

# Willans Hill School Annual Report



2018



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## Introduction

The Annual Report for **2018** 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 schools fundamental belief that every student has the ability to learn, achieve and succeed is highlighted and celebrated within this report. On behalf of the community I would like to acknowledge and celebrate the many achievements students made throughout 2018. The ongoing support from the parents and the community has enabled us to build and foster relationships that have empowered our students to make valuable contributions within their community. The school-home partnership is essential in achieving the shared vision of the school and will continue to be nurtured and developed.

Willans Hill School underwent a significant change in 2018. The primary school moved locations with the senior high school. The change occurred after careful consideration of why the change needed to occur, what outcome were we hoping to achieve by instigating the change and how and when would it occur. After consultation with staff, and parents/carers in our community it was decided in 2017 that the move needed to occur to improve safety and to provide age appropriate quality learning environments. The change of environments for the primary and senior high school has had a positive impact on student learning and engagement. It has increased the schools capacity to provide age appropriate learning environments.

A culture that values diversity, respectful communication, demonstrates care for everyone, optimises achievements of both students and staff, inspires learning, celebrates success and offers help when needed continues to flourish across the school. The school-wide expectations of Be Responsible, Be Respectful and Be Safe form the basis of how students interact socially and educationally with each other. Student wellbeing has been significantly impacted through the introduction of the Student Representative Council which has provided students with an opportunity to develop leadership skills and to have a voice within the school. The continued focus on collaborative and reflective practice has created stronger connections amongst staff leading to a higher standard of teaching and learning. The parent and community support in ensuring our values and beliefs are embedded, has helped to create positive behaviours for learning, resulting in improved learning outcomes for the students.

I thank the teachers for their ongoing professionalism and efforts to provide for the needs of our students. Their constant focus on the improvement of teaching practice and provision of stimulating and rigorous learning opportunities has been of immense benefit for the students. Teacher focus on quality provision of education continues to be a major focus. We are fortunate to have such an abundance of capable teachers available to support our students' learning. I would like to acknowledge the input of the many casual and temporary teachers who provided quality teaching and learning opportunities throughout 2018.

Thank you also to the many support staff for the wonderful work they do for our students and their families; the work of our experienced and dedicated Administration Staff, School Learning Support Officers, maintenance and cleaning staff is highly valued.

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 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.

### 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

### Learning Culture

**In schools that excel, the school culture is strongly focused on learning, the building of educational aspiration and on going performance improvement throughout the school community.**

Self assessment across the Learning Domain has demonstrated that Willans Hill School has moved from delivering to sustaining and growing. The school has worked diligently to build a culture of learning in all aspects of the school and the wider school community. The school demonstrates high expectations for all students through a commitment within the school community that all students make learning progress. Partnerships with parents and students support clear improvement aims and planning for learning. This is evident in the personalised learning planning process that is done in consultation with parents/carers to establish learning priorities for all students. These learning priorities address the individual needs of the student and focus on what they can achieve given appropriate support and by applying reasonable adjustments. In terms of transitions and continuity of learning the school has moved from working towards to delivering. The school actively plans for student transitions as demonstrated by the implementation of welcoming morning teas, visits to feeder schools to develop profiles for incoming students and the development of the School Handbook to provide incoming students with comprehensive information about the school. In the wellbeing domain the school is sustaining and growing. In particular, expectations of behaviour are co-developed with students, staff and the community and are designed to ensure effective conditions for learning. They are explicitly, consistently and supportively applied across the school. This is evident in the development of the school wide expectations that are displayed throughout the school and communicated to parents/carers regularly via newsletters and social media. In the domain of curriculum within the theme of curriculum provision the school is sustaining and growing, however, in teaching and learning programs and differentiation the school is in the delivering phase. In terms of assessment and reporting, the self assessment has demonstrated that the school has continued to be in the working towards and delivering stages. These areas are particularly challenging for the school given that many of the assessments used in other settings are not appropriate for the students at Willans Hill School. The school has moved to the delivering phase within the reporting domain as demonstrated by the ongoing commitment to meeting Department of Education requirements and the inclusion of personalised learning priorities within semester reports. The school also provides parents/carers with information on the learning progress of their children, including reports and parent/teacher interviews as well as

opportunities to discuss this progress.

## Teaching Elements

Self assessment in 2018 was more rigorous and as such enabled staff, including the leadership team, to be more reflective and think deeply about the domains within the teaching element. In terms of Effective Classroom Practice the school is at the delivering stage. In the themes lesson planning and classroom management the school is working at sustaining and growing. Teachers collaborate across stages and teams to share curriculum knowledge, data, feedback and other information about student progress and achievement, to inform the development of evidence-based programs and lessons, which meet the needs of all students. A school-wide approach to effective and positive classroom management is evident. Support is provided to teachers where needed, ensuring optimum learning. All teachers have been trained in the Management of Actual or Potential Aggression Foundation Course and an Individual Behaviour Plan has been developed using MAPA principles and is currently being used across the school. In terms of explicit teaching and feedback the school is at the delivering phase. As evident by explicit teaching is the main practice used in the school, reflecting the current evidence base. Teachers routinely and explicitly review previous content and preview the learning planned with students in each class. Teachers respond promptly to student work. They check that students understand the feedback received and the expectations for how to improve. Across the data skills and use domain Willans Hill School is working towards delivering. In terms of the professional standards domain the school is at the delivering phase for both the accreditation theme and the literacy and numeracy focus. This is evident by teachers' attainment of their professional goals in their PDPs and their maintenance of accreditation are supported by the school and the school facilitates professional learning that builds teachers' understanding of effective strategies in teaching literacy and numeracy skills and knowledge. In the theme of improvement of practice the school is sustaining and growing as teachers Professional Development Plans are supported by a coordinated whole school approach to developing professional practice, informed by research. Whole school analysis of the teaching staff identifies strengths and gaps, with planning in place to build capabilities and source teachers with particular expertise to improve student learning outcomes. In the Learning and Development domain the school is working towards delivering. In the theme collaborative practice and feedback the school is delivering as executive, staff, team and other meetings are used to review the curriculum and to revise teaching practices and learning programs to meet the needs of learners, based on evidence of student progress and achievement. Professional learning is delivering as teachers engage in professional learning targeted to school priorities, the needs of their students, and the achievement of their professional goals.

