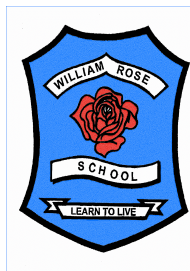


# William Rose School

## Annual Report



2016



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## Introduction

The Annual Report for 2016 is provided to the community of William Rose 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.

Mariane Youness (Principal)

Dolly Reen (Principal, Relieving)

### School contact details

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### Message from the Principal

As relieving principal, I feel very privileged to be able to write the 2016 Annual School Report in collaboration with my dedicated, experienced and skilled staff of assistant principals, teachers, School Learning Support Officers (SLSO's) and admin/office staff. I also acknowledge the great contribution to this report that has been made by parents and other members of the school community. It has been a very busy year and one in which the school has gone through many exciting changes both in staff and in the ways in which we teach our students and report to parents.

In 2016 we continued many of our established programs whilst introducing some new initiatives and programs to meet the diverse learning and social needs of our students. These new initiatives are being embedded into existing programs to become part of our school learning culture.

We are grateful to all the support we received from our school community including both financial and physical resources which enabled our initiatives to be such a success. We strengthened connections between our school and agencies, local schools, post school settings, work experience sites and community sport and service clubs. Our pseudo P&C, R.O.S.E charity, continued to support us with the cost of resources and our end of year awards night and dinner.

I look forward to the many challenges that lay ahead in 2017 and celebrating, developing and promoting our school as a school of excellence. I have seen first-hand the implementation of class and individual student programs, without fail I have seen the passion of each of the classroom teachers and SLSO's and the extra miles they are prepared to go to ensure that their students are learning in an authentic, fun and stimulating way.

I certify that the information in the report is the result of rigorous school self-evaluation process and is a balanced and genuine account of the school's achievements and areas for development.

Dolly Reen

Principal (Relieving)

### Message from the school community

R.O.S.E charity incorporated is a registered not for profit charity dedicated to raising funds to assist the students with disabilities of William Rose School (WRS). The charity has worked tirelessly in 2016. We strive with help from the committee members, staff, parents and volunteers to raise funds and awareness of the needs of students with disabilities at our school. A very special thank you to everyone who has supported our charity in 2016. Without you it would not be possible to provide for our students.

## School background

### School vision statement

At WRS we believe in delivering excellence in sensory and special education within an inclusive environment for students with a range of abilities. We encourage our students to reach their true potential and become confident and creative individuals who are productive happy members within their community.

### School context

Our school located in Seven Hills is a school for specific purposes (SSP) and is recognised as a centre of excellence in sensory and special education. Our school provides quality educational programs within a varied and balanced curriculum that meets the individual needs of our students in a dynamic, caring and engaging learning environment. We cater for students with Autism, vision and hearing impairments as well as students who are deaf blind or with multiple disabilities and additional needs. We teach our students to be successful learners in their own way, motivate them to reach their full potential who have a sense of self-worth, self-awareness and personal identity. Keeping the end in mind is vital when working with our students to teach them the life skills required once they leave school to *learn to live*. It takes courage for our students to say I will try again tomorrow, as they work towards achieving milestones. Our highly specialised teachers provide adaptive technology engaging students in their learning with a focus on communication and functional life skills. At WRS our values underpin a philosophy of supporting creativity and innovation, embraced by a commitment to continuous school improvement and transformation. We maintain a transparent culture which is based on promoting strong home school partnerships and consultative community decision making providing greater opportunities for our students.

## 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.

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>

## LEARNING

### LEARNING CULTURE

There is school-wide, collective responsibility for student learning and success, with high levels of student, staff and community engagement. Positive and respectful relationships across the school community underpin a productive learning environment, and support students' development of strong identities as learners.

**Future Directions:** *Our school will continue to be committed towards strengthening and delivering school and individual based learning priorities. School policies and personalised programs developed by teachers monitor the individual learning needs of students including students with English as an additional language, Aboriginal students and students with differentiated learning needs, Strong focus will be on monitoring and managing student behaviour and improving attendance.*

## WELLBEING

Individual learning is supported by the effective use of school, system and community expertise and resources through

contextual decision-making and planning. Quality teaching and professional practice are evident in every learning environment, providing students with opportunities to connect, succeed and thrive that are relevant to their stages of learning and development.

