

# Royal Far West School

## Annual Report

2016



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## Introduction

The Annual Report for 2016 is provided to the community of Royal Far West School as an account of the school's operations and achievements throughout the year.

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

Lynda Edwards

Principal

## School contact details

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## School background

### School vision statement

We want our students to live healthy, fulfilling, productive and responsible lives.

### School context

Royal Far West School (RFWS) is situated on the beachfront at Manly adjacent to the Royal Far West (RFW) Clinical Services with whom we work closely to provide a fully integrated model of health and educational assessment and support.

The student cohort (of whom 25% are Aboriginal) is entirely made up of students from rural and remote NSW who present with learning, developmental, behavioural and emotional difficulties for which a medical referral to RFW Clinical Services is required. All children must be accompanied by a parent or carer.

The school is an integral part of the multidisciplinary team that provides holistic diagnoses and treatment options, clarification of diagnoses for complex issues and a range of remote services and programs. We work in partnership with families, RFW, country schools and local services to provide information, consultancy, resource advice, professional development and program assistance. We use videoconferencing and internet based video communication for individual, ongoing student support.

The NSW Centre for Effective Reading is also integrated into the RFWS. The team at Manly comprises an Assistant Principal, Special Education Teacher, Speech Pathologist and Psychologist. They provide assessments and personalised programs to country students with complex reading difficulties; they work with the referring schools and families to develop a plan for reading intervention. These students have been referred from all school sectors and are not generally clients of RFW.

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

#### For all schools (except those participating in external validation processes):

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 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.

#### Learning

We continued to look at how well we are supporting the wellbeing of our students. This is an area in which we feel that we are excelling but this has not limited our pursuit of improvement in planning and collaboration with RFW Clinical Services.

#### Teaching:

We looked at ways in which we are impacting on the educational achievements of our country students with the use of collaborative planning, intensive intervention and the use of cutting edge technology.

#### Leading

We looked at ways in which we could develop and facilitate informed, mutually respectful and mutually beneficial integrated service model across all domains.

Our self-assessment process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:



## Strategic Direction 1

Integrated health and education service

### Purpose

To provide a multidisciplinary service that addresses the 'whole child' rather than being tied to individual disciplines or presenting problems. This will result in a service that is practical, realistic, effective, innovative, focussed and efficient.

### Overall summary of progress

There has been a marked improvement in the integration of the health and education service in the form of improved communication systems and a shared electronic workspace that is available to all of the teaching staff..

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<p>Multidisciplinary Teams consisting of health professionals and educators working in close collaboration across all aspects of the service</p> <ul style="list-style-type: none"><li>• Integrated health and education assessments, reports and recommendations for intervention and support.</li><li>• A range of evidence-based integrated health and education group programs</li></ul>	<p>Successful implementation of several group programs Successful internal staffing arrangements were met to address and meet the needs of the students. Feedback, engagement and participation rate of the multidisciplinary programs are positive and as such, support ongoing commitment.</p>	<p>Resourced through executive staffing entitlement.</p>

### Next Steps

- continue to Increase the volume and range of evidence-based integrated health and education group programs.
- continue to analyse feedback from parent and school surveys to gauge the effectiveness of our multidisciplinary approach
- create a flexible, innovative internal staffing model to enable classroom teachers to be part of multidisciplinary planning, assessment and intervention
- continue to enable flexible staffing arrangements to meet the increasing demand for multidisciplinary video conferences with home schools; they have become an integral part of the assessment and support package offered through the integrated health and education program. (Participants in the video conference may include a paediatrician, paediatric psychiatrist, speech pathologist, occupational therapist, school counsellor, L&ST or AEO and are chaired and minuted by RFWS principal ,Assistant principal or school counsellor.
- continue to manage all associated documentation, ongoing communication, video conference bookings, agendas and technical information.
- continue to upskill RFW clinicians in working with groups of students in a school environment in collaboration with educators

## Strategic Direction 2

Equitable access to specialist support

### Purpose

To enable students and their families equitable access to expert, evidence-based specialist teaching and learning in their local area, reducing the effect of disadvantage and isolation.

