2021 Annual Report

Edgeware School

EDGEWARE SCHOOL

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Introduction

The Annual Report for 2021 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 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.

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School vision

We are committed to collaborating with our school community to set learning goals that reflect the individual academic, social and transitional aspirations of our students. To maintain growth and attainment students are explicitly aware of what they are learning, how they are performing and where to next in their development.

Teachers are supported to achieve school improvement through a shared vision of school excellence, collaborative practice and professional development. We want to ensure that we can report school improvement confidently and honestly through our community voice and accountability measures.

School context

Edgeware School for a Specific Purpose is located at Hurlstone Park in the inner west of Sydney. 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.

Our student community is diverse. 37% of our students identify as having an Aboriginal background and 21% have an EAL/D background (in the year 2020). These figures fluctuate with our fluid enrolment periods which occur quarterly, in addition to emergency student placements and students transitioning from Edgeware into other educational and vocational pathways.

Staffing is in a period of stabilisation. Edgeware has 8 teaching staff, 7 administrative staff and 1 school counsellor. There is less than 6% staff turnover with a planned increase in permanent positions of our current temporary positions.

Learning is personalised with each student having individual co-developed academic, social and transition learning goals. Planning, teaching, tracking, assessing and reporting provide the portfolio of student achievement of their learning goals.

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.

Equity loading, Initiatives and Site specific allocations will fund the initiatives of the 2021 to 2024 School Improvement Plan including; employing a teacher to coordinate data and build the capacity of teachers in reading development, the purchase of reading and numeracy resources and planned professional development of staff in data, explicit teaching and improving student capability.

Edgeware regularly judges itself against school excellence measures. We use these measures for annual reflection and to inform continual school improvement. Our most recent situational analysis of our school identified strategic directions for our school improvement plan in Data, Explicit teaching, Transitions and Student capacity.

Use of data and explicit teaching have been identified as key tools to support our strategic directions. They will target improvement in student reading, numeracy, personal and social capability and transition. Staff will improve through ongoing professional learning in elements of Data skills & use and Explicit teaching practices. Students will have individual learning portfolios that will articulate goals of learning, measure performance and report achievement.

Resources are directed towards improving student growth and attainment in reading and financial numeracy. This is being supported through student educational and personal transitions through the Edgeware program. School accountability measures and community voice validated these areas of focus for school improvement.

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 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	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: Student growth and attainment

Purpose

To drive whole school accountability towards data and explicit teaching to; identify student achievements and progress and reflect on teaching and learning effectiveness for continual student growth and attainment.

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.

- Initiative 1: Data
- Initiative 2: Explicit teaching

Resources allocated to this strategic direction

Aboriginal background: $7,368.00
Socio-economic background: $29,473.00
English language proficiency: $1,200.00
Professional learning: $6,148.00
SSP quality teaching support: $26,038.00
School support allocation (principal support): $6,802.00

Summary of progress

Establishing student baseline data and the use and analysis of that data to improve teaching and learning were key initiatives of 2021. Assessments were sourced and modified during term 1. Students attempted the assessments in term 2 and baselines were established on their literacy learning progressions using PLAN2. Time impacted the development of the numeracy assessments and it was quickly identified that our numeracy initiative needed to be postponed. Co-developed literacy learning goals were developed with some students and continues as more data becomes available. Explicit teaching resources have been collected and started to be delivered. Professional learning and Literacy specialist support has increased staff development in Data collection and Explicit Teaching practices. Teach meets were established and set routines of sharing practice, moderating evidence of learning and collecting data.

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
• Baseline data on students' reading performance collected and linked to Literacy progressions.	• All year 7-10 students that have completed reading assessments have baseline data recorded on the literacy progressions.
• Co-developed Learning goals in reading are established with the student.	• Co-developed learning goals based on literacy learning progressions have been established with students. Numeracy co-developed goals have not been established.
• Student growth is measured and determines students are meeting their Learning goals in reading.	• Student growth in meeting co-developed literacy and numeracy goals are yet to be determined.
• The school is 'Delivering' in the element of Data skills and Use within the School Excellence Framework. The theme of *Data analysis* and *Data use in teaching* is 'Sustaining and Growing'.	• Self-assessment against the School Excellence framework shows the school currently performing at delivering in the element of data skills and use while the theme of Data analysis has remained at delivering and Data use in teaching has remained at sustaining and growing.

Strategic Direction 2: Educational and personal transitions

Purpose

To drive planned development of educational, vocational and personal aspirations, that support wellbeing so students can connect, succeed, thrive and learn.

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.

