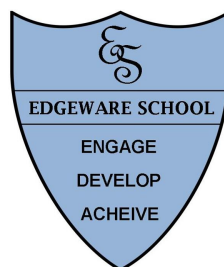


Edgeware School

Annual Report



2016



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Introduction

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

Rod Clayton

Principal

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Message from the Principal

I would like to thank every student, family member, carer, supporter and staff member who contributed to the school development throughout 2016. Success was achieved academically, socially, vocationally and personally during the year. All student education plans were well considered and designed to maximise opportunities for engagement, achievement and development. Congratulations to the students who successfully completed their RoSA requirements and are now entering the workforce. Also deserving of praise are the students who set and achieved goals related to transition, work experience, study skills and personal development.

The school also developed significantly during 2016 as we integrated the Learning Management and Business Reform initiative. This was, and continues to be, a major undertaking and the positive involvement of all staff throughout the process has been outstanding particularly our administration staff.

Our strategic directions related to teaching, learning and leadership continue to be developed and reviewed and we will be producing a school plan for the 2018–2020 cycle based on our evaluation of current initiatives and projected school and community priorities.

Message from the school community

Parents and Carers of students enrolled at Edgeware along with our community support personnel praised the individualised learning programs offered and the open, honest communication model adopted throughout the school. Representatives from 3 families spoke at our end of year presentation day to express their appreciation regarding their children's educational outcomes.

School background

School vision statement

To provide opportunities for successful academic, social and transitional achievement by students.

We aim to work in partnership with families, carers and community supporters to assist with all aspects of student engagement, achievement and development strategies.

We want to provide a safe, well resourced, attractive and welcoming teaching, learning and working environment where expectations are clear and achievements are celebrated.

Our staff will continue to demonstrate a strong commitment to public education and professional development.

School context

Edgware School for a Specific Purpose is located at Hurlstone Park. The school currently caters for 35 year 7 to 12 students from across the Sydney metropolitan area who have been clinically diagnosed with an emotional disturbance or disorder. They demonstrate a wide range of anti-social and serious disruptive behaviours.

Student enrolment is offered through a placement panel process coordinated by the local educational services team. Applications may be made by mainstream schools, other special settings or from outside the Government school system.

An Individual Education Plan is developed for each student which emphasises academic progress, vocational education, social skills and the refinement of socially appropriate behaviour.

Transition plans are prepared to support students at critical points which may include returning to mainstream, entering TAFE, joining the workforce or engaging in alternative educational or social programs.

The school maintains close contact with families and carers and strong relationships with community agencies and supporters involved in assisting our students such as other schools and NSW DoE employees, Family and Community Services, Juvenile Justice, Police, Health services, TAFE and employment providers.

The school motto is "Engage, Achieve, Develop".

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.

In the domain of Learning we identified as being at the delivering level in terms of the Student Performance Measures element and at the Sustaining and growing level for all other elements.

Across all elements of the Teaching domain we determined the school was at a sustaining and growing level.

The school's on-balance judgement for all elements of the Leadership domain was at delivering level.

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

Improved learning through consistent application of key high quality practice elements.

Purpose

To ensure there are opportunities for all at Edgeware to engage positively with the school, achieve while here, be safe and develop skills through learning programs that will enable transition plans to succeed.

Overall summary of progress

Progress has been satisfactory, the target of 90% by the end of the 2017 year appears obtainable. An intensive support program is to be implemented to target students at risk of not achieving the goal. The work readiness assessments have been a strength outcome in 2017 are expected to be above expectations.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Over 90% of students actively involved in their Individual Education Plan development, implementation and review as compared to current level of 55%.	At this stage of the three year plan throughout 2016 the level has raised from 55% to 75%.	Staff, consultants, HSLO and community support agencies utilised appropriate school funds.
50% increase in the number of students able to successfully complete employment readiness assessments from current baseline percentage to be determined during 2015.	Baseline percentages determined in 2015 indicated approximately 60% of our students were considered ready for employment after assessment and work experience placements. In 2016 we had improved that percentage to 70%.	School to work funds, staff, community support agencies, work experience providers and professional learning funds.

Next Steps

In order to maintain 90% active involvement in the I.E.P process daily monitoring of application to schoolwork and attendance is needed from both staff and students. Continued student participation in self-evaluation and monitoring of their academic and vocational goals in their I.E.Ps include meetings consisting of classroom teachers, executives and other agencies.

Edgeware has daily communication with specified contacts for students, parents and carers. This enables Edgeware to have a very clear and precise knowledge of each students whereabouts and progress.

Through data collection the identified group continuing to be intensely monitored will require Edgeware to continue working with other agencies involved including, but not limited to, Juvenile Justice, FACS, Youthblock, Community Liaison Officers, Police Youth Liaison Officers (PYLOs) along with Parents and Carers.

