provided by the school.

As well in 2015, 14 national parent survey items and 12 national student survey items were included in the surveys. These items were approved by the Standing Council on School Education and Early Childhood (SCSEEC) for use from 2015. The following tables show the percentage of parents and carers and students who agreed with each of the national items at this school.

The results for the 17 number of staff who took part in the survey are tabled below.

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

Item	(%)
Teachers at this school expect students to do their best.	71
Teachers at this school provide students with useful feedback about their school work.	71
Teachers at this school treat students fairly.	76
This school is well maintained.	47
Students feel safe at this school.	53
Students at this school can talk to their teachers about their concerns.	65
Parents at this school can talk to teachers about their concerns.	88
Student behaviour is well managed at this school.	47
Students like being at this school.	71
This school looks for ways to improve.	76
This school takes staff opinions seriously.	53
Teachers at this school motivate students to learn.	76
Students' learning needs are being met at this school.	82
This school works with parents to support students' learning.	88
I receive useful feedback about my work at this school.	65
Staff are well supported at this school.	53

Source: 2015 School Satisfaction Surveys, August/September 2015

The results for the 26 number of parents who took part in the survey are tabled below.

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

Item	(%)
Teachers at this school expect my child to do his or her best.	88
Teachers at this school provide my child with useful feedback about his or her school work.	88
Teachers at this school treat students fairly.	92
This school is well maintained.	85
My child feels safe at this school.	85
I can talk to my child's teachers about my concerns.	92
Student behaviour is well managed at this school.	81
My child likes being at this school.	96
This school looks for ways to improve.	92
This school takes parents' opinions seriously.	88
Teachers at this school motivate my child to learn.	88
My child is making good progress at this school.	85
My child's learning needs are being met at this school.	81
This school works with me to support my child's learning.	81

Source: 2015 School Satisfaction Surveys, August/September 2015

This information can be considered alongside information available on the *My School* website (<http://www.myschool.edu.au>).

These results as well as the continual review of school performance contributed to the evaluation of our school plan and the development of annual operating plans. The school plan is available on the school website.

## Learning and Assessment

### NAPLAN Assessment

Students in years 3, 5, 7 and 9 in all ACT schools participated in the National Assessment Program-Literacy and Numeracy (NAPLAN). This program assesses skills in reading, writing, spelling and grammar and punctuation and numeracy.

In 2015, 100.00 % of year 7 students and 100.00 % of year 9 students were exempt from testing based on nationally agreed criteria.

### Outcomes for College Students

Year 12 outcomes are shown in the following table. The Board of Senior Secondary Studies has provided this data as it relates to the percentage of students receiving a Year 12 Certificate and the Australian Tertiary Admission Rank (ATAR). It will not include data for

those students who were successful in an equivalent pathway organised by the school. The proportion of students is based on the college's February census enrolment data.

*Table: Year 12 Outcomes for Students*

<b>Year 12 Outcomes</b>	<b>Total</b>
Percentage of year 12 students who receive an ACT Senior Secondary Certificate	66.67
Year 12 students who receive an ACT Senior Secondary Certificate or a VET Cert II or above	66.67
Percentage of year 12 students receiving an ATAR	0.00

Source Board of Senior Secondary Studies

The 67% figure in this table represents all the students of the total number of Year 12 students who studied BSSS modified courses and achieved an ACT Senior Secondary Certificate. The other 33% of students studied an alternative program (ASDAN) and achieved an ACT Statement of Achievement from the BSSS.

No year 12 students undertook vocational training or training in a trade.

### **Performance in other areas of the curriculum**

The Australian Curriculum is an important focus in years 7-10 with all students studying the core subjects of English, Mathematics, Science, History, Geography and Physical Education. There is also an emphasis on personal development and living skills. Pastoral Care classes operate in all year groups with a focus on social skills and independent living skills. A range of elective options are also available. Senior students enrol in courses of study approved by the ACT Board of Senior Secondary Studies (BSSS). Post-school options and supported pathways to the future are a priority and are planned with students, families, other agencies including the NDIA.

All courses and units taught are modified to suit the skills and abilities of students enrolled at the school. Through studying BSSS approved courses and units students are eligible to receive either a modified ACT Senior Secondary Certificate or an ACT Statement of Achievement. Courses offered are: Work Education, Contemporary English, Life Leisure and Learning, Contemporary Mathematics and Food for Life. Units of study are generally taught over a semester according to BSSS requirements. Students select elective units of work from a range of ASDAN Towards Independence modules as well as Dance or Road Ready.

