

# Willans Hill School

## Annual Report



2016



5550

## Introduction

The Annual Report for **2016** is provided to the community of Willans Hill 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.

Gabrielle Sheather

Principal

### School contact details

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## School background

### School vision statement

Every student has the ability to learn, achieve and succeed. Together we nurture, guide and foster successful learners in a safe, respectful learning environment, recognising the capabilities of all students. Encouragement is provided to build and foster relationships to empower every student to make valuable contributions within their community.

### School context

Willans Hill School caters for students with moderate and severe intellectual disabilities from Kindergarten through to the completion of Year 12.

A Personalised Learning and Support plan is developed yearly in consultation with parents and carers. This plan incorporates individual priorities for each student as well as Australian Curriculum and NSW NESA outcomes. All programs in our school are planned with the priority of providing every opportunity for active student engagement in an environment focused on learning.

Teachers continually strive to create and maintain safe, inclusive and challenging learning environments. The school demonstrates a strong commitment to supporting all students develop their literacy skills in particular providing students with a way to communicate with the world around them.

# Self-assessment and school achievement

## Self-assessment using the School Excellence Framework

### **For all schools (except those participating in external validation processes):**

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

[Insert a narrative of the progress achieved across the domains of Learning, Teaching, and Leading]

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>

### **For schools participating in external validation processes:**

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework and participated in an external validation. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated

In the domain of Learning our school is at the delivering stage of each element.

The Window of Certainty developed collaboratively by staff and parents demonstrated the shared understanding that student engagement, learning and wellbeing are related and it is the whole school community that must provide the environment conducive to student growth. The realignment of the school plan in Term 1 ensured that the three Strategic Directions within the school plan focused on all of the Learning elements: Learning Culture; Wellbeing; Curriculum and Learning; Assessment and Reporting; and Student Performance Measures. Our school is delivering a strategic and planned approach to support the cognitive, emotional, social, physical and spiritual wellbeing of all students as evidenced by the development of the Learning and Support Framework, the review of the Personalised Learning and Support Process and the development of a Wellbeing Framework using Mind Matters. The implementation of Individual Behaviour Plans and the collaborative development of school-wide expectations has developed the broader school community's understanding of the behaviours, attitudes and expectations that enhance wellbeing and lead to improved student outcomes. In the future the school aims to embed the school-wide expectations in all settings across the school.

The review of the Personalised Learning and Support (PDP, PLSP) process has provided a focused approach to meeting the individual learning needs of students. Through this process educational priorities are established in consultation with parents/carers. The school is working towards developing this process further and strengthening partnerships with external agencies to successfully engage students in learning at school. The Multicultural Council and the Wagga Wagga High School, English as an additional dialect (EAL/D) teacher have worked closely with the school through the Personalised Learning and Support Process, enabling parents to participate and engage in the process.

Professional Learning has been provided (Part 2 Disability Standards for Education (lessons 4–8): NSW DEC) and staff have been involved in the Nationally Consistent Collection of Data which has facilitated all teachers' understanding of their responsibilities to provide rigorous, relevant and engaging learning programs for all students under the Disability Standards for Education (2005).

An integrated approach to quality teaching and curriculum planning and delivery has been evident in the introduction of: a classroom programming format; the timetabling to meet mandatory hours; the development of scope and sequences; and the involvement in the Instructional Leadership professional learning. As a result, teachers within the school are improving their ability to differentiate curriculum to meet the needs of all students and are providing students with

equitable academic opportunities.

Curriculum delivery integrates technology across the school as evidenced in the continued use of iPads as communication devices; the subscription to the various educational programs such as Mathletics, Susan Burke Interactive lessons; and the purchase of laptops for all teachers.

It was identified early in 2016 that the school needed to work towards consistent, school-wide practices for assessment and reporting in order to monitor, plan and report on student learning across the curriculum. As a result, the School Plan Strategic Direction 1 and the School Milestones Strategic Direction 1 are focused on teachers setting transparent criteria for student assessment and developing principles of consistent assessment and moderation.

In the domain of Teaching our school is at the delivering stage of each element. The Program Survey completed in Term 1 highlighted a commitment to identify, understand and implement the most effective programming methods. As a result of this survey the programming format was introduced and staff are working collaboratively to review and revise teaching and learning programs as shown in the Teaching program for TAS, the Four Blocks Review and the weekly Reflections completed on Microsoft 365.

