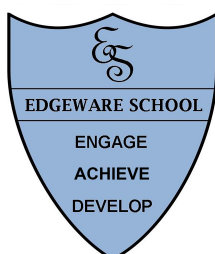# 2023 Annual Report

Edgeware School

EDGEWARE SCHOOL

ENGAGE

ACHIEVE

DEVELOP

5737

Introduction

The Annual Report for 2023 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

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	2023 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
Aboriginal background
SSP supplementary funding
Professional learning

Summary of progress

All students have literacy and numeracy goals based on Understanding Texts 6 - 10, Understanding Money and Proportional Thinking, made at the start of each term where progress is tracked using PLAN 2. Students are meeting their Learning goals most achieving multiple goals. Students increasing in growth based on 2022 progress measure baseline.

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
• Re-establish baselines, set co-developed Learning goals in reading and numeracy to track progress. • Students are meeting their Learning goals. • Students increasing in growth based on year 1 progress measure baseline.	Multiple students' goals being met in educational, vocational and transition outcomes. There was a positive progression in PLAN 2 of student improvement in literacy and numeracy from teachers understanding the NLNP and using them to drive improvement. Increased students attempting HSC Minimum Standards and Check in assessments with opportunities arising for all students to undertake a range of testing.
• The school is 'Sustaining and growing' in most themes in the element of Data skills and Use within the School Excellence Framework. The theme of *Data analysis* is 'Excelling'. The theme of *Data use in planning* is 'Sustaining and Growing'.	The school is 'Sustaining and growing' in most themes in the element of Data skills and Use within the School Excellence Framework. The theme of *Data analysis* is 'Excelling'. The theme of *Data use in planning* is '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
Aboriginal background
SSP supplementary funding
Professional learning

Summary of progress

The Tell Them From Me survey revealed a subtle decline across all three targeted areas in comparison to the previous year's outcomes. Despite this, our students have consistently reported creditable results, surpassing benchmarks set by replica schools. Our pro active sourcing of various programs and support mechanisms has improved student progress and achievement measures for our students. Notably our Wellbeing and Transition goals are being met at impressive rates. Whilst identifying these achievements, it's crucial to acknowledge that attendance improvement remains a source of focus for our school, reflecting our commitment to enhancing overall student success.

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.	The recent Tell Them From Me survey indicated a dip in results. in the *Sense of belonging* domain, there's a 10% drop, bringing it to a still strong 90%, surpassing replica school results. *Expectations for success* saw a modest decrease of 0.7 on the 7.7 to 7.0 scale, again outperforming similar schools. Meanwhile in the *Advocacy at School* domain, there's a 1.8 decline, sliding from 8.4 in the previous year to 6.6 this year. With this drop, we are still outperforming replica schools.
• The school is maintaining 'Sustaining and growing' in the *A planned approach to wellbeing* theme in the Wellbeing element from the Learning domain of the School Excellence Framework.	We have exceeded our progress in this achievement measure. Measured against the School Excellence Framework Edgeware is recorded as achieving Excellence in the *A planned approach to Wellbeing* theme under the Wellbeing element. A noteworthy 70% of our students successfully reached 1 or more of their Transition goals. Calculating our Wellbeing goals, an impressive 66.7% of students hit their targets, with an outstanding 25% achieving two or more goals.
Proportion of students attending >90% of the time will increase 50%.	Whilst we continue to improve our systems and plans for attendance we have not quite met this aspirational goal. Enhancing attendance and engagement remain a focus at Edgeware.

Funding sources	Impact achieved this year
Socio-economic background $36,102.78	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 2: Explicit teaching • Initiative 1: Wellbeing program • Initiative 2: Transitions **Overview of activities partially or fully funded with this equity loading include:** • employ additional staff to plan, manage and evaluate SIP academic and wellbeing activities. • relief for staff to collect and analyse data from academic, wellbeing and transition SIP initiatives. • staff development to deliver explicit student learning in literacy, numeracy. **The allocation of this funding has resulted in the following impact:** Enhance staff expertise in collecting, recording and assessing data to strategise student learning plans. Creating explicit learning programs in each Key learning Areas. **After evaluation, the next steps to support our students will be:** Elevate the number of students accomplishing learning, wellbeing and transition goals. Streamline programs through consolidating units of work across curricula to optimise student learning time.
Aboriginal background $10,284.11	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 2: Explicit teaching • Initiative 1: Wellbeing program • Initiative 2: Transitions **Overview of activities partially or fully funded with this equity loading include:** • employment of additional staff to deliver personalised support for Aboriginal students • staffing release to support development and implementation of Personalised Learning Plans **The allocation of this funding has resulted in the following impact:** Students achieving learning, wellbeing and transition goals. **After evaluation, the next steps to support our students will be:** Embedding Aboriginal perspectives into personalised learning plans.
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:**