- Initiative 1: Wellbeing program
- Initiative 2: Transitions

Resources allocated to this strategic direction

Socio-economic background: $29,474.00
Aboriginal background: $11,053.00
English language proficiency: $1,200.00
SSP quality teaching support: $26,039.00
Professional learning: $6,148.00
School support allocation (principal support): $6,803.00

Summary of progress

Tracking student wellbeing using the personal and social capability continuum was established. Baseline data was collected on students Introducing the TTFM survey so 2021 is getting data to set baseline. Explict lessons sourced and to use a s evidence. Transitions stopped during COVID-19 but still established somethings. Sara deitz

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
• Measure the proportion of students reporting expectations for Success, Advocacy, and Sense of Belonging at School to establish a baseline.	• Tell Them From Me data indicates <insert value>% of students report a positive sense of wellbeing (Expectations for success, advocacy, and sense of belonging at school).
• The school is 'Sustaining and growing' in the *A planned approach to wellbeing* theme in the Wellbeing element from the Learning domain of the School Excellence Framework.	• Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element A planned approach to wellbeing.
Establish baseline data of the proportion of students attending >90%. Set attendance target for 2022.	• The number of students attending greater than 90% of the time or more has been currently measured at 5.1%.

Funding sources	Impact achieved this year
Socio-economic background $58,947.00	Socio-economic background equity loading is used to meet the additional learning needs of students at Edgeware School who may be experiencing educational disadvantage as a result of their socio-economic background. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Initiative 1: Data • Initiative 1: Wellbeing program **Overview of activities partially or fully funded with this equity loading include:** • additional staffing to implement Literacy to support students • employment of additional staff to support wellbeing and transition programs. **The allocation of this funding has resulted in:** Providing specialist support in Literacy to source and create programs to improve Understanding Texts. Providing specialist support in Wellbeing to source and create programs to improve Wellbeing and Transition. **After evaluation, the next steps to support our students with this funding will be:** Include specialist support into planning strategic improvement plans and extending wellbeing initiatives.
Aboriginal background $18,421.00	Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Edgeware 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. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Initiative 1: Data • Initiative 1: Wellbeing program **Overview of activities partially or fully funded with this equity loading include:** • employment of additional staff to source and create Wellbeing and Transition support for Aboriginal students. • employment of additional staff to support literacy and numeracy programs **The allocation of this funding has resulted in:** Providing specialist support in Literacy to source and create programs to improve Aboriginal students Understanding Texts. Providing specialist support in Wellbeing to source and create programs to improve Aboriginal students Wellbeing and Transition. **After evaluation, the next steps to support our students with this funding will be:** Continue support for Aboriginal student Understanding Texts, Wellbeing and Transtions.
English language proficiency $2,400.00	English language proficiency equity loading provides support for students at all four phases of English language learning at Edgeware School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Initiative 1: Data • Initiative 1: Wellbeing program

English language proficiency $2,400.00	**Overview of activities partially or fully funded with this equity loading include:** • employment of additional staff to support delivery of targeted initiatives • additional teacher time to provide targeted support for development of programs **The allocation of this funding has resulted in:** Assessment of student understanding text, plotting their baseline of understanding text performance and the sourcing of explicit understanding texts lessons. **After evaluation, the next steps to support our students with this funding will be:** Creation of electronic and hard copy explicit lessons in Understanding Texts.
COVID ILSP $21,633.29	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. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this targeted funding include:** • providing targeted, explicit instruction for student groups in Understanding Texts. • employing/releasing teaching staff to support the administration teaching and plotting data in Understanding Texts. **The allocation of this funding has resulted in:** Student performance baselines in Understanding Texts being established. Student performance plotted on PLAN2. **After evaluation, the next steps to support our students with this funding will be:** Track student performance in Understanding Texts on PLAN2.

Student information

Student enrolment profile

Students	Enrolments			
	2018	**2019**	**2020**	**2021**
Boys	16	12	20	23
Girls	3	8	9	5

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)	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 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	1,608,509
Revenue	2,124,701
Appropriation	2,124,324
Grants and contributions	-104
Investment income	481
Expenses	-2,618,016
Employee related	-1,845,630
Operating expenses	-772,386
Surplus / deficit for the year	-493,315
Closing Balance	1,115,194

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	76,084
Equity - Aboriginal	14,737
Equity - Socio-economic	58,947
Equity - Language	2,400
Equity - Disability	0
Base Total	1,532,178
Base - Per Capita	16,492
Base - Location	0
Base - Other	1,515,686
Other Total	461,907
Grand Total	2,070,170

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

Parents/Caregivers, students and teachers completed a school satisfaction survey for 2021.

Results from the Tell Them From Me survey are as follows.

80% Advocacy at school (Edgeware scored higher than replica schools)

33% Aspirations, students planning to finish year 12 (Edgeware scored lower than replica schools)

89% Aspiration, students planning to pursue a trade (Edgeware scored higher than replica schools)

33% Aspiration, students planning to go to university (Edgeware scored lower than replica schools)

 0% Students who are victims of bullying (Edgeware scored lower than replica schools)

74% Expectations for success (Edgeware scored higher than replica schools)

70% Explicit teaching practices and feedback (Edgeware scored higher than replica schools)

78% Students with positive behaviour at school (Edgeware scored lower than replica schools)

70% Positive learning climate (Edgeware scored higher than replica schools)

89% Sense of belonging (Edgeware scored higher than replica school)

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 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.

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.