It was identified early in the year that further work was needed so that student assessment data was regularly used, school-wide, to identify student achievements and progress, in order to inform future school directions. The school's assessment timeline for professional learning began to consolidate teacher skills in the analysis, interpretation and use of student performance data. Feedback from this professional learning was positive and the school is now completing the online Literacy Continuum Course to develop further assessment procedures within the school.

Throughout the year the school leadership team has regularly used data to inform key decisions. In Term 1, through analysis of incident reporting data it was identified that the school needed to make significant changes regarding reporting, monitoring, reviewing and the management of behaviour across the school. The revised Incident Reporting and Behaviour formats and the changes to the playground areas and rosters have had a significant impact on the number of reported incidents during break times. As a result of the concerns regarding the high level of reported behaviours all staff engaged in Non-Violent Crisis Intervention training. This training played a crucial role in developing staff knowledge and skills necessary to manage challenging behaviours in a safe and non-harmful manner.

The school has commenced introducing explicit systems for collaboration and feedback to sustain quality teaching practice which is evident in the introduction of the Performance and Development Framework. The School Plan Strategic Direction 1 highlights the commitment to facilitation of professional growth and provision of quality teaching and learning within the school. Resources such as: Observation Format; weekly reflections based on the Australian Professional Teaching Standards; weekly team meetings; and the introduction of the Learning and Support Framework have provided opportunities to review the curriculum and to revise teaching and learning programs while regularly evaluating teaching and learning programs, including the assessment of student outcomes.

The focus of learning and development this year has been to ensure sure that professional learning is aligned with the school plan. Staff have engaged in professional learning targeted to school priorities and their professional needs.

This has included school based assessment training during staff meetings; Mind Matters; L3; WWCOS Workshop; Instructional Leadership; and Non Violent Crisis Intervention Training.

The School Plan and the Annual Milestones highlight the commitment to supporting staff to take personal responsibility for maintaining and developing their professional standards. Staff attainment of professional learning goals and teaching requirements have been embedded into the school's performance and development processes as evidenced in the Performance Development Overview and Professional Development Plans.

The wide allocation of staff responsibilities demonstrates that the school is sustaining and growing as all staff work beyond their classrooms to contribute to broader school programs. We also acknowledge that further work is needed in the demonstration of adaptability and responsibility.

In the domain of Leading our school has made the decision that we are sustaining and growing.

The school leadership team has endeavoured this year to support a culture of high expectations and community engagement, resulting in sustained and measurable whole-school improvement. The foundation for this was established at the beginning of the year with the development of the Window of Certainty. Throughout the year the school has provided parents and community members with opportunities to engage in a wide range of school-related activities, evidenced by the Education Week Open Day; regular invitations to weekly assemblies; and various information sessions.

Executive staff have participated in the Art of Leadership training which has been central to building the capacity of the school. The commitment to the development of leadership skills also extends to students, as evidenced by student leaders being responsible for the organisation of weekly assemblies and their participation in the local ANZAC Day ceremony. This year the school has further consolidated links with communities of schools, other educational providers and other organisations to support the school's programs. As a result, links with other schools have provided the school

with valuable information regarding programs and practices which have the potential to improve educational opportunities for students being used in a wide variety of settings. Examples include networks with SSP schools in Sydney; access to Instructional Leaders within the area; and participation in the Community of Schools Sessions. Sustaining and growing productive relationships with external agencies and business, industry and community organisations is essential in our school setting in order to improve educational opportunities for students. Relationships with external providers include but are not limited to, KEISS which offers an Occupational Therapy Program for students from 9 to 18 years of age; Family Referral Service which supports families to coordinate the different services available to support their children; and local businesses which provide work placements for the senior students.

School Plan – Strategic Direction 3 highlights the importance of Connection with Community and will continue to be a major focus in the coming years.

This year the revised School Plan and the Strategic Directions have been at the core of all activities within the school and have been pivotal to the improvements that have taken place. Staff, students, parents and the broader school community have worked collaboratively in the development of the vision, values and purpose for the school, resulting in the development of the Window of Certainty. In Term 3, the decision was made to hold Share the Vision sessions with parents and carers as it was identified that further consultation with the community regarding the direction of the school was needed to broaden the community's understanding. The executive also acknowledges that because the school is undergoing many changes these discussions will need to be ongoing in order to maintain the support of the community.

