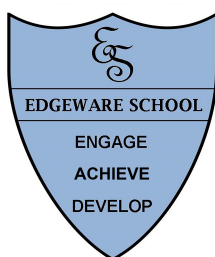


2022 Annual Report

Edgeware School



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Introduction

The Annual Report for 2022 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.

School contact details

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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

Edgware 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 Edgware into other educational and vocational pathways.

Staffing is in a period of stabilisation. Edgware 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.

Edgware 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 Edgware 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	2022 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Excelling
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Excelling
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

Socio-economic background: \$25,162.00

Aboriginal background: \$6,856.00

SSP supplementary funding: \$105,200.00

Professional learning: \$6,302.00

Summary of progress

This year has shown improvement in the school's use of data to inform practice and direct explicit learning strategies to enhance student performance and engagement. Internal and external student assessment data is now regularly used to identify areas of student development and progress. This informs teaching effectiveness and future school directions.

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
<ul style="list-style-type: none">• Re-establish baselines, set co-developed Learning goals in reading track progress.• Students are meeting their Learning goals.• Students increasing in growth based on year 1 progress measure baseline.	<p>All teachers reestablished the baselines of students learning goals in reading. New goals were created and tracked. Students were tracked through class and whole school goal sheets. Evidence shows Understanding Texts 7 to 9 demonstrated upward growth.</p> <p>Students are meeting their goals. Those assessed in Understanding texts 7 moved from 70% to 80% achieved. Understanding texts 8 from 30% to 75% and Understanding texts 9 40% of students achieved their learning goal. This has lead to progression for some students into Understanding texts 10.</p> <p>Student growth and attainment has occurred as a result of increased staff capacity to deliver explicit learning and teaching.</p>
<ul style="list-style-type: none">• The school is 'Sustaining and growing' in most themes in the element of Data skills and Use within the School Excellence Framework. <p>The theme of <i>Data analysis</i> is 'Excelling'. The theme of <i>Data use in planning</i> is 'Sustaining and Growing'.</p>	<p>In the School Excellence Framework we were Sustaining and growing in 2 of the 4 themes. It is a balance at the moment with select areas of growth to be achieved.</p> <p>The theme of data analysis was assessed as sustaining and growing as we continue to improve our collection and use of valid and reliable data.</p> <p>Data use in planning continues to evolve as we garner more school community support.</p>

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: \$25,163.00

Aboriginal background: \$6,856.00

SSP supplementary funding: \$105,199.00

Professional learning: \$6,301.00

Summary of progress

Whilst there was a measurable improvement in each area of expectations in the Tell them from me survey the school is actively working to increase attendance and engagement of all students. Attending students have benefited from strategic and planned processes that support their wellbeing and transition aspirations.

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 set a target.	Across all selected domains of the Tell them from me survey there was measurable improvements of the proportion of students reporting Expectations of success, Advocacy at school and Sense of belonging at school against 2021 data.
• The school is maintaining 'Sustaining and growing' in the <i>A planned approach to wellbeing</i> theme in the Wellbeing element from the Learning domain of the School Excellence Framework.	The school has planned a strategic and planned approach to develop wellbeing processes to support all students so that they can have high expectations for success, Advocacy and Belonging at Edgeware. This has resulted in moving from Sustaining and growing to Excelling in the Planned approach to wellbeing.
Proportion of students attending >90% of the time will increase 50%.	No increase was determined at this time. Attendance and engagement remain a focus at Edgeware.

Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$50,325.00</p>	<p>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.</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"> • Initiative 1: Data • Initiative 1: Wellbeing program <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support academic and wellbeing program implementation. • staff release to record and analyse literacy and wellbeing data. • professional development of staff to plan and support student learning. <p>The allocation of this funding has resulted in the following impact: Increase staff proficiency in data collection, recording and analysis to plan student learning. Increase in students achieving learning, wellbeing and transition goals.</p> <p>After evaluation, the next steps to support our students will be: Broadening learning, wellbeing and transition achievements along Literacy and Numeracy progressions, Personal and Social Capability Continuum and transition programs. Creating explicit learning programs in each Key Learning Area.</p>
<p>Aboriginal background</p> <p>\$13,712.00</p>	<p>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.</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"> • Initiative 1: Data • Initiative 1: Wellbeing program <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support literacy and numeracy programs • staffing release to support development and implementation of Personalised Learning Plans <p>The allocation of this funding has resulted in the following impact: Students achieving learning, wellbeing and transition goals.</p> <p>After evaluation, the next steps to support our students will be: Embedding Aboriginal perspectives into personalised learning programs.</p>
<p>Professional learning</p> <p>\$12,603.00</p>	<p>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 Edgeware School.</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"> • Initiative 1: Data • Initiative 1: Wellbeing program <p>Overview of activities partially or fully funded with this initiative</p>

