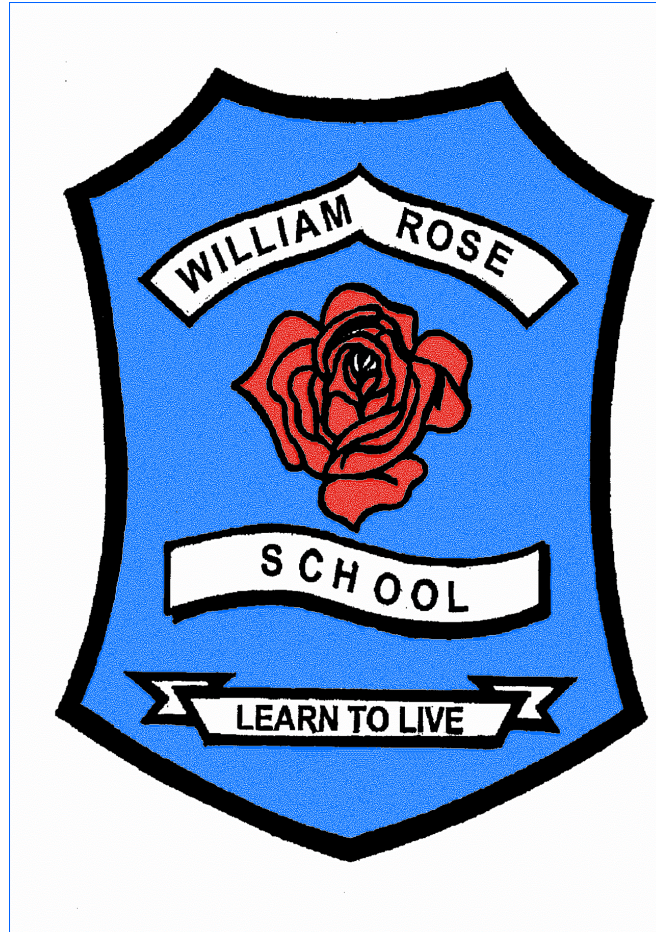


2023 Annual Report

William Rose School



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Introduction

The Annual Report for 2023 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.

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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 and participated in an external validation. 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. Every four years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal, School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation 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/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2023 School Assessment
LEARNING: Learning Culture	Excelling
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

QTSS release

SSP supplementary funding

Socio-economic background

Per capita

Summary of progress

Data-driven collaborative school-wide processes were a catalyst in facilitating measurable learning gains in literacy and numeracy through continuous improvement in student regulation and communication, demonstrating improvement for all students at William Rose School. Barriers to this initiative were the capacity of specialists and the teacher shortage, however the impact was mitigated by prioritisation and creative planning to ensure the initiative had the desired impact.

For this initiative, the APC&I enabled continuous and coherent professional learning driven by student need with a focus on curriculum one afternoon a week, and needs-based professional learning another afternoon each week. These group sessions were highly collaborative and teachers shared evidence of teaching and learning from their classroom practice. This built a sound understanding of student assessments and data concepts including moderation of student assessment tasks identifying student baseline, creating next steps and effectively utilising PLAN 2 for monitoring student growth. Each teacher was allocated time to work with the APC&I in a highly tailored manner to suit their mentoring and coaching needs. This collaboration created an inclusive culture that enabled learning and growth in every teacher in which new learning was applied to teaching practice resulting in improved student progress and achievement. Ongoing evaluation of professional learning identified the impact on student progress and achievement, allowing regular re-calibration and refinement and reflection on teaching effectiveness. Teacher feedback indicated that professional learning was effective in understanding and implementing the new curriculum and supported their knowledge and skills in creating collaborative programs.

