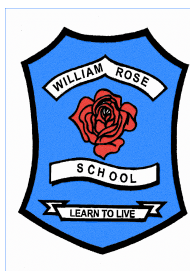


William Rose School Annual Report



2018



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Introduction

The Annual Report for **2018** is provided to the community of William Rose School (WRS) 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.

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Message from the Principal

Dear Parents, Carers and Community Members,

Our school plan 2018–2020 reminds us of the importance of strong partnerships between a school, its teachers, parents, carers and community who have demonstrated positive contributions to student learning. Ensuring that our community are actively involved in contributing to the schools vision and strategic directions of the new plan are vital to any school community. Wellbeing is an important part of our school plan and we encourage families to take part even in very small ways. We know that the wellbeing of our students is built on the strengths of individuals, families and communities working together. As a school we encourage our students to improve their social skills, teach them to self-regulate their behaviours, ensuring productive engagement in learning when collaborating with others. A number of key events have taken place throughout the year including changes to the Department of Education (DoE) finance system and procedures through Local Schools Local Decisions (LSLD) and the introduction to the revised (EFPT) tool and planned school budget allocation (S-BAR) which enabled greater flexibility in supporting students learning. Curriculum programs including Award Scheme Development and Accreditation Network (ASDAN) supported student learning across the senior years and the Treatment and Education of Autistic and related Communications Handicapped Children (TEACCH) approach empowered student learning and extended independence, growth and development. We are grateful for our extended school community who contribute to the needs of our students. Our school team, teachers, school learning support officers, parents and carers who work together to ensure our students are engaged in learning and achieving their goals. I certify that the information in the report is the result of rigorous school self-evaluation process and is a balanced and genuine account of the schools achievements and areas for development. Mariane Youness Wood
Principal

Message from the school community

This year was very significant, as we celebrated 25 years. Our aim is advancement of education in all areas of the school curriculum. Ongoing awareness raising of the needs and wants of students who have a sensory disability as well as other complex disabilities. In 2018 we achieved many things including the purchase of technology, a new vehicle for students to access the community throughout the school term, graduation gowns for end of year celebrations just to name a few. Without your help, it would not be possible to provide these items for all our students. Thank you for all your continued support in 2018. Sue Wood ROSE Charity Chairperson

Message from the students

The School Representative Council (SRC) continued to be a powerful tool for building personal competencies and leadership skills within students in 2018. We had one school captain, two vice captains, and one school representative council. These students were elected by both senior students and staff. Students enjoyed leading assemblies, meeting and greeting members of our school and extended community. This has been a foundation to build positive and respectful relationships with our students and staff as these students have continued to work closely with all.

School background

School vision statement

At William Rose School our vision is to deliver positive and engaging learning experiences for all students to achieve the best outcomes, succeed in their own way, as lifelong adaptable learners and creative thinkers so they make a successful transition to future pathways.

School context

William Rose School is located in Seven Hills in Western Sydney and supports students with additional needs. The staff are committed to delivering a high quality education for all our students. 58% of our student population require support in the form of English as an Additional Language or Dialect (EALD). We assist parents and carers in the educational planning process through Person Centred Learning Plans (PCLPs), and the development of the emotional, social well being of their child to make all transitions successful in their community.

Our school enrolls students K–12 with moderate to severe intellectual disability, vision, hearing and deaf blind. Students have a secondary disability which may include sensory needs, physical, autism and or complex behaviours.

Professional learning is at the core of our strategic plan 2018–2020. We believe that as we purposefully invest into our teachers, we creatively and successfully invest into our students. This places a strong focus on individualised programming, quality teaching, curriculum delivery including structured teaching, differentiated learning and assessment. These features support student learning and wellbeing across the school community.

Our networks and partnerships are integral to our school learning. These include the Blacktown Learning Community (BLC), the Special Education Principals' and Leaders' Association (SEPLA) and the Blacktown Areas Special Education Network (BASEN). Our long and strong associations with local community organisations enhance our dynamic community partnerships. These include Recognition of Special Education (ROSE) charity, A Start in Life, educational partners such as Western Sydney University Paediatric Students, integration opportunities through our local public schools and peer support programs. The schools connections to service agencies and therapy services also enhance the quality of life for our students and families.

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.

