

Willans Hill School

Annual Report



2017



5550

Introduction

The Annual Report for **2017** 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

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Message from the Principal

Our vision at Willans Hill School is that every student has the ability to learn, achieve and succeed. Together we nurture, guide and challenge successful learners in a safe, respectful learning environment, recognising the capabilities of all students. We empower students, staff and the community to build and foster relationships to make valuable contributions within their community.

The students at Willans Hill School experienced many successes throughout 2017. These included performances at the Riverina Dance Festival and Chords, the establishment of a school choir and their performance at the presentation evening demonstrating amazing talent, senior students who achieved great results at their weekly work placements, participation in regional sports carnivals, captains proudly representing our school at public events throughout the year and junior students participating in Riding for Disabled. These are just a few of the many achievements made by students throughout the year.

This year is the end of the 2015–2017 school planning cycle. In 2016–2017 we realigned the school plan with a focus on Curriculum and Learning, Wellbeing for All and Connections within the Community. The Window of Certainty was created and has laid the foundation for the school values, beliefs and outcomes.

The three Strategic Directions have been led by the executive within the school. The teams made an outstanding effort to achieve the annual milestones within the school plan and should be recognised for their dedication and commitment to achieving the school vision.

The following is a brief snap shot of some of the achievements throughout the year;

The purpose of the 1st Strategic Direction Curriculum and Learning is to provide a high standard of education through quality teaching and learning programs.

All students now have an identified literacy priority included in their personalised learning and support plan which is then reflected in teaching and learning programs. Feedback to parents on these priorities was provided via Semester two reports. A number of staff travelled to Sydney on an inter school visit to begin the implementation of the Communication Passport for targeted students across the school. Data has been collected to track students using this program.

The purpose of the 2nd Strategic Direction Wellbeing for All is to support the wellbeing of students and staff encouraging all to connect, succeed and thrive. Through consultation with students, staff and the community a set of school wide expectations have been created. They are; Be Respectful, Be Safe, Be Responsible.

The school motto, Learn, Connect and Contribute is now displayed on totems at the front of the school as part of a cultural awareness program. The school-wide expectations will also be displayed on signs and totem poles in prominent

areas around the school in 2018.

The changes made to the Personalised Learning and Support Planning process and reporting formats as a result of the implementation of Sentral has been significant. Parent/carer input during the PLSP process has allowed for a comprehensive overview of each students learning priorities. The reporting format is clear and addresses all areas of student learning and personal development.

In 2017 staff and parents participated in the Tell Them For Me survey providing valuable feedback for future school development. Staff engaged in professional learning on the Wellbeing Framework and the Wellbeing Self-Assessment Tool. These sources are now being used to inform the next three year planning cycle.

Staff and student wellbeing was a focus in 2017. Staff wellbeing was the priority of the Term Three Staff Development Day. Research indicates that when staff feel valued and supported student learning outcomes improve. Structured action breaks and opportunities for mindfulness activities have had a positive impact in supporting student wellbeing.

The purpose of the 3rd Strategic Direction – Connections with Community is to develop positive connections within the school and community. Communication methods have been continually developed and improved to encourage, promote and celebrate the achievement of all students. Connections have been made through our school social media Facebook account, enabling the school to provide accurate, reliable and regular communication with the community. Further connections were made by students through participation in the Multi Sport Day.

On behalf of the staff at the school I would like to thank parents and carers for their support and contributions throughout the year. We hope that engagement and support from our community will continue to grow and flourish in the coming years.

I would like to thank the P&C for their support and hard work in 2017. Sadly we are farewelling Steve Reynolds this year. Steve has made an outstanding contribution to the school through the P&C and we are truly grateful for everything he has done for students at the school.

I would like to thank all the staff at Willans Hill School for their dedication and commitment demonstrated consistently throughout the year. I am so grateful to have been given the opportunity to lead such an amazing group of people who are committed to providing every student with the opportunity to learn, achieve and succeed.

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

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

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.

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 2016 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 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.

An integrated approach to quality teaching and curriculum planning and delivery has continued to be developed in 2017, including; collaborative planning with stage groups, the timetabling to meet mandatory hours, the continued development of scope and sequence, and the creation of a teacher mentor role and the support to improve practice. 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, Mathseeds, Reading Eggs, interactive lessons, and the purchase of laptops for students.