Part of the new Edgeware Year 10 program will require all students to be able to complete at least 3 employment readiness assessments including establishing a Unique Student Identification number (USI) resume /CV, work experience, short TAFE course and White Card.

Transition support for students exiting or finishing at Edgeware will also include working with other agencies such as; Anglicare, Catholic Care, Exodus, TAFE, career counsellors, Aboriginal employment strategy and Tribal Warrior; continued liaising with TVET coordinators offering short TAFE courses; flexibility within stage 5 programs to enable students to participate in programs that support academic programs geared towards entering the workforce and TAFE.

To support these processes the school will continue to use appropriate funds effectively.

Strategic Direction 2

Strategic implementation of key teaching elements across the school with excellence as our goal.

Purpose

We want the most effective teaching methods used, assessment to be data driven, feedback to be constructive and appropriate professional development plans created and completed.

Overall summary of progress

The targets set in 2015 has almost been reached. As accreditation requirements are implemented in 2017 it is expected that the targets will be exceeded. The introduction of portfolios is considered one of the most significant initiatives of this planning cycle.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Average annual registered Professional Development activities supporting quality teaching undertaken by staff will increase from 7.9 hours per person per year in 2014 to 30 hours by the end of 2017.	During 2016 the average professional learning hours completed by staff increased from the original 7.9 in 2014 and is currently at 25.	Professional Learning funds and staff development days.
80% of students will demonstrate satisfactory improvement in reading, writing and numeracy skills as compared to baselines established in 2015.	Baselines determined in 2015 were irregular throughout 2016 we investigated individual assessments rather than an across school target. Individual portfolios were introduced which will provide evidence of academic achievement.	Staff professional development funds and Key Learning Area resources.

Next Steps

Professional development beyond 2017 will be directed towards staff seeking accreditation. Through this process it is expected that Professional Development hours will increase as staff plan to meet competencies in the teaching accreditation standards. Performance and Development Plans will plan for goals of hours of Professional Development to be maintained or exceed 30 hours per staff member. Targets of Professional development will include improving Literacy and Numeracy achievements, work readiness for students, quality teaching and school management/ leadership capabilities.

Growth in Numeracy and Literacy achievements will remain a primary target of the new school plan. Assessment of student capabilities has been established and ongoing development of Individualised Learning Plans to target Literacy and numeracy achievements will continue to be developed. It has been identified that individual student portfolios provide best measurements and records of student achievement. Promote an increase in students attempting internal and external assessment and the results achieved with NAPLAN as a key platform. Year 10 ROSA and Stage 6 programming will continue to be developed with independent and self-determining Year 10 programs being established. Staff Professional development and Performance and Development Plans will continue to prioritise Numeracy and Literacy achievements.

Strategic Direction 3

A self sustaining and self improving school community committed to the highest level of leadership elements.

Purpose

We want leadership decisions made that will support a culture of high expectation, continuous improvement, astute application of resources and increased professional effectiveness of all current and future school leaders.

Overall summary of progress

All funds have been utilised effectively as evidenced by the successful audit process, in particular RAM funding. The transition to LMBR system is underway and all staff with leadership aspirations or roles have PDPs in place that cater for their goals.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
100% of annual Resource Allocation Model funding will be integrated with the school planning and implementation processes.	RAM funding successfully supported the introduction of engagement and development programs with specific emphasis on English, Visual Arts and Aboriginal Education.	Socio-economic, Aboriginal education and English Language equity funds.
100% of aspiring and current school leaders will be participating in purposeful leadership roles and/or development programs.	New PDP structure implemented, opportunities for 100% of aspiring leaders were provided internally and externally. Current executive maintained and developed individual leadership development programs.	Professional Development funds, community of schools, staff development days.

Next Steps

RAM allocations will continue to be expended by supporting engagement, achievement and data development initiatives. The school will continue to use RAM allocations to engage Aboriginal and low socio-economic students by allocating funds to the Visual Arts, English, Work experience and connected classroom programs. We expect funding levels to remain consistent throughout 2017. As the 2015 – 2017 school plan concludes outcomes from the previous funding initiatives will be used to determine future planning. Feedback regarding satisfaction with the equity program will be gathered and used to guide the 2018 – 2020 school management plan.

Staff will continue to be presented with leadership opportunities and / or development programs to support their professional development goals within their PDPs. The school expects that there will be leadership opportunities arising both internally and externally along with registered and non registered training and development activities taken. Funds will be allocated according to relevant and meaningful opportunities as they arise. Professional Development programs will be enhanced as feedback and observation processes will be maintained, reviewed and developed.

