

Chalmers Road School

Annual Report



2016



3831

Introduction

The Annual Report for **2016** is provided to the community of Chalmers Road 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.

Wendy Milburn

Principal

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Message from the Principal

Welcome to Chalmers Road 2016 Annual Report. This is an opportunity to acknowledge and celebrate a successful year of quality teaching and learning. The staff of Chalmers Road School are committed to work in positive partnerships with families, carers and the wider community to ensure each student reaches their potential through quality education in a supportive and dynamic learning environment. It is wonderful to take time to reflect on the many accomplishments students have made throughout 2016.

Chalmers Road School continued to focus on the three strategic directions of the 2015 – 2017 School Plan, which encompass student learning, staff and leader learning, and school learning, and their impact is reflected in many areas of this report. A focus of student communication, engagement and social and emotional skills are reflected in each student's personalised learning and support plan. All staff, including SASS staff and teachers participated in valuable professional learning to build expertise and enhance the learning outcomes of students. Community involvement continues to grow and develop productive links to enhance student and family needs.

Student and staff wellbeing, along with positive school culture was strongly supported across the year and in various forums. All staff are valued and actively contribute to the success of the school. I would like to sincerely thank all staff for their hard work and dedication to encourage students towards independence. I hope you enjoy reading this report.

Wendy Milburn

School background

School vision statement

At Chalmers Road School, staff, parents and the wider community work together in positive partnerships to provide a high quality, authentic and engaging learning environment. Chalmers Road School respects and celebrates all cultural backgrounds and the individual needs of all students. The school supports and inspires students to develop a love of learning, to become responsible, considerate and creative citizens and to reach their full potential. Our vision is for each student to be empowered, lifelong learners who are confident and creative individuals supported by staff, parents and the community who have high expectations of the students as 21st Century learners.

School context

Chalmers Road School is located in Strathfield in Sydney's Inner West. The school provides quality education for students with moderate or severe intellectual disabilities. There are classes for students from Kindergarten to Year 12. The school celebrates the abilities and successes of all students. Our programs challenge and foster the individual through quality education within a supportive and harmonious school environment. All students have personalised plans which are developed collaboratively with parents, staff and support professionals. Within the innovative, engaging and supportive learning environments students participate in a broad range of learning opportunities. The school has a strong focus on student wellbeing. High expectations of students to succeed are shared by staff, parents and community. Programs are supportive of positive values and behaviour for learning across the school and community. There are strong partnerships established with parents and community groups which support the educational achievements of our students. Chalmers Road School is a member of a Community of Schools with Lucas Gardens and Wangee Park Schools. This professional partnership and that of other community agencies fosters collaboration to build the capacities of leadership and educational innovation.

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, our school achievements and the next steps to be pursued. 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.

This year, Chalmers Road School undertook self-assessment using the elements of the School Excellence Framework. Time was allocated during professional learning meetings for staff to explore the school plan and the elements on the School Excellence Framework that the plan addressed. Executive staff further examined the progress being made in all areas across the school, based on the expectations identified in the Framework.

In the domain of Learning, elements of learning culture, wellbeing, assessment and reporting were the focus. Positive and productive learning culture is underpinned by a wellbeing focus. The consistent expectations of behaviour and personalised learning and support increased student engagement in learning. The participation of parents in planning their child's learning has strengthened the shared understanding of student learning. Student reports provide detailed information on progress in personalised learning goals and achievement across the curriculum.

In the domain of Teaching, elements of collaborative practice, and learning and development were priorities. Teachers working in teams facilitated collegial and shared ways of practice, resulting in Scope and Sequences across all Key Learning Areas (KLAs). It led to consistency of teaching practices and strategies to support student learning and support needs through differentiation. Strengthening teaching practices through reflection, observations, feedback and the engagement of specialist staff in creative arts and communication has further developed the learning community.