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, in 2017 teachers engaged in professional learning to develop their understanding of assessment practices using the Strong Start Great Teachers resources. Setting transparent criteria for student assessment and developing principles of consistent assessment and moderation will continue to be a focus in the future.

In the domain of Teaching our school is at the delivering stage of each element. In 2017 staff continued to identify, understand and implement the most effective programming methods. As a result staff have modified the program format provided in 2016 and have utilised Program Builder. A number of staff have become proficient in using the program and are now coaching others to develop their skills in using the program.

The school is continuing to explore consistent whole school student assessment strategies to identify student achievements and progress, in order to inform future school planning. 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 in 2018 the school will utilise the ATISL resource to further develop assessment procedures within the school.

Throughout the year the school leadership team has regularly used data to inform key decisions. 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 training regarding safety techniques from the MAPA program. 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 continued to develop explicit systems for collaboration and feedback to sustain quality teaching practice which is evident in how the Performance and Development process has been structured. 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 professional learning in the following areas; Mind Matters, Art of Leadership, MAPA, STEM, and Communication Passport.

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 in 2016 and continued in 2017 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, Share the Vision meetings, and various information sessions.

Executive staff have continued to participate in the Art of Leadership and have also completed a Master class. This has continued to build 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 continued to consolidate 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.

In 2017 the school, along with seven other special education settings, established a Fair Education Project. The purpose of this project is to strengthen connections across the seven settings and develop programs that provide complex learners with quality learning experiences. This is a three year project and is funded by Schools Plus.

With the introduction of NDIS in 2017 the school has implemented processes and procedures to manage the increasing number of service provision within the school.

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, KEIS 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 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 to achieve the vision, values and purpose for the school.

Staff have actively engaged in the school planning process and have demonstrated by their involvement in the Appreciative Inquiry sessions that were committed to, and articulated the future vision for the school.

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 School Plan Strategic Direction 2 highlights the school's commitment to the Wellbeing Framework for Schools. Staff developed 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.

The school executive continued to play 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. Facilities within the school are used creatively and flexibly to meet a broad range of needs. For example, the continued implementation of electives in the Senior and Middle School area.

A high priority this year has been to continue 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 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, in 2017, the leadership team continued to review organisational structures such as the Timeout Procedures 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 has been 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.

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 2017.

Our self-assessment 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:

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 2017 the school continued investigating programs to improve literacy standards for all students. One of these programs was the Communication Passport. This program was developed by The Hills School in Sydney and offered a method of relevant and successful teaching for those students currently not accessing the English syllabus at Early Stage One. Initially a team of selected staff travelled to Sydney to become familiar with this program, along with several other programs. They met with two schools that had implemented the programs and gathered baseline information regarding assessment and implementation across the school. As a result of this visit it was organised that Vita Williams and Ylana Bloom (co-designers of the program) would visit Willans Hill School and train four staff members in the methodology of the program. Each of these staff members was then encouraged to identify one eligible student in their class to assess and design a plan based on the results. An Executive teacher was then allocated a period of time each week to collaborate with these teachers and gather information on the effectiveness of the program thus far. The team again travelled to Sydney to further clarify details of the program. During the latter half of 2017 Willans Hill School became part of the Fair Education Project. The aim of this project was to bring together several metropolitan schools, and two regional schools (all identifying as Special Schools, or having a Special Unit attached). The schools involved will be implementing the Communication Passport, as well as other identified programs, through the jointly funded initiative.

In terms of assessment practices, staff were taken through the Strong Start Great Teaching resource, looking particularly at assessment practices. The staff were guided through each of the elements of assessment and expected to reflect those practices in their teaching programs. Staff were also encouraged to review several commercial assessment packages (PAT, Torch, BURT, Multilit) and give feedback. Selected staff participated in professional learning delivered by Instructional Leaders in other schools.

During the School Plan period the staff undertook a qualitative assessment of the Four Blocks Literacy program which had been part of the recent school program. Staff discussed each of the components of the program highlighting both negative and positive outcomes. Overall it was felt that although highly positive and engaging for some students, it was not targeting all students and there were still students who were not receiving targeted, relevant instruction.

