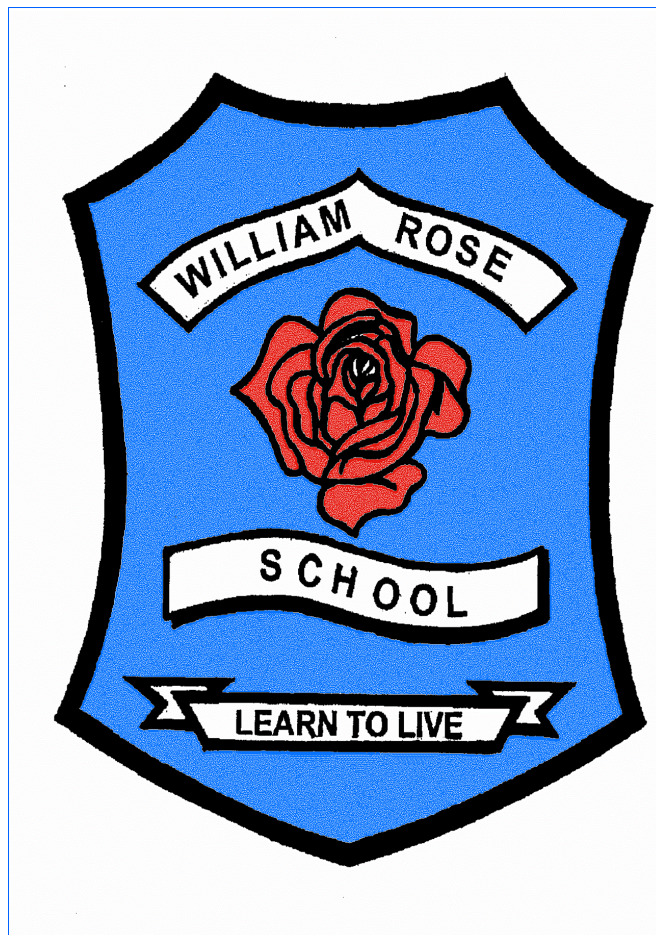


2022 Annual Report

William Rose School



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Introduction

The Annual Report for 2022 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 Strategic Improvement 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

William Rose School

Cnr Morris St & Lucas Rd

Seven Hills, 2147

<https://williamros-s.schools.nsw.gov.au>

Williamros-s.school@det.nsw.edu.au

9838 4893

School vision

Our vision is to embrace community voice through collaborative partnerships, innovation and evidence-based practices to deliver an inclusive and responsive curriculum. Students are empowered to be resilient learners who flourish by achieving agreed and measurable learning goals enabling successful key life transitions fulfilling their potential.

School context

William Rose School located in Western Sydney is an inclusive Kindergarten to Year 12 School for Specific Purposes (SSP). William Rose School supports students with complex learning needs and is committed to providing students with disability an educational environment where they "thrive academically, develop good physical, mental and emotional health, and gain the skills to live a fulfilling, independent life post-school" (*Disability Strategy - A Living Document*). Inclusion is embedded in all aspects of school life, and is supported by culture, policies and everyday practices.

83 students are enrolled and offered diverse learning opportunities, enabling them to build skills in problem solving, making decisions and self-advocacy. 71% of our student population are identified as English as an Additional Language or Dialect (EAL/D) learners. 7% of our student population are Aboriginal students. The curriculum is tailored to individual students and reasonable adjustments within teaching strategies are supported in everyday practice. Our staff is committed to providing high quality educational opportunities for every child while acknowledging the importance of parental choice and student voice.

The values of William Rose School reflect community aspirations and are embedded within a culture of high expectations and collaboration:

1. Strive for Success
2. Empower Everyone
3. Strengthen Connections
4. Pathways for Life.

The school adopts a whole school, whole community, whole systems approach to drive ongoing improvements from a strong start to school, to transitioning to post-school life.

R.O.S.E Charity Incorporated is a not for profit organisation, run by volunteer parents, staff and community members to support the students of William Rose School. The Charity's mission statement encompasses quality, equity and acceptance, equal opportunities broadening horizons, real life education and a future for our students. The Charity is committed to ongoing fundraising and has previously purchased school buses, playground equipment and technology to support our students.