A teacher was engaged to develop communication skills for students from Language Backgrounds Other Than English (LBOTE) with a focus on their Individual Education Plan (IEP) communication goals. Pre-service teachers were engaged to work in one-to-one intervention for students with English as an Additional Language or Dialect (EALD) and to support students with complex learning and behaviour needs. All students demonstrated growth towards progression indicators with consistent reinforcement by the classroom teacher.

A speech and language pathologist and occupational therapist with special interest in behaviour support were engaged one day per week to propel and critically challenge teachers by expert input, to learn, shape and strengthen teaching practice and build understanding of students communication and regulation needs. Positive Behaviour Support Plans were shaped into Positive Behaviour Goals, documented within the student's IEP. This shift enabled the teacher to set goals to teach strategies, and the success criteria allowed progress toward the goal to be tangibly measured. Students without access to NDIS funding or requiring informal assessment to indicate the need for a communication device were supported through this resource. 'Let's Chat' professional learning sessions were provided for parents using AAC at home to develop communication strategies.

In 2024, we will be developing a new Strategic Improvement Plan (SIP). Elements from this strategic direction that will inform our new SIP include:

- Engagement of a school-focused speech therapist to enhance student voice through access to appropriate and meaningful communication systems.
- Engagement of a school-focused occupational therapist to enhance student regulation skills through play-based

learning.

- Implementing processes for the collaboration of therapists external to school to maximise value and maintain integrity of education programs.
- AP C&I to lead and support a high impact professional learning community that continues teacher development and understanding of new curriculum, student assessment and data concepts.
- Continuation of interventionist programs and support for staff to engage in the *Grow Your Own Teacher* initiative.

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>An uplift of 22% achieve the expected improvement outcome in functional communication 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"> • 72% of students achieved their targeted IEP communication goal • SWANS Communication Progress - 92% 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"> • 57% of students achieved their PBSP goal. This is an uplift of 18% from 2022 • 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

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

Per capita

QTSS release

SSP supplementary funding

Summary of progress

There is a stronger culture of meaningful and effective classroom practice that has enhanced the capacity of classroom staff through a shared understanding of teaching and learning. This is evidenced through increased quality of teaching and learning programs, whole school assessment data and student engagement and achievement. In the last three years, we inverted our support model to empower our teachers to better understand the curriculum and evidenced based practices for supporting students with complex needs through professional development. Support through the leadership team, wrap around the school team, and specialist allied health professionals provided intentional and explicit coaching and mentoring to develop the specialist skill set required in our SSP setting.

The main barriers to this initiative were staffing and the capacity of external specialists. Through the creative management of resources, and a relentless focus on delivering this professional learning, we were able to make continuous improvement in this strategic direction. Our AP C&I and executives ensured the language and expectations were clear and supported by evidenced based professional learning in high-trust and judgement-free collegiate relationships. Furthermore, two of our SLSO staff were successful in their application of the *Grow Your Own Teacher* initiative and were re-deployed to deliver targeted intervention for students to develop their communication skills under the instruction of the AP C&I.

Full staff engagement in professional learning in trauma informed care has provided a consequent shift in culture and management of students demonstrating behaviours of distress. There has been a significant reduction in staff and student injuries and an increase in student well-being evidenced by parent/carer feedback. Many parents/carers have commented on significant changes to their students such as learning to read, elimination of school refusal and overall improvements in well-being and communication.

In 2024, we will be developing a new Strategic Improvement Plan. From this initiative, we will incorporate our learning through a number of activities to continue growth for our professional practice. This includes:

- Engaging an occupational therapist who specialises in working with students who have a history of trauma.
- Providing training for staff to implement 'Theraplay' principles using the sunshine circles model to teach students regulation skills.
- Support communication through training for SLSOs to use LAMP and communication "backpacks" (flexible trauma informed practice strategies).
- Support regulation through training of staff in play-based learning principles.
- Continued professional learning for explicit, differentiated teaching, programming and assessment through various resources eg. inclusive resources hub, coaching and mentoring, targeted courses and collaborative practices using data driven practice.

