

Edgeware School

2019 Annual Report



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Introduction

The Annual Report for 2019 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.

School contact details

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Message from the principal

I would like to take this opportunity to thank the staff, students, families and support agencies who contributed to our successes in 2019. We all united to work on achieving student goals and many excellent outcomes were achieved. To all of you who gave us your time, efforts, experience and support please know that you are all deeply appreciated.

Message from the school community

Feedback from the community was very positive. Our revised contact processes have resulted in a deeper awareness of our families circumstances and perceptions. The overwhelming response was that our community continues to see us as a very supportive and student centred school that focusses on fairness and providing opportunities for all.

Message from the students

Students see the school as a safe, supportive and flexible environment. They would like to see improvements in the indoor and outdoor learning environments.

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

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	Sustaining and Growing
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Excelling
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
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	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Across the 14 elements of the SEF Self-assessment Survey of 2019 we considered that we were excelling in 2, Sustaining and growing in 10 and delivering in 2.

Strategic Direction 1

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

Purpose

Engage, enable and provide all Edgware 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.

Improvement Measures

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.

Increase the proportion of students demonstrating productive participation across their wholistic student plans including academic, behavioural, transition and or wellbeing components at school.

Increase satisfaction feedback from parents, students and community on reporting and effective communication.

Overall summary of progress

Overall progress in this area has been highly satisfactory. The Tailored Support Program has been particularly successful. Staff expertise in understanding and producing formative and summative assessments has developed tremendously. The program will continue into 2020 and the expectation is that the breadth of assessment strategies used in classrooms will increase and lead to improved classroom practices and student outcomes.

Progress towards achieving improvement measures

Process 1: Assessment: Development and inclusion of a range of assessments across required stages and subjects that will support review of current student abilities, skills and knowledge to evaluate and modify student wholistic plans. Confirm students are learning what is being taught and plan further teaching.

Evaluation	Funds Expended (Resources)
<p>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.</p> <p>All teachers and executive have increased understanding on FA practices and practical application of strategies to effectively increase student engagement and promote learning and personal achievement. School staff will be in a stronger position to meet student growth with confidence, independence and knowledge.</p> <p>Executive staff will be well positioned to support new staff to ensure FA remains embedded in school practice.</p>	Tailored assessment support program

Process 2: Monitoring: Formalised whole school practice in documentation through school systems detailing participation across all 4 components including academic, behavioural, transition and wellbeing.

Evaluation	Funds Expended (Resources)
Surveys have been sourced and will be distributed and actioned on during 2020. Third party software has now been purchased and installed which will support whole school improvements in record keeping and information sharing.	Wellbeing survey packages Sentral information technology program.

Process 3: Innovative Wellbeing Programs: Executive and teaching staff to include and make effective use of

Progress towards achieving improvement measures

Process 3: current and new programs or community supports available and encourage ongoing student participation.

Evaluation	Funds Expended (Resources)
Yearly school reports document academic, behavioural, wellbeing and transitional learning progress. Increase the proportion of students demonstrating productive participation across their wholistic student plans including academic, behavioural, transition and or wellbeing components at school.	

Next Steps

A focus area in 2020 will be the continuation of the tailored support program with an emphasis on Numeracy. We are also planning to continue the expansion of Edgware specific programming using the collective expertise of staff.. Further growth in data collection use is a real priority for us. Sentral has been a great start and with further IT support we will be able to streamline and customise the data on Sentral to align with our priorities.

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.

Improvement Measures

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.

75% of Stage 5/6 students attempting the Minimum Standard Online Tests, achieve Level 3 of the Australian Core Skills Framework (ACSF).

Overall summary of progress

Overall the Professional Learning outcomes have been significant. Minimum Standard Online Test completion has been disappointing.

Progress towards achieving improvement measures

Process 1: Data collected and analysed to focus staff collaboration on whole school initiatives, to adjust school practices as required and increase learning opportunities for students. Staff use student assessment data to evaluate student learning.

Evaluation	Funds Expended (Resources)
Data portfolio's are created to monitor and record student achievement and evaluate success of learning programs.	Sentral Licence

Process 2: Professional learning goals to increase staff capabilities in Literacy and Numeracy that build proficiency in teaching, assessing and reporting to improve student Literacy and Numeracy outcomes.

Evaluation	Funds Expended (Resources)
Staff develop confidence and expertise in Professional Learning in each targeted domain of Data, Literacy and Numeracy..	Tailored support program

Process 3: Programs are sourced or generated and embedded into classroom practice. Programs are differentiated to ability with a strong foundation in Numeracy and Literacy.

Evaluation	Funds Expended (Resources)
75% of Stage 5/6 students attempting the Minimum Standard Online Tests, achieve Level 3 of the Australian Core Skills Framework.	

