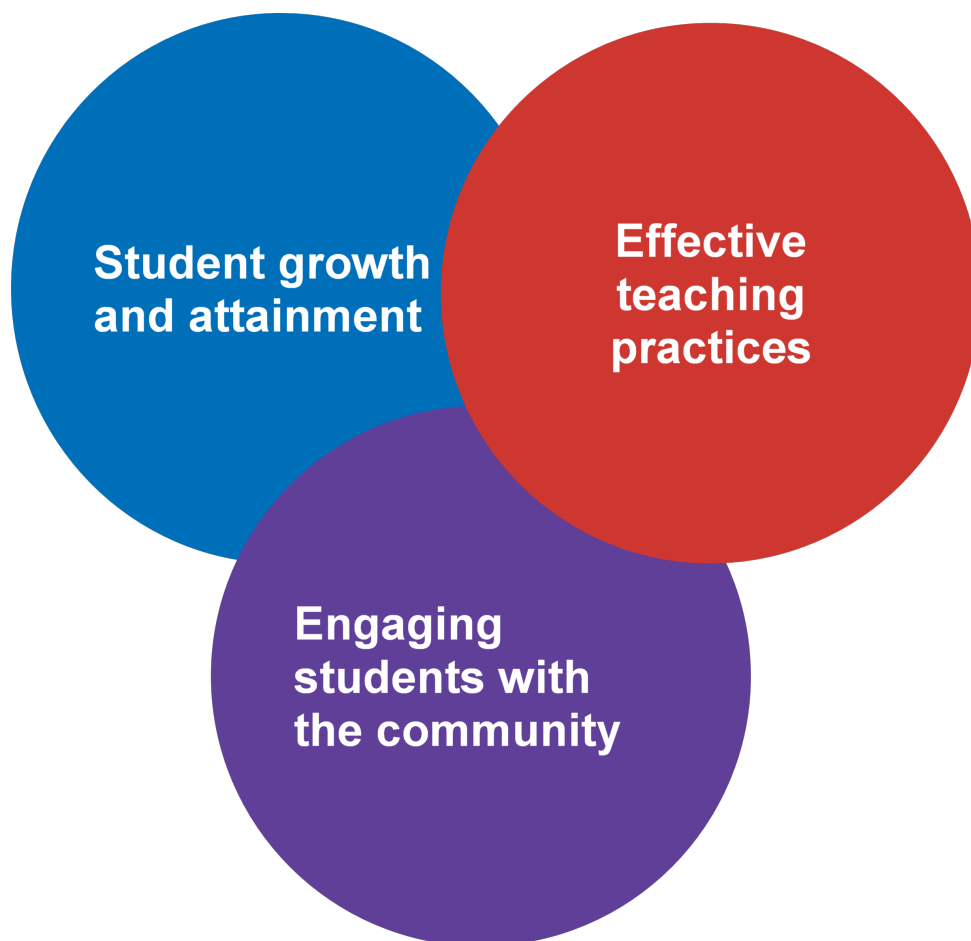


2021 Annual Report

Rivendell School



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Introduction

The Annual Report for 2021 is provided to the community of Rivendell 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 Strategic Improvement 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

Rivendell School

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School vision

The Rivendell School community prides itself on promoting shared and individual responsibility for positive and respectful relationships; safe behaviour; cooperation and participation in quality teaching and learning which is underpinned by the quality teaching framework.

We are committed to a shared vision that fosters an inclusive school culture and is evident in the ways in which we guide, inspire and challenge our diverse student population. Every student is given the opportunity and support to achieve their individual goals and develop personal resources for future success and wellbeing.

As a staff we are committed to critically reflecting on our practice, respecting student and community voice and exploring innovative teaching and learning.

School context

Rivendell School is part of a joint NSW Ministry of Health and Department of Education (DoE) facility. It is located within the historical Thomas Walker Estate at Concord West and shares the site with the Rivendell Child, Adolescent and Family Mental Health Service. Rivendell School provides the educational component for students admitted to the Yaralla and Lawson programs of the Rivendell Adolescent Mental Health Unit.

The school also has two DoE programs for students with an emotional disorder. The Paterson program caters for students in Stages 4 and 5. The Sulman program is a stage 6 program.

There are two learning centres staffed by Rivendell School on off-site campuses. One is within the Walker Adolescent High Severity Psychiatric Unit in the Concord Centre for Mental Health. The other learning centre is at Gna Ka Lun Acute Adolescent Mental Health Unit attached to Campbelltown Hospital.

