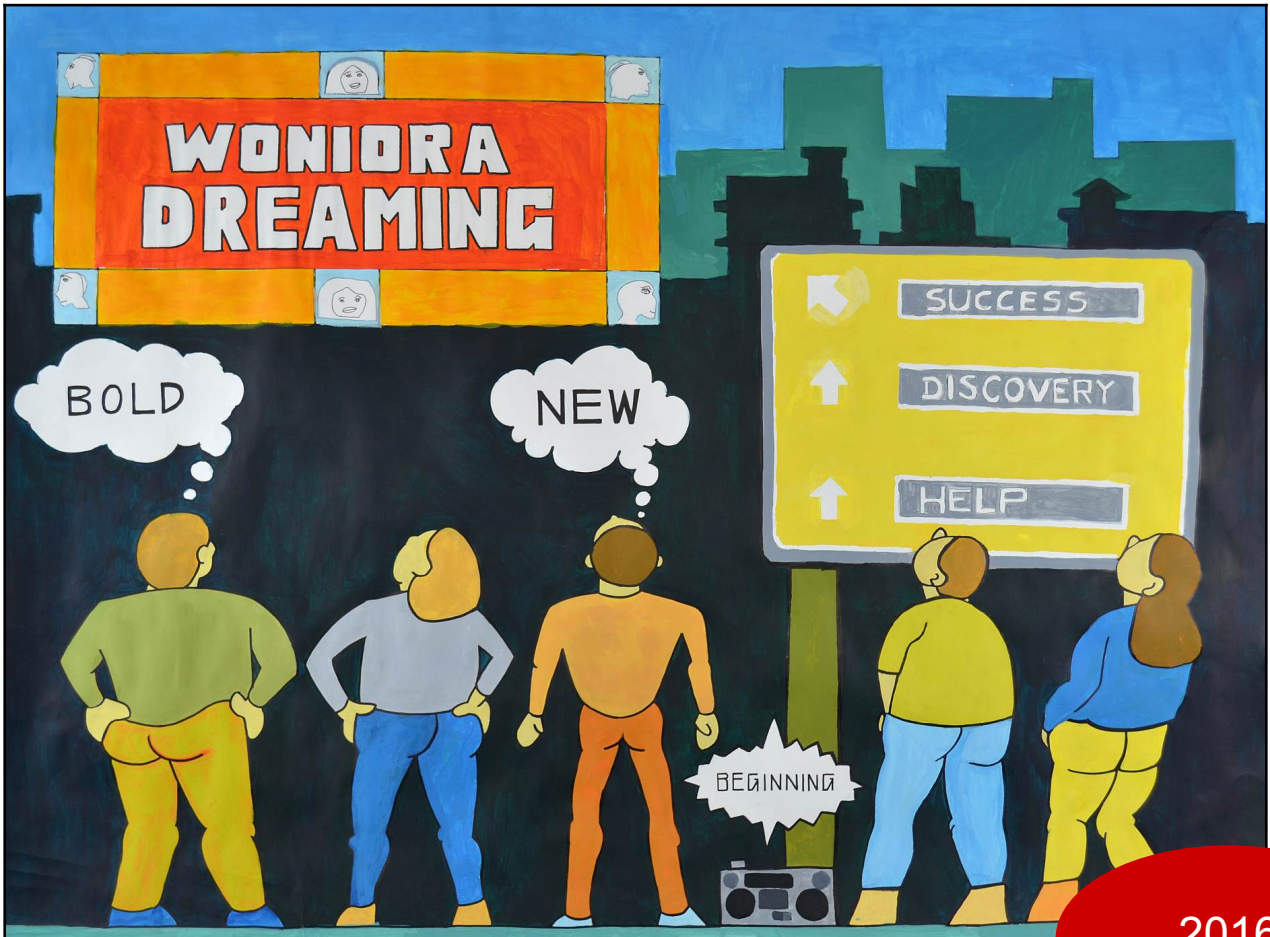


Woniara Road School Annual Report



2016



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Introduction

The Annual Report for 2016 is provided to the community of Woniora Road School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Danny Callaghan (Relieving Principal)

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Message from the Principal

Woniora Road School's motto of 'Learning for Life' is a testament to its commitment to providing a positive, nurturing, and engaging learning environment for all students. It strives to be a place where students and their families feel safe and supported, where students can reengage with their learning and improve their wellbeing. Through this reengagement, we endeavor to prepare our young people to be resilient, confident and compassionate contributors to the world around them, not only for the betterment of themselves, but for the wider community. Our aim is to enable all students to reach their potential and gain a recognised academic or vocational qualification, and to transition into either further learning or employment.

2016 was another year of flowing change for the school and presented new challenges. The leadership of the school was largely in a relieving capacity, we welcomed a new school counsellor in the Wellbeing framework restructure, and we become a base school for a Senior Psychologist Education position. We also underwent significant changes through the Learning Management and Business Reform (LMBR), going live on the new platform in term 4. We managed these changes seamlessly, and maintained our culture of strong relationships, high support, and high expectations. In doing so, we were also able to build on the successful wellbeing programs and learning opportunities that have been established over many years. This report will attest to the achievements this work led to in 2016, and the journey of growth and progress that will drive the school forward in the future.

