

Chalmers Road School

Annual Report



3831

Introduction

The Annual Report for **2017** 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.

Michelle Davies

Principal

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Message from the Principal

Welcome to Chalmers Road 2017 Annual Report.

I am proud of the achievements of our students and staff and the ongoing success of the strategies for change implemented by the staff and community. Student learning continues to be at the forefront of all we do at Chalmers Road School with a continued focus of improving student outcomes.

I am most grateful to the committed staff at Chalmers Road School who strive to ensure every student receives a quality education. Their dedication and efforts are evident in their teaching practices that caters for all student's needs.

In 2017 staff, implemented strategies to ensure students' needs were addressed through strengthening policy and practice with a wellbeing focus. This involved a reflective review of current practices in Positive Behaviour for Learning (PBL) by the entire school community. School wide systems were modified and further developed to meet the changing needs of our school community, resulting in improvements in student engagement and learning.

In 2017, Chalmers Road School continued to strengthen community links and participation. This included a review of the school's Parent and Citizens (P&C) with increase participation and involvement in all school matters. I certify that the information provided is the result of a rigorous school assessment and review processes undertaken with staff, parents/carers and students and provides a balanced and genuine account of the school's achievement and areas for development.

Michelle Davies

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, 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.

Wellbeing

Our staff used the School Excellence Framework to inform, monitor and validate the progress and impact of our teaching and learning strategies throughout the year. Staff reflected on progress being made across the school based on the expectations identified in the Framework

In the domain of learning we worked collaboratively to provide opportunities for students to use knowledge, skill and problem solving through a variety of wellbeing and learning programs aimed at creating an effective environment for learning. We have had a major focus on student engagement through identifying student needs and implementing strategies to support all students. Executive worked closely with teachers to create Personalised Learning and Support Plans (PLSP) that were communicated with parents/caregivers encouraging greater involvement in their child's learning and promoted a culture of collaboration and partnership. We used internal and external student assessment data to track and differentiate learning for students across the full range of abilities and to report on areas of student achievement and areas for growth to parents. We liaise with external agencies to utilise expertise in therapies when planning for teaching and learning programs. These measures ensure all students were engaged in their learning and had continual opportunities to Connect Succeed and Thrive.

Teaching

Learning and Development

Throughout 2017 all staff participated in target professional learning to better support student engagement and achievement. Teachers actively shared professional learning, knowledge and skills in a collaborative environment to further strengthen staff capacity building process.

The school's systems for supporting teacher Performance and Development Plans (PDP) were reviewed and modified to ensure teacher goals were linked to the school plan and provided teachers with targeted support. In addition, process to support early career teacher were strengthened through a revised teacher induction program and an executive mentoring program.

Leading

School Resources

A thorough review was undertaken of resources to support teaching and learning and communication. As a result a system to upgrade technology was developed. This included the use of iPads and Smartboards to support student learning with a focus on communication. Teachers received professional learning in the use of technology to specifically cater for individual students needs and differentiated practices.

Throughout 2017 teachers integrated technology across the curriculum enhancing students Personalised Learning and Support Plans.

Our self-assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

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

- All students demonstrated progress towards the achievement towards their personalised goals.
- Staff electively utilised assessment data to determine teaching direction and ensured evidenced based decisions were used to drive teaching and learning.
- Students were actively engaged in creative and performing arts programs.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Student's progress in personalised goals is measured through Goal Attainment Scales and consistent assessment tools	\$3000	Students engaged in Personalised Learning and Support Plans that included SMART Goals throughout the year. Staff measured progress through the use of Goal Attainment Scales. Professional learning was offered to all new staff.
All students have an augmented (multi modal) communication system	\$14500	Augmented Communication Systems (ACC) were utilised to support student learning and behaviour. All staff were collaboratively with the PBL committee to support student communication and comprehension. There was an increase in teacher confidence with the use of Augmented Communication Systems. A speech pathologist worked collaboratively with staff to further support student receptive and expressive language skills

Next Steps

- To create communication profiles for every student to support learning and behaviour.
- Engage the school community so there is consistency across the school and home environments.
- Deliver professional learning to all staff in the implementation and delivery of Augmentive Communication Systems including Key Word Sign, ProloquoGo to increase consistency across the school.