William Rose School is a proud member of the Blacktown Learning Community and the Nurrungingy Aboriginal Education Consultative Group.

The school has completed a situational analysis that has identified three areas of focus for this Strategic Improvement Plan (SIP). This builds upon the work in the previous school planning cycle around data and assessment, professional practice and curriculum.

Student growth and attainment

When analysis was conducted, it was evident that a focus on building stronger communication and regulation skills is paramount for our students to ensure they are able to learn to their fullest capacity. William Rose School identified the need to design a regulation continuum to share a language and understanding for staff and students to support dysregulation and distressed behaviours. To support student achievement, it is imperative that our teachers develop strong data literacy to assist them to make teaching decisions based on data analysis. This includes dedicating regular time for teachers to access tools, skills and training to help them to interpret and use data effectively. As part of this strategic direction, an assessment framework will be developed to ensure students are working towards measurable and agreed goals.

Empower professional practice

Through evaluation, strong themes emerged around the need for collaborative and reflective teaching practices to ensure we are working in community partnership to enable students to become adaptable learners. Evidence-based practices drawing from *What Works Best* and *High Impact Professional Learning*, will be guided by the school's *Professional Practice in Action* (PPiA) support package, to develop a *School for Specific Purposes (SSP) Skillset Framework* inclusive of teaching and support staff to enhance the capacity of all staff and drive school-wide

improvement. Through these support packages our teachers and executive staff will draw on internal and external expertise to identify and implement evidence-based models that centre on student needs and improving learning outcomes. Teachers will participate in structured lesson observations that focus on differentiated teaching approaches.

Inclusive curriculum for life

Through evaluative practice, it was evident that current programs do not sufficiently address the individual learning needs of students, particularly in terms of measuring achievement, transitioning and celebrating the success of our learners across the early, middle and senior years. Inclusive educational practices, leveraging from *What Works Best* and with a steadfast commitment to the *Disability Strategy - A living document*, will be implemented through the development of a consistent and systematic approach to teaching and learning, including the use of learning progressions to aid in the analysis of student needs and teaching priorities. This is inclusive of high quality educational experiences for Aboriginal students to enrich their learning and ensure they reach their potential.

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 Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement 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	2022 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Excelling
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Excelling
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

Data driven, collaborative school-wide processes will facilitate measurable learning gains in functional literacy and numeracy through continuous improvement in student regulation and communication, allowing every student to improve every year.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Data skills and use
- Quality teaching practices

Resources allocated to this strategic direction

AP Curriculum & Instruction: \$30,114.20

SSP supplementary funding: \$309,326.13

Socio-economic background: \$45,420.61

Professional learning: \$22,000.00

Per capita: \$30,000.00

Summary of progress

Data skills and use

Our focus for 2022 was to continue to provide teachers with High Impact Professional Learning to develop their data literacy and analyse their impact to support improved outcomes for students. The deployment of the Assistant Principal, Curriculum and Instruction (AP C&I) had a significant impact on the staff's ability to collect, interpret and use data effectively. This year, there has been a major cultural shift in terms of data usage, particularly with regard to assessment. Survey results have shown that teachers find it 'less difficult' to use data, are collecting the 'right type of data' and are making decisions based on analysis and research, rather than using 'gut' instinct. 100% of teachers across the school are now using data to drive teaching and learning programs and are constantly monitoring student progress. This is a significant milestone for the school. The AP C&I has provided very strong instructional support and leadership, engaging teachers in professional learning and playing a vital role to create a culture that supports meaningful collaboration across the school. The school also collaborated with the Principal and AP C&I of Seven Hills Public School to develop a deeper understanding of data practices used in mainstream settings and how these practices could be applied at William Rose School. As a result, all data indicates greater collective teacher efficacy and an uplift in student achievement. Internal data including SMART goal attainment, the What Works Best Toolkit surveys and Goal Attainment Scale (GAS) supports these findings. Qualitative data, including teacher reflection statements indicate that teachers feel extremely well-supported and have greater confidence. Data skills and use will continue to be a focus for 2023; however, with a focus on embedding data use within a whole-school framework and using data to track student progress over time (i.e. from Kindergarten to Year 12).

