

# Stewart House School Annual Report



2016



5515

## Introduction

The Annual Report for 2016 is provided to the community of Stewart House 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.

### School contact details

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### Message from the Principal

2016 was a time to revise and renew programs and practices at Stewart House with new members of staff, including 2 executive staff, joining the dedicated team who support the wellbeing of approximately 1800 students across NSW and ACT.

We commenced the year wearing our de Bono thinking hats and evaluating the work we have done in the past and the way we might move forward into the future. We undertook some professional learning with Dr Sue Roffey to learn how to safely engage our students in Circle Solution sessions to enhance their emotional intelligence and wellbeing. We took some time to evaluate our current programs with the School Excellence Framework and used this to rewrite the school plan for the next 2 years.

Our Wellbeing team provided professional learning around the Wellbeing Framework and staff members explored different examples of wellbeing activities including, mindfulness meditation, gratitude journals, goal setting, creative arts experiences, identifying and celebrating strengths, team building activities and staff wellbeing. The Quality Teaching team have led professional learning around the Quality Teaching Framework, effective lesson planning, professional standards for teachers, visual literacy and ICT use in the classroom. Staff have worked together to develop appropriate trauma informed programs and to support the emotional regulation of the students. Teamwork is evident within the school and across aspects of the whole Stewart House Organisation. A combined conference in August facilitated conversations about best practice moving forward and plans to work collaboratively are being undertaken by a joint programs committee.

In addition to the planned strategies, in 2016 we purchased 45 iPads which are being utilised in all classrooms to engage the students. We increased the support available for teachers and students by employing an additional School Learning Support Officer. We appointed a permanent Aboriginal Education Officer who provides Aboriginal Dance, Dreamtime stories and Cultural lessons for each cohort of students. Our school executive staff trained in Glasser's Choice Theory, Reality Therapy and Lead Management which has provided a research base from which we will move forward in 2017 to better understand the needs of our students and strategies we can use to support them through challenges to enhance their wellbeing at Stewart House and beyond.

Delphine Annett

Principal

## School background

### School vision statement

To provide all incoming students with the opportunity to have a life-changing experience that allows them to develop an enhanced sense of physical, social, emotional, cognitive and spiritual wellbeing.

### School context

Stewart House School is a unique school for specific purposes staffed by the NSW Department of Education (DoE). A memorandum of understanding exists between the DoE and the Stewart House Charity / company. The Department of Health has a similar MOU and cohabits the school site and services the dental, optical, hearing and other health needs of the students enrolled. Stewart House company employs residential carers for the evenings and administration, service and welfare staff.

Students who attend Stewart House are nominated by school principals from all areas of NSW and ACT. The students are primarily identified as needing respite from current circumstances including economic hardship, lack of opportunity and experience of recent crisis.

The students reside on the site at South Curl Curl Beach for 2 weeks with a maximum of 90 students each cohort. Students range from years 1 to year 10 and are grouped across 6 classes.

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

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.

The assessment has highlighted strengths in the domain of Learning particularly in the area of Wellbeing. The school encourages students to recognise and respect cultural identity and diversity. Collaborative Practice was the highest rated aspect in the Teaching domain. Teachers provide and receive planned, constructive feedback from peers, school leaders and students to improve their teaching practice. The Leadership domain highlighted the opportunities for staff and students to develop leadership skills.

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:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

## Strategic Direction 1

Comprehensive, Inclusive Wellbeing

### Purpose

To develop meaningful strategies and differentiated programs that ensure wellbeing is embedded in all programs and approaches. These strategies and programs will be derived from current and research-based pedagogies.

Explicitly teach a differentiated wellbeing curriculum which provides students with the opportunities to connect, succeed and thrive.

Why: Most of our students have experienced trauma in their lives and have more significant emotional, social, physical, cognitive and spiritual needs than mainstream students. Stewart House provides a safe respite from their current situation and the short period of time needs to be used to create maximum impact in terms of positive outcomes for each student.

### Overall summary of progress

During 2016 our staff have undertaken extensive professional learning to broaden their understanding of activities that promote positive wellbeing. During the year there has been plenty of opportunities for teachers to share their practice with each other and have lessons modelled by members of the executive. Staff have also engaged in targeted professional learning, Circle Solutions with Dr Sue Roffey, Positive Partnerships with Rachel Devlin and Trauma Informed SMART training online. The students have benefited in the form of quality teaching that emphasises positive relationships, mindfulness, empathy, recognising and celebrating strengths and recording happy memories in their gratitude journals.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Students will leave with a "toolbox" of strategies to improve and enhance their own wellbeing and will be able to articulate some of these "tools" at time of exit and after 6 months back in their home school as measured by feedback from home school, families and students after students return home.	Students will have some "tools" to enhance their wellbeing such as gratitude, mindfulness meditations, a focus on their strengths, and personal strategies to calm themselves. At this stage the Wellbeing team are exploring how we can track the success of the students post their Stewart House experience.	Training sessions and resources, \$8,000 PL
Staff surveys and program evaluations demonstrate high levels of metacognition about best practice wellbeing programs.	Staff have definitely developed a deeper understanding of wellbeing and are trialling new experiences and approaches for the students.  Evaluations indicate staff would benefit from a refresher on the Wellbeing Framework in 2017	

### Next Steps

In 2017 we plan to define the "tools" we are equipping our students with and mapping opportunities to teach the skills they require to be effective in managing their wellbeing. We also will continue to explore processes that will allow us to obtain feedback about our students following their visit to Stewart House.