A member of staff was designated Peer Coach and Mentor. This role entailed the Coach researching appropriate and relevant training for all staff as well as offering support and advice to those staff members. The Coach also engaged in organising peer collaboration as a means of sharing information and practice. The Coach was also involved in staff observations which resulted in constructive, and positive based, feedback to staff. Also a PDP framework was introduced for teaching and non-teaching staff. Executive staff attended the Art of Leadership training to enhance their ability to lead the school.

A school wide planning proforma was designed to assist with consistency across the school. This was developed and modified based on staff feedback. It aimed to provide the teaching staff with a structure that would streamline programming as well as making Stage sharing more efficient.

A new PLSP format was introduced using the Sentral template. This new format contains priorities based on the Literacy Continuum and the Every Student, English Framework. This information is specifically discussed with parents at the planning meeting.

The school purchased several online programs to support Literacy and Numeracy – Reading Eggs, Mathseeds, Sunshine Online and Mathletics. These programs are being used in classrooms across the school.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase in student achievement in literacy as evident in school based assessment	Communication Passport Staff from Sydney visited	The school caters for a broad range of abilities and is continuing to explore and investigate appropriate literacy assessments that will provide accurate and

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>Increase in student achievement in literacy as evident in school based assessment</p>	<p>Willans School to provide initial training in the Communication Passport to selected staff. Staff visited schools in Sydney to engage in further professional learning regarding the Passport.</p> <p>Aboriginal Equity – \$3318</p> <p>EAL/D– \$5268</p> <p>Casual relief for teachers to attend professional learning and to participate in collaborative planning within the school with colleagues</p> <p>Socio-economic \$19000</p> <p>Additional SLSO support across the school to support identified students with complex and challenging behaviours to re-engage in learning and to minimise disruptions</p> <p>Socio-economic – \$21338.24</p>	<p>reliable data to measure all student success. Based on this the school is unable to accurately provide data for this measure.</p> <p>Additional SLSO support reduced the number of disruptions to learning and helped to re-engage students in learning.</p>
<p>Reviews of the Personalised Learning Support Plans indicate that 80% of students are achieving their Literacy and Numeracy priorities</p>	<p>A Casual teacher was employed to release teachers from class to attend Professional Learning with the person contracted to assist the school develop the templates on Sentral for Personalised Learning Plans and Progress Reports.</p> <p>Socio-economic – \$4032</p>	<p>The Personalised Learning and Support process was reviewed again during 2017. A format was developed on Sentral with links to the Literacy, Numeracy and Every Student Frameworks. Semester Reports were also modified to incorporate student progress towards achieving learning priorities.</p> <p>Both these changes improved the tracking of all students and provided parents with clear and reliable information on their child's progress.</p>
<p>Improved staff performance will be evidenced via observations, feedback and Performance Development Framework procedures.</p>	<p>Staffing entitlement was utilised to release a teacher 1 day a week to work in the role of Teacher Mentor</p>	<p>In 2017 a staff mentor role was created and their role was to develop the capacity of staff. Throughout the year the person in the role provided Professional Learning using resources from the AITSL website to encourage teachers to reflect on their practice. Increases in collaboration between staff and engagement in professional dialogue occurred. The school will in the coming years endeavour to continue this growth towards building a strong Professional Learning Community.</p>

Next Steps

The communication passport will be continued to be rolled out across 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.

Continue to build staff collaborative practice and team work across the school, encouraging stages to program together.

Staff will engage in professional learning regarding evidence based strategies.

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

The purpose of the second strategic direction, Wellbeing for All, is to support the wellbeing of students and staff encouraging all to connect, succeed and thrive. Wellbeing for students, staff and the community was a significant priority during 2017. At the beginning of the year all staff participated in professional learning with Judy Hattswell to build their capacity to develop quality relationships using Choice Theory and the Positive Outcome Process. The feedback from staff indicated an increase in their confidence to interact positively with peers and students. Throughout the year staff investigated strategies to support student and staff wellbeing. These strategies included; a 15 minute physical break during the morning session, mindfulness opportunities during class time and changes to the amount of meetings held across the school. A three week professional learning meeting cycle was created reducing the number of after school meetings staff were required to attend and staff meetings were not scheduled during the report writing period.

