

# Willans Hill School

## 2019 Annual Report



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## Introduction

The Annual Report for 2019 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.

### School contact details

Willans Hill School

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## 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

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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/school-excellence>

## 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.

### Improvement Measures

Increased evidence of differentiation in teaching programs

Improved student participation in transition stages

Improved Literacy and Numeracy levels across the school

### Progress towards achieving improvement measures

**Process 1:** Deliver strategies for differentiating teaching to meet specific student needs demonstrating a broad understanding of how students with a disability learn.

Evaluation	Funds Expended (Resources)
<p>Towards the end of the year we engaged an instructional leader to build the capacity of staff. The Instructional Leader met with staff weekly to discuss differentiation strategies implemented within classrooms, reflect on the practice and provide feedback to teachers. The sessions focused on reflective questions provided to staff. The lack of availability of casuals to replace staff on leave impeded the success of the model. The impact was increased quality professional discussion however, implementation into the classroom was an identified area for improvement. The school will try a new structure that provides the Instructional Leader with time to work with and support staff to plant, teach and reflect together so as new, evidence-based practices become embedded teacher practice.</p> <p>Throughout the year all staff have engaged in professional learning conversations focused on how to better understand and cater for individual student needs. The staff also engaged in Trauma training at the end of the year, this training had a positive impact and staff made adjustments within their classrooms. Trauma informed practices will be a continued focus moving into 2020.</p>	<p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Quality Teaching, Successful Students (QTSS) (\$8500.00)</li></ul>

**Process 2:** Develop and implement quality programs that support students to succeed at all stages of their development.

Evaluation	Funds Expended (Resources)
<p>Staff have explored and been trained in the Mini-Lit program. Mini-Lit is a phonics based reading program that can be taught to individual students and/or groups of students. Professional learning sessions for Student Learning Support Officers has been offered. During 2019 Mini-Lit was not implemented within classrooms however, staff that have been trained have indicated that it will be a valuable resource if implemented strategically. Staff that identify Mini-Lit as an effective resource to be used in the context of their class will implement Mini-Lit into their classrooms in 2020.</p> <p>An ongoing focus for the school has been transition programs to support both incoming and departing students. A focus for incoming students has been to engage in meetings prior to placement, this provides the opportunity to set up expectations and share information with all stakeholders, including external therapists and specialists. Transition of kindergarten students</p>	<p>Staff training– \$4000</p> <p>MiniLit Kits– \$3500</p>

## Progress towards achieving improvement measures

continues to be an area for development within the school. This has been raised with school services and early intervention providers. A focus for 2020 will be making early contact with early intervention settings and promoting the school. For students transitioning into year 7, plans were developed in consultation with families. Engaging with the base school was problematic due them being unable to provide support for the transition program. A transition template has been made up for year 6 students and a focus for 2020 is to ensure base schools are supported and all students entering Year 7 engage in a full transition program. All Year 12 students are accessing post school support and transition programs are initially supported by the school and then transitioned to NDIS.

## 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.

### Improvement Measures

An increase use of data to inform teaching and learning programs

An increase in the range and frequency of collaborative activities and strategies across the school

Increase use of evidence based practises across the school

### Progress towards achieving improvement measures

**Process 1:** Develop and implement informal and formal collaborative approaches that empower staff and lead to effective and innovative practices.

