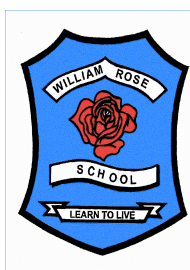


William Rose School Annual Report



2017



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Introduction

The Annual Report for **2017** 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.

Dear Parents, Carers and Community Members,

A number of key events have taken place over the year including, for the first time undertaking the External Validation (EV) process and aligning our developing areas against the School Excellence Framework(SEF). We discussed areas such as: *The Art of Teaching and Learning* including: literacy and numeracy for life and differentiated curriculum delivery in numeracy and literacy. *Building Blocks for Success* including addressing student learning needs and assessment and reporting. *Growing a Professional Learning Community*, and *Strengthening Connections* across our community and educational partnerships just to name a few. The panel members were extremely impressed: please see an email entry from one of the panellists below:

"I feel like I floated out of William Rose School... I feel so privileged to have been allowed an insight into the day to day running and overall plan for your wonderful school. It was clear to me that you have a dedicated and passionate staff who have caught their vision and enthusiasm from the leadership of the school. I can see that you are reflective practitioners who are always looking for better ways to reach your students and your community. The visit to your school was such a happy experience that will stay with me for a very long time..."

We would like to say a special thank you to the entire school community who supported this process including the EV team who creatively shared the story of William Rose School by showcasing programs, events and assessments through the domains of learning, teaching, and leading. In particular, the executive team who finalised the documentation and worked so hard to showcase our school and students and all the great things we have accomplished.

We are grateful for our extended school community who contribute to the needs of our students on a daily basis including the ROSE charity. Our school team, teachers, school learning support officers who continue to work together to ensure our students are engaged in learning and continue equipping students to prepare them for their future.

We 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 schools achievements and areas for development.

Mariane Youness–Wood (Principal – M, T, W) and Dolly Reen (Relieving Principal – Th, F)

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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

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

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

The results of this process indicated

Learning

In the SEF domain of learning, WRS on balanced judgement is sustaining and growing.

WRS2015–2017 school plan, explicitly sets out priorities for high quality programs that engage students in meaningful, challenging and future focused learning experiences. Our school has strengthened procedures through modification across the whole school curriculum, programming and assessment policy, aligned to the Department of Education (DoE) policy in our journey towards building a school culture that shares common language and knowledge aimed at enhancing student learning and success. The school has particularly focused on delivering individual learning priorities through personalised and differentiated programs developed by teachers in collaboration with all relevant stakeholders.

WRS has developed innovative programs in consultation with the school community aimed at student social, emotional, physical and cognitive wellbeing. Our programs, Empower Up, Treatment and Education of Autistic Children and Related Communication Handicapped (TEACCH) and Active Minds focus on a holistic approach to inspire students and engage them in learning, understanding and building their skills for future success and wellbeing across school, home and community environments. Personalised programs cater for the individual needs of all students including Aboriginal students with a strong focus on the areas of self care, survival skills, daily living skills, social skills, communication and behavioural expectations.

The school curriculum programming and assessment policy outlines curriculum expectations based on the future needs of our students, for them to be able to live independent and meaningful lives. Focus of all learning is to develop and enhance functional knowledge, functional understanding and functional skills taught explicitly through school developed and evidence based teaching practices. Teachers differentiate, adapt and modify curriculum to ensure all students are

provided with accessible and meaningful programs.

Established processes at WRS are in place to collect, analyse and report student performance. Assessments form an integral part in understanding students individual needs and parents are updated on the progress through reports twice a year, which includes photo and video evidence to support teacher judgement. School developed assessments in numeracy and literacy which include Pre–Emergent Numeracy Assessments (PENA), and Pre–Emergent Literacy Assessment (PELA), Functional Literacy Assessment (FLAT) and evidence based assessment including Schedule of Early Numeracy Assessment (SENA) 1 and Students with Additional Needs (SWANS) have assisted teachers to monitor progress, identify gaps and inform planning. Internal school performance results are collated annually through whole school matrix for numeracy and Person Centred Learning Plan (PCLP). This matrix gives an overview of student achievement across the school from year to year to inform future planning.

Teaching

In the SEF domain of teaching, WRS on balance judgement is sustaining and growing.

At WRS all teaching learning programs are designed to meet the learning needs of individual students as identified in collaboration with parents, carers and relevant stakeholders. Teachers are supported through professional learning(PL), collegiate and peer support to regularly review, revise programs and design classrooms to create an effective teaching environment that makes accommodations and adjustments to cater to all learning styles in a single classroom setting.

