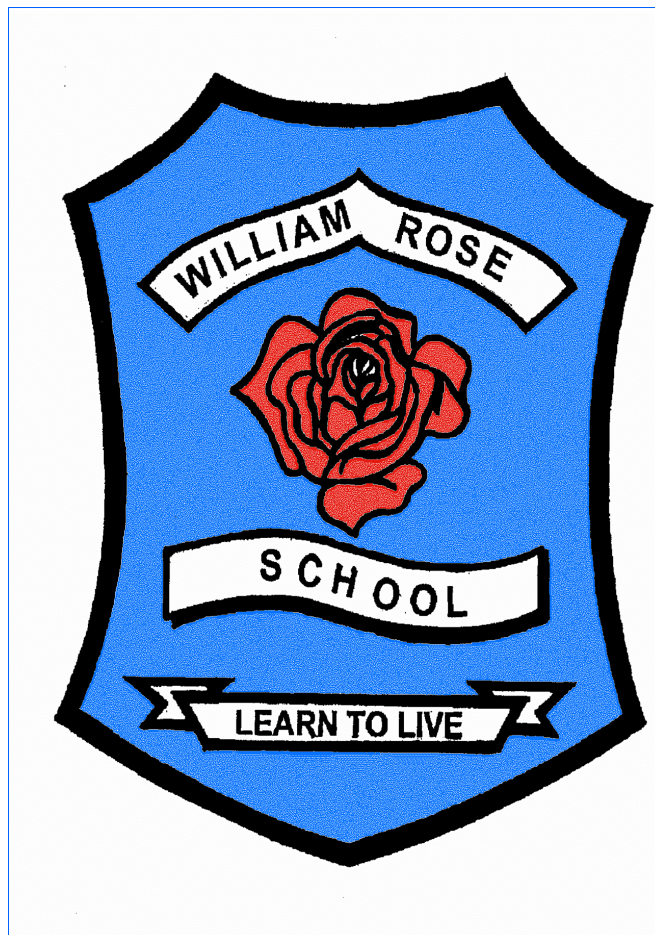# 2020 Annual Report

William Rose School

5614

Introduction

The Annual Report for 2020 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 vision

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 wellbeing of their child to make all transitions successful in their community.

Our school enrols 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

Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Working towards Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Excelling

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)
• 100% of teachers successfully used the finalised ILP and report templates. Due to COVID-19 a modified semester report was designed and implemented to reflect the remote learning program. The ILP and report templates have been updated with any changes based on staff feedback ready for implementation in 2021. • The Goal Attainment Scale (GAS) data for individual student communication goals indicated 24% of students achieved their annual goal and 41% students improved by one benchmark level. • 100% of staff surveyed rated the Communication, Literacy and Numeracy Skills Banks as either useful, somewhat useful to very useful with the majority indicating very useful. 95% of staff surveyed used the Skills Banks to set student goals and 100% of staff surveyed indicated the need for the Skills Banks as part of the ILP framework. Due to COVID-19 updates to the current Skills Bank and development of the new Skills Banks for Early Learning and Transition were placed on hold and not completed. Both projects have been incorporated into future school planning. • The Teacher Handbook has been successfully updated and revised to reflect the most current information. Staff survey indicated the frequency of use of the Teacher Handbook in 2020 to be in the lower (never, rarely, occasionally) quadrants, however 100% of staff surveyed rated the Teacher Handbook as useful to very useful. Survey results indicated confidence in how and when to use, access to and knowledge of content as the biggest barriers to ongoing use of the handbook. Professional Learning has been targeted for Staff Development Day as part of annual orientation and setting of expectations.	**Base school allocation:** Professional Learning **Staff entitlement:** QTSS Release

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)

Progress towards achieving improvement measures	
• Staff interest in the TEACCH mentor program was invited at the start of 2020. Due to COVID-19 and the move to remote learning, the mentoring program was then suspended. Informal observations and support was provided to staff implementing structured TEACCHing, including the provision of self-directed online professional learning, resource support, informal discussions and peer observations.	**Base school allocation:** Professional Learning **Staff entitlement:** QTSS Release

