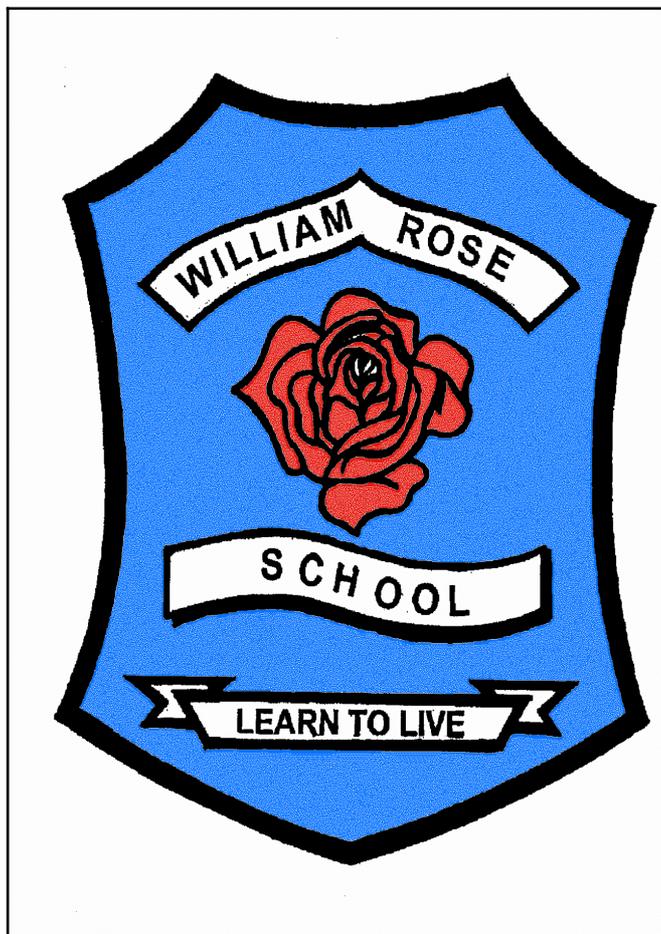


William Rose School

2019 Annual Report



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Introduction

The Annual Report for 2019 is provided to the community of William Rose School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

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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 Individual Learning Plans (ILPs), 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

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

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.

Improvement Measures

Incremental improvement in targeted student learning in their communication and numeracy, Individualised Learning Plans (ILPs) and ILP Framework.

Increased percentage of students demonstrate enhanced engagement and improved wellbeing, using EMPOWER ME Framework measures.

Increased percentage of students indicate improvement in independence, self-direction, self-regulation through TEACCH data collection and evidence.

Increased student engagement in their participation of ASDAN modules based upon student interest and strengths across the senior years.

Progress towards achieving improvement measures

Process 1: Implementation of revised ILP Framework, including ILP, report templates and processes, Teacher Handbook, Skills Banks – current and Early Learning Skills and Transition. Trial SWANs Learning Skills assessment.

Evaluation	Funds Expended (Resources)
<p>100% of classroom teachers completed Professional Learning (PL) related to the ILP framework and implemented revised ILP including health care and positive behaviour support plans and revised reporting template.</p> <p>Through Goal Attainment Scale (GAS) 78.4% of students increased in their focused and individualised communication goals using one or more measures.</p> <p>Further development of the literacy numeracy skills banks will continue to use alongside SWANs assessment processes with ongoing PL planned for 2020.</p> <p>Teacher Handbook will be modified and updated to reflect changes to the ILP Framework for 2020.</p>	<p>PL</p> <p>QTSS</p>

Process 2: Structured TEACCHing including mentoring staff in targeted classrooms to improve independence, self-direction and self-regulation of Autism Spectrum Disorders (ASD) students.

