

# Clarke Road School

## Annual Report



2016

CLARKE ROAD SCHOOL  
*Opening New Worlds*

5655

## Introduction

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

Diane Robertson

Principal

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## Message from the Principal

Our banner statement at Clarke Road School is "Opening New Worlds". Wayne Gretzky said "You miss 100% of the shots you don't take!" This year we have taken many shots and together we have scored many positive outcomes. Never stop dreaming that our students can achieve wonderful things! Take as many shots as you need to and continue to expect continued high standards in education and funding for our students. It is our mission to open new worlds for each student each and everyday that they attend school. Our banner statement reflects what we want, what we believe is our core business and what we value about the work we do. I am honoured to lead our school and to work with a wonderful team of educators to deliver quality programs to our students. We strive for excellence through our personalised consultative model of operation.

I would like to extend my deepest appreciation to our parents, for the highs we have shared, the lows we have navigated, for the tough conversations we have had and for the celebrations we have shared about our school and your children in 2016. Teams make strong schools and teams forge enduring change and improvement. I believe we have some of the best teams here at Clarke Road.

Our teachers at Clarke Road school do an amazing job. They are dedicated, inspirational and highly skilled. they spare no effort to ensure we are leading our field in education and that we are constantly seeking to improve our knowledge and instructional practice. our teachers provide highly engaging and safe classrooms where students are nurtured to be their best.

We have welcome many new students in 2016 and now they have completed one whole year of school. Some of those wonderful students have learnt to walk, learnt to use the toilet, learnt to request items, learned to express their emotions, leaned to write their name, learned to feed themselves, learned about the freedom of the swimming program, learned to trust teachers, learned to regulate their behaviours and learned to learn!– See everything counts towards a total child, a whole child, a well rounded child. At times the steps are small, but they are all leading to bigger things and great achievement. Meaningful learning closely aligned to students need is critical for all of our students.

We are grateful to our corporate sponsors Galston Financial Services, Galston Bendigo Bank whose financial support has paved the way for new knowledge, practice and professional learning in the area of communication. We are indebted to your kindness and belief in our project. It is critical that we continue to challenge ourselves in new ways of thinking about students learning and continually improving interventions to maximise engagement in meaningful curriculum.

This year has been immensely challenging and immensely rewarding. I continue to feel enormously grateful for the opportunity I have to work with our special students and a positive and supportive school community. I look forward to a wonderful 2017.

Diane Robertson

## School background

### School vision statement

#### Banner statement–

At Clarke Road School, we are committed to "Opening New Worlds" for every student.

**Our purpose–**To provide a caring and vibrant learning environment that engages students to achieve their personal best. To open new worlds for every student.

**Our outcomes–**The following outcomes drive our practice– Students are engaged in vibrant learning; Our school is a safe, caring and happy school environment; The creation of a voice for our students; Being part of your community; An outstanding teaching team; Directing a road to independence; Engaging, connecting and ensuring students belong.

**Our values–** Effective teamwork. Striving for excellence. Innovative practices and new ways of thinking. High standards in staff performance. Tolerance– of diversity and individual difference. Respect– Showing care and concern for other.

**Our beliefs and assumptions–** All students can learn. All students deserve quality educational programs. Individualised programs are essential. Every day is a learning opportunity. By understanding students we can better target learning.

### School context

Clarke Road School is located in Sydney's Macquarie Park educational network. All students who attend have an intellectual disability and other associated support needs. Students range in age 4 years to 18 years. Thirty one percent of students are second language learners, whilst many of our students have communication impairments.. Students are placed at our school through the recommendations of a Department of Education placement panel in consultation with families.

We provide personalised and individualised educational programs for all students designed in consultation with families and stakeholders. We Implement the NSW BOSTES (NESA) Curriculum incorporating The Australian Curriculum, with accommodations and adjustments for complex learners. We specialise in many programs that support students who learn differently and require differentiated curriculum. We continue to provide professional learning across Australia for many schools and networks.

We have strong community networks and inclusive programs that foster belonging in the broader community. Our students are encouraged to develop skills and knowledge to manage themselves in our broader community and community access maintains an important place in our programs.

We have a strong community, state and national reputation for quality special education programs and provision of educational services. We have strong local links with Barker College and Hornsby South primary School. We continue to seek opportunities to strengthen links with other like schools in our state.

Be are a proud school, with a proud history. We strive for excellence in everything we do.

## 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. 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.

#### Learning–

Clarke Road School maintains a school wide collective responsibility for student learning and success with high levels of student, staff and community engagement. We evidenced positive and respectful relationships across the school community underpinning productive learning environments and support for student development and learning. Learning

is further enhanced through strong student wellbeing programs and supports. We have continued to engage in The Australian Curriculum, adjusting learning to meet the needs of our students and we have driven innovative programs to engage students in learning and extend opportunities for all students. We have engaged with colleagues across the state and the nation to ensure we are promoting positive outcomes for students with disability. Our Learning and Support Team have ensured ongoing and meaningful conversations on students learning and strategies to engage students in their educational programs.

The Tell them from Me survey revealed results against the eight drivers of students learning. Clarke Road School received excellent results on state comparisons against the drivers of Parent involvement, collaboration, learning culture, technology, inclusive school, parent involvement, leadership and teaching strategies.

