2022 Annual Report

Rivendell School

Student growth and attainment

Effective teaching practices

Engaging students with the community
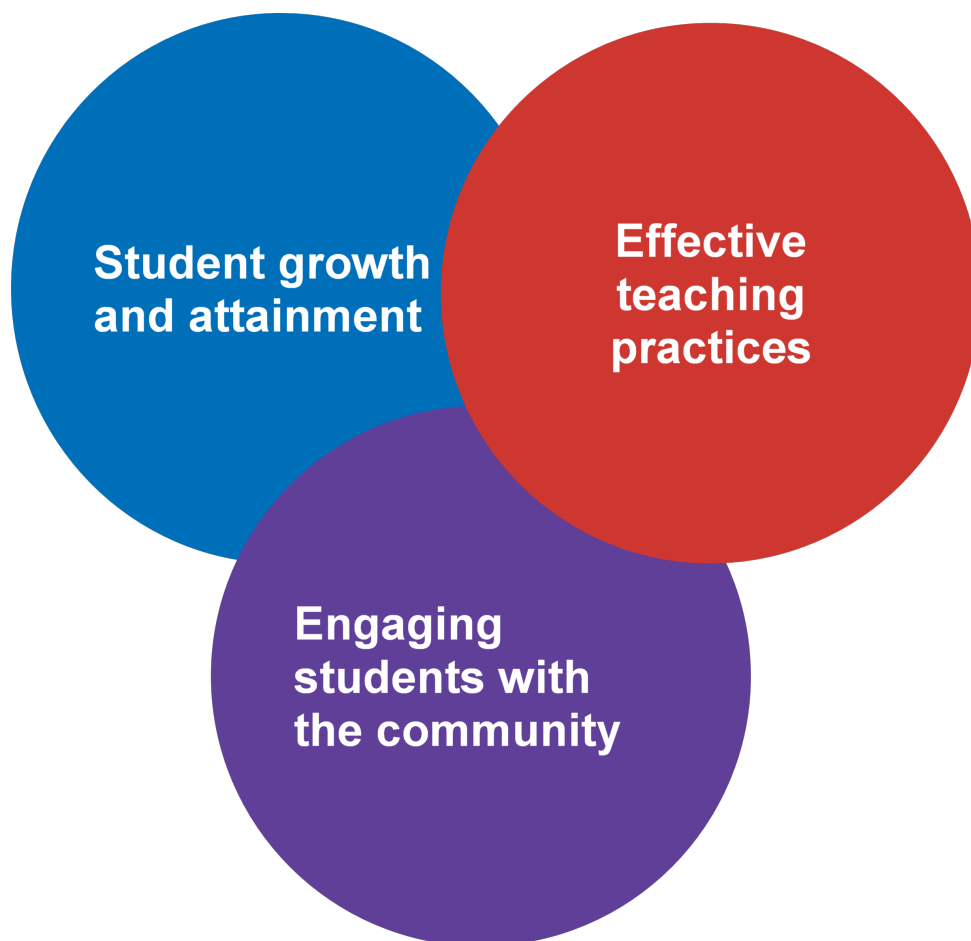
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Introduction

The Annual Report for 2022 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

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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

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.

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

Resources allocated to this strategic direction

Per capita: $47,331.96
SSP quality teaching support: $114,921.00
Aboriginal background: $3,849.67
SSP supplementary funding: $114,921.00

Summary of progress

Data Skills and Use

The approach to whole school numeracy/literacy and to individualised support though the personalised learning process has been altered in 2022. This reflects the need for easier to use and more effective assessment and reporting across key learning areas. In the latter half of 2022, the school embarked on a process of designing this new system, and by the end of the year gained consensus from staff as to a new way forward. The new approach will align approaches to literacy and numeracy that reflect best practice within the NSW Department of Education (DoE). It will embed a system of assessment and reporting that our community of schools, to which many of our students return, will more easily be able to align to. This will improve continuity of learning for our students who are impacted by transition across settings.