Evaluation	Funds Expended (Resources)
<p>End of year evaluation indicated further need in the areas of PL to generalise structured TEACCHing across all school environments and behaviour management through TEACCH.</p> <p>35% staff implemented elements of TEACCH in their classroom to support student learning.</p> <p>In 2020 continue with holistic implementation of structured TEACCHing in selected classrooms with a focus on students with ASD.</p> <p>Trained staff will provide opportunities to mentor staff to further understand</p>	<p>PL</p> <p>QTSS</p>

Progress towards achieving improvement measures

structured TEACCHing through setting up model classrooms facilitating share, exchange and modelling of knowledge and implementation.

Process 3: Consultation with school community to design and develop Empower Me Framework with in-school Behaviour Therapist / Occupational Therapist (BT and OT) and Speech Therapist (ST) to support student wellbeing. Including Upper D Playground and Communication Boards.

Evaluation	Funds Expended (Resources)
<p>In 2020 develop a set of protocols to work alongside the communication poster that provide explicit teaching strategies to upskill teachers and staff.</p> <p>Define and draft elements of whole school positive behaviour framework including Learning and Support Team (LaST) framework for staff, parents, carers and school counsellor.</p>	<p>Equity</p> <p>PL</p>

Process 4: Pathways planning across the school through ASDAN elective subjects to support transition outcomes.

Evaluation	Funds Expended (Resources)
<p>Units of Work (UOW) designed and written collaboratively and reviewed by all staff in cohorts in 2019 for implementation in 2020.</p> <p>Skills bank for Early Learning including Play Skills and Transition to be implemented in 2020.</p>	<p>Equity</p>

Process 5:

Evaluation	Funds Expended (Resources)
<p>Staff will continue to be provided with essential professional learning and resource materials to work.</p> <p>100% of students surveyed said they enjoyed moving to different classrooms for their ASDAN subjects, liked working with different teachers and peers and enjoyed their elective subjects. Data collected from teachers and support staff indicated improvement in students independence, self direction and self-regulation to support future transition towards post school options.</p>	<p>PL</p> <p>Equity</p> <p>LINK</p> <p>STW</p>

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.

Improvement Measures

100% of staff will establish and achieve Performance and Development Plan (PDP) goals through coaching/ mentoring and PL and will be supported in their accreditation process as demonstrated by PDP annual review.

100% of teachers will participate in PL aimed at enhancing knowledge and skills around the EMPOWER ME and the ILP Framework as indicated through teacher evaluation and feedback.

Progress towards achieving improvement measures

Process 1: Professional dialogue, collaboration, observation, modelling of effective practice and the provision of specific and timely feedback supports ongoing improvement for all staff including reflective practices for continued learning and growth.

Evaluation	Funds Expended (Resources)
<p>100% of staff achieved PDP goals for 2019 through coaching/ mentoring. Some goals were revised due to the ever changing landscape and environment.</p> <p>Staff reported incremental increase in their overall well being and appreciated the targeted PDP goal, PL opportunities and targeted activities throughout the year, which assisted in keeping their goals aligned and focused and resulted in improved overall wellbeing.</p> <p>2 x teaching staff completed their accreditation at proficient level in 2019.</p> <p>100% of beginning teachers attended the induction program and highly valued the support.</p> <p>100% of the AP support team engaged in self-sustaining and self-improving capacities and were responsive to the needs of their context.</p> <p>The process of PDP using GROWTH coaching model increased staff understanding and knowledge in the areas of AITSL and NSW Teacher accreditation document. This resulted in incremental increase in quality learning and teaching as demonstrated through AP Support /PDP coordinator observation, feedback and professional discussion.</p>	<p>PL</p> <p>Equity</p> <p>Beginning Teacher</p>

Process 2: Educational/ Instructional leader to promote and support accreditation processes at all levels in support of ongoing leadership journey.

Evaluation	Funds Expended (Resources)
<p>90% of staff surveyed said they were aware of the hub's purpose and 81% knew how to access it, however 78% said they had not used it in the previous school term. A number of suggestions were made for new topics to be added to the SMART HUB in 2020.</p>	<p>Equity</p>

Process 3: In-school BC/OT and ST as part of EMPOWER ME (invest into teachers) provides deep understanding and knowledge to selected staff by building their capacity and resources through PL and 1:1 support.