In the domain of Leadership, priorities have been to strengthen the leadership skills of staff. Within our Community of Schools, leadership opportunities enabled capacity building of staff which supported the school's learning culture. Mentoring and coaching provided support to improve teaching practice and develop leadership skills. The flexible use of school resources facilitated curriculum implementation, with a focus on student personalised learning, sport and creative arts programs. The leadership team successfully initiated projects which strengthened parent and community participation at the school. The self-assessment process will further assist the school to refine strategic priorities within the school plan leading to further improvements in the delivery of education to all students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

STUDENT LEARNING

Purpose

All students engaged and successful through a holistic and dynamic approach to learning.

To provide a learning environment which facilitates high levels of engagement, authentic and personalised learning to equip students with 21stC learning skills and the skills to manage their emotional, social and physical wellbeing so they can participate and communicate to their full potential.

Overall summary of progress

In 2016 the school continued to build teacher capacity to effectively study and utilise student data to adjust teaching and learning programs to ensure best practice in meeting students' needs. Personalised SMART teaching and learning goals enabled accurate measurement of student progress.

Scope and Sequences across all KLA's were further developed with engaging resources and units of work, while enhancing teacher capacity in curriculum co-ordinator roles to deliver effective and consistent programming for students across the school

A systematic and explicit approach for identifying and supporting students in the utilisation of a consistent communication system across school and home contexts was made possible through the specialised support of a speech therapist.

All staff were engaged in ongoing professional development to increase knowledge and understanding in Positive Behaviour for Learning (PBL) to draw the connections between the purpose and function of PBL through the use of the wellbeing frame work of 'thrive', 'connect' and 'succeed'.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Student's progress in personalised goals is measured through Goal Attainment Scales and consistent assessment tools	All student's PLSP plans, half yearly reports and end of year reports reflected SMART data. Specific assessment strategies were implemented in all classes and were used to inform report comments and program planning. Teachers maintained a log of individual student progress against their PLSP goals across the year.	\$3,000
All students have an augmented (multi modal) communication system	The PBL team developed appropriate AAC resources for use in communal areas within the school such as gross motor room, cooking room, library. Visual schedules were developed for daily routines such as unpacking and hygiene routines to work towards independence. Students were assessed by an external speech pathologist with PECS and Proloquo2go systems being embedded into the curriculum to enhance communication and participation.	\$14,500

Next Steps

Continued focus on professional development on effective utilisation of ICT in personalised student goals to enhance learning

Continued implementation and evaluation of speech programs established through support of the Speech Pathologist. Extend contexts of communication programs and provide students with access to suitable resources in a range of settings.

Continued focus on development of PBL scope and sequence with explicit resources and lessons across all contexts. Further development of student wellbeing strategies with support of the school Occupational Therapist.

Establish Student Representative Council to enhance student voice across whole school decisions.

Continued implementation and refinement of CRS behaviour support process for effective support for students' wellbeing and engagement.

Completion of Scope and Sequence across all KLAs with effective units of work shared across the school and standardised assessment templates.

Strategic Direction 2

STAFF & LEADER LEARNING

Purpose

A culture of collaboration which builds the capacities of all for excellence in educational practices & innovation.

To provide a positive and collaborative school culture for excellence and educational innovation and practice by empowering staff through capacity building, opportunities and learning which is responsive to meeting the learning needs of students.

Overall summary of progress

The school has continued to support teacher development of personalised career trajectory timelines. A comprehensive Personal Development Plan was formulated school-wide to ensure all teachers had adequate opportunities to identify areas of growth and nominate appropriate professional learning opportunities. Teachers were encouraged to link growth areas to the school plan where appropriate to ensure a streamlined school approach to teacher growth and development.

Effective and consistent programming for students was achieved throughout 2016 through the collaborative development of comprehensive scope and sequence documents in several key learning areas. Linked to these was also the creation of quality teaching and assessment documents to ensure teachers delivered consistent teaching and learning programs from Kindergarten to Year 12.