Consultation with all stakeholders will be undertaken in an attempt to ensure school community expectations regarding leadership directions are appropriate.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	Aboriginal background loading funds were used to employ a staff member, who developed specific programs that enhanced classroom programs by including Aboriginal perspectives accross the curriculum.	\$12,007
English language proficiency	The funding supplied was used to improve English Language resource levels within the school.	\$400
Socio-economic background	Resources were used to employ additional staff, who designed and implemented engagement programs which focused on Key Learning Areas of English and Visual Arts	\$36424

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	15	24	25	17
Girls	9	9	8	3

School enrolment details are taken at a single point in time which does not account for students who were awaiting enrolment confirmation or enrolled later in the year. The school has 5 classes which can each cater for 7 students meaning there can be a maximum of 35 students on site at any time. There are multiple enrolments and exits at various times throughout the year which explains enrolment profile variations.

Management of non-attendance

Students attend full time each day and are enrolled entirely at Edgware. Enrolment is offered via a Regional placement panel process. There is no mandatory integration program with referring schools but re-integration is possible. Non-attendance is managed by the school and considered unacceptable. Home School Liaison Officer support is applied for in the case of severe attendance concerns.

Structure of classes

The school is staffed to operate 5 classes with a maximum of 7 students per class. Class make up is determined by the enrolment profile, student dynamics and individual student needs. Positions in classes are reviewed each term. Students in each class may be from any of the year 7–12 grades. There is a School Learning Support Officer in each class.

Retention Year 10 to Year 12

5 students will enter the Year 11 component of the stage 6 program in 2017.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	50	0	0
Employment	35	0	0
TAFE entry	15	0	0
University Entry	0	0	0
Other	0	0	0
Unknown	0	0	0

Year 12 vocational or trade training

In 2016 there were no Year 12 students enrolled in vocational or trade training.

Year 12 attaining HSC or equivalent

In 2016 there were no students enrolled in the Year 12 program.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	3
Classroom Teacher(s)	3.59
Teacher Librarian	0.2
School Counsellor	0.5
School Administration & Support Staff	6.18
Other Positions	0.2

*Full Time Equivalent

In 2016 the school had 1 Aboriginal employee on staff.

Workforce retention

During 2016 staffing remained consistent. There were no transfers in or out nor were there appointments or retirements.

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	33

Professional learning and teacher accreditation

No permanent staff required accreditation during 2016. 2 casual staff members were successful with their accreditation submissions. Professional learning is an integral component of Strategic Direction 2 and improvement measure progress has been positive.

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.

	2016 Actual (\$)
Opening Balance	0.00
Revenue	334 174.60
(2a) Appropriation	333 812.45
(2b) Sale of Goods and Services	0.00
(2c) Grants and Contributions	0.00
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	362.15
Expenses	-32 252.77
Recurrent Expenses	-32 252.77
(3a) Employee Related	-15 871.17
(3b) Operating Expenses	-16 381.60
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	301 921.83
Balance Carried Forward	301 921.83

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 was successfully audited in 2016 with no issues arising.

	2016 Actual (\$)
Base Total	325 043.00
Base Per Capita	3 344.91
Base Location	0.00
Other Base	321 698.08
Equity Total	39 568.02
Equity Aboriginal	10 892.96
Equity Socio economic	28 275.06
Equity Language	400.00
Equity Disability	0.00
Targeted Total	957 115.93
Other Total	181 422.57
Grand Total	1 503 149.51

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.

School performance

NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The small size of the Year 7 and Year 9 cohorts at this school does not support year group reporting.

HSC

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

No students were enrolled in or completed HSC Year 12 programs in 2016.

ROSA

100% of students who completed the stage 5 program

met RoSA requirements.

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school.

Their responses are presented below.

Parents and Carers are heavily involved with the school during the year. From enrolment, through our challenges and successes and as students leave us there is always a spirit of mutual respect and an understanding that student outcomes are a priority. Parents have reported that the level of individual attention available is positive.

Student satisfaction levels understandably vary but during 2016 we had highly complementary feedback from many students who had previously attended and wanted the school to know how positive their experiences were and how much they appreciated the support they were able to access. Our exiting Year 10 students were all able to express pride in their achievements and state clear plans for the future.

Policy requirements

Aboriginal education

Aboriginal Education Perspectives are embedded across all key learning areas. School awareness and improvement continues to be supported through understandings enriched by previous involvement in the 8 Ways of Aboriginal Learning staff development initiative and involvement with Department and community agencies responsible for Aboriginal education and work programs.

Multicultural and anti-racism education

We are a school which reflects a wide range of people with varied cultural backgrounds who we treat with equality and respect. All learning programs include multicultural perspectives and our commitment to being a fair, tolerant and inclusive school is fundamental.