## Leading Elements

Self assessment in the Leading domain has demonstrated that the school is excelling as resources are strategically used to achieve improved student outcomes and high quality service delivery particularly in the themes of technology and community use of facilities. In terms of the other three elements, educational leadership, school planning, implementation and reporting and management practices the school is sustaining and growing. In the educational leadership element the school is sustaining and growing as professional learning in the school emphasises developing effective instructional leadership, management skills and leadership attributes to facilitate whole school improvement and build a strong pipeline of leaders. In terms of educational leadership in the area of performance management and development the school was assessed as being sustaining and growing as teaching and non-teaching staff proactively seek to improve their performance. The school supports collaborative performance development and efforts to continuously monitor improvement. Overall in the leading domain the school continues to work towards excelling in all elements and the practice of self assessment assists 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:*

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

## Strategic Direction 1

Challenging, engaging and innovative learning

### Purpose

Our purpose is to provide a high standard of education through quality teaching and learning programs that inspire every student to excel and learn to their full potential. Through accessing quality teaching and learning programs students will be empowered to achieve success at all stages of development.

### Overall summary of progress

**Deliver strategies for differentiating teaching to meet the specific needs demonstrating a broad understanding of how students with a disability learn.**

In the first twelve months of the three year school plan the aim was to increase teacher knowledge and understanding of how the latest research and literature from neuroscience impacts teaching and learning for students with complex learning needs. In the first 6 months of the year we began by holding Learning Hubs for all staff every third week. All staff engaged in the Zone for Learning modules produced by Clark Road SSP school. When we evaluated this learning we found it was not meeting all the professional learning needs of staff and the quality of the modules was impacting on the engagement of staff. In Term 3 and 4 we modified our approach to professional learning and changed to self-paced Professional Learning Communities. Through a process of reflection and investigation of current evidence based programs all staff were able to identify a focus area for their own professional learning that would improve their own professional practice. In Term 4 four SLSO's and one teacher accessed Online Autism and Asperger's Workshops – Teaching Strategies and Behaviour Support delivered by Sue Larkey. Another small group of teachers accessed online learning to improve their understanding of assessment, one teacher is currently accessing the Sports Coordinator online learning module. A number of SLSO's and a teacher are participating in workshops to develop their understanding of the Communication Passport, this is being led by the Assistant Principal who is leading the implementation of this program.

In Term 3 an Occupational Therapist (OT) was employed to work across the school half a day a week. The Occupational Therapist worked on Tuesdays so that they were available to attend Learning and Support Meetings. Her role was to increase the capacity of staff to promote access to curriculum and promote social inclusion within the school community. A number of teachers engaged with the OT via a Learning and Support Referral. Their feedback at the end of the year indicated they all were able to better support the students in their classroom after receiving the OT support. The OT also provided information on a range of topics with the aim of improving knowledge and understanding of the individual needs of students, this information is now available to all staff on the team drive. During the semester the OT provided the school with guidance to make improvements so that the school can continue to offer an inclusive and supportive academic, physical, sensory, social and cultural environment.

**Develop and implement quality programs that support students to succeed at all stages of their development**

At the beginning of the year a number of new roles were created and staff applied for those positions via an expression of interest process. The roles were created and were given an allocation of release each week so that staff could coordinate the implementation of these programs across the school. Throughout the year teachers in the leadership positions were also provided with professional learning regarding the program. The following roles were created, Primary and High school Creative Arts Coordinators, Sports Coordinator, STEAM Coordinators and Student Representative Coordinator.

Throughout the year coordinators accessed professional learning, provided information across the school, organised events such as the Multi-Sport Days, weekly sport and activities for Education Week and reported back to the rest of the school regarding the progress of the program. At the end of the year each program was required to report back to the leadership team by answering a number of reflective questions regarding their progress and the impact on student learning across the school. Below is a summary of their feedback.

STEAM coordinators reported that in 2018 they achieved the following. A whole school STEAM project was implemented in Term 3 and continued into Term Four. Students participated in lessons designed to engage them in project-based learning with the driving question, 'How do we build a garden for our school?' Resources were purchased, including possible lessons for teachers in stage four, five and six. A schedule was supplied to staff outlining how staff could use the lessons to plan STEAM lessons for the whole year. Staff attended professional development on STEM Share, problem based learning and critical and creative thinking. Students explored gardens, living things and the aesthetic qualities of a garden. Each class was asked to propose a location for our garden and the Student Representative Council voted on the best suggestion, taking into consideration the pros and cons presented by students. Every student in the school participated in a non-compulsory competition to design a garden for the school.

