

Rivendell School

2019 Annual Report



5654

Introduction

The Annual Report for 2019 is provided to the community of Rivendell School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the 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.

School contact details

Rivendell School

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School background

School vision statement

The Rivendell School community prides itself on promoting shared and individual responsibility for positive and respectful relationships; safe behaviour; cooperation and participation in quality teaching and learning which is underpinned by the quality teaching framework.

We are committed to a shared vision that fosters an inclusive school culture and is evident in the ways in which we guide, inspire and challenge our diverse student population. Every student is given the opportunity and support to achieve their individual goals and develop personal resources for future success and wellbeing.

As a staff we are committed to critically reflecting on our practice, respecting student and community voice and exploring innovative teaching and learning.

School context

Rivendell School is part of a joint NSW Ministry of Health and Department of Education (DoE) facility. It is located within the historical Thomas Walker Estate at Concord West and shares the site with the Rivendell Child, Adolescent and Family Mental Health Service. Rivendell School provides the educational component for students admitted to the Yaralla and Lawson programs of the Rivendell Adolescent Mental Health Unit.

The school also has two DoE programs for students with an emotional disorder. The Paterson program caters for students in Stages 4 and 5. The Sulman program is a stage 6 program.

There are two learning centres staffed by Rivendell School on off-site campuses. One is within the Walker Adolescent High Severity Psychiatric Unit in the Concord Centre for Mental Health. The other learning centre is at Gna Ka Lun Acute Adolescent Mental Health Unit attached to Campbelltown Hospital.

The school provides a broad academic curriculum, Individualised Education and Wellbeing Programs, targeted vocational programs, and the opportunity for students to participate in a range of extra curricula activities.

The school has a committed staff with a strong ethos of communication and collaboration with the wider school community.

Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

Our self-assessment 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/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2019 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	Sustaining and Growing
TEACHING: Effective classroom practice	Excelling
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Excelling
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

Strategic Direction 1

Students are confident, resilient, future focused learners.

Purpose

To provide students with a positive educational pathway in a teaching and learning environment that has high expectations, prepares students for life beyond Rivendell and affords students opportunities to develop academically, socially, in leadership capabilities and in their areas of talent.

Improvement Measures

50% of students will report an increase in positive peer support.

100% of students will have a collaboratively developed individual education plan.

100% of stage 4 and 5 curriculum will be developed by Rivendell faculty teams and delivered in the Rivendell Learning Centre, and for stage 6 to be delivered by an external curriculum provider.

100% of students will have access to leadership opportunities within and beyond the school.

Progress towards achieving improvement measures

Process 1: Individual Education Plan The IEP process is revised to better reflect students' literacy and numeracy needs, learning goals, required adjustments and input from parents and students. If possible there will be a standardised IEP across 5 programs.

Evaluation	Funds Expended (Resources)
<p>Annual Milestones Achieved:</p> <p>The Individual Education Team (IEP) Team was successfully established, consisting of seven staff members across school programs. The team was subsequently renamed the Personalised Learning Plan (PLP) Team in accordance with correct DoE policies and procedures. The PLP Team developed a working plan to address targeted milestones, with PLP formats reviewed in May. The team developed a draft PLP plan and sourced feedback about it from across the school. The new PLP was successfully implemented across the school and feedback from staff well received.</p> <p>All administrative requirements for NESAs were completed as follows: NESAs entries for stages 5 and 6 were updated, the RoSA was requested for Year 10 leavers and student grades were entered.</p> <p>Student learning was supported across the year by Sydney Distance Education High School (SDEHS) visits – 15 teachers visited Rivendell to work with students, 18 students visited SDEHS to work with teachers. Students from the Sulman program also attended study days, the Study Hub and the Big Day In excursion at SDEHS.</p> <p>A successful inter-school School Representative Council (SRC) meeting was held, involving Rivendell, Centennial Park and Woniara Road Schools. The meeting gave a platform for student voice across all three settings and resulted in enhanced collaboration between settings.</p> <p>Learning Centre data was collected and analysed. There was a 35% increase in attendance of the Learning Centre in 2019 due to an increased focus on student engagement.</p> <p>The Learning Advisory Board (LAB) – Youth Empowerment Project was trialled across health programs, with all students using learner profile documents and students/families involved with integration planning and meetings. The LAB celebration was held and resulted in positive feedback</p>	<p>Staff Release – planning days \$2,000.00</p> <p>Student laptops</p> <p>Distance Education fees – \$3,501</p> <p>Professional Learning (see Strategic Direction 2)</p> <p>SRC Badges (updated) – \$220.00</p> <p>LAB release – \$4,800</p>

Progress towards achieving improvement measures

from varied stakeholders. This was the culmination of the hard work of the staff and students involved, who attended/arranged meetings and training, developed surveys and analysed the results and undertook extensive planning and presentation of material.