**Future Directions:** *Students, staff, parents and wider community will be regularly updated about student wellbeing and keeping students safe through teaching and learning, workshops and school newsletter and website. School will continue to follow the model of whole-school approach that has clearly defined behavioural expectations and creates a positive teaching and learning environment.*

## **CURRICULUM AND LEARNING**

The school establishes active partnerships and works collaboratively to ensure continuity of learning for students. Extra-curricular learning opportunities are significant, support student development, and are strongly aligned with the school's vision, values and priorities.

**Future Directions:** *School and staff will continue to update their knowledge and understanding of the curriculum and use the information to support students' learning, differentiate the curriculum and to ensure successful transitions. Students and parents will guide in formulating students' goals and priorities and progress through the stages of education.*

## **ASSESSMENT AND REPORTING**

The school has aligned staff processes and school systems for collecting, analysing and reporting local and external data on student and school performance. Assessment data to monitor achievements and gaps in student learning are used to inform planning for particular student groups and individual students. Evaluating and reporting student performance data underpins the whole-school assessment strategy.

**Future Directions:** *School will continue to research and analyse internal and external assessments to meet the needs of our students and changing dynamics. Assessments is an important and integral role in understanding students' individual needs and parents are updated on the progress of their children through regular communication and twice yearly reports. The school achieves value-added results. Students are showing expected growth on internal school performance measures.*

## **TEACHING**

### **EFFECTIVE CLASSROOM PRACTICE**

The school leadership team demonstrates instructional leadership, promoting and modelling effective, evidence based practice. Teachers regularly review learning with each student, ensuring all students have a clear understanding of how to improve their learning.

**Future Directions:** *Staff will continue to update and up skill in the area of effective and quality classroom teaching and learning programs. WRS will continue to attend in-school and external professional development courses to enhance their knowledge, skills and understanding in the areas of quality teaching and learning areas. Collegiate support team will assist classroom teachers to create and plan the learning environment which is safe, explicit and engaging. .*

### **COLLABORATIVE PRACTICE**

Teachers collaborate within and across stages and faculties to ensure consistency of curriculum delivery, including strategies for differentiation and consistency of teacher judgement. The school has embedded and explicit systems for collaboration, classroom observation, the modelling of effective practice and feedback to drive and sustain ongoing, school-wide improvement in teaching practice and student outcomes.

**Future Directions:** *Staff will be provided with opportunities through coaching and professional development to improve teaching and leadership practice. Staff will attend "Aspiring Leaders" sessions run by Blacktown Learning Community (BLC) to identify and develop their strengths and areas of development. Lesson observation, explicit instruction, feedback and goal setting will be an integral part of Professional Development Plan (PDP).*

## **LEADING**

### **LEADERSHIP**

Staff have purposeful leadership roles based on professional expertise. Leadership development is central to building staff capacity. The school has productive relationships with external agencies such as universities, business, industry and community organisations to improve educational opportunities for students. The school solicits and addresses feedback on school performance. The school's leadership strategy promotes succession planning, distributed leadership and organisational best practice.

**Future Directions:** *The school will continue to be committed to the development of leadership skills in staff and students. Staff will enhance their leadership skills and understanding through research, professional development and leading a variety of school based roles, responsibilities and events. Leadership will also extend beyond school boundaries and stronger links will be created with communities of schools, other educational providers and organisations to support the school's programs and smooth transitioning.*

## **SCHOOL PLANNING, IMPLEMENTATION AND REPORTING**

The school successfully fosters collaboration with key stakeholders in the development of the school vision, strategic directions and annual plans. The school uses collaborative feedback and reflection to promote and generate learning and innovation. Clear processes, with accompanying timelines and milestones, direct school activity towards effective implementation of the school plan. Monitoring, evaluation and review processes are embedded and undertaken routinely.