Some of our notable achievements this year include:

- The launch of the Woniora Road School Wellbeing Space. This is a newly designed space available to students at all times, where they are given the opportunity to apply stress management strategies. It was co-designed with the Student Representative Council, and as a shared space which places wellbeing at the forefront, it has quickly become a central part of the school. It also hosts school gatherings, including our morning assemblies.
- The school's executive team being acknowledged by the Australian Council of Educators for our implementation of innovative programs focused on the wellbeing of young people. The school was also commended in the Educator Magazine's 'Innovative Schools' edition for our wellbeing programs.
- The launch of the 'Look up' program — a new program which addresses the increasing dependence on digital devices such as smartphones, and provides students with the opportunity to engage socially with the whole school community in a healthy, structured format.
- The expansion of the 'Woniora Café' to include catering for Principal's meetings, senior psychologist meetings, and complex case clinics.
- The success of the Room 13 artist-in-residence program resulting in a video artwork, produced collaboratively with Woniora Road School students. The series of clips were embedded into a walking tour of Hurstville, which hosted members of Arts NSW and the local community.
- Woniora Road School executive staff presenting on 'Supporting Wellbeing with Technology' at a number of conferences, including the Inspire, Innovate conference and the SEPLA conference.
- Successful transitions for our 2015 graduates, with increased numbers in full-time employment and tertiary study.

The following Annual School Report provides detailed information about Woniara Road School's achievements, programs, initiatives, and evaluations for the 2016 school year. I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school's achievements and areas for development.

Danny Callaghan (Relieving Principal)

Message from the students

Student Representative Council Message

The Student Representative Council (SRC) has been very productive throughout 2016. We have been busy coming up with new and exciting ways to improve our school.

In 2016, the SRC continued to raise funds for our school. We have expanded our Barista program by catering for a number of events, including principal network meetings and counsellor network meetings. This has given students the opportunity to learn hospitality skills, which will give them the ability to apply for more jobs. It also gives students a chance to think about healthy eating and how to prepare healthy meals themselves.

These funds have gone towards buying new equipment for the student cohort and expanding our fundraising opportunities. We have purchased a badminton set for the students to use at recess and lunch as well as a Nutribullet blender for our Summer smoothie program. Through our Barista program and smoothie initiatives we have raised over \$500 for Woniara Road School.

2016 also brought along our annual Bunnings BBQ, where the SRC members were responsible for cooking and serving the customers with the help of our parent and teacher volunteers. This year's BBQ raised over \$3000, which went towards our school camp at Stanwell Tops.

The SRC has also introduced 'Halloween Day' where we come together as a school community to enjoy Halloween with fun activities. We made spooky cupcake and held competitions for best Halloween costume and best decorated classroom.

The SRC also had its first leadership day in Term 4 of 2016 for our newly elected members. The day involved some activities at school where we took turns at identifying the leadership qualities of individual members of the group. We then traveled to the city where we met with Sebastian Robertson, the founder of a group called Batyr. Batyr is an organisation that focuses on education in the area of youth mental health with a focus on prevention rather than cure. For over an hour, we discussed how to handle and manage our mental health issues as well as managing the responsibilities and stressors of leading an organisation. Following that, we went to Darling Harbour Strikeforce where we played Exitus, which is a puzzle room where we worked together as a group to solve puzzles and escape the room. In 2017, we will be continuing to have these leadership days, which give the SRC a chance to expand their leadership skills.

In 2017, we aim to continue raising funds for our students as well as implementing new and exciting engagement programs which will help our students grow and develop.

Finn Durston, SRC Leader 2016–17

School background

School vision statement

'Learning for Life'

Woniara Road School's vision is to maintain our culture of care, respect and empowerment by being committed to delivering a positive, supportive, enriching and engaging learning environment for all students.

By promoting quality individual education, student wellbeing and transition opportunities, we aim to enable our students to become successful learners, confident and creative individuals and active and informed citizens.

Woniara Road School is committed to providing every student the opportunity to achieve their personal best through engaged, active and supported learning in a safe, respectful and nurturing school. The school aims to provide a supportive and safe learning environment that promotes student wellbeing, engagement and academic success.

School context

Woniara Road School is a NSW government school for specific purposes located in the Hurstville area. The school enrolls secondary-aged students from the Sydney area and caters directly for students diagnosed with an internalising emotional disorder and/or mental health issues.

Woniara Road School is a diverse learning environment that values and develops each student's strengths, unique talents, and academic potential. The school's focus is a strategic and planned approach to support each student's cognitive, emotional, social and wellbeing needs, by providing educational experiences and opportunities combined with wellbeing management that develop students' social skills, independence, personal worth, and responsibility.

The school works in consultation with parents, carers, mental health professionals, community supports, and the students themselves to develop personalised learning plans that address all students' unique academic, social, and emotional needs. The majority of students access a mainstream curriculum via Sydney Distance Education High School. This curriculum is supported by an extensive collection of in-school programs that support learning and increase students' independence, social skills and anxiety management skills.

