

2020 Annual Report

Willans Hill School



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Introduction

The Annual Report for 2020 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.

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School vision

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>

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)
We have spent an extended time undertaking a situational analysis of Willans Hill School in relation to evidence-based teaching strategies. Staff have worked collaboratively and gained community input to determine what learning habits best fit our context. A common language was developed along with visual images to support the implementation of the language, in relation to habits that enhance learning, across the school. We will continue into 2021 implementing this strategy across the school. Teachers have begun administering assessments and plotting student growth on the ACARA Learning Progressions. Moving forward professional learning will be developed that will focus on the analysis of assessments and identifying the 'where to next' for students.	Funding Sources: <ul style="list-style-type: none">• Professional learning (\$12000.00)• Literacy and numeracy (\$2283.00)

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

Evaluation	Funds Expended (Resources)
During 2020 the school had a strong focus on their work experience and transition program. A new structure was trialed at the beginning of the year for classroom transitions, feedback from staff, parents and students was that the implementation was over a long period of time and this was difficult for staff and students. The staff have worked together to devise a new approach and this was trialed at the end of 2020. Feedback from staff and parents was that the new structure was improved and students felt less confused. This model will continue to be refined at the end of 2021 and the school will continue to engage in transition plans for new students enrolling at Willans Hill.	Funding Sources: <ul style="list-style-type: none">• Socio-economic background (\$80000.00)

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)
The staff engaged in professional learning across the year that was focused on collaboration and learning from each other. Learning walks were implemented and this resulted in deep reflective conversations relating to practice and pedagogy. Collaborative practices were also evident with the implementation of the co-planning model. Teachers engaged in learning and then implemented this learning into their teaching. Whilst we are only in the beginning this of this process, this model will continue into 2021 and beyond. There were many challenges faced with limited staff when staff were absent, this meant that often the model was unable to be implemented, impacting on the cohesive and fluid nature of the model. Additionally, a high staff turnover throughout the year impacted the effectiveness of the professional learning model.	Funding Sources: <ul style="list-style-type: none">• Professional learning (\$20000.00)

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

Evaluation	Funds Expended (Resources)
The school implemented the use of the ACARA Numeracy Learning Progressions. The staff focused on quantifying number and place value. We looked at a range of assessment tools and watched footage of students working through assessments to ensure valid and consistent teacher judgement when plotting students on the numeracy progressions. Extensive professional learning on counting process and conceptual understanding of counting and place value was provided to staff. This led to staff implementing some new approaches to their teaching.	Funding Sources: <ul style="list-style-type: none">• Literacy and numeracy (\$3000.00)

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)
The school developed a system to ensure all staff worked with a mentor to implement the Communication Passport. Limited staffing impacted the schools ability to embed the system and provide teachers with the support required to analyse assessments and identify the 'where to next' for students. During the learning from home period, staff used a variety of communication methods to engage students in learning, this increased participation from students.	Funding Sources: <ul style="list-style-type: none">• Socio-economic background (\$20000.00)

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

Evaluation	Funds Expended (Resources)
<p>The school implemented a Learning and Support Team. This team worked closely to ensure the tracking of student wellbeing, health care needs, personal care requirements and learning was carefully monitored. The team also began regularly analysing attendance data and following up on student absences. In the final term of 2020 the school engaged a behaviour specialist to further support the wellbeing of students with complex behaviours. This has had a positive impact on students and staff and the model will continue in 2021.</p> <p>Improved systems and processes allowed a higher number of students participate in work experience and post school transition programs. Additional staff were employed to support students to attend these programs. The proved successful for both the students involved and the school as a whole. Additional staff ensured that there were minimal disruptions to daily classroom routines for those students at school.</p>	

Key Initiatives	Resources (annual)	Impact achieved this year
English language proficiency		The school saw significant growth in language and communication proficiency for students at Willans Hill School. A range of communication tools and visuals were implemented to suit the needs of students. Students are now more readily able to communicate with their peers and teachers. Additional support was provided by SLSOs to support student needs.
Quality Teaching, Successful Students (QTSS)		Teachers were provided an additional one hour a week to work with supervisors. This time was targeted and instructionally led professional learning. Staff were able to share knowledge and develop lessons that reflected best- practice, teachers are all beginning to develop learning intentions and success criteria and will implement learning habits into their classrooms in 2021. This model was successful and will continue into 2021.

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	45	40	37	39
Girls	20	22	25	21

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

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)	7.96
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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
Opening Balance	547,083
Revenue	3,495,703
Appropriation	3,462,289
Sale of Goods and Services	509
Grants and contributions	32,199
Investment income	706
Expenses	-3,156,369
Employee related	-2,756,916
Operating expenses	-399,454
Surplus / deficit for the year	339,333
Closing Balance	886,416

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.

	2020 Approved SBA (\$)
Targeted Total	856
Equity Total	100,948
Equity - Aboriginal	5,981
Equity - Socio-economic	87,108
Equity - Language	7,859
Equity - Disability	0
Base Total	2,691,565
Base - Per Capita	32,179
Base - Location	2,046
Base - Other	2,657,339
Other Total	543,044
Grand Total	3,336,413

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

The school received positive feedback from the parents in relation to learning from home during COVID. All parents believed that the school communicated effectively and clearly, and each family was contacted twice weekly via phone or zoom to support their child's learning. Parents indicated that learning tasks were relevant and instructions were easy to follow. Data collected from the Tell Them From Me Survey indicate that parents feel welcome to the school and have regular contact with teachers and the principal in relation to their child's learning. School newsletters are considered the most useful form of communication for parents, many also engage in social media. It was evident that 95% of parents believe that the school provides adequate resources to meet the needs of their child and that their child was happy at school.

Staff indicated that changes made throughout the year to bell times and transition processes were effective and had a positive impact for both students and staff. Additional staff to assist students to access work experience programs decreased the amount of change for students. The professional learning model that was introduced allowed for increased collaboration and teacher support.

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.