- **Curriculum and Learning**

Curriculum provision is enhanced by learning alliances with other schools and organisations and teachers involve students and parents in planning to support students as they progress through the stages of education.

- **Learning Culture–**

There is demonstrated commitment within the school community to strengthen and deliver on school learning priorities. Positive, respectful relationships are evident among students and staff, promoting student wellbeing and ensuring good conditions for student learning.

- **Wellbeing–**

The school has in place a comprehensive and inclusive framework to support the cognitive, emotional, social, physical and spiritual wellbeing of students, which measurably improves individual and collective wellbeing.

- **Assessment and Reporting–**

Assessment data to monitor achievements and gaps in student learning are used extensively to inform planning for our students. Practices are embedded for parents to be engaged and understand the learning progress of their children and how to effectively support them to learn.

- **Students Performance Measures–**

The school achieves excellent value-added results.

*Evidence to support this includes–*

- All students have comprehensive Personalised Learning and Support Plans (PLSP) that were designed together with parents. We had 100% of parents contribute to planning meetings.
- Students benefitted from our extensive work in our projects– “Creating a Voice” and “In the Zone for Learning”. Through their work staff received training and support to further their professional practice. We presented nationally and state wide to support other special educators and schools in improve their practice through a broader understanding of how to engage students in learning.
- Parent Surveys indicated that they valued the work of the school in the area of communication. parents also believed we delivered in the area of vibrant learning for their children.
- The function of Learning and Support Teams continued to be strengthened. Observations of the meetings indicated a strong focus on discussing student learning, their levels of engagement and collaborative problem solving of education and wellbeing matters. Teamwork was improved with an increased focus on shared problem solving.
- We had 28.3% of parents respond on the “Tell Them from Me” surveys and overall we rated in the top 20% against all schools in NSW. This was an outstanding result.
- Feedback on our improved half yearly reporting structure was positive and parents responded positively to the extent of planning in Personalised Plans.
- We completed all curriculum training for the Australian Curriculum ahead of time and completed new scope and sequences for our school.

## **Teaching**

We value high standards in our teaching practice. Teaching teams are committed to identifying, understanding and implementing the most effective teaching methods, with a high priority given to the development of deep understandings about students and how they learn. Teachers regularly review learning and level of engagement to promote best practices in engaging students. All classrooms are well managed with interesting and relevant teaching occurring so that students can engage in learning productively. Teachers maintain a whole child; students centred approach to planning and teaching and are deeply aware of student learning priorities.

Our professional learning calendar supports teachers to build skills in areas that are aligned to our school strategic directions. Teachers use data to inform practice with a focus on anecdotal observations, functional assessments and



where applicable formal measures.

We maintain a strong and vigorous focus on teamwork and collaborative relationships to drive staff performance and support. This also impacts on teaching and learning. We keep a strong focus on building school wide and interschool relationships to ensure ongoing improvement in teacher performance. We have strong, talented and committed teachers who drive students learning and the broader opportunities that our students are engaged in.

- **Effective Classroom Practice**

Teachers regularly review learning with colleagues, ensuring all staff have a clear understanding of how to improve a students learning. The school leadership team demonstrates instructional leadership, promoting and modelling effective, evidence based practice.

- **Data Skills and Use**

Teachers analyse and use student assessment data to understand the learning needs of students. Data analysis informs the school's learning goals and monitors progress towards them. The school leadership team regularly uses data to inform key decisions.

- **Collaborative Practice**

Teachers work together to improve teaching and learning in their stage groups. Teachers provide and receive planned constructive feedback from peers, school leaders and students to improve teaching practice. Processes are in place to provide formal mentoring or coaching support to improve teaching and leadership practice. The school identifies expertise within its staff and draws on this to further develop its professional community.

- **Learning and Development**

Teachers actively share learning from targeted professional development with others. There is a particular focus on improved teaching methods in communication, with professional learning activities focused on building teachers' understandings of effective teaching strategies in these areas. Teachers are actively engaged in planning their own professional development to improve their performance.

- **Professional Standards**

The teaching staff of the school demonstrate and share expertise, have very high levels of contemporary content knowledge and teaching practices, and rely on evidence-based teaching strategies.

*Evidence to support this includes–*

- Teachers have extended their knowledge and understanding of data, assessments and signposting tools that support their understanding of students learning needs.
- Teachers collaborate on students learning and curriculum needs and are supported through supervision and mentoring structures.
- Teachers meet fortnightly to monitor and review student learning. Increasingly, evidence and data are driving conversations and directions in learning. Improving classroom practice is our goal.
- Teachers are actively engaged in completing their own Professional Development Plans to improve practice.
- Teachers display high levels of commitment and implementation of curriculum in all students planning.
- Teachers display a high level of contemporary knowledge and innovation in the education of students with diverse learning needs.
- We perform above state averages in all areas of teacher performance.

