



# The Woden School

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## Annual School Board Report 2016



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This report supports the work being done in the ACT Education Directorate, as outlined in the '*Education Capital: Leading the Nation Strategic Plan 2014-17*'.

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

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## Contents

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School Board Chair Report .....	2
Context .....	2
Student Information .....	3
Student enrolment .....	3
Student attendance .....	3
Staff Information .....	3
Teacher qualifications .....	3
Workforce composition.....	4
Volunteers .....	4
School Review and Development.....	4
School Satisfaction.....	4
Overall Satisfaction.....	5
Learning and Assessment .....	6
NAPLAN assessment.....	6
Outcomes for College Students.....	6
Performance in Other Areas of the Curriculum .....	7
Progress Against School Priorities in 2016 .....	8
Financial Summary .....	9
Professional Learning .....	10
Voluntary Contributions .....	10
Reserves.....	10
Endorsement Page.....	11
Members of the School Board.....	11

## School Board Chair Report

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It has been an honour and privilege to be the 2016 Chair of the Woden School Board. The school Executive, teaching staff, administrative and support staff, through their professionalism and dedication, challenged our students to 'be the best they can be'. Our students accepted the challenge and many personal and learning goals were achieved. The relationships that the Woden School staff develop with students, families, carers and the community enhance the learning experiences that our students have, and in doing so, develops broader opportunities for our students post their formal education.

Student's achievements were celebrated throughout the school year which culminated in a whole of school Presentation Evening at the Canberra College. Both Year 10 and Year 12 students were also able to celebrate their year at their respective formals.

The Woden School Parents & Citizens Association hosted Bricks at the Woden School which was supported by the Canberra Lego Users Group, BrickExpo and many generous businesses in the local community. This allowed the P&C to fund a refurbishment of the school oval much to the delight of the students.

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 from Alfred Deakin High School, Marist College, and Canberra Grammar School enhances the experiences, social and community skills of Woden School students and their mentors.

Improvements to the infrastructure and facilities at the school have been delivered which included an upgrade for the multifunctional Room 6 and two new classrooms, the enhancements have made areas of the school more functional and appealing.

No doubt 2017 will be another great year for the Woden School.

Katrina Edwards

## Context

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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. The school is nationally recognised for its work in this area. During 2016 the school was externally reviewed and received an outstanding rating in the area of curriculum.

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. Curriculum implementation has been supported by an ongoing focus on improving pedagogy using the Quality Teaching Model.

## Student Information

### *Student enrolment*

In 2016 there were a total of 105 students enrolled at this school.

**Table: 2016 Student Enrolment Breakdown**

Group	Number of Students
Male	78
Female	27
Indigenous	11
LBOTE	11

Source: Planning and Analytics, December 2016

### *Student attendance*

The following table identifies the attendance rate of students by year level during 2016. 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: 2016 Attendance rates in Percentages**

Year Level	Attendance Rate %
7	88.0
8	92.0
9	88.0
10	87.0
11	89.0
12	87.0

Source: Planning and Analytics, December 2016

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 (TQI) has provided the following data based on teachers registered as at 16 December 2016.

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

**Table: 2016 Qualification of Teaching Staff in Percentages**

Qualifications	% Teaching Staff
Certificate/Diploma/Degree	100
Postgraduate	69

Source: Teacher Quality Institute, 16 December 2016

### Workforce composition

The 2016 workforce composition of [INSERT SCHOOL NAME] is highlighted 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.

**Table: 2016 Workforce Composition Numbers**

Staff Employment Category	Total
Teaching Staff: Head Count	28
Teaching Staff: Full Time Equivalent	25.8
Non Teaching Staff: Head Count	27
Non Teaching Staff: Full Time Equivalent	21.1

Source: This data is from the 2016 August census date and is calculated using the parameters provided by the ABS.

**Note:** This table does not include pre-school staffing.

There are no indigenous staff members at this school.

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 volunteers worked with the school during 2016 was 6 hours.

## School Review and Development

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In 2016, the ACT Education Directorate's Strategic Plan 2014-2017 provided the framework and strategic direction for the school's Strategic Plan. This is supported by the new school performance and accountability framework, *'People, Practice and Performance: School Improvement in Canberra Public Schools, A Framework for Performance and Accountability'*. This framework has school improvement at its centre, with the National School Improvement Tool (NSIT) as its core feature, providing support to achieve high standards in student learning, innovation and best practice in ACT public schools.

Prior to 2016 all ACT public schools participated in a four-year cycle of school review and development. In the fourth year schools underwent an external validation process.

The introduction of a revised External School Review process in 2016 represented a significant change for the system. It is now a five-year cycle with an External School Review at the end, based partly on the school's self-evaluation of their progress documented in a Summative Report and substantially on the findings of External Review Panels when in schools. External Review Panels now include an external school review expert as the panel chair and an experienced system principal.

The Woden School was reviewed in 2016. A copy of the Review Report can be found on the school website.

### School Satisfaction

Schools 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 2016 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 2016, 97% of parents and carers, 91% of staff, and 0% of students at this school indicated they were satisfied with the education provided by the school.

Included in the survey were 14 national parent survey items and 12 national student survey 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 and students who agreed with each of the national items at this school.

The results for the 47 staff who took part in the survey are tabled below.