Through consultation involving students, staff and the community a set of school wide expectations were developed. They provide students with a clear set of behaviours under three main areas, Be Respectful, Be Safe, Be Responsible.

The school motto Learn, Connect and Contribute is now displayed on totems at the front of the school as part of a cultural program. The school-wide expectations are now displayed on signs in prominent areas around the school.

Significant changes were made to the Personalised Learning and Support Planning process and reporting formats as a result of the implementation of Sentral. Parent/carer input during the PLSP process has allowed for a comprehensive overview of the each students learning priorities. The reporting format is clear and addresses all areas of student learning and personal development.

This year our community participated in the "Tell Them for Me" survey and staff engaged in professional learning of the Wellbeing Framework and the Wellbeing Self-Assessment Tool. We are now utilising this feedback from all of these to inform future school planning.

In Term Four, in consultation with staff and the school community, an anti-bullying policy was created and introduced across the school. This policy, along with the school behaviour expectations, provided staff and students with guidelines for expected behaviour, outlining the processes to follow to support the wellbeing of staff, students and the wider school community.

Staff and student wellbeing has been a focus this year. Staff wellbeing was the priority of the Term Three Staff Development Day. When staff feel valued and supported student learning outcomes improve. Structured action breaks and opportunities for mindfulness activities contributed positively to student wellbeing.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
The school has in place a comprehensive and inclusive framework to support the wellbeing of students and staff.	Judy Hattswell Professional Learning	Increased staff capacity to develop positive relationships with students and peers.
	Socio-economic \$7400	An increase in positive interactions between students and staff
	Staff Development Day Term 2 Wellbeing Focus	An increased understanding of the type of behaviours that develop positive connections
	Socio-economic \$900 Teachers on the Wellbeing Strategic Direction Team	Staff have a clearer understanding of the five domains of wellbeing and how they contribute to measures of wellbeing.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>The school has in place a comprehensive and inclusive framework to support the wellbeing of students and staff.</p>	<p>released from class to plan professional learning for all staff on the Wellbeing Framework</p> <p>Socio-economic \$3000</p> <p>Two Executive staff members attended the Art of Leadership and the Principal completed the Master Class in the Art of Leadership</p> <p>Socio-economic \$10000</p> <p>The Principal attended Teacher Wellbeing Conference</p> <p>Socio-economic – \$1200</p> <p>Aboriginal Cultural Awareness Art Program to design Totem poles with School wide expectations. Aboriginal SLSO employed to work across the school. Resources and materials for project</p> <p>Aboriginal Equity</p> <p>\$3362</p>	<p>Leaders continue to build their capacity to lead the school in an effective and supportive manner</p> <p>The older male students developed a strong connection with the Aboriginal SLSO. This had an extremely positive impact on one student in particular, a year 12 male aboriginal student. His attendance increased significantly and his aggressive behaviours decreased during the program.</p>
<p>Reported negative behaviour incidents are reduced by 50%.</p>	<p>Timetabling, staff resourcing</p>	<p>An increase in staff on duty, opening a third playground, professional learning for staff on managing challenging behaviours and reducing the amount of unstructured playtime contributed to a decrease in negative behaviours</p>

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

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 third strategic direction, Connections with Community, focused on three school processes throughout 2016 and 2017. 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' learning priorities were shared with all stakeholders and were displayed in classrooms to ensure clear communication between all staff. During Term 1, the current PLSP document was reviewed and the staff worked collaboratively to modify the proforma using Sentral software. Staff were provided with professional development by Anne Taylor to effectively use Sentral for reporting to parents.