Teachers incorporate data analysis in their planning for learning and also reflect on student performance through the whole school data matrix in relevant curriculum areas. To ensure accountability in assessment practices across the school, staff have attended in–school PL to enhance their understanding, implementation and analysing of data for monitoring student progress and areas of improvement.

Teachers collaboratively plan curriculum programs within and across stage groups to ensure consistency of content, delivery and assessment. To also ensure consistency of approach to student wellbeing and healthcare needs, teachers regularly share strategies and plan during staff and team meetings. Constructive feedback from classroom observations assists teachers during coaching and mentoring sessions, to reflect and review their teaching practices. Teachers actively share learning from targeted PL with whole school staff during in–school PL sessions and Thursday morning forums. WRS collaborates with a range of external agencies to source PL and training sessions to enhance staff knowledge and skills in improving student outcomes.

Each staff member at WRS has a Performance and Development Plan (PDP) that is aligned to our school strategic directions and individually identified professional needs. In–school and external PL activities aim at staff development in the areas of need. WRS supports teachers with their accreditation requirements including maintenance and School Learning Support Officers (SLSO) in their professional growth which is evident in five SLSOs over the years having attained their teaching accreditation. Beginning teacher funding is utilised effectively to support early career teachers in upskilling their understanding, knowledge and skills required for effective teaching practice through PL, mentoring, classroom observations and PDPs.

PL is a routine practice across the school and is aligned to relevant professional standards to enhance teaching practice to better student outcomes based on individual needs.

Leading

In the SEF domain of leading WRS on balance judgement is sustaining and growing.

WRS continues to actively pursue avenues to enhance students real life experiences, learning and wellbeing by building strong partnerships with parents and families, other education and training organisations such as TAFE, universities, local businesses such as IGA, Woolworths and community organisations such as Recognition of Special Education Charity Inc. (R.O.S.E), A Start in Life, Blacktown Rotary, Kings Langley Lions, Blacktown Workers Club and many more. These partnerships address identified student needs by providing access to experiences, support and resources not available within the school.

Leadership development is central to school capacity building and WRS leadership procedures promote succession planning and distributive leadership engaging not only aspiring teacher leaders, also including the SLSOs. Processes are in place to provide formal mentoring, coaching to improve teaching and leadership practice through the Blacktown Learning Community (BLC) aspiring leaders program, WRS aspiring leaders group, building capacity across roles and responsibilities by empowering and enabling all staff to take up purposeful leadership roles based on their areas of expertise. WRS has been successful in receiving the fair education grant, titled success for complex learners, which will provide a systematic direction to access formal curriculum and build leadership capacity across the school and community over the coming years.

School planning is a consultative process and the whole school community contributed to the designing of the school plan including parents, carers and school staff. Implementation of the school plan was monitored and reviewed through

clear and timely processes including milestone meetings. Action plans for innovative and ongoing projects ensured that lead staff and committee members were on track with the implementation of all projects.

Expertise within staff provide mentoring and coaching support to improve teaching practice in relevant areas such as vision, hearing and TEACCH. The school hall is creatively shared with Seven Hills Primary School (SHPS) to best meet the needs of students across the settings. WRS students visit SHPS canteen to not only order meals but also to provide them with the opportunity to further develop and enhance social, communication and financial literacy skills. The Garden Café continues to provide vital future focused life skills opportunities to all our students by differentiating the curriculum through a relevant and meaningful program.

WRS recognises and values parents, carers and families as integral members of the school community and partners in their child's education. The school has provided many opportunities for the community to provide constructive feedback through surveys, feedback forms, during consultation meetings and community events such as meet the parent BBQ, report evenings and other special events. The school is committed to a highly engaged cohesive school community, open and honest communication, productive collaboration and positive and respectful partnerships to ensure student learning and success across home, school and community environments.

Our self-assessment process will further assist the school to refine the strategic priorities in our School plan leading to further improvements in the delivery of education to our students.

Our self-assessment and the external validation process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

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

Parents, carers, therapists and other stakeholders were included as active partners in each students' educational goals. Students were provided with learning experiences based on their individual capabilities aimed at developing skills required in their future lives. Student Person Centred Learning Plans (PCLP) were evaluated based on improvement in Individualised Goal Attainment Scales (GAS goals).

A whole school performance and individual student matrix based on data collected from students with additional needs assessment tool (SWANs) at the end of the year indicated areas of further improvement based on students' current skill to inform future teaching.

Assessment for learning and *assessment of learning* were carried out as set in the whole school assessment planner and documented in student reports twice a year. Assessment results in the area of numeracy and literacy were recorded on a matrix for whole school student analysis and program review. 60% of students achieved their numeracy and literacy targets while 35% maintained at the same level.

