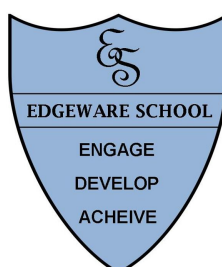


# Edgeware School Annual Report



2018



5737

## Introduction

The Annual Report for **2018** is provided to the community of Edgeware SSP 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

### School contact details

Edgeware School

Burnett St & Tennett Pde

Hurlstone Park, 2193

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

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

9554 7044

## 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, sub domains learning culture, wellbeing and curriculum remained consistent at the sustaining and growing level. Assessment and reporting showed some growth moving to sustaining and growing. Some themes within the sub domain student performance measures were deemed not applicable in context of our specific school setting, therefore delivering was identified for this area. Teaching domain is growing and we are continually reviewing and consolidating areas within themes, ensuring all points are achieved at this level. Therefore sub domains including effective classroom practice, data skills and use, professional standards and learning development remain in the sustaining and growing level. In the domain of Leading, sub domains educational leadership and school planning, implementation and reporting remain in the delivering as various themes within these sub domains continue to be worked on. School resources and management practices and processes continue to sustain and grow.

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/self-evidence-guide>

## Strategic Direction 1

Further progress achievement in engagement and learning through wholistic school initiatives and programs.

### Purpose

Engage, enable and provide all Edgeware students with wholistic school programs that encourage participation in a range of learning opportunities that develop student skills, knowledge and self management that are transferable throughout life.

### Overall summary of progress

Focus for 2018 in strategic direction 1 has been driven towards including a variety of assessment activities across the school and wholistic individual student programs which are being documented. Success has been achieved in developing contacts in other agencies, support from the Department of Education Curriculum advisor and Literacy and Numeracy advisor, Tafe programs and Welfare based programs being accessed by our students. The installation of Sentral into Edgeware recording and documenting of school services and data has been a major investment in our operating procedures. Professional learning in Sentral is set for 2019.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase all teaching staff to expertly include formative and summative assessments in wholistic student plans. Increase number of students completing a range of assessments, assessing progress across curriculum and identifying improvements required for teaching and learning practices.		Professional learning in assessments is occurring. School assessments are being driven by summative assessment principles as professional learning increases the skill of staff in this form of assessment..
Increase the proportion of students demonstrating productive participation across their wholistic student plans including academic, behavioural, transition and or wellbeing components at school.		Students are engaging in a wide scope of school and community programs. Target numbers are being worked on to reach 85% by 2020.
Increase satisfaction feedback from parents, students and community on reporting and effective communication.		

### Next Steps

Planning for student programming will continue to encompass wholistic components of the student's development. Welfare and transition will have a greater focus on being included in individual student programs during 2019. The Department of Education Curriculum advisor will continue to support assessment strategies that suit the context of our school, particularly formative assessment. Staff will be formalising this form of assessment into their programming. A life skills program is being created that will also be mobile for those engaged in other unique and individual pathways to allow further students to access year 10 studies.

## Strategic Direction 2

Informed planning and purposeful practices that lead to targeted outcomes and sustained learning.

### Purpose

To invest in; efficient practices to improve student outcomes, professional standards to advance expertise, school reflection to monitor progress and build a framework of continuous improvement.

### Overall summary of progress

This is the first year of the 2018–2020 school plan cycle. Planning and coordinating tasks have been the primary intentions for this phase of the cycle. Professional learning has been directed at Data analysis, Literacy development and teacher identified learning that correspond to School Plan Strategic Directions. Staff have formed action teams and started the planning stages of integrating a whole school Literacy program. Support and collaboration with the Department of Education Literacy and Numeracy strategy advisor has been employed to ensure best outcomes particularly for literacy employment preparation and living skills. Professional learning targets are being met in Data and Literacy with Numeracy set for 2020. Stage 5 and 6 accessing the minimum standard online testing has been delayed until 2019. Measures are on track to be achieved by the end of the School Plan cycle in 2020.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Staff develop confidence and expertise in Professional Learning in each targeted domain of Data, Literacy and Numeracy.  Implement a Literacy and Numeracy program across the school resulting in increased student achievement through individual learning goals.	Teaching Resources \$60,000	Data professional learning benchmarks have been achieved. 50% of staff have completed Literacy Learning.
75% of Stage 5/6 students attempting the Minimum Standard Online Tests, achieve Level 3 of the Australian Core Skills Framework (ACSF).		Students will access the minimum standard online test (Australian Core Skills Framework) from 2019. Literacy initiatives started