A social skills working committee was formed, consisting of school executive, school and health staff. An initial planning meeting was held and a resource folder was established on the school drive. This planning continued through the year and resulted in the revision of lesson planning and the incorporation of social skills into existing programs.

Process 2: Transition A carefully constructed transition program will be developed.

Evaluation	Funds Expended (Resources)
<p>Annual Milestones Achieved:</p> <p>A number of excursions were held that resulted in improved outcomes for Stage 6 students. They included: sessions at the Marrickville Legal Centre and The Big Day In Careers Expo at UTS Sydney.</p> <p>All targeted stage 6 students met with the Transition Teacher to work on their individual transition goals as outlined in their Transition Plan. Planning began with targeted stage 5 students. Stage 5 and 6 successfully continued working on their plans in consultation with the Transition Teacher. Communication lines for disseminating transition information to students and community was also further developed.</p> <p>The individual work experience program began and continued throughout the year. Students commenced their work experience placements and one student successfully completed a work experience placement at a local primary school.</p> <p>The Inner-west Neighbour Aid (IWNA) program was undertaken and it was a great success. Students, supported by staff, attended two Five Senses Garden workshops on Mondays and two students consistently attended Wednesday morning community gardening.</p> <p>SDEHS Transition/Careers teachers visited Rivendell in Term 2 (10 May) to speak with groups and individual stage 5 and stage 6 students on agreed topics which was beneficial for students and assisted with subject selection.</p> <p>The NOVA Employment STEP Program was successfully held in Term 2 for Stage 6 students. A number of Stage 6 students also engaged in the YES Program delivered by TAFE NSW.</p>	<p>Engagement of Transition Teacher – \$65,630.00</p> <p>Provision of Staff for supervision of excursions and incursions</p>

Strategic Direction 2

Staff are curriculum focused, forward thinking and connected to all school programs.

Purpose

To support staff in their delivery of quality teaching and learning across all school programs, engagement in strategic professional learning and innovation in curriculum delivery. This will support a culture of reflective practice, enabling successful student outcomes.

Improvement Measures

100% of staff will apply their Performance and Development Plan to improve their practice.

100% of the Stage 4 and 5 curriculum will be developed and delivered by Rivdendell staff.

100% of Rivendell curriculum will be planned following a 2 year cycle.

100% of staff engage in targeted professional learning.

Progress towards achieving improvement measures

Process 1: Performance and Development Framework

Each year all staff will develop their PDP, building upon the previous year's achievements.

Professional Learning is planned and is aligned to the school's 2018 – 2020 strategic directions.

Evaluation	Funds Expended (Resources)
<p>All staff including executive, teachers and SLSOs successfully completed the Performance and Development cycle for the year. This year, staff explicitly aligned their goals with the Professional Standards.</p>	<p>Professional Learning \$32,549.00 LAB release – \$4,800.00</p>
<p>Four twilight professional learning sessions were held across the year. The focus of three of the sessions was wellbeing and were delivered by Teacher Wellbeing. The final session was delivered by Rivendell Staff and focused on Authentic Self Assessment. Survey results indicated that all sessions were well received by staff.</p>	<p>Staff Wellbeing – \$6,811.00 Professional Learning Twilight sessions – \$7,200.00</p>
<p>Observation visits were undertaken by Rivendell staff at a variety of settings. SLSOs visited external settings including other SSPs of various types. Teaching staff visited the Gna Ka Lun program at Campbelltown Hospital in order to build staff capacity to teach in restricted settings.</p>	<p>School Signs – \$600.00 Staff badges – \$450.00</p>
<p>All Rivendell School signage across the school was redesigned, including the Student Support System (SSS). This has resulted in a clear, presentable system for staff to support students in a consistent manner across all programs.</p>	
<p>A database of staff interests and skills was successfully established in order to utilise key skills for school wide activities such as workshops.</p>	
<p>A Rivendell staff wellbeing committee was established and meetings were held throughout the year. As a result, a number of initiatives were developed. This included a central wellbeing resource database, staff activities including singing and yoga, collaborative staff lunches, an online book club, the wellbeing 'buddy' system, the 'Positivity Pig' and the extensive sharing of quotes, tips and ideas through school communication channels.</p>	
<p>The Learning Advisory Board (LAB) Student Empowerment Project was trialled across health programs, with all students using learner profile documents and students/families involved with integration planning and</p>	

Progress towards achieving improvement measures

meetings. The LAB celebration was held and resulted in positive feedback from varied stakeholders. This was the culmination of the hard work of the staff and students involved, who attended/arranged meetings and training, developed surveys and analysed the results and undertook extensive planning and presentation of material.