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
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<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"> • 100% of teachers have developed their skills in planning and programming and data literacy. Through trusting and respectful relationships, there has been a significant shift in collaboration and mentoring through relationships that are productive and supportive, evidenced by teacher feedback surveys.
<p>50% of the SSP Skillset Framework is developed and implemented across the school.</p>	<ul style="list-style-type: none"> • 100% of staff have engaged in training and development of supporting students using trauma informed practice. Professional learning to develop teaching strategies when supporting students with behaviours of distress have changed significantly across the school, evidenced by the reduced number and type of negative incidents and injuries reported. • 100% of staff have engaged in communication training and development that has directly impacted goal setting and student achievement. Scaffolds to support explicit, differentiated teacher programming were developed and well-received.
<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"> • 100% of students demonstrated growth towards IEP communication goals school wide. School wide knowledge of AAC has increased and the presence of AAC across school environments are now evident and utilised.

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

Aboriginal background Literacy and numeracy

Summary of progress

Our responsive curriculum and individual learning pathways support students and their parents and carers to navigate and improve key life/school transitions by focusing on empowering student independence, voice and agency. This year, William Rose School re-established 'Abiliteam', leveraging from our Mini-Woolies programs that incorporates curriculum from Work and the Community Life Skills, Science and Technology and Mathematics syllabuses. This program provides curriculum instruction through hands-on experiences that are authentic, purposeful, and meaningful, and supports the development of practical skills to generalise knowledge to make successful transitions to post-school placements. The school has continued to work with Woolworths to provide ongoing work experience, transition planning, assistance with work placement and access to other organisations who can provide employment training and opportunities.

Student voice and agency were a continued focus in 2023 with an increased expectation for student involvement in planning for their learning and transition into post school settings. School leadership opportunities embraced advocacy with all student creating posters for nomination, speeches, meet and greet for the nominees and AAC provision for the school community to vote for their Student Representative Council (SRC).

William Rose School's professional learning calendar focused on increasing the knowledge of all staff in Aboriginal cultural education. The training was well-received and many staff commented on the high quality presentation and comprehensiveness of the information delivered. All teachers completed PLP training and the learning from this was evident in the quality of PLP goals written for the students. Investment in high quality Australian Indigenous texts informed collaborative planning for our teachers who used these to design and deliver lessons that explored cultural significance and Aboriginal language. Our Aboriginal students were also supported directly with intervention programs designed to increase literacy skills. Progress for all students involved was evident and tracked using PLAN 2. The use of PLAN 2 was enacted in 2023 and we continue to support teachers to embed data use and tracking of longitudinal data.

Increased opportunities for parent engagement included 'Let's Chat' sessions, ranging from professional learning to well-being offerings responsive to community feedback. Following parent surveys requesting more support for navigating the National Disability Insurance Scheme (NDIS), William Rose School welcomed a 'caring for carers' project whereby regular NDIS connection desks were available for parents and carers to support students and their families in small groups and individually twice a term. Relationships Australia were invited to deliver face-to-face sessions for fathers and male carers for Father's Day and Family Planning conducted 'Planet Puberty' workshops that were highly regarded by all parents attending. Other workshops included transitions with bus tours available for parents to explore post school options or commence school, communication professional learning to support parents using AAC at home and celebrations with activities for Grandparents day and the Christmas Party. These opportunities have had a significant impact to support continuity of learning between home and school and the well-being of students and families.

A new Strategic Improvement Plan will be developed in 2024, nuanced by next steps from this initiative including:

- Continued professional learning to embed assessment and data practices school-wide.
- Interventionist programs to continue for Aboriginal students.
- Integration programs with other schools to provide opportunities and to support students with future transitions into less restrictive settings.
- Abiliteam projects (e.g. Garden Cafe, Mini Woolies).
- Community engagement projects and continued opportunities for 'Let's Chat' sessions.

