

ANNUAL REPORT 2016



WOODLEIGHschool
A SCHOOL *of* INDEPENDENT THOUGHT

1. Professional Engagement

1.1 Staff Attendance Rate

94.5 % This rate is very high given it includes long term absences.

1.2 Staff Retention

95.7 % This figure varies from year to year, but staffing is generally very stable.

1.3 Teacher Qualifications (2015)

First name	Surname	Qualifications
Mark	Adams	B Ed
Deb	Agar	B Ed
Peter	Aldenhoven	B.Ed (Hons - indigenous studies)
Ingrid	Austin	
Craig	Azzopardi	B Ed(Maths, Physics, Psychology)
Narelle	Barnes	B Ed Grad Dip Teaching, Grad Dip Language and Literacy
Emily	Bauer-Jones	
David	Baxter	B A Grad Dip Ed
John	Beckley	
Alison	Behrend	B Social Science (Psychology) G Dip Psychology, Grad Dip Teaching (Secondary) Masters of Educational and Developmental Psychology
Susan	Bennett	B of Teaching (primary) Diploma of Teaching (Primary)
Helen	Billett	B Ed (Arts) M Ed
Hayley	Blakiston	B Music, B Teaching
Rebecca	Bland	B Prim Teaching
Rachel	Boggan	B A of Arts Craft, B A Education
Gareth	Bolch	B A Grad Dip Ed Grad Dip Teaching Asian Languages Master of School Leadership
Gina	Bolch	B Sci Career Education and Development Workplace Training and Assessment Education Adolescent Health and Welfare
Debbie	Borley	B A (PE), B A (Geography)
Heather	Boundy	Trained Infant Teacher Certificate Graduate Diploma in School Librarianship Graduate Diploma in Civil Ceremonies Master of Education
Matthew	Boundy	B Ed (Primary)/Bachelor Arts (Music)
Josette	Bowden	B A Dip Ed
Bryn	Bowen	B A (Discrete Mathematics & Criminology) Graduate Diploma in Education (Mathematics)
Jeff	Box	
Graeme	Boykett	
Anne	Bridgeman	
Christina	Brown	B Sc Grad Dip Ed
David	Burton	B A (Hons) Politics Post Grad Cert of Ed Masters of School Leadership

Pia	Calder	B A Prof Cert M Ed - Content language integrated learningDip Ed
Gabrielle	Catan	Grad Dip Ed
Matthew	Chambers	B Teaching
Mark	Chapple	B Sc Cert Parent Education Leadership TrainingDip Ed, Grad Dip Comp
Rosemary	Cian	B Sci and B Special Education Grad Dip Ed
Charlie	Clarke	B Sc Grad Dip Ed
Sally	Cleary	B A Dip Ed
Liane	Clements	B Ed (primary) Diploma of Teaching (Primary) Masters of Special Education (Special Ed)
Troy	Cochrane	B Sci Cert 3 and 4 in FitnessGrad Dip Ed
Virginia	Collins-Levy	B Ed (Secondary)
Elspeth	Cooper	B A, B Teaching (Secondary) Certificate IV Workplace Assessment and TrainingHospitality and Tourism
Denise	Cox	B A Dip Ed, Grad Dip Gifted EdM Spec Ed, M Ed Guidance and Counselling
Susan	Crust	B A A. Mus. A., T. Mus. A. Spalding Level 1Grad Dip Ed
Jennifer	Curtin	B Bus Management Grad Dip of Teaching (Secondary)
Ben	Davenport	
Rod	Davies	Diploma of Education - Primary Graduate Diploma in Computer Education Masters of Education - Policy and Administration
Brett	Davies	B Ed
Paul	Davis	B Sci Grad Dip Ed
Andrea	De Jong	B Ed (Sec)
Justin	de Lacy	B Prim Ed Certificate IV Horticulture
Jenny	Donaldson	B A Grad Dip Ed
Nick	Donaldson	B Dramatic Art Grad Dip Secondary Ed
Jodie	Dunphy	B Ed (Dance & Phy Ed)
Wendy	Dwyer	B Music (Education) A.Mus A; L.Mus.A; A.T.C.L; L.T.C.L; F.T.C.L;
Janine	Everett	B Fine Arts (Painting) Grad Dip Ed Primary
Dianne	Fabianic	B Ed Masters of Ed
Sarah	Fleming	
Susan	Fletcher	B A Grad Dip Ed (Primary)
Sharna	Franks	BA/BEd (Sec)
Steve	Fraser	B Sc (Hons) IT Systems Engineering, Dip Ed
Lorraine	Gall	Dip Teaching
Aviv	Gerszonovicz	
Emma	Gill	
Tracey	Glen	B Ed Grad Dip Ed Admin
Katherine	Gordon	B Ed Primary
Sarah	Gow	BA Hons Primary Education Masters of Special Education
Merilyn	Green	Dip KTC (Early Childhood), A Mus A
Kristen	Guthrie	B Ed Graduate Diploma Communication Design (Grad Dip. Design)
Kate	Hadley	B A (International Studies) Dip Ed Master Ed (Educational Management)
Joy	Harris	