Curriculum teams operated on a distributed leadership model with an increasing number of teachers, with the support of the executive team, taking on the leadership role. The executive team extensively used GROWTH and Peer Coaching models to guide new and established teachers throughout formal and informal contexts. This strengthened teacher capacity across the school and has seen a growth in teacher confidence in making every day decisions as well as greater contributions in professional learning; during planning as well as delivery.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Effectively implement PDP process as per DEC guidelines	100% of teaching staff completed a PDP and participated in formal and informal supervision processes and classroom observations in collaboration with their supervisor. All teachers collected evidence towards their PDP goals and aligned them to the Australian Professional Standards for teachers. All early career teachers were mentored and coached by peers in their identified learning and development goals.	\$3,300
Embedded and explicit systems of collaboration are evident across the school & Community of Schools	Executive staff professional development was held on three occasions across the year with executive from the special education community. Limited collegial interaction across the year has meant the community of schools will be an identified focus for 2016.	\$500
Student progress is measured and tracked by GAS and PLAN data	All teachers assessed student progress using goal assessment scale on all PLSP goals. Teachers maintained a log of individual student progress against the PLSP goals across the year. PLAN data informed student learning programs.	\$1,200

Next Steps

Specific SASS professional development sessions focused on the development and achievement of Personalised Development Plans.

Streamlined approach to professional learning with a greater link to school plan identified areas of growth

Focus on documentation of professional learning to ensure it is accessible to all staff, especially to those who work part time PL.

Greater involvement in the wider school community with increased participation in Community of Schools activities as well as wider special education initiatives including SPeED.

Continued focus on leadership development through attendance at specific leadership skill course such as The Art of Leadership.

Specific interpersonal skill professional learning for all staff including conflict resolution, resilience and wellbeing professional learning sessions.

Access to a school based occupational therapist to increase teacher capacity with student engagement and sensory based programs

Increase staff contributions regarding the school's direction and running with the introduction of a staff feedback box.

Strategic Direction 3

SCHOOL LEARNING

Purpose

To establish positive partnerships with families and the broader school community, fostering acceptance, participation and respect while upholding mutual goals to develop and build the capacities of all students.

To develop strategic partnerships with the school community to support our shared vision and values of equity, diversity, high expectations and the celebration of success. To work together as a learning community to provide students with the opportunities to achieve their goals and lead successful lives

Overall summary of progress

Parents and families attendance at school functions has increased and feedback was highly encouraging and positive. Parents activity participated in a broad range of activities and events at the school, which has strengthened our network, a sense of belonging and enhanced support for student learning across all contexts.

The Parent and Citizen association regularly met throughout 2016. An increased number of parents identified a willingness to support and participate in ongoing P & C activities. The P& C have strengthened the profile of the school within the wider community and have worked closely with school staff in addressing priority focus areas for 2017.

The school has continued to establish and maintain positive relationships and mutually beneficial programs with local schools within the community such as St Patrick's College, Homebush Boys, Meriden Ladies College and Pymble Ladies College. These effective partnerships have resulted in invaluable programs for students, and being the recipient of numerous donations which has financed specialist resources that greatly benefit the complex learning needs of all students.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Increased parent and community engagement is evident in the establishment of relevant networks and parent participation	Parent engagement continued to grow through 2016 with increased attendance at celebration days and parent teacher meetings. School clinics have been very successful, resulting in productive partnerships of a medical, agency and education approach to best meet student and family needs. Clinic recommendations and timely follow up by appropriate services assist student wellbeing.	\$140
Schedule of parent participation is developed based on feedback which includes workshops focussed on student learning and school events	Group workshops were led by the speech pathologist in promoting support for communication systems to be utilised at home. Parent surveys and feedback identified positive parent attitude to teaching and learning programs and a welcoming and encouraging school culture.	\$1,200

Next Steps

Increase the number of contextually relevant workshops delivered at school linked to priority areas identified by parent and school community needs such as Occupational Therapy, Positive Behaviour for Learning and Communication Systems support strategies for students.