Quality teaching practices

In 2022 William Rose School continued to utilise specialist staff from the Department of Education (Student Support and Specialist Programs) and external agencies (speech therapists, occupational therapists, and behaviour therapists) to build teacher capacity and support quality teaching practices with a focus on classroom management for students with complex needs. This professional learning was extended to School Learning and Support Officers to enhance their understanding of students' communication needs and dysregulated behaviour, particularly the relationship between these two areas. An external speech therapist worked one-to-one with classroom teachers supporting them to develop and implement appropriate communication strategies. With almost 80% of students achieving their communication goals, this has led to increased instruction time as many disengaged behaviours have been successfully addressed with students having increased voice and choice in their classrooms. The AP C&I, school librarian and speech therapist worked collaboratively to develop professional learning to support the explicit teaching of reading, and this had a profound impact on student engagement. Students who were previously thought to be unable to read are now accessing decodable readers and other texts. Again, the cultural shift in the school has been outstanding with teacher feedback (both formal and anecdotal) indicating that teachers feel empowered through teaching and are making a difference. *Let's Chat* workshops also continued for parents. SENTRAL was utilised to monitor challenging behaviours and help to identify patterns through data collection, and this has supported the school to work more effectively with allied health professionals to put in place appropriate support strategies. In 2023, the school will focus on school-wide wellbeing to foster students' sense of belonging, value student voice and promote engagement in learning.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<p>Internal Data Measure</p> <p>An uplift of 11% achieve the expected improvement in functional communication goals as outlined in their Individual Education Plan (IEP). This will be determined by, and plotted against the Goal Attainment Scale (GAS). Students With Additional Needs (SWANs) data will be utilised to provide information with regard to overall student communication.</p>	<ul style="list-style-type: none"> • 79% of students achieved their targeted IEP communication goal. This is an uplift of 62% • SWANS Communication Progress - 94% of students demonstrated growth.
<p>An uplift of 5-10% achieve their collaboratively determined improvement outcome as stated in their Positive Behaviour Support Plan (PBSP) identified by the regulation framework within the agreed timeframe.</p>	<ul style="list-style-type: none"> • 39% of students achieved their PBSP goal. • 100% of students demonstrated growth towards their PBSP goal.
<p>An uplift of 25% achieve the expected improvement outcome in functional literacy and numeracy as outlined in their Individual Education Plan (IEP) determined by a range of individual assessment data.</p>	<ul style="list-style-type: none"> • 100% of all students made improvement in both their functional literacy and numeracy goals. This represents an average uplift of 77% across both literacy and numeracy. • 47% of all students achieved a least 70% of their identified literacy goals independently. • 32% of all students achieved a least 70% of their identified numeracy goals independently.

Strategic Direction 2: Empower professional practice

Purpose

A strong culture of meaningful and effective collaborative practice will enhance capacity through a shared understanding of teaching and learning, improving teacher practices and student outcomes.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Building strong collaborative practice
- Schools for Specific Purposes (SSP) Skillset Framework

Resources allocated to this strategic direction

SSP supplementary funding: \$239,607.57

Professional learning: \$9,778.41

Per capita: \$24,093.67

QTSS release: \$24,018.49

Summary of progress

Building strong collaborative practice

The focus for 2022 was to embed a strong model of continual improvement by establishing systems and processes for mentoring and coaching support. This also included moving from a paper-based version of the PPIA package to an online administrative management system. To support these activities, an above establishment Deputy Principal position was created, and executive staff were provided with additional release time. This release time was used to collaborate with the principal (for Work Health and Safety with a focus on risk management), the deputy principal (for general school management and student behaviour), and the Assistant Principal Curriculum and Instruction (for professional learning, curriculum). Executive meetings were altered to ensure that there was a larger focus on professional learning with general administration tasks minimised. This was highly successful as executive staff gained a much stronger understanding of legislative and organisational requirements, as well as a greater understanding of curriculum requirements. In particular, 100% of executive staff have a deeper understanding of the Department's Work Health and Safety (WHS) requirements, including statutory and regulatory obligations and internal policy requirements. 100% of executive staff have also undertaken professional learning based on the new K-2 syllabuses and are confident they can support staff to implement this effectively in 2023. SENTRAL was successfully launched and is a repository for school documents. All staff can readily access information relating to programming, the new curriculum, rosters, and school management systems, WHS and community access. In 2023, the focus will move from the PPIA package to establishing stronger systems and conditions that support effective collaboration with an emphasis on the development of aspiring and middle leaders.