## **Leading–**

Leading well is a high priority. Staff have purposeful leadership roles across the school that support the implementation of our school plan and also have roles that impact the outcomes for students learning. We prioritise committees and their purpose to specifically address our school needs. Our executive team actively use leadership tools and strategies to promote collaborative relationships conducive to developing a growth mind set in all staff. We have looked closely at the priorities that will make a difference for our students learning and we focus on achieving those improvements. We have a shared school wide responsibility for leadership, teaching and learning. The executive team have worked closely with community members to develop partnerships and relationships that enrich the schools image, purpose and standing within the local community. We welcome collaborative feedback and reflection from the community to sharpen our focus and improve our standards.

- **Leadership**

Staff have purposeful leadership roles based on professional expertise. The school is recognised as excellent and responsive by its community as a result of its effective engagement with members of the local community such as parents, families, local media and business organisations.

- **School planning, Implementation and Reporting**

There is broad understanding of, and support for, school expectations and aspirations for improving student learning across the school community. Staff are committed to, and can articulate the purpose of, each strategic direction in the

school plan. Clear processes, with accompanying timelines and milestones, direct school activity towards effective implementation of the school plan.

- **School Resources**

Workforce planning supports curriculum provision and the recruitment of high quality staff. Strategic financial management is used to gain efficiencies and to maximise resources available to implement the school plan.

- **Management Practices and Processes**

Practices and processes are responsive to school community feedback. Our self-assessment process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

*Evidence to support this includes–*

- We have administrative procedures in place and are continually focused on improving them to maximise efficiency and manage workload.
- As principal, I extend my support to lead on the state and national level. I was on the national Board of ASEPA in 2016 and have been successful in gaining a role on the executive of the NSW Primary Principals Association.
- We have implemented a full cycle of staff performance measures that allow staff to design their professional learning goals and to ensure they are supported in achieving these goals. Sharing best practice builds strong teams.
- Our results showed that we are rated in the top 15% of schools in NSW in leadership. 100% of staff indicated that leaders and teachers work closely to create safe and orderly school environments.
- The leadership team completed the Change 2 leadership course and the Art of Leadership training and actively sought to foster a positive outcomes process in all areas of our leadership. All of the executive team lead new initiatives, support professional learning nationally or statewide or lead training within school and for other schools.

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

### Transforming Learning

#### Purpose

Research indicates that we need to first seek to understand the child and then seek to be understood. Students with disabilities require teachers who are well informed on how students learn, how students unique physiology impacts their capacity to learn and how they integrate learning within their capabilities. Teachers need to adjust and accommodate extensively if our students are to develop regulatory behaviours and educational skills that promote independence, skill and knowledge. New understandings in teaching methods and learning are required to deeply engage our students.

#### Overall summary of progress

At Clarke Road School we have continued to focus on how our students learn and what programs support their growth. Our key programs– "In the Zone for Learning", accessing the Australian Curriculum and "Creating a Voice" continue to drive improvement to and transformation of learning.

The Creating a Voice (CaV) team met fortnightly to engage in professional learning and to map progress. Students were identified for assessment using the CaV matrix across the domains of expressive, receptive, cognitive and social development. All teacher in the team received direct mentoring from our academic partner Ylana Bloom (speech pathologist) and our team leader in the interpretation of the assessment and direct translation to classroom practice. Teacher provided ongoing feedback to the mentors about classroom implementation and improvements. Generic whole school visual communication resources were created and distributed to support students communication.

Our "In the Zone" website was updated. Schools across Australia were able to access our work and profiling tools. We provided professional leading for teachers and leaders across Australia on our website and program. Feedback was positive. At Clarke Road we continue to build resources to support students to regulate their behaviours and engage in learning. We have increased access to physical and sensory activities across the day for all students.

We revised processes in curriculum planning and design across the school. Parents of students in our senior school received updated booklets on curriculum for students Years 7 to 12 to ensure they had a comprehensive understanding of what senior curriculum involves. We implemented a scope and sequence for the Geography component of the new Australian Curriculum. We consolidated our reporting format and style to ensure parents had a sound understanding of their child's program and progress.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<i>A sound understanding of student learning needs will be evidenced by–</i>  Increased baseline data and profiles that inform directions and interventions.	Communication profiles completed for targeted students. All teachers and School Learning Support Officers were trained in the Creating a Voice program and the profiling matrix.  Mentoring support for all teachers was provided by our academic partner on assessing students communication skills and targeting teaching to student need. Ongoing observations and of the program in action in our classes occurred.  Personalised Learning and Support Signposting Tool assessments were completed for students.  Targeted teachers trained in TEACCH– an autism specific instructional training course. action research class established.	\$10000 consultant fees  \$5210 Teacher release.  \$12759 executive professional support.
EAD/L students display progress toward prioritised communication goals.	All students with English as a second language were provided with personalised teaching in communication.	\$10,216 Teacher costs.
Transforming learning is	All staff continued to receive support in the	\$7567 Executive mentoring

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
evidenced by– Knowledge of In the Zone profiling tools.	implementation of "In the Zone" skills and knowledge.  Reflective professional learning was provided on supporting behaviour and sensory needs for complex learners.  Our website was updated and training registered with the NSW department of Education professional Learning portal  Training was provided nationally, within NSW and locally to inform teachers in the implementation of The In The Zone Program.	support for teachers

## Next Steps

Our next steps are to continue with the roll out of the Creating a Voice project across all classes, to support all students. We will continue to provide strategic mentoring for teachers in implementing the program and adjusting teaching to focus on students learning needs. All teachers and School learning Support Officers will continue to access professional learning. We will reapply for funding with Galston Financial Services for the ongoing sponsorship of the project. Our goal is to improve the communication skills of students and our teachers ability to assess and teach to students need.

