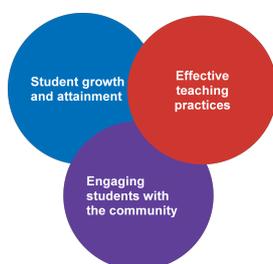
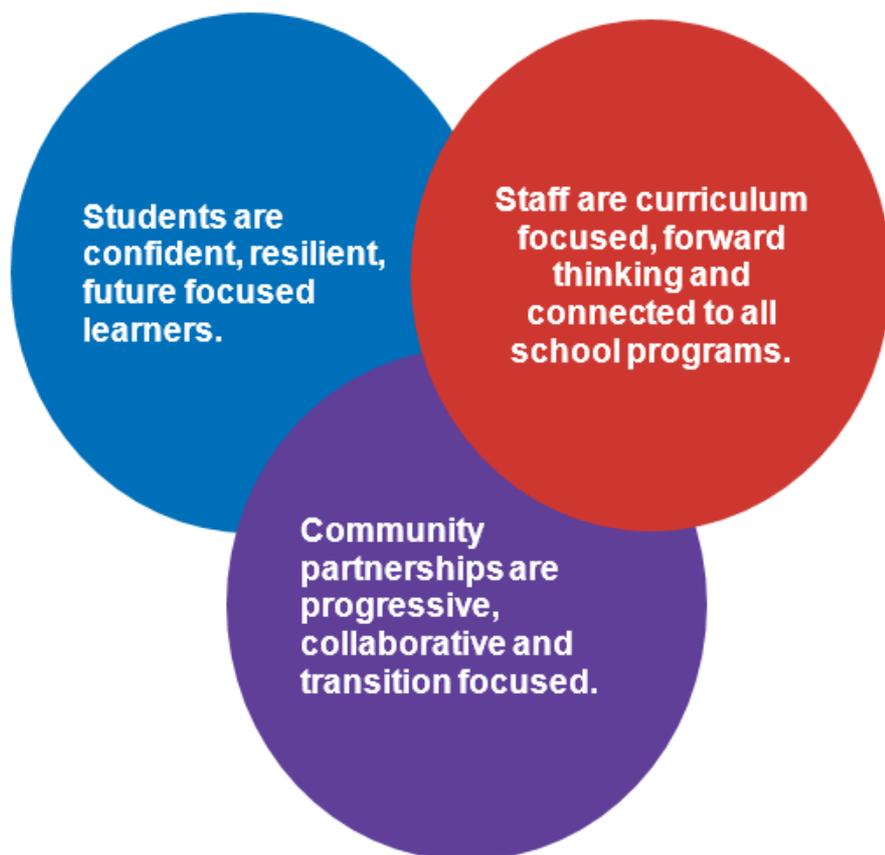


2020 Annual Report

Rivendell School



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Introduction

The Annual Report for 2020 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

Thomas Walker Est Hospital Rd

Concord West, 2138

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

rivendell-s.school@det.nsw.edu.au

9743 1075

School vision

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 and participated in an external validation. 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. Every five years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

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/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Excelling
LEARNING: Assessment	Excelling
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	Excelling
LEADING: Educational leadership	Excelling
LEADING: School planning, implementation and reporting	Excelling
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.

Overall summary of progress

Upon completion of the 2018-2020 school planning cycle, all improvement measures for Strategic Direction 1 have been successfully achieved.

Progress in these areas was supported by various sources of evidence including meeting minutes for the PLP mini team, final IEP documents and drafts, IEP meeting documentation, teaching and learning programs across KLAs, curriculum team minutes and planning documents, reporting documents and staff/student and caregiver surveys.

These sources of evidence were rigorously assessed and evaluated as a part of the External Validation process in 2020.

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)
100% of students have a collaboratively developed Personalised Learning Plan (previously described as IEP). These plans are consistent across all settings in the school and address all aspects of student support including academic goals, wellbeing and integration and transition pathways where appropriate.	Student welfare resources - \$2,500.00
100% of stage 4 and 5 curriculum was developed by Rivendell faculty teams and delivered in the Rivendell Learning Centre, with Stage 6 delivered by an external curriculum provider. High quality curriculum instruction is evident across all KLAs in the Learning Centre which is staff by specialist teachers.	Upgrade Technology School wide - \$150,000 Upgrade School furniture indoor / outdoor school wide - \$250,000 Mathletics Subscription - \$604.80 Stile Subscription - \$1050.00

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

Evaluation	Funds Expended (Resources)
Students were surveyed upon enrolment at Rivendell School and in 2020 and at the end of the year. A comparison of this data demonstrated students reporting a marked increase in positive peer support. There was a 60% increase in the number of students who felt included in school activities and a 40% increase in the number of students reporting positive peer support.	Engagement of Transition Teacher - \$65,630.00 Provision of Staff for supervision of excursions and incursions

Progress towards achieving improvement measures

In 2020, 100% of students had access to leadership opportunities within and beyond the school. This was facilitated in two key areas, transition and the Rivendell SRC.