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Funds Expended (Resources) | Progress achieved this year |
|---|---|--|
| 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). | Program Development and TPL: \$5000 | <p>All teachers were supported in the successful implementation of assessment tools including (revised PCLP, GAS goals, SWANs) and school based assessments using the whole school assessment planner. 100% teachers used GAS goals to evaluate student achievement in their person-centred learning goals. SWANs for communication was completed for all students.</p> <p>Data indicated that 100% teachers felt supported through targeted professional learning, relief from face to face teaching and mentoring to be able to implement programs and conduct assessments.</p> <p>Consultation with relevant stakeholders including parents, carers and therapists ensured 100% support for the implementation of individual students' PCLPs.</p> |
| 100% of students are provided with learning tools, skill sets, enhanced communication skills, engagement and learning support through programs, activities and resources. | Program Development \$7000 TPL: \$4,900 Teaching & Learning: \$3200 | <p>Teachers trained in Treatment and Education of Autistic and related Communications Handicapped Children (TEACCH) established four TEACCH classrooms as part of action research.</p> <p>Award Scheme Development and Accreditation Network (ASDAN) trained teacher implemented ASDAN curriculum with selected students as part of action research with a focus on wider implementation over the next years.</p> <p>Continued to devise and embed whole school framework of teaching and learning practices with a school wide focus on consistency across</p> |

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Funds Expended (Resources) | Progress achieved this year |
|---|---|---|
| 100% of students are provided with learning tools, skill sets, enhanced communication skills, engagement and learning support through programs, activities and resources. | | curriculum to address future literacy, communication and numeracy needs of students in consultation with all school stakeholders. |
| <p>100% of staff will engage in school wide implementation of relevant project based programs and instructional leadership decisions derived from data, ongoing evaluation, action research and assessments.</p> | <p>Program Development: \$2500</p> <p>TPL: \$1500</p> | <p>100% of staff including SLSOs participated in peer observations as part of their Performance and Development Plans (PDP) and with a focus on smooth transition of students from this year to the next year.</p> <p>Teachers were provided with relief from face to face teaching, in school and external professional learning and collegial forums to ensure consistency and continuity of implementation of whole school curriculum and assessment framework.</p> <p>School leadership team along with key staff continued to review and revise English, Numeracy and PDHPE frameworks with the aim of establishing consistent approach to teaching and assessment practice.</p> |

Next Steps

2018–2020 school plan will aim to align all assessment procedures. School will continue to develop strength in the areas of consistent teacher judgement, identifying appropriate assessment tools and strategies that indicate the true level of student performance whilst also demonstrating progression and inform teaching aimed at future lives of our students.

Literacy and numeracy tools will guide teachers in the requirements of planning, programming, assessing and reporting. This framework will assist all staff regardless of their teaching experience inconsistently identifying and addressing individual literacy and numeracy needs and by providing tailored supports and interventions for the immediate and future.

TEACCH program will be extended to further support and enhance the learning needs of our students. Relevant staff will continue to develop their skills and gain training through mentoring, online webinars and observation of best practice.

ASDAN program will be implemented across selected classrooms in the senior school. William Rose School will work in close collaboration with Halinda and The Ponds School (SSPs) for planning, programming and assessment of all ASDAN programs.

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

Our aim through these leadership opportunities is to build the capacity and engage with cutting-edge research on educational leadership, teacher pedagogy and school innovation. 100% of current executive team, which includes aspiring leaders both permanent and temporary teachers, have attended courses to enhance and strengthen leadership capabilities. This has also extended opportunities to network with other school leaders and improve whole schools systems and practices.

In 2017, School Learning and Support Officers (SLSOs), School Administration Manager (SAM), School Administration Officer (SAO) and General Assistant (GA) developed PDPs to further improve personal and professional goals in the workplace. Their progress is regularly monitored through formal and informal dialogue and meetings to ensure consistency and tracking of goal attainment. As part of QTSS additional mentoring was provided to teachers bringing together theory and practice through classroom observation and reflective feedback. From the *Tell Them From Me Survey* (TTFM) has indicated a score of 6.7 that 'school leaders have taken the time to observe their teaching' and 7 that 'school leaders have provided me with useful feedback about my teaching'.

The school plan for 2018 – 2020 was developed through reflective consultation and collaboration of all members of the school community. The plan was based on state and school priorities, areas of improvement and innovative programs.

The SMART Hub project continues in the development and consolidation stages. There have been some challenges in working towards culminating and finalising the SMART Hub this year. The ongoing changes to systems and processes; introduction of the LMBR; and implementation of internal reviews and checks have resulted in a critical delay.