Learning

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

Our 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. 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. 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. Focus of all learning is to develop and enhance functional knowledge, understanding and skills taught explicitly through school developed and evidence based teaching practices. 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. Students with Additional Needs (SWANS) have assisted teacher to monitor progress, identify gaps and inform planning. Internal school performance results are collated annually through whole school matrix for communication through Goal Attainment Scale (GAS) 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. 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. 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. 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, 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 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. 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. Expertise within staff provide mentoring and coaching support to improve teaching practice in relevant areas such as vision and hearing. The Garden Cafe 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 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

Great Learning

Purpose

Every student is engaged and challenged to continue to learn and make successful transitions in their life. Students are empowered to be confident, resilient learners supported in an environment that promotes cognitive, social, emotional and physical wellbeing.

Overall summary of progress

Teacher self-assessment survey in their knowledge of TEACCH indicated that 50% of teachers would like more knowledge and understanding in the areas of the principles of TEACCH, assessments including ongoing, diagnostic and formative, and in setting home school goals with parents while sharing individual programs implemented at school. 30% teachers also indicated that they would like more training to enhance their knowledge around Autism Spectrum Disorders (ASD).

Ongoing professional learning on the new PCLP and programming templates continued to support teachers in their implementation. SWANs assessments were conducted in the areas of communication, literacy and numeracy to assess student levels and plan accordingly. Teachers also used other forms of assessment such as data sheets, anecdotal records, observation, photos and videos to keep track of individual student progress. Communication and literacy SWANs integrated well within the WRS skills banks assisting teachers to assess, plan, program and track progress of individual students.

WRS trialed eight ASDAN modules to a cohort of students with a diverse range of learning needs across five senior classes. Delivered over the course of the year, the modules selected were based on students' chosen elective subjects, and linked to NSW curriculum outcomes for those subjects.

Data gained from feedback a selected number of students that indicated 100% of students correctly identified their ASDAN teacher, enjoyed working within different classrooms and with different peers. 85% of students had a clear understanding of their elective subject and 77% of students state that they enjoyed their elective subjects. PL in the delivery of ASDAN, assessment and moderation requirements enhanced future planning.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Incremental improvement in targeted student learning in their literacy and numeracy, person centred learning plans (PCLPs) and William Rose School (WRS) pedagogical framework assessments.	\$8375	<p>85% of classroom teachers attended PL related to the new PCLP template, WRS skills banks, SWANs assessments and processes.</p> <p>43% students achieved their benchmark levels in their GAS communication goal. 24% of students achieved their annual goal, 7% exceeded their annual goal and 3% students far exceeded their annual goals. 23% students remained at baseline due to a range of reasons.</p> <p>Data collected from SWANs communication assessment indicated that 43% of students demonstrated progress within a level, 16% stayed at the same level and 17% reverted. SWANs literacy indicated that 40% students demonstrated progress within a level. SWANs numeracy showed 52% of students demonstrated progress within a level.</p> <p>The data collected will inform future areas of need for student learning and training for staff. Feedback forums held end of 2018 led to refining of PCLP template and processes. Ongoing PL for 2019 on WRS framework and processes scheduled.</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Incremental improvement in targeted student learning in their literacy and numeracy, person centred learning plans (PCLPs) and William Rose School (WRS) pedagogical framework assessments.		Teacher Handbook to be launched in 2019. STEM and STEAM survey completed and ongoing development of scope and sequence and units of work to continue.
Increased percentage of students demonstrate enhanced engagement and improved wellbeing, using EMPOWER UP Framework measures.	\$3000	Behaviours across the school setting decreased by 20% as evidenced by the number of incident reports in 2017 and 2018. This is due to an increase in understanding of communication and behaviour amongst staff as evidenced by survey results. In comparison, all staff surveyed felt more comfortable with managing and resolving challenging behaviours then at the beginning of the year.
Increased percentage of students indicate improvement in independence, self-direction, self-regulation through ASDAN (curriculum) and TEACCH (approach) data collection and evidence.	\$12000	As a result of implementing structured teaching via the TEACCH approach students indicated improvement by up to 50% in their language, social, cognitive, independence, work and on task skills. 40% of students showed significant progress with play skills, generalising skills in familiar and unfamiliar environments, understanding routines and during transition times. The data collected will inform future areas of need for student learning and training for staff.