Schools for Specific Purposes (SSP) Skillset Framework

Research into effective strategies was the focus for the SSP Skillset Framework in 2022. Executive staff and teachers accessed additional release time to improve their capacity to differentiate teaching and learning for students with complex needs. Professional learning priorities were initially identified both internally and externally. Learning was provided by DoE specialist staff, staff in other schools and allied health professionals to share and improve whole-school practice. Skills were linked to syllabus outcomes (particularly through the Personal Development, Health and Physical Education syllabuses) and the Literacy and Numeracy Precursors (Assessment for Complex Learners project) were utilised to help staff to understand and describe what learning looks like for students with complex learning needs and disabilities. Specialised training was also undertaken by staff including Trauma Informed Practice, CPI Verbal Intervention Training, Disengagement Training when Managing Unsafe Behaviours. In addition, behaviour therapists, speech therapist and occupational therapists provided one-to-one professional development for staff as identified through surveys and feedback. A strong professional learning culture has developed and resulted in the ongoing improvement of staff, highly reflective practice, and improved learning outcomes for students. In 2023, William Rose School will continue to collaborate with other SSPs and mainstream schools to further develop the framework.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<p>The Professional Practice in Action (PPiA) is embedded within a model of continual improvement and evaluation.</p> <p>School leaders establish conditions that support meaningful and effective collaboration through modelling and structuring regular time with colleagues in a environment of respect and trust.</p>	<ul style="list-style-type: none"> • The PPiA package is embedded using a cloud-based administration management system. • Regular time is allocated for school leaders and staff to enhance collaborative practice.
<p>50% of the SSP Skillset Framework is developed and implemented across the school.</p>	<ul style="list-style-type: none"> • Professional learning to develop teacher skillsets for supporting students with trauma history, behaviours of distress and communication disorders were identified. Current research-based professional learning was sourced and delivered to staff. Further areas continue to be identified and documented.
<p>An uplift of 5% will communicate more effectively using Augmentative and Alternative Communication (AAC) devices as determined by baseline data.</p>	<ul style="list-style-type: none"> • An uplift of 75% was achieved with students communicating more effectively with AAC devices.

Strategic Direction 3: Inclusive curriculum for life

Purpose

To ensure students experience a high quality and responsive curriculum, and individualised learning pathways support students and their parents/carers to navigate and strategically improve key life and school transitions focusing on empowering student independence, voice and agency.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Personalised learning

Resources allocated to this strategic direction

SSP quality teaching support: \$107,825.61

Aboriginal background: \$4,591.77

English language proficiency: \$23,357.62

Socio-economic background: \$21,806.92

Summary of progress

Personalised learning

The foci for this initiative included participation in the Assessment for Complex Learners (AfCL) project, and the establishment of learning alliances with other schools and organisations through the Mini-Woolies program. Through AfCL project, William Rose School trialed the Literacy and Numeracy precursors. 100% of teachers confidently utilised the precursors to gain a deeper understanding of assessment for our learners and describe what learning looks like for students with complex learning needs and disability. The student indicator status allowed teachers to frame and record student progress, whilst the interactional prompts provided a consistent way for teachers, school-wide, to support students as they attempted to demonstrate their skills. Using the prompts to track and monitor student progress has resulted teachers gaining an understanding of the prompts students require over time, particularly the reduction of prompts which indicates that students require less support when learning skills. In 2023, Version 3 of the National Literacy and Numeracy progressions will include the Literacy and Numeracy precursors and all students will be monitored using this platform for assessment.