Process 2: Curriculum

Learning Centre: Teachers will deliver a full stage 4/5 curriculum in the Learning Centre, supported by faculty teams, executive supervision and relevant Professional Learning.

Technology: Staff capacity and competency is developed and classrooms employ a range of innovative approaches to embed technology into engaging learning experiences. SASS staff build their capacity to manage data and the technology demands of their role.

Evaluation	Funds Expended (Resources)
<p>Extensive professional learning programs were attended and led by Rivendell Staff. A sample of these include: CPL's Secondary English Conference, TEDX, Managing Difficult Situations in Schools, Introduction to Leadership Coaching, Public Speaking, Art and Technology in the Classroom, Teaching Standards, MyPL, eTams, Wellbeing, Teaching Standards, Managing School Refusal, Project Air Strategy and Understanding Autism. An overview of PL was presented by staff at the end of each term.</p> <p>Updated computer technology and fans arrived in the school, providing staff and students with access to more comfortable working conditions.</p> <p>Staff successfully engaged in a variety of activities designed to support the delivery of quality teaching and learning. Curriculum groups for all key learning areas met regularly throughout the year in formal meetings in order to plan and assess for learning. Curriculum Planning Days were held for all subjects taught in the Learning Centre.</p> <p>Peer to peer support was provided from our community of schools in order to up skill Rivendell staff in the use of Sentral. As a result, the completion of academic reports was more efficient across the school.</p> <p>The Rivendell school Google drive was successfully updated in order to provide a more streamlined and efficient system for staff. Staff were supported by peers in order to further extend their usage of this platform.</p>	<p>Staff PL (see 1. Performance and Dev. Framework)</p> <p>Staff Computers/Laptops – \$40,763.00</p>

Strategic Direction 3

Community partnerships are progressive, collaborative and transition focused.

Purpose

To nurture community partnerships that support students in the achievement of their goals at Rivendell and as they transition to future educational and vocational settings. To ensure all stakeholders work collaboratively in order to support students in their achievement of positive outcomes. To develop and sustain community partnerships that are innovative and progressive in the way they enhance the school community.

Improvement Measures

100% increase in school website updates from baseline data taken in 2018.

Double the number of community partners.

100% of students will have a transition plan.

Progress towards achieving improvement measures

Process 1: Community Partnerships

Build on existing partnerships and grow new and diverse connections within the community.

Evaluation	Funds Expended (Resources)
<p>Annual Milestones Achieved:</p> <p>All staff have been trained in the use of the Wordpress school website in order to assist them in communicating school achievements to the Rivendell community.</p> <p>Two successful family information evenings were held with a range of parents from each program attending. The evenings covered the topics of curriculum, transition and post school planning and cybersafety.</p> <p>Our goals for improving school sport have been achieved through a number of initiatives. The gym program continued each Wednesday. We received a donation of six kayaks which resulted in the successful implementation of the Rivendell kayaking program. Students engaged in sport programs delivered by outside agencies including cricket, badminton, orienteering and AFL. Successful interschool sport events for held for soccer and basketball.</p> <p>School Representative Council (SRC) – SRC meetings were held weekly throughout the year, an interschool SRC meeting was successfully held in Term 1 involving students from Centennial Park School, Woniora Road School and Rivendell School. The SRC held market stalls and ran a profitable cake stall, the money was used to purchase sensory toys.</p> <p>Storyweavers ran each week on Tuesday with school staff and outside agencies facilitating activities. In school visual arts program ran every Tuesday and other times through the week. Story Factory workshops went well. Our interschool art day went well with a good quantity of art produced. The Storyweavers Exhibition was held on 30 October and was a great success. There was a clear increase in attendees from across a broader community than in 2018. In 2019, Storyweavers expanded to include three schools (Centennial Park School, Woniora Road School and Rivendell School).</p> <p>Our Book Swap to raise funds for the Indigenous Literacy Foundation on 4</p>	<p>Professional learning provided by Rivendell Staff, Professional Learning (see Strategic Direction 2)</p> <p>Information evening resources – \$100.00</p> <p>Staff Release – planning days \$2,000.00</p> <p>Kayak Program – \$5,400.00</p> <p>Excursions/Incursions – \$2,200.00</p> <p>Inter-school soccer – \$200.00</p> <p>Storyweavers community – \$13,500.00 (Woniora School and Centennial Park School)</p> <p>Storyweavers – \$8,817.00</p> <p>Sport Commission Program – \$6,100.00</p>

Progress towards achieving improvement measures

September was a great success.