Progress towards achieving improvement measures

Process 3: Baseline of teacher understanding to be conducted to develop a site specific program/framework.

Evaluation	Funds Expended (Resources)
<p>100% of staff attended PL and reported a deeper understanding of quality practices and the effectiveness of quality teaching and learning around the topics of self-regulation and sensory diet through course evaluations and feedback.</p> <p>Observation reports and feedback from Occupational Therapist (OT) and Speech Therapist (ST) indicate selected teachers have enhanced understanding of communication and sensory regulations systems (pre and post data and feedback).</p>	<p>PL</p> <p>Equity</p>

Process 4: Targeted PL through e-learning modules on ILP Framework.

Evaluation	Funds Expended (Resources)
<p>15 targeted students were confident in their performance and engaged with the audience through AUSLAN. Results from student surveyed indicated that 100% of students enjoy music therapy and social skills and self-regulation have increased. This program will continue in 2020.</p> <p>PQ4L and PCP resulted in sustained and measurable whole school improvement and continual development of leadership capabilities. In 2020 AP support model to be refined to support PCP action research findings.</p>	<p>PL</p> <p>Equity</p>

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.

Improvement Measures

Incremental increase in parents and community attending PL, through workshops, learning communities and or online sessions.

Incremental increase in parents/community returning their surveys and displaying satisfaction in relation to school processes and delivery of information.

Progress towards achieving improvement measures

Process 1: School community will collaboratively work in developing sustainable systems that are consistent, efficient and transparent in-service delivery and information.

Evaluation	Funds Expended (Resources)
Data revealed that 100% of parents surveyed would like more opportunities to participate in information sessions and workshops that focus on wellbeing. EMPOWER ME will continue to provide relevant information sessions including Intensive English Classes to support parents and carers from NESB and wellbeing alongside special events.	Equity

Process 2: EMPOWER ME Framework (invest into community/parents as partners) PL in partnership with in-school BC/OT, ST and Transition Coordinator (TC) will also connect parents and carers and facilitate skills, knowledge in daily practice ensuring consistency across home and school to support future pathways.

Evaluation	Funds Expended (Resources)
Overall there was increased attendance by parents/carers with an average of 60 attendees across the sessions. Additionally families were also supported by interpreters through the 'Tis-National' interpreter service. Parents and carers reported a 100% satisfaction for all events.	Equity

Process 3:

Evaluation	Funds Expended (Resources)
95% of parents/ carers asked for information on NDIS, therapeutic resources in the future and were interested in learning more about future planning for students, and sports program for students with disabilities. 100% of parents/ carers surveyed reported that the personalised communication diary implemented was supportive and highly effective and conducive toward student need.	Equity

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$6,656	<p>Continue to support students of Aboriginal descent by engaging them in reconciliation, respect and recognition of their culture by embedding their culture into their learning areas.</p> <p>Continue to provide all students with the opportunity to identify and respect different cultures through curriculum and engaging with external communities.</p>
English language proficiency	\$35,698	<p>Data gained from the school based assessments demonstrated that there is incremental improvement in student communication and language skills based on their individual communication goals and capacities.</p> <p>All significant data was completed on ERN indicating student's progress using ELP achievement scale on timely basis.</p>
Quality Teaching, Successful Students (QTSS)	\$21,770	<p>100% of staff felt supported through observations and feedback, collegial discussions, review of accreditation evidences, support to gather evidences and completing supervisor reports</p> <p>More targeted and planned observation and coaching time to enhance classroom practice.</p> <p>Back to basics, design of base programs for the school and workshops on differentiating and resource development specific to students to ensure effective differentiation of learning programs.</p>
Socio-economic background	\$91,630	<p>One on one assistance resulted in incremental reduction of challenging behaviour, increased independence, and participation in classroom activities leading to an overall engaging classroom where students worked towards achieving their goals.</p> <p>Staff feedback indicated that students showed improvement in working towards their personal goals.</p>
Support for beginning teachers	\$21,000	<p>Regular meetings and updates regarding NESA requirements have been consistently shared and discussed. It was highly valued by staff.</p> <p>100% of beginning teachers reported receiving complete support in their first year as classroom teachers at WRS.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	57	58	61	62
Girls	27	25	23	21

School attendance is subject to a variety of factors, this may include health care needs and behaviour support. All student absences have been verified.