In 2022, William Rose School established the first Mini-Woolies in a NSW public school. A strong collaborative partnership was developed between Woolworths Group Ltd and Fujitsu Australia Limited. The feedback from parents/carers, students and teachers has been the most positive feedback the school has received in terms of an initiative to support teaching and learning, as well as transition programs. Specifically, parents/carers were extremely happy that this initiative provides their children with hands-on experiences and supports the development of practical skills and knowledge to make more successful transitions to their post-school placements. The students are highly engaged and feedback from the teachers indicates that the lessons now provide allow for "the best functional literacy they have ever taught". Teachers are reporting that outcomes for students are improving as they can put classroom learning into practice immediately, ensuring that teaching and learning experiences are authentic, purposeful, and meaningful. Students can take what they have learnt in the classroom and use it immediately in another context. In 2023, the school will continue to work with Woolworths and Fujitsu to provide ongoing work experience, transition planning, assistance with work placement and access to other organisations who can provide assistance.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
An uplift of 50% of Aboriginal students will have long term Personalised Learning Pathways (PLP) goals, embedded within their Individual Education Plans (IEPs) to support higher levels of engagement.	<ul style="list-style-type: none">• 100% of Aboriginal students have long term PLP goals embedded within their IEPs.

<p>A targeted cohort of students (one class across early, middle and senior years) will be monitored using PLAN2 to record observations of students' literacy and numeracy capabilities, identified using the progressions within the context of relevant syllabuses.</p>	<ul style="list-style-type: none"> • PLAN 2 was utilised to monitor three student cohorts including Early, Middle and Senior Years students. • PLAN 2 was also utilised to monitor Aboriginal students.
<p>Internal Data Measure</p> <p>The school will achieve an uplift of 55% in attendance of parents/carers of the senior cohort in post-school transition including National Disability Insurance Scheme (NDIS) meetings, Individual Transition Plan (ITP) meetings, and work-place visits.</p>	<ul style="list-style-type: none"> • In the last two years, 100% of parents/carers of the senior cohort have attended transition meetings. Therefore, there is no uplift data for 2022.
<p>50% of students demonstrate growth across targeted transition skills such as identified and measured in their Individual Education Plans (IEPs).</p>	<ul style="list-style-type: none"> • Transition goals formed part of all students' IEPs. • 99% of students demonstrated growth across targeted transition skills. • 41% of students achieved the maximum of 3 success criteria documented in their transition goal. • 52% of students achieved 2 success criteria documented in their transition goal. • 6% of students achieved 1 of the success criteria documented in their transition goal.

Funding sources	Impact achieved this year
Professional learning \$31,778.41	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at William Rose School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data skills and use • Building strong collaborative practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Mandatory training including CPR and anaphylaxis for all staff. • Mandatory training for SLSOs including first aid. • Release time for executive staff to lead data, programming and syllabus discussions. • Engaging specialist staff including Department of Education staff, an Occupational Therapist, Behaviour Therapist and Speech Therapist to build the capacity of teachers and SLSOs • Engaging an AP Instructional Leader (above FTE) to build the capacity of teachers to implement explicit, data driven programs to support the needs of complex learners. <p>The allocation of this funding has resulted in the following impact: The impact of professional learning was significant. The teachers' capacity to interpret and use data effectively, analyse their impact and use this knowledge to support improved outcomes for students was increased. The AP C&I was pivotal to this success. As a result, all data indicated greater collective teacher efficacy and an uplift in student achievement. Professional learning provided by specialist staff supported an improvement in quality teaching practices including behaviour and classroom management, and communication. One-to-one support was provided to teachers to build their capacity to develop effective student behaviour support plans. Additionally, the speech therapist collaborated with teachers to develop focused communication goals. Feedback from Let's Chat (for parents/carers and staff) indicated that these workshops were highly successful with 100% of surveyed parents finding the sessions helpful.</p> <p>After evaluation, the next steps to support our students will be: In 2023 this funding will be utilised to engage a external specialists to work classroom teachers and SLSOs to further build their capacity to meet the needs of students with complex behavioural needs. This includes working with teachers to support the development of documentation to support NDIS applications. Parent/carer workshops will also continue.</p>
Socio-economic background \$67,227.53	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at William Rose School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data skills and use • Personalised learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Professional development of staff to support student learning. • Employment of external providers to support students with additional learning needs. • Providing students without economic support for educational materials, uniform, equipment and other items. • Employment of additional staff to support Mini-Woolies program