Staff have actively engaged in the school planning process and have demonstrated by their involvement in the 'Share the Vision' sessions that they are committed to, and can articulate the purpose of, each strategic direction in the school plan.

This year the school has established processes to regularly monitor, review and evaluate practices to make sure that continuous effort is made towards improvement. These processes have included team and staff meetings and introduction of the Learning and Support Teams.

The Strategic Directions within the School Plan have clear processes, with accompanying timelines and milestones, which have provided direction for effective implementation of the school plan. Staff have regularly monitored their progress in achieving milestones and reports from staff indicate all three strategic directions are on track to reach annual milestones.

The 'Shout Out Wall', awards at weekly assemblies and the 'Let's Celebrate Our Success Event' are some of the ways the school acknowledges and celebrates a wide diversity of student, staff and community achievements. The School Plan Strategic Direction 2 highlights the school's commitment to the Wellbeing Framework for Schools. The school community is currently in the process of formulating a list of school-wide expectations in consultation with the community so that a broad understanding of, and support for, school expectations and aspirations for improving student learning continues to sustain and grow across the school community.

This year the school executive has taken an active role in the management of the school budget, the aim for the future being to manage resources strategically to achieve improved student outcomes. This is evident in the Budget Tool and RAM report. All staff, including non-teaching staff, have engaged in the Performance Development Process. Feedback from all involved has been overwhelmingly positive and staff have been able to provide direction for future management and allocation of resources. At the beginning of the year the executive allocated a significant amount of the budget to ensuring all staff and students had access to a wide range of technology as evidenced by the purchase of laptops for all teachers and the subscriptions for various online learning resources. Facilities within the school are used creatively and flexibly to meet a broad range of needs. For example, with the introduction of electives in the Senior and Middle School area the kitchen is now utilised for Food Technology and the vegetable garden is used for Agricultural Studies. The Middle school area has also been refurbished, creating an outdoor learning environment.

A high priority this year has been to work towards developing management systems, structures and processes that will underpin ongoing school improvement and the professional effectiveness of all school members.

Throughout the year the school leadership team has delivered clear communication regarding the school priorities and practices. This has been evident in establishment of meeting agendas and timely distribution of minutes to all staff. The level of communication was also apparent in the 'Share the Vision' sessions held for parents and carers.

It was identified early in 2016 that the school needed to review its systems, structures and processes to make sure they were working effectively and in line with legislative requirements and obligations. As a result, the leadership team has implemented a number of organisational structures including Timeout Procedures, Strategic Team lists and the Learning and Support Framework. The leadership team is sustaining and growing opportunities for the community to provide feedback regarding school practices and procedures this being evident in the 'Share the Vision' sessions, weekly newsletters and Wellbeing Surveys. The Leadership Team will continue to involve the community and seek feedback in the process of reviewing the Personalised Learning and Support Process which is included in the School Plan Strategic Direction 2.

The value and importance of parental and community engagement is evident in the School Plan Strategic Direction 3 Community Connections, and the Milestones indicate that the school is on track to achieving the annual milestones in 2016.

Our self-assessment and the external validation 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

### Curriculum and Learning

#### Purpose

Our purpose is to provide a high standard of education through quality teaching and learning programs that inspire every student and teacher to excel and learn to their full potential. Together we are working towards learning which is personalised and differentiated for every student.

#### Overall summary of progress

During 2016 several sessions of professional learning took place. The staff were taken through the Australian Curriculum site as well as the principles of assessment and reporting in NSW Public schools. The former provided opportunities to examine scope and sequence examples incorporating the Australian Curriculum. The latter involved all staff reviewing the tiers of assessment, as set out in the Strong Start, Great Teachers document.

A committee was established to monitor the implementation of the Proloquo2Go app which is part of the wider school communication system. The committee held regular meetings to monitor the updating of the app where necessary, as well as look at the physical management of iPads within the school.

The executive team visited several metropolitan schools to look at a range of items of interest including the implementation of the Communication Passport project, The Zones of Regulation Program and potential playground layouts and equipment.

A new program proforma was designed and implemented across the school. Staff were encouraged to use the format and provide feedback.

During Term 3 and Term 4 during weekly staff meetings all staff participated in an evaluation of the Four Blocks Literacy program. This evaluation provided valuable insight and feedback into how the program was being implemented and what impact it is having within the school. Literacy planning in 2017 will be guided by the information that was gathered from this process.

