

# Sir Eric Woodward Memorial School

## 2019 Annual Report



5675

## Introduction

The Annual Report for 2019 is provided to the community of Sir Eric Woodward Memorial 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

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

Sir Eric Woodward School (SEWS) operates both face-to-face and distance education classes. The school provides quality education for a diverse student population. This includes students in K-12 with high support needs, K-6 with an Autism Spectrum Disorder and distance education classes for students P-12 state-wide with an intellectual disability .

The school provides outcome-based education programs utilising the NESA K-12 syllabuses (7-12 Life Skills), and personalised learning plans for all students. The school is embraced by its community resulting in enhanced resources and regular community participation. SEWS 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

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>

## Strategic Direction 1

Wellbeing

### Purpose

To enhance the engagement of students, staff and the community enabling them to connect, succeed and thrive.

### Improvement Measures

Every student is actively engaged in their learning as compared to 2018 baseline data.

Increased parent understanding of, and engagement in, school wide wellbeing initiatives.

Increased proportion of staff report enhanced wellbeing at school as reported as 2017 baseline data.

Decreased WHS reports for occupational stress.

### Overall summary of progress

PBL language has been implemented across the school. PLB expectations being taught in classrooms and playground.

Parents engaged through newsletter, facebook, website and new platform Seesaw. High parent attendance at whole school fun day and positive feedback through survey.

Staff report increased wellbeing against baseline data.

### Progress towards achieving improvement measures

**Process 1:** Implement a consistent positive wellbeing model.

Evaluation	Funds Expended (Resources)
Staff are modelling language of being a 'safe respectful learner' and supporting students to feedback on their own behaviour. All students understand the language of PBEL expectations of being a 'safe, respectful learner' at SEWS. PBL expectations are embedded in keyword signing. All classrooms display PBL behaviour expectations.	staff, professional learning, signage and displays

**Process 2:** Enhance positive community engagement.

Evaluation	Funds Expended (Resources)
Seesaw was successfully introduced across the school with positive feedback from the school community.  Schoolstream introduction to begin in 2020 with small sample group..	Time, people, Schoolstream registration.

**Process 3:** Implement a consistent approach and processes for staff wellbeing.

Evaluation	Funds Expended (Resources)
Staff report a positive shift in staff wellbeing. This was reported in the 'Tell them from me' staff survey and through informal/formal feedback.	Survey tool  staff

### Next Steps

Continued opportunities for feedback to be provided to staff.

## Strategic Direction 2

### Quality Learning

#### Purpose

To further develop student learning by ensuring effective literacy and numeracy programs are implemented across the school.

#### Improvement Measures

Students show improvement in literacy and numeracy skills through differentiated assessment procedures.

All staff implement Key Word Sign communication.

#### Overall summary of progress

A variety of assessment tools have been trialled and evaluated.

KWS team on track. Videos still to be edited. All staff using KWS consistently.

GBL team has named all playground spaces with indigenous names. Draft program complete.

#### Progress towards achieving improvement measures

**Process 1:** Implementation of whole school Key Word Sign program.

Evaluation	Funds Expended (Resources)
KWS videos were created, including the signs and instructions for interactive vocabularies 1 & 2 on 11th November. On 19th November all videos were filled into the collaborative folder under Year 9. With the termination of the DoE Film Pond contract, we will need to wait until the new company is established before we can proceed with editing the videos. It is anticipated that some vocabularies will be ready to share with our school community in Term 1 next year.	Speech Pathologist (KWS expert)  Videographer

**Process 2:** Establishment of garden-based learning numeracy program.

Evaluation	Funds Expended (Resources)
The Garden Based Learning team completed draft copies of a numeracy program addressing early stage 1 and life skills outcomes to support the introduction of these programs in 2020. The physical garden environment was enhanced with Indigenous plants and a yarning circle to support outdoor learning. Professional learning was undertaken to increase skills and understanding of all staff. Staff collaborated on the Indigenous name of the ASU playground after consultation with Elder Uncle Dennis Foley, all agreeing upon a name for the ASU playground <i>Yenni-beau</i> , meaning "as one". The first Cab-ra-nanga award was awarded to a student at SEWS annual Presentation day. The Cab-ra-nanga Award was awarded to the student who developed their ability to regulate their emotions independently. Cab-ra-nanga by definition means "resting the mind". The award was therefore earned by a student who incorporated learned strategies to rest their mind.	PL/casual staff

#### Next Steps

Evaluate and finalise numeracy program for early stage 1 after consultation and trial period.