<p>Professional learning</p> <p>\$12,603.00</p>	<p>funding include:</p> <ul style="list-style-type: none"> • engaging a specialist teacher to unpack evidence-based approaches to teaching literacy through personalised learning. <p>The allocation of this funding has resulted in the following impact: Regular Teach Meets to share teacher expertise in targeted professional learning and development sessions. Staff developing explicit lessons in literacy and wellbeing programs.</p> <p>After evaluation, the next steps to support our students will be: Whole school development of an Edgware academic program in Key Learning Areas.</p>
<p>COVID ILSP</p> <p>\$5,300.00</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 2022.</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>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] • providing targeted, explicit instruction for student groups in literacy/numeracy - understanding texts <p>The allocation of this funding has resulted in the following impact: Students demonstrating upward movement in progression levels. Increase student participation in Check in assessment and HSC minimum standards</p> <p>After evaluation, the next steps to support our students will be: Increasing student resilience when participating in internal and external assessment tasks.</p>
<p>SSP supplementary funding</p> <p>\$210,399.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Edgware School</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"> • Initiative 1: Data • Initiative 1: Wellbeing program <p>Overview of activities partially or fully funded with this site specific funding include:</p> <ul style="list-style-type: none"> • Release time for staff to support teacher mentoring • Deputy Principal role created to manage implementation of School Plan initiatives • Accessed external agencies to support learning, wellbeing and transition programs. <p>The allocation of this funding has resulted in the following impact: Students achieving co-developed goals in learning, wellbeing and transition. Increased student participation and achievement in external assessment (Minimum standards, Check-in). Increase student access to external supports and certifications in learning, wellbeing and transition pathways Observed improvement and confidence in teacher practice.</p> <p>After evaluation, the next steps to support our students will be: Embedding explicit learning, wellbeing and transition opportunities into Edgware Academic programs.</p>

SSP supplementary funding \$210,399.00	Broaden the depth of access to external agencies and supports.
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Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	12	20	23	18
Girls	8	9	5	4

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)	3
Classroom Teacher(s)	3.59
Teacher Librarian	0.2
School Counsellor	0.6
School Administration and Support Staff	6.61
Other Positions	0.2

*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	838,498
Revenue	2,256,835
Appropriation	2,254,075
Sale of Goods and Services	-250
Grants and contributions	-291
Investment income	3,300
Expenses	-2,273,157
Employee related	-1,903,748
Operating expenses	-369,408
Surplus / deficit for the year	-16,322
Closing Balance	822,176

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	64,037
Equity - Aboriginal	13,712
Equity - Socio-economic	50,325
Equity - Language	0
Equity - Disability	0
Base Total	1,566,677
Base - Per Capita	16,904
Base - Location	0
Base - Other	1,549,773
Other Total	491,068
Grand Total	2,121,782

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

Parent/caregiver, student, teacher satisfaction

Feedback is sought from our school community through a variety of mediums including the Tell them from me survey, face to face interview, email and formal and informal conversations with students, parents and staff. Overall positive communication and interaction were reported by our school community that they felt reflected cooperation and engagement.

Students described having their input valued and a collaborative relationship with staff in creating co-developed goals in their learning, transition and wellbeing goals. Parents stated that they felt a partnership with staff in determining outcomes for their child. Increased progression in school programming created growth in collegial support and development of all staff.

Our school community completed a school satisfaction survey for 2022. Results from the Tell Them From Me survey are as follows.

Edgware is an inclusive school (Increase over the previous year)

More students feel Advocacy at school (Increase over the previous year)

Goal setting and student growth orientation (Increase over the previous year)

Students reported a positive learning climate (Increase over the previous year)

Students reporting a positive sense of belonging (Increase over the previous year)

Students feel there is an expectation for success (Increase over the previous year)

Teachers rate collaboration very highly (Increase over the previous year)

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.