Participation in work experience, social placement and extended work placements are a strong focus and important preparation for transition from college to post-school life. We work collaboratively with other agencies to ensure positive experiences.

The Woden School offers an increasing range of ASDAN modules. ASDAN is a not-for-profit organisation managed by teachers that provides a range of educational courses and modules for a range of student abilities. ([www.asdan.org.uk](http://www.asdan.org.uk))

The modules have been developed specifically for young people with disabilities and they provide flexible learning pathways for our students and a framework of activities through which personal, social and independence skills can be developed and accredited for those with a range of learning difficulties. Students receive external recognition for the ASDAN units successfully completed.

## Progress against School Priorities in 2015

### Methodology in evaluating progress

Throughout 2015 the executive staff in the school have evaluated the progress of the 2015 AOP and the 2013-2016 Strategic plan using a process using with the National School Improvement Tool. This has involved extensive consultation across the school with professional conversations and data collection within the teaching teams. This information was collated and presented at executive meetings on a regular basis. This process will inform the external review of the Strategic Plan in 2016 as well as the development of the 2016 Annual Action Plan. Data sources have included document reviews, survey results, student assessment results and minutes of meetings.

### Evaluation of Performance:

#### Priority 1

**Provide an appropriate and relevant curriculum for students at The Woden School.**

#### Targets

- 100% of the mandated Australian Curriculum learning areas implemented for years 7-10 with PE and Health and the Arts being the priority in 2015
- 100% of mandated curriculum, for years 11 and 12 are implemented.
- 30% of year 12 students achieve an ACT Senior Secondary Certificate and Record of Achievement (previously the ACT Year 12 Certificate)

### Progress

- In 2015 within this priority we continued to action our strategy of *embedding Board of Senior Secondary Studies (BSSS) endorsed courses into our year 11 and 12 programs*. The following courses were approved for adoption during 2015:
  - Life, Leisure and Learning M
  - Pathways to Work and Learning
  - Essential English M (based on the Australian Curriculum)
  - Essential Mathematics M (based on the Australian Curriculum)

In respect of our strategy of *embedding ASDAN courses into the school curriculum* we have been successful in having all ASDAN courses offered through our college program being recognised by the BSSS. All students in the college program received ASDAN certificates for the courses they studied. The content and assessment of these courses were specifically designed for students with disability by ASDAN in the UK. During the year we were accorded 'Direct Certification Status' from ASDAN. This means that until August 2016 we will not be required to send portfolios for external moderation.

In 2015 the school continued to action our strategy of *further incorporating the Australian Curriculum into the school program*. Teachers in year 7-10 used the Australian Curriculum as the basis of the classroom programming in English, Maths, Science, History and Geography and Health and PE. Scope and sequence documents were also completed for the Visual Arts, Technology (Wood) and Pastoral Care. One strategy that was not addressed in 2015 was the development of an assessment program that is aligned with the Australian Curriculum. This was put on hold pending the system adoption of the ABLES assessment tool from Victoria. Work on this is now scheduled to begin early in 2016.

These actions resulted in all targets for 2015 being met.

- 67% of year 12 students achieved an ACT Senior Secondary Certificate in 2015. The other 33% of students received a Statement of Achievement. 100% of ASDAN courses are endorsed by the BSSS
- 100% of senior school teaching staff were involved with professional learning related to the delivery and moderation of BSSS courses and ASDAN units.
- 100% of senior school teaching staff provided positive feedback on the professional learning as evidenced by feedback questionnaires.
- 100% of the mandated Australian Curriculum learning areas implemented for years 7-10. (excludes Languages)

## Priority 2

### Improve pedagogical practice across the school.

#### Targets

- 100% of teaching staff involved in a coaching and mentoring program.
- 85% of teaching staff indicate on the school satisfaction survey that they get constructive feedback about their performance.
- 100% of students show progress in their learning outcomes using data from and ILPS

#### Progress

In 2015, we continued to focus on our strategy of *developing and implementing a sustainable model of coaching and mentoring across the school.*

Four rounds of quality teaching were then implemented in 2015, one each term. Teachers were allocated to a mentor/mentee partnership relationship. After the teachers planned their lesson observation they were involved in a pre-lesson observation workshop where lesson structures were discussed, and the identified QT elements were explored prior to the lesson observation. A pre lesson observation sheet was completed with each partner to give additional background information. Teachers then observed each other's lessons using the QT coding tool. Opportunities were provided for teachers to feedback to their partners and then to the whole teaching staff on both the lessons and the process.