Wellbeing

All Aboriginal students reached their academic goals of HSC and/or RoSA in 2022, and deepened their connection and sense of belonging to the school community. Notwithstanding, the wellbeing approach outlined is too narrow in its scope, requiring more depth and breadth to achieve whole school impact in student wellbeing. Through expression of interest, the school has selected a cohort of leaders and aspiring leaders to train in a suite of wellbeing and curriculum tools that will drive student wellbeing outcomes. This will allow for the successes of 2022 to be built upon, whilst responding to the gaps in knowledge and collaboration that are required to remain responsive to student, staff and community need. A whole school literacy site team has been created and this team will be modelling the suite of wellbeing and curriculum tools to each program so that program staff can implement in Term 2, 2023. Aspiring leaders and current leaders will participate in 12 months of training in the *Neurosequential Model of Education* - a best practice trauma-informed pedagogy - for implementation, school-wide in 2024.

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 implemented to inform student improvement in literacy	**Process** During 2022, a learning support teacher (literacy) was employed, year-long, full time, to implement a whole school literacy program and embed individualised literacy goals across stage 4-5 learning centers (LC) and personalised learning plans (PLP), using the *Essential Assessment* tool. Individualised literacy sessions were the main activity geared to drive this. A change was made from individual literacy sessions to group literacy

Research based systems implemented to inform student improvement in literacy	sessions for stage 4-5 students due to time and resource restraints, However, for a period of time, there was a hybrid approach to literacy, with both individual and group sessions taking place. The Walker program still received individual literacy sessions from the learning support teacher, due to the needs of the students. Some students showed statistically significant improvements in their literacy over a 12 month period of one-on-one literacy sessions using the *Essential Assessment* framework. Students with regular attendance who did not transition to another school within 6-12 months benefitted the most from the individualised literacy sessions. There was difficulty 'scaling up' individual literacy sessions to be used in stage 4-5 LCs, as a whole school literacy program, nor was it evident as being used across all PLPs. This was gleaned through a mid-year pulse check. Triangulating this whole school survey with executive focus groups and ongoing discussions with the learning support teacher highlighted a need for the whole school and individualised literacy program to have more involvement from the senior executive, require a clearer action plan, and use an assessment tool and data metrics that were more cross-curricular in their applicability. The most useful data in arriving at this conclusion was a triangulation of student PLPs, teaching programs, internal performance measures, whole school surveys, and executive staff focus groups. To improve these processes in 2023, the school will: • Develop clearer and appropriately implemented evaluative markers • Use standardised pre/post performance measures in literacy • Use quality internal performance measures, school-wide, to track literacy across key learning areas and within PLPs • Develop the capacity for teachers and support staff engage in a consistent process of progress reporting and data collection • Develop a new timetable where explicit literacy individual and whole school literacy sessions are delivered by all programs across the school, almost every day. **Impact** In 2022, the school expected to see: 1. Research-based systems implemented to inform student improvement in literacy. 2. The develop of literacy goals in PLPs for every student 3. Distributed responsibility for teaching literacy Based on a triangulation of mid-year data points, the *Essential Assessment* used to track English curriculum outcomes was deemed unsuitable as a data point for whole school literacy, or individual PLP literacy goals. At the end of 2022, approximately 25% of students completed a 'pre-assessment', 15% had completed to 'mid-assessment' and 4% completed 'post-assessment' to inform improvement in student literacy and only 3% of students had a literacy goal in their PLP. Therefore, expectations of 1 & 2 were on track not to be achieved. Instead, the second half of the year was spent sourcing suitable systems to support a whole school literacy program with individualised learning goals; sourcing additional senior leadership with demonstrated capacity to lead whole school literacy; and the use of Check-In Assessment and other Scout data as DoE assessment tools in combination with numeracy/literacy progressions and a whole school literacy pedagogy to drive internal performance measures to more closely align with standardised measures. **Next steps** There is consensus across the school, based on whole school literacy