To increase the capacity of partner schools and parents / carers to provide best practice support to children with complex health and learning needs.

### Overall summary of progress

There has been an increased demand for multidisciplinary video conferences enabling schools in rural and remote NSW to provide evidence-based, personalised support for students with complex health and educational needs.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Schools in rural and remote NSW providing evidence-based personalised support for students with complex health and education needs	During 2016, RFWS has made significant progress in developing strategies and programs to help build capacity of schools and families to support children with complex health and educational needs	Resourced through executive staffing entitlement.
Parents and carers being informed, confident and realistic advocates for their children in their local school.	During 2016, RFWS has made significant progress in developing strategies and programs to help build capacity of parents and carers being informed, confident and realistic advocates for their child.	Resourced through executive staffing entitlement.

### Next Steps

- continue to support training for health and education staff in effective video conferencing techniques
- continue to monitor the number of schools taking part in multidisciplinary videoconferences
- expand integrated health and education teams being given time to develop and implement staff training modules to better equip rural and remote school staff to provide support to students with complex health and education needs.
- expand the support to parents and carers to be informed, confident and realistic advocates for their children in their local school
- expand the options for students trialling the use of personalised supports including assistive technology, visuals and sensory strategies.
- continue to provide ongoing mentoring for parents and carers as they develop their skills and confidence to advocate for their child in the school community; this may include support in how to access local services
- expand our suite of accredited post assessment options that are available to schools to develop capacity in rural and remote NSW

### Strategic Direction 3

Personalised learning and support for students.

#### Purpose

To improve educational outcomes for students with complex learning and health needs in rural and remote NSW by enhancing engagement and wellbeing and by promoting a culture of high expectations, flexibility and innovation.

#### Overall summary of progress

There has been an enhanced engagement of rural staff accessing support for personalised learning through a range of options. This has particularly been beneficial prior to the transition to school or to high school.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none"><li>Rural and remote school staff to be provided with a personalised suite of strategies and resources to be embedded in individual learning plans for all new clients of RFW/S</li></ul>	We are confident that we are working towards streamlined, integrated assessments and recommendations from the RFW health and education service.	Resourced through executive staffing entitlement.
A range of staff training options to build the capacity of rural and remote staff to provide personalised support to students with complex health and education needs	We have enhanced our bank of evidence-based resources and tools to support and build capacity of rural and remote staff in forming personalised support to students with complex health and educational needs.	Resourced through executive staffing entitlement.

#### Next Steps

- RFW health and education staff to continue to develop individual learning and support recommendations to rural and remote schools
- continue to expand videoconferencing and mentoring using communication technology
- continue to develop and expand our range of evidence-based programs and resources that can be personalised to meet the need of individual students.
- continue to include individual learning plans and recommendations in the videoconference minutes.
- expand the bank of evidence-based resources and tools available on the RFWS website to support the development of personalised learning plans
- expand staff training modules to build the capacity of rural and remote staff to provide personalised support to students
- encourage rural and remote staff to provide feedback about how useful our recommendations have been for personalised learning; this will facilitate RFW/S staff to self-evaluate our practice, strategies and resources that are being used to support schools.
- continue to understand the existing support structures in schools
- continue to expand competency within RFW/S staff to become competent users and teachers of a range of personalised learning supports including assistive technology, visuals, scaffolds and sensory supports.
- continue and encourage collegiate dialogue

## Student information

The student cohort comprises clients and their siblings aged 3 ½ to year 12 who come into the RFW school during their admission to the RFW Clinical Services.

Their ages range from 3.6 years to year 12. The school is an integral part of the assessment program and attendance is strongly encouraged by our combined services.

Royal Far West School has 4 classes, including an integrated class for students with very high support needs. Approximately 25% of our students identify as Aboriginal or Torres Strait Islanders. Our average weekly attendance is approximately 42 students.