It is Woniara Road School's objective to provide each student with an educational pathway leading to the attainment of an academic and/or vocational accreditation.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, our school achievements, and the next steps to be taken. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practices across the three domains of Learning, Teaching, and Leading.

This year, our school undertook self-assessment using the elements of the School Excellence Framework to chart our progress towards meeting the improvements identified in our three year school plan. The fourteen elements of the School Excellence Framework provided a clear description of quality practices against which to assess our own processes and practices. To start the self-assessment process, the executive team mapped out the school plan, strategic directions, and milestones achieved for 2016 using the framework. At the end of the year, during staff development days, all staff were shown this map, as well as the school's 2015 self-assessment, and asked to assess where on the continuum they felt the school was achieving for each of the fourteen elements. From the results, discussions were held about which elements had shifted from the previous year's self-assessment and why they had shifted. Furthermore, we identified which elements would be our priorities for further improvement. Finally, discussions were held about potential programs, practices and initiatives that could be implemented to bring about such improvements.

In the domain of Learning, our primary focus was (and remains) excelling in the domain of Wellbeing. This will always be paramount, given the critical needs of our student cohort in this domain. To remain on the cutting edge of mental health practices while maintaining our nurturing, respectful and highly supportive school environment is the foundation on which all other improvements in our school are built.

One of the improvements identified in the self-assessment process was Learning Culture, which had shifted from Delivering in 2015 to Sustaining and Growing in 2016. The school has embedded many practices throughout 2016 to accomplish this. Some examples of those practices include content delivered during morning assemblies dedicated to learning processes and study habits, the organising of visits by ex-students who are now at university so they can share their experiences and study tips while also modelling that university entrance is possible from a School for Specific Purposes, and increased opportunities for both student and staff reflection on learning during formal student consultation in the process of creating and updating Individual Education Plans.

In the domain of Teaching, Data Skills and Use was identified as a key area of need within the school at the end of 2015. In particular, the need for valid, informative internal measures was identified. External measures such as HSC and NAPLAN results and the 'Tell them from Me' survey were proving to be of limited use, as the low student population of the school means it rarely meets reporting thresholds, and a majority of students are enrolled after milestone assessment periods (e.g., NAPLAN) have passed, resulting in a lack of continuity in assessment data and, consequently, no baseline from which to compare students' current level of achievement.

As a result, the school initiated its own process of data collection in the form of student feedback at the conclusion of engagement program sessions. The school also established a formal mid-term reflection period for students which also generated informative data from the students' perspective. Consequently, the school saw improvement in this element throughout 2016. Preliminary analysis of the data collected is already informing individual and whole-school planning. The school plans to develop these processes even further and achieve Sustaining and Growing in this element by having the school leadership team engage the whole school community in this data collection process.

The third domain of the School Excellence Framework is Leadership, and in 2016 the school assessed itself to have shifted from Delivering to Sustaining and Growing in this domain. The relieving executives, who were growing more experienced in their roles, were able to establish themselves in the wider community and build stronger links with community partners. Additionally, they presented at conferences and were acknowledged by multiple sources as being innovators in supporting wellbeing in schools. Furthermore, teachers and support staff were empowered through purposeful leadership roles within our engagement programs, and after being trained, were entrusted with the expansion of our data collection processes and given greater responsibilities in providing feedback to our stakeholders.

The key elements in the School Excellence Framework identified as priorities for 2017 are Student Performance Measures in Learning and Data Skills and Use in Teaching. The achievements and future goals are outlined this report. Our self-assessment process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

Promoting Improved Student Learning and Engagement

Purpose

To improve student outcomes by actively engaging them in meaningful, collaborative, personalised and future-focused learning experiences within a framework of high expectation and wellbeing supports, and as a result, improving student engagement, literacy, numeracy, creativity and technological skills, enabling them to be empowered 21st century citizens who are freely able to access future opportunities.

Overall summary of progress

The school sought to develop specific processes targeting areas identified in the school plan which enable improvement in achievement measures.

The process of 'student-identified goals' in individual learning plans was established so that student investment in, and accountability and responsibility for their ongoing learning was increased. Additionally, the process of personal mid-term reflections was instituted. The school has since seen an increase in the number of students involved in both the target-setting and assessment phase of individual learning plans.

