

# Royal Far West School

## 2019 Annual Report

Royal Far West School

*partners in learning*



5504

## Introduction

The Annual Report for 2019 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.

### School contact details

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## 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

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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/school-excellence>

### Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Working towards Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Excelling

## 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

### Improvement Measures

Multidisciplinary Teams consisting of health professionals and educators working in close collaboration across all aspects of the service.

Integrated health and education assessments, reports and recommendations for intervention and support.

A range of evidence-based integrated health and education group programs.

### Progress towards achieving improvement measures

**Process 1:** Create flexible, innovative internal staffing model to more capably meet the needs of students.

Evaluation	Funds Expended (Resources)
Using data collected and provided during the intake process, students are grouped based on their individual interests. Teachers are allocated to groups with an understanding of their skill set and expertise. Student and teacher feedback has been positive using this group allocation method.	NIL

**Process 2:** Monitor the proportion of students participating in innovative, evidence-based multidisciplinary programs that clearly address specific cohorts and have clear, shared goals

Evaluation	Funds Expended (Resources)
Student numbers of those participating in Multidisciplinary programs such as SWAY, Centre for Effective Learning (CEF) and LaST are recorded in all instances on the relevant databases. Student numbers were as expected based on the intake of both RFW and RFWS.	Nil

### Next Steps

RFWS aims to continue to group students based on individual interest and will continue to monitor the effectiveness of this method. In 2020, the number of clients participating in Multidisciplinary programs such as SWAY, Centre for Effective Learning and LaST will continue.

## 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.

### Improvement Measures

Schools in rural and remote NSW providing evidence based personalised support for students with complex health and education needs.

Parents and carers being informed, confident and realistic advocates for their children in their local school.

### Progress towards achieving improvement measures

**Process 1:** Integrated health and education teams given time to develop and implement staff training modules to better equip rural and remote school staff to provide support to students with complex health and education needs

Evaluation	Funds Expended (Resources)
Professional Learning was undertaken by RFWS staff on a regular basis. External allied health professionals, such as Occupational Therapists and Social Workers presented to staff. This professional learning is the beginning of the process to create 'Modules' that can be sent to our rural and remote home schools to assist in their professional learning.	Nil

**Process 2:** Health and education staff trained in effective video conferencing techniques

Evaluation	Funds Expended (Resources)
Assistant Principals continued to chair video conferences between families, home schools, RFW and RFWS. One additional staff member, other than members of the Executive team, was mentored and experienced the Video Conferencing process in 2019. Indications given were that other staff members would be interested in this opportunity moving forward.	Nil

**Process 3:** RFWS website to be used to host parent and teacher training modules and practical resources for parents, teachers and students

Evaluation	Funds Expended (Resources)
RFWS website continues to be updated with regular NSW DoE updates and information. Professional learning has been used to form the basis of ideas for 'modules' that could potentially be developed and be hosted on the website for rural and remote home schools.	Nil

**Process 4:** Monitor numbers of schools taking part in multidisciplinary videoconferences

Evaluation	Funds Expended (Resources)
RFWS database indicates that over 250 schools have been part of the multidisciplinary video conferencing process. Schools from rural and remote settings as well as different education sectors (Public, Catholic and Independent) have all formed part of this number.	Nil

**Process 5:** Monitor numbers of schools taking part in staff training modules offered by RFW/S

## Progress towards achieving improvement measures

Evaluation	Funds Expended (Resources)
<p>Staff training is offered to rural and remote schools from specialised programs within RFWS. SWAY records the number of onsite and online training programs undertaken by early childcare and kindergarten settings. SWAY has applied for NESA accreditation due to the effectiveness and importance of their program.</p> <p>The Centre for Effective Reading (CER) uses the RIM system to monitor numbers within their training program. This training is seen as a highly effective and valued resource for home school teachers.</p>	Nil

### Process 6: Monitor number of parents attending individual and group sessions

Evaluation	Funds Expended (Resources)
Every new parent meets in an individual session with a member of the RFWS Executive team. Parents of students who have participated in the RFWS Reading & Comprehension program also have a follow-up meeting.	Nil

## Next Steps

In 2020, RFWS staff will prioritise one module to develop and share with rural and remote schools. Knowledge gained from professional learning opportunities in 2019 will form a basis for this module. This module may be used to help support home schools to provide evidence based personalised supports for students. RFWS staff will continue to provide video conferences with home schools and more staff will have the opportunity to learn this process. Monitoring of number of schools and parents participating in different elements of the program will continue.

### 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.

#### Improvement Measures

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.

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.