The purpose of the strategic direction, Connections with Community, was to further develop connections within the school and community. Communication methods have been continually developed and improved to encourage, promote and celebrate the achievement of all students. Connections have been made through our school social media Facebook account, enabling the school to provide accurate, reliable and regular communication with the community. Further connections were made by students through participation in the Multi Sport Day, Regional Carnivals, Community Cup, Riverina Dance Festival, excursions to the Environmental Education Centre and Rugby league competitions, which were a highlight for all.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Improved parent/carer attendance at PLSP and parent teacher evenings. Learning priorities are established in all PLSP's and evident in learning programs Student reports provide feedback on student progress towards achieving learning priorities in PLSP's and demonstrate achievement in relation outcomes	Teachers covered by casuals to attend PLSP meetings.	Increase consultation and input from parents/carers in developing individual learning plans.
Students involved in work placement within the community increases	Utilised School to Work funding to provide students with additional support while on external school placements	Increased participating in both internal and external work placements.
Parent and community attendance increase at school related activities	Continued to provide staff with release to review social media sites and the school newsletter	This is an area that the school has identified that they need to work towards improving. Discussions with the P&C have taken place to identify other ways to connect with the community.
Increase in the availability of post school options	The job coach was supported to widen the post school options available to students	Transition program implemented for year 12 students in Terms 3 & 4. This continues to be an area of concern. Post school options that provide meaningful and interesting work continue to be limited for students with complex needs.

Next Steps

Investigate and incorporate a range of strategies to communicate with parents/carers and community members, particularly people with culturally diverse backgrounds.. 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	Resources (annual)	Impact achieved this year
<p>Aboriginal background loading</p>	<p>Strategic Direction 1</p> <p>Communication Passport</p> <p>Professional Learning and Casual relief</p> <p>Aboriginal Equity – \$3318</p> <p>Strategic Direction 2</p> <p>Creative Arts cultural program an Aboriginal SLSO was employed to work across the school</p> <p>Aboriginal Equity – \$3362</p>	<p>Strategic Direction 1</p> <p>Aboriginal students received increased teacher support to work on communication programs that supported their personalised needs.</p> <p>All Aboriginal students showed growth towards their personal goals and families received feedback on their child's program and attainment against goals.</p> <p>Improved the quality of teaching, particularly in the area of communication for Aboriginal students.</p> <p>Strategic Direction 2</p> <p>Improved cultural awareness across the school</p> <p>Increased attendance rate for a male aboriginal student</p> <p>A decrease in inappropriate behaviours of senior male students</p>
<p>Socio-economic background</p>	<p>Strategic Direction 1</p> <p>Teachers engaged in professional learning \$19000</p> <p>Additional SLSO to work across the school 5 days a week to support teachers with students with challenging behaviours to re-engage in learning \$21338</p> <p>Casuals employed to cover teachers so that they could attend Personalised Learning Meetings with parents/carers \$4032</p> <p>Strategic Direction 2</p> <p>PL in Choice Theory and Positive Relationship Building strategies at the beginning of 2017</p> <p>PL and casual relief Master class Art of Leadership</p> <p>PL and casual relief Art of Leadership \$17400</p> <p>Release for staff to develop</p>	<p>Strategic Direction 1</p> <p>Students requiring financial support to access community programs are identified on a term by term basis.</p> <p>Collaboration amongst teachers increased leading to improved quality teaching and learning programs.</p> <p>Decrease in disruptions to learning.</p> <p>Students were provided with the support they required to regulate their behaviour.</p> <p>Increased consultation with parents/carers throughout the planning process.</p> <p>Students now have learning priorities that have been developed in consultation with all stakeholders</p> <p>Improved access to learning opportunities for students from lower socio economic backgrounds.</p> <p>Strategic Direction 2</p> <p>Further leadership development to lead the school through the change required in the future.</p> <p>Improved understanding of the wellbeing framework</p> <p>An assessment of current practices within the school that enhance wellbeing</p>

<p>Socio-economic background</p>	<p>workshops for the Wellbeing Self Assessment Tool and further professional learning for all staff</p> <p>\$3000</p> <p>Wellbeing Conference</p> <p>\$1200</p> <p>Staff Wellbeing Development Day focus</p> <p>\$900</p>	<p>Suggestions for future planning to enhance student, staff and community wellbeing</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	48	46	46	45
Girls	22	22	20	20

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	3
Head Teacher(s)	0
Classroom Teacher(s)	6.82
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0
Teacher Librarian	0.4
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	10.82
Other Positions	0.76

*Full Time Equivalent

The school employed an aboriginal SLSO on a temporary basis at the beginning of the year.