Flexible learning spaces were rolled out in one class in 2015. This was expanded to all classes during 2016, in recognition of the need for more flexible spaces where creative and collaborative learning experiences can take place. Organisational structures continue to be altered to enable this integrated approach to quality teaching, curriculum planning and delivery. This includes the initiation of whole-school morning assemblies and increased team teaching.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All students to improve their percentage of achieving targets in accordance with their individual learning plans, by a minimum of 10%.	<ul style="list-style-type: none">Increased numbers of students with self-identified goals who are self-assessing in the semester IEP process.An increase in percentage of targets achieved by these students across academic, social and wellbeing targets.	Global Funding
All students to increase their percentage of achieving sound or above in English, Maths and Science on their half yearly and annual school reports by at least 10%.	<ul style="list-style-type: none">The establishment of flexible learning spaces throughout all classes within the school.67% of students who completed English assessment tasks in Year 10 scored sound or above in yearly school reports.57% of students who completed English assessment tasks in Year 12 scored sound or above in yearly school reports.	Global Funding Flexible Wellbeing Services
To increase the engagement and attainment of students in all external testing (NAPLAN, ROSA and HSC) from the last 3 year cycle by an average of 10%.	<ul style="list-style-type: none">Higher number of students completing the HSC in a one-year time frame.The number of students achieving both a HSC and an ATAR increased significantly from 2015.The number of students completing VET-based HSC courses increased from 2015.	Global Funding HSC VET

Next Steps

- Implementation of Stage 6 tutorials in more popular Stage 6 electives to allow for increased opportunities for group work and robust discussion to augment the Sydney Distance Education High School provision.
- Creation and implementation of a PBL Stage 5 elective to further engage Stage 5 students.
- Continued expansion into online learning, with all Stage 4 subjects to have at least one online unit.
- Establishment of a 21st century learning space to support implementation of the STEMS program.

Strategic Direction 2

Promoting Improved Quality Teaching and Learning

Purpose

To build staff quality teaching and learning capacity through focused professional learning that creates a culture where every staff member is prepared for leadership and 21st century learning. Staff are engaged in ongoing, evidenced based, future focused learning and practices, via individual, shared and whole school learning experiences, leading to a stronger capacity to improved quality teaching outcomes and meet the diverse academic, social, transitional and mental health needs of all students.

Overall summary of progress

Specific focus areas in 2016 to meet this strategic direction required consolidation from the previous year. These areas of focus were: more engaging curriculum implementation, increased team teaching and classroom observations, and more descriptive student performance measures. Professional learning courses as well as visits to both mainstream and SSP settings helped build staff capacity in these areas. A school intranet was established in 2015 to share information, insights and resources, which continues to shift the professional learning culture of the school. The combining of all classes and classroom observations from peers allowed for greater collaboration and the sharing of expertise. Increased teacher roles in the complex case management process and greater connections beyond the executive with community supports including youth workers and psychologists also saw an increased capacity of the classroom teachers in managing the complex individual plans of our students.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
A culture of ongoing, collaborative professional learning and improvement that is valued and committed to enhancing student engagement and outcomes.	<ul style="list-style-type: none">• Increased capacity of the classroom teachers in managing the complex individual plans of our students.• Increased numbers of staff leading therapeutic engagement programs within the school.	Teacher Professional Learning
A teaching staff who meet more than 90% of their professional learning plans goals that explicitly target developing teacher capacity to meet diverse learning needs and 21st century learning expectations.	<ul style="list-style-type: none">• Completion of targeted professional learning and identified through the PDP process. Increased visits to other settings and expanding of network of support.• Increased classroom observations by both executive and teaching peers.	Teacher Professional Learning
All teaching and learning adjustments are well developed and evidence based, drawing on student feedback and data in identifying and addressing individual student needs, and explicitly stated in Individual Learning Plans.	<ul style="list-style-type: none">• Consolidation of online staff intranet page to share information, insights and resources.• Whole staff inclusion in the School Excellence Framework Self-Assessment process.	Teacher Professional Learning

Next Steps

- The establishment of tutorial lessons for Stage 6 group lessons comprising modified Sydney Distance Education High School curriculum for group instruction. Group lessons will be recorded and reviewed when appropriate, allowing teachers the opportunity to self-critique their teaching practices.
- Whole-school professional learning on John Hattie's 'visible learning' and the seven themes from the 'Unpacking What Works Best' professional learning package.
- Establishment of an AP network among other ED/BD schools.

Strategic Direction 3

Promoting Positive Pathways

Purpose

To enhance students' learning experiences and opportunities that result in the development of independence, personal management and wellbeing skills to improve confidence and engagement with transition, while working collaboratively with the wider school community so that every student has access to and will be actively engaged in a positive future-focused pathway within a framework of support and high expectations.

Overall summary of progress

The school runs numerous evidence-based therapeutic and engagement programs in conjunction with our curriculum provision. In 2016, the school sought more extensive student feedback using the mid-term reflection process. Attendance data and anecdotal reports continue to show evidence for their utility.

The opening of the 'Wellbeing Space', where students can take time out and improve their mood by using self-management strategies, took place in term one of 2016. The space integrates technological resources and provides a range of online anxiety management tools, self-reflecting mood tracking and connections to professionally endorsed online mental health resources..