### Next Steps

Professional learning and action teams are set to introduce the CARS and STARS Literacy program into Edgeware school operations in 2019. The Literacy and Numeracy strategy advisor will continue to build the capacity of staff to design and deliver targeted Literacy strategies. Year 10 students and school leavers will be prepared to sit the minimum standard online test (Australian Core Skills Framework) through those Literacy learning initiatives being implemented at Edgeware school. Benchmarks will be established in 2019 with the aim to achieve greater than 50% of students achieving Level 3 in the minimum standard test. Instructional leadership will be absorbed into the next school plan where time and staff availability are favourable. Data analysis professional learning will firm as a focus in 2019 and Numeracy in 2020. Staff are on target to meet 5 hours of professional learning in data, literacy and numeracy learning hours as this progresses into 2019 and 2020.

### Strategic Direction 3

Quality leadership that fosters whole school improvements.

#### Purpose

School plans for continuous improvement with clear strategic directions that drive high expectations of school performance in engagement and participation of students, community and leaders.

#### Overall summary of progress

Leadership and management have developed to increase Leadership opportunities to aspiring staff and develop the capabilities of all staff particularly in learning, teaching and leading. The School plan has been developed and implemented through the leadership team. Non executive staff have increased their collaboration on school planning and participation in milestone actions. The 360 tool has been investigated and sourced as the instrument we want to report school community feedback. The features of the feedback from the 360 tool are being established in the next phase of the school plan. Executive staff completing online training in the Executive leadership course to be temporarily delayed. All staff are planning professional goals based on school plan initiatives and strategic direction milestones and measures.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase satisfaction feedback from 360 tool from parents and community on reporting and effective communication.		360 tool has been investigated, to be implemented in 2019. Monitor and review in 2020.
Executive, or aspiring executive staff participate and complete sections of the online training in executive leadership credentials course at lead level.		Staff are on track to complete executive leadership training by the end of the school plan cycle in 2020.

#### Next Steps

The leadership team will continue to develop the school plan and increase the participation of the school community in it's execution. 2019 will focus on implementing and reviewing parental and school community feedback from the 360 tool to shape future planning and school improvement. Literacy progression professional learning is set as a whole school focus. Executive staff participating in training in the online leadership course are expected to achieve completion by 2020. Leadership opportunities extend into 2019 for teaching staff through expression of interest placements, relieving and mentoring roles of teachers seeking accreditation. Professional learning across the leadership team will expand to include validation elements.

## Student information

### Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	25	17	19	16
Girls	8	3	3	3

Student enrolment profile numbers do not accurately reflect the number of students engaged throughout the year. In 2018 33 students were enrolled.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	3.59
Teacher Librarian	0.2
School Counsellor	0.5
School Administration and Support Staff	6.61
Other Positions	0.2

\*Full Time Equivalent

In 2018 there were no Aboriginal employees working in our setting.

### 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	25

### Professional learning and teacher accreditation

All staff have completed mandatory and additional professional learning. All teachers met required accreditation standards.

## Financial information

### Financial summary

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

	2018 Actual (\$)
<b>Opening Balance</b>	603,643
<b>Revenue</b>	1,860,289
Appropriation	1,855,088
Sale of Goods and Services	-150
Grants and Contributions	794
Gain and Loss	0
Other Revenue	0
Investment Income	4,557
<b>Expenses</b>	-1,487,039
Recurrent Expenses	-1,487,039
Employee Related	-1,392,522
Operating Expenses	-94,517
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	373,250
<b>Balance Carried Forward</b>	976,893

Funds have been carried forward as the school is expecting to implement a significant school facilities upgrade.

### 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>	418,416
Base Per Capita	12,936
Base Location	0
Other Base	405,480
<b>Equity Total</b>	73,048
Equity Aboriginal	24,617
Equity Socio economic	48,031
Equity Language	400
Equity Disability	0
<b>Targeted Total</b>	992,846
<b>Other Total</b>	188,471
<b>Grand Total</b>	1,672,780

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

Parents and Carers reported a deep level of satisfaction with the level of individualised support each of their children received. Staff indicated the school provided great opportunities for developing skills. Student perceptions of the school were widespread but all would acknowledge the program is consistent and provides opportunities to learn in and out of school situations.

## Policy requirements

### Aboriginal education

Aboriginal education contexts are developed across all curriculum areas. The Aboriginal education program is supported by funding contained in our annual budget allocation.

### Multicultural and anti-racism education

The school prides itself on being an inclusive and supportive environment. Fairness and equity are values we strive to demonstrate daily. Student backgrounds are varied and valued. The school aims to be a safe, supportive and discrimination free place to work and learn.