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 2017. 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 both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

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

Receipts	\$
Balance brought forward	265,791
Global funds	85,420
Tied funds	140,321
School & community sources	6,852
Interest	1,867
Trust receipts	1,446
Canteen	0
Total Receipts	235,907
Payments	
Teaching & learning	
Key Learning Areas	2,188
Excursions	0
Extracurricular dissections	4,891
Library	802
Training & Development	12,227
Tied Funds Payments	52,834
Short Term Relief	25,724
Administration & Office	25,486
Canteen Payments	0
Utilities	12,416
Maintenance	8,222
Trust Payments	5,586
Capital Programs	45,477
Total Payments	195,853
Balance carried forward	305,845

Figures presented in this report may be subject to

rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	0
Revenue	559,727
Appropriation	529,712
Sale of Goods and Services	0
Grants and Contributions	29,534
Gain and Loss	0
Other Revenue	0
Investment Income	482
Expenses	-259,233
Recurrent Expenses	-259,233
Employee Related	-118,391
Operating Expenses	-140,842
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	300,495
Balance Carried Forward	300,495

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

	2017 Actual (\$)
Base Total	451,667
Base Per Capita	18,403
Base Location	2,046
Other Base	431,217
Equity Total	76,413
Equity Aboriginal	6,682
Equity Socio economic	64,462
Equity Language	5,269
Equity Disability	0
Targeted Total	1,740,156
Other Total	8,665
Grand Total	2,276,902

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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

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

Their responses are presented below.

In 2017, the school sought the opinions of parents/carers, students and teachers about the school. Their responses are presented below:

Parent Testimonials

- Willans Hill School staff provide a caring learning environment for students, and welcome them with a smile to make every day a great day.
- All staff are supportive and knowledgeable. I love that my daughter loves coming to school, she is happy and is finally part of something great. Attending Willans Hill School has changed her world and in turn changed ours.
- It is such a supportive environment, it doesn't matter what year the kids are in, they are all friends"
- It is a very close knit community, everyone knows everyone and supports each other. Every staff member is aware and interested in all of the students' wellbeing and achievements.

Staff Testimonials

- I love the people, it's nice to work in place where everyone is friendly, the students are engaged and the staff are really supportive.
- Staff working towards a common goal of success and independence, making sure best practice occurs across all classrooms.
- 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 manner.

Policy requirements

Aboriginal education

In 2017 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. Leaders in the school attended AECG meetings throughout the year.

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.

Students engaged in Cultural Art Program lead by a well known local aboriginal artist. Totem poles displaying the school expectations and motto were created and are now displayed around the school.

Multicultural and anti-racism education

In 2017 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.

Across the school a wide variety of cultural texts were used to support Literacy programs.

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 in various learning opportunities including Harmony Day.

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.

Other school programs

Transition to Work

The Transition to Work Program assists students and their families to make more informed choices about future employment options. The program is implemented by the Job Coach and the Transition Teacher. In 2017 students have had a greater range of experiences, with a wider collection of employers coming on board.

In 2017 we modified the personalised learning and support plans so that from year 9 onwards a plan for transition to work is developed for all students. In year 9 students are given the opportunity to participate in Project Workskills, an orientation program that prepares students for work placements. Students undertake work opportunities within the school initially to help them recognise their skills for future work opportunities. A broad range of work placement opportunities are then available for students in the wider community. By their senior years, students are usually at work placements several days a week, in a variety of fields to give them the greatest understanding of work.

The strength of our Work Placement and Transition program has continued to grow in 2017, and will continue to be a focus in the coming years.

Sport

Students at Willans Hill School are provided with the opportunity to participate in a wide range of sporting activities throughout the year. In 2017, a daily fitness program was established to promote wellbeing for all. Sporting Schools an Australian Government initiative provided funding for coaches to visit the school to develop skills in basketball, cricket and soccer. The weekly sport program engaged all students in a variety of physical activities. In school sport programs included yoga, cricket and dance. Out of school activities included bowling and swimming. A number of primary school students attended Riding for Disabled once a week. Students participated in the Regional Sporting Days throughout the year. In Term 2, High school students participated in the Community Cup playing touch football against students from Albury and the local police force.

Creative Arts

In 2017 a choir and dance group was established in the

High school. Both these groups participated in a variety of events in the community including Education Week performances, the Riverina Dance Spectacular, Chords and the school end of year Presentation Evening. These opportunities enhanced student confidence and connected them with students from other school settings.