Research based systems implemented to inform student improvement in literacy	survey mid-year, focus groups with executive staff, and ongoing feedback rounds with community, that this initiative is appropriate. Moving forward, instructional leadership will be a key driver for both whole school literacy and individualised literacy goals evident in all PLPs to be improved upon across all classes. Principal and deputy principal involvement in driving this forward, as well as department and international research underpinning the assessment tools and whole school literacy approach, used will be a key difference moving forward. To do so, there will be: • increased allocation of professional learning time to address this initiative, • lesson modelling, observations and refinement, • development of teaching strategies and resources • as well as focus groups with representatives from each program aligned to the key areas of individual and whole school literacy
Develop literacy goals in PLPs for every student.	The progress, process and impact of this initiative is contained within the data skills and use evaluation, as part of the process of reconciling both whole school and individual literacy programs at Rivendell School.
Select and train leaders in research based wellbeing measures, for use in PLPs for every student.	School staff completed the full suite of trauma-informed practice modules through the department, in 2022. Thereafter, a whole school evaluative and future planning survey found more than 50% of the staff were interested to learn about the Neurosequential Model in Education (NME) and apply its principles at Rivendell School, in furtherance of this initiative. Based on this survey, 10 executive staff within the school accepted an offer to complete 100 hours of training over 12 months, to become trainers in the Neurosequential Model In Education. This training is being facilitated by the principal of Rivendell School. Research shows NME strengthens the decision-making matrix for schools and multidisciplinary teams in the area of student wellbeing - offering a suite of clinical tools to assist in measuring student wellbeing too.

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: $293,859.42
SSP quality teaching support: $5,045.76
Professional learning: $3,500.00

Summary of progress

Quality teaching and learning programs

In 2022, Rivendell School aimed to create a teaching and learning program template that could be utilised by all Key Learning Areas (KLAs). Some steps towards achieving this included having teachers and curriculum leaders from KLAs share their program synopses and best practices with the whole staff. Additionally, program planning discussions were held amongst the executive team, and an example template was shared. The school also created a mini-team to drive cohesion in the school's administrative systems. However, leadership changes and delays in the Quality Teaching Rounds (QTR) program stalled the progress of some initiatives. As a result, further collaborative discussions between staff and the executive team to establish a shared curriculum programming vision are required in 2023. The school plans to explore the Advancement Via Individual Determination (AVID) system as a viable literacy-based program that can underpin the pedagogical approach across all programs at the school.

Building staff capacity

In 2022, Rivendell School provided professional development opportunities to build staff capacity in key priority areas, including Growth Coaching, data skills and use, literacy and numeracy assessment, and Trauma-Informed Practice (TIP). While inconsistent and misaligned data collection made it challenging to accurately measure the breadth of impact of the professional learning experiences, there was evidence of staff confidence across all areas. By the end of 2022, 78% of full-time staff completed Growth Coaching training, while 62% of both full-time and part-time staff received the two-day training. Additionally, 65% of staff survey respondents (13 out of 20) participated in coaching conversations. However, there were no reports of teachers initiating Accreditation at the Highly Accomplished Teacher and Lead Teacher levels.

For 2023, Rivendell School plans to develop more appropriately aligned progress measures for school improvement, develop a more clearly and appropriately implemented 'Question, Data, Analysis, Implications' (QDAI) thinking process, and collect data to measure staff competency before and after professional learning experiences. The school also plans to transition from the Growth Coaching model to the Neurosequential Model for Education (NME) and provide NME training to ten leaders and emerging leaders as data showed that more than half of teachers are interested in furthering evidence practice to enhance student wellbeing and achievement. The staff believes that NME is a more valuable tool for improving student outcomes and a more effective way of using resources to enhance the systemic approach at Rivendell School.

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 successfully apply data skills and	<style isBold="true">Process</style>

use in their teaching and learning practices across all programs.	In 2022, the school made progress in promoting consistent, evidence-based pedagogy across its programs. Teachers from Key Learning Areas (KLAs) shared their program synopses, and discussions were held on cohesive school-wide program planning. Example templates were shared in executive meetings to aid in this process. The school enrolled in the Quality Teaching Rounds (QTR) to enhance and share expert pedagogical knowledge. Additionally, a mini team was established to drive the cohesive school storage and systems initiative.