<p>Socio-economic background</p> <p>\$67,227.53</p>	<p>implementation.</p> <p>The allocation of this funding has resulted in the following impact: Literacy and numeracy outcomes have been significantly enhanced through the use of the AP C&I and the Mini-Woolies program. The activities undertaken as part of this strategic direction have been resourced by the engagement of additional staff who have provided one-to-one and small group support for students. Additionally, economic support for students has enabled them to access resources and participate in learning on the same basis as their peers.</p> <p>After evaluation, the next steps to support our students will be: Continue to utilise resources to engage additional staff provide individualised support for students. This will include the engagement of additional executive staff (AP C&I), SLSOs and release time for teachers.</p>
<p>Aboriginal background</p> <p>\$4,591.77</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at William Rose School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Personalised learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Employment of additional staff to support literacy and numeracy programs. • Creation of school literacy resources embedding local language. • Employment of additional staff to deliver personalised support for Aboriginal students. • Employment of additional staff to support literacy and numeracy programs. <p>The allocation of this funding has resulted in the following impact: 100% of Aboriginal students have long term Personalised Learning Pathways (PLP) goals, embedded within their Individual Education Plans (IEPs) to support higher levels of engagement. Aboriginal students also accessed COVID-ILSP and literacy resources were developed that embedded the Dharug language, used props and other resources to support student engagement. A student survey was used for Aboriginal students (in addition to the quantitative data) to gauge student engagement. All students stated that they "really liked" or "liked" working with staff to achieve their goals. Parents/carers played a pivotal role in supporting the school with authentic cultural goals developed for each student. Students celebrated and acknowledged Aboriginal cultural events to build their knowledge and understanding. The Aboriginal language program was extended and continued to focus on recognising shared signs, symbols and words, and non-verbal communication. The achievement of cultural goals was documented in reports for parents/carers.</p> <p>After evaluation, the next steps to support our students will be: Additional staff will be engaged to support Aboriginal students and the achievement of their goals. The AP C&I will work with teachers to build their capacity to deliver literacy and numeracy programs to improve student outcomes, whilst maintaining their cultural identity.</p>
<p>English language proficiency</p> <p>\$23,357.62</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at William Rose School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Personalised learning

<p>English language proficiency</p> <p>\$23,357.62</p>	<p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Employment of additional staff to support the delivery of targeted initiatives. • Engagement of a speech therapist to support students' communication goals. • Provision of EAL/D support in the classroom to support differentiation. <p>The allocation of this funding has resulted in the following impact: COVID-19 had a significant impact on the provision of EAL/D teachers to support students in the classroom. EAL/D teachers were redeployed to meet the needs of classes due to staff absences. However, the school engaged a speech therapist and additional SLSOs to support teachers and provide one-to-one and small group intervention. The speech therapist built the capacity of teachers to deliver enhanced teaching and learning experiences to cater for EAL/D students.</p> <p>After evaluation, the next steps to support our students will be: In 2023 this funding will again be used to engage additional teaching staff to support the development of functional communication for EAL/D students. An executive member of staff, with extensive EAL/D experience, will occupy an off-class position and work across the school co-teaching and building the capacity of staff through ongoing professional learning.</p>
<p>QTSS release</p> <p>\$24,018.49</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at William Rose School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Building strong collaborative practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Additional staffing to support staff collaboration in the implementation of high-quality curriculum. • Assistant principals provided with additional release time to support classroom programs. • Additional teaching staff to implement quality teaching initiatives. • Staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff. <p>The allocation of this funding has resulted in the following impact: Additional release time for executive staff and teachers has resulted in 100% of staff reporting that they have been very well supported through observations and collaborative practice. Feedback, professional dialogue and one-to-one coaching and mentoring. In particular, the deep focus on data literacy and research-based pedagogy has driven ongoing, sustainable, school-wide improvement in teaching practice and student results.</p> <p>After evaluation, the next steps to support our students will be: To continue to utilise QTSS funding to support teacher development as identified through the PDP process, feedback, and surveys. There will be a strong focus on coaching and mentoring, and individual teacher support as this has been highly effective. Co-teaching and the further development of inter-school relationships will be implemented to share and embed good practice.</p>
<p>COVID ILSP</p> <p>\$51,887.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2022.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan</p>