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Funds Expended (Resources) | Progress achieved this year |
|---|--|--|
| 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). | <p>In-school PL during staff meetings</p> <p>Executive delivered in school PL timetabled across the school</p> | <p>100% of staff including aspiring leaders were supported and attended professional learning (including the introduction of PDPs with SLSOs, SAM, SAO, GA) with a focus on DoE, schoolwide and personal development goals to improve teaching and learning using the AITSL standards and school developed appraisals and feedback. Regular mentoring and collegiate support meetings were held 3 times across the term as indicated on the annual assessment planner.</p> <p>100% of temporary and permanent teachers were actively in lead roles for operational projects with more than 50% completing additional leadership responsibilities in our innovative projects.</p> <p>100% of SLSO's were involved in ongoing operational projects with 6 x SLSO's taking on additional leadership roles including special events, health and safety and fitness and wellbeing groups.</p> <p>2 x SLSOs have attained teacher qualifications as part of their PDP career goal/s.</p> |

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Funds Expended (Resources) | Progress achieved this year |
|---|------------------------------------|---|
| Increased number of teachers will enhance understanding of Core Finance, resources and leadership models through shared PL. | In-school PL during staff meetings | Target fully achieved. LMBR deployed. Financial literacy courses attended by senior executive and delivered to executive and staff. |
| Improved procedural guidelines will be established on school systems and processes. | Program Development: \$5000 | The WRS SMART Hub (school online handbook) on school procedures and processes has been finalized and will continue to be an ongoing work in progress as the needs change across DoE and school systems and procedures whilst maintaining regular feedback from staff and community. |

Next Steps

Ongoing leadership opportunities for operational and innovative projects will continue, including leadership professional development where staff can attend workshops, professional development courses run by external agencies such as Blacktown Learning Community (BLC); Special Education Principals and Leaders Association (SEPLA); Blacktown Area Special Education Network (BASEN) and others.

Develop WRS performance and professional framework to support projects including beginning teacher, accreditation and instructional leadership, together in partnership with our learning communities.

Incorporate aspiring leaders to take lead on projects including ASDAN, TEACCH, Early, Middle, Senior Framework.

The SMART HUB continued to be updated, to reflect the changing needs of the operational procedures across the school.

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

As part of SD3 we continued our connections with external stakeholders to promote teaching, leading and learning. Successful at receiving Fair Education grant application, which provided cluster of schools to target students with complex learning and emotional needs. Core cluster team developed and drafted the application with the support of mentor (Education) and mentor (business model). First coaching session was provided to school leaders and the purpose of the coaching framework was to build the capacity of leaders to develop innovative, high order strategy, systems and practices to effectively lead communities to flourish, grow and connect, within and beyond the school. Participating schools were coached to help build and promote a school culture that is outward looking, focused on ongoing growth and development. School leaders were supported to sustain continuing development of the strategic areas considered by the school community in providing for the future learning experiences and achievements of its young people. It aimed to help connect the schools to a dynamic community of practice to promote collaboration and sharing across all member schools, with the further opportunities to contribute to the general development of education at state and national levels.

As a school wide focus on creating community footprints, our school has achieved significant progress within a multi-faceted aspect. Connections with the whole school community continued to be enhanced by inviting parents and caregivers to a variety of events such as: Meet the Community BBQ, Report Evenings, Harmony Day, Easter Fun Day, Education Week, Father's Day lunch, Mother's Day Lunch, Sports Day, Adidas Fun Run, ROSE Charity BBQ Volunteers, School Christmas Party, Grandparents Day and Celebration Day. A range of coaches and instructors visited our school and enhanced our Personal Development Health and Physical Education (PDHPE) curriculum that improved the gross motor skills of our students. Our school has continued to be involved in the Blacktown Music Festival with our school Music Therapist that created opportunities for our students to showcase and perform in front of a large crowd. This was a memorable experience from our families and the feedback from the wider community was uplifting.

The National Disability Insurance Scheme (NDIS) continued to be a topic for parents, caregivers and staff who requested more information. Parents and caregivers were provided with opportunities for professional learning, forums and information sessions on Ability Option, My Choice Matters, Day Service, Community Programs, Work Placement, Communication, Behaviour Support and planned partners or NDIS.

Communicating with the whole school community has been re-evaluated and the school has established electronic mediums such as the school app and updated school website. This has empowered families to become more informed using a variety of platforms. This has resulted in parents and carers accessing important information regarding upcoming special events, training, school achievements and information sharing sessions.