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Several changes impacted the progress of some initiatives. Firstly, the creation of school-wide KLA program templates was delayed due to recent leadership changes, which required further discussions and refinement of the school's overall direction. Secondly, the QTR did not proceed as planned due to a program delay that was outside the school's control.

A diagnostic issue arose during the initial SIP planning process, resulting in a misalignment between internal progress measures and initiatives. The school's non-participation in the QTR was a barrier to implementing evidence-based pedagogy, which could improve student outcomes. Additionally, changes in school leadership and moderate staff turnover affected the development of cohesive KLA planning. This required further collaborative discussions between staff and the executive team to establish consistent teaching and learning programs.

Although data collection was suboptimal, it contributed to improving the school's cohesion of administrative systems. The staff survey was particularly valuable as it provided a baseline for progress. Analysis of staff evaluation forms and exit slips was also helpful in assessing the knowledge acquired by staff through participating in professional learning experiences.

<style isBold="true">To improve processes in 2023, the school will:</style>
 1. <li dir="ltr">Create and implement a well-defined 'Question, Data, Analysis, Implications' (QDAI) thinking process, ensuring that the data sources are properly aligned with the questions being asked.
 2. <li dir="ltr">
Create a consistent schedule for collecting and analysing data.

 3. <li dir="ltr">
Create school cohesion by incorporating evidence-based pedagogy across curriculum programs.

<style isBold="true">Impact </style>

In 2022, the school expected to see:
<li dir="ltr">
A cohesive, evidence-based approach to teaching and learning across all KLAs.
<li dir="ltr">
All staff members trained in and effectively implementing data skills to inform their practices.

While teaching and learning programs are in place, there is no evidence of a cohesive approach to curriculum planning across the school. Future measures will need to be taken to establish a cohesive, evidence-based approach to teaching and learning across all Key Learning Areas (KLAs). The school staff have received training in using data to inform their practices, and 25% of staff have applied these skills following professional learning. These data skills will continue to be used throughout 2023 to drive student improvement.

<style isBold="true">Next Steps</style>

After facing several barriers in 2022, Rivendell School conducted further research to find an established evidence-based system that could be tailored to its unique context. Consequently, the school will explore the Advancement Via Individual Determination (AVID) system more thoroughly

Staff successfully apply data skills and use in their teaching and learning practices across all programs.	to determine its viability as a literacy-based program that can be implemented across all programs.
60% of staff are trained in Growth Coaching. Coaching practices and language are evident in 60% of staff Performance and Development Plans.	<style isBold="true">Process </style> All staff participated in professional development sessions to enhance their skills in data analysis, literacy and numeracy assessment, and using digital tools such as Google Drive to promote school cohesion. As well as this, all staff completed departmental training on Trauma-Informed Practice (TIP) to improve their ability to support student wellbeing. Moreover, an additional twelve staff members underwent Growth Coaching training in 2022. Measuring the implementation of coaching language accurately posed challenges since the data sources did not fit the purpose. Furthermore, inconsistent data collection made evaluating the effectiveness of the professional learning sessions difficult. However, a survey revealed that more than half of the teaching staff are interested in pursuing evidence-based practices to enhance well-being outcomes. This information helped inform future planning. <style isBold="true">To improve these processes in 2023, the school will:</style> 1. <li dir="ltr"> Develop more appropriately aligned progress measures for school improvement. 2. <li dir="ltr"> Develop a more clearly and appropriately implemented 'Question, Data, Analysis, Implications' (QDIA) thinking process, ensuring data sources align with the questions. 3. <li dir="ltr"> Collect data to measure staff competency before and after professional learning experiences. <style isBold="true">Impact</style> <style isBold="true">In 2022, the school expected to see: </style> <li dir="ltr"> 60% of staff trained in Growth Coaching, and 60% implemented coaching concepts in their practice. <li dir="ltr"> All staff are trained in and confident in using concepts from priority areas, including wellbeing, 21st-century learning and data-driven practices. <li dir="ltr"> More leadership opportunities within and beyond the school and staff seeking leadership opportunities, including participation in the Applying for Highly Accomplished and Lead Teacher (HALT) process. By the end of 2022, 78% of the school's full-time staff had completed Growth Coaching training, while 62% of both full-time and part-time staff received the training. Survey data showed that 65% of respondents (13 out of 20) participated in coaching conversations, with 55% of these conversations occurring informally between colleagues and 25% conducted formally during the Performance and Development Process. Additionally, 10% of respondents reported using coaching conversations with students. After completing the data skills and use training, staff reported feeling more confident using data skills, and 25% implemented these skills in their work. However, the implementation of data skills was not consistent throughout the school. Staff demonstrated a high level of knowledge acquisition in TIP, as indicated by their professional learning exit slips. However, it was not possible to directly evaluate the impact of the training on staff practice

