

Stewart House School Annual Report



2017



5515

Introduction

The Annual Report for 2017 is provided to the community of **Stewart House 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 school 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.

Delphine Annett

Principal

School contact details

Stewart House School

22 Ellen St

Harbord, 2096

www.stewarthou-s.schools.nsw.edu.au

stewarthou-s.School@det.nsw.edu.au

9938 3822

School background

School vision statement

To provide all incoming students with the opportunity to have a life-changing experience that allows them to develop an enhanced sense of physical, social, emotional, cognitive and spiritual wellbeing.

School context

Stewart House School is a unique school for specific purposes staffed by the NSW Department of Education (DoE). A memorandum of understanding exists between the DoE and the Stewart House Charity / company. The Department of Health has a similar MOU and cohabits the school site and services the dental, optical, hearing and other health needs of the students enrolled. Stewart House company employs residential carers for the evenings and administration, service and welfare staff.

Students who attend Stewart House are nominated by school principals from all areas of NSW and ACT. The students are primarily identified as needing respite from current circumstances including economic hardship, lack of opportunity and experience of recent crisis.

The students reside on the site at South Curl Curl Beach for 2 weeks with a maximum of 90 students each cohort. Students range from years 1 to year 10 and are grouped across 6 classes.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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 and participated in an external validation. 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated

The results of this self-evaluation process indicated that in the School Excellence Framework domain of Learning, we are rated as Excelling in Wellbeing, Sustaining and Growing in Learning Culture and Curriculum and Learning, and Delivering in Assessment and Reporting and Student Performance Measures.

Due to the specific purpose of our school and the short time we have with each cohort of students, we strive to ensure we provide a positive Learning Culture and focus our activities on the Wellbeing of each student. In rating our practices against the Curriculum and Learning and Assessment and Reporting areas we needed to focus on the "Stewart House curriculum" which is still evolving but includes outcomes mostly from the Personal Development, Creative and Performing Arts and Visual Literacy aspects of the regular K-12 syllabus documents.

Whilst we facilitate students taking part in NAPLAN assessments at Stewart House School, the results are part of the individual home school's result so no Student Performance Measures are available. Our focus since the beginning of 2016 has been on developing purposeful lessons that provide students with skills they can utilize in their home setting and we have made significant gains in this area. We are now exploring ways to track this progress beyond the exit survey.

The results of this self-evaluation process indicated that in the School Excellence Framework domain of Teaching, we are rated as Excelling in Professional Standards, Sustaining and Growing in Effective Classroom Practice, Learning and Development and Collaborative Practice, and Delivering in Data Skills.

Professional Learning over the past two years has had a significant impact on the staff and students at Stewart House School. Staff have gone from providing students with low impact tasks with little connection or purpose, to developing meaningful learning experiences that are based on the needs of the students in their class and are underpinned by their rich understanding of Trauma Informed Care, Quality Teaching and 21st Century Pedagogy. They use their knowledge and experience of Relational Pedagogies including Emotional Intelligence (Roffey), Choice Theory, Reality Therapy and Lead Management (Glasser) and the Raising Responsibility framework (Marshall) to interact sensitively with the students

and determine the best way to meet their needs and engage them in the opportunities Stewart House has to offer.

The results of this self-evaluation process indicated that in the School Excellence Framework domain of Leading, we are rated as Sustaining and Growing in Leadership, School Planning, Implementation and Reporting and Management Practices and Processes, and Delivering in School Resources.

The regular changes to the executive and teaching staff has been a contributing factor in this domain as well as the partnership and the processes in place to facilitate the Stewart House Charity priorities and procedures. At times it has been difficult to navigate roles and responsibilities between the two sectors however within the school, leadership and school planning processes have been developed collaboratively. Being a small staff there are opportunities for leadership and professional learning and staff are being encouraged to take on these roles and further develop their leadership capacity.