<p>COVID ILSP</p> <p>\$51,887.00</p>	<p>including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • Employment of teachers/educators to deliver small group tuition. • Releasing staff to analyse school and student data. • Providing targeted, explicit instruction for student groups in literacy and numeracy. • Employing staff to provide online tuition to student groups in literacy and numeracy. • Development of resources and planning of small group tuition. <p>The allocation of this funding has resulted in the following impact: The impact of this funding has been considerable for both teachers and student learning outcomes. The program focused on three areas - Early Years students, Middle Years students and Aboriginal students. (19 students in total). PLAN2 was utilised to monitor student progress. Each student accessed an individual program, tailored for their specific needs and received intervention 1 day per week. In Early Years, 100% of students made progress towards their goals with 53% of students marked as "Always" on PLAN2. All Aboriginal students progressed from "not observed" to record some level of growth towards their literacy and numeracy goals. 80% of Aboriginal students fully achieved their numeracy goals, 50% of Aboriginal students achieved their literacy goals. 92.5% of Middle Years students progressed from "not observed" to record some level of growth towards their numeracy goals. Across all groups, 100% of student surveys indicated that they enjoyed the program and that it helped their learning at school. Classroom teachers were very well supported by the AP C&I and staff who were engaged to implement the program, through collaboration and data analysis.</p> <p>After evaluation, the next steps to support our students will be: This model of tuition will continue in 2023 to support targeted groups of students. The frequency will be increased and EAL/D students will be a new focus area. A case management system will be utilised again to ensure that the program compliments teaching and learning programs.</p>
<p>SSP supplementary funding</p> <p>\$548,933.70</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at William Rose School</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data skills and use • Building strong collaborative practice <p>Overview of activities partially or fully funded with this site specific funding include:</p> <ul style="list-style-type: none"> • Employment of additional staff to support in the creation of high-quality teaching and learning programs. • Release time for staff to support teacher mentoring. • Employment of external support services including the engagement of dedicated specialists to address areas of specific student need. • Additional staffing to improve curriculum implementation. • Additional staffing to support the implementation of individual students' healthcare and Personalised Learning and Support Plans (PLSPs). • Executive release to ensure all students benefit from high quality teaching and learning practices that best meet the full range of their individual needs. <p>The allocation of this funding has resulted in the following impact: Engaging fulltime, experienced SLSOs enabled the school to support classes efficiently, resulting in students reaching learning plan outcomes more quickly. Additionally, a highly competent SLSO (training as a teacher) was employed to assist with the implementation of the COVID-ILSP. This SLSO worked shoulder-to-shoulder with the AP C&I to provide differentiated learning with a focus on the school's literacy and numeracy priorities. Additional release time for teachers and executive staff allowed for effective</p>

<p>SSP supplementary funding</p> <p>\$548,933.70</p>	<p>feedback, coaching and mentoring as well as individualised high impact professional development. The engagement of a Deputy Principal facilitated the smooth day-to-day management and organisation of the school, which was significantly impacted by staff shortages. The Deputy Principal also worked closely with classroom teachers to develop individual positive behaviour support plans, with a focus on improving the wellbeing and safety of students and staff.</p> <p>After evaluation, the next steps to support our students will be: William Rose School will continue to use the funding in the same way in 2022.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	62	63	66	67
Girls	21	20	17	16

Attendance

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 2020. 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.