**Future Directions:** *The school will continue to articulate a commitment to equity and high expectations for learning for each student and be responsive to changing needs. The school plan aligned to local and system priorities will ensure responsiveness to emerging needs. Collection and analysis of learning and development data, will be used to review performance annually.*

## Strategic Direction 1

### Leading Learning Pathways

#### Purpose

High quality programs that engage students in meaningful, challenging and future-focused learning experiences. These programs will explicitly reflect strategies that enable learners and leaders to be productive and responsible members within their community.

#### Overall summary of progress

Revised Person Centred Learning Plan (PCLP) reinforced teacher knowledge in articulating SMART goals in collaboration with all stakeholders. As part of this implementation, Goal Attainment Scale (GAS) was trialled to measure and document progress on individual PLCP goals.

Sustained continuation of extra-curricular programs in the areas of social skills, communication, financial and functional literacy through accessing community, work experience, integration activities, school café and daily living skills programs ensured that specific student learning needs were met to exclusively accommodate for their post school lives.

Action research clearly indicated the success of open classroom style teaching practises promoting active, student directed, and multifunctional learning spaces. Teachers were supported to further enhance their knowledge of assessment tools, consistent teacher judgement, reporting procedures and conduct assessments based on individual needs through targeted professional learning through the year.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
A balanced curriculum and assessment approach demonstrates increased outcomes of all students as lifelong learners and critical thinkers. Data shows that all students learning is maximised based on their Person Centred Plan (PCLP).	<p>100% students were provided with differentiated learning experiences based on their PCLP goals aimed at augmenting student skills and knowledge across key learning areas of Numeracy and Literacy.</p> <p>End of year assessment analysis clearly demonstrated students moving towards achieving their learning goals</p>	\$2250
100% of students are provided with learning tools, skill sets, enhanced communication skills, engagement and learning support through programs, activities and resources.	<p>100% students were provided extracurricular opportunities through communication support, integration, Abili-team, community access, sensory stimulation, orientation and mobility, vision and hearing support, music therapy, sporting activities and peer tutoring to equip students the skills set required after school life.</p> <p>Whole school assessment data indicated that 100% of students participated in assessments based on individual learning goals and requirements. 95% of students demonstrated progress by moving up to the next level on assessment scales based on individual goals and priorities.</p> <p>Targeted Early Numeracy Intervention (TEN) program was embedded in teaching and learning. 100%staff indicated that TEN improved teaching practice which reflected on student results in numeracy.</p> <p>Reading recovery continued with selected students by a trained reading recovery teacher. This included individual withdrawal of students to target</p>	\$ 2500

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
100% of students are provided with learning tools, skill sets, enhanced communication skills, engagement and learning support through programs, activities and resources.	specific literacy needs in reading. 100%students who participated in the program demonstrated progress by 1 or 2 levels	
<b>100% of staff will engage in school wide implementation of relevant project based programs and instructional leadership decisions</b> derived from data, ongoing evaluation, action research and assessments.	<p>School assessment and reporting practices were further strengthened through trialling the Students with Additional Needs assessment tool (SWANS) in addition to school based assessments. 27% of school teachers' who trialled all domains of the SWANS assessment tools with selected students at school clearly indicated that SWANS was accessible, user friendly, assisted in planning for instruction and was designed to build on student knowledge through levels of progression.</p> <p>25% teachers participated in action research around open classrooms and reported multifaceted enhancement in student knowledge and skills.</p>	\$1500

## Next Steps

- Year 10 to 12 transition plans to be incorporated in PCLP's and explicitly supported to gain knowledge and skills aimed at their future lives.
- Whole school curriculum assessment and programming framework implemented in 2017 aimed at streamlining programming, assessment, data collection and consistent teacher judgement. All staff will be engaged in PL with focus on best practice in quality teaching and assessments.
- GAS goals will be implemented as a whole school assessment tool to measure PCLP goals. Assessment data collected will be used to make informed educational decisions at the school level including PL needs for school staff.
- SWANS will be integrated as a whole school assessment tool for communication. School wide data collection will indicate staff satisfaction with the tool and will also indicate student progress against their own individual goals. School wide student progress in the areas of communication will be measured through the school report.
- Implementation of play therapy and dance movement therapy along with music therapy across the school as part of extracurricular activities for students.