All teaching staff designed and implemented a Professional Development plan in alignment with the Australian Teaching Standards and the Willans Hill School plan.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Increase in student achievement in literacy as evident in school based assessment	The school identified that the Literacy assessment being used was not being used accurately and that further professional learning was required if the assessment would continue to be used. There needs to be further consideration given to what is done with assessment data to inform programs. The school is also exploring other formal assessment formats eg PAT, Torch, BURT, Multilit.	Casual teachers employed to release teachers from class to administer literacy assessments for all students across the school.  \$2000  Aboriginal Equity
Reviews of the Personalised Learning Support Plans indicate that 80% of students are achieving their Literacy and Numeracy priorities	The Personalised and Learning Support process was reviewed and changed significantly at the end of 2016. This was done to improve the capacity of staff to make the necessary adjustments so that all students are able to achieve literacy and numeracy priorities.	Sentral software and a new server was purchased.  Professional learning for all staff with a consultant on the new processes established within the Sentral program including the PLSP format.  \$25000  Socio-economic



## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Reviews of the Personalised Learning Support Plans indicate that 80% of students are achieving their Literacy and Numeracy priorities	The Personalised and Learning Support process was reviewed and changed significantly at the end of 2016. This was done to improve the capacity of staff to make the necessary adjustments so that all students are able to achieve literacy and numeracy priorities.	background funding
Improved staff performance will be evidenced via observations, feedback and Performance Development Framework procedures.	All teaching staff completed a Performance and Development Plan, however, it was identified that the school needed to shift its focus to increase collaboration and constructive feedback among staff.	Art of Leadership Training Instructional Leadership professional learning \$5000

## Next Steps

- The communication passport is to be introduced within the school to provide greater understanding of the individual communication needs of all students
- Professional learning regarding assessment will continue and the school will explore a range of assessment methods to introduce a consistent approach across the school
- Build staff collaboration and team work across the school by introducing a staff mentor role and by encouraging stages to program together



## Strategic Direction 2

### Wellbeing for All

#### Purpose

Our purpose is to support the wellbeing of students and staff encouraging in all to connect, succeed and thrive at each stage of their development and learning to provide opportunities that are age rigorous, meaningful and respectful.

#### Overall summary of progress

In 2016 the Strategic Direction 2 – Wellbeing for All, had two main focus areas:

In 2016 the Principal and one of the Assistant Principals in the school attended Art of Leadership training to build the leadership capacity within the school. The knowledge and skills they gained from this professional learning was then implemented within the school and the impact was evident in the positive results demonstrated in the Leadership domain during the External Validation process. In collaboration with staff and the wider community the leadership team created the Window of Certainty which outlines the school vision, values, beliefs and corresponding outcomes.

The frames of the Window of Certainty have provided clarity for teachers, parents and school leaders about what is expected and what is regarded as quality in the work they do. The Window highlights the importance of a collaborative endeavour, but also provides boundaries within which autonomous activity can flourish.

A new Personalised Learning and Planning format was developed in consultation with all staff, using examples from other schools and in accordance with relevant policies and guidelines. The new format was designed to increase participation of parents and carers and to clearly identify what adjustments are needed across a broad range of areas to successfully engage all students in quality teaching and learning. Staff participated in professional learning to familiarise them with the new process in preparation for its implementation in 2017.

A whole school Learning and Support framework was established incorporating the Every Student, Every School reforms. In Term 3, after visits to other SSP schools in Sydney it was decided to modify the framework to create Learning and Support teams within each stage group. A Core Team was created to manage students requiring a higher level of support.

In Term 2 all staff were trained in Non Violent Crisis Intervention techniques. The aim was to equip staff with proven strategies for safely defusing anxious, hostile, or violent behavior at the earliest possible stage. As a result a new Individual Behaviour Management format that utilises the Crisis Development Model and the integrated experience between student behaviour and staff responses was developed and introduced across the school.

There were a number of changes implemented to improve the wellbeing of students, staff and the whole school community. Throughout the year changes have been made to playground locations, staffing of areas by staff with the knowledge of the students in each area and the start time for school. These changes have been implemented in response to data from incident reports, staff – student ratio numbers and feedback from staff and parents who expressed concerns regarding the safety of students during breaks. These changes have had an overwhelmingly positive impact on the safety and wellbeing of students within the school.

Staff attended a Mind Matters "Getting Started" seminar as a result an Action Team was formed to look specifically at issues related to student, staff and community wellbeing. The team are using the Mind Matters Program to guide the process of developing a Wellbeing Framework across the school.