Evaluation	Funds Expended (Resources)
<p>New structures were implemented to develop collaborative practices. Collaborative practices were reviewed and adjusted. Staff identified that working within their stage teams allowed them to collaboratively plan and engage in professional dialogue, hence making it more relevant and meaningful. This model will continue in 2020 with a more strategic focus determined by data and on evidence-based practices about 'what works best' to improve student learning outcomes.</p> <p>The introduction of a new Personalised Learning and Support Plan proformas and increased communication to families regarding Personalised Learning and Support Plan meetings has been successful in improving the collaboration between staff and families. Both staff and families have indicated that meetings were more effective and families felt more included in this process. Moving forward the school will look at holding review meetings throughout the year to continue this collaborative approach and continue to develop processes to ensure student goals are reflected in teaching and learning programs.</p> <p>The school engaged the beginning process of creating a collaborative learning community with other schools. This included teachers from another school coming to observe and work with staff at Willans Hill. We are also in the initial phases of having an Instructional Leader role, as part of this the school worked collaboratively with other Instructional Leaders across the community and will continue to do so with the vision of improved practice to improve student learning outcomes.</p> <p>The Personal Development process was reviewed and refined to include more regular opportunities for observations. A challenging part of this processes was ensuring that observations occurred, inability to staff the model often hindered this process. Further refinement of the Instructional Leader role and a more structured model in 2020 will aim to improve the collaboration of staff through peer observations and team teaching opportunities. This will be driven by evidence-based practices relating to teacher professional learning and aim to create long term cultural change to improve student learning outcomes.</p>	<p>Casual staff to engage in PLSP Meetings – \$3200</p>

**Process 2:** A consistent school-wide approach to monitor, plan and report on student learning is imbedded within the school

## Progress towards achieving improvement measures

Evaluation	Funds Expended (Resources)
<p>The school engaged in professional learning and still is in the beginning phase of developing a whole– school consistent approach to monitoring, planning and reporting on student learning. The annual student report was reviewed and had slight adjustments made to better suit the context of the setting. The feedback from parents was positive. The leadership team, together with staff will continue to look at ways to assess and report on student learning.</p> <p>As a result of the engagement of Visible Learning professional learning the direction of this process was changed. Learning intentions and success criteria were adopted and trialled in a number of classrooms and feedback was very positive. Staff indicated they have a greater understanding of where students are in their learning progression and where to go next. The Instructional Leader has supported staff to develop learning intentions and success criteria which has developed and refined teacher understanding and practice. Continued professional learning for staff and a whole school focus on Visible Learning into 2020 and beyond will further deepen teacher understanding and lead to improved student learning outcomes.</p>	\$20,000 Visible Learning



### 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.

#### Improvement Measures

Increased achievement in literacy/communication priorities.

Students show a willingness to participate in new programs that develop self-regulation.

All students show an increase in independence in one or more areas of learning

#### Progress towards achieving improvement measures

**Process 1:** Develop and implement comprehensive communication strategies that will cater for a broad range of students

Evaluation	Funds Expended (Resources)
<p>The school has continued to embed Communication Passport and focus on communication priorities for students. This has been achieved through regular teacher professional learning and support to staff from the Instructional Leader. Setting priority goals related to the writing process was reviewed and completed in consultation with leadership team, students and parents. This resulted in the priorities being more in line with SMART goals. Priorities were displayed in all classroom and shared with all stakeholders. Staff were encouraged to reflect upon the priorities and make adjustments as required. This made the PLSP process more relevant for all involved. The reporting process is to be reviewed as to how the priorities are assessed. Data related to the impact of this on student learning is yet to be collected due to time constraints. Communication will continue to be a focus through professional learning and the school will investigate developing a learning progression to assist assessment and reporting.</p>	

**Process 2:** Develop and implement programs to enhance student social emotional wellbeing encouraging them to become independent learners

Evaluation	Funds Expended (Resources)
<p>Blueearth, Footsteps and Life Education were offered to all students in 2019. Students became more confident and willing to participate in the programs. Data collected from staff regarding these programs was positive and led to these programs being scheduled again for 2020.</p> <p>Drumbeat was introduced In 2019 across the whole school. The program provided students with an opportunity to engage in a learning program that enhanced well-being. Students also had the opportunity to demonstrate their skills within the community. Professional learning was offered to other staff and they will complete the training in 2020.</p> <p>Trauma informed practice professional learning was scheduled for staff development days in Term 4 2019. This came about due to new enrolments presenting with trauma backgrounds. This professional learning gave staff an insight into how the brain is wired and how it responds in different situations. This awareness has led to further adjustments being made in the classroom to cater for individual student needs.</p> <p>The school engages and occupational therapist one day a week. Time was</p>	