Progress has been made in a number of areas within the STEM program. From observations, some staff are using the resources that have become available. The STEAM Team have more of an understanding of the STEAM Share resource and problem based learning. Both teachers who attended the critical and creative thinking professional learning implemented strategies provided. Students who participated in lessons targeting critical and creative thinking began to show increased creative thinking. Also, some students have improved their critical thinking demonstrated in the slight shift in their questions in STEAM lessons.

Four teachers were officially trained in MiniLit. From this training an additional teacher and two SLSOs have become familiar with the processes involved with MiniLit. Students across four classes have been engaged in MiniLit: two classes since Term 2, another two classes since Term 3. Stage 6 started using the MiniLit program at the commencement of Semester 2. The program consists of 40 individual one-hour lessons, each with eight to ten different activities. The MiniLit group has four students (two in Year 11 and two in Year 12) and has three sessions per week. It is a very structured and scripted program, which has students highly engaged and making progress. The students have completed half the program and have made significant gains to this point. In addition to the comments above, students have progressed through their lessons at varying rates. Staff found that the first few lessons had to be repeated several times, however, they were able to progress faster through the lessons after students began familiar with the routine and expectations. MiniLit has had a significant impact on student growth. From assessment, students have a greater bank of sight words and students who had difficulty reading level one readers are now using blending and segmenting in their reading with little prompting. All students who have participated in the program have grown their literacy skills.

The Sports Coordinator reports the following: The school has applied for and been successful in receiving three Sporting Schools Grants. These grants have been used to bring in external coaches to expose students to a larger variety of sports. Primary and High school students have participated in these sessions. The high school has participated in a variety of excursions, including the Regional Swimming Carnival, All-Olympics and Activate Inclusion sports day. A group of students in the high school have trained and played rugby league throughout the year with the support of a local football club. The sport program has exposed students to a greater variety of sports with expert support, as a result students have demonstrated growth and development in a range of skills and abilities. It has also provided students with the opportunity to participate in community events resulting in stronger connections within our community.

In 2018 two teachers attended a Dance Workshop in Sydney for students with special needs. Dance teachers from the workshop then held dance workshops for students in the Riverina at Willans Hill School. These workshops provided students with a fun and engaging opportunity to engage with other students in the area and to perform a variety of dance movements to a small audience. The staff development day at the beginning of term two focused on providing staff with professional learning to introduce the program Film By. Students involved in this program study and create films encouraging problem solving, critical and creative thinking as well as collaboration and cooperation. This program has been adopted by a number of teachers who throughout the year involved students in the film making process. They reported students were highly engaged during the lessons.

A Creative Arts resource room was established to centralise and track all resources. The purchasing of teaching and learning resources was streamlined and managed by the coordinators. Students from the High school attended the Wagga High Dance Showcase in Term 3 and art work created by Primary students was collected, framed and is now displayed in the front foyer.

Across all electives in the High School teachers have reported increased levels of student engagement. Students have participated in two subjects, out of a choice of four electives. Electives included food technology, textile studies, and design and technology. In textile studies, students have demonstrated an increase in engagement and skills, especially around safety and appropriate behaviour. Students participating in design and technology studies designed and constructed a tool box using a variety of tools.

In agriculture studies, students completed a number of animal and plant studies. Students were provided with an engaging and valuable learning experience when they visited a local farm to apply the learning that had taken place in the classroom to a real life situation. In semester two, students participating in agricultural studies made three new vegetable garden beds. The students planted, maintained and harvested a variety of vegetables. These were then sold to staff or used in food technology lessons. Students were highly engaged during our garden construction and vegetable studies. Student progress was seen through increased engagement, positive student feedback and the active student contributions made during projects.

Transition to work continues to grow and develop across stage 5 and 6. All students in years 9 to 12 are required to have Transition to Work priorities within their Personalised Learning and Support plans. These are developed in consultation with parents/carers, the Transition Support Teacher and other service providers. The leadership team evaluated this process and will continue to look for further ways to make improvements so that it has a greater impact on students. In 2018 students attended a variety of out of school community work education placements, including supported work placements (E-Waste and Grounds Maintenance at Kurrajong) and mainstream work placements (Bunnings, Big W, Wagga Wagga City Council). Students who were not accessing external school placements participated in work enterprise activities in school. Stage 6 also participated in this program to make their required 120 hours for Work and the Community. This program consisted of students making a variety of products to sell at Mother's Day stalls and

community markets. Stage 6 students began their post school transition programs in Term 4, including attending the Kurrajong School Leaver Employment Support program(SLES), accessing increased work experience hours and attending other transition programs. As a result of the transition to work program there has been an increase in community connections with a variety of local businesses. Students have researched and made products that are sold to finance further work education programs enabling them to understand how an enterprise works. This has provided students with interesting and meaningful learning opportunities creating a greater sense of student ownership over the program.

The leadership team have identified through feedback from all stakeholders and the schools ability to plan effectively for incoming kindergarten students, that the transition process into kindergarten requires further strategic planning and will be a priority in the coming years. In term 4, four three hour transition sessions were attended by 3 of the 4 incoming kindergarten students. This provided the 2019 kindergarten teacher with the opportunity to observe the students and discuss their needs with parents and other people involved. The teacher reported she was better able to make the necessary adjustments to support the students at the beginning of the following year.