Anita	Harris	B Visual Communication (Graphic Design) Art TherapyGraduate Diploma of Education (Primary) Edith Cowan University, W.A.
Nick	Harrison	B A (Outdoor Ed) Dip Ed
Melinda	Hart	
Deborah	Haskell	
Andrew	Hicks	B A (Media) Dip Ed (Primary)
Bill	Higgins	B Ed(post primary PE 7 - 12 Science 7 - 10)
Cathy	Holt	B Ed.(Sec)
Sophie	Hosking	B A Dip Ed (Primary)
Toni	Hutton	B Sci Certificate IV: Community Services (Mental Health), Applied Behavioural Analysis TherapistGrad Dip Ed
Laurent	Julicher	B A Graduate Certificate of Adolescent CounselingGraduate Diploma of Education Graduate Diploma of Teaching Asian Languages
Jeanette	Kaindel	B Fine Arts, B Teaching
Brenda	Karnowski	Spalding Levels 1 & 2Dip Teaching
Craig	Kenner	B Ed
Debs	Kesterson	B A
Andrea	Khoza	
Justine	Koziell	B Ed
Su	Lampe	B Sc Grad Dip Ed M. Ed. St.
Alphonse	Landman	B Eng (Mech) Grad Dip Ed
Veronique	Lapierre	
Nigel	Lawler	B.A. (Hons) Grad Dip Ed
Sophie	Lea	B Ed Grad Cert. Wholistic Counselling M A (COUNSELLING)
Sam	Lewis	Bachelor of education/physical education- majored in Health P.E and Outdoor Education. (Double degree)
Monica	Ley	B A Psychology and Criminology Dip Teaching
Lisa	Macdonald	BA Ceramic Design, BA Primary and Secondary Teaching
Cameron	Macindoe	B Sci Graduate Diploma of Education
Heather	MacLachlan	B Early Childhood
Kate	Marino	B A, B Teach
Noeleen	Martin	
Danielle	McDonald	B Sci/B Ed
Gayle	McGaw	Spalding Level 1Dip Teaching Primary
Alistair	McInnery-McRae	B Ed Grad Dip Outdoor Ed
Ian	Mills	B A Education, Maths Education
Briony	Morgan	Bachelor of Education (K-12) PE and Health Postgraduate Diploma in Educational Studies- Disabilities and Impairments
Yair	Neumann	B Computer Science (Comp. Sci., Mathematics, Philosophy) Grad Dip Ed (Maths IT)
Glenn	Ogier	B Ed (Sci)
Ruth	Ogier	B A Dip Ed
Gabby	O'Loghlen	B Sci Diploma of Education
Christian	O'Toole	B A (Hons) Graduate Diploma of Education
Elizabeth	Paliza	B Applied Sci/ B Teaching
Prue	Patterson	B A Certificate IV in Teaching English to Speakers of Other Languages: TESOL 2010Grad Dip Ed