60% of staff are trained in Growth Coaching. Coaching practices and language are evident in 60% of staff Performance and Development Plans.	based on the data collected. All staff members have been trained and are confident in 21st-century learning practices, which is evident in the school's adoption of a cloud-based system. In addition, all KLAs use a blended learning model incorporating digital components. There have been no reports of teachers initiating Accreditation at the Highly Accomplished Teacher and Lead Teacher levels. <style isBold="true">Next steps</style> After discussions within the strategic direction group and meetings with the executive team, it has been recommended that the school transitions from the Growth Coaching model to a more robust and evidence-based system that can better cater to the needs of all students. While the coaching framework has benefits, its direct impact on the school is challenging to measure and link to evidence-based practices that can promote a culture of high performance. A staff survey revealed a strong interest in trauma-informed education. As a result, ten leaders and emerging leaders will undergo training in the Neurosequential Model for Education (NME) in 2023. The staff believes that NME is a more valuable tool for improving student outcomes and a more effective way of using resources to enhance the systemic approach at Rivendell School. Beginning in 2023, Progress Measures will focus on NME rather than 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

Student support officer (SSO): $96,058.00

Summary of progress

Transition

Throughout 2022, targeted students across the school engaged in the Transition Program. All students transitioning from Rivendell School in 2022 had established Individual Transition Plans with clear pathways outlined and identified external supports. Students were successfully supported to gain placements in TAFE, EVET and University for 2023.

The school hosted the inaugural Transition Expo. This expo involved over 25 exhibitors who represented organisations that offer support across the five domains of transition, including employment, education, independent living, community involvement and personal and social relationships. Five schools from the network attended and staff, students and families gained knowledge and exposure to the supports available to students with a disability.

Community partnerships were re-established and maintained by the Transition Adviser after extended periods of disengagement due to the enforced lockdowns and restricted social access, pertaining to the COVID 19 Pandemic.

Looking forward, the Transition Adviser will lead staff in continuing to refine their understanding and skills in supporting the transition process for individual students to ensure successful post school engagement in the domains of transition.

SRC

The SRC have contributed to Rivendell School life by seeking feedback from peers to shape the experiences of the greater student body. The biggest impact the SRC have made in working towards a better learning centre experience for Stage 4 and 5 students was seen in a restructuring of physical and human resources to adjust content delivery to suit the broad span of ages and abilities of students attending the learning centre. This extended to the varying sensory needs of students who had identified the desire for smaller class sizes, quieter spaces and additional support staff.

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 30% and 75% of targeted students engage in work experience within the community.	**Process** The implementation of the Transition Program across 5 of the 6 programs at Rivendell School was successful in 2022. All targeted students who had an Individual Transition Plan (ITP) successfully achieved their goals for transition.