Considerable changes were made to the year 6 to year 7 transition processes. A student profile feedback form was created and given to feeder schools and teachers of the year 6 students within our school. The comprehensive collection of information was then provided to the 2019 stage 4 teachers to assist in their planning for the following year. In term 3, a morning tea was held to welcome incoming families and to provide them with information regarding the school. The P&C attended and catered for the morning tea providing incoming parents with an opportunity to connect with current parents in the hope of fostering a greater sense of community within the school. Four of the five families of incoming students to year 7 attended the morning tea. However, as the school had not been provided with information at this stage regarding new enrolments for kindergarten those families were not able to attend. The Learning and Support Assistant Principal visited the primary schools of the incoming year 7 students and reported that it was a valuable opportunity to observe students and to discuss the needs and capabilities of the students with their teachers. In term 4 all incoming year 7 students participated in a transition program where they attended the school in weeks 3, 5, 7, and 9 for short periods of time. The aim of this process was to decrease student anxiety regarding their move to a new setting and to provide students with an opportunity to begin developing relationships within the school. Staff feedback was overwhelmingly positive, indicating they felt better prepared for the following year and were able to establish connections with the incoming students.

Progress towards achieving improvement measures		
Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased evidence of differentiation in teaching programs	\$58 600 Occupational Therapy support Furniture Casual relief Professional learning iPads Additional SLSO support	Demonstrated increased capacity of staff to cater for the individual needs of students with complex learning needs. Differentiated professional learning is engaging all staff in relevant and meaningful learning that is catering for their individual needs. Staff have reported they feel their professional learning needs are being catered for more effectively. Additional support in the classroom allowed teachers to better engage students in learning and enabled staff to provide the best possible care and safety of students. The purchasing of new iPads increased access to technology for both communication and learning further improving the quality of learning programs. Learning environments are better able to meet the needs of the students and have enabled staff to provide a range of learning opportunities within classrooms.
Improved student participation in transition stages	Additional SLSOs Job coach Transition support teacher Assistant Principal Learning and Support responsible for	Students have been able to access a greater range of work placements. The school is building stronger connections within the wider community. Through the support of the Transition teacher the school has been able to provide support and



## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Improved student participation in transition stages	year 6 to 7 transition	<p>guidance to families regarding NDIS and external providers.</p> <p>The school was able to provide a number of transition opportunities and a student profile was created for feeder schools to complete which then provided teachers of incoming students with detailed information on the needs of students transitioning.</p> <p>Incoming parents were provided with an opportunity to meet staff, tour the school and given a school handbook. All the parents of the incoming year 7 students attended the morning tea and the feedback indicated it was a positive experience.</p>
Improved Literacy and Numeracy levels across the school	\$30 200  Professional Learning  Minilit  iPads  Subscriptions to reading and numeracy programs  Literacy resources	<p>All students engaged in the Minilit program have a greater bank of sight words and students who had difficulty reading level one readers are now using blending and segmenting in their reading with little prompting. All students who have participated in the program shown growth their literacy skills.</p> <p>Programs such as Mathletics, Reading Eggs and Sunshine books have increased student engagement.</p> <p>Students have access to a wide range of high quality literacy and numeracy resources.</p> <p>Staff capacity to plan and deliver a high standard of teaching and learning programs continues to improve as demonstrated through professional conversations and feedback from team leaders.</p>

## Next Steps

The school will continue to use the Agile Leadership School improvement model when working towards the processes within the strategic school plan.

- The leadership team will continue to research best practice and professional learning relevant to the needs of students with complex learning needs
- The Occupational Therapist will offer professional learning workshops during the self-paced learning sessions every third week
- At the end of each Term staff will be required to complete a survey to evaluate the effectiveness of the professional learning they have engaged in and to provide guidance as to what learning they need in the future
- Staff will be encouraged to share the knowledge they have gained from their professional learning at whole staff meetings
- A survey will be developed and distributed to incoming and Stage 6 parents about transition processes within the school. This will provide important feedback for future planning.
- The principal will continue to liaise with key people in the department to provide feedback regarding what effective transition processes look like.
- The leadership team will work to build stronger networks with Early Intervention Services. By the end of term 1 they will aim to coordinate visits with prospective parents to provide information about the setting of Willans Hill School.
- Meeting with transition teacher, assistant principals of the high school, principal and Stage 6 teachers in early Term 1 to develop the transition to work process in the school.
- Stage 6 teachers to develop networks with other setting who have strong transition to work programs.
- Continue to explore internal transition to work opportunities. Look at contracting professionals in to teach students skills such as baristas.
- Training a teacher to coordinate the MiniLit program and provide them with further professional learning. The

coordinator will be provided with an allocation of release and will be expected to develop a planned approach for the implementation of the program across the school, this will be done in consultation with the leadership team.

- Continue to allow staff to build their skills in MiniLit. In Term 2 staff to train other staff (teachers and SLSOs) about the program

## Strategic Direction 2

Build a professional learning community

### Purpose

Our purpose is to develop professional learning communities that promote the growth of staff. We will work collaboratively to build knowledge, be innovative, develop practices and celebrate success. We will improve student outcomes through the implementation of evidence-based feedback practices.