In the area of SRC: regular SRC meetings were held, including active engagement with the executive meeting. Interschool SRC liaison continued to take place, but face to face contact was restricted by Covid-19.

In the area of transition: the transition teacher broadened leadership opportunities for students beyond the school by working 1:1 with students to support their achievement of transition goals, working with the regional Transition Teacher to broaden Transition delivery for students and families, investigating work experience and work readiness opportunities for students. Many of the face to face transition activities that were planned for students in 2020 had to be put on hold due to Covid-19.

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.

Overall summary of progress

Upon completion of the 2018-2020 school planning cycle, all improvement measures for Strategic Direction 2 have been successfully achieved.

Progress in these areas was supported by various sources of evidence including PDP plans and meeting minutes, teaching and learning programs across KLAs, curriculum team minutes and planning documents, professional learning records, evaluations and presentations, reporting documents and staff/student and caregiver surveys.

These sources of evidence were rigorously assessed and evaluated as a part of the External Validation process in 2020.

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)
In 2020, 100% of staff applied their Performance and Development Plan to improve their practice. Upon completing professional learning, staff completed evaluations of the learning and indicated how they would put the learning into practice. At the end of each term, school wide professional learning sessions were set aside for staff to share and reflect upon the learning from any formal professional learning they had completed. The Performance and Development cycle was completed and all PDPs are demonstrative of staff improvement.	2020 Supplementary Funding AP Position \$143,320.28 2020 Supplementary Funding Classroom Teacher (executive release) \$109,383.57 2020 Supplementary Funding AP to DP Higher Duties \$24,014.01
In 2020, 100% of staff engaged in targeted professional learning. All professional learning was targeted and well planned to align with individual staff goals. All teacher PDP goals were aligned with the Australian Professional Standards for teachers and all executive goals were aligned with both the standards and the general executive criteria. Whole school professional learning was expertly planned by the executive team in line with the Strategic Directions of the School Plan.	2020 Supplementary Funding Classroom Teacher (0.1) \$10,938.36 Professional Learning \$12,000.00

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.

Progress towards achieving improvement measures

Process 2:

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>100% of stage 4 and 5 curriculum was developed by Rivendell faculty teams and delivered in the Rivendell Learning Centre, with Stage 6 delivered by an external curriculum provider. High quality curriculum instruction is evident across all KLAs in the Learning Centre which is staff by specialist teachers.</p> <p>100% of the Rivendell curriculum was planned following a 2 year cycle. All Curriculum Groups worked collaboratively to plan and evaluate the Learning Centre curriculum. Curriculum team meetings occurred three times per term and planning days were completed. All Curriculum Groups produced quality Scope and Sequence and teaching and learning programs across a 2 year cycle.</p>	New Laptops - \$25,000.00

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.

Overall summary of progress

Upon completion of the 2018-2020 school planning cycle, all improvement measures for Strategic Direction 3 have been successfully achieved.

Progress in these areas was supported by various sources of evidence including transition plans and meeting minutes, school website data, strategy group minutes and planning documents, PLP plans, transition teacher records/data and staff/student and caregiver surveys.

These sources of evidence were rigorously assessed and evaluated as a part of the External Validation process in 2020.

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>There was 100% increase in school website updates from baseline data taken in 2018. The establishment of a Website Coordinator ensured that the website was regularly updated by all programs and that the website was a positive reflection of the Rivendell School community.</p> <p>Rivendell School expanded its community partnerships across the 2018-2020 School Plan. Over this time there was at least a doubling of previous partnerships. Some planned expansions of our community needed to be put on hold in 2020 due to Covid-19. Existing community relationships with existing partners including Sydney Distance Education High School and our local network of SSP schools continued and were nurtured.</p> <p>Some of the new community links that were developed across this school planning cycle were Inner West Neighbour Aid, Paddle NSW for the kayaking program, Rotary NSW, The Sydney Story Factory, Storyweavers partners including Nic Newling, Michael Moebus and Howard Matthews, The Museum of Contemporary Art and various individual work experience providers.</p>	<p>Storyweavers Contractors and Resources - \$16,283.59</p> <p>Professional Learning (see SD 2)</p> <p>Kayaking Program (see SD 1)</p> <p>Parent Information Evening - \$100.00</p>

Process 2: Transition

Community partners will contribute to the development of transition programs.