Rivendell work experience partners are increased by 30% and 75% of targeted students engage in work experience within the community.	The Transition Program maintained and re-established partnerships in the community. Rivendell's inaugural Transition Expo was successfully hosted and involved over 25 agencies/exhibitors, with representation from 5 partner schools and involvement from Rivendell school students, parents and the school community.
	All students leaving Rivendell at the end of the year had ITPs with clear pathways outlined involving linked external supports identified.
	The Transition Program supported a number of applications to Universities through the University Admissions Centre (UAC), Technical and Further Education (TAFE) courses, and Externally Delivered VET programs (EVETs).
	Impact
	Through the creation and ongoing monitoring of targeted students' ITPs by the transition adviser, classroom teachers, and the students themselves, individual goals outlined by students across the 5 domains of transition have been achieved in 100% of cases.
	With setbacks experienced in community partnerships as a result of the COVID-19 pandemic, 2022 provided an opportunity for Rivendell to re-establish some connections and move towards expansion and meeting the expected growth targets in this domain.
	Next steps
	With the success of individual transition goals achieved for students either being identified or self-identifying as needing an ITP (37% of the Rivendell cohort), it is intended that these goals be set and monitored within each student's Personalised Learning Plan (PLP). This will ensure that the goals and aspirations of all Rivendell students are addressed.
Rivendell Network of Schools is established and demonstrating initial collaborations between a minimum of 5 schools.	**Process**
	In 2022, Rivendell School established and demonstrated collaborations between 5 schools through their involvement in the Transition Expo. The Student Support Officer (SSO), through connections made within the community and with other SSOs from schools similar to Rivendell and in close geographical proximity has helped to strengthen these collaborations.
	Impact
	The attendance of both students and staff from 5 schools within the Rivendell network demonstrated strengthening ties and have led to further conversations around how schools similar in nature and location can continue to share ideas and support one another.
	Next steps
	It is anticipated that, moving forward, connections and collaborations with Rivendell's Network of Schools will continue through channels such as the Student Representative Council, Inter-school sport, community partnerships, and student integration and tertiary preparation.
Student voice is represented in 3 Learning Centre Curriculum Groups.	**Process**
	During 2022, the Student Representative Council (SRC) worked to expand the role they play in ensuring student voice is represented in the learning centre and across the school by providing leadership opportunities to students, engaging with community digitally and in-person and contributing to the discussion around learning centre experience improvement in an effort to support students within the school to meet personal goals relating to student engagement, enjoyment and enrichment through schooling. The

Student voice is represented in 3 Learning Centre Curriculum Groups.	most successful activity undertaken by the SRC and greater student body was the process of feedback collection by staff directly relating to the student learning centre experience and having this feedback analysed by the SRC who then brainstormed better processes, pitching their ideas to the executive team to implement. The SRC went a step further by discussing the changes in weekly meetings and feeding back the student experience to the executive team, suggesting further adjustments to these initial changes.
	Impact
	The school was swift in making the suggested changes to the learning centre for the betterment of the student experience as identified by the students themselves. The first change was moving the learning centre into a larger space. This move presented a different set of problems which were identified by the student body and fed back through SRC channels who then took their list of improvements to the school's executive team to ensure that student voice was an ongoing point of reference for the school when implementing change. The impact of the initial process played a huge role in promoting student agency and empowerment. This saw the students able to commence the process (a step previously led by staff) and see it through to completion. Further, significant changes were made to the learning centre. Namely, the splitting of the cohort into two classes and a comprehensive revision of the school timetable and staffing allocation to support student learning and engagement.
	The next steps
	This process has not only seen student voice representation within the learning centre across all curriculum groups but has seen student agency emerge as a more poignant progress measure, better reflecting the impact of student voice in relation to community engagement.