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

- Staff completed their Performance and Development cycle with evidence to support progress.
- Student progress was measured and tracked using the Goal Attainment Scale (GAS).
- Systems were used to reflect on current practice through the use of a variety of evaluative models.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Effectively implement PDP process as per DEC guidelines	\$3300	Staff received professional learning and support to establish meaning, SMART goals. Staff collected evidence linked to their goals demonstrating their achievements. All teaching staff participated in formal and informal meetings to reflect on their goals and receive feedback. Early career teachers were mentored and coached by peers in their identified learning and development goals. Student Learning and Support Officers receive professional learning in the Performance and Development Framework.
Embedded and explicit systems of collaboration are evident across the school & Community of Schools	\$500	Executive staff participated in differentiated and targeted professional learning linked to their Performance and Development Plan and the Teaching Standards. Opportunities for deep reflection were provided and future focused.
Student progress is measured and tracked by GAS and PLAN data	\$1200	School wide systems were reviewed and further developed in order to monitor and track student progress. Teaching staff collaborated using assessment data to improve consistent teacher judgment.

Next Steps

- Executive staff received training in Agile Learning (SPRINTS) to develop and improve strategies to offer personalised targeted support to every student.
- Executive staff implements a SPRINT cycle with opportunities to reflect on best practice.
- Strengthen performance and development processes with a focus of evidence collection and feedback.
- All School Learning Support Officer will engage in the Performance and Development Process completing a full cycle.

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

- Increased community partnerships to support student achievement and improved educational opportunities.
- The continuation of Parents and Citizens (P&C) with regular meetings attended by a substantial group of members.
- Increased parent involvement in student learning and goal setting.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased parent and community engagement is evident in the establishment of relevant networks and parent participation	\$140	Chalmers Road School has continued to network in the local and wider community. In 2017 new partnerships with Rotary Strathfield, Strathfield Council and Teachers Mutual Health were established and family involvement increased. Partnership with local high schools were strengthened and incorporated during special events and celebrations including opportunities for integration.
Schedule of parent participation is developed based on feedback which includes workshops focussed on student learning and school events	\$1200	Communication with the broader school community were reviewed and updated. Process were implemented to significantly improve communication with families on a daily basis. Opportunities were provided for parents to attend workshops that focused on student learning and behavioural support. In addition various opportunities were provided for families to transition into National Disability Insurance Scheme (NDIS).

Next Steps

- Improved communication to parents focused on student learning.
- Increased parent participation in school events and decision making processes.
- Strengthening community links with various organisations to support opportunities for students.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$660	<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>
English language proficiency	\$12,900	<p>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.</p>
Quality Teaching, Successful Students (QTSS)	\$9,700	<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>
Socio-economic background	\$27,500	<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 focused collegial approach.</p>
Support for beginning teachers	\$4,000	<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>
Extra Curricula	\$3,600	<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>

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	52	49	53	48
Girls	20	16	17	17

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

There were five students in 2017 at Chalmers Road School who received the Higher School Certificate, Life Skills. All students accessed post school programs funded by National Disability Insurance Scheme (NDIS). The students exiting Chalmers Road School all accepted placements at Community Participation Programs within their local area.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	3
Head Teacher(s)	0
Classroom Teacher(s)	9.19
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0
Teacher Librarian	0.4
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	13.22
Other Positions	0

*Full Time Equivalent

In 2017, Chalmers Road School had one member employed permanently of the workforce identify as Aboriginal.

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	20

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 2017 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 – Autism Strategies to support a safe learning environment for all. PBL, Occupational Therapy, nutrition 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. 75% of teachers have completed their accreditation at the Proficient level and working towards higher levels of accreditation.