Melissa	Pavic	
Michael	Paxino	B Sport and Outdoor Recreation/ Education
Andrew	Peach	B Ed/Phys Ed Outdoor Ed Education
Nicholas	Pearce	B Music Grad Dip Ed
Lance	Pilgrim	B Sci Ed, Grad Dip Outdoor Ed, GradDipInfo/Tech
Michelle	Pitcher	B A Dip Ed (Secondary)
Marney	Pope	B Music in Education, B Music Performance
Sophie	Powell	B A/B Ed Spalding
David	Quin	Certificate A S.C.V BurwoodDip Teaching Primary
Sally	Rawlings	B. Ed. Grad Dip Ed
Jennifer	Redman	B A, B Ed (secondary)
Suzanne	Ribet	Dip Teaching (Primary) Grad Dip Music Masters Music
Leonie	Riordan	B Music LTCL in Performance, Dip ABRSM in Performance, Kodaly Teacher Accreditation (Lvl 3 Primary), and Orff Schulwerk Accreditation (Lvl 3), Cert IV (Business)Grad Dip Ed M Music Studies
Tracy	Ritchie	B Ed Primary, BA Grap Dip Ed Early Childhood
Lisa	Rix	B Early Childhood Ed
Mark	Roden	B Ed Cert of Aquatic Leadership education and Practice CALEPGrad Dip Teaching Grad Dip Outdoor Ed
Geoff	Rogers	Trained Primary TC, Trained Art/Craft TCDip Art and Design
Stephanie	Rulli	B Ed Primary
Tom	Ryan	B A Grad Dip Ed
Carey	Saunders	B.A Hons Drama Grad Dip Ed Master of Education
Kathy	Sayce	B Ed - Primary Masters of Education - Gifted
Belinda	Schmidt	Double Degree in Sport and Outdoor Recreation and Education Certificate 3 in FitnessDiploma in Sports Development
Michael	Scott	B Music Grad Dip Ed
Judy	Seager	B Ed Dip Prim Teaching
Nicole	Shepard	B Teaching - Early Childhood Graduate Diploma- Specific Learning Difficulties
Gary	Simpson	B Ed (Environmental Science) Master's Qualifying (Environmental Planning) Master of Education Master of Arts (Science, Technology and Society) Doctor of Philosophy (Science Education)
Jo	Smart	B Ed (Primary) Diploma of Teaching (Primary)
Jennifer	Smith	B Ed Early Childhood
Karen	Somkiat	B A Cert III Animal Handling, Assoc Dip of App SciDip Ed
Michael	Stephens	B Commerce / Sci Grad Dip Ed
Ailsa	Stuart	B A DIPLOMA OF EDUCATION GRADUATE DIPLOMA OF STUDENT WELFARE
Dianne	Summers	B Ed (sec) Dip T (prim)Post Grad Dip Adol & Ch Psych M Psych (Ch & Ed)
Maree	Tavilla- Chynoweth	B A Grad Dip Ed
Phil	Thomas	B A (photography) Grad Dip Ed
David	Vaughan	B of Technology (Aviation) Graduate Diploma Education
Lisa	Wallace	
Jonathan	Walter	B A Dip Ed Masters of School Leadership
Birra-Li	Ward	B Fine Arts Dip Ed

Sarah	Watson	B Perf Arts Grad Dip Ed
Vivienne	Wearne	Dip Early Childhood, Grad Dip Ed Admin M School Leadership
Lucy	Wharington	B Ed
Gabby	Williams	B Ed (Primary) Dip T (prim)
Adam	Young	B Ed (Sec)
Cassandra	Zara	B Sci Master of Teaching

All teachers listed above also hold registration with the Victorian Institute of Teaching.

Woodleigh School annually places the professional learning of its staff as one of its highest priorities, with school development and staff development being seen as interdependent. It supports staff in a variety of professional development activities by providing a sizeable budget, covering staff where necessary, as well as providing time and expertise. In 2016, teachers from all three campuses participated in a wide range of professional learning organised by the School. These programs have covered a diverse range of interests, as well as allowing staff the freedom to explore new ideas via personal and professional learning projects. In 2016, there was a strategic focus on the development of a transdisciplinary skills framework and a whole school approach to assessment, with significant work also undertaken in relation to revised courses of study in senior secondary.