## Strategic Direction 2

### Leadership and Organisational Excellence

#### Purpose

To lead and support the implementation of strategies and processes that informs and enhances school performance. To provide strategic advice and support of effective systems and requirements, across the learning environments. To sustain a culture of high performance and identify the targets for change and achieving excellence.

#### Overall summary of progress

The SMART Handbook for procedural guidelines and information for all systems and processes was reviewed. Currently 65% of the current guidelines have been updated. Ongoing revisions are pending as a result of the introduction of LMBR and overall school planning which has seen changes to operational procedures and will be completed throughout 2017. Professional Learning and workshops were organised for staff to enhance their leadership capacity. Survey Indicated positive outcomes from the staff who attended.

The Online Resource Bank is in current development. Processes for electronic archiving have been established. Feedback from staff was to organize the Online Resource Bank in systematic categories in line with the SMART Handbook and overall school wide organization.

LMBR training was completed in mid term 4. Administration and executive staff attended the LMBR training and have started implementing the training in their daily procedure. Staff were regularly informed during staff meeting about the core language and the change. Teachers were provided PL on ebs4 to manage student attendance and behavior management.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Increased number of teacher leaders will focus on providing data-based, evidence-driven innovation, reporting, and evaluation for projects and initiatives through Personal Development Plan (PDP).	Conducted professional learning with all teachers on creating meaningful PDP's with the focus on department wide, school wide and personal development goals.  85% teachers were actively in lead roles for operational projects with 40% completing additional leadership responsibilities in our innovative projects.  100% of SLSO's were involved in ongoing operational projects with two SLSOs taking on additional leadership roles	
Increased number of teachers will enhance understanding of Core Finance, resources and leadership models through shared PL.	School online handbook on school procedures and processes has been developed and constantly updated based on staff needs and feedback.	\$3000
Improved procedural guidelines will be established on school systems and processes.	100% of Administration staff and executive members completed LMBR and core financing training. 85% of aspiring leaders attended leadership PL and researched on leadership models.	\$8800

#### Next Steps

- Staff organisation package – 'SMART' Handbook, school calendar, and Online Resource Bank will continue to be updated based on current operational procedures and staff feedback.



- Teaching staff will equip themselves with ebs4 (agent) to update student attendance and behaviour. Adobe connect and PL opportunities will be provided to support the staff. Administration and executive staff will continue to enhance their knowledge and skills in LMBR. Parents, carers and community members will be regularly updated through notes and/or newsletter.
- Working together with SLSO's to undertake new PDP format through PL, collegial support and self-evaluation.
- Ongoing leadership opportunities for operational and innovative projects will continue, including leadership PL where staff can attend workshops, PL courses run by external agencies such as the Blacktown Learning Community (BLC); Special Education Principals and Leaders Association(SEPLA); Blacktown Area Special Education Network (BASEN) and others.

## Strategic Direction 3

### Creating Community Footprints

#### Purpose

To build a cohesive school community that is innovative and sustainable, that empowers through building individual and collective capabilities. We aim to provide quality learning experiences and incorporate strategies to enhance well-being. This will result in students becoming confident and creative individuals, who have the capacity to learn, cope, adapt and be responsible Australians within their communities. We aim to maintain and strengthen the skill set of our thriving learning community through a culture of reflection, shared discoveries and celebrating our achievements across home, school and community environments.

#### Overall summary of progress

In order to empower and provide relevant up to date information regarding national reforms and local practices the parent and community group continued in 2016. These initiatives included preparing parents and carers for the transition of the National Disability Insurance Scheme (NDIS) as well support in behavior interventions and changed directions for therapy and respite support services.