Next Steps

Improvement must be made in Minimum Standard Online Test completion rates. Data collection and analysis practices to be enhanced. We will be developing our staff capacity in the use of Sentral. We have to work towards getting better at being visible in mapping and tracking student data. As staffing stabilises, teams and leadership roles can be created for school planning and community engagement initiatives.

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.

Improvement Measures

Increase satisfaction feedback from 360 tool from parents and community on reporting and effective communication.

Executive, or aspiring executive staff participate and complete sections of the online training in executive leadership credentials course at lead level.

Overall summary of progress

Overall progress has not been as positive as Strategic Directions 1 and 2.

Progress towards achieving improvement measures

Process 1: Collaborative Practices: Collaborative process including staff meetings and professional dialogue to refer to school plan. Part of professional learning is directed to and aligns with school plan directions. Staff access, manage and report individual and school progress on milestones.

Evaluation	Funds Expended (Resources)
The leadership team successfully plans PL to effectively direct school activity towards implementing the school plan.	Sentral program training

Process 2: Community: Distribute and implement across school community evaluation tool to enable feedback to be collected and collated in order for community satisfaction to be analysed and measured.

Evaluation	Funds Expended (Resources)
360 tool was not completed. Adjustments were made to satisfaction feedback reports.	

Process 3: Leadership: Leadership development is endorsed through opportunities in team leadership, acting up duties and relieving executive positions in other settings. Leadership professional learning through online, face to face and observation are accessed to support aspirational goals of staff.

Evaluation	Funds Expended (Resources)
Executive staff participation in executive leadership online training has been delayed.	

Next Steps

Instructional leadership when staffing has been stabilised will be an immediate targeted action. Teams will be formed to more efficiently action milestones. IT training will be implemented to maximise Sentral and SPARO capabilities regarding data collection, record keeping and milestone monitoring.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Funding Sources: <ul style="list-style-type: none"> • Aboriginal background loading (\$19 170.00) 	<p>The program resulted in a wide variety of skills being acquired, artworks produced and levels of student engagement improved. Students who participated in the program experienced success in completing a process and demonstrated enhanced levels of pride and self satisfaction. Behaviour outcomes in the classes were highly satisfactory. Areas of the school were greatly enhanced visually and the productions that were transferred to homes helped to establish and maintain positive relationships between the school and our families.</p>
Socio-economic background	<p>Staffing and Visual Arts resources</p> Funding Sources: <ul style="list-style-type: none"> • Socio-economic background (\$64 835.00) 	<p>The program resulted in a wide variety of skills being acquired, artworks produced and levels of student engagement improved. Students who participated in the program experienced success in completing a process and demonstrated enhanced levels of pride and self satisfaction. Behaviour outcomes in the classes were highly satisfactory. Areas of the school were greatly enhanced visually and the productions that were transferred to homes helped to establish and maintain positive relationships between the school and our families.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	17	19	16	12
Girls	3	3	3	8

Student numbers fluctuate throughout the year. At the time the attendance data was captured there were 20 students enrolled but our capacity is 35.

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

Post school destinations included plumbing, landscaping, full time TAFE, concreting, hospitality and a chef apprenticeship.

Year 12 students undertaking vocational or trade training

There were no Year 12 students undertaking vocational or trade training in 2019 at Edgware.

Year 12 students attaining HSC or equivalent vocational education qualification

No students were attempting to complete the HSC in 2019.

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

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 ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
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 (\$)
Opening Balance	976,893
Revenue	1,905,299
Appropriation	1,900,762
Sale of Goods and Services	-150
Grants and contributions	908
Investment income	3,779
Expenses	-1,385,615
Employee related	-1,332,931
Operating expenses	-52,684
Surplus / deficit for the year	519,684

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.

Significant funding has been accumulated to enable large scale improvements to the indoor and outdoor learning environments in the school.

Financial summary - Equity loadings

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

	2019 Approved SBA (\$)
Targeted Total	1,012,993
Equity Total	84,005
Equity - Aboriginal	19,170
Equity - Socio-economic	64,835
Equity - Language	0
Equity - Disability	0
Base Total	431,985
Base - Per Capita	15,697
Base - Location	0
Base - Other	416,287
Other Total	239,385
Grand Total	1,768,368

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

Feedback from all stakeholders indicates we are seen as a fair, respectful, flexible and student centred school. Our communication with all is honest and we provide opportunities to succeed for all.

We have sourced a wide range of additional surveys which will be distributed in 2020. We are hopeful they will provide us with a much deeper understanding of how our students, families and community feel we could better support them. We are particularly focussed on how the learning environment can be improved to increase student engagement.

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.