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 literacy progression in Understanding Texts. **The allocation of this funding has resulted in the following impact:** Students achieving upward movement in Literacy progression levels. **After evaluation, the next steps to support our students will be:** Continue explicit teaching to facilitate progress through Literacy progression levels.
Professional learning $13,407.95	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. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Initiative 1: Data • Initiative 2: Explicit teaching • Initiative 1: Wellbeing program • Initiative 2: Transitions **Overview of activities partially or fully funded with this initiative funding include:** • engaging a specialist teacher to unpack evidence-based approaches to teaching literacy and numeracy through personalised learning. **The allocation of this funding has resulted in the following impact:** Collaboration between staff in targeted professional learning in the Teaching standards, creating academic programs and moderating grades. Improved staff capacity in applying Teaching standards, creating academic programs and moderating grades. **After evaluation, the next steps to support our students will be:** Whole school development of wellbeing and transition units in the academic programs. Build staff capacity to streamline academic programs through consolidating units of work across curricula.
COVID ILSP $10,135.41	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 2023. **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 • releasing staff to analyse school and student data to monitor progress of student groups. • providing targeted, explicit instruction for student groups in literacy/numeracy - Understanding texts and Proportional numbers. **The allocation of this funding has resulted in the following impact:** Increase in students participating in external assessments Check in assessments, VALID and HSC minimum standards. Students progressing in literacy progressions. **After evaluation, the next steps to support our students will be:** Targeting numeracy progress in Proportional thinking and Understanding

COVID ILSP $10,135.41	money in the Numeracy Progressions.
SSP supplementary funding $210,399.30	These funds have been used to support improved outcomes and the achievements of staff and students 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 2: Explicit teaching • Initiative 1: Wellbeing program • Initiative 2: Transitions **Overview of activities partially or fully funded with this site specific funding include:** • Roles created to manage implementation and evaluation of School Plan initiatives. • Release from face to face teaching to facilitate teacher professional development, observation and mentoring. • Engaging external agencies to support learning, wellbeing and transition programs. **The allocation of this funding has resulted in the following impact:** Increased teacher capacity to manage learning, wellbeing and transition outcomes for students. Students achieving co-developed goals in learning, wellbeing and transition. **After evaluation, the next steps to support our students will be:** Embedding explicit learning, wellbeing and transition opportunities into Edgeware Academic programs. Increase the scope of access to community, wellbeing and transition programs and supports.
Student Support Officer $99,516.00	These funds have been used to support improved outcomes and the achievements of staff and students at Edgeware School **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** **Overview of activities partially or fully funded with this Staffing - Other include:** • Support transition, between schools and post-school enrolments by working with transition coordinators and external providers. • Identify and establish support networks for students with staff, the school community, and locally based government services and community agencies. **The allocation of this funding has resulted in the following impact:** Increased student access to transition pathways. Students supported in community, wellbeing and transition programs and services. **After evaluation, the next steps to support our students will be:** Sourcing after school, holiday and post school programs and services for students. Creating and delivering wellbeing workshops to students.

Student information

Student enrolment profile

Students	Enrolments			
	2020	**2021**	**2022**	**2023**
Boys	20	23	18	27
Girls	9	5	4	8

Attendance

NSW student attendance data in 2020 is not comparable to other 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.

While there were no lockdowns or learning from home periods in Semester 1 2023, there was still a high prevalence of sick attendance codes as students were encouraged to stay home if they were even slightly unwell. Advice for families were still in place, recommending students and staff to stay home when sick and only returning to school when they were symptom free. (See https://education.nsw.gov.au/schooling/covid-19/advice-for-families for advice).

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	7.61
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 2023, 2.5% 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]	2023 Aboriginal and/or Torres Strait Islander representation[2]
School Support	3.00%	3.60%
Teachers	3.00%	3.40%

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 2023 to 31 December 2023. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2023 **Actual** ($)
01	580,448.48
02	2,555,365.82
03	-2,120,823.34
04	434,542.48
07	1,014,990.96

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.

	2023 **SBAR Adjustments** ($)
Targeted Total	0
Equity Total	48,787
Equity - Aboriginal	10,284
Equity - Socio-economic	36,103
Equity - Language	2,400
Equity - Disability	0
Base Total	1,612,426
Base - Per Capita	17,411
Base - Location	0
Base - Other	1,595,014
Other Total	596,543
Grand Total	2,257,756

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 2023. The recent Tell Them From Me survey indicated a dip in results. Despite this, our school community consistently reported creditable results, surpassing benchmarks set by replica schools. Results from the Tell Them From Me survey are as follows.

In the Sense of belonging domain, there was a 10% drop, bringing it to a still strong 90%, surpassing replica school results.

Edgeware outperformed similar schools in Expectations for success despite a minor decrease .

Meanwhile in the Advocacy at School domain, Edgeware outperformed replica schools.

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.