The effectiveness of this approach in 2015 is evident by:

- 100% teaching staff, including the executive staff, were involved in at least one of the QT rounds.
- 80% of teaching staff (10 respondents) agreed that they got constructive feedback about their practice. This is up from 77% in 2013 (22 respondents) but did not meet the target of 85%.

One of the factors that may have contributed to this is that the QT rounds were not completed before the survey was done. Also the question in the 2015 also was changed to 'feedback about my work at this school' rather than 'constructive feedback on my practice'. Other survey results that are also a reflection of this priority include:

- Mentoring, coaching, or peer observation are arranged at this school as part of professional development (100%)
- Staff are offered programs to develop their teaching knowledge and skills (100%)

- Teachers frequently discuss and share teaching methods and strategies with each other (90%)
- Staff participate in professional development as a whole school team (100%).

Written feedback from teachers on the QT program in 2015 included:

“It gave me an opportunity to converse with many colleagues”, “It makes us have a strong focus on what exactly we are trying to teach and how we will know it has worked”, “Using the QTM I found it easier to plan and implement using the teacher standards”

ILP outcomes were not formally assessed in 2015 because the assessment program has not been finalised (see above). Anecdotal evidence and a range of assessment program do indicate that progress has been made for all students across their ILPs.

### Priority 3

**Community Involvement: Enhance community involvement and recognition of the School in the wider community.**

#### Targets

By the end of 2015

- 100% of student’s ILPs are negotiated with their family.
- The number of parents/carers attending parent teacher sessions increases by 10%.
- Ongoing relationships are developed with 3 new post school options providers.

#### Progress

In 2015 the school’s focus was on *increasing communication with families and strengthening parent/community voice in decision making in the school*. Individual Learning Programs (ILPs) are a cornerstone of not only the teaching and learning process but also the communication between the school and parents/carers. One hundred percent of parents/carers were contacted about their young person’s ILP. Copies were sent home for feedback for those parents who were not able to attend ILP meetings. Approximately 95% of parents/carers were involved in face to face meetings. Progress against the learning outcomes in ILPs were reported to parents/carers at the end of each semester. Processes around the development of ILPs and ensuring parent/carer involvement are now well established in the school.

On the 2015 Parent Satisfaction Survey 89% of parents/carers (26 respondents) agreed that community partnerships are valued and maintained.

The school introduced a new format for term 3 parent/teacher meetings in 2013. Parents/carers were encouraged to attend an evening session which allowed them opportunities to have short, focussed meetings with all of their young person's teachers. This was repeated in 2014 and 2015. Thirty parents/carers attended the session this year. This is a significant improvement in attendance compared to sessions held prior to 2013 where only approximately 10-15 parents/carers came and similar to the result in 2014 (31). The target of 34 parents/carers was not achieved. Anecdotal feedback from parents/carers was very positive. They found the session useful in not only getting an update on the child's progress but also saw it as an opportunity to re set ILP goals. 92 % of parents agreed that 'I can talk to my child's teachers about my concerns'. 88% reported that "Overall I am satisfied with my child's education at this school." In addition an increased number of parents/carers attended the parent information session held in term 1 of 2015 (37 – up from 25 in 2014).

The P&C is now firmly re-established at the school after being on hold from 2011 to 2013. The group met twice per term and organised a number of successful events that included – a welcome morning tea for new parents/carers, student disco and an NDIS information session for parents. In 2015 the P&C became involved in the Bricks@The Woden School lego event which raised over \$8000. In 2016 the P&C will take a lead role in this event.

The development of working relationships with post school options providers for young people with disability is now integral to the college program. In 2015 the introduction of the NDIS has seen a rapid growth in post school options providers. Connections were made with the following new post school options providers:

Marymead	Koomarri	Branch Out	DUO	AsOneTherapy
Communities at Work		Catholic Care	LEAD	House With No Steps
Sharing Places		Disability Trust		YMCA

Koomarri now provide a weekly onsite independent living skills program at the school after school hours.