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 with PLP goals embedded within their IEPs made progress toward their PLP goals. Term 2 staff development day included PLP training for all teachers
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.	<ul style="list-style-type: none"> • 100% of classroom teachers plotted students on PLAN 2 and utilised the platform to monitor their student's progress • Interventionists worked directly with Aboriginal students to improve reading with a focus on understanding and responding to texts. Progress was monitored using PLAN2
The school will achieve an uplift of 25% (from 2022 baseline data) in attendance and participation of parents/carers of senior cohort in post-school transition, including NDIS meetings, ITP meetings and work place visits.	<ul style="list-style-type: none"> • In the last three years, 100% of parents/carers of the senior cohort have attended transition meetings
50% of students demonstrate growth across targeted transition skills such as identified and measured in their Individual Education Plans (IEPs).	<ul style="list-style-type: none"> • Transition goals formed part of all students' IEPs • 100% of students demonstrated growth across targeted transition skills compared to 99% of 2022 data • 61% of students achieved the maximum of 3 success criteria documented in their transition goal which was an increase of 20% from 41% in 2022

Funding sources	Impact achieved this year
<p>Professional learning</p> <p>\$32,748.82</p>	<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> <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Release time for executive staff to lead data, programming and implementation support for the new curriculum • Teacher relief for staff engaging in professional learning including reading instruction and assessment • Engaging an AP Curriculum and Instruction (above FTE) to build the capacity of teachers to implement explicit, data driven programs to support the literacy and numeracy needs of complex learners and enhance staff knowledge and skills • Mandatory training including CPR and anaphylaxis for all staff • Mandatory training for SLSOs including first aid • Engaging specialist staff including Department of Education staff, a Behaviour Therapist and Speech Therapist to build the capacity of teachers and SLSOs • Assistant principals engaging in and leading sensory-specific training in Vision and Hearing support • Parent 'Let's Chat' professional learning workshops with specialist staff and external providers such as Planet Puberty, a workshop designed specifically to support students with an intellectual disability. <p>The allocation of this funding has resulted in the following impact:</p> <p>The impact of AP C&I led Professional Learning programs was significant as it's delivery was adapted to and responsive to student needs. There was a provision of opportunities for active learning and interaction, including planned regular meetings of staff and the AP C&I throughout the year, which ensured sustained impact. It further supported monitoring student progress and developing future learning goals on individual level, resulting in improved student achievement and teacher confidence in using data, understanding new curriculum and programming. Professional learning assisted in engaging teachers in collaborative setting and raising school wide expectations for continual improvement, based on data and surveys from both staff and students. Classroom teachers provided focused learning opportunities to increase vocabulary and reading, as evidenced through students' assessment and achievement data. School executives played pivotal roles in enabling teachers to engage collaboratively in their planning, programming and assessment of student learning. Professional learning in vision and hearing workshops greatly enhanced staff understanding to better support students with hearing and vision needs. 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 and requesting further sessions to reach the broader community.</p> <p>After evaluation, the next steps to support our students will be:</p> <p>In 2024, this funding will continue supporting staff in understanding and implementing the new curriculum to effectively meet the needs of all students with diverse and complex needs. Professional learning will strongly focus on differentiating assessments in the areas of literacy and numeracy to influence Universal Design of Learning and effectively using this data for planning and teaching. 'Let's Chat' sessions will be further diversified to address ongoing professional learning requests and support home school relationships with a strong focus on student well-being. Distributed leadership model led by the APC&I will continue to empower staff through building knowledge, skills and confidence in the effective planning, programming and assessment for diverse and complex needs in the areas of literacy and numeracy with focus on language development, reading and</p>