Beyond these compulsory Professional Development programs our teaching staff, have participated in a plethora of other seminars. These include, but are not limited to:

1. Courses, seminars and workshops conducted by subject associations such as The Mathematics Association of Victoria, VITTA, SLAV, STAV and many others.
2. Courses to maintain levels of professional accreditation in First Aid courses, Anaphylaxis Awareness, Surf Life Saving courses and Bus driving courses. All teachers now undertake either a Schools First Aid or Community Surf Life Saving Certificate as a minimum training requirement with regular refreshers of CPR.
3. A significant number of staff have also presented at professional conferences, contributed to subject reviews, and are examiners for VCE studies.

The total expenditure on professional learning at the school level was \$191,496. In addition, significant amounts of staff time are made available for staff professional learning. With groups of staff meeting after school on Mondays and Tuesdays, with additional Professional Learning Days at the end of the school year.

Victorian Institute of Teaching and Teacher Registration

At Woodleigh, all staff easily meet these expectations and many would complete much more than this minimum standard.

Section 2 – Key Student Outcomes

1. Student attendance

95.2% is the average attendance rate. This rate is very high and includes student absences for illness, including extended illnesses. School policies are in place to provide for students that are late to school and/or absent from school on any given day.

2. Proportions of Year 3, 5, 7 and 9 students meeting national reading, writing, spelling, grammar and punctuation and numeracy benchmarks - 2012

YEAR 3

Reading

100% of students were above the National Minimum Standard (75% were at or above Band 5)

Persuasive Writing

100% of students were above the National Minimum Standard (57% were at or above Band 5)

Spelling

90% of students were above the National Minimum Standard (38% were at or above Band 5)

10% of students were at the National Minimum Standard (These students had already been identified and a support program is in place)

Grammar and Punctuation

100% of students were above the National Minimum Standard (53% were at or above Band 5)

Numeracy

95% of students were above the National Minimum Standard (79% were at or above Band 5)

5% of students were at the National Minimum Standard (These students had already been identified and a support program is in place)

YEAR 5

Reading

93% of students were above the National Minimum Standard (85% were at or above Band 6)

7 % of students were at the National Minimum Standard (These students had already been identified and a support program is in place)

Persuasive Writing

100% of students were above the National Minimum Standard (82% were at or above Band 6)

Spelling

96% of students were above the National Minimum Standard (85% were at or above Band 6)

4 % of students were at the National Minimum Standard (These students had already been identified and a support program is in place)

Grammar and Punctuation

96% of students were above the National Minimum Standard (89% were at or above Band 6)

4% of students were at the National Minimum Standard (These students had already been identified and a support program is in place)

Numeracy

96% of students were above the National Minimum Standard (77% were at or above Band 6)

4 % of students were at the National Minimum Standard (These students had already been identified and a support program is in place)

Comment: Substantial numbers of students perform at levels well above the national literacy and numeracy benchmarks.

Changes in benchmark results from the previous year

Comment: There were significant increases in the percentage of students achieving national

benchmarks from 2012 to 2013. No students in Year 3 or 5 were assessed at below the national benchmark in any area assessed.

YEAR 7

Literacy 94% Numeracy 100%

There were 3 Year 7 students who did not achieve the Federal Literacy benchmark in Spelling with one of these students also not meeting the benchmark in Writing. There were 2 students who did not achieve the Federal Literacy benchmark in Grammar and Punctuation and one student who did not meet the benchmark in Reading. These students are identified as experiencing difficulties with their learning and receive additional literacy support.

There were no students under the Federal Numeracy benchmark.

Year 9

Literacy 92% Numeracy 98%

There were 6 Year 9 students who did not achieve the Federal Literacy benchmark in Writing with 2 of these students below the benchmark in Grammar and Punctuation and one of those 2 who was also below the benchmark in spelling. There were 2 students below the benchmark in Reading and one of those was below the benchmark in Grammar and Punctuation. These students are all identified as experiencing difficulties with their learning and receive additional literacy support.

Two Year 9 students did not achieve the Federal Numeracy benchmark and both receive additional numeracy support.

Comment: Substantial numbers of students in both Year 9 and 7 perform at levels well above the National Literacy and Numeracy benchmarks.

Changes in benchmark results from the previous year.

There were few changes in the number or percentage of students achieving national benchmarks from 2012 to 2013 apart from Writing for Year 9 and these students continue to receive literacy support.