Financial information (for schools fully deployed to SAP/SALM)

Financial summary

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	223,197
Revenue	2,775,908
Appropriation	2,710,238
Sale of Goods and Services	2,659
Grants and Contributions	59,776
Gain and Loss	0
Other Revenue	0
Investment Income	3,234
Expenses	-2,770,495
Recurrent Expenses	-2,770,495
Employee Related	-2,528,921
Operating Expenses	-241,574
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	5,412
Balance Carried Forward	228,610

<Use this text box to enter a general statement describing:

- your school's financial management processes and governance structures to meet financial policy requirements
- any unusual spending patterns or substantial underspending/overspending (e.g. accommodating leave, illness, savings for planned capital expenditure)
- intended use of funds available>

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Financial summary equity funding

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

	2017 Actual (\$)
Base Total	488,792
Base Per Capita	24,538
Base Location	0
Other Base	464,255
Equity Total	41,028
Equity Aboriginal	668
Equity Socio economic	27,466
Equity Language	12,894
Equity Disability	0
Targeted Total	2,019,401
Other Total	16,082
Grand Total	2,565,304

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

Parent/caregiver, student, teacher satisfaction

In 2017, the school sought the opinions of parents, students and staff about the school. Their responses are presented below:

Parent and community were surveyed through both 360 Reflection Tool and school surveys to provide feedback and direction in response to school planning 2018–2020. The strategic directions for 2018 have directed changes to student reporting to families and enhance Personalised Learning and Support plan process with families.

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.

Staff met weekly in whole school and team meetings. Collegial conversations to discuss teaching, learning, student's needs and school organisation occurred both formally and informally. They have the opportunity for consultation and to contribute to school planning and strategic directions. Staff acknowledge that the school meets learning, complex behaviour and the wellbeing needs of the students. Chalmers Road 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 art and each class presented a piece of art at the NAIDOC assembly.

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.

Throughout the year, numerous activities occurred to promote these values and celebrated within school community. Harmony Day was held in March with students participating in Harmony Day key theme artwork. Parents were invited to a Harmony Day assembly and participated in a multicultural luncheon.

Other school programs

Sports and fitness programs for all students include 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 Patricks inclusion of Chalmers Road high school boys in their whole school Sports Gala Day was extremely successful.

Year 10 Pymble Ladies College (PLC) students continued their yearly program at Chalmers Road School and supported students through a range of activities and organised and held an Art and BBQ day suited to our students needs. In addition, the PLC students assisted in creating a fundraising video to be used for school promotion at Rotary events.

In addition, Chalmers Road School established a partnership with Strathfield Girls High with afternoon sessions held weekly within different sections of the school to support our students' learning outcomes. Strathfield Girls High students were also very generous in donating \$3000 which was raised from their Economics class market day to support our Year 12 Graduation.

During Term 1 Swim School instructors focused on developing and maintaining water awareness through an intensive daily program for two weeks. The school swimming pool utilised extensively in Terms 1 and 4 supplemented with gas heating.

Chalmers Road student all actively participated in the

Premiers Sporting Challenge. Students who excelled in this challenge were presented with medallions.

Students participated in a range of Creative and Performing Arts programs throughout the year. Enthusiastic participation in weekly music lessons with Rhythm Village including a school performance for Presentation Day 2017. Participation in Shining Stars Dance and Drama culminated into the 2017 Schools Spectacular as part of the D'Arts ensemble.

Students enjoyed completing various forms of artworks. Outstanding art pieces were entered into art competitions. One of these art works was successful in the Jodi McKay Christmas cards competition. A beautiful painting was presented to Kathy Powzun, Director Public NSW. Student artwork is celebrated throughout the year and presented in the school foyer for community viewing.

Community links and partnerships were strengthened in 2017. Rotary Strathfield and StrathfieldMen's Shed have continued to support students' programs through supplying equipment and fundraising to purchase resources.