Next Steps

Implementation of refined PCLP template and processes based on feedback. Alongside this the Teacher and SLSO Handbook will be launched to support staff in their requirements and elements of the WRS pedagogical framework. Development of the literacy and numeracy skills banks will occur to sit alongside SWANS assessment processes. STEAM and STEM curriculum mapping will be finalized and refining of all scope and sequences to ensure NESA compliance.

SWANs assessments will continue to be used in the areas of communication and literacy. Teachers found SWANs numeracy assessment did not demonstrate the strengths and abilities and were not suitable to the cohort of students at WRS. School based assessment Pre-Emergent Numeracy Assessment (PENA) and Functional Literacy Assessment (FLAT) will be revised as an overall school based numeracy assessment.

Teachers will be provided mentoring support to implement TEACCH strategies in classrooms along with targeted PL to enhance understanding of ASD. As part of collegial discussions and outcomes, ASDAN will be expanded with students across middle (years 5–8) and senior years (years 9–12) from 2019 targeting specific modules. Staff will continue to be provided with essential PL and resource materials to make the implementation successful. A possible trial for numeracy across the early (K–4) in 2019.

Strategic Direction 2

Great Teaching and Leading

Purpose

Everyone takes responsibility for their personal development, wellbeing and professional improvement to enhance self-leadership, quality teaching, and student learning and leadership.

The school will be a community where everyone learns from each other.

Overall summary of progress

A member of the executive team took on the role of instructional leader and supported permanent, temporary and casual teaching and non-teaching staff (excluding executive and administrative team) in achieving their personal and professional growth through planned and structured PL and Performance and Development Plan (PDP). Staff were encouraged to choose wellbeing as part of their PDP goals and were able to enhance their personal wellbeing by tracking their progress, reflecting on their achievements and working towards next steps. Structured midyear and annual review provided consistent support and valuable input in achieving their set goals. This led to visible improvement in staff wellbeing and engagement resulting in improved student outcomes.

The Empower Up program was highly valued by all staff as indicated through staff surveys. PL opportunities provided by Jill Hellemans (Behaviour Analyst) and Lexy Tutton (Speech Therapist) enhanced staff and parent's knowledge, understanding and skills in the areas of behaviour and communication. Feedback indicated that utilising the strategies learnt during the year at school and at home by parents, improved student engagement and communication.

The SMART Hub continues to be a work in progress. It appears to be a promising document once completed which will aide staff to navigate school procedures.

The aspiring leaders short course continued to extend opportunities and experiences for all staff including future leaders. Topics included: leadership starts from within, leadership is about influencing others and habits of highly effective people. Feedback indicated that staff felt confident and empowered within themselves to take up leadership roles within the school. Comments were made on what and how they will implement elements of CV writing and interview skills to improve and prepare for future job prospects. 100% of staff strongly agreed that they can effectively apply the learned skills for CV and interview opportunities in the future.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of staff will establish and achieve Professional Development Plan (PDP) goals through coaching/ mentoring and PL and will be supported in their accreditation process as demonstrated by PDP annual review.	\$ 35,141	<p>The PDP was highly endorsed by school staff. Use of AITSL tool, peer mentoring, GROWTH coaching, formal and informal classroom observation and collegial discussions resulted in effective teaching practices and improved student outcomes. 11 permanent, temporary and casual staff are working towards achieving their accreditation. Peer observation and collegiate support meetings were utilised by staff to enhance their knowledge and skills and was highly valued by all staff.</p> <p>Aspiring leaders short course survey indicated more than 90% of participants felt that the content added to their knowledge and skills and they felt more confident in their leadership repertoire. 100% of participants stated that the topics increased their skills and capacities across work, family and life. Over 80% reflected on their ability to develop leadership capabilities in others.</p> <p>All staff met policy, planning, and mandatory PL requirements.</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of teachers will participate in PL aimed at enhancing knowledge and skills around the EMPOWER UP as indicated through teacher evaluation and feedback.		EMPOWER UP program was developed and facilitated by external stakeholders Jill Hellemans (Behaviour Analyst) and Lexy Tutton (Speech Therapist) based on staff feedback. Staff were provided consistent support through face to face PL in these areas. Survey results have indicated that staff felt more empowered and equipped to be effective in the classroom in respect to increasing communication and managing behaviour.
100% of staff will demonstrate satisfaction, feel empowered in their day to day school practices with the effectiveness of SMART HUB, digital handbook to plan, program, teaching, learning and assessment.		Approximately 50% of staff demonstrated using the WRS SMART Hub reflecting school procedures and processes. This enabled them to successfully follow school and DoE systems and procedures to complete daily school practices.