Our continued community educational partnerships supported our students alongside networks of other schools, universities and learning communities such as the (BLC). These partnerships provided increased community access, extra-curricular learning opportunities, promoted leadership development and strengthened the skill set of all partners.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Increase in parent engagement in a wide range of school related activities, special events, community projects and learning opportunities including increased satisfaction with communication with the school.	<p>70% of parents and caregivers who responded to the survey reported increased satisfaction with communication between home and school. 98% of parents were involved in planning meetings with their child's educational team.</p> <p>Increased parental engagement in a wide range of school related activities, special events, community projects and learning opportunities.</p> <p>Workshops were organized for parents to raise awareness of NDIS and its implications for service delivery for families. Attended by 10 families.</p> <p>Support was provided for families in order to obtain Companion Cards, inclusive community programs and accessible locations.</p>	\$200
Increased partnership with community and educational partners on the basis of their capacity to improve student achievement and well-being as well as increased opportunities for student integration and peer support programs. This will involve selected students including those from Aboriginal and Low SES backgrounds.	<p>Community partners and educational partners were used to increase student, staff and community capacity. This was achieved through enhanced partnerships with a range of community and education organisations including the BLC, University of Western Sydney (UWS), Australian Catholic University (ACU), Pacific Hills Christian College, Covenant Christian College as well as integration with primary and high schools.</p> <p>Volunteers and visitors to WRS resulted in an increased ability to provide quality individualised teaching time for students and allowed them to access the community with greater success.</p> <p>A selected student with Aboriginal background was integrated into a mainstream art program at SHHS</p>	\$1000

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Increased partnership with community and educational partners on the basis of their capacity to improve student achievement and well-being as well as increased opportunities for student integration and peer support programs. This will involve selected students including those from Aboriginal and Low SES backgrounds.	resulting in increased social skills and ability to adapt to unfamiliar situations.	
Increase in staff leading and contributing to programs, initiatives and partnerships beyond the school setting	<p>Majority of staff attended the in-school Leadership professional learning focused on organisation, management and action research. Staff gained practical experience in the area of project development and management at school.</p> <p>A teacher attended and presented on her role as the BASEN leader and on her continuing leadership development. The course gave her the opportunity to extend her leadership capabilities.</p>	\$ 3800

## Next Steps

- Investigate communication systems for parents and school in line with LMBR that allow parent communication through a variety of platforms and a mobile phone application.
- As the rollout of the NDIS continues for our families, support will be provided to our parents and we will review our policies and procedures to ensure that we are working with families, therapists and service providers.
- Work in partnerships with other schools to share resources and collaboratively work together to ensure that schools are working smarter not harder in supporting all students in special education settings.
- Continue to develop relationships with education and community partners including the SSP Alliance, BLC, SEPLA and PPA and university's with the plan to up skill partners and provide support for students in the classroom and community settings.

Key Initiatives	Impact achieved this year	Resources (annual)
<b>English language proficiency</b>	Funding was used to employ an additional teacher who worked collaboratively with classroom teachers to develop programs, practices and resources which support the English language and literacy learning of EAL/D students across the curriculum. Targeted students worked in small groups according to their English language learning needs. 100% of students demonstrated improved outcomes.	\$40200
<b>Support for beginning teachers</b>	<p>At William Rose School two teachers in their first year and three teachers in their second year received funding to support and enhance teaching skills and critically reflect on teaching practices through professional learning and mentoring. One beginning teacher transferred to another school in Term 3 and remaining funds were transferred.</p> <p>Collegiate Support and mentoring sessions provided positive behaviour management strategies, programming reflection and feedback and student welfare support. Teachers also attended PL based on their PDP goals and in line with their roles and responsibilities as a teacher at WRS. Teachers reported back to other staff on their PL in order to share their knowledge and build the capacity of others.</p>	\$19800
<b>Every Student Every School (ESES)</b>	<p>Our ESES project is an extension of our existing priority areas, which are aligned with Strategic Directions 1 and 3.</p> <p>Focus continued on the implementation of the Functional Learning Initiative Project (FLIP) as well as the development and trial of resources in collaboration with Speech Pathologist, Yana Bloom. These resources support the communication and student learning of the outcomes identified by the tool. In 2016 an online learning tool has been made available for teachers and stakeholders in the ESES website.</p> <p>In 2017, William Rose School will collaborate with The Hills, Halinda and Clarke Road SSP's to extend the existing project into a learning community.</p>	\$37000

## Student information

### Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	41	38	54	57
Girls	23	24	25	27

### Management of non-attendance

School attendance is subject to a variety of influences. This may include medical conditions and challenging behaviours that impact on our school attendance. All student absences have been verified. Allowances are made for students who attend medical appointments and therapy during school hours as part of their health care needs.

### Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment			
Employment			
TAFE entry			
University Entry			
Other			4
Unknown			

In 2016, four students (100%) completed the Higher School Certificate (Life Skills) and were accepted into NDIS Community Participation programs (CPP) for 2017. We wish them all success in this new stage of their lives.

### Year 12 vocational or trade training

Students undertake work experience as part of their Work Education (Stage 5) or Work and the Community (Stage 6) syllabuses, as determined by their PCLPs and Individual Transition Plans (ITPs).

An important focus in 2016 was to improve the skill base for students in year 10–12 across transition education programs. Programs included opportunities in the following areas and students demonstrated significant gains in:

- Active engagement in community and school based programs, increased social interaction and

independence skills.

- Attaining outcomes across functional life skill goals and priorities with consistency and focused on student directed activities.
- Independence of applying skills across home and school environments in line with PCLP goals and increased transition support given to families through post school exit programs and services.

### Year 12 attaining HSC or equivalent

This year, four students were awarded the Higher School Certificate (HSC) Life Skills. Students were presented with their portfolios and the Employment Related Skills Log Books where relevant. Three students completed Preliminary Year 11 Life Skills subjects.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	4
Classroom Teacher(s)	15.14
Teacher Librarian	0.6
School Administration & Support Staff	17.13
Other Positions	1.1

\*Full Time Equivalent

### 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	68

### Professional learning and teacher accreditation

PL at WRS is focused on building the capability of staff achieving our key priorities to optimise learning opportunities for students. Staff have been involved in a number of internal, external, online modules, research and/ or TAFE courses that have built the capacity of SASS, SLSO, early career teachers, teachers, aspiring and school leaders. Two teachers were successful in

completing their accreditation at proficient in 2016.

In 2016 PL funds were used to support the DoE's mandatory professional learning. Some examples of PL included: leadership, student case studies, hearing and vision impairments, assessment of students in literacy development, assessments & behaviour interventions, project organisation, orientation & mobility and strategic financial management.

Results on the PL survey this year included:

67.74% (internal PL) and 64.52% (external PL) of teachers responded that PL assisted in achieving goals outlined in PDP. 32.26% of SLSOs reported that internal and external PL assisted in completing requirements under DoE.

Teachers and SLSOs were able to apply their knowledge and skills learned from PL in improving student outcomes by: supporting students in the classroom; planning effective lessons; enhanced confidence, knowledge and skills to program, plan, assess and reflect on teaching and learning to meet the individual needs of students.

## 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.

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

A full copy of the school's 2016 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.

<b>Income</b>	<b>\$</b>
<b>Balance brought forward</b>	<b>249 723.15</b>
Global funds	260 494.49
Tied funds	166 553.51
School & community sources	29 992.19
Interest	3 833.38
Trust receipts	6 533.95
Canteen	0.00
<b>Total income</b>	<b>717 130.67</b>
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	23 269.32
Excursions	707.55
Extracurricular dissections	277 738.85
Library	3 905.94
Training & development	217.00
Tied funds	144 185.97
Short term relief	84 783.81
Administration & office	50 107.82
School-operated canteen	0.00
Utilities	35 795.47
Maintenance	15 201.15
Trust accounts	5 573.47
Capital programs	1 809.09
<b>Total expenditure</b>	<b>643 295.44</b>
<b>Balance carried forward</b>	<b>73 835.23</b>

Date of financial summary

31/8/2016

	2016 <b>Actual</b> (\$)
<b>Opening Balance</b>	0.00
<b>Revenue</b>	365 003.45
(2a) Appropriation	352 694.39
(2b) Sale of Goods and Services	974.31
(2c) Grants and Contributions	10 688.68
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	646.07
<b>Expenses</b>	-192 724.64
Recurrent Expenses	-192 724.64
(3a) Employee Related	-114 733.43
(3b) Operating Expenses	-77 991.21
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	172 278.81
<b>Balance Carried Forward</b>	172 278.81

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.