Professional learning \$32,748.82	number skills.
Socio-economic background \$61,373.75	<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 <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Resourcing to increase equitability of resources and services • 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 SLSO staff to support program implementation. <p>The allocation of this funding has resulted in the following impact: Socio-economic background equity loading was used to meet the additional learning needs of students at William Rose School experiencing educational disadvantage. Funds were targeted to provide additional support to students through initiatives in the school's strategic improvement plan such as providing interventions based on students' individualised learning plans. Data collected supports positive student achievement in learning goals and well-being. It was achieved by engaging additional learning support officers to support student learning and engagement through 1:1 and/or small group explicit teaching. Additionally economic support has enabled them to access resources (personalised iPad with communication application) and participate in learning on the same basis as their peers.</p> <p>After evaluation, the next steps to support our students will be: Socio-economic background equity loading will continued to be used to meet additional learning needs of students experiencing educational disadvantage through the employment of additional SLSO's as well as the provision of direct supports on needs basis (communication devices, uniforms, etc.)</p>
Aboriginal background \$5,938.18	<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"> • Creation of school literacy resources embedding local language • Employment of specialist additional staff (SLSO) to support Aboriginal students • Staffing release to support development and implementation of Personalised Learning Plans • Employment of additional staff to support literacy and numeracy programs <p>The allocation of this funding has resulted in the following impact: Enhanced staff understanding and commitment through professional learning in Aboriginal Histories and Culture and strengthening of relationships with families who have Aboriginal background assisted in</p>

<p>Aboriginal background</p> <p>\$5,938.18</p>	<p>development of focused cultural goal as part of students' individualised learning plan. 100% of Aboriginal students have Personalised Learning Pathways (PLP) goals to support their learning and engagement. A cultural goal was designed to target students with Aboriginal background to build on their current understanding and interest on Aboriginal histories and culture. Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at William Rose School. Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including employment of additional staff (SLSO) to support Aboriginal students, staffing release to support development and implementation of Personalised Learning Plans and whole school activity days to celebrate NAIDOC week and Harmony Day. The Aboriginal languages and cultural texts were embedded in teaching and learning programs with a focus on recognising shared signs, symbols, and words. The achievement of cultural goals was documented in student reports for parents/carers.</p> <p>After evaluation, the next steps to support our students will be: Following the success of interventionist literacy and numeracy support delivered by pre-service teachers under the direction and supervision of APC&I, continued provision of support will be prioritised for students with Aboriginal background. Delegate a school staff member to strengthen community consultation and engagement to support the development of cultural competency.</p>
<p>English language proficiency</p> <p>\$36,760.03</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> <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 delivery of targeted initiatives • Provision of additional EAL/D support in the classroom and as part of differentiation initiatives • Additional staffing to implement co-teaching Programs to provide intensive support for all students from EAL/D backgrounds • Additional staffing to implement Individual Educational Plans for all EAL/D students • Withdrawal lessons for small group and individual support for identified students • Provide EAL/D Progression levelling PL to staff <p>The allocation of this funding has resulted in the following impact: The school employed interventionist staff led by AP C&I to meet the English language needs of EAL/D students by providing 1:1 or small group intervention, with focus on improving personalised Oral Language and communication strategies including through the use of AAC. Professional Learning for teachers was provided in EAL/D pedagogy, planning and programming, differentiating for EAL/D students in teaching programs, and whole school and classroom assessment practices.</p> <p>After evaluation, the next steps to support our students will be: Through the employment of interventionist staff, there will be a continued focus on the development of Oral Language and Communication, core vocabulary and reading through small group and direct support.</p>
<p>QTSS release</p> <p>\$26,514.43</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"> • Data skills and use • Building strong collaborative practice

