

# Royal Far West School

## Annual Report



2018



5504

## Introduction

The Annual Report for **2018** 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

Relieving Principal

## School contact details

Royal Far West School

22 Wentworth St

Manly, 2095

[www.royalfarwe-s.schools.nsw.edu.au](http://www.royalfarwe-s.schools.nsw.edu.au)

[royalfarwe-s.school@det.nsw.edu.au](mailto:royalfarwe-s.school@det.nsw.edu.au)

9977 2452

## School background

### School vision statement

Royal Far West School aims to improve the quality of, and the access to the educational services that rural students need in order to lead healthy, fulfilling, productive and responsible lives.

### School context

RFWS provides educational services to the clients of the Royal Far West's integrated health, education and disability service. The NSW Centre for Effective Reading has a hub within the school. The Centre provides services to students with complex and severe reading difficulties in rural and remote NSW. Although located on the beachfront at Manly, all students are from country NSW, often from remote areas of the state. Students present with a range of medical conditions, including developmental, learning, behavioural, emotional and communication difficulties and disorders. The school works with students aged 3 years 6 months to 18 years, with 20% identifying as Aboriginal. All children are accompanied to RFW by a parent or carer. The school works in partnership with families, RFW, country schools and local services to provide information, consultancy, resource advice, professional development and program assistance. RFWS has a strong focus on building capacity in schools across the state using video conferencing and internet-based video communication for individual, ongoing student support. For further information see [www.royalfarwest.schools.nsw.edu.au](http://www.royalfarwest.schools.nsw.edu.au)

## 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.

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

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

## Strategic Direction 1

Integrated health and education service.

### Purpose

To enable a holistic, collaborative and multidisciplinary service that supports rural students. This holistic approach aims to realise the individual potential of students who come from geographically disadvantaged areas of NSW

### Overall summary of progress

The focus of 2018 was to complete the move to a shared purpose built facility to ensure the provision of quality educational and clinical services. This move was completed in December. This move has supported the development of multidisciplinary teams of educators and health professionals who are working together to share assessments, reports and recommendations for students attending the Royal Far West School.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Multidisciplinary Teams consisting of health professionals and educators working in close collaboration across all aspects of the service.	Nil	Multidisciplinary teams have been created to support the specific needs of the child.
Integrated health and education assessments, reports and recommendations for intervention and support.	Nil	All children attending RFWS and RFW are assessed, and reports and recommendations shared with the family and referring schools.
A range of evidence-based integrated health and education group programs.	Nil	Health and education recommendations have been integrated into the children's ongoing personalised learning and behaviour plans.

### Next Steps

The new shared space will enable the MDTs to continue the successful collaboration to support the needs of the children, the families and the referring school.

## 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

Children, families and schools based in rural and remote communities will continue to access reports and recommendations from the MDTs via video conferencing. The support is personalised to the specific needs of the child, and is evidence based.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Schools in rural and remote NSW providing evidence based personalised support for students with complex health and education needs.	Nil	Schools are developing more confidence in accessing support from RFWS via video conferencing technology.
Parents and carers being informed, confident and realistic advocates for their children in their local school.	Nil	Parents have become more confident in advocating for the needs of their children through the process of video conferencing.

### Next Steps

All staff at RFWS will have access to training in the use of assistive technology to support the complex needs of children attending schools in rural and remote communities.

Capacity building of the parents will be expanded so they are able to make informed decisions on the specific needs of their children.

### 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

Assessments and recommendations from RFWS and RFW have been streamlined to meet the needs of the schools and families located in rural and remote communities.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
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.	Nil	Teaching staff based in rural and remote schools have had greater access to strategies and resources by enhancing of assisted technologies available.
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.	Nil	RFWS staff have participated in professional development to enhance their understanding of trauma informed practice.

### Next Steps

To expand the training of trauma informed practice to schools located within rural and remote communities.

To continue to enhance the use of assistive technology in rural and remote communities.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$67,042	The funding supported the RFWS AEO to work with the rural and remote communities and schools to develop and write authentic personalised learning plans.
<b>Socio-economic background</b>	\$55,000	This funding has supported capacity building of teachers in rural and remote communities to use assisted technology to understand the specific needs of children referred to the RFWS and Rural Far West clinical services.



## Student information

All students attending the Royal Far West School are from rural and remote communities in New South Wales. The student cohort consists of RFW clients and their siblings. The children attending RFWS range in age from 3.5 years to 18. The four school classes cover curriculum outcomes from early stage one, to stage 6.

Approximately 40 children enrol each week and are shared with their referring school. These schools are within the NSW Department of Education, the Catholic or Independent School System. 20% of the students identify as Aboriginal or Torres Strait Islanders.

Many children attending RFWS are highly anxious, very oppositional or school avoidant. Some have a history of school suspensions. These children are supported by the Assistant Principal (Operations), School Counsellor and the team of dedicated special education teachers and learning support officers.