Our Harvest Lunch was successful and resulted in whole school involvement, including health staff.

Excursions including Taronga Zoo and the MCA day (exhibition/workshop) were well attended and hugely positive for the students.

Process 2: Transition

Community partners will contribute to the development of transition programs.

Evaluation	Funds Expended (Resources)
<p>Annual Milestones Achieved:</p> <p>SDEHS Transition/Careers teachers visited Rivendell in Term 2 (10 May) to speak with groups and individual stage 5 and stage 6 students on agreed topics.</p> <p>Students successfully accessed a number of programs linked with outside agencies including the YES Program through TAFE NSW, the Nova Step Up Program, the Inner-west Neighbour Aid gardening program and sessions held at the Marrickville Legal Centre.</p> <p>Work was undertaken with a number of outside agencies in order to broaden student opportunities. These included other schools, 1300 Apprentice, NOVA Employment and IWNA.</p> <p>The Post-Rivendell Transition Networking Project progress has seen initial contact/visits with Waranara School, Warakirri College and Bradfield. These connections were strengthened throughout the year and has led to future plans for inter-school forums to be hosted by Rivendell School in 2020.</p>	<p>Staff required for supervision of activities – incursions, excursions, study days</p> <p>Distance Education Fees – See SD1</p> <p>Student Laptops – See SD1</p> <p>Professional Learning – See SD1 and SD2</p>

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$230 Professional Learning	Staff successfully trained in Cultural Connections and expressing increased confidence in utilising this training across the school.
English language proficiency	n/a	n/a
Socio-economic background	\$3501	Students successfully supported in accessing Distance Education enrolments across Rivendell School, particularly in the senior Sulman program.
Support for beginning teachers	\$3692 – PL	Staff on maternity leave, funds to be utilised in 2020/2021

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	27	22	25	19
Girls	32	27	37	37

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)	7
Classroom Teacher(s)	11.6
Teacher Librarian	0.6
School Counsellor	2
School Administration and Support Staff	14.82
Other Positions	1.38

*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, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

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 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	2,175,851
Revenue	4,776,548
Appropriation	4,756,194
Sale of Goods and Services	-90
Grants and contributions	11,226
Investment income	9,219
Expenses	-4,001,689
Employee related	-3,764,330
Operating expenses	-237,359
Surplus / deficit for the year	774,859

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.

	2019 Approved SBA (\$)
Targeted Total	2,717,012
Equity Total	5,275
Equity - Aboriginal	1,522
Equity - Socio-economic	3,753
Equity - Language	0
Equity - Disability	0
Base Total	674,220
Base - Per Capita	37,674
Base - Location	0
Base - Other	636,546
Other Total	819,372
Grand Total	4,215,879

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

In 2019, Rivendell School staff continued to foster positive relationships with families. Parents and carers were actively included in the Rivendell School community in a number of ways including attendance of our parent information sessions that were held each semester, our annual Storyweavers event and celebration events including Presentation Day and our senior graduation. Rivendell teachers maintained regular communication with our parents and carers in the form of family meetings, weekly family emails and telephone contact.

Staff satisfaction

Rivendell staff were surveyed regularly across the year in a number of ways including the People Matter survey, our end of year milestone surveys and other more specific surveys to gather feedback about staff development days and professional learning sessions. Staff generally had positive feedback regarding our staff development days and twilight sessions with 100% of survey respondents indicating that they found our last 2019 twilight session valuable. Results from the 2019 People Matter Survey indicated a high level of engagement from Rivendell staff with 100% of respondents indicating that they felt proud of their organisation. Staff also expressed positive views of school management and communication with 93% of respondents indicating that their managers effectively lead and manager change.

Parent Satisfaction

The feedback from our end of year survey results indicated that the parents and carers of Rivendell School were happy with the communication strategies provided by school with 90% of respondents indicating that they found these to be useful. The feedback from our parents about Rivendell meeting the needs of the students was very positive as indicated by the following parent survey comment about student support: "So much individualized support for the students to give them the best chance of success. I don't know where my son would be without it."

Student satisfaction

The end of year survey results indicated that Rivendell students were generally happy with the learning opportunities and support they receive at school. Of the students surveyed, 100% indicated that they attend the Learning Centre, with one student commenting 'I enjoy maths as we get a lesson to learn tailored individual work that they give to us'. Students were generally clear about their educational goals and how often they discuss them with their teacher with 85% of respondents indicating they knew their goals. Students indicated a confidence in their ability to learn at Rivendell with 80% of students surveyed indicating that they are certain that they can learn the skills taught in school this year. Students also indicated that they valued the support received from their teachers with 70% of respondents feeling that their teachers talk with them about how they are going at school.

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 supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are 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.