### Overall summary of progress

In Term 3 the Principal delivered the Change Module to the leadership team, this and the Agile Leadership Model guided the implementation of this Strategic Direction.

#### **Develop and implement informal and formal collaborative approaches that empower staff and lead to effective and innovative practices**

In 2017 teachers were released from class in teams to work collaboratively on teaching and learning programs. Feedback from staff across the school has indicated this has had a significant impact on not only the quality of teaching and learning programs but staff wellbeing. In the new planning cycle the leadership team wanted to create connections by further embedding practices that were supporting growth so therefore further opportunities for collaboration were explored and trialed throughout 2018.

In 2018 the leadership team created a strategic plan for all teachers to engage in reflective and collaborative practice to improve the standard of teaching across the school. Initially staff were provided with professional learning based on Jenni Donohoo's work around Collaborative Practice and Collective Efficacy. During staff meetings opportunities to reflect on qualities that build strong relationships were explored. Stephen Covey's Five Waves of Trust model was used to engage staff in discussions about the importance of trust. During the staff development day at the beginning of Term 3, staff engaged in sessions that explored professional conversations and collaboration using the ATSL coaching model and Vivienne Robinson's work around professional conversations. The initiative was started with a sample group who then provided feedback regarding the challenges and achievements throughout the process. All staff were given copies of the Teacher Inquiry Cycle and Learning Sprints as tools to use during the process. Due to time restraints there were limited opportunities in Term 4 to engage in the practice.

#### **A consistent school-wide approach to monitor, plan and report on student learning is imbedded within the school**

The development of a whole school approach to assessment was an area identified within the last school planning cycle. The Leadership Team acknowledges that due to a number of reasons we struggled to achieve this purpose. In 2018 after completing an Agile Leadership Model, Clarify Canvas the Leadership Team developed a plan to work towards achieving this process. Three staff were chosen to engage in professional learning focused on assessment. They were initially asked to answer a number of questions regarding their understanding of assessment this then provided us with the necessary information to select professional learning that would address their individual learning needs. After research, discussions with other similar school settings and seeking advice from local experts in assessment practices the leadership team utilised school funds to invest in assessment resources. The staff selected to engage in professional learning were then provided with these resources to use in their classrooms. In 2019 this will continue as there was limited time in 2018 for the staff involved to engage in professional learning and to utilise the resources provided.

In Term 4, catch ups were held with the Principal and all staff. This provided an extremely valuable informal method to collect feedback on staff progress towards achieving annual performance developments goals. From this process the leadership team made the decision to allocate resources to provide teachers with time in their stage groups to develop scope and sequences. Feedback from teachers have indicated that this has been extremely beneficial to their teaching programs.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
An increase use of data to inform	\$300	Staff who are involved in the initial phase of this

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
teaching and learning programs	Subscriptions to SeeSaw and SWANS	process are engaging with the programs provided.
An increase in the range and frequency of collaborative activities and strategies across the school	The staffing entitlement is being strategically utilised to release teachers in stage groups and to release various groups to work collaboratively.  Every third staff meeting is being dedicated to collaborative practice	Increased opportunities for all staff to engage in collaborative practice.  Feedback from staff indicates their teaching and learning programs are of a higher standard as a result of the increase in collaboration with their colleagues.
Increase use of evidence based practises across the school	Opportunities for staff to investigate practices	Staff are engaging more frequently in professional learning to broaden their understanding and knowledge of evidence based practices

## Next Steps

### Develop and implement informal and formal collaborative approaches that empower staff and lead to effective and innovative practices

- The leadership team will allocate resources so that stage groups can continue to be released together to develop high quality teaching and learning programs.
- The reflective and collaborative approach to improve professional practice will continue every third week using the teaching cycle and the logic modelling.
- The reflective and collaborative practice will be evaluated at the end of Term 1, 2019
- Further informal and formal collaborative opportunities between students, staff and the community will be explored and trialled.
- At the end of Term 1, teachers with their team leader will engage in a reflective exercise focused on their professional practice. The structure of this will be developed in Term 2019.
- Teachers will be provided with an outline of what is required in Teaching and Learning programs before the end of Term 1 2019.
- The leadership team will collate annual performance goals and align them with Australian Professional Teaching Standards, The Principal Standard, the School Strategic Plan and the School Excellence Framework Version 2. This will ensure we are aligning with necessary frameworks to deliver high quality programs and enable us to create focus areas for the schools professional learning strategy.
- The Willans Hill School Professional Development Framework will be reviewed and opportunities for staff to collaborate to achieve annual goals will be incorporated into the implementation phase.
- All staff will engage in Professional Learning focused on developing their understanding of goal setting so that they are better equipped to identify potential areas of growth in their practice
- Develop further the current observation proforma to make it easier for staff to engage in the process.
- Explore the possibility of holding open professional learning forums once a term. These forums are directed by staff and encourage ownership of their individual learning.
- The school will network with local schools and share expertise.

### A consistent school-wide approach to monitor, plan and report on student learning is imbedded within the school

- Subscribe to survey monkey to provide a tool to evaluate and monitor the progress of the school plan.
- Continue with the current incubate strategy until the end of Term 1 2019.
- Early Term 2 staff involved in the incubate phase share their learning with other staff.
- Network with other school who have effective assessment processes and explore opportunities for the three staff to be mentored by teachers who have been identified as experts in formative assessment practices.
- Continue to network with other settings similar to ours and identify what assessment practices are working for them.
- Ask parents for feedback regarding our reporting and PLSP processes at the end of Term 2 2019.
- Investigate opportunities for staff to engage in professional learning to develop their understanding of the Learning Progressions.