The school provides a broad academic curriculum, Individualised Education and Wellbeing Programs, targeted vocational programs, and the opportunity for students to participate in a range of extra curricula activities.

The school has a committed staff with a strong ethos of communication and collaboration with the wider school community.

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 Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement 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-assessment using the School Excellence Framework

Elements	2021 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Excelling
LEARNING: Assessment	Excelling
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Excelling
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Excelling
LEADING: Educational leadership	Excelling
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

Strategic Direction 1: Student growth and attainment

Purpose

To ensure that every student demonstrates continual improvement in the areas of wellbeing, literacy and numeracy in order to set them up for success beyond Rivendell. Individual student progress will be monitored through the establishment and achievement of relevant, quality, individual goals.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Wellbeing
- Effective data use to measure student achievement of goals

Resources allocated to this strategic direction

SSP quality teaching support: \$83,834.00

SSP supplementary funding: \$130,948.08

Socio-economic background: \$2,117.08

Aboriginal background: \$1,916.32

Summary of progress

Due to the impact of Covid 19 and the extended lockdown and Learning From Home, it was difficult to pursue and implement a number of the initiatives that were planned that pertain to effective data use to measure student achievement of goals, as the focus in the latter part of 2021 was the mental health and emotional wellbeing of our student cohort. As a result, these initiatives that pertain to this element of our strategic direction have been planned for 2022. Student wellbeing has been a major focus for Rivendell School throughout 2021. At the beginning of the year, students regularly participated in many wellbeing activities such as kayaking, art therapy and music therapy. This was strongly impacted by Covid-19 and the challenges that students and staff faced with its dynamic nature. Students successfully engaged during Learning From Home (LFH) with continued support from staff and their families. Wellbeing was at the core of all learning activities during this period and students were able to re-engage when education returned to face-to-face learning.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Research based systems developed to inform student improvement across all activities.	Essential Assessment has been implemented across to school by the LST teacher to assess students in literacy. Due to the impact of Covid-19, no other research-based systems have been established or implemented within the school. This will be a focus in 2022.
Develop literacy and numeracy goals in PLPs for every student.	Individual programs have begun to establish individual literacy and numeracy goals in PLPs in 2021, however due to the impact of Covid 19 and the stress that extended lockdowns and Learning From Home had on students and their families, this was not formally developed for all PLPs. This will be a focus for 2022.
Develop wellbeing goals in PLPs for every student.	Due to the impact of Covid 19 and periods of extended lockdown and Learning From Home, wellbeing was a major focus of each program at Rivendell School in 2021. However, wellbeing goals were not formally introduced into PLPs for every student this year as expectations across goal setting for all cohorts were modified to reduce the pressure that individual students and families experienced. This will be implemented across PLPs in 2022.

Strategic Direction 2: Effective teaching practices

Purpose

To continually build staff capacity to deliver high quality teaching practices to our students and maintain a culture of high performance and professional growth.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Quality teaching and learning programs
- Building Staff Capacity

Resources allocated to this strategic direction

SSP supplementary funding: \$251,039.60

SSP quality teaching support: \$17,745.03

Professional learning: \$29,219.53

Per capita: \$20,000.00

Summary of progress

Strategic Direction 2 had mixed results with our initiatives this year. Many activities were seen through to completion due to the simple and straight-forward nature of the activities, as well as the willingness of staff to take on the duties required. This was especially the case for most of the technology related activities, growth coaching & wellbeing PL, as well as the use of effective assessment for improving literacy planning. Much work was undertaken in the first half of the year and so these activities were also unaffected by the Learning From Home period. Many of the activities that required collaboration and focussed on improving our Learning Centre curriculum areas had to be postponed as time was redirected to modifying programs to suit Learning From Home. Some activities were modified due to changing priorities unrelated to covid and a need to make the activities more relevant, concise and effective.

Activities that involve large numbers of staff collaborating and sharing information as a group have been scheduled for 2022, as have a number of Professional Learning activities.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Staff will have a shared understanding of data literacy.	<p>Much preliminary work has been undertaken to build a shared understanding of the need for data collection. Areas that we lack data have been identified.</p> <p>Professional learning opportunities for all Rivendell Staff have been identified to complete in the area of effective data use. The PL will commence in Term 1 of 2022. The PL identified is contextually relevant to Rivendell School and supports all staff in using data to inform teaching, planning, wellbeing, behaviour and engagement.</p> <p>The process for gathering student literacy data and its subsequent use has been thoroughly outlined and staff are aware, supportive and implement this process.</p>
30% of staff are trained in Growth Coaching. Coaching practices and language are evident in 30% of staff Performance and Development Plans.	Despite the delays of Covid, more than 30% of Rivendell staff are trained in Growth Coaching. At the end of 2021, at least 50% of Rivendell staff are trained in Growth Coaching.