Next Steps

Structured staff wellbeing, personal and professional growth and learning opportunities will continue to drive 2019 vision and planning for PDP and PL programs. This will further facilitate positive student engagement and outcomes. PL planning for 2019 will be developed, based on 2018 feedback and evaluation and staffing arrangements. Current feedback indicates that Wednesday PL sessions to be utilised in completing school based programs, planning and assessments by providing timely and focused support by executive team.

The Empower Up program will continue based on funding for 2019. Staff, parents and carers will be supported in the areas of behaviour and communication with PL opportunities. The leadership team will support classroom teachers in developing and managing behaviour and communication plans for students. WRS communication protocols and poster will continue to be developed with the support of speech therapists and community consultation.

The SMART HUB continues to be updated to reflect the changing needs of the operational procedures across the school. Provide PL for all staff, particularly for new staff on the SMART Handbook and encourage daily use of the handbook.

Continuation of aspiring leaders group short course with adjustments made in relation to feedback – sharing best practice 'journal club' and skills for personal growth and development. Topics may include: leadership, collaboration, team building, communication, problem solving, solution driven for across work and life.

Strategic Direction 3

Great Community

Purpose

Every community partner will have a sense of connectedness to student learning and take responsibility to further enhance dynamic partnerships with the school, ensuring that every student succeeds and thrives.

Overall summary of progress

In 2019 we have sought to develop connectedness with and between our community partners by prioritising effective communication regarding student learning, continuing opportunities for families to be involved in their child's schooling and increasing our provision of useful resources to benefit families. Parent/carer survey prompted information sessions on topics relevant to their child's learning, development and wellbeing.

The school app has been utilised to promote consistent, efficient and transparent sharing of information with community partners. Open and authentic sharing of important information between parents/carers and teachers, as well as therapists where appropriate, has enabled consistent use of strategies to promote students' positive behaviour and engagement in the home and school environments.

We have expanded our knowledge of National Disability Insurance Scheme (NDIS) and connections with services, particularly post-school programs, to work in partnership for the wellbeing of our students and their families.

Other community events, allowing students to share unique learning and social experiences with their families, continued to be a highlight of the school calendar and immensely valuable to all community members.

Owing to the ever changing landscape of current staffing challenges a decision was made to withdraw from the S4CLs community.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Incremental increase in parents and community attending PL, through workshops, learning communities and or online sessions.	\$3000	48 parents/carers attended 2 workshops during Term 2 and 3 in 2018. Parents reported an average satisfaction of 4.6/5 for both events. The workshops included: wellbeing and self-care strategies for parents delivered by a registered psychologist with experience working with families of children with disabilities and an opportunity for parents and carers to ask questions about the National Disability Insurance Scheme (NDIS). An intensive 2-session workshop was offered to parents/carers in Term 4 to increase their understanding of the functions of behaviour, strategies to prevent and respond to challenging behaviour and ways to teach more appropriate behaviours and motivate their child to learn new skills. This opportunity was taken up by a small number of parents who reported finding the workshop empowering.
Incremental increase in parents and community returning their surveys and displaying satisfaction in relation to school processes and delivery of information including school website and app.	\$4000	Increased use of school app/website from Term 1 to Term 3 2018 indicates increased parent access to school information. Parent survey in Term 4 2018 will evaluate parent satisfaction with various school communication pathways.
Incremental increase in parents and carers utilising school community hub and the support		Verbal feedback indicated parent appreciation of opportunities to develop relationships and access resources.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
and resources provided to increase their participation will be demonstrated through survey and feedback.		3 parents requested establishment of a parent support group on post–event surveys.

Next Steps

Continue to support the establishment of parent and carer support group. School promotional material to be updated to ensure clear communication of school values, processes and services to current and prospective parent and carers.

School based NDIS support document will be developed to aide families follow necessary processes to gain suitable NDIS support.

The provision of regular information sessions on topics such as student wellbeing will continue to be a priority. ESES website will undergo a SWOT analysis to assess its efficacy and usage for the school and extended learning communities.