The school also instituted a voluntary, technology-free recess with structured activities once a week as a means to equip students with the skills to negotiate our increasingly technology-dependent society, as well as to the confidence to establish and maintain social connections.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Increase the percentage of students meeting or exceeding IEP targets in relation to attendance, wellbeing and transition. With a focus on improving student safety, access to supports and personal anxiety management and health care.	<ul style="list-style-type: none">Increased numbers of students with self-identified goals who are self-assessing in the semester IEP process.	Socio-economic funding.
Improved data collection and analysis of wellbeing/engagement programs so that <i>all</i> are well developed and evidence based, drawing on student feedback and data in identifying and addressing individual student needs.	<ul style="list-style-type: none">Increased opportunities for student participation and feedback in school processes through the expansion of the SRC and the establishment of mid term reflections.Data obtained for 12 months on two engagement programs and a model for data collection on all engagement programs for 2017 established.	Socio-economic funding Flexible Wellbeing Services
Increase the percentage of students who are actively engaged with a wide range of external supports (e.g mental health, job support agencies, disability support) across the school.	<ul style="list-style-type: none">Increased numbers of students with external mental health supports.Increased numbers of students in paid part-time employment.	Socio-economic funding Flexible Wellbeing Services

Next Steps

- Improved data collection on all engagement programs to obtain consistent and reliable indicators.
- Reconfiguration of all existing classrooms in line with current research to ensure the provision of wellbeing spaces to accommodate mental health needs of our student population.

Key Initiatives	Impact achieved this year	Resources (annual)
<p>Socio-economic background</p>	<p>Strategic Direction 3</p> <p>–Additional resources for work placements (uniforms, boots, tools etc) and extra staffing support. Increased number of students from low SES background successfully completing VET work placements, achieving vocational certification and funding part-time employment.</p> <p>–Fundraising to provide financial assistance so that low SES students can attend annual school camp. Feedback from teachers and parents state a greater sense of connectedness and self-efficacy following camp participation.</p>	<p>\$4,112</p>

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	18	24	20	16
Girls	15	17	22	24

Woniara Road School has the capacity for 42 students. To be eligible to enrol, students must have a current emotional disturbance classification. Students enrolled may present with a variety of internalising, anxiety-based behaviours and mental health issues. Often, the students may experience difficulties with school attendance and engagement.

The length of enrolment is based on regular appraisals of the student's individual emotional needs and abilities.

Management of non-attendance

Woniara Road School considers daily attendance a priority and actively works in collaboration with parents, carers, community supports, and students to meet attendance targets. The average school attendance of students was 63% for the entire year.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment		15	10
Employment		15	20
TAFE entry	8		35
University Entry			10
Other			25
Unknown			

In 2017, the school will retain the majority of the Year 10 and 11 students, with all students aiming to complete either the Higher School Certificate or a vocational certification. The table indicates the post-school destinations of those students who transitioned during the year. All students at Woniara Road School are provided with intensive support during any transitional phase and the school has a dedicated vocational support program headed by a teacher employed by TAFE in the past and is highly knowledgeable about TAFE and vocational options.

Year 12 vocational or trade training

In 2016, 73% of Year 12 students undertook a TVET or VET-based course. These included: Retail Services, Hospitality, Business Services and Animal Services. All students attained either a Certificate I or II in their VET and TVET courses.

Year 12 attaining HSC or equivalent

In 2016, 90% of the students attained an HSC or vocational educational qualification. 66% gained a full HSC with a further 20% expected to complete a pathways program in 2017.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	4
Classroom Teacher(s)	4.5
Teacher Librarian	0.2
School Administration & Support Staff	7.82
Other Positions	0

*Full Time Equivalent

The school does not currently employ any Indigenous staff, but works closely with Regional Aboriginal Consultants to assist our Indigenous students.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	30

Professional learning and teacher accreditation

In accordance with our school plan, we continued to increase our participation in professional learning. In 2016, the key areas addressed by professional learning were learning and engagement through technology, promoting positive pathways and student welfare.

All staff participated in professional learning about promoting positive pathways, which included targeted learning about managing self-harm and personality disorders. In Terms 3 & 4, the executive and administrative staff took part in extensive training in the Learning and Management Business Reform (LMBR), which went live in our school in Week 2 of term 4. Three teachers are New Scheme Teachers who are accredited at proficient level and are maintaining that accreditation. One of these completed their 5 year cycle of maintenance at the end of 2016.

To build and sustain teachers' capacity to achieve key school priorities, professional development and training was interwoven into daily practice and staff development days. This included guest presenters, collaborations with St George Child and Adolescent Mental Health Services (CAMHS), St George Youth Services and working in partnership with Sydney Distance Education High School.

Additional professional learning and development included weekly staff meetings, presentations and resource acquisition, the expansion of a staff intranet to share articles and resources, participation in a range of external training events such as conferences like the Generation Next Conference on Mental Health and Wellbeing, the SEPLA (Special Education Principal's and Leaders) conference and the DEC's Inspire, Innovate conference..

Specific courses undertaken by single staff as part of the school plan included:

- Mental Health First Aid
- Personalised Learning in Educational Leadership

The school also continued its participation in professional development within our community of schools. To this end, we all met regularly to share information and improve professional learning opportunities for staff to support student outcomes.

Staff meetings continued to provide professional learning for mandatory training including child protection, anaphylaxis management, and emergency care, as well as the Board of Studies requirements and information.