#### Progress towards achieving improvement measures

**Process 1:** Multidisciplinary staff to develop a range of evidence-based programs and resources that can be personalised to meet the needs of individual students

Evaluation	Funds Expended (Resources)
All staff attended a range of Professional Learning to continue to improve their knowledge and understanding of Trauma Informed Practice (TIP). This knowledge has been used to underpin all teaching and learning programs as well as develop a culture of trauma informed care is practiced within RFWS at all times.	\$1000

**Process 2:** Rural and remote schools to provide RFW/S with existing individual learning and support plans prior to enrolment

Evaluation	Funds Expended (Resources)
The school counsellor has worked with RFWS staff to improve and advance the questionnaire that all clients return before commencing their visit. This data has allowed for better preparation before clients arrive on site.	Nil

**Process 3:** Video conference minutes following initial visit to RFW to include individual learning plan recommendations

Evaluation	Funds Expended (Resources)
Video Conferences and telehealth conferences have been used effectively to provide a range of information and available services to families and home schools. Positive feedback about the goals provided, strategies that could be implemented at both home and school as well as 'next steps' has been received. This is seen as an integral part of the RFWS service to our clients.	Nil

**Process 4:** Embed options for training staff in rural and remote schools in personalising support for students

Evaluation	Funds Expended (Resources)
SWAY applied for NESA accreditation due to the overwhelming success and effectiveness of the training and support it offers rural and remote early childcare settings. RFWS's incidental training and professional learning for its home schools is evident within the teleconferences and video conferences. Home school's school executive, teachers, SLSOs and families have all been part of this process.	\$26,000



## Progress towards achieving improvement measures

**Process 5:** Follow up videoconferences for all new clients 6–8 weeks after initial VC. Rural schools to provide feedback prior to follow up VC, including copies of current individual learning plan

Evaluation	Funds Expended (Resources)
The number of video conferences hosted by RFWS with families and home schools needed to increase due to redesign of the Paediatric Development Program. Although this redesign is in the early stages of implementation, this increase in the number of video conferences will continue and the effectiveness monitored and assessed.	Nil

**Process 6:** Monitor numbers of rural schools embedding RFW/S recommendations for personalising learning support into existing and/or new plans.

Evaluation	Funds Expended (Resources)
The newly developed school questionnaire is now used to check improvements and implementations of Personalised Learning Suggestions that have been made by RFWS. Video conferences are also effectively used to monitor whether home schools and families are embedding RFWS recommendations.	Nil

## Next Steps

2020 will see RFWS continue to deliver personalised evidence-based programs to all students. Professional learning will be embedded into teaching and learning plans and video conferences will continue to be delivered with the aim of providing supports to home schools and families.

The questionnaire will continue to go out to new clients and this will continually be monitored and adjusted as needed.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$68,575  <b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• Aboriginal background loading (\$68 575.00)</li> </ul>	The funding supported the RFWS's AEO to work with the rural and remote communities and schools to develop and write authentic personalised learning plans.
<b>Low level adjustment for disability</b>	Nil  <b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• Low level adjustment for disability (\$0.00)</li> </ul>	No low level adjustment for disability funding was received.
<b>Quality Teaching, Successful Students (QTSS)</b>	\$47,179  <b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• Quality Teaching, Successful Students (QTSS) (\$47 179.00)</li> </ul>	For professional learning around evidence-based strategies to improve the quality of teaching.
<b>Socio-economic background</b>	\$63778  <b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• Socio-economic background (\$63 778.00)</li> </ul>	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 clinicians.

### Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	2
Classroom Teacher(s)	5.96
Teacher Librarian	0.2
School Counsellor	1
School Administration and Support Staff	7.61

\*Full Time Equivalent

### Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

### Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2019 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

### Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

### Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 <b>Actual</b> (\$)
<b>Opening Balance</b>	395,291
<b>Revenue</b>	2,104,505
Appropriation	2,103,046
Grants and contributions	743
Investment income	716
<b>Expenses</b>	-2,172,201
Employee related	-2,098,125
Operating expenses	-74,076
<b>Surplus / deficit for the year</b>	-67,696

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.

## Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	1,205,682
<b>Equity Total</b>	132,353
Equity - Aboriginal	68,575
Equity - Socio-economic	63,778
Equity - Language	0
Equity - Disability	0
<b>Base Total</b>	454,429
Base - Per Capita	21,976
Base - Location	0
Base - Other	432,453
<b>Other Total</b>	201,312
<b>Grand Total</b>	1,993,777

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.

## Parent/caregiver, student, teacher satisfaction

Thank you for your support of my son. He always struggles completing any schoolwork given to him. Since attending school at RFW he is now enjoying attending school.

In the past he has found school difficult .His attendance at RFWS has given him confidence to complete classwork.

Attending school in Manly and going to school at the Royal Far West School has been such a treat for &hellip;&hellip;

The opportunity to attend a case conference has been amazing. Both my son and I really appreciate your support. Thank you.

# Policy requirements

## Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

## Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

## Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.