Continue to develop school app to promote communication between home and school.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$9214	Two didgeridoo–style poles displaying the new school values were purchased and installed in the sensory garden to promote Aboriginal education Organisation and resourcing for school–wide NAIDOC week celebrations included native tree planting and a visit from a local Indigenous dance troupe, which supported cultural learning while strengthening community ties. Coding and robotics hardware and iPad apps were purchased to improve STEM and STEAM learning outcomes for Indigenous students and their peers.
English language proficiency	\$44000	English Language Proficiency (ELP) funding supported teachers with implementation of individual communication support programs in their classrooms. Student were assessed and their communication skills measured using WRS communication and literacy skills bank and English as a Second Language (ESL) checklist. The nominated ESL teacher worked face to face with selected students and provided information regarding collaborative teaching and assessment of English and literacy to classroom teachers. About 20% of staff felt they needed additional and ongoing PL in ESL program. Data gained from school based assessments and programs demonstrated that there was general improvement in student communication and confidence.
Quality Teaching, Successful Students (QTSS)	\$26000	Executive staff facilitated collaborative opportunities between beginning and experienced teachers to learn from and support, review and plan through peer observations. These opportunities were well received and 100% of staff felt supported through observations and feedback, collegial discussions, review of accreditation evidences, support to gather evidences and completing supervisor reports. Beginning teachers were supported through observations of classroom practise, feedback on strategies and resources, one to one and small group mentoring.
Socio–economic background	\$68050	Socio–economic funding was utilised to provide assistance to classes with students demonstrating severe behaviour and health care needs. Staff feedback indicated that students showed improvement in working towards their personal hygiene goals along with reduction in unwanted behaviour. Students were able to receive one on one assistance which resulted in a reduction in their challenging behaviour, increased independence, and participation in classroom activities leading to an overall engaging classroom where students worked towards achieving their goals.
Support for beginning teachers	\$48251	As part of Great Teaching Inspired Learning (GTIL) reform four teachers were provided with additional release from face to face

Support for beginning teachers	\$48251	teaching, PL opportunities and reduced teaching load to work with mentor teachers. Beginning teachers worked closely with their collegiate support mentors to develop a deeper understanding of planning and programming, teaching practices and accreditation requirements. 100% of beginning teachers have reported receiving complete support in their first year as classroom teachers.
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Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	54	57	58	61
Girls	25	27	25	23

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 four students engaged in part time and modified attendance for Health Care and two students for Behaviour Support. Two additional students engaged in short term (term) part time and modified attendance for Behaviour Support across 2018.

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	100
Unknown	0	0	0

In 2018, 8 students (100%) completed the Higher School Certificate (HSC Life Skills). Each student successfully transitioned into future day programs in 2018. Services that students attended included Afford, Riverlink and Fighting Chance. 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 PCLP and Individual Transition Plans (ITPs).

Year 12 attaining HSC or equivalent

This year, eight students were awarded the Higher School Certificate (HSC) Life Skills. Students were

presented with their portfolios. Two students completed Preliminary Year 11 Life Skills subjects.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	15.5
Teacher Librarian	0.6
School Administration and Support Staff	18.02
Other Positions	1

*Full Time Equivalent

We continued to work with a number of external stakeholders that represented the indigenous community. the workforce composition on our staff is nil.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	68

Professional learning and teacher accreditation

PL has maintained a strong focus on leadership development, building teacher capacity and professional growth. Structured and targeted support were provided to staff to enhance their current knowledge and skills. Expertise of Daniela Falecki (staff wellbeing), Jill Helleman (behaviour analyst), Lexy Tutton (speech pathologist), Donna Rose, Leanne Gale (manual handling), Suzanne Langford (accreditation) were utilised to develop consistent approach in relation to wellbeing, behaviour and communication for students. Approximately 35% of staff including teachers and SLSOs had the opportunity to lead PL sessions based on their expertise, experience and knowledge.

In 2019, owing to the dynamics of staffing a different approach will be taken on PL. Wednesday afternoon sessions will focus on the topics relevant to the teachers and annual calendar. This will aim at

promoting consistency and accountability amongst staff.

Financial information

Financial summary

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

	2018 Actual (\$)
Opening Balance	173,625
Revenue	4,377,179
Appropriation	4,283,083
Sale of Goods and Services	6,193
Grants and Contributions	85,258
Gain and Loss	0
Other Revenue	0
Investment Income	2,644
Expenses	-4,299,932
Recurrent Expenses	-4,299,932
Employee Related	-3,858,236
Operating Expenses	-441,696
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	77,247
Balance Carried Forward	250,871

The schools financial management processes met all teaching and learning requirements across the school. A full copy of the school's financial statement is tabled at regular finance meetings each term. Further details concerning the statement can be obtained by contacting the school.