3. VALUE ADDED

We assume that Woodleigh School parents are very clear about what it is Woodleigh School aims to do for its students, as we regularly address such matters at Enrolment Information Sessions, at parent functions, in our School profile, on our website and in our Newsletter. We also have a key document entitled “Our Vision, Aims, Key Principles and Values” which is the source document for all the above statements.

Woodleigh School aims to provide a balanced education: the best possible balance between academic achievement (at a level reflecting the student’s potential) and the acquisition of a range of important broad life skills. These life skills include independence, initiative, confidence, resilience, personal responsibility and problem solving skills. We also aim to prepare our students to grow into young adults, ready to face the challenges beyond school. We thus offer a very

diverse and rich co-curricular program. We also understand that the heart is the key to effective educational growth and thus we pay high priority to social and personal skills and to developing a supportive community. These are the main areas in which Woodleigh “adds value.” These elements are not easy to measure formally but are evidenced by various surveys of school climate and countless personal testimonies (more detailed information on Parent and Year 12 Student surveys follows in section 3).

With respect to academic performance, we regularly publish an analysis of our VCE results which shows that our students consistently perform well above the State average. Thus, while our focus is upon “added value” in a range of broad life skills, our academic results remain strong. Students from Woodleigh School regularly achieve recognition in national competitions and in the VCE “Seasons of Excellence” program. We are, however, equally proud of all results which represent solid achievement with respect to a student’s potential and we hope that students generally leave Woodleigh School with a positive sense of self worth and respect.

4. SENIOR SECONDARY OUTCOMES

The Principal provides a written analysis of VCE performances each year in the first and second newsletters of the year. See newsletter from late January 2013 for further details.

February Newsletter (a summary from the Principal)

VCE Results for 2013

We congratulate the class of 2013 on the outstanding contribution they have made to the community of Woodleigh School. The holistic education Woodleigh offers focuses on so much more than academic performance. This year’s results are testament to the contemporary education on offer at Woodleigh. Each of our students has undertaken a broad variety of learning experiences beyond the straight academic program and, as a consequence, leaves the school ready for life.

Dux of our School was shared last year by 2 students who each achieved an ATAR of 99.65.

We also celebrate the efforts of 4 other students who all achieved ATARs in excess of 99.

Overall the class of 2013 performed very well with a mean ATAR score of 80:

1. 8% of the cohort achieved an ATAR score over 99, placing them in the top 1% of the state
2. 19% of the cohort achieved ATAR scores of over 95, placing them in the top 5% of the state
3. 29% of our students achieved ATAR scores of 90 or more, and as a result were placed in the top 10% of the state
4. 51% of our students were placed in the top 20% of the state
5. 96% of our students were placed in the top 50% of the state
6. 18.18% of individual study scores were 40 or above

We also congratulate the student who received a perfect score of 50 in Outdoor and Environmental Studies and the student (Year 11 2013) who received a perfect score of 50 in Dance (VCE VETiS).

5. PROPORTION OF YEAR 9 STUDENTS RETAINED TO YEAR 12

87.33% of students undertaking Year 9 at Woodleigh in 2009 completed Year 12 in 2012.

6. POST-SCHOOL DESTINATIONS

We congratulate the class of 2016 on their excellent results in the VCE and of the 78 students who applied for a tertiary place, 78 (100%) received a first-round offer.

Post-school destinations

In summary, of the 78 students who applied for a tertiary place, 78 (100%) received a first- round offer, with 73 % receiving their first preference (up compared to 52% in 2015 and 58% in 2014), 15 % received their second preference, (compared with 23% 2015, 17% 2014 and 15% in 2013). 94% received either their first, second or third choice, an increase from 83% with the previous 2015 year. 100% of our students received an offer in one of their top 5 preferences, an increase from 94% in our 2015 data. 100% received a placement in the career area of their choice or a pathway leading to higher education.