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.

Post school destinations

In 2019, 2 students (100%) completed the Higher School Certificate (HSC) Life Skills. Each student successfully transitioned to future day programs in 2019 including Afford and Norwest Disability Services. We wish them great success in this stage of their lives.

Year 12 students undertaking 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 ILPS and individual transition plan.

Year 12 students attaining HSC or equivalent vocational education qualification

This year, 2 students were awarded the HSC Life Skills. Students were presented with their portfolios. 5 students completed preliminary Year 11 Life Skills subjects.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	15.45
Teacher Librarian	0.6
School Administration and Support Staff	18.02
Other Positions	1

*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 ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
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.

Professional learning plan and policy at school adheres to the annual strategic plan for sustained professional growth across the school community. School and staff professional improvement targets were met through completing mandatory departmental requirements and the personal professional goals. This year the overarching goals for our professional learning annual plan was to enhance curriculum and learning provisions for staff and students.

Based on the feedback received instructional leaders (AP support) led in-school training on the topics that were relevant to the current teaching staff composition, which is fairly new and inexperienced as classroom teachers. Teachers benefitted significantly by the timely professional learning sessions based on school based policies, procedures,

behaviour, communication, programming and assessment. It resulted in incremental increase in teacher confidence, capacity and competency which impacted on student engagement and learning. School engaged in Blacktown Area Special Education Network and linked the schools in its network in providing professional learning sessions in the area of communication

All teaching staff undertook the Performance and Development Plan (PDP) using GROWTH coaching model. Staff participated in professional dialogue with the PDP coordinator and were supported in choosing goals which were relevant and aligned to teaching standards and their professional growth requirements. NESA teacher accreditation observation template was used to plan and record teachers' understanding of the standards and its quality interpretation in their lessons. It was followed by timely professional dialogue where staff engaged in reflecting back on their practices and having deeper knowledge and understanding of the teaching standards.

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 (\$)
Opening Balance	250,871
Revenue	4,777,955
Appropriation	4,715,722
Sale of Goods and Services	10,215
Grants and contributions	49,712
Investment income	2,306
Expenses	-4,354,690
Employee related	-4,066,334
Operating expenses	-288,356
Surplus / deficit for the year	423,264

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 Approved SBA (\$)
Targeted Total	3,269,433
Equity Total	133,983
Equity - Aboriginal	6,656
Equity - Socio-economic	91,630
Equity - Language	35,698
Equity - Disability	0
Base Total	736,744
Base - Per Capita	47,092
Base - Location	0
Base - Other	689,652
Other Total	151,343
Grand Total	4,291,503

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

This year parents participated in an end of year survey which focused on communication platforms, Every Student Every School (ESES) website and learning opportunities at school. 100% of parents were satisfied with the school app, school website and a shared understanding of a community that learns together support system provided by the school to receive information. Based on survey results, the majority of parents/carers wanted to gain regular information about NDIS through the school website along with therapy services and resources to support their child. The school developed communication book was highly praised by almost all parents/carers, followed by dedicated staff, newsletter, permission notes, information sessions, school app and website, bus tour for post school options. Parents/carers were happy to run workshops or sessions in their areas of expertise such as keyword signing, Applied Behaviour Analysis (ABA) Training, Counselling, Spirituality, Excel, Media and IT support. Opportunities to meet other parents and up skill their knowledge and skills through professional workshops provided during the year were greatly appreciated. To support the future direction 95% of teachers and parents/carers/community agreed to combine the school and ESES website to access relevant information such as behaviour strategies across home and school, classroom management and post school transition information.