Funding sources	Impact achieved this year
Socio-economic background $2,729.54	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. **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 equity loading include:** • resourcing to increase equitability of resources and services **The allocation of this funding has resulted in the following impact:** 100% of students in their final pathway year obtained their HSC through the distance education provision afforded through this funding initiative. **After evaluation, the next steps to support our students will be:** Review the distance education model in search for a replacement curriculum model that better suits our stage 6 students' complex and high support needs.
Aboriginal background $3,849.67	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. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Wellbeing **Overview of activities partially or fully funded with this equity loading include:** • employment of additional staff to deliver personalised support for Aboriginal students • community consultation and engagement to support the development of cultural competency **The allocation of this funding has resulted in the following impact:** All Aboriginal students at Rivendell School achieved their education goals - completing HSC, RoSA and year 9 studies. 66% of Aboriginal students attendance was above 78%, with one student improving from 86-95% over the 2022 period. Staff feedback from cultural competency training was overwhelmingly positive and has resulted in improved engagement with out local Aboriginal Education and Consultative Group and Aboriginal Elders. **After evaluation, the next steps to support our students will be:** Embed Aboriginal perspectives across all curriculum areas at RIvendell School.
Professional learning $28,575.62	Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Rivendell School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Building Staff Capacity • Other funded activities

Professional learning $28,575.62	**Overview of activities partially or fully funded with this initiative funding include:** • engaging a specialist teacher to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing **The allocation of this funding has resulted in the following impact:** 60% of all staff were trained in 'Growth Coaching', and these coaching skills were used in staff performance and development plans. However, no measurable improvement in literacy could be found across the school as a result of the professional learning budget allocation. **After evaluation, the next steps to support our students will be:** Establish a literacy site team, involving senior executive and specialist staff, to facilitate professional learning in writing, inquiry. collaboration, organisation and reading, to measure and improve academic outcomes for students.
COVID ILSP $8,970.00	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 2022. **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:** • employment of teachers/educators to deliver small group tuition **The allocation of this funding has resulted in the following impact:** All students in this cohort maintained satisfactory attendance and engagement to complete all Stage 6 course requirements in 2022. **After evaluation, the next steps to support our students will be:** Introduce explicit teaching of literacy, specifically extended writing responses, to students and staff in Stage 6 program.
Student support officer (SSO) $96,058.00	These funds have been used to support improved outcomes and the achievements of staff and students at Rivendell School **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Transition Program **Overview of activities partially or fully funded with this Staffing - Other funding include:** • Trained social worker coordinating referral pathways into health and wellbeing programs and resources for atypical students and those impacted by high and complex needs. **The allocation of this funding has resulted in the following impact:** Significant number of students self-reporting to the student support officer to triage mental health and wellbeing supports, or provide mental health first aid to those in need. **After evaluation, the next steps to support our students will be:** Develop systems and processes at the school to improve the way in which this resource influences the outcomes for students transitioning out of RIvendell School.
SSP supplementary funding $408,780.42	These funds have been used to support improved outcomes and the achievements of staff and students at Rivendell School **Funds have been targeted to provide additional support to students**

SSP supplementary funding $408,780.42	**enabling initiatives in the school's strategic improvement plan including:** • Wellbeing • Quality teaching and learning programs **Overview of activities partially or fully funded with this site specific funding include:** • employment of additional staff to support in the creation of high-quality teaching and learning programs • employment of external support services including the engagement of dedicated specialists to address areas of specific student need • engagement of Instructional Leader to support student growth and attainment outcomes • executive release to ensure all students benefit from high quality teaching and learning practices that best meet the full range of their individual needs. **The allocation of this funding has resulted in the following impact:** - Establishment of a full-time deputy principal position, with specialisation in instructional leadership (literacy), to lead the planning implementation and review of whole school and individualised literacy and numeracy processes and practices - including assessment and reporting. - targeted literacy support, from full-time literacy teacher, for students with high and complex needs. - improved inter-agency partnerships as a result of full-time and part time executive positions created to co-lead inter-agency partnerships and multidisciplinary teams. **After evaluation, the next steps to support our students will be:** Establish a similar process of learning support in the area of numeracy, for staff and students to benefit from.
Student support officer (SSO) $96,058.00	These funds have been used to support improved outcomes and the achievements of staff and students at Rivendell School **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Transition Program **Overview of activities partially or fully funded with this Staffing - Other funding include:** • Refer previous activity statement **The allocation of this funding has resulted in the following impact:** Refer previous impact statement **After evaluation, the next steps to support our students will be:** Refer previous evaluative statement.