Enrolled Year 12 students: 80
VTAC Applicants: 80 (100%)
Students with VTAC offers: 78 (98%)

Number of students with no VTAC Offer: 2 (2.5%)

Students who did not make payment for the VTAC system: 2 (2.5%)

Students with applications and offers beyond the VTAC system (Non-VTAC or Interstate applications):

- Two students registered with VTAC but didn't apply as they have secured Apprenticeships (Commercial Cookery and Furniture Making)

Total Tertiary Offers (VTAC and Non-VTAC): 78 (98%) of 80 applicants

Students who did not apply for any further study: 0 (0%)

Tertiary Destination by Tertiary Sector (Paid VTAC Applicants only):

- **University Only:**
68/78 or 87% a decrease from 95% (2015) compared with 75 % (2014) and 83 % (2013)
- **TAFE Only:**
6/78 or 8% and increase from 5% (2015) a significant change from 25% (2014) and 11% in (2013)
- **Independent Tertiary Colleges:** 4/78 or 5%

Preference Data:

	2016	(2015)	(2014)
First Round offers	100%	99%	100%
➤ First preference offered	73%	52%	58%
➤ Second preference offered	15%	23%	17%
➤ Third preference offered	5%	7%	6%
➤ Fourth Preference offered	4%	9%	8%

➤ Offered prefer 5-12	3%	9%	11%
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Tertiary Offers by Institution:

The following numbers indicate where students have been offered places;

Tertiary Sector

	2016	(2015)	(2014)
▪ Monash University	29%	27%	23%
▪ The University of Melbourne	12%	10%	7%
▪ Deakin University	9%	22%	7%
▪ RMIT Uni	10%	12%	14%
▪ La Trobe University	5%	7%	6%
▪ Swinburne Uni	15%	12%	5%
▪ Victoria Uni	1%	5%	3%
▪ ACU	1%	1%	3%
▪ SAE	3%		
▪ Australian Academy of Design	1%		
▪ Collarts	1%		

VET Sector

	2016	(2015)	(2014)
▪ Chisholm TAFE	0%	2%	6%
▪ Box Hill TAFE	0%	1%	1%
▪ RMIT TAFE	5%		
▪ Holmesglen	5%		
▪ Bendigo TAFE	1%		
▪ William Angliss	1%		

For many years now 99-100% of applicants have received **offers** to enrol in an eclectic mix of courses. **This year 100% have received an offer in a course of the student's desired choice.**

This data is consistent with previous year trends indicating that the vast majority of Woodleigh students **apply** for tertiary study. However, we still have a number of students who want to complete programs in the VET sector as they have more of an interest in hands on related areas. This year we have seen students opt for programs in Agriculture, Hospitality and Building related areas – all skill shortage areas with strong future employment opportunities.

Our more vocationally oriented students often prefer the hands-on style of learning offered by TAFE and sometimes choose this option ahead of university even when they achieve high ATAR's. Many Universities and TAFE's have established partnerships with clear articulation processes in place. For some students, their plan is to articulate to a degree upon completion of a TAFE Diploma or Associate Degree, often receiving credit for their study time in the VET sector. Even with the changes under the Skills Reform Agenda, TAFE is generally a cheaper option for students and the choice of TAFE is driven by factors other than it being a good option for "lower ATAR scores". Also, for the students who opt for a Scoreless VCE program, choosing a VETIS qualification, as part of their VCE will often utilise the guarantee pathway program and continue onto further study options. Early identification of these students is important.

As a school, it is my belief that we need to be mindful of how we define success and how we celebrate achievements. Success is not simply a high ATAR. This year we have seen a greater increase in the number of Universities who are selecting students on a range of criteria such as folio, interviews and additional application forms providing information on community services. Given this, in addition to our academic program, we should consider devoting more time to

developing additional skills such as interview techniques, folio development and auditions. We also need to ensure that our senior students maintain their commitment to community service and balance their approach to their academic studies.

In the past few years there has been a rise in the popularity of deferment by our students. Students in the 2016 cohort have indicated a strong interest in continuing with this trend. Many students are keen to travel with some expressing an interest in volunteering. For others, taking a GAP year will provide them with time to evaluate options and look more closely at their skills and interests – indicating that they feel overwhelmed with the choices available and want to be sure that they are suited to their course.