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.

WRS maintains a strong focus on Aboriginal Education by creating and implementing engaging learning programs that meet the individual needs of students around Aboriginal and Torres Strait Islander Cultures. During NAIDOC week under the theme – "Voice Treaty Truth" our whole school participated in culturally rich activities that celebrated the history, customs and achievements of Aboriginal and Torres Strait Islander peoples. This included an art competition that consisted of making rain sticks using sustainable materials, which added enthusiasm and motivation into the NAIDOC Week celebrations. The students and staff also enjoyed a visit from a local Indigenous dance group named, "Wagana Dancers" which supported cultural learning while strengthening community ties.

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.

The 2019 Anti–Racism Contact Officer (ARCO) completed training during Term 3. 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.

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.

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 students participated in multicultural day activities including cultural dress, food and music.

Other School Programs (optional)

Integration

The junior integration program was held at Seven Hills Public School (SHPS) where 10 students attended a K–1 classroom once a week in terms 2 and 3. Students were involved in different rotational activities such as art, literacy, structured play and developed their communication and social skills.

During 2019 senior integration program our students visited Seven Hills High School (SHHS) one day a week and engaged in visual art activities. Students worked collaboratively with SHHS students and engaged in making sculptures, artworks and a myriad of tie dye pieces. The artworks created collaboratively by the students from both schools were displayed at SHHS art show. It was a great learning opportunity for our students to develop and practice their social and

interpersonal skills.

Strategic Assistance Program (SAP) funding was used to provide additional SLSOs to support students participation and learning across the junior and senior integration programs.

Premiers Sporting Challenge (PSC)

In 2019, WRS has been a proud supporter and participant of the PSC. All students and staff were enrolled in the 10 week program and were encouraged to participate and lead healthy active lifestyles. Students were encouraged to work on their fine and gross motor skills, weekly sport programs including special events such as ROSE Charity Fun Run and Sports Day. WRS staff organised events such as biggest loser and mover programs which was a great success. The PSC grant was used to support sports and physical activity programs and resources for students.

Technology for Teaching (eT4L and iPads)

The seven remaining touchscreens on height adjustable frames were converted to Mobile Computers On Wheels (MOCOWS) by attaching HP mini Personal Computers (PC). This allowed greater accessibility for students across the school. A PC audit was done in preparation to update all computers to Windows 10 as directed by T4L. Five new PCs were purchased for administration to support changing needs. Eleven PC's were relocated from those replaced in admin and from the mobile touchscreens to replace outdated PCs that couldn't be updated to Windows 10. Thirteen 2GB PCs were removed. Allocation of PCs was accessed by looking at staff requests and student requirements. 11 Additional PC's were ordered and installed.

Vision Support

33 students (almost 40 %) have been diagnosed as Blind or visually impaired. The Personalised Learning Plans (PLPs) for all of these students were amended to include recommendations from their Vision assessment reports. Parents were supported to update assessments for students to ensure recommendations were current. Teachers of those students were supported in reading the reports to understand the recommendations. Identified students were supported in individual and small group sessions to increase their skills in access technology using a range of devices including switches, adapted keyboards and iPad Apps.

Vocational Education & Training / Work Experience

In 2019 four senior students from two class groups attended work experience at fighting chance, Parramatta. The focus of the experience included the following areas:

- Preparation for work including, understanding the need for appropriate clothing, listening skills, following directions and staying on task and understanding workplace procedures
- Work–place communication skills
- Orientation to the workplace including using the facilities and amenities
- Social skills and interpersonal problem solving skills
- General Work skills
- Adapting to working with a range of different people

Most of the students were keen participants, worked hard and enjoyed the experience. Once we returned to school each day we de–briefed and took the opportunity to discuss likes, dislikes and any issues and concerns relating to the days' work developing into role–playing to support interpersonal problem solving skills. The students adapted very well to the work–place environment and with initial direction and support, completed set tasks in an efficient and timely manner.