

# Stewart House School

## Annual Report



2018

5515

## Introduction

The Annual Report for **2018** 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

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## Message from the Principal

It has been a privilege to work at Stewart House School for the past 3 years and to support the 1700 students who attend each year from all areas of NSW and the ACT. The school staff work closely with the Stewart House Residential, Administration and Health teams to ensure the visit for every student is a positive experience which creates many happy memories and learning for years to come.

The major areas of improvement in 2018 have been the embedding of Choice Theory Pedagogy across the site with the Raising Responsibility Framework ensuring students' engagement, learning, wellbeing and behaviour needs are being met in a non coercive, trauma informed manner.

Into 2019 there will be many changes at Stewart House School, however the quality program that is currently provided will continue to be a major focus.

## School background

### School vision statement

To provide all students attending Stewart House 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 NSW Department of Health has a similar MOU and services the dental, optical, audiology and other health needs of enrolled students. Stewart House company employs administration, welfare and residential 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 for 2 weeks with a maximum of 86 students each cohort. Students range from years 1 to year 9 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 (SEF). 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.

Given the unique nature of Stewart House School, some elements of the SEF are not applicable to our program. Within the relevant elements of the SEF we are sustaining and growing in the Learning domain. The school is excelling in several elements of the Teaching domain including Effective Classroom Practice and Professional Standards; however, the overall assessment within this domain is sustaining and growing. Within the Leading domain, the school is excelling in the elements of Leadership and School Resources and is sustaining and growing overall.

Our self-assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of improved educational outcomes for 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

### Wellbeing

#### Purpose

To develop meaningful strategies and differentiated programs that ensure wellbeing is embedded in all programs and interactions. 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. 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

Staff have identified the essential skills for students to develop during their Stewart House experience and have included these in the Integrated Program developed with the Stewart House Residential staff. this program is to be refined and trialed in 2019.

#### 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 2 months back in their home school as measured by feedback from home school, families and students.	\$960 Casual relief for meetings	School staff worked with residential staff to develop an integrated program which has identified key teaching and learning opportunities for the students who attend our two week program.
Staff surveys and program evaluations demonstrate high levels of metacognition about best practice wellbeing programs.	\$8000 Professional learning fees \$8100 Casual relief	Staff have continued to explore wellbeing practices and embed non coercive pedagogy into their supportive interactions with students. All staff engaged in a Choice Theory refresher with Glasser trainer Maggie Bolton

#### Next Steps

In 2019 we will continue to refine our program and teaching pedagogy to embed the Key Wellbeing components into our program.

## 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 student 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 metacognitive about their practice.

#### Overall summary of progress

Staff have developed quality teaching and learning programs and have worked closely with supervisors and teacher colleagues to ensure consistency, support and teamwork. This has enabled a smooth transition for new and casual staff ensuring the students' experience is relevant, supportive and engaging.

#### 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 Lesson Study.	staff meeting  casual relief. \$6000	Lesson study, video and feedback sessions completed. Staff report great benefit from the time they spent with their colleagues and the positive impact this has had on their teaching and learning. Feedback that they would like to engage in this process much earlier next year.
Teachers set professional learning goals and work collaboratively with mentors and colleagues to achieve professional targets aligned to Australian Professional Standards for Teachers.	Support for beginning teachers (\$3500.00)	All teachers have contributed to the evaluation process, firstly completing the SEF and then the various strategic directions. Draft planning has been developed for 2019

#### Next Steps

In 2019 a significant number of new staff will be employed at Stewart House School including three new executive staff. The high expectations of the current staff for a quality program and strong supportive teamwork will enable the team to work well together to share resources and strategies to provide continuity of the Stewart House Program.

## Strategic Direction 3

### Quality Systems and Processes

#### Purpose

To develop high quality, sustainable systems and processes to ensure all staff maintain high quality delivery of Stewart House School programs, to meet the needs of the students.

To enhance the outcomes for students in this unique setting and the ongoing professional working relationships with the Stewart House Charity / Company staff, we need clear processes, systems, roles and responsibilities for all stakeholders.

Why: To ensure the consistent delivery of quality programs are sustained and embedded as best practice, despite the limited staff tenure.

To ensure DoE policies and procedures are met to ensure best practice.