Attendance figures from 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the department's centralised data warehouse every night. The AAF significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

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)	4.2
Classroom Teacher(s)	16.54
Teacher Librarian	0.6
School Administration and Support Staff	19.78
Other Positions	1

*Full Time Equivalent

Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

Note 1: The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
Opening Balance	747,116
Revenue	5,866,087
Appropriation	5,840,600
Sale of Goods and Services	5,243
Grants and contributions	16,188
Investment income	4,056
Expenses	-5,791,308
Employee related	-5,076,438
Operating expenses	-714,869
Surplus / deficit for the year	74,780
Closing Balance	821,896

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.

	2022 SBAR Adjustments (\$)
Targeted Total	0
Equity Total	95,177
Equity - Aboriginal	4,592
Equity - Socio-economic	67,228
Equity - Language	23,358
Equity - Disability	0
Base Total	4,713,206
Base - Per Capita	54,094
Base - Location	0
Base - Other	4,659,112
Other Total	783,877
Grand Total	5,592,259

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

Students

An interactive student survey was designed by William Rose School using Chooselt Maker software. A series of 8 statements were created using the themes from the Tell Them From Me Student Survey.

Students used the software to select whether they agreed, disagreed or were not sure of each statement using touch screen, switches and verbal responses.

The survey results indicated the following:

- 87% of students surveyed liked school. This is an increase of 14% from the previous year.
- 81% of students surveyed felt their teachers cared about them, and that their teachers cared about them.

In terms of areas for improvement:

- 35 % of students surveyed would like learning to be 'more fun' and felt they were not 'good' at learning.

Parents/carers

More than 50% of parents/carers completed the parent/carer satisfaction survey for the third consecutive year. Our results again were extremely pleasing.

- 92% of parents/carers felt welcomed at William Rose School.
- 85% of parents/carers felt informed and that the school communicated effectively.
- 92% of parents/carers felt supported and included in understanding their child's learning, engagement and progress.
- 85% of parents/carers agreed that the teaching and learning environment meet's their child's individual learning needs.
- 88% of parents/carers agreed that positive and respectful relationships at William Rose School promotes student safety, well-being and learning.
- 83% of parents/carers felt that the school is responsive to feedback.
- 81% of parents felt their child had rich learning experiences through programs offered at the school.

Parents/carers were also asked to provide information on how the school could better support them in terms of the health and well-being of their child.

The areas that parents/carers indicated that they needed most support are when collaborating with external allied health specialists; Speech, OT and behaviour therapists. This was also reflective of the areas they indicated for parent-focused parental professional learning termed *Let's Chat*.

When surveyed, more than 50% of parents requested support for supporting regulation and positive behaviour strategies, followed closely by requests for communication strategies and supports and growth and adolescence. Further workshop topics suggested were around supporting hygiene programs- toilet training, teeth brushing, dressing and guidance for teaching safety, and responding to behaviours of distress.

Let's Chat parent/carer workshops will be provided in 2023 in response to this feedback.

Suggestions to further improve our community satisfaction related to communication with parents, with suggestions to provide an electronic platform to share information, the offering of school holiday programs, diverse cultural learning opportunities and suggestions for homework.

Teachers

This year teachers were surveyed in relation to activities that were undertaken as part of the Strategic Improvement Plan. The findings were as follows:

- 100% of teachers are now using data to drive decision making in their classrooms. They are either utilising the literacy and numeracy progressions or the precursors to track and monitor student progress, design student goals and have a deeper understanding of the learning needs for complex students.
- 88% of teachers who are using data-driven practices state that this has led to a significant improvement in student outcomes and teaching practices.
- 100% of teachers stated that either agree or strongly agree that in 2022 they engaged in meaningful and purposeful collaboration with their colleagues that has led to improvement on student learning outcomes and the implementation of effective teaching and learning programs.

Teachers were also surveyed in relation to staff wellbeing and school culture:

- 86% of staff agreed they get satisfaction and enrichment from their work.
- 75% of staff self-reported that they feel engaged in their own daily work, feeling energised, enthusiastic,

committed, autonomous, motivated, competent and innovative.

- 94% of staff regarded themselves as flexible and able to adapt to change positively.

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

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.