- Teachers have access to professional learning focused on assessment.
- Continue to develop and refine scope and sequences across the school.

## Strategic Direction 3

Making sense of the world

### Purpose

Our purpose is to develop increasingly self-motivated learners, confident and creative individuals with the personal resources for future success and wellbeing.

### Overall summary of progress

#### **Develop and implement comprehensive communication strategies that will cater for a broad range of students**

At the beginning of 2018 all classrooms were provided with the symbols required to complete a daily visual timetable. Symbols had been developed across the school to ensure consistency in delivery. Staff have been encouraged to keep these symbols updated as new experiences arise.

In 2018 one staff member was released one day per week to provide mentoring and support to teaching staff around the Communication Passport. Each teacher attended for one hour each fortnight. This mentoring aimed at ensuring all teachers were comfortable, knowledgeable and committed to the Passport philosophy and goals.

Each teacher chose a student to assess using the Passport schedule. The assessments were then discussed and interpreted in terms of the individual's strengths and needs. Learning experiences were then developed providing meaningful and specific opportunities to grow expressive and receptive communication skills.

As the year progressed teachers were asked to look at the student's broader environments and apply the Passport philosophy in a wider context, particularly providing meaningful opportunities to interact with other staff.

During Public Education Week, 2018 an information display was available to share with current and prospective community members about the role of the Passport.

During Term 1 a group of SLSO's had identified wanting to be better informed about the passport in their personal PDP's. They had several sessions where they were taken through the sequence of identification, assessment and implementation.

The teachers also collectively developed a trial format to document the student's specific goals, experiences, communication script. This could then be read and implemented by any staff member.

During Term 3 the teaching staff were asked to complete a reflection on their understanding and experiences in implementing the passport. They were also encouraged to highlight perceived strengths and weaknesses, and where they felt more assistance was required.

Throughout the year the staff was asked to identify possible gestures for a touch cue system of communication. This would be an extra opportunity for students to give and receive information. This will be completed and adopted in 2019.

#### **Develop and implement programs to enhance student social emotional wellbeing encouraging them to become independent learners**

All students participated in fortnightly one hour Bluearth sessions throughout the year. This provided students with an opportunity to interact with their peers from other classes during a range of team building and mindfulness activities. Initially the students found the activities challenging and difficult to engage in, however, as the year progressed and students became more familiar with the program and appropriate adjustments were made by the facilitator, student engagement increased and there was growth in the number of students achieving PDHPE learning outcomes.

A Footsteps dance workshop was held in Term 3, feedback from students and staff was overwhelmingly positive. Students showed high levels of engagement during the workshop and were very enthusiastic to show the dance steps they had learnt to parents and other staff. As a result a workshop was booked for the following year.

The leadership team has repeatedly attempted to engage in workshops for the TEACCH program, however, communication back to the school regarding training has not yet occurred.

At the beginning of the year a Student Representative Council was established led by a high school teacher. Throughout

the year the council accomplished a number of things including. They designed shirts for our year 12 students, they organised and held fundraising days for a number of local charities, they organised a school disco for all students, they provided tours of the school for parents/carers and visiting directors, they assisted in the design process of the graffiti wall in the high school playground, they instigated the introduction of laptops in the Library and the marking of the soccer fields on the back oval. The impact that the SRC has had within the school has been significant. Students involved have demonstrated greater responsibility, increased confidence to share their opinion with others and engage in group discussions, a willingness to attempt new things and participate in award presentations and greater levels of independence as evident through their organisation and running of charity days.

Progress towards achieving improvement measures		
Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased achievement in literacy/communication priorities.	\$9 600 Casual relief Visual display boards Professional learning Mentoring A common set of visuals Additional teachers and SLSO's	All students have a communication priority. An increase in the number of students engaging in learning opportunities based on results from the Communication Passport assessment. All teachers have developed the knowledge and understanding of communication as a result of the mentoring program..
		The leadership team have reviewed and reflected on this measure and have decided to realign the measures with the processes so that they adequately reflect student growth and achievement.
All students show an increase in independence in one or more areas of learning	\$15 500 iPads Bluearth Footsteps workshop Dance workshop for teachers SRC resources Social Skills Program – Skillstreaming	Students are accessing and engaging in a broader range of programs that enhance wellbeing. Students are initiating and engaging in discussions that influence what is happening within the school. Students involved in SRC have developed leadership skills. Feedback from students indicate SRC is very important to them and many students are now requesting to join the council.

## Next Steps

The school will continue to use the Agile Leadership School Improvement Model when working towards the processes within the strategic school plan.

### Develop and implement comprehensive communication strategies that will cater for a broad range of students

- In 2019 the school will develop and deliver workshops for parents/carers to develop their understanding of communication.
- The teacher mentor will conduct observations to support the implementation of strategies suggested in 2018.
- Teachers will be mentored prior to PLSP meetings to support the selection of appropriate priorities.
- Future discussions need to focus on the impact of learning and teachers should be encouraged to backwards map when planning.
- Continue to explore and investigate a range of communication systems so that we cater for all needs.
- Speech Pathologists that are working with students should be invited to PLSP meetings and staff are to be encouraged to work with external providers.