In second semester in consultation with the whole school community a set of Whole School Expectations was developed.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
The school has in place a comprehensive and inclusive framework to support the wellbeing of students and staff.	In 2016 the process to establish Wellbeing Framework was initiated and will continue to be developed in the following 12 months.	\$5000  Socio-economic background funding  MInd Matters 'Getting Started" workshop  Sensory equipment  Art of Leadership  \$2000  Aboriginal background funding
Reported negative behaviour incidents are reduced by 50%.	As a result of the junior, middle and senior playgrounds being split in Term 2 the number of negative incidents that occurred in the playground and during transitions declined.	\$5000  Socio-economic background  Sentral software to streamline processes and collect data

## Next Steps

- Further training in the Art of Leadership
- Training for all staff in team work and collaboration
- Staff to receive training in the new MAPA program
- The whole school Wellbeing Framework will continue to be developed in consultation with the community
- The junior and senior schools are to be moved to provide a safer, age appropriate environment
- The school will conduct the 'Tell them from Me Survey" with staff and parents to gather feedback
- To further streamline processes across the school

## Strategic Direction 3

### Connections with Community

#### Purpose

Our purpose is to develop positive connections within the school and wider community.

#### Overall summary of progress

The 'Connections with Community' strategic direction three team focused on three school processes throughout 2016. These processes included engaging all stakeholders in the personalised learning and support (PLSP) and reporting processes, evaluating, initiating and building on current methods of communication between the school and the community and designing and implementing effective strategies that were responsive to the local community and cultural setting. The team successfully engaged parents, carers and other stakeholders in the PLSP process via clear communication using the school newsletter, website and individualised letters. The individual students PLSP learning priorities were shared with all stakeholders and were displayed in classrooms to ensure clear communication between all staff. During Term 4, the current PLSP document was reviewed and the staff worked collaboratively to design a new and comprehensive proforma using Sentral software. Staff were provided with professional development by Anne Taylor to effectively use Sentral for the PLSP process for 2017.

A number of staff from the 'Connections with Community' strategic direction three team attended professional learning in Term 2 and Term 3 to increase the current level of engagement with the community. The knowledge, skills and strategies staff developed from this professional learning was shared with the team and used to develop the school Facebook page, update the school website and review the current school newsletter. The team designed a digital signature, school logo and school banner statement which is currently being used for all school media and communications. The team collected feedback from parents, carers and the community to review the current newsletter proforma to ensure that the revised structure provided the school community with the information they required. The newsletter will be redesigned in 2017.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Increase attendance at PLSP and report meeting.	Parent, carer and other stakeholder attendance at PLSP meetings and report meetings increased in 2016	Release from class for teachers to attend meetings  The interview room was refurbished so that PLSP's can be viewed on a large screen by all people involved in the meeting to increase engagement  \$750  Aboriginal background funding
Students involved in work placement within the community increases	Students attending work placements increased in 2016.	
Parent and community attendance increase at school related activities	Attendance by parents and the community at school related activities increased in 2016, however, the school has identified that this is an area that still needs improvement.	\$750  Aboriginal background funding  Community engagement course  \$1000

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Parent and community attendance increase at school related activities	Attendance by parents and the community at school related activities increased in 2016, however, the school has identified that this is an area that still needs improvement.	Socio-economic background funding  Social Media course
Increase in the availability of post school options	In the new PLSP format the school has incorporated in all PLSP's a Post School Option section from stage 4 onwards and the Job Coach and Transition Support Teacher are invited to attend PLSP meetings for students in these stages. The school is continuing to explore opportunities to connect with workplaces that are willing to offer post school options.	

## Next Steps

- Investigate and incorporate a range of strategies to communicate with parents/carers and community members, particularly people with culturally diverse backgrounds. This will also involve reviewing and modifying the current communication systems to ensure they meet with best practice. The aim will be to strengthen parent and community engagement in school activities.

Continue to build on the participation of parent/carer and community engagement in the Personalised Learning and Support Planning process, providing stronger more focused support to students so that they are able to achieve learning outcomes

Build on the links within the community to continue to broaden the range of opportunities for students exploring post-school options so that the transition from school to work is successful.