The process we have undertaken in preparing for External Validation has provided us with a much clearer understanding of the School Excellence Framework and has enabled us to thoroughly evaluate our existing school plan and the progress we have made over the last two years. With the new framework now available, we are able to use these evaluations to commence the planning process for our 2018–2020 plan. The process has validated areas that we can be proud of and highlighted areas where we need to improve. We are planning further enhancement of our Wellbeing focus and providing students with a "toolbox" of skills and strategies relevant to their needs. We want to explore ways to record and track students progress during this stay and after they have returned to their home school. We want to continue to enhance the partnerships we have established and to review the systems and processes we need to support and strengthen the communication and professional standards within and beyond the school.

Preparing for External Validation has been a positive and collaborative experience and we have learned much from the process. It has given us a tangible piece of evidence that tells the story of Stewart House School and how this aspect of the overall organisation contributes to the wellbeing of the students who flow in and out of our doors each fortnight. The development of the staff in terms of continually adapting to changing executive, developing and meeting higher expectations in the delivery of their teaching and learning programs and the teamwork and collaborative practice that is genuine and ongoing, are certainly strengths worth celebrating. As we have continued to work on developing our relationship across the entire site and beyond our focus has remained firmly on the needs of the students and providing them with the appropriate care and support they need to connect, succeed and thrive at Stewart House School and into their future.

Our self-assessment and the external validation process will assist the school to refine our school 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/sef-evidence-guide>

Strategic Direction 1

Comprehensive, Inclusive Wellbeing

Purpose

To develop meaningful strategies and differentiated programs that ensure wellbeing is embedded in all programs and approaches. These strategies and programs will be derived from current and research-based pedagogies.

Explicitly teach a differentiated wellbeing curriculum which provides students with the opportunities to connect, succeed and thrive.

Why: Most of our students have experienced trauma in their lives and have more significant emotional, social, physical, cognitive and spiritual needs than mainstream students. Stewart House provides a safe respite from their current situation and the short period of time needs to be used to create maximum impact in terms of positive outcomes for each student.

Overall summary of progress

Professional learning was provided for all staff to enhance their understanding of the Wellbeing Framework and the implications it has for the program we deliver at Stewart House.

Staff also undertook training in Glasser's Choice Theory, Reality Therapy and Lead Management and apply the theory and associated strategies to their teaching and learning and all interactions with students and staff. They also utilise the Raising Responsibility Framework based on Glasser's work to set behaviour expectations and provide a scaffold for those students who experience difficulty meeting socially acceptable norms. The framework allows students to take responsibility for their own behaviour and access the support of others to make modifications as needed.

Staff wellbeing has been a focus at regular intervals with fortnightly reflection meetings at the conclusion of each group as well as focused staff meetings.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Students will leave with a 'toolbox' of strategies to improve and enhance their own wellbeing and will be able to articulate some of these "tools" at time of exit and after 6 months back in their home school as measured by feedback from home school, families and students after students return home.		Staff have been able to identify those students for whom the Stewart House program has made a significant impact however feedback from schools and families has yet to be accessed.
Staff surveys and program evaluations demonstrate high levels of metacognition about best practice wellbeing programs.	Professional Learning Costs \$12,500 RAM \$11,000	Teachers provided demonstration lessons to their colleagues to share their best practice in the various aspects of wellbeing and also to receive feedback in order to enhance their teaching and the learning outcomes for students even further. Overall the lessons covered all 5 aspects, Cognitive, Social, Emotional, Physical and Spiritual Wellbeing.

Next Steps

Staff will continue to reflect on their interactions with the students and each other and remain focussed on the connecting behaviours identified in Choice Theory. New staff will need to be provided with opportunities to access this professional learning to ensure all staff are providing a common language and contributing to a positive school ethos. Staff wellbeing

needs to be addressed daily with mentors being established to meet their need.

Strategic Direction 2

Quality Teaching

Purpose

To provide students with highly engaging and meaningful quality teaching programs that enhance their individual wellbeing, curriculum and equity needs.