- Networking with other schools in our area and offer our expertise about communication.

**Develop and implement programs to enhance student social emotional wellbeing encouraging them to become independent learners**

To implement a more strategic approach to wellbeing the school will explore the Beyond Blue 'Be You' initiative. The leadership team will form an action team who will develop and introduce a plan for wellbeing for students, staff and the community.

- Continue to support the growth of SRC.
- Look for further opportunities to give students a voice.
- Explore the possibility of holding a leadership camp.
- SRC students are to plan and conduct games for the parent morning teas to engage young children who attend.
- SRC to attend and help in the organisation of parent information evenings.
- Explore and engage students across the school in community activities.
- Blueearth to continue in 2019.
- Footsteps to be held again in Term 3.



Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	<p><b>Strategic direction 1</b></p> <p>Professional Learning and Casual relief – Minilit</p> <p><b>Aboriginal Equity – \$ 2660</b></p> <p><b>Strategic Direction 3</b></p> <p>Communication Passport mentoring</p> <p>Communication Passport – casual relief for SLSO's to create visuals across the school</p> <p>Professional Learning and Casual relief</p> <p><b>Aboriginal Equity – \$5603</b></p>	<p>Three teachers have been trained in Minilit and one in PreLit. From assessment, students have a greater bank of sight words and students who had difficulty reading level one readers are now using blending and segmenting in their reading with little prompting.</p> <p>Aboriginal students who have participated in the program have demonstrated growth in literacy skills.</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 priorities.</p> <p>Families received feedback on their child's program and attainment against goals throughout the year.</p> <p>Improved the quality of teaching, particularly in the area of communication for Aboriginal students.</p>
<b>English language proficiency</b>	<p><b>Strategic Direction 3</b></p> <p>Communication Passport mentoring</p> <p>Communication Passport – casual relief for SLSO's to create visuals across the school</p> <p>Professional Learning and Casual relief</p> <p><b>English language proficiency – \$3944</b></p>	<p>EAL/D students received increased teacher support to work on communication programs that supported their personalised needs.</p> <p>Families received feedback on their child's program and attainment against goals throughout the year.</p> <p>Improved the quality of teaching, particularly in the area of communication for EAL/D students.</p>
<b>Quality Teaching, Successful Students (QTSS)</b>	<p><b>Strategic direction 1</b></p> <p>In Term 3 an Occupational Therapist was employed to work across the school half a day a week. The Occupational Therapist worked on Tuesdays so that they were available to attend Learning and Support Meetings. Her role was to increase the capacity of staff to promote access to curriculum and promote social inclusion within the school community.</p> <p><b>Quality Teaching, Successful Students – \$15906</b></p>	<p>Staff were better able to support the students in their classroom after receiving the OT support.</p> <p>The OT also provided information on a range of topics with the aim of improving knowledge and understanding of the individual needs of students, this information is now available to all staff on the team drive.</p> <p>Improvements are being considered and made gradually to the environment to offer an inclusive and supportive academic, physical, sensory, social and cultural environment.</p>

<p><b>Quality Teaching, Successful Students (QTSS)</b></p>	<p><b>Strategic direction 1</b></p> <p>At the beginning of the year furniture was purchased to improve learning spaces across the school and to enable the school to better cater for the individual needs of all students.</p> <p><b>Quality Teaching, Successful Students – \$16385</b></p>	<p>Staff were better able to support the students in their classroom after receiving the OT support.</p> <p>The OT also provided information on a range of topics with the aim of improving knowledge and understanding of the individual needs of students, this information is now available to all staff on the team drive.</p> <p>Improvements are being considered and made gradually to the environment to offer an inclusive and supportive academic, physical, sensory, social and cultural environment.</p>
<p><b>Socio-economic background</b></p>	<p><b>Strategic Direction 1</b></p> <p>3 staff trained in Minilit and 1 in PreLit</p> <p>Minilit Kits purchased to implement program within the classroom</p> <p><b>Socio-economic – \$9480</b></p> <p><b>Strategic Direction 1</b></p> <p>Casual relief for all teachers to attend Personalised Learning and planning meetings</p> <p><b>Socio-economic – \$2140</b></p> <p><b>Strategic Direction 1</b></p> <p>Film By</p> <p>All staff participated in professional learning during the Staff Development Day at the beginning of Term 2</p> <p><b>Socio-economic – \$2383</b></p> <p><b>Strategic Direction 1</b></p> <p>STEM</p> <p>Three staff coordinating STEM attended professional learning</p> <p><b>Socio-economic – \$5 200</b></p> <p><b>Strategic Direction 1</b></p> <p>Subscriptions were made to various programs to provide high quality, engaging programs for students.</p> <p>Mathletics, Mathseeds, Reading Eggs, Sunshine books</p> <p><b>Socio-economic – \$2436</b></p>	<p>Three teachers have been trained in Minilit and one in PreLit. From assessment, students have a greater bank of sight words and students who had difficulty reading level one readers are now using blending and segmenting in their reading with little prompting.</p> <p>The school Personalised Learning and Planning process was centralised this year. In 2018 there was an increase in parent/carers attendance at meetings. All students had a PLSP that contained priorities and outlined key adjustments that would be made to enable them to access the curriculum.</p> <p>Higher levels of student engagement during project based learning.</p> <p>Increased student engagement and students indicating they enjoy learning</p> <p>Sentral has streamlined processes and made student profiles more accessible and accurate.</p> <p>Staff are accessing appropriate professional learning to work towards Performance Development Goals which align with the school strategic plan.</p>