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2015 to 31 December 2016).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

As our last Annual Financial Statement was produced in October rather than December owing to the early rollover to LMBR, and the new SAP report categories do not directly correspond to the old OASIS report categories, we have included only the data from our 2016 Annual Financial Statement.

Income	\$
Balance brought forward	254 151.52
Global funds	124 929.17
Tied funds	124 914.36
School & community sources	14 077.10
Interest	4 822.36
Trust receipts	775.00
Canteen	0.00
Total income	523 669.51
Expenditure	
Teaching & learning	
Key learning areas	15 558.09
Excursions	985.99
Extracurricular dissections	4 354.79
Library	0.00
Training & development	236.96
Tied funds	29 710.49
Short term relief	3 039.42
Administration & office	22 488.87
School-operated canteen	0.00
Utilities	16 621.73
Maintenance	11 156.55
Trust accounts	2 875.00
Capital programs	0.00
Total expenditure	107 027.89
Balance carried forward	416 641.62

The information provided in the financial summary includes reporting from 1 December 2015 to 12th October 2016.

	2016 Actual (\$)
Opening Balance	0.00
Revenue	432 129.32
(2a) Appropriation	427 297.91
(2b) Sale of Goods and Services	1 530.00
(2c) Grants and Contributions	2 890.75
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	410.66
Expenses	-67 197.13
Recurrent Expenses	-67 197.13
(3a) Employee Related	-14 036.74
(3b) Operating Expenses	-53 160.39
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	364 932.19
Balance Carried Forward	364 932.19

There is no opening balance recorded in the SAP finance table. The opening balance for the school for this reporting period is recorded as the Balance Brought Forward in the OASIS table.

The OASIS Balance carried forward amount (ie, funds on date of migration) is included in the (2a) Appropriation amount in the SAP table.

Any differences between the OASIS Balance carried forward and (2a) Appropriation amount is the result of other accounts and transactions being included in the (2a) Appropriation amount.

The school's budget is determined by need with areas of expenditure being identified through the school's management plan. School targets are set and budgets are allocated to ensure that these targets are well resourced. Action plans are devised to provide structure for the implementation of strategies to achieve school targets. Monies are allocated to pay for utilities, administrative programs, capital programs and extra-curricular activities. The Principal co-ordinates the management plan and the related school budget in conjunction with the staff. The budget is closely monitored through reports generated from the OASIS/SAP finance systems. Members of the administrative staff are responsible for the day-to-day accounting procedures. The final responsibility for accountability rests with the Principal.

There are significant upgrades to school facilities and

learning spaces planned for 2017–18 to accommodate increased student and staff numbers and to create a 21st century learning environment. As part of our education management plan, the school will be investing in:

- A 21st century STEMS Room
- A restructure of our Wellbeing Space
- The relocation and upgrade of our Art Room
- The creation of an Outdoor Learning Area
- Upgrades to our Sporting Facility

	2016 Actual (\$)
Base Total	372 290.66
Base Per Capita	4 013.90
Base Location	0.00
Other Base	368 276.76
Equity Total	4 227.15
Equity Aboriginal	1 072.42
Equity Socio economic	3 154.73
Equity Language	0.00
Equity Disability	0.00
Targeted Total	1 089 549.36
Other Total	260 824.26
Grand Total	1 726 891.43

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

School-based assessment

Literacy Achievements

In addition to the HSC and NAPLAN results, particular achievements of the students in their individual literacy plans included:

- 67% of students who completed English assessment tasks in Year 10 scored sound or above in yearly school reports..
- 57% of students who completed English assessment tasks in Year 12 scored sound or above in yearly school reports.

Numeracy Achievements

In addition to the HSC and NAPLAN results, particular achievements of the students in their individual numeracy plans included:

- 67% of students who completed Mathematics assessment tasks in Year 10 scored sound or above in yearly school reports.

Achievements in the PAT Maths assessment included:

- 92% of students showed improvement in their scores in the post-test compared to the pre-test.
- 15% of students are within the highest stanine descriptors.
- 31% of students are working at or above the "above average" stanine descriptor 9.
- 92% of students are within the "average" stanine descriptors of 4, 5, or 6.

NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understanding demonstrated in these assessments.

In 2016, the school had a very small cohort of Year 9 students eligible for NAPLAN assessment. Additionally, as students typically enrol in Woniora Road School after having completed Year 7, limited data was available to identify achievement growth from Year 7 to Year 9. However, listed below is specific data for Year 9 students that was available to the school.

Literacy

Narrative Writing:

- 100% of eligible students attempted the assessment and achieved Band 4 or above on the achievement scale.
- 66.7% of these students performed above the national average with a Band 7 on the achievement scale.

Language Conventions (Spelling):

- 100% of eligible students attempted the assessment and achieved Band 6 or above on the achievement scale.
- 66.7% of these students performed above the national average with a Band 8 and 10 on the achievement scale.

Language Conventions (Grammar & Punctuation):

- 100% of eligible students attempted the assessment and achieved Band 5 or above on the achievement scale.
- 33.3% of these students performed above the national average with a Band 8 on the achievement scale.