Financial summary equity funding

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

	2018 Actual (\$)
Base Total	699,374
Base Per Capita	38,809
Base Location	0
Other Base	660,565
Equity Total	124,997
Equity Aboriginal	8,874
Equity Socio economic	78,462
Equity Language	37,661
Equity Disability	0
Targeted Total	3,203,369
Other Total	34,111
Grand Total	4,061,851

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 WRS teachers used school based assessment tools such as SWANS, ELA, ENA, FLAT, FLIP to assess students' progress and learning in the areas of English, Mathematics and other Key Learning Areas including behaviour, communication and social skills. We continue to review the assessment tools to ensure their efficacy in students' progress and ensuring consistent teacher judgement.

Parent/caregiver, student, teacher satisfaction

This year parents participated in an end of year survey which focused on communication, school and learning, providing opportunities to develop supportive connections with the school and other families. 92% of parents and carers indicated high satisfaction in regards to communication with the school community across areas of student health, learning and wellbeing and behaviour. 60% of parents and carers appreciated the number and types of opportunities that were provided for parent and carer involvement and the same percentage indicated developing supportive connections within the school and with other families. Parent and carer comments suggested that they were 'always informed and felt part of the school community'.

Students were encouraged to access their communication diaries independently and or with support if required to complete their daily attitude and emotions across home and school. % students accessed this activity and were responsive. 100% of staff embedded wellbeing goals as part of their PDP, regular support and consultation was provided as part of mid-year and annual review. This was further enhanced through targeted PL on wellbeing from both internal and external providers. Positive responses were received at the end of each session and staff were able to implement some of the strategies learned during highly engaging practical workshops and activities including staff meetings with episodes from colleagues in a truck where staff engaged in some impromptu questions relaying information about themselves and their workplace. This indicated improvement in staff knowledge, personal and professional growth and strengthened community connections. When staff were surveyed they described wellbeing at work as: supporting self and others, importance of a balanced approach, and connecting to purpose. Staff sought support from Employee Assistance Program (EAPS) and school counsellor during the year as required.

In 2019 the school will work towards further increasing staff development opportunities around mindfulness and wellbeing for staff, parents, carers and students. Additional support resources for staff including encouraging staff to take on the wellbeing tool kit and refining student communication diary to address wellbeing.

Policy requirements

Aboriginal education

WRS is culturally responsive to Aboriginal and Torres Strait Islander issues, history, and perspectives. We respectfully acknowledge the traditional owners of the land that we learn and play on, the Dharruk people, and we pay our respects in weekly assemblies and whole school celebrations. We celebrate NAIDOC week with whole-school, cross curricular activities to promote engagement and ongoing learning. This year NAIDOC week activities included modified traditional Indigenous games and sports, native tree planting, a whole school collaborative artwork and a performance by the Wagana dance troupe. Teachers of Aboriginal and Torres Strait Islander students are offered support to ensure the students are able to meet their learning and living goals at school, through resources and PL opportunities.

Multicultural and anti-racism education

WRS has a diverse and multicultural community and ensures that individuals and groups are not disadvantaged because of their race, culture, ethnicity, national or religious background. The 2017 Anti-Racism Contact Officer (ARCO) continued in the role in 2018. The ARCO continues to support the implementation of the multicultural policy across the school. 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 and International Day of People with a Disability and Book Week celebrations included a book exchange for the Aboriginal Education literacy program.

Other school programs

ECO Active Grant

This year our school received a generous grant of \$2000 from the Blacktown City Council under their 2018 Eco Active School's project for our Eco Garden project. Project Eco Garden complemented our existing projects and helped us in our efforts towards a more bio-diverse and sustainable environment. The grant funding was used towards investing in eco-gardening infrastructure and learning materials to raise environmental awareness.

Garden Cafe

WRS aims to provide students experience in a work place environment to gain work skills and to promote confidence and self-esteem and to teach a range of functional skills needed to develop independence and to access the community through the garden cafe program. This year the program was offered to two senior classes, where students engaged in life skills activities such as food preparation, shopping, money handling, team work, social skills and communication, all of which contributed to them reaching their outcomes/goals. During the year the Garden Cafe team connected with the community by preparing and serving morning tea to parents, carers, grandparents and to visitors from the education department. Survey results indicated staff and parents/carers noticed increased independence in routine tasks.