## Strategic Direction 2

### Quality Teaching

#### Purpose

To provide students with highly engaging and meaningful quality teaching programs that enhance their individual wellbeing, curriculum and equity needs.

Why: Wellbeing contributes significantly to the learning outcomes of children and young people in our schools. It builds resilience, facilitates self-determination and participation. Wellbeing enhances our self-worth, self-awareness and personal identity. Teachers will be equipped to positively impact upon students' wellbeing if they are highly skilled in Quality Teaching pedagogies.

Teachers need to have opportunities to build upon their knowledge and develop and refine their skills in order to develop the capacity to be metacognitive about their practice.

#### Overall summary of progress

This year the new school executive introduced some of the current reforms to the staff and established some expectations for lesson purpose, planning and implementation. Staff now have a knowledge of the Melbourne Declaration, the Quality Teaching Framework, the English Syllabus and the Professional Development Planning process. Staff have acknowledged their professional growth throughout the year.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Teachers demonstrate a comprehensive understanding of the Quality Teaching Framework as evidenced in staff surveys, lesson plans and Quality Teaching Rounds (QTR) datasheets.	Staff are developing a sound understanding of the Quality Teaching Framework and are using standard lesson planning frameworks. Links to prior learning, learning intentions, and lesson sequences are displayed and shared with the students.	\$800 PL
Staff engage in Wellbeing professional learning and utilise skills and knowledge in teaching programs.	Staff have worked with a number of consultants including Mary Ellen Betts who has provided an overview of the English syllabus and a particular focus on Visual Literacy. Staff have utilised their learning from these sessions to enhance their lessons.	\$1,200 PL
Teachers set professional learning goals and work collaboratively with mentors and colleagues to achieve professional targets.	All teachers have participated in the Professional Development Program and worked collaboratively with their mentors to set and work towards personal goals. Staff have also been engaged in peer observations and provided feedback and reflection with each other.	\$1400 GTIL

#### Next Steps

Our focus in 2017 will continue to be on providing our students with highly engaging and meaningful quality teaching programs that enhance the individual wellbeing needs of our students. Teachers will be asked to critically reflect on the purpose of each lesson and look at the fortnightly program to ensure we are creating optimum learning opportunities for the students. Sharing best practice will continue to be a focus throughout 2017.

## Strategic Direction 3

### Strong, Effective Partnerships

#### Purpose

To develop strong, cohesive working relationships with the residential, health and administrative staff of Stewart House as well as the Company Board members.

To enhance the relationship with network coordinators, referring principals, caregivers and students to determine the individual needs of all students and provide appropriate follow up support and feedback.

Why: To allow for the development of an integrated program, all aspects of our Stewart House community need to share common goals, strategies, language and approaches to ensure continuity and consistency for the students.

To ensure all available information is utilized to devise a differentiated program for each student and quality feedback is provided to key stakeholders.

#### Overall summary of progress

A positive collaborative culture exists within the school environment and staff work together to develop best practice and provide support for the students. The school program is continually evolving and is being modelled on trauma informed research based teaching and learning pedagogies.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Staff surveys indicate a positive culture, strong partnerships and professional relationships exist between all stakeholders.	Staff survey results indicate a significant improvement in school culture compared to 2015. Staff work collaboratively and have established professional working relationships with key stakeholders.  Teamwork is evident within the school and across aspects of the whole Stewart House organisation. a combined conference in august facilitated conversations about best practice moving forward and plans to work collaboratively are being undertaken by a joint programs committee.	\$2,600 School and Community funds

#### Next Steps

A culture of mutual respect between all key stakeholders would greatly enhance the program provided for students by providing consistency of practice across the site. The school leadership team will continue to communicate clearly about school priorities and practices and work with Stewart House company and Board Members to ensure consistency.