Reading:

- 33.3% of eligible students attempted the assessment and 100% of these students performed above the national average with a Band 9 on the achievement scale.

Numeracy

Date, Measurement, Space and Geometry:

- 100% of eligible students who attempted the assessment achieved Band 7 or above on the achievement scale. 50% achieved the national average of Band 8.

Number, Patterns and Algebra:

- 100% of eligible students who attempted the assessment achieved Band 8 or above on the achievement scale.

HSC

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).

- 57% of students achieved Band 3 or above in all their subjects.
- 90% of students improved their examination mark from their assessment mark in all of their subjects.
- The number of students achieving both the HSC and an ATAR increased significantly from 2015.
- The number of students completing VET-based HSC courses increased from 2015.

Parent/caregiver, student, teacher satisfaction

The response from a parent of one of our graduating students:

We discovered Woniora Road School after my child suffered the trauma of repeated failure and the loss of hope. As soon as we entered the leafy grounds and the warm atmosphere of the well-maintained main building, we felt comfort. We were welcomed on our tour around the bright and cosy spaces, where small groups of students gather with teachers who support them to achieve their individual goals. The overall vibe is authentically upbeat and positive. If a student is having a bad day, there are spaces to take time out, where they may still feel comfortable and still be present at school, without judgment from staff or students.

At Woniora Road School, students are well known to all staff and get to form bonds over shared interests and activities, which are many and varied. In this way, they get to experience what life can be like in the community outside of school. This community engagement within and outside the school is treated with equal value as the educational content. The school carefully prepares students for life beyond school. From the friendly basketball games at lunchtime, to the fun, small group activities, including yoga, radio, volunteering, and the sharing of food prepared by students in the school kitchen, there are numerous ways for students to get involved and feel connected. All of this serves to rebuild each student's self-confidence and motivation, allowing them to flourish.

The respectful approach really worked for my child who had stopped participating at other schools. Unlike other special schools, Woniora Road School's focus is not getting the students back to the mainstream, unless that is the individual student's goal. This removal of pressure from the outset was needed in our case. My child quickly felt comfortable and no longer stressed to be at school, and looked forward to the routine that Woniora Road School offered.

The keenness of staff and their preparedness to go above and beyond to reach out to students in whatever way was needed, (especially individuals who have previously felt isolated or in need), sets Woniora Road School apart from most. The school counsellor, teachers and administration staff all worked with my daughter to allow her to thrive and acknowledge her successes. They encouraged her and supported her while they challenged her, and as a result, she regained her sense of competency and broadened her sense of what was possible for her to achieve.

Woniora Road School could really be a model that all schools could learn from. I believe that if regular schools were more like Woniora Road School, there would be far more students enjoying their time at school, engaged with their learning, and prepared for life after school. Our sincere thanks to all staff at Woniora Road School!

Joanna

The response from one of our graduating students:

My experience at Woniora Road School has shaped a huge part of who I am today. I was so lucky to have come across such a wonderful school. It served as a place of care, compassion and respect, ultimately restoring my faith in the belief that I can enjoy going to school. This is a credit to the incredible staff who went above and beyond to help me through the completion of my schooling, with the joys and hardships that it entailed.

They were always there to assist in any way they possibly could. There is such an indescribable amount of innate care and understanding they all had for me, making daily school life so much better. The school also paid so much attention to making the students feel comfortable and happy.

The inclusion of the Wellbeing Space in early 2016 made it so that the students had an area to relax and offload from the stresses school can issue. Daily basketball games, yoga sessions and music therapy were also such assets in making school such a positive, happy place to be.

Completing the HSC in 2016 at Woniora Road School had its challenges as any HSC experience would, but thanks to the outstanding staff, students and environment, I was able to enjoy my final year of school. I leave with the knowledge that school can be a place of positivity and happiness.

Olivia

Policy requirements

Aboriginal education

In 2016, the school continued to implement the Aboriginal Education and Training Policy and the Aboriginal and Torres Strait Islander Education Action Plan. The school increased its commitment to embedding these policies into daily practice and promoting a greater understanding and positive appreciation of Aboriginal culture and history.

This included regular training to familiarise staff with existing policies and procedures, as well as the assessment of our current practices with respect to supporting and improving outcomes for Aboriginal students. This has resulted in developing new plans and strategies to improve the implementation of personalised learning plans and community consultation.

As part of the school Education Action Plan, the school targeted engagement and connections to school and community as well as attendance and pathways to post-school options.

Multicultural and anti-racism education

Multicultural education is embedded throughout the school's teaching and learning programs. With the implementation of quality teaching practices, our learning programs are culturally inclusive and address issues such as racism and discrimination. The learning programs include topics and experiences that are significant and relevant to our students to increase engagement and connectedness to education and the community.

In addition to the implementation of multicultural perspectives in the curriculum, the school participated in several extracurricular activities designed to foster an understanding of and respect for cultural difference. These included participation in Harmony Day, Social Justice Day, Amnesty Day, and Community Youth Networks.

