

Sir Eric Woodward Memorial School Annual Report



2016



5675

Introduction

The Annual Report for 2016 is provided to the community of Sir Eric Woodward Memorial School (SEWS) 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.

Sian Watkins

Principal (relieving)

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Message from the Principal

SEWS is committed to the development of quality learning environments that engage all students to work productively to achieve personalised learning goals. Explicit individualised expectations are set, and achievement is enhanced by developing positive relationships within the school and wider community. SEWS aims to create and sustain a school community that promotes wellbeing with effective social and emotional learning for all students.

School background

School vision statement

Our vision is:

To empower students to be successful confident and creative learners with skills for life. At our core is a focus on the whole student, achieving equity and excellence for all within an exemplary integrated services setting.

School context

SEWS is a Department of Education (DoE) school in the Macquarie Park Network, Ku-Ring-Gai Principal Network and is located in St Ives. The school operates six face-to-face classes and eleven distance education (DE) classes. The school provides quality education for four face-to-face classes for students K-12 with high support needs, two face-to-face classes within an Autism Support Unit (ASU) supporting young people K-6 with an Autism Spectrum Disorder (ASD) and eleven distance education classes for students with a Disability Confirmation of either moderate or severe intellectual disability P-12 who are eligible for enrolment with the DE Enrolment Procedures within the Distance Education Support Unit (DESU). Students attending SEWS may present with multiple disabilities. SEWS' face-to-face enrolments are predominantly from the northern region of Sydney; its distance education students are state-wide resulting in a diverse student

population from a range of socio-economic backgrounds. The school provides outcome based education programs utilising the NESA K-6 and Life Skills syllabuses and personalised learning plans for students. The school is embraced by its community resulting in enhanced resources and regular community participation. SEWSs teaching and non-teaching staff are experienced in special education, dedicated to quality education and to meeting the additional needs of students enrolled at the school.

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

The school maintains a school wide collective responsibility for student learning and success with high levels of student, staff and community engagement. We evidenced positive and respectful relationships across the school community underpinning productive learning environments and support for student development and learning. Learning is further enhanced through strong student wellbeing programs and supports. We have continued to engage in The Australian Curriculum, adjusting learning to meet the needs of our students and we have driven innovative programs to engage students in learning and extend opportunities for all students. Our Learning and Support Team have ensured ongoing and meaningful conversations on student learning and strategies to engage students in their educational programs.

TEACHING

Teaching teams are committed to identifying, understanding and implementing the most effective teaching methods, with a high priority given to the development of deep understandings about students and how they learn. Teachers regularly review learning and levels of engagement to promote best practices in engaging students. Teachers maintain a whole child, student centred approach to planning and teaching and are deeply aware of student learning priorities.

Our professional learning calendar supports teachers to build skills in areas that are aligned to our school strategic directions. Teachers use data to inform practice with a focus on anecdotal observations, functional assessments and where applicable formal measures.

We maintain a strong and vigorous focus on teamwork and collaborative relationships to drive staff performance and support. This also impacts on teaching and learning. We maintain a strong focus on building school wide and inter-school relationships to ensure ongoing improvement in teacher performance. We have strong, talented and committed teachers who drive student learning and the broader opportunities that our students are engaged in.

LEADING

Leading well is a high priority. The executive team have worked closely with school community members to develop partnerships and relationships that enrich the schools image, purpose and standing within the local community. We welcome collaborative feedback and reflection from the school community to sharpen our focus and improve our standards. Our teaching staff participated in professional learning to build capacity in leadership.

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

Our Students

Purpose

Teaching and Learning

Students engage in quality personalised education and an authentic curriculum with stimulating learning opportunities.

To ensure every student has full access to an authentic personalised educational program which has meaningful content, is measured, achieved and founded in purpose. To inspire confident and creative learners who generalise learning across settings and develop increased independence of skills for life. Student learning and engagement across the school is underpinned by high expectations, consistent high standards, design and delivery of quality programs, and informed by authentic data analysis.

Overall summary of progress

Scope and Sequence Project Team

In 2016 SEWS set their strategic directions and improvement measures that highlighted assessment, and scope and sequence as areas for improvement. This year the Scope and Sequence Project Team investigated and initiated a trial of University of Melbourne's Students with Additional Needs (SWANs) assessment device and reporting program. Professional learning was delivered to all staff on how to use the SWANs assessment and reporting tool in line with current SEWS procedures. In Term 4 the Scope and Sequence Project Team conducted a survey with all staff reviewing their use of the SWANs tool. The majority of staff rated the assessment and reporting tool as a resource they were confident in using and would like SWANs to be available to assess student learning across the school in 2017. The Scope and Sequence Project Team are currently making a recommendation for purchasing the SWANs assessment and reporting tool.