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)
• Communication boards were mounted in playground. • Professional learning was provided to all staff to support understanding of communication and regulation, and use of aided language displays. • COVID-19 learning from home packs were designed for communication activities that met 85% of students Individual Learning Plan goals.	**Base school allocation:** Professional Learning

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

Evaluation	Funds Expended (Resources)
• ASDAN classes were suspended in Semester 1 due to COVID-19. A remote learning framework for the delivery of ASDAN modules was developed for teachers and parents during learning from home. This further assisted in the refinement and development of delivery of ASDAN modules at William Rose School. • ASDAN procedures were finalised for 2021, scopes and sequences were updated and prepared for implementation in 2021. Units of work and resources for current modules were also finalised. • William Rose School was successful in receiving a grant from the National Disability Strategy. The aim of the project was to evaluate and recognise ASDAN as an alternative curriculum framework for the delivery of NSW curriculum. Data collected from the project revealed an increase in student engagement through communication, independence and regulation. • ASDAN Middle School review and plan for 2021 was established. • ASDAN subscription successfully renewed.	**Equity loading:** Socio-economic **Grant:** NSW Disability Strategy

Process 5:

Evaluation	Funds Expended (Resources)
This process not used.	Not applicable

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)
• 100% of teachers linked one of their Performance and Development Plan (PDP) goals with the *Standard 3: Plan and implement effective teaching and learning.* During feedback and reflection, staff reported an increase in their overall understanding of the standard, and indicated coaching/mentoring by the Assistant Principal team assisted in evaluating and implementing improved teaching programs to meet the needs of the students. • Due to COVID-19, staff were regularly engaged in online professional learning opportunities to support and achieve their PDP goals. Remote meetings (utilising Zoom video conferencing) were conducted to support beginning teachers across the school. Observations were suspended and replaced by professional dialogue and timely feedback to staff to ensure continued learning and growth.	**Base school allocation:** Professional Learning **Equity loading:** Socio-economic **Beginning teacher funding**

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

Evaluation	Funds Expended (Resources)
• Two beginning teachers were supported face-to-face and then remotely due to COVID-19 in their accreditation journey. • 100% of the beginning teachers surveyed mentioned that the accreditation process enhanced their understanding of the teaching standards. • The Assistant Principal support worked with the beginning teachers (fortnightly) and provided ongoing support with the collection and annotation of evidence and accreditation report. Through these strategies and practices, staff were able to build their teaching and professional capacity.	**Beginning teacher funding**

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

Evaluation	Funds Expended (Resources)
• An EMPOWER ME framework was established and support was allocated	**Initiatives:** SSP Quality Teaching

Progress towards achieving improvement measures	
according to student priorities. Gaps were identified to determine where resources could provide the most value-add and a proposal was developed for supporting the development of teacher skills for communication and regulation in the 2021-2024 Strategic Improvement Plan. • 100% of staff supported by external specialists reported greater understanding and development of skills relevant to the individual complex needs for prioritised students.	Support Allocation

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

Evaluation	Funds Expended (Resources)
• 100% of teaching staff completed *Online Training Australia: Supporting Student Wellbeing and Mental Health.* This was based on survey results that indicated a need for professional learning in the area of wellbeing and mental health to build the capacity of the school, school leaders and classroom teachers. • Staff feedback indicated that the content, strategies and resources assisted them in developing intervention approach to design SMART goals and action plans to support wellbeing and mental health in our school's context. • All staff included a wellbeing goal as part of their Performance and Development Plan (PDP). Staff regularly discussed and shared the activities that assisted in promoting their general wellbeing. • Professional learning and informal/informal support was provided to enhance staff's wellbeing related to COVID-19. The school counsellor shared valuable mindfulness strategies during remote staff meetings. Staff were regularly informed about available Department of Education support to assist with their wellbeing. • Collaborative professional dialogue, activities and research readings enhanced staff confidence and practices which supported student improvement and personal growth.	**Base school allocation:** Professional Learning

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)
• In comparison to 2019, 2020 data indicated an increased volume when accessing William Rose School application (app) by 180% and the school website by 200%. This highlighted the importance of connection to families, support for remote learning, and the provision of resources.	**Equity loading:** Socio-economic