Integration

This year the junior integration program was held at SHPS. Altogether seven students attended a K-1 classroom once a week in terms 2 and 3. This program provided opportunity for students to develop friendship, build social skills and foster respect for differences. Strategic Assistance Program (SAP) funding was used to provide additional SLSOs to support student learning. 83% of students responded they enjoyed attending integration and would like to continue.

15 students participated in senior integration at Seven Hills High School (SHHS) once a week over terms 3 and 4. Students built their communication skills through verbal and non-verbal interaction, while improving social interactions skill through turn taking, sharing and waiting. Teachers from both schools agreed the program had been a positive experience for all the students and staff involved. LINK funding was accessed to support students to attend with two SLSOs and one classroom teacher.

Music Therapy

Music therapy at WRS is a curriculum embedded program, that creates opportunities for all our students to learn. The school has been able to employ a music therapist for one day a week owing to generous parental support. A recent survey from teachers, indicated that 67% of our staff have witnessed positive changes in students' behaviours during Music therapy sessions. In 2018 we had ex-students volunteered along with the music therapist to support the program. A selected group of 13 students participated in The Blacktown Festival of Performing Arts. This performance showcased the abilities of our students as an AUSLAN signing choir combined with a group of instrumentalists.

Premiers Sporting Challenge (PSC)

Students and staff were enrolled and supported to complete the PSC 10 week program. This encouraged healthy and active lifestyles. Students worked on their gross and fine motor skills, as well as team work and cooperation through various sporting activities, such as school fun run, sports carnival and weekly special sports program. Our staff enthusiastically participated in the PSC through biggest loser and mover program. The PSC grant was used to support sports and physical activity programs for students.

Vocational Education and Training

An important focus this year was to improve the skills base for senior students enrolled in Work Education and Work in the Community elective subjects to support their transition education programs. These programs included opportunities for students to be involved in skill based learning experiences within school, in the community and through the completion of ASDAN modules. Students enrolled in Work Education and Work in the Community elective actively participated in weekly community based work experience program at Afford, Minchinbury. Students engaged in social interactions with workers and students from other schools attending the program. All students who participated showed an increase of independence as they required less teacher instruction, support and direction. Through the ASDAN Module "Awareness of the working world" students engaged in life skill activities resulting in increased independence and self directed learning.

Vision Support

40% of students have been diagnosed as Blind or visually impaired. All staff were invited to a survey to understand needs of the school in relation to training and ongoing support. 46% of staff surveyed reported they were unfamiliar with diagnosis and conditions related to vision loss and were unsure what a vision report looked like. 3 staff out of the 28 staff felt confident in their ability to implement a wide range of strategies to meet the needs of the students they were working with. PL opportunities have been provided to support staff to incorporate vision specific strategies into PCLP documents. In 2019 teachers will be assessed according to knowledge and will be provided targeted support.

Technology for Teaching (eT4L and iPads)

Classroom Smartboards were replaced with six Mobile Computers On Wheels (MOCOWS), specifically BenQ touchscreens and mini HP computers on height adjustable frames, purchased by The ROSE Charity. More mini HPs have been ordered to convert the remaining mobile touch screens into MOCOWS to allow greater accessibility for students across the school. A staff professional hub in the staffroom annexe and two parent hubs in the AV room and interview room were created by adding PCs to increase access and workspace. Class iPads were migrated onto a mobile device management (MDM) program which allows coordinators to perform updates and installations remotely. Protective cases for new iPads, and communication apps for individual students were also purchased. Policies were updated and implemented for staff responsibilities regarding school devices, and a Bring Your Own Device (BYOD) policy for students.

Work Experience

Selected students attended work experience at Afford Industries, Minchinbury. The focus of the experience included preparation for work, appropriate clothing, listening skills, following directions, staying on task and understanding workplace procedures. Most students were keen participants, worked hard and enjoyed the experience. The students adapted to the work-place environment and with initial direction and support, completed set tasks in an efficient and timely manner. Unfortunately work opportunities at Afford decreased. This term the students will be involved with 'In School' work experience including gardening and car cleaning.