Strategic Direction 3: Engaging students with the community

Purpose

To increase our students' opportunities to meaningfully engage in the broader community in order to secure post school integration and transition opportunities beyond Rivendell.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Transition Program
- Expansion of Student Representative Council (SRC)

Resources allocated to this strategic direction

SSP quality teaching support: \$13,760.00

SSP supplementary funding: \$26,792.84

Student support officer (SSO): \$48,740.00

Per capita: \$500.00

Supplementary Funding: \$26,607.17

Summary of progress

Transition Program

The restrictions resulting from the COVID pandemic this year presented many barriers of implementation. During lockdown many programs and services were non operational at face to face level. However, flexibility with planning and delivery was used and as a result many of the activities planned for this year were able proceed in some form. During 2021 the Transition Program was expanded to provide opportunities for improved transition delivery and success for students in line with the targets identified in the school plan. Achievements have included:

- increasing targeted students receiving individual transition support and ITPs. In term 4, 46% of the current students enrolled received transition support. From the total of all students enrolled throughout the year in 2021, 36% of students received targeted transition support.
- re-establishing/increasing school networks and promoting professional collaboration, student confidence and leadership experience. During 2021 this increased by 200%.
- re-establishing/increasing work experience community partnerships and supporting student experience in developing work skills across a number of areas. During 2021 this increased by 700%.

Expansion of Student Representative Council (SRC)

The SRC made good progress during Semester one with expansion planned both within the school and greater community. Due to the significant impact of the COVID lockdown, face-to-face meetings ceased and did not resume until very later in 2021. The SRC endeavour to continue to the planned student voice and involvement in both the school and the greater community in 2022.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Rivendell work experience partners are increased by 20% and 50% of targeted students engage in work experience within the community.	<p>During semester one, work experience partners was reestablished from pre covid 2020 and expanded. Work experience partners was increased from 1 (IWYA) at the beginning of the year to 8 by the end of the year (IWYA, OSTARA, 2 cafes, Physio, car parts, 2 student nominated work placements, an increase of 700%.</p> <p>Due to covid restrictions, no students actively participated in work experience placements. However by the end of term 4, one student had begun a work experience placement and another was supported to begin</p>

<p>Rivendell work experience partners are increased by 20% and 50% of targeted students engage in work experience within the community.</p>	<p>approaching potential employers.</p> <p>During 2021, Stage 4/5/6 students participated in:</p> <ul style="list-style-type: none"> • 2 career expo days • successful EVET/apprenticeship/university applications • YARN project sessions (2/3 ATSI students at Rivendell)
<p>Rivendell Network of Schools is established and demonstrates increased collaboration and professional connections between contextually similar settings.</p>	<p>During 2021, the Rivendell Network of Schools was re-established from pre covid 2020 and expanded by employing a number of strategies to increase collaboration and professional connections. This resulted in a 200% increase in school contacts, having started the year with 3 partner schools and ending the year with 9 partner schools.</p> <p>Collaboration and professional connections was limited due to covid restrictions from our original plans involving combined sport/music/academic days to a focus shift promoting staff collaboration and sharing of ideas. Staff from the network schools participated in reciprocal visits, sharing experiences and ideas about successful strategies, programming, school support/local networks and school operations.</p> <p>Term 3 saw the start of Rivendell's Student Support Officer (SSO) position and through their work, our school and community networks have expanded to include SSO networks, and this will continue to expand into 2022.</p>
<p>Student voice is represented in 2 Learning Centre Curriculum Groups.</p>	<p>During Semester One, students made significant grounds towards formalising student voice to inform curriculum planning and the overall experience of students in the learning centre. Initial discussions with the school's director of educational leadership were had and a student forum involving students from high schools within the region was planned.</p> <p>Due to the restrictions placed on gatherings during the 2021 NSW COVID lockdown, both the student voice forum and activities in the Learning Centres ceased to go ahead. This plan has, therefore, been postponed until 2022.</p>

Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$2,117.08</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Rivendell School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective data use to measure student achievement of goals <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • resourcing to increase equitability of resources and services <p>The allocation of this funding has resulted in: Stage 5 and 6 students successfully supported in accessing Distance Education Enrolments across Rivendell School.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to tailor students' HSC learning by making available the broad range of subjects offered via distance education.</p>
<p>Aboriginal background</p> <p>\$1,916.32</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Rivendell School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective data use to measure student achievement of goals <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Aboriginal students involved in the creation of their individual PLPs. • Aboriginal and Torres Strait Islander Group established and weekly meetings conducted to support their sense of belonging both to the school and to their culture. • Student connected to The Yarn Project mentoring initiative involving regular one-on-one meetings with a member of the Ashfield Headspace team. <p>The allocation of this funding has resulted in: Students from Aboriginal and Torres Strait Islander background having a say in how they can be supported in their schooling and connected to their culture.</p> <p>After evaluation, the next steps to support our students with this funding will be: Aboriginal students will be further supported through the Aboriginal and Torres Strait Islander group. Their ideas will then inform activities for both the Aboriginal Students and the greater student body to participate in.</p>
<p>COVID ILSP</p> <p>\$11,212.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities

<p>COVID ILSP</p> <p>\$11,212.00</p>	<p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • releasing staff to analyse school and student data to [identify students for small group tuition groups/monitor progress of student groups] <p>The allocation of this funding has resulted in:</p> <p>Target students understanding of extended response writing and overall improvement of literacy and achievement of writing minimum standards.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Continue to monitor student progress and target additional students who would benefit from this support.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	25	19	19	18
Girls	37	37	32	37

Attendance

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 2020. 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.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

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)	5
Classroom Teacher(s)	11.51
Teacher Librarian	0.6
School Counsellor	2
School Administration and Support Staff	17.02
Other Positions	1.08

*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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
Opening Balance	3,172,816
Revenue	4,438,077
Appropriation	4,427,037
Grants and contributions	9,867
Investment income	1,173
Expenses	-5,079,298
Employee related	-4,490,139
Operating expenses	-589,158
Surplus / deficit for the year	-641,221
Closing Balance	2,531,595

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.

	2021 SBAR Adjustments (\$)
Targeted Total	0
Equity Total	4,033
Equity - Aboriginal	1,916
Equity - Socio-economic	2,117
Equity - Language	0
Equity - Disability	0
Base Total	3,758,095
Base - Per Capita	46,178
Base - Location	0
Base - Other	3,711,918
Other Total	946,070
Grand Total	4,708,199

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

Student Satisfaction.

Students were surveyed at the beginning of their enrolment and again at the end of the year with results indicating the following:

- Students engaging in and finding value in a number of Key Learning Areas.
- 2 out of 3 students found benefit in attending the Learning Centre as preparation for integration.
- Students indicated a sense of confidence in the teaching staff.

Staff Satisfaction

Staff were surveyed at the end of the school year with results indicating the following:

- Overall sense of staff wellbeing
- Collaborative teaching
- Job satisfaction

Parent/caregiver Satisfaction.

Parents and caregivers were surveyed at the end of 2021 with results indicating the following:

- Number of parent/caregivers responding to survey request remained consistent
- Parents and caregivers observed improvements in students' attendance and engagement during their time at Rivendell.
- Communication between staff and parents and caregivers considered useful by survey respondents
- The Learning Centre assisted extremely well with student's preparation for integration to other school settings.

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.

Aboriginal Education - School statement

Aboriginal Education was evident through the establishment of the Aboriginal And Torres Strait Islander group. The group met fortnightly to discuss the areas within which the students voiced their desire to experience and learn more.

Several whole school art activities were conducted to expose the greater student body to aboriginal culture.

Each Wednesday morning, staff and students engage in a whole-school wellbeing walk where an acknowledgement of country is performed by staff and students to be mindful of the lands and waters upon which we are fortunate enough to live and work.

Anti-Racism Policy

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

Anti-Racism - School statement

Rivendell School has an Anti-Racism Contact Officer who is the point of contact for members of the Rivendell School community and available when issues and complaints concerning racism arise. Anti-Racism education is also imbedded into teaching practices across a number of curriculum areas and cultural diversity celebrated throughout the year through wellbeing activities and events in promoting tolerance and understanding of our differences.

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.

Multicultural and anti-racism education - School Statement

Co-curricular activities were conducted in support of an anti-racist school culture and a celebrated multicultural school and society.

Students participated in a Harmony Day activity, The Rivendell Harmony Trail, where cultural words of happiness from across the globe were learned and their meanings shared. Students and staff were then called on to contribute words

from their own cultural backgrounds.