

The Woden School 2017 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.

An assessment team was formed at the beginning of the year to look at what practices were currently in place and to develop an overall plan for the development and implementation of an assessment regime. The focus in 2017 was to standardise the approach to assessment across the school using identified tools. ABLES was chosen for higher need students and the Waddington and SENA assessments for literacy and numeracy for students at this level of learning. The expectation was that all students would be assessed during term1 and then again in term 4. This occurred for all higher need students using ABLES and most students using the Waddington and SEN tools. A suitable database to present this data at a whole of school level is yet to be developed.

Consistency in the administration of assessments was a concern throughout 2017. This will be addressed in 2018

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. 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. A PBL team was established with representation of executive staff, teaching staff and learning support assistants
2. A purpose statement was developed and agreed to by all staff.

3. A clear set of positive expectations and behaviours was developed through a whole school collaborative process. The agreed expectations were:
 - a. Respect
 - b. Independence and responsibility
 - c. Safety
 - d. Education
4. An expectations matrix was developed that incorporated all non-classroom settings across the school. This matrix described the expected behaviours in each setting in positive, measurable and understandable terms.
5. Work commenced in incorporating the school wide expectations into the current pastoral care program and the development of specific lessons to teach the expectations.
6. Basic signage was developed to communicate the expectations across the school.
7. Members of the PBL committee visited a specialist school in Sydney that is recognised as good example of a PBL school. Ideas regarding lesson, wording and signage will be used.
8. Work has commenced on the development of a whole school acknowledgement of appropriate behaviours system.

The progress throughout 2017 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 2017 by:

1. The establishment of a wellbeing team
2. Term 1: Whole staff PL –based on 2016 recommendations, school improvement morning and Self Care PL
3. Term 2 and 3: Healthy Habits Weekly focus
4. Term 4: Mental health focus. Mental health week – Grant supported afternoon tea shared preparation, eating, PL, and laughter therapy. Secret buddies support throughout term 4.
5. Engaged massage therapist 2 x term during peak work times
6. Fresh fruit provided approx. 1 x fortnight – off morning tea weeks
7. Walking groups – staff opted to participate in the Life Walk and Relay for Life and September.

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

School Satisfaction Survey results related to staff wellbeing:

	2015	2016	2017		
Number of completed surveys	17	47	29	Diff 15-16	Diff 16-17
My professional achievements are celebrated at this school.	47%	68%	79%	21%	11%
There is effective communication amongst all staff.	41%	68%	69%	27%	1%
I am satisfied this school has high expectations in all that it does.	59%	89%	86%	30%	-3%
This school is well maintained.	47%	88%	100%	41%	12%
This school takes staff opinions seriously.	53%	81%	86%	28%	5%
I receive useful feedback about my work at this school.	65%	81%	83%	16%	2%
Staff are well supported at this school.	53%	81%	83%	28%	2%