Why: Wellbeing contributes significantly to the learning outcomes of children and young people in our schools. It builds resilience, facilitates self-determination and participation. Wellbeing enhances our self-worth, self-awareness and personal identity. Teachers will be equipped to positively impact upon students' wellbeing if they are highly skilled in Quality Teaching pedagogies.

Teachers need to have opportunities to build upon their knowledge and develop and refine their skills in order to develop the capacity to be meta-cognitive about their practice.

Overall summary of progress

The results of our external validation process indicate the significant impact our Professional Learning in the area of Quality Teaching has had on the development of sound teaching pedagogy. Staff use their rich understanding of Trauma Informed Care, Quality Teaching and 21st Century Pedagogy to provide meaningful learning experiences that are based on the needs of the students in their class. They use their knowledge and experience of Relational Pedagogies, including Emotional Intelligence, Choice Theory, Reality Therapy and Lead management and the Raising Responsibility Framework to interact sensitively with the students and determine the best way to meet their needs and engage them in the opportunities Stewart House has to offer.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Teachers demonstrate a comprehensive understanding of the Quality Teaching Framework as evidenced in staff surveys, lesson plans and Quality Teaching Rounds (QTR) datasheets.	\$5,000 – Casual Relief to implement the lesson study process	The QTR were not implemented due to difficulty releasing staff to implement this program effectively. Staff have worked in pairs with an executive to undertake lesson study process and have engaged in ongoing Professional Learning around the Quality Teaching Framework, Professional Standards and BBC programming tool.
Staff engage in Wellbeing professional learning and utilise skills and knowledge in teaching programs.	\$18,000 – Cost of Professional Learning including trainers and casual relief.	Staff have continued to engage in and apply their knowledge and skills gained from the following Professional Learning: Circle Solutions, Choice Theory, Powering Positive Relationships and Working with Children bereaved by suicide.
Teachers set professional learning goals and work collaboratively with mentors and colleagues to achieve professional targets.	\$5,000 – Casual relief to provide meeting times and release to attend PL workshops and inter school visits as identified by individual teachers.	All teachers have developed appropriate Professional Development Plans (PDPs) and worked with their supervisor to work towards meeting their targets. These targets were aligned with the Department of Education and the School's strategic directions as well as personal goals.

Next Steps

In 2018 all teaching staff will be working towards maintenance of their Australian Professional Standard For Teachers at Proficient level or working towards Highly Accomplished or Lead levels. Understanding what is required for each of the 7 Standards will become a major focus of our professional development in 2018. The Quality Teaching team will audit the staff to determine the priority areas and plan meaningful opportunities to enable staff to understand each aspect of the standards and to gather appropriate evidence.

Strategic Direction 3

Strong, Effective Partnerships

Purpose

To develop strong, cohesive working relationships with the residential, health and administrative staff of Stewart House as well as the Company Board members.

To enhance the relationship with network coordinators, referring principals, caregivers and students to determine the individual needs of all students and provide appropriate follow up support and feedback.

Why: To allow for the development of an integrated program, all aspects of our Stewart House community need to share common goals, strategies, language and approaches to ensure continuity and consistency for the students.

To ensure all available information is utilized to devise a differentiated program for each student and quality feedback is provided to key stakeholders.

Overall summary of progress

Our partnerships within and beyond Stewart House have led to improved outcomes for the students. Examples of these include a more conscious Trauma Informed approach to Behaviour Management, timetable changes to make assemblies / handover more purposeful, changes to health screening timetables to provide less interruption to teaching and learning programs, involvement in PL sessions with NBLA as well as the inaugural Art Show for NBLA Schools for Specific Purposes.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Staff surveys indicate a positive culture, strong partnerships and professional relationships exist between all stakeholders.		Staff surveys show a positive growth in school culture increasing by 10 percentage points from 2016 – 2017. Staff rated their relationship with Stewart House company staff had also increased by 15 percentage points.