	2016 <b>Actual</b> (\$)
<b>Base Total</b>	542 172.62
Base Per Capita	10 034.74
Base Location	0.00
Other Base	532 137.88
<b>Equity Total</b>	53 197.92
Equity Aboriginal	2 850.74
Equity Socio economic	10 202.09
Equity Language	40 145.09
Equity Disability	0.00
<b>Targeted Total</b>	3 098 183.34
<b>Other Total</b>	9 127.00
<b>Grand Total</b>	3 702 680.88

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

At WRS teachers continue to use school based assessment tools to assess students' progress and learning in English and Mathematics and other key learning areas as well as behaviour, communication and social skills. This included tools such as Pre emergent Numeracy and Literacy assessments, FLIP and SWANS.

As part of future planning, assessment tools are currently being reviewed and trialled to ensure their efficacy in assessing students' progress as well as ensuring consistent teacher judgement.

### Other assessment data

#### Best Start

Four trained early stage one teachers conducted Best Start for six Kindergarten students. Teachers assessed the students in literacy and numeracy skills and a majority, 100% assessed at the zero level. The data was entered on the DoE's assessment plotting tool PLAN.

### HSC

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

## Higher School Certificate (HSC)

This year, four students were awarded the Higher School Certificate (HSC) Life Skills. Students were presented with their portfolios and the Employment Related Skills Log Books where relevant. Three students completed Preliminary Year 11 Life Skills subjects.

## Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. A survey was done with both parents and teachers to evaluate the effectiveness of communication between home and school settings.

Teachers introduced email and text messaging to increase communication satisfaction between parents. 60% of parent respondents indicated that text messaging was an effective way for them to communicate with their child's teacher and 100% of teachers agreed that this form of communication allowed less interruption and increased communication.

80% of parents respondents had attended special events at the school, volunteered at school events or attend school functions out of school hours. Teachers brainstormed ideas to improve this number which included both before and after school activities including night time sessions for working parents and providing supervision for children during these events. Feedback from both parents and teachers were used to evaluate future programs and school events.

## Policy requirements

### Aboriginal education

At our school we have maintained a rich Aboriginal Education focus throughout 2016. This has been achieved by developing inclusive and engaging learning programs that acknowledge Aboriginal and Torres Strait Islander cultures, sound policy and implementation, teacher professional learning including "Bungawarra" teacher training at the Museum of Contemporary Arts and across curriculum program planning particularly incorporating Creative and Performing Arts.

The school respectfully acknowledges the past and present traditional custodians of the land during assemblies and whole school celebrations and during our annual celebrations of National Aborigines and Islanders Day Observance Committee (NAIDOC) week and Harmony Day. RAM Equity funding was allocated in 2016 to provide individual support in the implementation and assessment of learning adjustments and student achievement.

### Multicultural and anti-racism education

WRS has a diverse and multicultural community with a 52% of our student population being EAL/D. Our policy emphasizes our commitment to ensuring that individuals and groups are not disadvantaged because of their race, culture, and ethnicity, national or religious background. This year a member of our teaching cohort successfully completed the Anti-Racism Contact Officer (ARCO) training. The ARCO played a significant role in the implementation of the multicultural policy. Through cross curriculum learning and special events this year we have continued to celebrate our school's cultural diversity and equality ethos. This included whole school celebrations such as NAIDOC Week, Harmony Day, Book Week celebrations and International Day of People with a Disability.

### Other school programs

#### Flexible learning spaces

We continue to reshape our learning model to ensure that our students are prepared for their preferred future. Flexible learning spaces move away from the traditional or regular classroom setting and create room for team teaching and experiential learning. It involves student choice of activity, richness of learning materials, integrated learning areas and more individual or small group rather than large or whole group instructions.