There will be a continued focus on generalising visual supports for communication across the school with real object timetable resources implemented. this will support learners as they move from grade to grade.

We will seek further knowledge on the TEACCH program (which is a direct instruction programs that supports students with autism). Our current action research class will be extended to include three classrooms. Several staff will receive specific training in TEACCH and all staff will have access to TEACCH webinars to further develop their skills in the TEACCH program.

We have applied for a Schoolplus grant to further support our work in teaching a tool box of programs and ideas that support students with complex learning needs. If we are successful we will cretae a collaborative network with 6 others schools across NSW to build capacity in these programs and to provide professional learning for teachers working with students with disability and complex learning needs.

We have been selected by our Director to participate in the Learning Progressions trial for NSW. The learning progressions basically outline a learning continuum for all students in literacy and numeracy. We will provide feedback to ensure the new progressions include progressions for all special needs learners.

Implement training on the new Languages syllabus and review our compliance with curriculum standards.



## Strategic Direction 2

Strong leadership. Working smarter.

### Purpose

A journey in excellence is facilitated by strong leadership and effective teamwork. Teams that work smart and have clear vision, purpose, values and commitment to student learning outcomes are supported through high level professional learning. We need to be innovative and introduce new ways to reduce workload, target priorities and to streamline administrative/ educational tasks to ensure effort is targeted at teaching and learning. Technology, effective time management, strategic leadership and shared ownership will inform this strategic direction.

### Overall summary of progress

At Clarke Road school we have continued to work on building strong teams that are focused on teaching and learning outcomes for students. Leadership across the school facilitates improved outcomes and ownership of educational processes and practices. We have strengthened our Personalised Learning and Support Planning processes to improve engagement with our families and to drive a commitment to high expectations. Our meeting structures were reviewed and improved resulting in a share responsibility and input to agendas. Conversations around school performance highlighted the need to strengthen data collection of students learning progress. As a result we provided staff with a day to engage more deeply in assessment of students using the Personalised Learning And Assessment Signposting Tool (PLASST), CaV assessments, In the Zone profiling tool and access to student reports that inform planning. Our reporting formats were strengthened to ensure families were provided with comprehensive information on their child's learning.

Leadership at Clarke Road school is critical to ongoing high performance. We worked to strengthen our focus on what matters most in teaching and learning in order to work smarter. Teachers completed the first round of Professional development planning to ensure they had established goals of performance to strive for. Classroom observations and mentoring occurred across the school and teacher striving for accreditation under the professional teaching standards were supported through afternoon professional learning sessions.

In 2016 we were successful in a grant to run a Community of School initiative. We received funding from NSW Department of Education High performance unit to collaborate in a leadership program with Fisher Road school and Sir Eric Woodward School. The project was a success with all teachers and executive at all schools engaged in a program to support leadership capacity and skills.

In 2016 we also commenced and completed the introduction of Learning Management Business Reform (LMBR) at Clarke Road School. This new administration and budgeting system has been rolled out across NSW. We are now using the LMBR system.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Clear targets and milestones for the products and practices which will be evidenced in a coordinated school calendar of actions	A professional development calendar for a year was completed and implemented. The activities aligned closely to our school planning priorities.	Nil
100% of students Personalised Learning and Support Plans and reporting systems are reviewed.	All PLSP and reporting practices were reviewed and feedback from teachers was used to improve the procedures and practices.  The procedures for engaging parents in PLSP collaboration was strengthened.  Our reporting practices were reviewed to acknowledge feedback from families. Photos were included in half yearly reports as requested by parents.	Personalised planning and reporting release for teachers  \$18709
Improved transition structures	The transition processes for high school and for transition into post school placements were	Nil



## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Improved transition structures	<p>reviewed and booklets completed for families to outline how we are preparing students at each stage of high school.</p> <p>A presentation for parents was completed at our parent information evening.</p> <p>Transition practices for new families were strengthened to ensure families were supported at each stage of planning as their child transitioned into Clarke Road School. parent feedback on our survey was extremely positive. They valued the process and level of support.</p>	
90+positive feedback on "Tell Them from Me Survey	<p>The Tell Them From Me survey was conducted for parents and teachers. The results were overwhelmingly positive. feedback of results for the parents survey was presented at our P&amp;C meetings and also reported in our newsletter. Evidence was used to design further improvements.</p> <p>The percentage of teachers participating was 100%. We conducted a workshop for teachers to review the evidence and promote further change and improvement. All results are reported in this Annual School report.</p> <p><b>Top 10% of the state for all schools in 3 areas.</b>— parents feel welcome, parent are informed and inclusion (in this area we were top 1% of the state)</p> <p><b>Top 20% of the state for all schools in 3 areas</b>—They were; Support for Learning, Support for Positive behaviour and safety.</p> <p><b>Bottom 20% of the state for all schools in 1 area</b>— It was—parents support learning at home</p> <p>The reason this area was rated low was because the questions were not suitable for our students.</p>	Nil
Improved leadership	<p>We were successful in gaining a leadership grant to create a Community of Practice with two other special schools, Fisher Road School and Sir Eric Woodward School. This allowed us to put in place a capacity building leadership initiative that ran over 2016 and engaged all executive and teachers for the three schools. Rob Stone, from Futures Consulting provided a custom designed course to support the skills and knowledge of leaders and staff working in special school contexts.</p> <p>An fortnightly training afternoon was established to support teachers undertaking accreditation at proficient with The NSW Board of Studies.</p>	\$35764 grant from High Performance Directorate to coordinate the program and costs for three schools.