Key Initiatives	Impact achieved this year	Resources (annual)
<b>Aboriginal background loading</b>	<p>During 2016 the staff from the school participated in professional learning to build capacity within the school to encourage community engagement. Staff were released from class to attend personalised learning meetings with parents, carers and other stakeholders. These meetings provided a valuable opportunity to set priorities and to identify the adjustments required to support all students achieve learning outcomes. Feedback from staff and parents was very positive and all students have now a comprehensive plan in place. Literacy resources including assessments have been purchased and are contributing to student engagement and are providing more authentic connected learning for our students.</p>	<p>\$2000</p> <p>Strategic Direction 1 – Personalised Learning Meetings, Literacy assessments</p> <p>\$2000</p> <p>Strategic Direction 2</p> <p>Mind Matters professional learning</p> <p>\$2500</p> <p>Strategic Direction 3 – Community Engagement Course, Personalised Learning Meetings</p>
<b>Socio-economic background</b>	<p>The impact from this key initiative was evident across all three strategic directions within the school plan in 2016.</p> <p>The school purchased Sentral software and a new server to streamline a number of processes across the school. Roll marking, Personalised Learning and Support Plans and Incident Reporting were developed and staff were provided with professional learning on how to use the program. The school now has in place a comprehensive system to accurately monitor and track attendance behaviour and learning priorities of all students. Community engagement has increased as a result of the processes that have been introduced.</p> <p>The school implemented a planned approach to updating technology across the school and the first stage was implemented in 2016. Stage 1 consisted of the purchase of desktop computers for all classrooms, the updating of the photocopier to provide one source that was cost efficient for all classrooms to print literacy activities and all teachers were provided with a laptop to improve their capacity to deliver engaging and quality learning experiences. Feedback from staff has been overwhelmingly positive and students have access to reliable and efficient technology.</p> <p>The school purchased a number of resources to cater for the high number of students with sensory issues across the school. This included trampolines and hammocks for every classroom. This has increased the schools capacity to support students to self regulate their emotions.</p> <p>Staff within Strategic Direction 3 participated in professional learning regarding Social Media and as result the Willans Hill Facebook</p>	<p>\$25000</p> <p>Strategic Direction 1</p> <p>Sentral software, server and Professional Learning</p> <p>Literacy Assessment release</p> <p>Computers, laptops, printer</p> <p>\$15000</p> <p>Strategic Direction 1 &amp; 2</p> <p>Art of Leadership training</p> <p>Trampolines, hammocks</p> <p>\$1000</p> <p>Strategic Direction 3</p> <p>Social Media Course</p>

<p><b>Socio-economic background</b></p>	<p>site was launched in Term 4. The school has developed another means to connect with the community and to receive feedback to continually make improvements to meet the needs of all students.</p> <p>The executive commenced training in the Art of Leadership to build leadership capacity across the school which has provided the skills and knowledge that is needed to lead staff through a number of reforms. These changes are essential to meet the complex needs of the students within the school.</p>	<p>\$25000</p> <p>Strategic Direction 1</p> <p>Sentral software, server and Professional Learning</p> <p>Literacy Assessment release</p> <p>Computers, laptops, printer</p> <p>\$15000</p> <p>Strategic Direction 1 &amp; 2</p> <p>Art of Leadership training</p> <p>Trampolines, hammocks</p> <p>\$1000</p> <p>Strategic Direction 3</p> <p>Social Media Course</p>
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## Student information

### Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	41	48	46	46
Girls	23	22	22	20

The school caters for students with moderate and severe intellectual disabilities from K–12. The student composition of the school is 10.6% Aboriginal and Torres Strait Islander, 9.2% Language Background other than English.

### Structure of classes

There are nine classes at Willans Hill School. Classes 1 to 3 are in the primary section of the school for students from Kindergarten to year 6. Classes 4 to 6 are in the middle school and are for students from years 7 to year 9. Classes 7 to 9 are in the senior school and cater for students in years 9 to 12.

### Retention Year 10 to Year 12

The majority of the students enrolled at the school continue on to complete a Life Skills HSC in year 12.

A Transition Support Teacher and Job Coach work closely with classroom teachers, students and families to prepare students for post school options. Most students enrolled within the school transition to a supported post school option.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	3
Classroom Teacher(s)	7.52
Teacher Librarian	0.4
School Administration & Support Staff	10.82
Other Positions	0

\*Full Time Equivalent

There are currently no teachers of Aboriginal background.