Despite still applying for courses this year, many students have indicated that they will defer their place or enrol part time. Woodleigh's strong emphasis on Community Service through Broadening Horizons and Round Square programs is a driving factor and I expect this to increase again in the future as more students avail themselves of GAP year opportunities. Students have a greater awareness of Global opportunities and are confident and willing to embrace international opportunities. Changes to eligibility for Youth Allowance may act as a disincentive for some students though. Woodleigh parents continue to support deferment in the context of a well-reasoned long-term plan.

This year we continue to have an increase in the number of students wanting to study at interstate universities to increase the options available to them, particularly in the highly competitive areas such as Medicine, Law and International Relations. This year we have approximately 8 -12 students accepting places at Australian National University, a consistent increase from previous years. In this year's case, it is mostly our high ATAR performing students, opting to move interstate for flexible double degree programs which is unique to ANU. Monash and The University of Melbourne are where these students would have normally studied.

Again, in 2016, Monash was the most popular university for our students with 29% of students being made an offer, a slight increase from last year. Swinburne was our next most popular attracting 15% of the cohort. The University of Melbourne attracted 12% of our students, a higher percentage than previous years.

	2016	(2015)	(2014)
Creative Arts <i>(Including areas Communication, Media, Graphic Design, Art, Creative Arts, Performing Arts and Visual Art)</i>	27%	21%	(31%)
Architecture and Building related programs	4%	1%	(7%)
Agriculture, Environment and Related programs	3%	6%	(2%)
Education	6%	3%	(2%)
Engineering or Related fields	14%	5%	(3%)
Food, Hospitality and Personal Services	1%	0%	(2%)
Health Related Programs (including Med, Nursing, Physio, Ex Sci)	12%	13%	(8%)
IT	4%	1%	(7%)
Management and Commerce <i>(Including Accounting, Banking and Finance, Tourism and Business Management)</i>	18%	17%	(25%)
Natural or Physical Sciences	17%	12%	(13%)
Society and Culture <i>(Including Arts degrees, Behavioural Sciences, Economics, Human Welfare, Law and Justice, Language and Literature, Sport and Recreation, Philosophy and History)</i>	21%	22%	(18%)

NB: Please note that when combined, the numbers above exceed 100% as some courses listed will come under several categories. An example is wildlife and conservation, which is considered under stats for both Science and Agriculture and Environment.

In summary, Woodleigh School (Year 12 2016) has a diverse range of students who move into a broad number of areas for future study. The most popular areas are the Creative Arts and Society and Culture programs – the same trend as 2015. The large majority of our students continue to study at Universities but we continue to be able to support and cater for the small percentage who opt for a Vocational based program.

Monash University continues to be our most popular University choice. A greater trend is occurring where students are choosing to study Interstate at ANU for the flexible double degree programs.

Moving forward, in my opinion, given the nature of the changing world and employment prospects, greater emphasis needs to be placed on preparing students for life after school. We should consider focussing on explicit teaching of skill development to include communication, digital literacy, critical thinking, adaptability to change, self - management, team work, resilience, problem solving, creativity and global citizenship are imperative within our curriculum and broader school programs. We could also consider expanding our middle school offerings to include more STEM priorities, IT (coding), Commerce and Psychology offerings – areas which continue to interest our students and are areas of growth for the future.

“Rather than asking what do you want to be? Ask what problems do you want to solve in the future.” – Career Development Association Australia

Section 3 – Satisfaction

Parent, student and teacher satisfaction

In the context of an independent school, the key measure of satisfaction is ultimately enrolment demand. This strong enrolment demand is substantially based on good “word of mouth” references from satisfied parents and students.

Over the years Woodleigh School has regularly received feedback from staff, students, parents and the wider community. This feedback has predominantly been in the form of the following:

- Parent Evenings
- Parent Teacher Interviews
- feedback forms attached to reports
- general contact with parents

Furthermore, each year at least one third of the students in the Senior Campus are invited to lunch with the Principal where there are many opportunities for feedback, and the Principal provides an annual analysis to the Board of the reasons for students leaving the School in the preceding year. Students also have many opportunities to discuss issues of concern with their Tutors.

Section 4 – FINANCE

Woodleigh School is a not for profit organisation providing an independent, co-educational school. Any surplus that may be generated is reinvested into the school either in the form of capital acquisitions or to assist in continuing operations.