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Funds Expended (Resources) | Progress achieved this year |
|--|--|--|
| 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. | Program Development: \$1500 TPL: \$1500 | 50% of parent/carer survey indicated that they would like to attend information sessions including NDIS, behaviour and post school options with 10% requesting online learning opportunities. There were also ongoing discussions regarding Before and After School Care and Vacation Care Program with Ability options. |

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Funds Expended (Resources) | Progress achieved this year |
|---|-------------------------------|---|
| 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. | | In response to this survey, 2017 has seen a variety of platforms where our parents and caregivers were engaged in, such as: information sessions on NDIS, My Choice Matters, Learn my Way, Disability Options, Day Service, Community Programs, Work Placement and Communication. |
| 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. | TPL: \$1500 | In 2017, community educational partnerships with the cluster hub was formed. These partnerships promoted leadership development and strengthened the skill set of all stakeholders |
| Increase in staff leading and contributing to programs, initiatives and partnerships beyond the school setting | TPL: \$1500 | PL was provided to staff by executive in-school and beyond via learning communities. |

Next Steps

Success for Complex Learners coachingschedule will occur over the next 3 years of the schools project. Year 1 willinclude: strategic leadership for success and engaging communities for growthand success with the final phase sustaining change and moving forward.

Strengthen community and educationalpartnerships including BLC, SEPLA, BASEN Primary Principal Association (PPA)and universities and external organisations.

Develop stronger connections to support school applicationand parent/community information sessions and community hub, which will resultin increased parent engagement and improve school and parent communication.

| Key Initiatives | Resources (annual) | Impact achieved this year |
|--|----------------------|---|
| English language proficiency | \$42, 898 | <p>William Rose School collaborated with an external provider in 2017 to participate in a School Program to support behaviour, promote and increase communication. The goal of the program was to provide quality and effective consultation, support and training to staff and parents regarding behaviour management, positive behaviour support, skill acquisition and communication needs.</p> <p>Students participated in the program based on their PCLP (Person Centred Learning Plan) goals with a focus on behaviour management and communication. SMART goals were set in collaboration with all stakeholders including teachers, parents and therapists to ensure skill acquisition occurred across all environments. Data collection was continually done at initial observation, midway, exit and as required during the program.</p> <p>Survey was conducted at the end of the program to measure progress and success.</p> <p>85% of staff reported that as a result of EMPOWER UP program, they were able to build skills and knowledge around positive behaviour support and management. Staff noticed 60% of improvement in student behaviour using strategies as part of the EMPOWER UP framework.</p> |
| Support for beginning teachers | \$12,242 | <p>William Rose School has three teachers under Beginning Teacher scheme in 2017, one permanent and two on temporary engagement. Two staff members with beginning teacher funding have submitted their accreditation with BOSTES/NESA for approval and recognition and one staff is in her maintenance phase.</p> <p>Structured feedback against the AITSL National Teacher Frameworks provided opportunities for self-reflection and goal setting for ongoing professional learning aligned with their Performance and Development Plan (PDP) by their supervisors. All funding received as part of first and second year beginning teacher support were appropriately spent on their professional learning, release from face to face and to support their professional growth through mentoring.</p> |
| Every Student Every School (ESES) | Aboriginal \$5079 | <p>Five students of Aboriginal heritage received funding to support educational priorities. This was used to employ staff to support students PCLP goals in the classroom and NAIDOC week. Resources were also purchased to support communication for individual students such as switches and applications for iPADS. Aboriginal art was purchased for the school environment to support the rich cultural and</p> |

| | | |
|--|----------------------|--|
| Every Student Every School (ESES) | Aboriginal \$5079 | indigenous arts contribution to our society. |
|--|----------------------|--|

Student information

Student enrolment profile

| Students | Enrolments | | | |
|----------|------------|------|------|------|
| | 2014 | 2015 | 2016 | 2017 |
| Boys | 38 | 54 | 57 | 58 |
| Girls | 24 | 25 | 27 | 25 |

Management of non-attendance

School attendance is subject to a variety of influences. This may include medical conditions that impact on our school attendance. All student absences have been verified. Allowances are made for students who attend medical appointments during school hours as part of their health care needs. There were three students engaged in part time and modified attendance for Health Care and two students for behaviour support.