Many of our students are highly anxious, very oppositional or extremely school-avoidant; some may have current short or long term suspensions. The school staff, Assistant Principal (School Operations) and School Counsellor work with the students and their families to support a plan that will support a successful re-integration into educational services.

The Centre for Effective Reading, Manly is an integral part of RFWS. The team at Manly comprises an Assistant Principal, Special Education Teacher, Speech Pathologist and Psychologist. The Centre provides multidisciplinary assessments and personalized programs to country students with complex reading difficulties. Students are referred from all school sectors and they are not generally clients of RFW Clinical Services.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	2
Classroom Teacher(s)	4.5
Teacher Librarian	0.2
School Counsellor	1
School Administration & Support Staff	6.82
Other Positions	1

\*Full Time Equivalent

Our staffing allocation is for 8.835 teaching staff and 7.822 School Administrative and Support Staff.

We are fortunate at RFWS to have one full-time Aboriginal Education Officer and one Aboriginal classroom teacher.

We have a Principal and 2 Assistant Principals (RFW

School and Centre for Effective Reading) and a School Counsellor.

We utilize our entitlement to provide 4 classroom teachers and a Learning and Support Teacher (Literacy).

### Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

### Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	70

### Professional learning and teacher accreditation

All teaching staff are maintaining accreditation at Proficient level

In 2016 no teachers at RFWS were seeking voluntary accreditation at Highly Accomplished or Lead

### Staff Development Days in 2016

– All staff participated in staff development days:

– Topics covered in staff developments days included Non Crisis Intervention, Trauma Workshop, Zones of Regulation, Coding Workshop, Growth Mind Set and its importance in today's society. A Whole School Update for Child Protection was completed, with all staff attending and updating their qualifications.

– Individual members of staff attended: SETT Framework training, Spelling in the Primary Classroom, Aboriginal Pedagogy, Active Pedagogy in the Primary Classroom and Planned Adjustments K–6.

– We spent a total of \$3660 on teacher professional learning, an average of \$410 per teacher.

## Financial information (for schools using both OASIS and SAP/SALM)

### Financial information

The three financial summary tables cover 13 months (from 1 December 2015 to 31 December 2016).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.



A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school. The deployment of LMBR (Learning Management and Business Reform) towards the end of 2016 necessitated intensive training by the school's administrative staff and the principal in order to manage this new system and transfer all financial data onto the new system.

<b>Income</b>	<b>\$</b>
<b>Balance brought forward</b>	<b>68 688.99</b>
Global funds	114 030.90
Tied funds	59 565.66
School & community sources	30 429.06
Interest	1 196.59
Trust receipts	0.00
Canteen	0.00
<b>Total income</b>	<b>273 911.20</b>
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	30 050.04
Excursions	0.00
Extracurricular dissections	0.00
Library	165.00
Training & development	7 510.62
Tied funds	37 297.85
Short term relief	19 845.27
Administration & office	7 726.55
School-operated canteen	0.00
Utilities	15 735.85
Maintenance	3 097.63
Trust accounts	0.00
Capital programs	0.00
<b>Total expenditure</b>	<b>121 428.81</b>
<b>Balance carried forward</b>	<b>152 482.39</b>

	2016 <b>Actual</b> (\$)
<b>Opening Balance</b>	0.00
<b>Revenue</b>	307 009.94
(2a) Appropriation	166 821.24
(2b) Sale of Goods and Services	0.00
(2c) Grants and Contributions	139 713.08
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	475.62
<b>Expenses</b>	-68 437.52
Recurrent Expenses	-68 437.52
(3a) Employee Related	-51 854.62
(3b) Operating Expenses	-16 582.90
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	238 572.42
<b>Balance Carried Forward</b>	238 572.42

There is no opening balance recorded in the SAP finance table. The opening balance for the school for this reporting period is recorded as the Balance Brought Forward in the OASIS table.

The OASIS Balance carried forward amount (ie, funds on date of migration) is included in the (2a) Appropriation amount in the SAP table.

