

The Woden School

Network: South Canberra/ Weston

Impact Report 2019

The purpose of this document

This document flows directly from our Action Plan for 2019 which translated our school priorities into actions for the current year of our five-year improvement cycle. These actions were responsive to identified challenges, changes or risks to delivery of improvement for student learning.

Our school's contribution to whole-of-system Strategic Indicators

Education Directorate Strategic Indicator 2018-2021

To promote greater equity in learning outcomes in and across ACT public schools

In 2019 our school supported this Strategic Indicator through – Priority 2 (see reporting for detail):

- Positive Behaviour for Learning (PBL) is being implemented and embedded across the school
- School's pastoral care program implemented to support the social emotional learning needs of all students.

Education Directorate Strategic Indicator 2018-2021

To facilitate high quality teaching in ACT public schools and strengthen educational outcomes.

In 2019 our school supported this Strategic Indicator through – Priority 1 (see reporting for detail):

- Documenting a whole of school data collection plan and timetable for the annual collection, communication, analysis and use of individual student performance data.
- Implementation of Professional Learning Communities at sub school level and in curriculum groups.

Education Directorate Strategic Indicator 2018-2021

To centre teaching and learning around students as individuals

In 2019 our school supported this Strategic Indicator through – Priority 1 (see reporting for detail):

- All students having individualised curriculum plans.

Reporting against our priorities

Priority 1:

Document a whole of school data collection plan and timetable for the annual collection, communication, analysis and use of individual student performance data.

Targets or measures

By the end of 2019 we will achieve:

- Recording and monitoring of student progress to precipitate improved program development and implementation.
- Standardised report format will be in place to support monitoring of student progress.

In 2019 we implemented this priority through the following strategies.

- Develop a relevant and rigorous assessment regime to support the implementation of the Australian Curriculum and College curriculum with a strong focus on the alignment of planning, assessment and reporting.
- Systematically identify and address individual student needs and monitor whole of school performance.

Our achievements for this priority

- Progress against this priority has involved discussions with Education Support Office (ESO) staff regarding a whole of system approach to both:
 - an appropriate and useful data set (including student learning outcomes) in a specialist school setting and
 - the introduction of a common reporting format for all schools.
- These system discussions have affected progress in this priority.
- In terms of student assessments:
 - All students were assessed during term1 and then again in term 4. The focus again in 2019 was to standardise the approach to assessment across the school using identified tools. ABLES was chosen for higher need students for literacy and numeracy and for all students with respect to personal/social skills. The Waddington and SENA assessments for literacy and numeracy were used for students with higher levels of ability.
 - There is no longitudinal data at this stage to start a detailed analysis of progress. A suitable database to present this data at a whole of school level has been developed.
- In terms of a standardised report format:
 - Outcomes described the school's unit outlines are currently being used for reporting purposes
 - Outcomes have now been mapped against the Australian Curriculum and Victorian Curriculum (Pre-Foundation) to be ready for the standardised report format in 2020

Challenges we will address in our next Action Plan

- Introduction and trialling of the standardised report format developed by the Directorate in consultation with the school
- Working with ESO staff and other specialist schools to develop and use an appropriate and useful data set to report on student and school progress
- Finding ways to use ABLES and other assessment tools as means of reporting student learning growth.

Priority 2: Positive Behaviour for Learning (PBL) is implemented and embedded across the school

Targets or measures

By the end of 2019 we will achieve:

- Wellbeing/Behaviour data collected on an annual basis

In 2019 we implemented this priority through the following strategies.

- Finalising PBL signage for non- classroom settings
- Developing and implementing PBL lessons based on Respect, Independence, Safety and Education (RISE)
- Developing and implementing a PBL award system and incident data collection process

Our achievements for this priority

- Wellbeing data has been recorded throughout the year in the wellbeing section of Sentral. Wellbeing incorporates the areas of positive, negative and medical. The data for 2019 shows that positive wellbeing data has been entered 67% of the time compared to 33% for negative wellbeing data. This is a dramatic increase from 2018 when negative wellbeing behaviour was over 90% of the school's wellbeing data entered.
- A whole school, Boardmaker based, behaviour matrix was developed covering all settings, corridors, playground, community, library, assembly, café, toilets, foyer, courtyards and cyberspace. It is anticipated that signage for all settings and the above listed areas will be installed at the school by the end of term 1, 2020.
- For the 2019 SET Features and Implementation Score, the school achieved an outstanding 84.4% which was an overall increase of 26.7% from our 2018 results.
- PBL lessons based on Respect, Independence, Safety and Education (RISE) are currently being developed. It is anticipated that they will be ready for the start of the 2020 school year.
- The PBL committee continues to refine the PBL awards system. Presently select students receive fortnightly awards at the school's assembly. At the end of semester 1, the student who received the most RISE awards points went on a helicopter ride.
- During term 4, the school's RISE mascot was unveiled to the school community.

Challenges we will address in our next Action Plan

- Ensuring that the ongoing, sustainable growth of PBL will occur during the 2020 school year.
- The PBL team will continue to work through the school's PBL Action Plan.
- The school's external coach will change for 2020.

Priority 3:

Develop and implement a whole of school approach to enhance staff wellbeing

Targets or measures

By the end of 2019 we will achieve:

- More than 60% of staff completing the staff satisfaction and school climate surveys./wellbeing survey
- 80% targeted participation and achieve more than 50% of the participants' goals

In 2019 we implemented this priority through the following strategies.

- Review and embed most efficient and effective data collection tools
- Design wellbeing program framework and implement for 2019
- Energising Teaching / Pathways to include personal wellbeing goal

Our achievements for this priority

- Data collection refined to:
 - Healthier Work Survey
 - Staff satisfaction survey – the focus is on teaching and learning
 - Annual School Survey
 - Informal interview
- The Annual School Survey reinforced the 2018 program met the needs of the staff. This was embedded and extended throughout 2019
- Energising Teaching / Pathways to included personal wellbeing goal – 60% of teaching staff have completed the 'Energising Teaching' process.
- Staff satisfaction survey data showed an improvement in:
 - 'Staff get quality feedback on their performance'
 - 'My professional achievements are celebrated at this school'

Challenges we will address in our next Action Plan

- Decommissioning of Healthier Work survey in 2020. The school climate survey was decommissioned in 2019. Will look at data collection of staff absences and structure around the informal survey.
- Manage budget to embed programs to ensure long term sustainability
- Resilience training – Benestar PL
- Extend the wellbeing program to include the wider community through the 'Stronger Us' program.