Post-school destinations

| Proportion of students moving into post-school education, training or employment | Year 10% | Year 11% | Year 12% |
|--|----------|----------|----------|
| Seeking Employment | 0 | 0 | 0 |
| Employment | 0 | 0 | 0 |
| TAFE entry | 0 | 0 | 0 |
| University Entry | 0 | 0 | 0 |
| Other | 0 | 0 | 0 |
| Unknown | 0 | 0 | 0 |

In 2017, three students (100%) completed the Higher School Certificate (Life Skills) and were accepted into the National Disability Insurance Scheme (NDIS) Community Participation programs (CPP) for 2017. We wish them all great 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) syllabi, as determined by their Person Centred Learning Plans (PCLP) and Individual Transition Plans (ITPs).

Year 12 attaining HSC or equivalent

This year, three students were awarded the Higher School Certificate (HSC) Life Skills. Students were presented with their portfolios and the Employment Related Skills Logbooks where relevant. One year 12 student successfully complete a Retail TVET course at the Western Sydney Institute Blacktown College. Nine students completed Preliminary Year 11 Life Skills subjects.

Workforce information

Workforce composition

| Position | FTE* |
|---------------------------------------|-------|
| Principal | 1 |
| Deputy Principal(s) | 0 |
| Assistant Principal(s) | 4 |
| Head Teacher(s) | 0 |
| Classroom Teacher(s) | 15.34 |
| Teacher of Reading Recovery | 0 |
| Learning & Support Teacher(s) | 0 |
| Teacher Librarian | 0.6 |
| Teacher of ESL | 0 |
| School Counsellor | 0 |
| School Administration & Support Staff | 17.13 |
| Other Positions | 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

WRS is committed to continually enhancing the skills, knowledge and professional capacity with an embedded ongoing culture of valuing and supporting the professional growth of all staff at all experience and leadership levels.

PL in 2017 continued to follow a differentiated model, which combined compulsory training for all staff and

small group workshops tailored to individual learning needs including aspiring leaders group. Aligned with the 2015 –2017 plan and DoE requirements, a professional development calendar was set out in the beginning of the year and implemented through the year. The activities aligned closely to school strategic directions, individual staff PDP inclusive of SLSO and School Administration Support Staff (SASS) and the requirements of beginning teachers. School based PL delivered every Wednesday afternoon was linked to the Australian Professional Standards and the School Excellence Framework (SEF). This has provided staff opportunity to share their knowledge, experiences and skills and participate in presentations organised by external providers as identified in their professional development and student learning requirements. Thursday morning forums have provided classroom teachers with opportunities to work collaboratively with colleagues to develop engaging and innovative teaching learning experiences whilst reflecting, evaluating and enhancing their teaching practices. Executive team supported teachers to model best practice in their classrooms through completing lesson observations, modelling and feedback. The school principal leads an in school aspiring leaders 'development program, which continues to focus on capacity building, succession planning and distributed leadership.

Teachers and SLSOs have participated in professional learning to support them to understand and implement effective classroom management and organisation strategies into everyday classroom practice. Three staff members completed maintenance of Proficient level of accreditation in 2017, and one staff member was accredited at Proficient level for the first time.

The following results are based on the PL survey this year:

100% of teachers were able to access professional learning through formal school based activities.

71% teachers indicated that their professional learning met their classroom teaching needs

50% teachers indicated that quality of the content is highly important when deciding their Professional learning

100% teachers indicated that they work in collegial groups to reflect, review and evaluate their practice

71% teachers used feedback from their PDP to guide their professional learning

Future steps:

50% of teachers indicated that they would like to enhance their current knowledge around teaching standards

61% staff including teachers and SLSOs would like to attend professional learning targeted at knowing students and how they learn.

Financial information (for schools fully deployed to SAP/SALM)

Financial summary

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

| | 2017 Actual (\$) |
|---------------------------------------|-------------------------|
| Opening Balance | 172,279 |
| Revenue | 3,988,252 |
| Appropriation | 3,956,334 |
| Sale of Goods and Services | 3,648 |
| Grants and Contributions | 26,359 |
| Gain and Loss | 0 |
| Other Revenue | 0 |
| Investment Income | 1,910 |
| Expenses | -3,986,906 |
| Recurrent Expenses | -3,986,906 |
| Employee Related | -3,702,928 |
| Operating Expenses | -283,978 |
| Capital Expenses | 0 |
| Employee Related | 0 |
| Operating Expenses | 0 |
| SURPLUS / DEFICIT FOR THE YEAR | 1,346 |
| Balance Carried Forward | 173,625 |

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

| | 2017 Actual (\$) |
|-----------------------|------------------|
| Base Total | 582,845 |
| Base Per Capita | 30,672 |
| Base Location | 0 |
| Other Base | 552,173 |
| Equity Total | 79,014 |
| Equity Aboriginal | 5,079 |
| Equity Socio economic | 31,036 |
| Equity Language | 42,898 |
| Equity Disability | 0 |
| Targeted Total | 3,127,648 |
| Other Total | 19,003 |
| Grand Total | 3,808,511 |

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.