In 2016, WRS trialled its second flexible learning space with students between the ages of 13–16years. 100% of staff surveyed saw an increase in student engagement and choice making. They also reported a greater level of tolerance in students when working with a range of staff and adapting to the physical flexible space. 75% of responses believed there was more opportunity to collaborate with staff members as it presented more opportunity for collegial and curriculum discussion.

#### Technology for teaching

Action research into the effectiveness of the COMMBOX touch screen in the SSP was undertaken. Touchscreen settings to accommodate students with poor fine motor skills was specifically looked at and many adjustments were made. Subscriptions to online accessible programs were in the areas of English, Mathematics, Communication, Life Skills were used. Students demonstrated a high level of engagement, increased participation and increased independence. Three students trialled eye gaze technology and this will be investigated as a future communication option for our students.

#### Assessments and behaviour intervention (ABi)

WRS collaborated with ABi from Term 3 2015 – till the end of term 2, 2016 to participate in a school support pilot program. The goal of the program was to provide quality and effective consultation, support and training to staff and parents regarding behaviour management and skill acquisition for selected students.

SMART goals were set in collaboration with all stakeholders to ensure skill acquisition occurred across



all environments. Data collection was completed at entry level, midway and exit and a survey was conducted to measure progress and success. 100% reported that as a result of ABi intervention, staff were able to build skills and knowledge in effective strategies for specific behaviour supports including efficient use of communication tools. Student improvement was also noted in following instructions, engagement in task, reduced behaviours of concern, making choices and requests, reduced anxiety and increased independence. A continuation of external service providers to continue up skilling and enhance teacher understanding in specific areas for students with complex learners would be beneficial.

### **Abiliteam**

Abiliteam is a work skills program where students develop essential skills for life after school. The program involves packaging, pricing and selling items for a specific event, similar to many post-school options. This year, ten students participated in the program. As a result of this program students demonstrated significant gains in self-confidence, self esteem, independence, initiative and problem solving skills, cooperation, teamwork, social and communication distribution, fine motor and functional reading/ comprehension skills.

### **Music therapy**

The music therapy program assisted students to achieve development in communication skills, social interaction, choice making and self-regulation. In a survey, 93% of staff reported that music therapy increased students' engagement during sessions. 47% of staff also reported that music therapy has decreased challenging behaviours in the classroom. 90% of students indicated that music therapy makes them happy and are keen to continue and participating in the program. A trained music therapist worked with students once a week through the generous support of the Schwotzer family. Music therapists from WSU also completed their professional experience with students. Participation in the Blacktown music festival further highlighted skills gained during music therapy sessions and was a highlight for our students.

### **Integration**

Integration is an integral part of our program. Senior students attended SHHS once a week for 10 weeks and junior students attend Marayong Heights Primary School (MHPS) across the year. Students interact with same age peers in a mainstream setting through curriculum programs such as creative and performing arts, PDHPE, literacy, numeracy and play and socialization skills.

Students participated in a range of activities based on developing their cognitive skills, social skills including communication, building and maintaining friendships, choice-making and accessing the wider community. Students displayed the ability to generalise their skill sets across a range of environments resulting in increased independence. SAP and LINK funding was used to support the program in 2016.

### **Premiers sporting challenge (PSC)**

All students are enrolled and participate in this active initiative to help develop their fundamental movement skills. Students also increase their social skills and develop their interests. PSC funding was used to support participation in swim school, sport clinics and provide further opportunities for students to engage in a range of sporting activities. 90% of students were active participants in weekly PE sessions in comparison to 2015 there was a 12% increase in the amount of hours students participated in physical activity. Staff reported that it was an inclusive program which fostered student learning.

### **Process v content**

A school based pedagogical framework was presented through two PL's on instructional design. Anecdotal evidence showed that students learning was maximised based on their communication and PCLP goals. Instructional design was reviewed by individual teachers and found that classroom practice could be improved after reading the pedagogical framework. Lesson plans and units of work were also reviewed and changed if necessary.

Over 80% of teachers surveyed mentioned that the PL on process v content challenged them to review their pedagogical practices and answered that the process was more important than then content for our school and students.