#### Overall summary of progress

In 2018 we developed an A – Z directory which is a one stop resource for staff to develop a snapshot of the systems and processes unique to Stewart House. It provides a reference point and includes School, Department of Education and Stewart House expectations.

The role statements for DoE staff commenced in 2018 with some clarification provided around the role of the Principal with regard to the partnership with the Stewart House company. Work in this area will continue in 2019.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
A–Z directory created, distributed and used as a working reference.	\$1440 Casual relief	Electronic A – Z document accessible to all school staff and constantly reviewed and amended throughout the year.
Clear role statements for DoE staff.	\$960 Casual Relief	Assistant Principal roles clarified in terms of supervision of teachers and support of students. SAM and SAO roles increased to include reports, arrival and departure scheduling, development of class lists and tasks within SAP.

#### Next Steps

During 2019 the Department of Education will review the Memorandum of Understanding between Stewart House Company and the DoE. This will provide clarity around roles, responsibilities, finances, work schedules and supervision of students. The latter will be communicated by the DoE to all schools in NSW who engage in the program.

On a school level the role of the SLSO is a priority area to be clarified in 2019.



## Student information

Students who attend Stewart House are enrolled by the Stewart House company and attend the school Monday to Friday for a period of 2 weeks. Approximately 84 students attend every group from year 2 – 9 from schools across NSW and the ACT.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	2
Classroom Teacher(s)	5.81
Teacher Librarian	0.2
School Administration and Support Staff	6.02

\*Full Time Equivalent

At Stewart House School we have an entitlement or 1.0 for an 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	1

### Professional learning and teacher accreditation

All staff are accredited as Proficient and have been working on the mandatory hours of training associated to maintain their accreditation.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 <b>Actual</b> (\$)
<b>Opening Balance</b>	171,214
<b>Revenue</b>	1,896,270
Appropriation	1,892,796
Sale of Goods and Services	0
Grants and Contributions	1,684
Gain and Loss	0
Other Revenue	0
Investment Income	1,791
<b>Expenses</b>	-1,783,822
Recurrent Expenses	-1,783,822
Employee Related	-1,606,698
Operating Expenses	-177,124
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	112,448
<b>Balance Carried Forward</b>	283,662

During 2018 the major expenses have been for additional staffing, excursion costs and invoices from the Stewart House Company associated with the fleet management and utilities.

### Financial summary equity funding

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

	2018 <b>Actual</b> (\$)
<b>Base Total</b>	453,482
Base Per Capita	15,524
Base Location	0
Other Base	437,959
<b>Equity Total</b>	191,210
Equity Aboriginal	67,042
Equity Socio economic	124,168
Equity Language	0
Equity Disability	0
<b>Targeted Total</b>	1,050,478
<b>Other Total</b>	31,650
<b>Grand Total</b>	1,726,820



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**

Parents and carers regularly report that their children have thoroughly enjoyed their Stewart House experience. Some parents have even attended Stewart House themselves and many have multiple children who have attended over several year. They frequently express their gratitude for the opportunity provided for their children.

Many of our students say they do not want to go home and at least 80% can articulate something they have learnt at Stewart House to help them manage their emotions or peer relationships when they return to their home school.

In 2018 we started making contact with some of the schools to find out what difference the Stewart House program has made to our students and how that change has been sustained. They nearly all report a happier, healthier student has returned to the school environment. In some cases the students are more settled in terms of their emotional regulation. We would welcome feedback from schools who have constructive criticism as well as positive feedback to report.

## **Policy requirements**

### **Aboriginal education**

During 2018 we have had a strong emphasis on Aboriginal Education at Stewart House School. We acknowledge that for many of our students, being off country is a challenging experience. We have been fortunate to have excellent personnel who have been able to facilitate our understanding of the ways we can enhance the experience at Stewart House not just for our Aboriginal and / or Torres Strait Islander students but for all students. Our Aboriginal Education Officer, our DoE Learning and Wellbeing Officer and the Local Gurringai AECG have been very generous with their time and collective cultural knowledge and we thank them for their support.

### **Multicultural and anti-racism education**

Our ARCO has led the staff through training and we have had three other staff members attend training in the areas of Multicultural education. The focus has been on the support we can provide for our refugee students who attend Stewart House. This aspect of Professional Learning will be provided to all staff.