School performance

School-based assessment

At William Rose School, teachers used school based assessment tools to assess students' progress and learning in the areas of English and Mathematics and other key learning areas as well as behaviour, communication and social skills. This included tools such as SWANS, PELA, PENA, FLAT and FLT.

As part of SD1, staff have begun reviewing the assessment tools to ensure their efficacy in assessing students' progress as well as ensuring consistent teacher judgement.

HSC

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

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

In 2017, teachers participated in the *Tell Them From Me (TTFM) Survey*. Teacher's responses to the survey indicated that collegiality, collaboration and professional learning were key factors that contributed to the positive school culture at WRS. Furthermore, teachers indicated that the conduction of professional learning has enabled them to implement a variety of key teaching programs and strategies that have promoted student achievement.

Teacher's responses demonstrated our school is excelling in the areas of collaboration, parental involvement, technology and being an inclusive school. Teachers indicated that the school leadership team assisted them to create a safe learning environment and providing guidance in monitoring student progress.

In 2018 the school will work towards developing teaching practices, using data to inform practice, improve the learning culture, observe teachers and provide feedback.

Policy requirements

Aboriginal education

At WRS, we continue to promote and maintain a strong focus on Aboriginal Education throughout 2017. This is achieved by implementing engaging learning programs that meet the individual needs of students around Aboriginal and Torres Strait Islander cultures.

The school continues to respectfully acknowledge the past and present traditional custodians of the land, the Dharruk people, during block assembly and whole school celebrations.

Our school is an active participant in the annual celebration of National Aborigines and Islanders Day Observance Committee (NAIDOC) week and Harmony Day. Students participated in culturally rich activities, learning about the heritage and traditional customs of Aboriginal and Torres Strait Islander Peoples.

We continue to support our students of Aboriginal descent by purchasing resources that will assist them in achieving their personalised learning goals. Students received funding that enables them to access the curriculum, generalise skills across the home and school environment, 56% of the budget was used for additional support in the classroom and communication devices. The remaining 44% is to promote Aboriginal heritage and culture across the school. Teachers reported students were actively using these resources 75% of the time across school environments.

To support student engagement and deep knowledge on Aboriginal and Torres Strait Islander People in 2018, we will develop a resource kit and program that can be implemented throughout the whole school. We will have a key focus on cross curricular content in both English and science subject areas.

Multicultural and anti-racism education

William Rose School has a diverse and multicultural community, which comprise of 53%. 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

Treatment and Education of Autistic and Communications Handicapped Children (TEACCH)

In 2017, four teachers from William Rose School attended external TEACCH training. TEACCH stands for *Treatment and Education of Autistic and Communications Handicapped Children* and focuses on promoting independence in tasks and increasing communication for students. The structured TEACCHing program was trialled from term two onwards in these four classes. As part of the program, classes were designed to give agency to students in independently completing work, following routines and reducing their behaviour.

As part of the review process, interviews were conducted with teachers to gain an understanding of the benefits of the program. The results showed that:

100% of students included in the program follow a form of visual schedule.

80% of students follow an individual timetable.

Student time spent attending to tasks have increased, with 100% of teachers indicating this.

100% of teachers reported a reduction in behaviour of absconding whilst completing a task.

In conclusion, the principles of TEACCH – independence, structure, reliability and communication have had a significant and positive effect on the students from William Rose School and will drive the 2018 – 2020 School Plan.

Award Scheme Development and Accreditation Network (ASDAN)

William Rose School trialled Award Scheme

Development and Accreditation Network (ASDAN) in four classrooms this year with selected student in each groups ranging from high functioning to student with high support needs. The trial went for one full term and data and feedback was collected and shared with executive team at our school and other network of schools trialling ASDAN.

The analysis gained from feedback and workshops indicated that ASDAN provided learning environments and programs for our young adult students taking into consideration their diverse abilities, backgrounds, aspirations, values and preferred ways of doing things. Students participated in and demonstrated progress through the NSW curriculum and ASDAN program with the emphasis on student directed learning. School provided adjustments to teaching, learning and assessment activities for students with additional needs. These adjustments enabled the selected students to access syllabus outcomes, content and demonstrate achievement of outcomes. As part of collegial discussions and outcomes, ASDAN will be implemented with students in senior years (years 9–12) from 2018. Staff will continue to be provided with essential professional learning and resource materials to make the implementation a successful one.