### Teacher qualifications

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

### Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	80
Postgraduate degree	20

### Professional learning and teacher accreditation

Targeted professional learning was undertaken by staff in 2016. Professional Learning was chosen that addressed goals within Performance and Development Plans and that linked directly with the school plan. There are currently no teachers at the school gaining accreditation.

## Financial information (for schools using OASIS for the whole year)

### Financial information

This summary financial information covers funds for operating costs to 30 November 2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
<b>Balance brought forward</b>	<b>197 467.71</b>
Global funds	198 445.54
Tied funds	141 502.11
School & community sources	33 639.21
Interest	4 515.40
Trust receipts	13 397.50
Canteen	0.00
Total income	588 967.47
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	7 606.62
Excursions	469.00
Extracurricular dissections	6 488.39
Library	2 890.07
Training & development	13 717.10
Tied funds	123 652.96
Short term relief	73 570.76
Administration & office	40 967.14
School-operated canteen	0.00
Utilities	30 179.56
Maintenance	15 759.62
Trust accounts	15 695.63
Capital programs	13 965.00
Total expenditure	344 961.85
<b>Balance carried forward</b>	<b>244 005.62</b>

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.

## Parent/caregiver, student, teacher satisfaction

needs are concentrated on.

Each year schools are required to seek the opinions of parents, students and teachers about the school.

Their responses are presented below.

In 2016, the school sought the opinions of parents/carers, students and teachers about the school. Their responses are presented below:

A parent

"As I sat to write all the ways our school is meeting its goals under the 3 strategic directions set out in the school plan, how the students are individually connected with the curriculum, the many ways the students safety and wellbeing are being met or how opportunities are provided for the students at Willans Hill to represent our school, it made me think .... how do I know this? The answer is very simple. I have a daughter who loves to go to school! She is succeeding academically beyond what my husband and I ever thought possible. She goes to school everyday in an environment where every member of staff cares for her wellbeing and have high expectations of what she can achieve. Every day she amazes us with the things she knows and the independence she is gaining. The endless opportunities that are provided so that her confidence can grow and her leadership qualities can shine. This certainly would not be the case if the schools strategic directions were just words on a piece of paper. "

A staff member

"We have an amazing staff who constantly strive to improve what we do. We constantly discuss and adjust teaching methods to enable every student to learn and participate. Our school grounds are clean and tidy and with such green playgrounds for the children to play in it is a pleasure to be in the playground. The improvements to the playground and cola area have benefited all students. I believe our school is a great place to grow and learn and to make friends in a nurturing, friendly environment."

A staff member

Willans Hill School has undergone extensive positive growth over the last 12 months. Student and staff wellbeing is at the centre of many adjustments and modifications, such as increased safety measures and the introduction of methods for staff to combine knowledge and support each other, and this will continue through planned changes to the environment. The focus on the wellbeing of staff and students has led to Willans Hill School being a supportive environment for students to learn in, and staff to work. Individual student needs are more suitably catered for due to changes to PLSP formats, the use of Sentral to record vital information and planned changes to reporting measures. This focus on individual student needs has had a positive impact because staff are able to both streamline processes, as well as ensure individual

# Policy requirements

## Aboriginal education

In 2016 teaching programs across the school included Aboriginal perspectives in all key learning areas as guided by the NESA outcomes and content. This includes Aboriginal themed texts, Aboriginal games, studies of Aboriginal Artists, Aboriginal histories and Aboriginal music.

Students attended the Riverina Environmental Education Centre where they were involved in Aboriginal art and culture activities.

During Book Week the school supported the Indigenous Literacy Foundation through donations of books from staff and students.

Students are encouraged to learn about Aboriginal cultures through stories during Reconciliation week. Senior students learnt about the link between the Indigenous community and the land as part of a History unit of work.

## Multicultural and anti-racism education

In 2016 teaching programs across the school included multicultural perspectives. This included multicultural themed texts, viewing multicultural and world news items on Behind the News during group time and multicultural research studies during Geography and History lessons.

A variety of cultural texts were used across the school as part of the Four Blocks Literacy program.

Students were encouraged to learn and celebrate their heritage as part of the history program and discover the aspects of the Indigenous culture in the Wagga area.

Throughout the year students had the opportunity to learn about different cultures as they engaged with the Olympics and some of their sporting heroes.

Multicultural books, Indigenous readers and stories were used as guided and shared reading texts to celebrate Harmony Day and they were incorporated into the students self selected reading texts throughout the year.