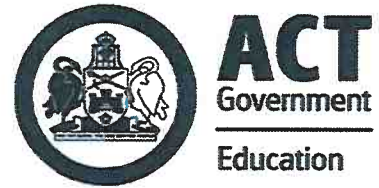


The Woden School

Annual School Board Report
2019



This page is intentionally left blank.



This report supports the work being done in the ACT Education Directorate, as outlined in *Strategic Plan 2018-21: A Leading Learning Organisation*.

Accessibility

The ACT Government is committed to making its information services, events and venues accessible to as many people as possible.

If you have difficulty reading a standard document and would like to receive this publication in an alternate format, such as large print and audio, please telephone (02) 6247 4580.

If English is not your first language and you require the translating and interpreting service, please telephone 13 14 50.

If you are deaf or hearing impaired and require the National Relay Service, please telephone 13 36 77.

© Australian Capital Territory, Canberra, 2020

Material in this publication may be reproduced provided due acknowledgement is made.

Contents

Reporting to the community	1
Summary of School Board activity	Error! Bookmark not defined.
School Context	1
Student Information.....	1
Student enrolment	1
Student attendance.....	2
Supporting attendance and managing non-attendance	2
Staff Information	2
Teacher qualifications	2
Workforce composition.....	2
School Review and Development.....	3
School Satisfaction	3
Overall Satisfaction.....	3
Learning and Assessment.....	5
NAPLAN	5
Outcomes for College Students.....	5
Financial Summary	6
Voluntary Contributions.....	7
Reserves	7
Endorsement Page	8
Members of the School Board	8

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

The Woden School offers a unique supported high school and/or college program to eligible students. This includes students who have a mild to severe 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.

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 this reporting period there were a total of 84 students enrolled at this school.

Table: Student enrolment

Student type	Number of students
Male	56
Female	28
Aboriginal and Torres Strait Islander	9
LBOTE*	12

Source: ACT Education Directorate, Analytics and Evaluation Branch
*Language Background Other Than English

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
7	89.0
8	91.0
9	93.0
10	92.0
11	**
12	**

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, 119 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	14.55
Teaching Staff: Full Time Equivalent Temporary	6.60
Non Teaching Staff: Full Time Equivalent	23.92

Source: ACT Education Directorate, People and Performance Branch

School Review and Development

The ACT Education Directorate's Strategic Plan 2018-2021 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.

Prior to 2016 all ACT public schools participated in a four-year improvement cycle. In the fourth year schools underwent an external Validation process. In 2016 this changed to a five-year cycle with a School Review at the end.

Our school will be reviewed in 2021. A copy of the most recent validation report can be found on our school website.

School Satisfaction

Schools use a range 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 students from year 5 and above through an online survey.

Overall Satisfaction

In this period of reporting, 82% of parents and carers and 77% of staff 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 and staff who agreed with each of the national opinion items at this school.

A total of 26 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 give useful feedback.	70
Parents at this school can talk to teachers about their concerns.	100
Staff are well supported at this school.	81
Staff get quality feedback on their performance.	65
Student behaviour is well managed at this school.	65
Students at this school can talk to their teachers about their concerns.	92
Students feel safe at this school.	77
Students like being at this school.	81
Students' learning needs are being met at this school.	69
Teachers at this school expect students to do their best.	85
Teachers at this school motivate students to learn.	81
Teachers at this school treat students fairly.	92
Teachers give useful feedback.	70
This school is well maintained.	81
This school looks for ways to improve.	96
This school takes staff opinions seriously.	81
This school works with parents to support students' learning.	81

Source: ACT Education Directorate, Analytics and Evaluation Branch

*Data derived from annual School Satisfaction Survey

A total of 22 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	
I can talk to my child's teachers about my concerns.	91
My child feels safe at this school.	91
My child is making good progress at this school.	61
My child likes being at this school.	96
My child's learning needs are being met at this school.	61
Student behaviour is well managed at this school.	74
Teachers at this school expect my child to do his or her best.	83
Teachers at this school give useful feedback.	73
Teachers at this school motivate my child to learn.	83
Teachers at this school treat students fairly.	83

This school is well maintained.	87
This school looks for ways to improve.	87
This school takes parents' opinions seriously.	78
This school works with me to support my child's learning.	83

Source: ACT Education Directorate, Analytics and Evaluation Branch

*Data derived from annual School Satisfaction Survey

Learning and Assessment

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, 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 an ACT Senior Secondary Certificate (ACT SSC) 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 by percentage

Outcome	Proportion of students
Receiving a year 12 or equivalent VET Certificate (without duplicates) within the school setting	0.00
Receiving an ACT Senior Secondary Certificate	0.00
Receiving an ATAR	0.00
Receiving BSSS Statement of Achievement	100.00

Source: Board of Senior Secondary Studies

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-June	July-December	January-December
Self-management funds	206712.08	177656.85	384368.93
Voluntary contributions	1300.00	300.00	1600.00
Contributions & donations	33838.88	1686.69	35525.57
Subject contributions	4.55	0.00	4.55
External income (including community use)	2272.72	3983.63	6256.35
Proceeds from sale of assets	100.00	0.00	100.00
Bank Interest	3779.49	3026.10	6805.59
TOTAL INCOME	248007.72	186653.27	434660.99
EXPENDITURE			
Utilities and general overheads	38212.68	53557.13	91769.81
Cleaning	33272.47	5491.44	38763.91
Security	0.00	0.00	0.00
Maintenance	27223.45	22683.32	49906.77
Administration	8891.93	11988.26	20880.19
Staffing	0.00	0.00	0.00
Communication	2509.38	2471.64	4981.02
Assets	42037.03	25493.22	67530.25
Leases	6789.60	9214.79	16004.39
General office expenditure	14396.08	12084.55	26480.63
Educational	21864.75	11610.76	33475.51
TOTAL EXPENDITURE	195197.37	154595.11	349792.48
OPERATING RESULT	52810.35	32058.16	84868.51
Actual Accumulated Funds	128379.69	127885.89	127885.89
Outstanding commitments (minus)	-12078.18	0.00	-12078.18
BALANCE	169111.86	159944.05	200676.22

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.

Voluntary Contributions 2019 received \$ 1200.00 - 80% of the projected budget

Reserves

Name and Purpose	Amount	Expected Completion
<p>School Buses – The School bus reserve was created to cover any shortfall in Lease payments or the residual when due. Note: The Woden School is Leasing 2 Buses.</p> <p>This Reserve secures the schools financial position and protects ongoing school programs from being cancelled</p>	\$50,000.00	2020
<p>Staffing – The Staffing reserve was created to protect the school funds from a staffing debt.</p> <p>The Reserve also allows for flexibility in the schools staffing formulae.</p>	\$30,000	Early 2021

Endorsement Page

Members of the School Board

Parent Representative(s): Stella Nikias, Wanda Peachy.
Community Representative(s): No Appointment
Teacher Representative(s): John Bowyer, Taylor-Jayne Martin.
Student Representative(s): Exempt
Board Chair: Deborah Eades
Principal: Tabatha Kellett

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



Board Chair Signature: Deborah Eades

Date: 01 / 07 / 2020

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: Tabatha Kellett

Date: 01 / 07 / 2020