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)
• Due to COVID-19 students accessed school for 13 weeks via remote learning. This learning also continued in Term 2 to ensure continuity of learning. Communication, visual schedules and behaviour support resources were collated and delivered to families for ongoing support with regulation, communication and independence across home and school environments. Data from ASDAN Home Learning Tasks indicated that learning resources were accessible to parents/carers in supporting their child, and students were engaged in their learning. • Due to COVID-19, both our annual Meet the Community BBQ and Post School Options Bus Tours were cancelled. 60% of parents/carers attended transition meetings either in person or via telephone. • Parents were surveyed to identify the priorities they held for professional learning. A spreadsheet was developed to collect information the types of support that will be offered in 2021 to parents/carers who have requested specific information and workshops.	**Equity loading:** Socio-economic

Process 3:

Evaluation	Funds Expended (Resources)
This process not used.	Not applicable

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	**Equity loading:** Aboriginal	William Rose School continued to maintain meaningful partnerships with our Aboriginal community by engaging students in reconciliation, respect and recognition of their culture by embedding Aboriginal perspectives and cross-curriculum content into learning areas.
English language proficiency	**Equity loading:** English Language Proficiency (flexible)	In 2020 WRS continued to implement an English Language Proficiency (ELP) funding to assist teachers with student assessment and the implementation of individual communication support programs. All students had individual communication goal(s) that were embedded across Key Learning Areas. Student skill gains were measured using a school-based literacy/language support template focused on communication and literacy skills bank, and the English as an Additional Language or Dialect (EALD) progression checklist. Teachers programs and reports were aligned and embedded with ELP processes and practices. A teacher was employed to work face to face with selected students and provided information regarding collaborative teaching and assessment of English/literacy to other classroom teachers. Staff indicated that they were satisfied with their programs and reports being aligned and embedded with ELP processes, practices and procedures. Data gained from school based assessments and programs demonstrated that there was general improvement in student
Quality Teaching, Successful Students (QTSS)	**Staff entitlement:** QTSS Release	100% of staff surveyed felt supported through observations and feedback; professional collegial discussions; support and review of accreditation evidence and the completion of observation and accreditation supervisor reports. More targeted and planned observation and coaching time to enhance classroom practice was targeted for 2020 however due to COVID-19, the focus shifted to providing relevant professional learning and extra release time remotely. This alternative focus aimed at supporting staff to adjust to the significant challenges and changes to educational delivery when we moved to remote learning and support the return to face-to-face learning. Staff were supported to engage in relevant professional learning to build and enhance their knowledge in pedagogical practice for complex learners. Staff reported a strong correlation between the professional learning they engaged in during remote learning and implementation of this knowledge in their classroom practice. Additional release time was provided for teachers to engage in assessments and

Quality Teaching, Successful Students (QTSS)	**Staff entitlement:** QTSS Release	student reviews with the resumption of face-to-face learning. Feedback showed 100% of staff used the extra release time to actively engage in additional assessment, programming and reporting for students.
Socio-economic background	**Equity loading:** Socio-economic Student Temporary Emergency Release Funding (STERF)	This year Student Temporary Emergency Release Funding (STERF) was utilised to provide assistance to classes with students demonstrating unsafe behaviour and significant health care needs. Staff feedback indicated that students showed improvement in working towards their personal goals. Students were able to receive 1:1 assistance which resulted in a reduction in challenging behaviour and related incidents, increased independence, and participation in classroom activities leading to an overall engaging classroom where students worked towards achieving their goals.
Support for beginning teachers	Beginning teacher funding	As part of Great Teacher Inspired Learning (GTIL) reform two beginning teachers were provided with additional release from face to face teaching and reduced teaching load to work with mentor teachers. In addition teachers were provided with school based and online professional learning opportunities to gain and enhance their knowledge, understanding and skills in selected targeted areas. Beginning teachers worked closely with their mentor who had received training in GROWTH Coaching. A beginning teacher forum was establised to support beginning teachers in developing a deeper understanding of planning and programming requirements; reflect on their teaching practices and work towards completion of accreditation requirements. This structured support assisted in enhancing their teaching practice and taking personal accountability and responsibility to learn and grow. Regular meetings and updates regarding NESA requirements were consistently discussed and shared. 100% of the beginning teachers reported receiving complete support in their first year as classroom teachers at William Rose School. Due to COVID-19 meetings were held remotely, along with consistent online support.