## Next Steps

Looking forward Clarke Road School will work to strengthen our Health care clinics operated by the Northern Sydney Intellectual Disability Health Team in collaboration with teaching staff. This information will be used to further support students wellbeing and to plan with families on supporting the whole child. We will strengthen complex case management systems for students requiring additional support.

Teaching staff and non teaching staff will all complete Professional Development Learning Plans in 2017 to ensure ongoing high standards and to build the capacity of our teams. In 2017 two executive members will complete the Art of Leadership course, with one attending the master class. Leadership across our school will continue to be a strong focus.

We were successful in gaining a \$40,000 grant to implement a Community of Practice through the NSW Department of Education High Performance Unit. We will continue to embed the skills and knowledge learnt in our every day practice and maintain links with our community of schools.

We will continue to seek leadership opportunities both state wide and nationally to promote the work we are doing at Clarke Road School in our In The Zone program.

We will continue to build the capacity of all staff to lead within their areas of strength and will maintain a strong focus on building teamwork. This will be achieved through increased consultation and using tools to engage all staff in solution driven conversations and ideas. We will strengthen Learning and Support Teams to include discussions on student needs, learning plans and curriculum design.



## Strategic Direction 3

### Strong Community Connections.

#### Purpose

All members of the school community, including parents and families, other education institutions, community organisations and businesses actively participate in and are committed to the common purpose of enhanced student outcomes. The development of positive and caring relationships among key stakeholders in the school community can work positively towards the purpose of the school – to enhance student learning. These relationships are characterised by a collaborative culture and an agreed deep belief that every student is capable of learning. Effective and strategically developed partnerships can considerably broaden the settings and provision of resources for these varied learning experiences to occur.

#### Overall summary of progress

In 2016 Clarke Road School continued to strengthen our relationships and partnerships with the community. The Barker leadership program continued throughout the year providing students with a wonderful opportunity to build friendships and understandings. We maintained an ongoing partnership with Galston Financial Services, Galston Bendigo Bank. Their sponsorship ensured funding of our Creating a Voice project. We continue to forge a strong presence in our local and broader community through our targeted community access programs.

In 2016 we commenced a review of the delivery of therapy programs at Clarke Road school. New requirements and the movement in National Disability Insurance scheme meant we needed to have processes and systems that maintain our focus on students wellbeing and learning.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
A collective responsibility for student learning and success, with high levels of community engagement.	<p>We continued our leadership program with Barker throughout the year. This provided valuable inclusive opportunities for both schools.</p> <p>Our community access programs continued to grow. They provide great learning opportunities for all students and also allow the broader community to engage with our students and gain further acceptance of the rights and needs of students with disabilities.</p> <p>We had 100% of parents engage for PLSP meetings. We focused on providing improved information, data and feedback to families in order to keep high expectations for student's achievement.</p> <p>We provided training on Personalised Learning and Support Signposting Tool (PLASST) to allow staff to gain further insights into student needs and strengths. We also gains access to 'Students With Additional Needs" (SWANS) through the University of Melbourne. This provided data on students performance at two times throughout the year.</p>	Planning day for NDIS guidelines \$471
Comprehensive and inclusive practices that support the total wellbeing of students.	<p>Learning and Support Team structures continue to be strengthened. These meetings provide the opportunity to discuss student learning, health and wellbeing. Teachers can problem solve and share ideas and solutions.</p> <p>Students with complex needs were targeted for case management and further engagement with our</p>	Health clinic release for teachers \$1760

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Comprehensive and inclusive practices that support the total wellbeing of students.	<p>school counsellor and other stakeholders. Our health care clinics expanded in 2016. These clinics offer collaborative planning between, home, school and health. Teachers are release to attend. Parents are very pleased with the process and outcomes of the clinic.</p> <p>A committee was established to survey and plan for the introduction of the National Disability insurance Scheme. Several parents workshops were undertaken and parents had input into the role NDIS would play at Clarke Road school.</p>	
Positive and respectful relationships across the school community underpinning a productive learning environment, and support for students' development of strong identities as learners	<p>Professional learning on team work and growth mind set was completed with all staff. Our statement of values has been integrated through all of our core school work and reflection.</p> <p>Ownership of improvement and positive relations have been strengthened through changes in meeting structures and increased opportunities to lead.</p> <p>Community groups coming into our school has increased, as has community supporting our school.</p>	Nil

## Next Steps

Clarke Road School will continue to maintain positive partnerships with our immediate and broader community. In 2017 we will seek to gain funding for a new initiate to share our programs with schools across NSW. These programs will be CaV and In the Zone for Learning. We will build on the practices that make a difference for our students. We will continue to seek access to programs in our community that benefit our students.