This year teachers were asked to submit all data sheets and assessments for the purpose of determining all current assessment tools in use. All school data and assessments were collated by the Scope and Sequence Project Team and reviewed in order to provide staff with a bank of assessments and data collection tools school-wide. The Scope and Sequence Project Team is now in the process of refining data collection tools and assessments to be presented to staff for feedback in 2016.

Systems Project Team

In 2016 the Systems Project Team surveyed staff regarding effectiveness of existing communication systems. This identified utility of current communication systems and provided direction for further actions. The team also reviewed the effectiveness of Learning Support Team (LST) processes and practices introduced in 2015.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Annual Tell Them From Me Teacher Survey data informs practice driver indicates increased understanding of data analysis, assessment tools and procedures.	Due to non completion of 2015 survey a 2015–2016 comparison cannot be made at this time. However, 2016 baseline data reveals that teachers self report highly in the area of 'understanding of data analysis'. In the area of 'understanding of assessment tools' teachers self report moderately highly. Finally, in the area of 'understanding assessment procedures' teachers self report that they have a sound understanding of assessment procedures based on individual student needs.	\$250
100% of teachers are using streamlined school data and assessment and organisational tools.	All teachers are using streamlined school data and assessment organisational tools to inform planning for student learning.	\$1000

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
100% of teachers are using the developed scope and sequence linked to NSW Syllabuses for the Australian curriculum when programing for their students.	The SEWS Scope and Sequence Project Team are finalising the HSIE document with a view to implementing the scope and sequence in 2017.	\$3232.40
Semesterly review of Personalised Learning Plans reflect increased student achievement from baseline data.	Semesterly review of Personalised Learning Plans reflects increased individual student achievement from baseline data.	\$3261
100% of L&S Team student referral actions achieve a appropriate outcome.	100% of L&ST referral actions achieve an appropriate outcome since introduction of this process.	\$0

Next Steps

The Scope and Sequence Project Team will:

- review the use of Program Builder and Scootle to support SEWS scope and sequence documents
- data collection –survey staff Re: topics / stages
- create draft 'Individual student topic tracking sheet'"
- Scope and Sequence Team to present survey results on topics/ checklists and tracking sheet at Professional Learning in Week 7 Term 2
- identify 4–8 integrated topics for Stages ES1–3 with an overview for each topic and suggested outcomes to support draft scope and sequence for students with additional learning needs
- identify 4–8 integrated topics for Stages 4–6 with an overview for each topic and suggested outcomes to support draft scope and sequence for students with additional learning needs
- staff to complete and review "individual student topic tracking sheet."
- staff to save in the student's electronic folder.

The 2015– 2017 School Plan highlighted consistent planning across the school indifferent modes as an area for improvement. The Scope and Sequence Project Team researched existing SEWS Scope and Sequence documents, as well as scope and sequence documents that have been developed by other SSPs. The SEWS executive met with other executive at SSPs to discuss their current scope and sequence documents and gained permission to use the scope and sequence documents from Mainsbridge School. SEWS teachers trialled the use of the Mainsbridge School scope and sequence document, and reviewed and reported on the implementation of the trial. DESU teachers reviewed current DESU content documents with the majority of teachers agreeing that it was a useful document requiring updating.

The Systems Project Team will: continue to monitor effectiveness of communication systems and take action as required.

Strategic Direction 2

Our Staff

Purpose

Build teacher capacity through focused professional learning and development that creates a culture where every staff member is engaged in ongoing, relevant and evidence-based learning and practice at an individual and collective level. Continue to align with our primary goal and student exit outcomes with our programs and practices through the expansion and increased development of leadership and succession planning using the Australian Professional Standards for Principals and Australian Professional Standards for Teachers.

Overall summary of progress

Systems Project Team

In 2016 the Systems Project Team supported identified teachers in the process of achieving the proficient career stage level of the Australian Professional Standards for Teachers.

