

# 2020 Annual Report

## Edgeware School



5737

## Introduction

The Annual Report for 2020 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

---

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 vision

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 and participated in an external validation. 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. Every five years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation 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	2020 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
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

## 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.

### 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)
Teaching staff embed a range of super six strategies as a form of formative assessment across all KLA's for all stages.	Tailored 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)
Clear and efficient communication enables learning adjustments for all students to achieve improvements in learning and achieve expected outcomes.	IT support.

**Process 3:** Innovative Wellbeing Programs: Executive and teaching staff to include and make effective use of current and new programs or community supports available and encourage ongoing student participation.

Evaluation	Funds Expended (Resources)
Staff are able to support through transitions and continuity of learning within school and community to ensure student participation.	Additional executive staff support required.

## 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).

### 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)
Literacy progressions monitor and document whole school and individual student improvement.  Targets have been selected to monitor and document whole school and individual student improvement.  Data evidence (Literacy progression template) is selected to document progressions and identify areas requiring improvement.	

**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 PL has targeted Literacy and Numeracy School Plan goals. Staff confidence is improved in those areas as evidenced through reports, exit slips and evidence of teaching.	

**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)
Cars and Stars and Mathletics are used by our students regularly and show improvement on the program assessment levels.	

### 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.

#### 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)
This strategic direction was withdrawn with DEL approval.	

**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)
This strategic direction was withdrawn with DEL approval.	

**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)
This strategic direction was withdrawn with DEL approval.	

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• Aboriginal background loading (\$19 170.00)</li> </ul>	<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>
<b>Socio-economic background</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• Socio-economic background (\$64 835.00)</li> </ul>	<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			
	2017	2018	2019	2020
Boys	19	16	12	20
Girls	3	3	8	9

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

### 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)	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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

## Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2020 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 <b>Actual</b> (\$)
<b>Opening Balance</b>	1,496,577
<b>Revenue</b>	2,084,765
Appropriation	2,083,770
Grants and contributions	-156
Investment income	1,151
<b>Expenses</b>	-1,972,833
Employee related	-1,629,615
Operating expenses	-343,219
<b>Surplus / deficit for the year</b>	111,932
<b>Closing Balance</b>	1,608,509

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.

	2020 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	0
<b>Equity Total</b>	79,181
Equity - Aboriginal	19,649
Equity - Socio-economic	59,132
Equity - Language	400
Equity - Disability	0
<b>Base Total</b>	1,504,304
Base - Per Capita	16,090
Base - Location	0
Base - Other	1,488,214
<b>Other Total</b>	479,472
<b>Grand Total</b>	2,062,957

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

Through the process of external validation and school planning parent, student and staff responses were positive to the supports offered at Edgware and the future direction of school initiatives.

Parents report they feel staff are approachable to discuss issues surrounding their child's education and development. Students state that their voice is respected and encouraged when managing interpersonal relationships and problem solving, and discussing their education. Staff have demonstrated a commitment to the development of their students and the school and their professional knowledge is sought in school management and planning.

The school community agreed that transition pathways have had the greatest impact on our school community satisfaction and all have indicated that student improvement and transitions continue to be focus areas for future school planning.

# 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.