



The Woden School

Annual School Board Report 2018



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

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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	3
School Review and Development	3
School Satisfaction	3
Overall Satisfaction	4
Learning and Assessment	5
Performance in Literacy and Numeracy	5
Early years assessment	Error! Bookmark not defined.
NAPLAN	5
Outcomes for College Students	5
Post School Destination	Error! Bookmark not defined.
Financial Summary	7
Voluntary Contributions	8
Reserves	8
Endorsement Page	9
Members of the School Board	9

Reporting to the community

School 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/ Annual Action Plan 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 2018 there were a total of 80 students enrolled at this school.

Table: 2018 Student enrolment

Student type	Number of students
Male	54
Female	26
Aboriginal and Torres Strait Islander	10
LBOTE*	8

*Language Background Other Than English

Source: Analytics and Evaluation, December 2018

Student attendance

The following table identifies the attendance rate of students by year level during 2018. 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: 2018 Attendance rates in percentages*

Year level	Attendance rate
7	89.0
8	90.0
9	90.0
10	92.0
11	**
12	**

Source: Analytics and Evaluation, December 2018

* Attendance data for 2018 have been derived from a school administration system in the process of implementation. Care should be taken when comparing these data with data from previous years and from other jurisdictions.

** Attendance rate for years 11 and 12 was not available at the time of publication due to complications arising from transition to a new School Administration System. The Education Directorate is in the process of calculating this data. When finalised, 2018 'Attendance rate' data will be uploaded to our website by the Directorate as a separate document within the Annual School Board Report section.

Supporting attendance and managing non-attendance

All ACT public schools put into effect the education participation requirements in the *Education Act 2004* and the responsibilities of schools in relation to compulsory education. 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 year of reporting 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.

The Education Directorate is required to report Aboriginal and Torres Strait Islander staff figures. As of June 2018, 101 Aboriginal and Torres Strait Islander staff members were employed across the Directorate.

Table: 2018 Workforce composition numbers

Staff employment category	TOTAL
Teaching Staff: Full Time Equivalent Permanent	18.40
Teaching Staff: Full Time Equivalent Temporary	2.00
Non Teaching Staff: Full Time Equivalent	19.87

Source: This data is from the 2018 August census date and is calculated using the parameters provided by the ABS.

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’*. 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. In 2016 this changed to a five-year cycle with an External 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. In August/ September of this reporting period ACT schools undertook a survey to gain an understanding of school satisfaction at that time. This information was collected from Staff, parents and students from year 5 and above (with the exception of students in special schools) through an online survey.

Overall Satisfaction

In 2018, 76% of parents and carers and 94% 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, students and staff who agreed with each of the national opinion items at this school.

A total of 32 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 at this school expect students to do their best.	94
Teachers give useful feedback.	87
Teachers at this school treat students fairly.	94
This school is well maintained.	100
Students feel safe at this school.	72
Students at this school can talk to their teachers about their concerns.	100
Parents at this school can talk to teachers about their concerns.	97
Student behaviour is well managed at this school.	66
Students like being at this school.	94
This school looks for ways to improve.	97
This school takes staff opinions seriously.	81
Teachers at this school motivate students to learn.	94
Students' learning needs are being met at this school.	84
This school works with parents to support students' learning.	94
Staff get quality feedback on their performance	70
Staff are well supported at this school.	91

Source: 2018 School Satisfaction Surveys, August/September 2018

*Prior to 2018, the item wording and placement was slightly different.

A total of 25 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	
Teachers at this school expect my child to do his or her best.	100
Teachers give useful feedback.	92
Teachers at this school treat students fairly.	96
This school is well maintained.	88
My child feels safe at this school.	72

I can talk to my child's teachers about my concerns.	100
Student behaviour is well managed at this school.	74
My child likes being at this school.	84
This school looks for ways to improve.	96
This school takes parents' opinions seriously.	88
Teachers at this school motivate my child to learn.	96
My child is making good progress at this school.	80
My child's learning needs are being met at this school.	68
This school works with me to support my child's learning.	84

Source: 2018 School Satisfaction Surveys, August/September 2018

*Prior to 2018, the item wording and placement was slightly different.

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

* Results are not reported when there are fewer than five students with results. This rule is applied for reasons of statistical reliability, as well as to protect the privacy of students in small schools.

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 (or School Improvement Plan) is available on the school website.

Learning and Assessment

Performance in Literacy and Numeracy

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 2018, 100.00 % of year 7 students and 100.00 % of year 9 students were exempt from testing based on nationally agreed criteria.

Results are not reported when there are fewer than five students with results. This rule is applied for reasons of statistical reliability, as well as to protect the privacy of students in small schools.

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

Source: Board of Senior Secondary Studies 2018

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	173505.00	187678.17	361183.17
Voluntary contributions	1920.00	1475.00	3395.00
Contributions & donations	2789.04	490.89	3279.93
Subject contributions	0.00	72.73	72.73
External income (including community use)	727.27	4326.77	5054.04
Proceeds from sale of assets	0.00	0.00	0.00
Bank Interest	4051.07	3606.25	7657.32
TOTAL INCOME	182992.38	197649.81	380642.19
EXPENDITURE			
Utilities and general overheads	35539.13	53298.24	88837.37
Cleaning	39179.82	27629.38	66809.20
Security	0.00	0.00	0.00
Maintenance	67938.91	50381.79	118320.70
Administration	7840.97	12485.96	20326.93
Staffing	0.00	0.00	0.00
Communication	2786.60	2562.30	5348.90
Assets	27398.03	11262.21	38660.24
Leases	6789.60	6859.18	13648.78
General office expenditure	40967.99	28361.88	69329.87
Educational	18782.06	22951.99	41734.05
TOTAL EXPENDITURE	247223.11	215792.93	463016.04
OPERATING RESULT	-64230.73	-18143.12	-82373.85
Actual Accumulated Funds	246316.62	211396.00	211396.00
Outstanding commitments (minus)	-7336.36	0.00	-7336.36
BALANCE	174749.53	193252.88	121685.79

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 2018.

Reserves

Name and Purpose	Amount	Expected Completion
<p>School Bus – 2016 Reserve set up for the balloon payment of the current lease and the commencement of a new school bus lease.</p> <p>The School Bus reserve allows for the flexibility in time and size of groups ensuring that our students are able to participate in all activities including transitions, school camps, swimming and outdoor education.</p>	\$50,000	12/19

Endorsement Page

Members of the School Board

Parent Representative(s):	Ross Burton	Deborah Eades	Rebecca Shee
Community Representative(s):	None appointed		
Teacher Representative(s):	Gonzalo Donoso-Lopez	Alice Ziolo	
Student Representative(s):	NA		
Board Chair:	Ross Burton		
Principal:	Ian Copland		

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

Board Chair Signature: Ross Burton

Date: 03/06/2019

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: Ian Copland

Date: 03 / 06 / 2019