Next Steps

In 2018 we will continue to foster those partnerships we have established and look for new initiatives that will enhance the outcomes of our students.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$65,509 Funding for Staffing	Our AEO has continued to work with our Aboriginal and / or Torres Strait Islander students in a mentoring capacity and has also offered insights for all our students into the culture of Australia's First People. He also leads Aboriginal Dance lessons and Dreamtime Story sessions. We are seeing an increased engagement of our students in not only these lessons but the overall program because of the links developed with our AEO.
Quality Teaching, Successful Students (QTSS)	\$ 13,611	In 2017 we provided time for teachers to meet with their mentors to develop aspects of their PDP and to reflect on their teaching and learning programs.
Socio-economic background	\$ 73,056	Additional staff were employed to support the outcomes of the students. 1.0 FTE SLSO for the year and additional teacher relief where required. The learning environments were enhanced with new carpet and blind on all the windows to enable students to engage with the content on the screens. New experiential learning opportunities were provided for the students such as ten pin bowling and yoga / mindfulness.
Support for beginning teachers	\$ 4,063	Beginning teachers attended Professional Learning and were released from class for mentoring sessions with their supervisor.

Student information

Stewart House School caters for up to 90 students each fortnight from all networks across NSW and the ACT. Students are referred from their home school and are here on school business.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	2
Head Teacher(s)	0
Classroom Teacher(s)	5.64
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0
Teacher Librarian	0.2
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	5.82
Other Positions	0

*Full Time Equivalent

We have 1.0 FTE Aboriginal staff member who is employed as our Aboriginal Education Officer.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	40

Professional learning and teacher accreditation

33% of teachers are currently in the maintenance phase of their accreditation at Proficient Level of the Australian Professional Standards for Teachers.

Financial information (for schools fully deployed to SAP/SALM)

Financial summary

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	150,198
Revenue	1,731,456
Appropriation	1,716,333
Sale of Goods and Services	155
Grants and Contributions	13,228
Gain and Loss	0
Other Revenue	0
Investment Income	1,740
Expenses	-1,710,440
Recurrent Expenses	-1,710,440
Employee Related	-1,504,480
Operating Expenses	-205,959
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	21,016
Balance Carried Forward	171,214

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2017 Actual (\$)
Base Total	417,933
Base Per Capita	12,269
Base Location	0
Other Base	405,664
Equity Total	190,790
Equity Aboriginal	65,509
Equity Socio economic	125,281
Equity Language	0
Equity Disability	0
Targeted Total	1,025,361
Other Total	13,611
Grand Total	1,647,695

Multicultural and anti-racism education

Our Anti Racism Contact Officer provided professional learning for all staff. We ensure all students feel valued and safe through our lessons and discussions about anti racism and the expectations at Stewart House that everyone is Safe, Kind and Fair.

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.

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

Parent/caregiver, student, teacher satisfaction

Parent, Home school Principals, Home school Teachers and Student feedback indicates a very high level of satisfaction with the Stewart House experience. In 2018 we will establish a feedback dialogue with home schools to establish the sustainability of the skills we have taught the students. These conversations will provide us with more insight into the satisfaction of the school personnel who nominate the students who attend Stewart House.

Policy requirements

Aboriginal education

Our Aboriginal Education Officer works very closely with the staff and students at Stewart House. He provides mentoring for our Aboriginal and / or Torres Strait Islander students and has also offered insights for all our students into the culture of Australia's First People. He leads Aboriginal Dance lessons and Dreamtime Story sessions. All staff engage in Aboriginal Cultural lessons and utilise the 8 Ways Pedagogy in their lessons. As a whole school we acknowledge the traditional owners of this land and pay respect to all Aboriginal and Torres Strait Islander people by recognising significant events and celebrations such as Sorry Day, Reconciliation Week, and NAIDOC Day.