Any differences between the OASIS Balance carried forward and (2a) Appropriation amount is the result of other accounts and transactions being included in the (2a) Appropriation amount.

- The School Executive have regular scheduled meetings to review the financial position and monitor spending in accordance with the Department of Education's policy requirements..
- There was an underspend in Professional Learning funds received for the year. They were held over to enable the staff to participate in a whole school program yet to be decided..
- The P&C donations were considerably lower this year because it was dissolved in late 2015 and no fund raising projects were undertaken.
- There was a reduction in the SWAY receipts because the original grant from CLSA was received in 2015 and mostly spent in that year. We are currently awaiting confirmation of an additional tranche of funding. The school received funds from participating schools for professional

learning that was delivered to their teaching and support staff.

- The RAM Equity Loading Supplementation Funds will be used to fund our Video Conferencing Program as well as our Reading Support Program. These are seen as high priority resources that support and build the capacity of our students, parents/ carers and their home schools.

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	2016 <b>Actual</b> (\$)
<b>Base Total</b>	378 961.99
Base Per Capita	4 013.90
Base Location	0.00
Other Base	374 948.09
<b>Equity Total</b>	107 450.92
Equity Aboriginal	64 388.08
Equity Socio economic	43 062.84
Equity Language	0.00
Equity Disability	0.00
<b>Targeted Total</b>	1 030 462.88
<b>Other Total</b>	102 020.88
<b>Grand Total</b>	1 618 896.67

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## Parent/caregiver, student, teacher satisfaction

– Royal Far West is the best learning environment for Country Kids. The teachers and the kids are awesome and really funny.

The class rooms are lovely the view from the classroom is really good you can see the beach and all the people. I hope I get to come back next year. I think it would be awesome to come back and meet new kids and new people. What I liked most about Far West I liked the activities and the rooms; they were wonderful. I really am thankful to be accepted to come this year. (student)

– I am so grateful for everything you have all done and appreciate the follow-up. I know I can access you all if and when I need when it comes to (student). I have never felt so clear and supported before so thank you again. (parent)

– Just wanted to pass on my thanks to (Principal and clinical staff) for our tele- conference this morning regarding one of our Kindergarten students. Really

appreciated the support and input for the family and ourselves. (teacher).

– Thank you so very much for all the hard work and support you have given us for (student) this year. He has made so much progress and experienced so much success; the only way for him to go now is up This wouldn't have happened without your help and support. ( L&ST )

– I would like to thank yourself and the rest of the staff who have helped (student). He has made great improvements since receiving help and guidance from you all and we are sincerely grateful. (parent)

– Thankyou for such an in depth assessment and a brilliant report (School Counsellor).

## Policy requirements

### Aboriginal education

We have an Aboriginal Education Officer, a trained Anti- Racism Officer and a strong culture of inclusiveness.

Our Aboriginal Education Officer (AEO) provides support to our families prior, during and post visits to our Manly site. She also liaises with clinical staff regarding cultural issues and engaging with our Aboriginal families. Our classrooms and school environment are rich in Aboriginal resources and programs.

We have developed an early oral language program (SWAY) that embeds Aboriginal cultural knowledge. Through quality professional development and evidence-based pedagogy, SWAY aims to build the capacity of teaching staff within rural and remote communities of NSW. The team comprises an Early Childhood teacher, RFWS AEO and a Speech Pathologist. The program is the result of a collaboration with the local Guringai community (through the local Aboriginal Consultative Group (EACG)).

### Multicultural and anti-racism education

The school has an Aboriginal Education Officer and a trained Anti-Racism Officer. We pride ourselves that we have a strong culture of inclusiveness.

We have strong ties with the local Guringai community.

Our student base (of whom 25% are Aboriginal) is entirely made up of students from rural and remote NSW. There is no consistent identified ethnic base recorded within this cohort. The fact that we have a strong culture of inclusiveness is something about which many parents and visitors have commented.