All targets under this priority have been met as detailed above.

## 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.

Financial Summary			
INCOME	January to June	July to December	January to December
Self management funds	156636.00	196401.00	353037.00
Voluntary contributions	2310.00	710.00	3020.00
Contributions & donations	1748.52	228.24	1976.76
Subject contributions	6585.62	4994.41	11580.03
External income (including community use)	600.00	2354.91	2954.91
Proceeds from sale of assets	0.00	0.00	0.00
Bank Interest	4843.04	4134.75	8977.79
<b>TOTAL INCOME</b>	<b>172723.18</b>	<b>208823.31</b>	<b>381546.49</b>
EXPENDITURE			
Utilities and general overheads	26403.10	31452.33	57855.43
Cleaning	28987.62	30051.30	59038.92
Security	0.00	60.00	60.00
Maintenance	85505.36	21049.62	106554.98
Administration	37406.20	44875.93	82282.13
Staffing	0.00	0.00	0.00
Communication	1284.84	3036.29	4321.13
Assets	17187.77	-4699.54	12488.23
Leases	0.00	0.00	0.00
General office expenditure	15524.26	14243.76	29768.02
Educational	40981.30	35486.97	76468.27
Subject consumables	0.00	0.00	0.00
<b>TOTAL EXPENDITURE</b>	<b>253280.45</b>	<b>175556.66</b>	<b>428837.11</b>
<b>OPERATING RESULT</b>	<b>-80557.27</b>	<b>33266.65</b>	<b>-47290.62</b>
<b>Actual</b> Accumulated Funds	221555.91	221555.91	221555.91
Outstanding commitments (minus)	-34949.42	0.00	-34949.42
<b>BALANCE</b>	<b>106049.22</b>	<b>254822.56</b>	<b>139315.87</b>

**Professional learning**

The average expenditure at the school level per fulltime equivalent teacher on professional learning was \$1539.00.

**Voluntary contributions**

These 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 2015.

**Reserves**

<b>Name and purpose</b>	<b>Amount</b>	<b>Expected Completion</b>
School Bus 2016, To commence on a replacement plan of Aging School Buses by covering a 3 yr. lease on a New school vehicle which will enable the transporting of whole class groups to activities eg: swimming, outdoor education and work placements.	\$50,000	2018
Administration Equipment 2015. This reserve is used to support class preparation materials. Purchased from this reserve was a new MFD and desktop computers.	\$5147	2016

## Endorsement Page

I declare that the The Woden School Board has operated in accordance with the provisions of the Education Act 2004 including the following sections.

- 39 (4) The school board must give effect to the chief executive's directions.
- 44 (2) The chief executive must end the appointment of a member of the school board of a public school, other than the principal of the school if-
- The member is absent from 3 consecutive meetings of the board without reasonable excuse or leave given by the board or
  - Contravenes section 49 (disclosure of interests by members of school boards) without reasonable excuse.
- 46 The members of the school board of a public school must, whenever is necessary, nominate a member of the board as a member of any selection panel established by the chief executive to make recommendations to the chief executive about the appointment of the principal to the school.
- 47 (2) However, the school board must meet at least four times a year.
- 48 (10) The school board must keep minutes of its meeting.
- 49 Disclosure of interests by members of school boards.
- 49 (3) The disclosure must be reported in the school board's minutes and, unless the board otherwise decides, the member (The first member) must not-
- be present when the board considers the issue or
  - take part in any decision of the board on the issue.
- 49 (5) Within 14 days after the end of each financial year, the chairperson of the school board must give the chief executive a statement of any disclosure of interest under this section in relation to the school board during the financial year.

### MEMBERS OF THE SCHOOL BOARD

**Parent Representative:** Katrina Edwards, Kelly Lancsar, Margaret Froggatt

**Community Representative** None

**Teacher Representative** Nick Harris, Jake Naylor

**Board Chair:** Katrina Edwards

**Principal:** Ian Copland

I certify that to the best of my knowledge and belief the data and information reported in this Annual School Board Report represents an accurate record of the school's operations in 2015.

**Principal Signature:** 

**Date:** 27/5/16

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

**Board Chair Signature:** 

**Date:** 27 May 16