Continued focus on increasing parent participation by ensuring termly opportunities for parents to engage in whole school events

Develop website maintenance and update schedule to enhance school and community communication systems

Continued expansion of P & C with focus on fundraising linked to school plan priority areas

Continued involvement in extra-curricular and wider community programs such as School Spectacular, Marie Bashir Art Program, external Gymnastics and Swimming programs

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	<p>Improved quality teaching and learning for the identified student with Aboriginal background. His PLSP and ILP was aligned.</p> <p>The school encourages students to recognise and respect cultural identity and diversity, in particular NAIDOC celebrations, school assemblies and Reconciliation Week.</p> <p>Teachers completed the 8 Ways and integrated the learning into classroom practices.</p>	\$520
English language proficiency	English Language proficiency funding was utilised to increase communication and independence for all students through the continued use of PECS, Proloquo2go and PODDS as effective alternate communication strategies.	\$12,000
Quality Teaching, Successful Students (QTSS)	<p>Professional learning to improve quality teaching and learning was targeted towards improving literacy and numeracy outcomes.</p> <p>Peer observations of teaching lessons and show and tell of class programs, scope and sequence units as well as assessment strategies were identified as highly helpful to the teaching group.</p>	\$2,700
Socio-economic background	<p>The employment of a speech pathologist one day per week across the school met a significant need of individual and group communication and social interactions.</p> <p>Resources to supplement reading schemes and increase the use of technology in every classroom.</p> <p>Partnerships between home, school and the community were strengthened with a focussed collegial approach.</p>	
Support for beginning teachers	<p>The professional development of two beginning teachers was supported through both school-based and external professional learning aligned with teacher's PDP.</p> <p>Peer mentoring and peer class observations enhanced collegial teaching and learning styles and developed confidence for less experienced teachers.</p>	\$21,000
Extra Curricula	<p>The Sporting Schools Grant enabled students to actively participate in external gymnastics and swimming programs.</p> <p>The Rhythm Village music program continued to be well received by students assisted in supporting sensory and calming needs.</p> <p>2016 was the first year Chalmers Road students participated in School Spectacular. A group of five students enthusiastically took part in the d'arts ensemble.</p>	<p>\$5,800</p> <p>\$16,500</p> <p>\$400</p>

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	52	52	49	53
Girls	21	20	16	17

At Chalmers Road School student enrolment ranges from 5 years to 18 years of age and classes start at kindergarten to Year 12.

There were eight students in 2016 at Chalmers Road School who received the Higher School Certificate, Life Skills. All students accessed post school programs funded by Ageing, Disabilities and Home Care (ADHC). The students exiting Chalmers Road School all accepted placements at Community Participation Programs within their local area.

Structure of classes

All classes are structured within the Department of Education Stage distribution. Chalmers Road School then distributes student enrolment according to student ability and need as closely linked to stage group as possible.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	3
Classroom Teacher(s)	10.09
Teacher Librarian	0.4
School Administration & Support Staff	14.52
Other Positions	0

*Full Time Equivalent

In 2016 there were no Aboriginal staff employed by the school.

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	19

Professional learning and teacher accreditation

Schools are allocated funds for teacher professional learning. The school allocated additional funds to facilitate relevant professional learning of the whole staff, including school learning support officers and administration staff.

In 2016 professional learning included mandatory compliance training. Consistent practices in programming, behaviour support and student communication strategies were strengthened through teacher and SLSO workshops and training. Staff were trained in Non-Crisis Intervention Strategies to support a safe learning environment for all. PBL and wellbeing strategies for staff and students were also a focus. Implementation, reflection and evaluation of Scope and Sequences, sharing best practice in differentiating the curriculum in literacy and numeracy were targeted through professional learning sessions throughout the year.

Additional professional learning activities throughout the year included the reflection on the school plan and evaluation process, workshops to support the writing of the plan and teacher performance and development plans in line with Department of Education expectations. 47% of teachers have completed their accreditation at the Proficient level working towards higher levels of accreditation.

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2015 to 31 December 2016).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

The information provided in the financial summary includes reporting from 1st December, 2015 to 31 December 2016.