## Progress towards achieving improvement measures

spent clarifying and reviewing feedback in regards to her role. This led to a change in service delivery with the goal to gain maximum benefit. She has been invited to establish an inclusive dance program across the school and work with individual staff in 2020 to support the creation of optimal learning environment for students.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	Communication Passport– \$2000  Mini Lit Training– \$8500  <b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• Aboriginal background loading (\$6 975.00)</li> <li>• Socio–economic background (\$3 000.00)</li> </ul>	The professional learning provided has led to improved student outcomes in the areas of communication and reading. Many students within the school context have been identified as experiencing trauma. Funding was used to provide professional learning for staff to build capacity and awareness of how to adjust and improve classroom practice to support students.
<b>English language proficiency</b>	Release provided for teacher support. \$6000  <b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• English language proficiency (\$3 457.00)</li> <li>• Socio–economic background (\$50 500.00)</li> </ul>	Communication Passport assessments implemented and student progress tracked. Staff were provided with extra release time to administer assessments and develop goals. This explicit mapping and targeted teaching led to improved student learning outcomes in the area of communication.  Additional support staff engaged to support a number of new arrival students assisted students transition smoothly to their new school environment and give the students the extra support that was needed.
<b>Quality Teaching, Successful Students (QTSS)</b>	IL to provide instructional leadership– \$28000  Casual teacher to release staff to work with IL– \$28000  Visible Learning Professional Learning– \$9500  Mini Lit training and resources– \$8000 (QTSS AND RAM)  <b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• Quality Teaching, Successful Students (QTSS) (\$67 398.00)</li> <li>• (\$0.00)</li> </ul>	Funding from the Quality Teaching, Successful Students was utilised to implement the Instructional Leader within the school. This role has supported professional learning for staff and built capacity of both classroom teachers and school leaders. The model will continue to evolve in 2020 with a new structure and more targeted focus that is in line with the schools strategic directions.
<b>Socio–economic background</b>	Financial Assistance to families.– \$8500  Trauma Training– \$5000  Additional Staffing– \$20000  <b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• Socio–economic background (\$33 000.00)</li> <li>• (\$0.00)</li> </ul>	The school was able to support families financially, this enabled students to participate in electives and school excursions. The funds were also used to support with the purchase of school uniforms and other school related expenses that some families were having difficulty purchasing. Engaging additional staff to support the implementation of programs allowed the programs to run effectively with minimal interruption to classes.

## Student information

### Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	46	45	40	37
Girls	20	20	22	25

### Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	7.95
Teacher Librarian	0.4
School Administration and Support Staff	12.52
Other Positions	0.65

\*Full Time Equivalent

### Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

### Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2019 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

### Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

### Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
<b>Opening Balance</b>	499,423
<b>Revenue</b>	3,228,089
Appropriation	3,093,390
Sale of Goods and Services	677
Grants and contributions	131,148
Investment income	2,874
<b>Expenses</b>	-3,180,430
Employee related	-2,542,383
Operating expenses	-638,047
<b>Surplus / deficit for the year</b>	47,659

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.

## Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	1,983,880
<b>Equity Total</b>	92,783
Equity - Aboriginal	7,177
Equity - Socio-economic	83,067
Equity - Language	2,539
Equity - Disability	0
<b>Base Total</b>	598,108
Base - Per Capita	31,395
Base - Location	2,046
Base - Other	564,668
<b>Other Total</b>	256,435
<b>Grand Total</b>	2,931,207

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.

## Parent/caregiver, student, teacher satisfaction

Parent satisfaction with Willans Hill School continues to be high. Parents are an integral part of the learning community and Willans Hill School welcomes parental involvement. Engagement with families for student PLSP and review meetings was high. This collaborative approach allowed for the building of positive relationships between the school and parents/caregivers. The school conducted a survey to obtain parent feedback on the Personalised Learning Support Plan meetings. Results from the survey indicated parents valued being part of the goal setting process, however felt the meetings could be longer to allow for more in depth conversation and consultation.

Willans Hill School has competent teachers who set high standards and undertake training to upgrade their skills. The staff of Willans Hill are very proud of the school and the job that they are undertaking in educating the students. Staff are committed to setting high standards of achievement for all students that attend the school.



# Policy requirements

## Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

## Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

## Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.