Wellbeing Project Team

The wellbeing team continued to focus on staff wellbeing in 2016. The ongoing professional learning opportunities with a focus on staff wellbeing enhanced staff morale and improved individual and collective staff wellbeing.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
100% of teachers will be inducted in the teacher Performance Development Framework.	Achieved in 2016.	\$3100
100% of teachers' classroom practice reflects the Australian Professional Standards for Teachers evident in Program Support Summary for accountability.	Achieved in 2016.	\$4000
100% of teachers set individual professional goals in alignment with the Performance and Development Framework.	Achieved in 2016.	\$1400
100% of post 2004 teachers have a sound understanding of the accreditation process, and maintenance of MyPL learning log.	Initial information and advice was provided to post 2004 teachers regarding the accreditation process and maintenance of My PL learning log. Further professional learning is planned for 2017 to consolidate understanding.	\$0
Increased number of surveyed staff report enhanced wellbeing.	Qualitative data analysis reveals increased staff wellbeing from baseline data.	\$500

Next Steps

The Systems Project Team in 2017 will ensure that all permanent/ temporary engaged beginning teachers will commence/ complete accreditation processes. Additionally, in 2017 all pre 2004 teachers will complete processes to be accredited at proficient career stage level by the end of 2017.

The Wellbeing Project Team will continue to provide focussed professional learning and activities to support wellbeing.

Strategic Direction 3

Our Systems

Purpose

To build and operate transparent, clear and concise systems within a culture of shared ownership and accountability. The culture of the school engenders positive partnerships with SEWS' diverse community which includes: families, state-wide networks of schools, tertiary educational providers, professionals and community supporters. Adherence to policy and best practice will promote shared values of collaboration, inclusivity and high expectations.

Overall summary of progress

Systems Project Team

In 2016 the Systems Project Team was tasked with developing role specific lists of recurring processes, tasks and events that are integral to a role or position.

Promotions Project Team

The whole school Weekly News document was reformatted and re-presented to SEWS staff to facilitate greater use and effectiveness.

SAM Day Book to be amalgamated with Weekly News to ensure that all visitors to school are known to staff.

The SEWS newsletter is compliant with accessibility standards.

2016 has seen a continued strengthening of community partnerships with surrounding schools and other educational settings.

The production of the school brochure and this information was presented to staff allowing them to be better equipped to deliver information about the school to the local community.

Comedy for a Cause provided the opportunity to build and strengthen partnerships with the local community through advertising and sponsorship of the event. This also provided a platform for the distribution of the brochure to the school community.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Three times a term school organisational structures and procedures are communicated to staff.	Achieved in 2016.	\$0
100% of targeted policies are current.	100% of prioritised DoE policies were created, delivered to staff and implemented.	\$3000
Design, development and distribution of SEWS' brochure to school community.	Achieved in 2016.	\$1445
50% increased community engagement on SEWS social media.	Increased number of social media likes from 291 to 336.	\$2347
Increased range of partnership opportunities with state-wide community, and network of schools, TAFE/University staff and students.	Partnership opportunities continued to increase in 2016.	\$271

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
There will be an overall increase in parent and community member participation at the P&C level.	This remained static in 2016.	\$384

Next Steps

The **Systems Project Team** will:

- in 2017 list development will commence with administration roles.

In 2017 the SEWS Promotions Project Team will continue to enhance community partnerships and will work with the school Branding Committee to strengthen community partnerships.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	This funding supported targeted programs for students who identified as Aboriginal.	\$4833.40
English language proficiency	This funding provided additional support to a number of students throughout the year to support their educational programs.	\$2011.87
Quality Teaching, Successful Students (QTSS)	This funding supported the development of teacher professional development goals as part of the Performance Development Framework process. It also facilitated teacher relief for classroom observations.	\$1400
Socio-economic background	This funding supported resources, excursions and field trip visits.	\$7634.54
Support for beginning teachers	The support for beginning teachers was used to assist teachers to achieve proficient level teacher accreditation with BOSTES. The teachers were released from class to engage in professional learning and to be supported by an experienced mentor.	\$61029.82

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	41	40	43	47
Girls	30	31	36	28

All students placed through local and state wide placement panels.

SEWS student attendance remained consistent for our students in faculties across the school in 2016. A major contributing factor to student attendance is related to the health complexities of our student enrolment.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	14
Teacher Librarian	0.2
School Administration & Support Staff	8.81
Other Positions	2

We do not have any staff who identified as Aboriginal in 2016.

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	25

Professional learning and teacher accreditation

The following professional learning opportunities were provided for teaching staff and where applicable SASS staff:

- weekly faculty staff meetings
- weekly whole school staff meetings
- school development days
- weekly professional learning sessions

- specific professional learning linked to the school plan strategic directions and identified Professional Development Plan goals.