<p>QTSS release</p> <p>\$26,514.43</p>	<ul style="list-style-type: none"> • Schools for Specific Purposes (SSP) Skillset Framework <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 • Implementation of instructional rounds to strengthen quality teaching practices • 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: The focus in 2023 was around collaborative practice and professional development in understanding and implementing new curriculum and professional learning aligned to the Strategic Improvement Plan. Through Quality Teaching, Successful Students (QTSS) allocation provision of comprehensive and focused support for teachers with accreditation processes through the Performance and Development Framework. Funds have been targeted to provide additional support to teaching staff to implement quality teaching initiatives, executive staffing release to develop the capacity of teaching staff, and the implementation of differentiated student well-being plans and Positive Behaviour Support plans using crisis prevention and trauma informed strategies. This assisted staff in responding to behaviours of distress in the most effective way possible and increased positive student engagement.</p> <p>After evaluation, the next steps to support our students will be: Providing teacher release to support new curriculum implementation and strengthen collaborative teaching practices. Providing mentoring and coaching support by expert teachers to ensure the ongoing development and improvement of all teachers. Strengthening quality teaching practices through the analysis of student data to drive ongoing, school-wide improvement in teaching practice and student results. Distributed leadership to further develop data skills in teaching and planning to continue leading improvement in reading and numeracy.</p>
<p>COVID ILSP</p> <p>\$38,915.56</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 2023.</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"> • 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 to [identify students for small group tuition groups/monitor progress of student groups] • Providing targeted, explicit instruction for student groups in literacy/numeracy • Providing intensive small group tuition for identified students who were identified as most impacted due to school gaps because of Covid. • Employing/releasing staff to coordinate the program • Employing/releasing teaching staff to support the administration of the program • Development of resources and planning of small group tuition • Leading/providing professional learning for COVID educators • Employment of additional staff to support the monitoring of COVID ILSP funding <p>The allocation of this funding has resulted in the following impact:</p>

<p>COVID ILSP</p> <p>\$38,915.56</p>	<p>The impact of this funding has been significant for both staff and students. Through weekly face-to-face teaching learning opportunities, student progress was monitored through PLAN2. Based on the observation, students were plotted on PLAN2 and received targeted intervention based on their individual program tailored for their specific needs and gaps. AP C&I and appointed staff were able to consistently support students and classroom teachers through collaboration and data analysis. School support staff were provided with training in PLAN2, collecting data through pre-tests and observation, data analyses and future directions.</p> <p>After evaluation, the next steps to support our students will be: The impact of interventionist work resulted in 100% of students demonstrating improvement and as such, the program has been prioritised for 2024 through additional staff allocation, utilising pre-service teachers engaged in the Grow your Own teacher program, and increasing opportunities for students through greater access (more frequent sessions, greater number of participants). The integrity of this intervention will be maintained through close supervision, professional development and regular analysis of student growth and attainment utilising continued release (AP C&I).</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 • Quality teaching practices • Building strong collaborative practice • Schools for Specific Purposes (SSP) Skillset Framework <p>Overview of activities partially or fully funded with this site specific funding include:</p> <ul style="list-style-type: none"> • Release time to engage staff in professional learning. • 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 • Engagement of Instructional Leader to support student growth and attainment outcomes • 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: This funding was utilised to employ additional staff to support quality teaching and learning programs and to provide release time for staff to support teacher mentoring. The employment of additional staffing led to increased student growth and attainment outcomes, by providing them targeted learning opportunities based on their area of need, individualised learning goals including support plans and consistent use of AAC to enhance communication opportunities across all environments. Executive and specialised team support has resulted in improved outcomes in students' wellbeing and engagement and enhanced communication outcomes for all students.</p> <p>After evaluation, the next steps to support our students will be: Continue with the provision of additional specialist staff, teachers and SLSO's to support students with complex learning needs. Provide ongoing development to support teacher knowledge and skills to implement differentiated teaching and learning programs and support plans to enhance student learning and well-being.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	63	66	67	71
Girls	20	17	16	17

Attendance

NSW student attendance data in 2020 is not comparable to other 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.

While there were no lockdowns or learning from home periods in Semester 1 2023, there was still a high prevalence of sick attendance codes as students were encouraged to stay home if they were even slightly unwell. Advice for families were still in place, recommending students and staff to stay home when sick and only returning to school when they were symptom free. (See <https://education.nsw.gov.au/schooling/covid-19/advice-for-families> for advice).

