

The Woden School 2018 Annual Action Plan Report

Context:

The Woden School offers a unique supported high school and 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 for the past 5 years. The school is nationally recognised for its work in this area. During 2017 the focus moved to assessment and reporting.

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.

2017 also saw a focus on improving overall staff wellbeing. It is well recognised and researched that staff who feel supported and valued in the school are more motivated and productive leading to better student outcomes.

Methodology:

Throughout 2017 the executive staff in the school have evaluated the progress of the 2017 AAP and the 2017-2021 Strategic Plan using a process 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. Data sources have included document reviews, survey results, student assessment results and minutes of meetings.

Evaluation of Performance:

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

By the end of 2021 the school /college will achieve a 10% increase in whole school aggregated performance scores in literacy, numeracy and personal social skills

Progress

This priority involved 3 major improvement strategies:

1. 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.
2. Implement ABLES assessment across the school for all relevant students.
3. Systematically identify and address individual student needs and monitor whole of school performance.

All students were assessed during term1 and then again in term 4. The focus in 2018 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 is being developed.

Priority 2

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

Targets

By the end of 2021 the school /college will achieve a 10% increase in whole school aggregated performance scores in assessments of behaviour and wellbeing

Progress

The school has worked steadily and consistently on the implementation of the Positive Behaviour for Learning Program again in 2018. This approach builds directly on the previous work done in the school that resulted in The Woden School Proactive Behaviour Support Framework.

Working with the Directorate's external PBL coach to following progress was made throughout 2017:

1. The PBL team met twice per term. The external coach attended most of these meetings
2. The clear set of positive expectations and behaviours that was developed through a whole school collaborative process were represented to the whole staff. The agreed expectations are:
 - a. Respect
 - b. Independence and responsibility
 - c. Safety
 - d. Education

3. Work continued in incorporating the school wide expectations into the current pastoral care program and the development of specific lessons to teach the expectations. The focus in term 4 was on RESPECT
4. Signage was refined and is being finalised to communicate the expectations across the school.
5. Work has continued on the development of a whole school acknowledgement of appropriate behaviours system.

The progress throughout 2018 met the agreed implementation plan outcomes.

Priority 3

A re-evaluation of the school's priorities and a further analysis of the purpose of this priority has resulted in it being incorporated into priority 4 as a key improvement strategy for 2018.

Priority 4

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

Targets

By the end of 2021 the school /college will achieve a 10% increase in survey results relating to staff wellbeing

Progress

Staff wellbeing was addressed throughout 2018 by:

1. The wellbeing team meeting on a regular basis
2. Engagement of an EAP psychologist to be available in the school on a regular basis
3. Regular staff morning teas
4. 'Good to great' staff award every two weeks
5. Loughternoon tea – presentations by EAP psychologist and stand-up comedian
6. Healthy Habits Weekly focus
7. Healthy work survey
8. Boot camp offered after school by a staff member
9. Engaging a massage therapist on a regular basis
10. Fresh fruit provided approx. 1 x fortnight – off morning tea weeks
11. Whole school involvement in Steptember -walking for charity

The staff satisfaction survey data show continuing improvement in item responses related to staff involvement and wellbeing.

Staff satisfaction survey data indicates an 8% increase from 2017 to 91% in response to "Staff are well supported at this school". This is up from 53% in 2015. On the School Climate survey 'team morale' data indicates an upward trend from 79% in 2016 to 81% in 2017 and 92% in 2018 (agree and strongly agree).