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

The summary covers operating costs and does not involve expenditure areas such as building and major maintenance.

A full copy of SEWS 2016 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.

Income	\$
Balance brought forward	206 095.00
Global funds	298 177.00
Tied funds	82 059.00
School & community sources	171 478.00
Interest	3 062.00
Trust receipts	1 011.00
Canteen	0.00
Total income	0.00
Expenditure	
Teaching & learning	
Key learning areas	120 351.00
Excursions	293.00
Extracurricular dissections	19 546.00
Library	4 135.00
Training & development	506.00
Tied funds	73 289.00
Short term relief	83 286.00
Administration & office	47 679.00
School-operated canteen	0.00
Utilities	29 887.00
Maintenance	40 662.00
Trust accounts	1 199.00
Capital programs	7 241.00
Total expenditure	0.00
Balance carried forward	0.00

	2016 Actual (\$)
Opening Balance	0
Revenue	440 020
(2a) Appropriation	379 194
(2b) Sale of Goods and Services	-238
(2c) Grants and Contributions	60 657
(2e) Gain and Loss	0
(2f) Other Revenue	0
(2d) Investment Income	405
Expenses	-258 335
Recurrent Expenses	-258 335
(3a) Employee Related	-74 551
(3b) Operating Expenses	-183 783
Capital Expenses	0
(3c) Employee Related	0
(3d) Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	181 685
Balance Carried Forward	181 685

	2016 Actual (\$)
Base Total	456 000
Base Per Capita	6 850
Base Location	0
Other Base	449 149
Equity Total	11 585
Equity Aboriginal	4 374
Equity Socio economic	5 915
Equity Language	1 295
Equity Disability	0
Targeted Total	1 091 349
Other Total	1 722 080
Grand Total	3 281 016

School performance

HSC

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).

In 2016 100% of students in Year 12 completed a Life Skills Higher School Certificate.

Parent/caregiver, student, teacher satisfaction

In 2016 the school sought the opinions of teachers and parents/ carers about the school.

Teachers were surveyed on the eight drivers of student learning using the Tell Them from Me Teacher Survey. Survey analysis showed:

1. Leadership: 87% of teachers who completed the survey agreed with the statement 'I work with school leaders to create a safe and orderly school environment'.
2. Collaboration: 90% of surveyed teachers reported that 'I talk with other teachers about strategies that increase student engagement'.
3. Learning culture: 94% of surveyed teachers reported that 'I monitor the progress of individual students'.
4. Data informs practice: 88% of surveyed teachers reported that 'my assessments help me understand where students are having difficulties'.
5. Teaching strategies: 78% of surveyed teachers reported that 'I help students set challenging learning goals'.
6. Technology: 80% of surveyed teachers reported that 'I help students to overcome personal barriers to using interactive technology'.
7. Inclusive school: 98% of surveyed teachers reported that 'I make an effort to include students with special learning needs'.
8. Parent involvement: 96% of surveyed teachers reported that 'I use strategies to engage parents in their child's learning'.

We note that some survey questions were not applicable to our unique educational setting, and these survey results therefore did not accurately reflect current practice across SEWS.

Parents/ carers were surveyed to determine their satisfaction with the school culture.

Surveyed parents reported that there is a positive school culture at SEWS. The results included:

1. 74% of surveyed parents/ carers reported that 'the school encourages students to achieve their best'.

2. 70% of surveyed parents/ carers reported that 'the school is continually finding ways to improve what it does'.

3. 74% of surveyed parents/ carers reported that 'the school understands the needs of the families and the community which it serves'.

Policy requirements

Aboriginal education

SEWS is dedicated to fostering our students' knowledge and understanding of Aboriginal and Torres Strait Islander people as the first people in Australia. In 2016 an acknowledgment of the Guringai People and their connection with our land was continued at our weekly assemblies and any special performances including Naidoc and Sorry Day. Students engaged with teaching programs incorporating Aboriginal perspectives across all Key Learning Areas. The NSW Department of Education and SEWS continue to be committed to improving the wellbeing and educational outcomes of Aboriginal and Torres Strait Islander (ATSI) students.

Multicultural and anti-racism education

Multi-cultural awareness and education are embedded in learning programs at SEWS. Students also participated in a variety of multi-cultural activities, including our Harmony Day presentation and music therapy, valuing and acknowledging Australia's rich cultural diversity. The Department of Education's Multi Cultural Education Policy commits to all schools providing opportunities to enable students to access education and participate successfully in our culturally diverse society.