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

National Opinion Item	(%)
Teachers at this school expect students to do their best.	94
Teachers at this school provide students with useful feedback about their school work.	87
Teachers at this school treat students fairly.	98
This school is well maintained.	87
Students feel safe at this school.	83
Students at this school can talk to their teachers about their concerns.	96
Parents at this school can talk to teachers about their concerns.	94
Student behaviour is well managed at this school.	83
Students like being at this school.	94
This school looks for ways to improve.	94
This school takes staff opinions seriously.	81
Teachers at this school motivate students to learn.	96
Students' learning needs are being met at this school.	91
This school works with parents to support students' learning.	96
I receive useful feedback about my work at this school.	81
Staff are well supported at this school.	81

Source: 2016 School Satisfaction Surveys, August/September 2016

The results for the 29 parents who took part in the survey are tabled below.

**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.	100
Teachers at this school provide my child with useful feedback about his or her school work.	93
Teachers at this school treat students fairly.	93
This school is well maintained.	90
My child feels safe at this school.	90
I can talk to my child's teachers about my concerns.	97
Student behaviour is well managed at this school.	79
My child likes being at this school.	97
This school looks for ways to improve.	90
This school takes parents' opinions seriously.	86
Teachers at this school motivate my child to learn.	93
My child is making good progress at this school.	93
My child's learning needs are being met at this school.	93
This school works with me to support my child's learning.	90

Source: 2016 School Satisfaction Surveys, August/September 2016

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 Strategic Plan and the development of Annual Action Plans. The Strategic Plan is available on the school website.

## Learning and Assessment

### *NAPLAN assessment*

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 2016, 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	18.00
Year 12 students who receive an ACT Senior Secondary Certificate or a VET Cert II or above	18.00
Percentage of year 12 students receiving an ATAR	0.00

Source: Board of Senior Secondary Studies 2016

The 18% 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 82% of students studied an alternative program (ASDAN) and achieved an ACT Statement of Achievement from the BSSS.

### 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.

## Progress Against School Priorities in 2016

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Below is The Woden School's 2016 Annual Action Plan Report (AAPR) in pdf and MS Word formats. The AAPR details the priorities and targets of the school for 2016. Progress against priorities and targets, and methodologies for measuring progress, are also described. Click on the appropriate text below to open the report in your desired format.

If you cannot open the document check to make sure you have clicked the yellow 'Enable All Features' menu that may have appeared at the top of your page. Please contact the school for an electronic or hard copy should none of these options work.

If you do not have Adobe Acrobat you can download the free Reader version [here](#) (large download).

- Click here to access the Adobe PDF version
  
- Click here to access the Microsoft Word version

*Note to school: If providing the Annual School Board Report (ASBR) in hard copy please provide a printed copy of the above Annual Action Plan Report and append it to the ASBR.*

## 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*

<b>INCOME</b>	<b>January to June</b>	<b>July to December</b>	<b>January to December</b>
Self management funds	166757.00	160647.67	327404.67
Voluntary contributions	1575.00	300.00	1875.00
Contributions & donations	1108.19	5368.10	6476.29
Subject contributions	6208.08	5006.40	11214.48
External income (including community use)	1240.00	4511.82	5751.82
Proceeds from sale of assets	0.00	0.00	0.00
Bank Interest	4247.87	3636.40	7884.27
<b>TOTAL INCOME</b>	<b>181136.14</b>	<b>179470.39</b>	<b>360606.53</b>
<b>EXPENDITURE</b>			
Utilities and general overheads	24800.19	33715.25	58515.44
Cleaning	30050.93	31136.16	61187.09
Security	0.00	0.00	0.00
Maintenance	27471.66	23322.27	50793.93
Administration	43503.11	40066.69	83569.80
Staffing	0.00	0.00	0.00
Communication	3719.19	1292.26	5011.45
Assets	13080.67	16603.51	29684.18
Leases	0.00	0.00	0.00
General office expenditure	16230.27	16680.21	32910.48
Educational	37133.06	25097.11	62230.17
Subject consumables	0.00	0.00	0.00
<b>TOTAL EXPENDITURE</b>	<b>195989.08</b>	<b>187913.46</b>	<b>383902.54</b>
<b>OPERATING RESULT</b>	<b>-14852.94</b>	<b>-8443.07</b>	<b>-23296.01</b>
<b>Actual</b> Accumulated Funds	170931.13	170923.41	170923.41
Outstanding commitments (minus)	-1042.00	0.00	-1042.00
<b>BALANCE</b>	<b>155036.19</b>	<b>162480.34</b>	<b>146585.40</b>

## Professional Learning

The average professional learning expenditure at the school level per full time equivalent teacher was \$641.00.

## 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 2016.

## Reserves

Name and Purpose	Amount	Expected Completion
School Bus Created for the purchase/lease of a new school vehicle. The lease commenced late 2016. This reserve ensures the school community is not impacted by any financial shortfall	\$50,000	December 2019
Administrative Equipment Originally created for the purchase of replacement printer and office equipment. One printer was purchased.	\$5147.12	End 2017

## Endorsement Page

I declare that The Woden School Board has operated in accordance with the provisions of the ACT *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:
  - a) the member is absent from 3 consecutive meetings of the board without reasonable excuse or leave given by the board or
  - b) 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:
  - a) be present when the board considers the issue or
  - b) 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

<b>Parent Representative(s):</b>	Katrina Edwards	Kelly Lancsar	Margaret Froggett
<b>Teacher Representative(s):</b>	Tabatha Kellett	Nicholas Harris	
<b>Board Chair:</b>	Katrina Edwards		
<b>Principal:</b>	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 2016.

Principal Signature:  Date: 28 / 04 / 2017

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

Board Chair Signature:  Date: 28 / 04 / 2017