Student information

Student enrolment profile

	Enrolments			
Students	**2019**	**2020**	**2021**	**2022**
Boys	19	19	18	16
Girls	37	32	37	41

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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

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)	11.26
Teacher Librarian	0.6
School Counsellor	2
School Administration and Support Staff	19.02
Other Positions	1.08

*Full Time Equivalent

Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark[1]	2022 Aboriginal and/or Torres Strait Islander representation[2]
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 **Actual** ($)
Opening Balance	2,380,009
Revenue	5,399,842
Appropriation	5,381,191
Sale of Goods and Services	-250
Grants and contributions	8,898
Investment income	10,003
Expenses	-4,885,465
Employee related	-4,492,540
Operating expenses	-392,925
Surplus / deficit for the year	514,377
Closing Balance	2,894,386

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.

	2022 **SBAR Adjustments** ($)
Targeted Total	0
Equity Total	6,579
Equity - Aboriginal	3,850
Equity - Socio-economic	2,730
Equity - Language	0
Equity - Disability	0
Base Total	3,888,130
Base - Per Capita	47,332
Base - Location	0
Base - Other	3,840,798
Other Total	1,088,335
Grand Total	4,983,044

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

Staff were surveyed at the conclusion of the 2022 school year with submitted responses from 23 staff members indicating the following:

- The majority of staff have reflected positively on the changes made in the Stage 4 and 5 learning centre and have remarked that the learning outcomes for each student are more specific and measurable, with curriculum delivery able to be more targeted.
- Staff have expressed a common desire to strengthen the ties between Rivendell School and schools they transition from and to, to gather and provide more effective information on the student, resulting in improved continuity for their learning and wellbeing. Suggested improvements in communication include more clarity around processes, collaboration between settings and input from students and families and opportunities for feedback from all parties.
- Staff found the excursions a positive extension of learning and wellbeing whether they were curriculum-based, relational capacity building or cultural experiences but indicated that better, more advanced planning with stronger links to student goals and outcomes would help to enhance the student experience at Rivendell School.

Students were surveyed both at the commencement of the school year (or upon enrollment) and at its conclusion. 15 students completed the commencement survey and 33 end of year/enrollment responses were received with results indicating the following:

- 61% of students surveyed at the commencement of their time at Rivendell in 2022 intended to go to university and 80% of students surveyed at the conclusion of 2022 intended to finish Year 12.
- The majority of students both at the commencement and conclusion of the school year indicated the importance of learning when it came to preparing them for transition to a different school setting or into to tertiary education.
- 75% of students surveyed at the end of the school year indicated that they found it useful to review goals on a regular basis.
- 100% of students surveyed at the conclusion of the school year identified writing, problem-solving, thinking critically, working as part of a team and communicating with others as important skills for future job and career plans.
- 75% of Rivendell students surveyed at the end of 2022 said they felt included in school activities.
- A number of students identified 'support' was one of the biggest factors to successfully transitioning back to a mainstream school.

Parents and carers were surveyed at the conclusion of the 2022 school year with returned results from 9 responses indicating the following:

- 55% of parents and carers surveyed found weekly engagement and communication with their child's teacher invaluable.
- Parents surveyed remarked that transition back to mainstream school from Rivendell School was difficult due to the size of mainstream schools and classrooms, as well as the academic expectations.
- When asked on ways to improve the transition process, a number of parents surveyed felt that the student's input would be helpful and increasing the overall time frame of transition.

Overall, considering the relatively small population from which the school is able to gather feedback from, the respondent rates described above are too low to draw reliable conclusions. In 2023, the school will aim to increase its respondent rate for all categories to above 80%. It is hope this will to mitigate some of the reliability issues that come with small sample sizes.

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.