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)	16.55
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 2023, 2.5% 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	2023 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	3.60%
Teachers	3.00%	3.40%

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 2023 to 31 December 2023. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2023 Actual (\$)
Opening Balance	788,141.56
Revenue	6,060,903.25
Appropriation	6,031,741.26
Sale of Goods and Services	9,472.01
Grants and contributions	7,176.14
Investment income	12,513.84
Expenses	-6,158,167.04
Employee related	-5,204,003.91
Operating expenses	-954,163.13
Surplus / deficit for the year	-97,263.79
Closing Balance	690,877.77

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.

	2023 SBAR Adjustments (\$)
Targeted Total	0
Equity Total	104,072
Equity - Aboriginal	5,938
Equity - Socio-economic	61,374
Equity - Language	36,760
Equity - Disability	0
Base Total	4,837,314
Base - Per Capita	55,716
Base - Location	0
Base - Other	4,781,598
Other Total	775,911
Grand Total	5,717,297

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 *ChooseIt 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 screens, switches and verbal responses.

82% of students at William Rose School participated in the survey.

The survey results indicated the following:

- 80% of students indicated they liked school (10% of students could not articulate how they felt about school).
- *66% of students indicated that "learning is fun". This represents an increase of 31% (from 2022 data).
- *73% of students indicated they are "good at learning". This represents an increase of 38% (from 2022 data).

* These areas were focus areas for 2023 and the results are pleasing. It will continue to be an area off focus as we refine strategies for student wellbeing.

In terms of areas for improvement:

- 64% of students indicated that "teachers know what they like". This will be an area that we will strengthen in 2024.

Parents/Carers

In 2023 parents/carers completed the *Tell Them From Me (TTFM), Partners on Learning Parent Survey*. Only 9% of parents/carers engaged with the TTFM survey (a non-response bias of 91%) which means that the survey data was not accurate. Given this, a school-based survey was developed.

Our school-developed survey was completed by more than 50% of parents/carers for the fourth consecutive year. Our results again were extremely pleasing.

- 98% of parents/carers felt welcomed at William Rose School. This was 6% higher than 2022
- 86% of parents/carers felt informed and that the school communicated effectively.
- 91% of parents/carers felt supported and included in understanding their child's learning, engagement and progress.
- 91% of parents/carers agreed that the teaching and learning environment meet's their child's individual learning needs. This was 6% higher than 2022
- 89% of parents/carers agreed that positive and respectful relationships at William Rose School promotes student safety, well-being and learning.
- 84% of parents/carers felt that the school is responsive to feedback.
- 84% 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 understanding intellectual disabilities. Further workshop topics suggested were around trustee and guardian advice, parent group opportunities, healthy eating, and supporting hygiene programs, e.g. toilet training. *Let's Chat* parent/carer workshops will be provided in 2024 in response to this feedback.

Suggestions to further improve our community satisfaction related to increasing parent events, providing more opportunities for life skills and community access including work experience, as well as student wellbeing.

Teachers

This year teachers were surveyed using the *Tell Them From Me (TTFM) Focus on Learning Teacher Survey*. The results were well above the NSW Govt norm for most areas, but were particularly pleasing in terms of leadership and inclusive education.

- School leaders have supported me during stressful times: 9.3 (NSW Govt Norm 7.1)
- School leaders have provided guidance for monitoring student progress: 9.1 (NSW Govt Norm 7.1)
- I talk with other teachers about strategies that increase student engagement: 9.4 (NSW Govt Norm 7.8)
- My assessments help me understand where students are having difficulty: 9.2 (NSW Govt Norm 7.8)

- I share student's learning goals with their parents: 9.7 (NSW Govt Norm 6.8)

In terms of improvement for 2024, the school will focus on parents reviewing and commenting on student work.

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.