Progress towards achieving improvement measures

Evaluation	Funds Expended (Resources)
In 2020, 100% of Rivendell students identified for the Transition Program had a high quality transition plan developed in close consultation with students, the Rivendell Transition Teacher, families and key stakeholders. Work with outside agencies including 1300 Apprentice, NOVA Employment and Inner West Neighbour Aid was impacted by Covid-19 but sustained remotely where possible.	Transition Teacher - (see SD 1) Passkey - digital visitor sign on system purchased - \$800.00 SASS Recognition Day/PL - \$700.00 Job Jump - \$140.00

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$2555.27	<p>Students and staff engaged in Aboriginal Cultural Connections in an interactive workshop provided by Koomurri. Feedback from staff and students was very positive and indicated a positive impact on the school. The workshop was pivotal in reconnecting one of our Aboriginal students with her culture.</p> <p>Intensive support was provided to individual students, including working closely with the Aboriginal Education and Wellbeing Advisor and provision of access to apprenticeship and business opportunities.</p> <p>PLPs written for all Aboriginal students.</p> <p>The Rivendell Aboriginal Garden planning process commenced with consultation with local Aboriginal elders and wider community and the Rivendell SRC. This project will continue into the Rivendell 2021-2024 SIP.</p>
English language proficiency	N/A	N/A
Socio-economic background	\$2854.00	Students were successfully supported in accessing Distance Education enrolments across Rivendell School, particularly in the senior Sulman program.
Support for beginning teachers		Staff on maternity leave

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	22	25	19	19
Girls	27	37	37	32

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. 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.

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)	11.51
Teacher Librarian	0.6
School Counsellor	2
School Administration and Support Staff	16.82
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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
Opening Balance	2,950,711
Revenue	4,830,028
Appropriation	4,819,965
Grants and contributions	7,260
Investment income	2,804
Expenses	-4,607,923
Employee related	-4,135,589
Operating expenses	-472,334
Surplus / deficit for the year	222,105
Closing Balance	3,172,816

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.

	2020 Approved SBA (\$)
Targeted Total	0
Equity Total	5,519
Equity - Aboriginal	2,555
Equity - Socio-economic	2,964
Equity - Language	0
Equity - Disability	0
Base Total	3,657,078
Base - Per Capita	38,615
Base - Location	0
Base - Other	3,618,463
Other Total	1,139,281
Grand Total	4,801,878

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

Parent/caregiver Satisfaction

Student Satisfaction

Students were surveyed at the beginning of their enrolment and at the end of the year. Comparisons of this data indicated that Rivendell students were generally happy with the learning opportunities and support they receive at school. There was a marked increase in positive peer interactions compared to their previous setting with 90% of respondents indicating that they interacted well with their peers at Rivendell compared to 60% at their previous school. Comparison of 2019 to 2020 student surveys demonstrated a 20% increase in students reporting feeling engaged in Learning Centre lessons with one student commenting that they really enjoyed 'Maths, as K is a really great teacher who made the work enjoyable and skill appropriate for each student'. One student reported that 'the learning centre helped me cope with being in a class environment that can sometimes be noisy or otherwise unpredictable. It helped me get used to working again and being able to learn both independently and with others'.

Staff Satisfaction

There was a marked increase in staff satisfaction in 2020 as evidenced by comparison of the 2019 and 2020 People Matter Survey results. 100% of Rivendell Staff indicated that they felt a positive overall sense of wellbeing at work which was an increase of 29% from 2019. Rivendell staff also indicated a strong feeling of collaboration amongst groups with 100% of respondents indicating they felt this way, which was an increase of 25% from the previous year.

The overall job satisfaction score indicated by respondents was 98% favourable, which was an increase of 7% from the previous year. This was representative of consistently high scores across other domains of satisfaction.

Parent/caregiver satisfaction

Parents and caregiver satisfaction was assessed through the surveying of parents at the end of 2020. There was a 35% increase in respondents in comparison to 2019 which has helped to give a clearer overall picture of parent/caregiver satisfaction. Overall, parents and carers indicated a high level of satisfaction with Rivendell School, with one parent commenting: 'Being at Rivendell has made a huge difference in our child's life and enabled her to look forward to her future'.

Rivendell parents and caregivers demonstrated a high level of satisfaction with school communication, with 100% of respondents indicating that they found teacher communication valuable and 50% of these respondents finding it invaluable.

Positive feedback was received about the Rivendell Learning Centre with 50% of respondents indicating that it helped prepare their child for integration extremely well.

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.