## Strategic Direction 3

### Quality Teaching

#### Purpose

To develop and implement a consistent and cohesive approach to assessment and reporting.

#### Improvement Measures

All staff know what data is available.

All staff know how to analyse student progress data.

All staff are using data informed programs.

#### Overall summary of progress

Professional learning delivered re: assessment for high support needs students to ensure staff are aware of assessment tools and data collection.

#### Progress towards achieving improvement measures

**Process 1:** Develop a framework of assessment tools appropriate for the varied student cohort and utilise identified reporting tools.

Evaluation	Funds Expended (Resources)
Assessment matrix for high support needs was delivered. Professional learning regarding high support needs functional skills was implemented.	casual relief teacher days

#### Next Steps

Assessment matrices for literacy and numeracy are to be delivered in 2020. In 2020 SEWS will also be participating in the Centre for Educational Statistics and Evaluation (CESE), Assessment for Complex Learners Trial as a case study school. SEWS is very excited to be part of this initiative as it will provide a variety of new assessment tools, and supporting professional learning to assess student learning. CESE's evaluation of the trial will inform assessment practices of SEWS student learning, and for students across the state. In 2020 SEWS will be also completing a Rural and Remote Network Initiatives, and Disability Strategy funded Join The Team! assessment and teacher support resource.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$3294	Planned projects and activities were completed ensuring increased engagement in learning activities.
<b>English language proficiency</b>	\$4688	This funding supported additional SLSO time to support English language proficiency.
<b>Quality Teaching, Successful Students (QTSS)</b>	\$108337	<p>Casual relief allowed rich professional discussions resulting from classroom observations.</p> <p>DESU Assistant Principals attended field service visits with classroom teachers. Assessment procedures were reviewed and enhanced.</p> <p>Additional administrative support was provided 1 day per week which successfully supported whole school teaching and learning.</p>
<b>Socio-economic background</b>	\$15185	All students had access to all educational opportunities and access to school uniform.



## Student information

### Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	47	51	56	53
Girls	28	24	22	24

### 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.

### Post school destinations

Extensive individual transition planning supported all students to engage in meaningful post school programs supported by disability service providers.

### Year 12 students attaining HSC or equivalent vocational education qualification

All Year 12 students attained a Life Skills Higher School Certificate in 2019.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	5
Classroom Teacher(s)	16.35
Teacher Librarian	0.2
School Administration and Support Staff	9.01

\*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 Actual (\$)
<b>Opening Balance</b>	486,370
<b>Revenue</b>	4,481,960
Appropriation	4,278,838
Sale of Goods and Services	1,186
Grants and contributions	200,144
Investment income	1,791
<b>Expenses</b>	-4,047,885
Employee related	-3,552,660
Operating expenses	-495,224
<b>Surplus / deficit for the year</b>	434,075

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>	1,154,554
<b>Equity Total</b>	23,166
Equity - Aboriginal	3,294
Equity - Socio-economic	15,185
Equity - Language	4,688
Equity - Disability	0
<b>Base Total</b>	684,522
Base - Per Capita	64,019
Base - Location	0
Base - Other	620,503
<b>Other Total</b>	2,067,462
<b>Grand Total</b>	3,929,704

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

A number of formal and informal surveys were conducted throughout the year. An example of authentic parent/carer and student voice was the survey conducted at the SEWS Fun Day held in November 2019.

The following questions were asked:

Did you enjoy the fun day? – 100% of respondents said they had a good or excellent fun day.

Did you speak to someone new today? – a teacher, student, parent? 85% said yes.

Did you get to know that person a little better? – 75% of people yes.

The Tell Them from Me Teacher survey provided valuable feedback on teacher satisfaction and ideas for school improvement. All ideas were considered and actioned as appropriate.

## 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.