<p><b>Socio-economic background</b></p>	<p><b>Strategic Direction 2</b></p> <p>Provide staff with tools to better understand and know where students are in the individual learning progression.</p> <p>Seesaw and SWANS</p> <p><b>Socio-economic – \$270</b></p> <p><b>Strategic Direction 3</b></p> <p>Sentral subscription</p> <p><b>Socio-economic – \$4480</b></p> <p><b>All Strategic Direction</b></p> <p>The professional learning budget was increased significantly to build the capacity of all staff.</p> <p>Staff engaged in a wide variety of professional learning aligned across the three strategic directions.</p> <p><b>Socio-economic – \$2400</b></p> <p><b>Strategic Direction 1 &amp; 3</b></p> <p>20 iPads were purchased to be used across the school</p> <p><b>Socio-economic – \$10000</b></p> <p><b>Strategic Direction 3</b></p> <p>Contracts with Footsteps and Bluearth programs</p> <p><b>Socio-economic – \$7885</b></p> <p><b>Strategic Direction 1</b></p> <p>Additional SLSO support for student identified with complex health care needs</p> <p><b>Socio-economic – \$19430</b></p> <p><b>Strategic Direction 1</b></p> <p>Literacy resources</p> <p><b>Socio-economic – \$ 5500</b></p> <p><b>Strategic direction 3</b></p> <p>Networking with co-design schools</p> <p><b>Socio-economic – \$2000</b></p>	<p>Three teachers have been trained in Minilit and one in Prelit. From assessment, students have a greater bank of sight words and students who had difficulty reading level one readers are now using blending and segmenting in their reading with little prompting.</p> <p>The school Personalised Learning and Planning process was centralised this year. In 2018 there was an increase in parent/carers attendance at meetings. All students had a PLSP that contained priorities and outlined key adjustments that would be made to enable them to access the curriculum.</p> <p>Higher levels of student engagement during project based learning.</p> <p>Increased student engagement and students indicating they enjoy learning</p> <p>Sentral has streamlined processes and made student profiles more accessible and accurate.</p> <p>Staff are accessing appropriate professional learning to work towards Performance Development Goals which align with the school strategic plan.</p>
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## Student information

### Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	46	46	45	40
Girls	22	20	20	22

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	7.98
Teacher Librarian	0.4
School Administration and Support Staff	12.52
Other Positions	0.65

\*Full Time Equivalent

There are currently no teachers of Aboriginal background

### Teacher qualifications

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

### Teacher qualifications

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

### Professional learning and teacher accreditation

Targeted professional learning was undertaken by staff in 2018. Professional Learning was chosen that addressed goals within Performance and Development Plans and that aligned directly with the Department of Education Strategic Plan, the Willans Hill School Plan and the Australian Professional Teaching Standards. Two teachers gained accreditation during 2018 and one teacher is working through the accreditation process. All Non Teaching staff were required to develop a

Performance and Development Plan targeting three goals that also aligned with the Department of Education Strategic Plan and the Willans Hill School Strategic Plan.

At the beginning of the year learning hubs were introduced every three weeks this was then changed in Term 3 to self-paced professional learning to differentiate the learning to better meet the needs of all staff. This has enabled the leadership team to target specific areas and support staff to achieve PDP goals.

The professional learning allocation in the budget was increased significantly and enabled staff to access a wide range of external and internal learning opportunities to build their capacity to work towards achieving the Schools Strategic Plan.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
<b>Opening Balance</b>	300,495
<b>Revenue</b>	3,138,571
Appropriation	3,000,537
Sale of Goods and Services	685
Grants and Contributions	135,206
Gain and Loss	0
Other Revenue	0
Investment Income	2,142
<b>Expenses</b>	-2,939,642
Recurrent Expenses	-2,939,642
Employee Related	-2,594,507
Operating Expenses	-345,135
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	198,929
<b>Balance Carried Forward</b>	499,423

- The leadership team your school's financial management processes and governance structures to meet financial policy requirements

### Financial summary equity funding

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

	2018 <b>Actual</b> (\$)
<b>Base Total</b>	569,532
Base Per Capita	25,873
Base Location	2,046
Other Base	541,613
<b>Equity Total</b>	88,461
Equity Aboriginal	8,263
Equity Socio economic	76,254
Equity Language	3,944
Equity Disability	0
<b>Targeted Total</b>	1,945,976
<b>Other Total</b>	175,916
<b>Grand Total</b>	2,779,884

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 2018, the school sought the opinions of students, parents/carers and teachers about the school. Their responses are presented below:

### Student Testimonials

- I like my friends at school and I love the new mural.
- I like coming to school because I am in SRC.
- I like learning about science when I am at school.
- I love the new basketball court.
- I would like to change the uniform.

### 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

- Willans Hill School is a warm and welcoming environment that fosters student engagement through innovative teaching strategies. It is a highly effective school that tailors all learning programs to target the individual learning styles and needs of our students.
- 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 2018 teaching and learning 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.

### Multicultural and anti-racism education

In 2018 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 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.