The school has an Anti-Racism Contact Officer as well as strict policies regarding discrimination and bullying. Wherever possible, staff and students are encouraged to be aware and accepting of all cultures and people. The school aims to foster tolerance and acceptance in a racism-free learning environment.

Other school programs

Vocational Educational Achievements

Woniora Road School places a high importance on preparing students for future employment and community participation, and encourages students to participate in TAFE-based vocational education courses as well as on-site programs. In 2016, Woniora Road School students achieved several successful vocational education results outcomes. The significant achievements in vocational education included:

- 80% of Year 12 students enrolling in TAFE or VET courses.
- 90% of exiting Year 12 students transitioning successfully into university, TAFE, full-time employment, or supported employment.
- 60% of senior students completing either a Certificate I or II in Retail, Hospitality, or Business Services.
- All eligible senior students obtaining a First Aid qualification.
- All eligible students completing work experience placements in a variety of occupations, including animal care, retail, hospitality, horticulture, sound recording, sports coaching, information technology, and administrative management. Throughout 2016, a total of 11 students have obtained casual part-time employment, which is a significant increase from the previous year.

Sporting and Healthy Lifestyles Program

The school conducts a weekly health and fitness program that includes visits to the school by a personal trainer. Students engage in a wide range of exercises

and activities on the playground and our gymnasium. The focus of the program is not only on healthy lifestyles, but aims to promote student well-being, attendance and engagement. In 2016, student participation rates have risen from 9.5% to 21% over a 3 month period. The fitness program also assists students to develop strategies to manage their own mental health issues, explore healthy lifestyle choices and build exercise habits.

As part of the fitness program, many of the students participate in daily basketball games at both recess and lunch. The school also participates in an interschool match against Centennial Park School once a term, and conducts its own 3 on 3 tournament at the end of each term, further reinforcing fitness, social skills, and team participation.

In Term 4 2016, the school initiated the 'Look Up' program, which is designed to decrease digital device dependency, and increase student participation in physical activities. Device dependency is a relatively new phenomenon, and the school has invested in initiatives to reduce digital dependency and support peer interaction. More than 75% of students participated each week despite the program being voluntary.

Music Therapy Program

Woniora Road School conducts a music therapy program once a week where students can engage in either individual or group sessions. Based on the successful results of a PhD research project conducted at Woniora Road School by Macquarie University, the program was expanded in 2016 to include an additional music therapist.

The participants in the music therapy program collaborated with the art therapy program to produce installations that were selected for inclusion in an exhibition at the Museum of Contemporary Art.

The results of the program were evident not only in the development of students' musical ability, but students have also reported increased levels of confidence, peer interaction, and engagement. This increase in confidence and engagement has also been demonstrated by students performing for the first time on stage at school functions including the end of year formal.

National Student Welfare (Chaplaincy)

Under the National Chaplaincy Program, the school employs a social worker from St George Youth Services to support the school's wellbeing, transition, and engagement programs. Some of the key highlights of this partnership included:

- An increased engagement from students in the individual support sessions offered by the youth worker. This increased engagement has led to a greater number of students and families accessing external mental health services.
- The development and implementation of a series of research-informed workshops on issues such

as body image and eating disorders, and health and nutrition. The workshops included practical activities, guest speakers, individual planning booklets, and group discussions. All participants in the workshops reported an improved understanding of these issues and also their ability to employ strategies which promote self-esteem and healthy choices.

Visual Arts

The 2016 visual arts program offered students a wide variety of artistic experiences, to engage students, and enable them to develop their self-awareness and enhance their emotional intelligence. In conjunction with the curriculum outcomes, the focus of the visual arts program in 2016 was to empower students to identify their personal learning goals, and discover wellbeing management strategies. Some of the key highlights of this program included:

- Participation in the World's Biggest Classroom Project, which culminated in our students' artwork being exhibited at Sydney Olympic Park.
- A partnership with Shopfront Arts Co-op where student artwork was exhibited at the Museum of Contemporary Art as part of the 'Inside//Outside: youth identity in a brave new world' exhibition.
- The Global meets Local Art Project, where students collaborated to produce a mural that was exhibited at Seaview Gallery as part of the "Junk to Genius" schools art exhibition.
- The launch of the Woniora Road School Art Gallery and Blog, giving students a digital platform to showcase their creative achievements.

Mindfulness Meditation

In 2016, mindfulness meditation was introduced as a weekly practice to Woniora Road School students and staff during morning assemblies. The weekly practice consists of short guided breathing sessions using modern meditation programs. This school program provides students and staff with the tools to understand how to cope with emotions and feelings in a world that can be overwhelming and chaotic, while addressing a range of issues from stress management to relationship building. Most importantly, students are encouraged to explore the potential benefits of using self-directed meditation programs to manage their stress and anxiety levels outside of the scheduled sessions. Participation is voluntary and students are invited to partake in the weekly morning meditation, offering a sense of calm, clarity and contentment.

In addition to the guided practice, students are presented with a variety of inspirational and informative video clips that reflect the relevance of mindfulness principles and practices as part of everyday life.