	2016 Actual (\$)
Opening Balance	0.00
Revenue	394 107.51
(2a) Appropriation	389 540.37
(2b) Sale of Goods and Services	143.62
(2c) Grants and Contributions	4 155.00
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	268.52
Expenses	-170 910.18
Recurrent Expenses	-170 910.18
(3a) Employee Related	-67 912.55
(3b) Operating Expenses	-102 997.63
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	223 197.33
Balance Carried Forward	223 197.33

There is no opening balance recorded in the SAP finance table. The opening balance for the school for this reporting period is recorded as the Balance Brought Forward in the OASIS table.

The OASIS Balance carried forward amount (ie, funds on date of migration) is included in the (2a) Appropriation amount in the SAP table.

Any differences between the OASIS Balance carried forward and (2a) Appropriation amount is the result of other accounts and transactions being included in the (2a) Appropriation amount.

The school finance committee met each month to review income and expenditure and needs based costs for the school.

A significant over expenditure in 2016 was staff absences, mainly due to illness. Executive held discussions to address staff wellbeing in 2017 in an effort to reduce staff illness and injury.

A long term goal for the school is to gradually replace interactive whiteboards in each classroom. The whiteboards are used extensively for communication and engagement for the majority of students. The general residual funds carried over to 2017 will be held for the whiteboard replacements when they no longer function.

	2016 Actual (\$)
Base Total	493 700.40
Base Per Capita	7 358.81
Base Location	0.00
Other Base	486 341.59
Equity Total	26 286.43
Equity Aboriginal	466.41
Equity Socio economic	9 481.74
Equity Language	16 338.28
Equity Disability	0.00
Targeted Total	2 156 277.22
Other Total	6 331.00
Grand Total	2 682 595.05

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

In 2016, the school sought the opinions of parents, students and staff about the school. Their responses are presented below:

Firstly there was a substantial increase to parent interest and response to school planning surveys in 2016. The survey was presented in a more friendly and relaxed format which was well received by parents. The subject areas covered in the survey were more comprehensive than previous years, resulting in a much higher level of informed responses, which in turn will assist in effective planning for 2017 and beyond.

The majority of parents who responded to a survey on their child's learning at school indicated that their child and family identify a strong sense of belonging for their child at CRS and that the school identifies and wants the best outcomes for their child. In addition, parents identified the school demonstrates high levels of care and a fair wellbeing and discipline system, whilst respecting the values and families' beliefs and wishes.

School staff met weekly in teams to discuss matters relating to teaching, learning and school organization. They have the opportunity for consultation and to contribute to all facets of school's plan and strategic directions. Teachers indicated in a survey that the school meets the complex behaviour, welfare and wellbeing needs of the students and that the school has a culture of high expectations for students and strongly values high quality programs.

Policy requirements

Aboriginal education

Chalmers Road School values, respects and appreciates Aboriginal culture and its influence on Australian history and culture.

During NAIDOC week, art activities promoted an understanding and appreciation of Aboriginal dot painting with each class competing an art work displayed in the school foyer.

Multicultural and anti-racism education

Chalmers Road School respects the diversity of all staff and students by promoting harmony, tolerance and respect in all areas of school life.

Across the year, numerous activities occurred to promote these values. Harmony Day was held in March with excellent parent attendance and participation in a multicultural luncheon.

Promotion and celebration of the myriad of cultures within the school community provided opportunities for culturally similar parent groups to share experiences and knowledge with one another, encouraging each other in their journey of family life with a difference.

Other school programs

Sports and fitness programs continue to be a health focus for all classes with activities such as swimming, bike riding, t-ball, gymnastics and basketball being the most popular. Student enthusiasm is high in these activities and interaction in gross motor activities by buddy partners from St Patricks Boys High School promotes positive role modelling. St Pats inclusion of Chalmers Road high school boys in their whole school Sports gala day was extremely successful.

Using the community based gym and swimming programs enhanced independence and social responsibility for identified students. the school swimming pool is used extensively in Terms 1 and 4 supplemented with gas heating. pool activities assist in meeting sensory needs of many students and also assist students towards independence in dressing skills.