We will continue to examine the impact of NDIS on our school and seeking to establish protocols for the interface between National Disability Insurance Scheme and Clarke Road School.

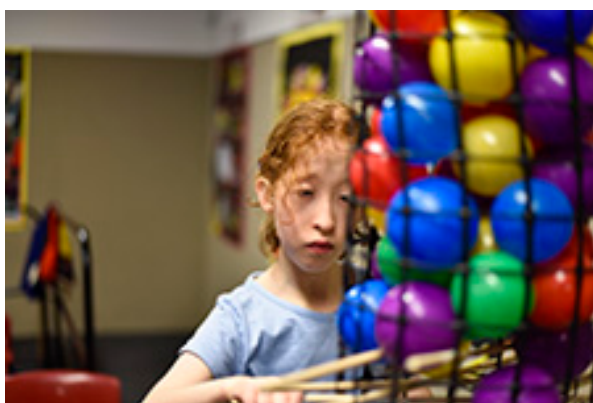
We will continue to strengthen consultative processes with families to ensure high standards of educational planning.

We will continue to critique programs that offer us additional and meaningful data on students and how to monitor the impact of educational programs.

We will continue to extend links to our community and with other schools to increase our school image and open opportunities for the students and school.



Key Initiatives	Impact achieved this year	Resources (annual)
<b>English language proficiency</b>	<p>EAL/D students received increased teacher support to work on communication programs that supported their personalised needs.</p> <p>All EAL/D students achieved their personal goals and families received feedback on their child's program and attainment against goals.</p> <p>Our EAL/D teacher provided new teaching resources and ideas for improved differentiation of learning.</p> <p>EAL/D support Improved the quality of teaching, particularly in the area of communication for EAD/L students.</p>	<p>\$12357 Teacher support.</p> <ul style="list-style-type: none"> <li>• (\$0.00)</li> </ul>
<b>Socio-economic background</b>	<p>Students requiring financial support to access community programs are identified on a term by term basis.</p> <p>Improved access to learning opportunities for students from lower socio economic backgrounds..</p>	<p>\$1414 student support</p> <ul style="list-style-type: none"> <li>• Socio-economic background (\$590.00)</li> </ul>
<b>Support for beginning teachers</b>	<p>Beginning teachers have reduced responsibility and teaching load that sufficed to support their development as a teacher.</p> <p>Increased access to targeted training to support their skill development.</p> <p>Improved collaborative feedback and mentoring support for beginning teachers.</p> <p>Additional observation of teaching practices throughout the school</p>	<p>\$15887 teacher release and mentor release.</p>





## Student information

### Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	34	39	41	43
Girls	17	17	20	19

Our students are unique and engaged learners, ranging in age from four to eighteen years (K–12). We provide curriculum that is adjusted to accommodate the learning needs of all students. All students who attend Clarke Road School have an intellectual disability and may also have secondary disability. Students are provided with Personalised Learning and Support Plans that address their specific learning needs. All students access the Board of Studies Key Learning Area Syllabus. Our High School aged students access Board of Studies Life Skills Syllabus. In 2016 we had an enrolment of 62 students accommodated in 10 classes K–12. We continue to have strong demand for placement at Clarke Road School.

### Retention Year 10 to Year 12

All students remain at school until they reach eighteen years of age. During 2016, none of our students left school prior to reaching Year 12. Upon reaching their eighteenth year, students receive their Higher School Certificate (Life Skills) and are linked to an agency for post school participation. Parents are supported by the school to develop their understanding of what programs post school provide and how that may address the needs of their children.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	3
Classroom Teacher(s)	7.84
Teacher Librarian	0.4
School Administration & Support Staff	11.82
Other Positions	0

\*Full Time Equivalent

At Clarke Road School, no teaching staff or School

Administrative support staff identify as Aboriginal or Torres Strait Islander.

### 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	63

### Professional learning and teacher accreditation

Accreditation supports quality teaching and recognises the invaluable role teachers play in the community. The Australian Professional Standard for Teachers define the knowledge, practice and professional engagement needed for high quality, effective teaching that improves students learning outcomes. There are seven professional standards for teachers these are:

1. Know your students
2. Know the content and how to teach it
3. Plan for and implement effective teaching and learning
4. Create and maintain supportive and safe learning environments
5. Assess, provide feedback and report on student learning
6. Engage in professional learning
7. Engage professionally with colleagues, parents/carers and the community

Graduate teachers begin the accreditation process by providing evidence of understanding, developing and implementing the seven professional teaching standards, as well as completing a hundred hours of professional learning over five years. The provision of evidence and maintenance of their professional development will allow them to be accredited to the proficient level two. The standards use nationally agreed indicators of teacher quality to guide the preparation, support and development of teachers throughout their careers from graduate to proficient teachers, to highly accomplished and lead teachers. In NSW all teachers will be accredited by 2018 as quality teachers are crucial for the achieving an overall improvement in student learning outcomes.

The NSW teacher accreditation system, overseen by the Board of Studies, Teaching and Educational Standards (now known as NESA), provides a rigorous assessment of evidence for a teacher's achievement of

the standards.