Active Minds Program

The active minds program is a physical activity initiative, which encourages and promotes the benefits of being active every morning. It has continued to increase the physical activity levels of selected students. The program helps students prepare for their school day and assists students with developing their social and interpersonal skills, ability to self-regulate their emotions interpersonal and fundamental movement skills

Through students participating in the program teachers collected data which showcased that 70% of students in the program had increased levels of engagement in learning activities. Teachers also reported that students with challenging behaviours showed a reduction in displaying these behaviours by 30%. Student feedback was collected and the responses expressed that 80% of students in the program enjoyed participating in Active Minds and that they would like more gym time. The program will continue to support student learning and wellbeing in future years.

Technology for Teaching (eT4L and iPads)

Throughout the 2017, the installation of advanced computers and relevant educational software at the staffroom annex have provided great opportunities for all teachers and School Learning Support Officers to produce customised resources to support students in accessing the curriculum. New computers and printers that were installed in classrooms and in the office are now compatible with the LMBR.

This year, our school has been supported by the ROSE Charity to purchase four (4) interactive display panels. These panels were adjusted to our students' requirements including durability, settings, placement of peripheral devices and installation of mobile stands.

Issues that were encountered in 2016 regarding the Commbox were addressed by the Integrate AV IT and a professional learning was provided to support teachers in using BENQ panel in the classroom.

The allocated 21.25 units from the T4L rollout this year was used to order fifteen (15) Advanced iPads, one (1) Notebook Apple Base, three (3) Desktop HP advanced and one (1) HP Nontouch Monitor. The iPads will be self-managed by teachers this year eliminating an external service provider. The DoE T4L will be supporting these devices. A survey will be issued to teachers in the use of iPads in early Term 2. The aim is to find out efficient ways of managing iPads at school. Professional learning will be provided for beginning teachers and teachers who are less confident in using iPads in their classrooms in early Term 1 2018.

Music Therapy

Music therapy program inspires and creates opportunities for students of all abilities. During these sessions students are able to work towards improving social skills such as communication, turn taking, choice making, fine and gross motors skills and interpersonal skills. They achieved this through engaging in listening to music, singing, vocalising and playing a range of instruments. The school has been able to employ a music therapist for one day a week owing to generous support by Mr and Mrs Schweitzer.

Group of selected students were able to perform at the Blacktown Music Festival. One student performed a violin solo and led the group performance with his guitar and vocal. The group performance was Bon Jovi 'Livin on a Prayer' which students showcased the musical abilities through following beats using drums and shakers.

Integration

This year the junior integration program was offered to students from Kindergarten to Year 6. In Term 3, five students from Kindergarten to Year 2 participated in weekly sessions as part of a four week block at Seven Hills Public School. Students took part in music and sport as part of these weekly sessions focusing on communication, social skills and play skills specifically forming and maintaining friendships. Staff feedback indicated this was a valuable experience for students in working towards communication and social based goals.

This year, 11 students attended integration at Seven Hills High School (SHHS) once a week for 10 weeks. Students interacted with same age peers in a mainstream setting through the art program. Students built on their language skills including both verbal and non-verbal communication and their social skills such as sharing, turn taking and waiting. Students showed their enjoyment of the program through high participation, ongoing student engagement and less teacher direction. Teachers and students from both schools agree that it was a positive experience for students at William Rose School and SHHS and would like to see the program continue and extended in the future. LINK funding was used to hire an additional

SLSO to support students whilst at senior integration.

Vocational Education and Training

An important focus this year was to improve the skills base for all senior students regarding their transition education programs. These programs included opportunities for students to be involved in skill based learning experiences in the following area:

50% of senior students actively participated in weekly community based work experience program at Afford, Minchinbury. All students who participated showed an increase of independence as they required less teacher instruction, support and direction.

School based work skills programs were run, for the remaining 50% of senior students at school, in conjunction with the work experience program held at Afford. Students engaged in life skill activities which resulted in students reaching their outcomes.

Ongoing home based Daily Living Skills (DLS) program in partnership with families involving collaborated PCLP goals, which included Garden Café enterprise every week and the Abiliteam enterprise. Through this program, parents and carers noticed an increase of independence of applying the skills, and students were able to generalise some living skills in both home and school environments.

Premier Sporting Challenge (PSC)

In 2017, all students were enrolled, supported to participate and 'have a go' in the PSC. This has encouraged students to become more actively involved in sport and physical activity, grow in confidence and enjoy healthier lifestyles. 90 % of staff agreed that this active initiative has helped develop students' social skills. The PSC grant supported student participation and engagement in sporting activities such as school sports carnival, swim school and sports clinics.