Student information

Student enrolment profile

Students	Enrolments			
	2017	**2018**	**2019**	**2020**
Boys	58	61	62	63
Girls	25	23	21	20

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
Assistant Principal(s)	4
Classroom Teacher(s)	16.54
Teacher Librarian	0.6
School Administration and Support Staff	19.78
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, 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	674,136
Revenue	5,382,062
Appropriation	5,329,646
Sale of Goods and Services	6,265
Grants and contributions	45,281
Investment income	870
Expenses	-5,317,551
Employee related	-4,598,603
Operating expenses	-718,948
Surplus / deficit for the year	64,511
Closing Balance	738,647

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	0
Equity Total	114,165
Equity - Aboriginal	3,335
Equity - Socio-economic	80,669
Equity - Language	30,161
Equity - Disability	0
Base Total	4,418,399
Base - Per Capita	51,487
Base - Location	0
Base - Other	4,366,911
Other Total	499,277
Grand Total	5,031,841

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/carer satisfaction

More than 50% of student parents/carers completed the school survey. This was a significantly higher response rate than in previous years.

- 83% of parents/carers indicated they were satisfied with parent/teacher communication.
- More than 70% of parents indicated they were satisfied with the teaching and learning environment, and parent involvement at the school.
- 12% of parents were dissatisfied with parental involvement; however this could be directly linked to the impact of COVID-19.

The results of the situational analysis indicated that communication and regulation were a continued focus, and questions relating to these areas were included in the surveys.

- 46% of parents/carers reported their child communicated through speech, 29% through sign language and 22% using Augmentative and Alternate Communication (AAC).

Parents/carers were surveyed regarding regulation preferences for their children.

- The highest preferences for regulation were touch (41%), being outdoors (39%), taste (36%) and movement (24%) demonstrated by smiling (85%), vocalising (56%) and singing (34%).
- Items indicating the most dysregulating behaviour included noise (71%) and touch (24%)

Parents/carers were surveyed regarding preferred home activities and play preferences for their children.

- The highest reported preferred activity for home was music (83%). This was followed by iPad usage (68%), water play (63%) and television (58%). Other highly ranked items included swings, trampolines, strong massage and oral input, such as sensory food and chew products.
- The majority of students engage in solitary play (63%), and 39% had progressed to parallel play. Of this, 56% of parents/carers reported their child will play with a sibling while only 12% will engage with other children. 15% will engage with adults.

Parents/carers were surveyed to identify the priorities they held for professional learning. A spreadsheet was developed to collect information on the types of support that will be offered in 2021 to parents who have requested specific information and workshops.

- 56% of parents were interested in training around communication and (parent/carer) training for play and social skills.
- 39% were interested in technology training for AAC.
- 68% of parents were interested in training around sensory regulation and input.
- Other topics included transition to post school options, puberty and sexuality, daily living, self-care and chores, supporting student learning and NDIS.

Student satisfaction

Students were surveyed through the design of a survey using a "choose it maker" activity. Teachers were asked to reflect on student participation in the survey and collect results. Students felt happy and understood at school. Of note, students indicated that their parents and teachers understood them. Some students indicated their friends found it difficult to understand them.

Teacher satisfaction

Teacher surveys indicated they would like to undertake further professional learning using assistive technology and communication systems. Teachers also indicated collaboration and sharing strategies with staff would be supportive in developing their skills. This collaboration has been identified and documented in the 2021-2024 Strategic Improvement Plan.

Teachers indicated the need for professional development in sensory assessment, sensory diets and programs to teach regulation skills. To teach social and emotional skills they identified teacher and parent training, and curriculum and program professional learning, as well as coaching and mentoring from Assistant Principals. These have been prioritised in the 2021-2024 Strategic Improvement Plan.

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.

William Rose School 5614 (2020) Printed on: 23 April, 2021