Great teachers inspire students and can make a significant difference to young people's lives.

In 2015 a Professional Development Framework was introduced to support teachers in developing their own professional plan. Professional learning is most effective when teachers and school leaders are active learners, receive feedback from their peers and students, reflect on their teaching and improve their teaching practice and thereby improve student learning. In 2016 we completed professional learning plans with all teaching staff and all teachers buddied up with another teacher to share classroom observations of teaching practice. In 2017 we will engage in professional learning plans for all non teaching staff.

The important elements of this process are self-reflection, observation of classroom practice and dialogue with colleagues. The observation of classroom practices is an essential element as sharing and learning from each other in a supportive manner provides positive encouragement to improve teaching practices. This feedback helps teachers to self-evaluate professional learning, make changes if required, adjust teaching practices and reinforce evidence of effective practice.

The purpose of the Professional Development Plan is to support the ongoing improvement of student outcomes through continual development of skills and effective teaching practices.

At Clarke Road School we have professional learning every Tuesday afternoon. We engage in a year long timetable of targeted training in mandatory areas as well as areas that we have targeted for our staff, that aligns with our school plan. We also have learning and Support Team meetings where we engage more deeply in conversations about students learning and teaching needs. We also cover students wellbeing matters to ensure we have a whole child picture.

## 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.

A full copy of the school's financial statement is tabled at the annual general meeting of the Parents and Citizens meeting. Further details concerning the statement can be obtained by contacting the school.

Voluntary School contributions and subject contributions– In 2015 a decision was made to increase voluntary school contributions and subject

contributions. This decision was made in consultation with the P&C. There was an agreement to look at costs associated with junior programs and senior programs, as they are diverse in nature. Parents were supportive of the change and the funds have contributed significantly to improved resourcing in all areas of the school.

In 2016 Galston Financial Service, Galston Bendigo Bank sponsored our school. This resulted in \$60,000 being allocated to implement a new project "Creating A Voice". This generous sponsorship has contributed to significant change in our knowledge and practices in supporting communication development for our students. Without their generous support our project would not have been possible.

In 2016 we acknowledged the critical need to replace our existing bus which was 25 years old. The bus is essential to the provision of community access for our students. We decided to crowd fund and successfully raised \$70,000 to fund a commuter bus with wheelchair lift. Our P&C also contributed in excess of \$15,000 following a Comedy for a cause evening at Pennant Hills bowling club.

Clarke Road School has a gift fund that is funded through community and parent donations. It is a critical source of funding for items that support our students.

Income	\$
<b>Balance brought forward</b>	<b>294 100.23</b>
Global funds	117 363.76
Tied funds	31 861.01
School & community sources	66 427.36
Interest	2 993.26
Trust receipts	918.00
Canteen	0.00
Total income	513 663.62
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	13 956.93
Excursions	8 781.98
Extracurricular dissections	1 138.60
Library	466.36
Training & development	17 834.21
Tied funds	94 448.09
Short term relief	25 005.15
Administration & office	29 759.95
School-operated canteen	0.00
Utilities	22 479.38
Maintenance	14 950.03
Trust accounts	4 958.10
Capital programs	0.00
Total expenditure	233 778.78
<b>Balance carried forward</b>	<b>279 884.84</b>

The information provided in the financial summary includes reporting from 30th November 2015 to 31 December 2016.

	2016 <b>Actual</b> (\$)
<b>Opening Balance</b>	0.00
<b>Revenue</b>	623 510.81
(2a) Appropriation	560 426.96
(2b) Sale of Goods and Services	10 685.43
(2c) Grants and Contributions	50 664.72
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	1 733.70
<b>Expenses</b>	-372 745.25
Recurrent Expenses	-302 686.01
(3a) Employee Related	-189 144.31
(3b) Operating Expenses	-113 541.70
Capital Expenses	-70 059.24
(3c) Employee Related	0.00
(3d) Operating Expenses	-70 059.24
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	250 765.56
<b>Balance Carried Forward</b>	250 765.56

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.

Our equity funding (base total and Targeted Total) is inclusive of all salaries for existing staff, including Principal, teachers, School Learning Support Officers, administrative staff and General Assistant. Under the new Resource Allocation Model (RAM), staffing is now included in school funding. We have a small contribution towards a base per capita allocation and minimal equity funding.

	2016 Actual (\$)
<b>Base Total</b>	435 234.69
Base Per Capita	6 689.83
Base Location	0.00
Other Base	428 544.86
<b>Equity Total</b>	13 051.54
Equity Aboriginal	468.59
Equity Socio economic	2 366.05
Equity Language	10 216.90
Equity Disability	0.00
<b>Targeted Total</b>	1 810 753.24
<b>Other Total</b>	4 740.00
<b>Grand Total</b>	2 263 779.47

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

Each year schools are required to seek the opinions of parents and teachers about the performance of our school through the "Tell Them From Me" parents and teacher survey. This survey is state wide and standardised for all parents and teachers, as such it is not specifically taking into account some of the challenges that we face in supporting students with complex needs. The survey is used by both high schools and primary schools.

Their responses are presented below.

We have a strong and connected parent body. Their engagement in their child learning is central to effective planning and reporting. The opinions of our families are valued and guide future school strategic planning.