The Centre for Effective Reading Manly is an essential part of the RFWS team. The Centre provides multidisciplinary assessment and personalised programs to country children with complex reading difficulties. These children are not generally clients of. The team to support these children consists of an Assistant Principal(CER), a speech pathologist, a special education teacher and a psychologist.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	2
Classroom Teacher(s)	4.8
Teacher Librarian	0.2
School Counsellor	1
School Administration and Support Staff	7.61

\*Full Time Equivalent

The staffing allocation is for one full-time Principal, two Assistant Principals (one school operations and one CER) and a fulltime school counsellor. The staffing entitlement enables the school to provide 4 classroom teachers and a learning and support teacher (literacy).

Royal Far West School is fortunate to have one full-time Aboriginal Education Officer and one special education Aboriginal teacher.

### 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 staff are accredited with NESA and are maintaining accreditation at proficient level. No teachers at RFWS were seeking voluntary accreditation at Highly Accomplished or Lead levels.

In 2018 staff attended a variety of professional learning courses in line with individual professional development plans and the 2018–2020 School Plan

All school members attended staff development days: topics included;

- mandatory child protection
- CPR training
- Anaphylaxis training
- NESA accredited Promethean Board training
- NESA accredited FilmPond training,
- Story Factory training
- FDC audio visual training
- Visit to Killara and Harbord Public to support the relocation ideas for the new build
- information sessions with EAPS to support staff wellbeing during the transition process to the new facility

Individual members attended ;

- teaching physical activities to children with a disability
- EduTECH Conference
- Recovery at Work" training
- Equity Matters Symposium
- Emergency Planning and Resource Workshop
- NBLA Combined Schools Development Day
- Advanced Resuscitation proficiency course

A total of \$6942 was spent on professional learning in 2018.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.



	2018 <b>Actual</b> (\$)
<b>Opening Balance</b>	141,309
<b>Revenue</b>	2,027,149
Appropriation	2,024,866
Sale of Goods and Services	0
Grants and Contributions	884
Gain and Loss	0
Other Revenue	0
Investment Income	1,399
<b>Expenses</b>	-1,773,167
Recurrent Expenses	-1,773,167
Employee Related	-1,720,675
Operating Expenses	-52,491
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	253,982
<b>Balance Carried Forward</b>	395,291

- Throughout 2019 the School Executive held regular scheduled finance meetings to review the financial position of the school and to monitor the spending in accordance with the Department of Education's policy requirements.
- Staff professional learning did not reach the budgeted figure. Many complimentary programs were offered to support the move to the new facility. These included assistive technology and information technology support.
- SWAY funding was supported by a small grant in 2018 but this will need to be reviewed in 2019 so that the program can be sustained .

### Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2018 <b>Actual</b> (\$)
<b>Base Total</b>	414,517
Base Per Capita	15,524
Base Location	0
Other Base	398,993
<b>Equity Total</b>	122,228
Equity Aboriginal	67,042
Equity Socio economic	55,186
Equity Language	0
Equity Disability	0
<b>Targeted Total</b>	1,067,691
<b>Other Total</b>	134,722
<b>Grand Total</b>	1,739,157

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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

- Thank you for your support of my son..... In the past he refused to pick up a book. There were always fights about doing homework. He is now

reading on his own, and borrowing books from the school library.

- ..... has just returned from her first visit to RFW and RFWS. She was made to feel special while she was with you. She can't wait for her next visit.
- We come from an inland town so it was great to be able to enjoy Manly. ... loved going to school at RFWS but the highlight for him was the opportunity to go sailing with Craig and Jenny. Thank you.
- It was a great week at RFWS. .... was sad to leave . Thank you for your great support.
- I appreciated the support you offered to our staff at the teleconference yesterday. This helped us really develop an ongoing plan to support ....

## Policy requirements

### Aboriginal education

At RFWS there is one Aboriginal Education Officer , a trained anti –racism officer and a strong culture of inclusiveness.

The Aboriginal Education Officer assists children and the families prior to their visit to Manly , during the visit and post visit .She liaises with clinical staff from RFW regarding cultural issues and supports them to engage with the Aboriginal families. The classrooms and teaching programs are rich in Aboriginal resources and the 8 Ways of Aboriginal Learning is embedded in all programs..

RFWS team has developed an early oral language program (SWAY) that embeds Aboriginal cultural knowledge. This team includes the RFWS AEO, a speech pathologist and an early learning teacher. Through quality professional development and evidence based pedagogy ,SWAY works with rural and remote communities to build the capacity of teachers. The program is the result of a collaboration with the local community ( through the support of the local AECG).

### Multicultural and anti-racism education

At RFWS cultural harmony and awareness is promoted through the integration of multicultural perspectives across the curriculum. Teaching and learning programs foster students' understanding of culture, cultural diversity, racisms and active citizenship within a democratic and multicultural society.