Key Initiatives	Impact achieved this year	Resources (annual)
<b>Aboriginal background loading</b>	This year we have appointed a permanent Aboriginal Education Officer (AEO) who engages with all students in each fortnightly cohort. He provides the students with opportunities to engage in Aboriginal dance, Dreamtime stories and discussions about Aboriginal Culture.	Employment of AEO  \$64,000 RM Aboriginal funding
<b>Quality Teaching, Successful Students (QTSS)</b>	All teachers engaged in the Professional Development Planning process. Their commitment to working towards their goals, reflecting on their practice and providing opportunities for peer observations has led to the development of quality teaching lesson plans	\$12,000  QTSS staffing and funding allocation to provide teacher release.
<b>Socio-economic background</b>	<p>The employment of an additional School Learning Support Officer (SLSO) has enabled us to provide support for students both on excursions and in the school environment.</p> <p>New blinds throughout the school have improved the effectiveness of the teaching and learning environment by reducing the glare on the Com Box screens and allowing all students a better quality image for all lessons. This has increased their engagement in the learning activities.</p> <p>The purchase of 45 iPads has enabled the students to access 21st Century Teaching and Learning programs.</p>	<p>\$59,000 RAM Equity funding</p> <p>\$14,000 School and community finds</p> <p>\$ 27,000 RAM equity and computer coordinator funding</p>
<b>Support for beginning teachers</b>	Staff survey results indicate staff are feeling informed and empowered as a result of the professional learning and mentoring they have been able to access this year. Staff are confidently and effectively meeting their professional standards requirements.	

## Student information

Stewart House enrolls 90 students each fortnight. These students are referred to Stewart House by their school principal and are from public schools across NSW and ACT.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	2
Classroom Teacher(s)	5.5
Teacher Librarian	0.2
School Administration & Support Staff	4.82
Other Positions	1

\*Full Time Equivalent

Stewart House employs one staff member who is Aboriginal and / or Torres Strait Islander and he is our Aboriginal Education Officer.

### Teacher qualifications

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

### Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	60
Postgraduate degree	40

### Professional learning and teacher accreditation

All teachers have participated in regular professional learning each week. These sessions have included mandatory training as well as training specific to Stewart House School. Staff have also accessed individual professional learning linked to their Professional Development Plan and/ or school plan priorities.

Two staff members have completed their maintenance teacher accreditation this year for proficient level.

## 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.

Income	\$
<b>Balance brought forward</b>	<b>0.00</b>
Global funds	129 521.00
Tied funds	136 209.00
School & community sources	13 522.00
Interest	1 832.00
Trust receipts	18 871.00
Canteen	0.00
Total income	430 730.00
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	0.00
Excursions	4 757.00
Extracurricular dissections	0.00
Library	0.00
Training & development	0.00
Tied funds	151 453.00
Short term relief	31 671.00
Administration & office	18 229.00
School-operated canteen	0.00
Utilities	22 887.00
Maintenance	4 543.00
Trust accounts	18 871.00
Capital programs	0.00
Total expenditure	252 411.00
<b>Balance carried forward</b>	<b>178 319.00</b>

The information provided in the financial summary includes reporting from 1st January 2016 to 31 December 2016.

	2016 Actual (\$)
<b>Opening Balance</b>	0.00
<b>Revenue</b>	227 448.39
(2a) Appropriation	224 145.68
(2b) Sale of Goods and Services	695.93
(2c) Grants and Contributions	2 200.00
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	406.78
<b>Expenses</b>	-77 250.59
Recurrent Expenses	-77 250.59
(3a) Employee Related	-37 096.66
(3b) Operating Expenses	-40 153.93
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	150 197.80
<b>Balance Carried Forward</b>	150 197.80

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.

	2016 Actual (\$)
<b>Base Total</b>	413 768.44
Base Per Capita	4 013.90
Base Location	0.00
Other Base	409 754.54
<b>Equity Total</b>	159 285.83
Equity Aboriginal	64 388.08
Equity Socio economic	94 897.75
Equity Language	0.00
Equity Disability	0.00
<b>Targeted Total</b>	1 017 310.80
<b>Other Total</b>	0.00
<b>Grand Total</b>	1 590 365.07

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.

## Parent/caregiver, student, teacher satisfaction

Our staff surveys indicate a high level of satisfaction with the team building culture and professional learning undertaken in 2016. Some of the comments include;

*I have learnt many more strategies on how to facilitate group interactions. A great way to quickly learn background knowledge of students as well as the kids learning about each other in a fun way.*

*I now understand that the framework. I like how it's non threatening and how research shows that it has a big impact of empowering participants to change their behaviour in a positive way.*

*Loved learning a new strategy. I believe that Circles used in my classroom will add to the safe, welcoming and supportive environment that I hold paramount in my groups. Very excited about circles next term.*

Student comments include:

*Stewart House was soooo awesome, that I can't believe that it exists*

*It was the best 2 weeks of my life. I wish Stewart House would do a reunion.*

*Before I came to Stewart House I was like a rusted lock, I couldn't open up. I can't believe you people care so much. I will miss Stewart House so much. thank you.*

Parent comments include:

*Thank you Stewart House for taking such amazing care of T and B while they stayed with you. My 2 loved it and even said they wanted to go again. the staff were amazing and friendly. thank you from my family for everything my children got to learn and experience.*

*With 3 generations of my family going to Stewart House, my mum went there twice, I went in the late 80s, 2 of my children went there 2 years ago and my youngest daughter is there now having a ball. I want to thanks Stewart House for your countless work.*