### Parents provided feedback in the following areas–

**Parents feel welcome– 9.1/10.** Parents indicated that they felt welcome at the school. Parents indicated that they could speak easily to the Principal and to their child's teacher. Parents also felt the school administrative staff were very helpful when they had problems. We rated in the top 10% of the state.. Parents noted that the information provided from the school is in clear, plain language.

**Parents are informed–8.9/10** Parents stated that reporting was in terms they understood and also felt they were well informed about the social and emotional development of their child. We rated in the top 11% of the state.

**Parents support learning at home– 5.9/10.** These questions were poorly aligned with the needs of our students and as such the rating has minimal relevance. A question such as "Do you talk to your child about schoolwork" is a complex question to answer when a student may be non verbal.

**School supports learning–8.5/10.** Parents felt that teachers showed an interest in their child and that they took into account the needs, abilities and interests of their child. We increased our rating in this area in 2016. We rate in the top 15% of schools in NSW.

**School supports positive behavior– 8.5/10.** Parents felt that teachers were clear about rules for school behaviour and that teachers maintained good control of their classes. This rating dropped by 0.2 in 2016. We rate in the top 15% of schools in NSW.

**Safe school– 8.8/10** Parents felt behaviour issues were dealt with in a timely manner. Parents stated that they felt their child felt safe at school and the school helped to prevent bullying. We were rated in the top 12%

**Inclusive school– 9.7/10.** Our results rated at the top of the state. Parents felt we supported students well and supported their pace of learning. They stated that teachers take an active role in making sure all students are included in school. we increased in this rating by 0.2 in 2016 and **rate at the top of NSW for all schools.**

### Teacher provided feedback in the following areas–

**Leadership– 8.4/10–** Teachers indicated that they worked closely with school leaders to create a safe and orderly school environment. Teachers felt that school leaders helped them establish challenging and visible goals for students. They also felt school leaders had helped them create new learning opportunities for students. We rate in the top 15% of schools in the state in this area.

**Collaboration– 8.6/10–** Teachers indicated that they talked with other teachers about strategies to increase student engagement and specifically students with identified complex needs. We rate in the top 13% of the state in this area.

**Learning Culture– 7.6/10–** Whilst this area is rated slightly lower than many other areas, it must be noted that some of the questions which are aggregated do not apply well to our students ie–"I talk to students about barriers to learning" and "I provide written feedback on their work". We still rated in the top 25% of schools in NSW.

**Parent Involvement–8.8/10–** Teachers felt that they worked closely with parents to solve problems impacting student progress and engaged in regular contact with parents about their children. Teachers felt parents were highly informed about their child's progress. We rated in the top 11% of schools in the state in this area.

**Inclusive school 9.2/10–** Teachers indicated that they

are highly skilled in supporting students with special needs and strive to understand the learning needs of students with special learning needs. We rated in the top 8% of schools in the state in this area. This was an outstanding result.

**Technology 6.3/10**– whilst this score is low, once again the questions are hard to relate to our students ie "I help students use computers or other interactive technology to undertake research" and "Students use computers to track progress". regardless we still rated in the top 45% of the state for the survey area. It is evident from this area that we do not received sufficient funding to support the purchase or maintenance of computers at our school.

Whilst some of the questions in the Tell Them from Me survey are challenging to answer given the nature and uniqueness of the students we care for and educate, there are many benefits to being engaged in a statewide standardised survey. It helps us to identify areas to improve and plan for as we move forward in our journey.

participated in extra routine social interactions and structured reading activities to develop English Language proficiency. Resources have also been prepared and distributed to classrooms and the school library for use with EAL/D learners in consultation with the classroom teacher. Teachers now have improved access to teaching units and resources on our school server.

We celebrated Harmony Day as a whole school and combined it with a Positive Behaviour Engaging Learners Day (PBEL) day. Students and staff wore yellow and enjoyed a fun filled day together. Students prepared theme works of art and craft throughout the day and engaged in some fun and games. Harmony Day is about promoting inclusiveness, respect and a sense of belonging for everyone.

## Policy requirements

### Aboriginal education

Clarke Road School is dedicated to fostering our students' knowledge and understanding of Aboriginal and Torres Strait Islander people as the first people in Australia. This is demonstrated at every assembly where the students show respect by listening to the acknowledgement of country and observing the Aboriginal flag. Students are able to actively engage in this ritual by activating a voice output communication aid to state the acknowledgement.

We have used Darug language to name our classes– Garraway, Bembul, Yarra, Bunya, Buru, Magura, Warrigal, Kurrajong, Gibba and Colo.

Throughout the year each class also engages in units of work incorporating celebrating aboriginal people and culture. We welcome aboriginal parents and community members to our school and value their contributions and engagement with Clarke Road School.

### Multicultural and anti-racism education

The students at Clarke Rd School reflect the global community with over one third having a language background other than English. At Clarke Road School we deliver high quality teaching programs to develop English Language proficiency. Improved English Language proficiency enables English as an Additional Language or Dialect (EAL/D) students to effectively communicate with peers and teachers plus participate in the curriculum content to achieve learning outcomes.

The EAL/D program has expanded this year with a greater number of students receiving one to one literacy and communication tuition. Students