

Clarke Road School

Annual Report



2017

CLARKE ROAD SCHOOL
Opening New Worlds

5655

Introduction

The Annual Report for **2017** 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

"Have a philosophical foundation to return to..... To be a philosopher is not merely to have subtle thoughts, nor even to found a school....it is to solve some problems of life, not only theoretically, but practically" Henry David Thoreau. This is the challenge and necessity of delivering high standards to students with special learning needs.

Our banner statement at Clarke Road School is "Opening New Worlds". 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 am a proud principal of a NSW Public School and there is not a day that I wake up and don't enjoy the fact that I get to engage in the lives of our incredible students and lead a school that aspires to such high standards for our students.. It is a privilege to be a teacher to know that each day you have the chance to positively affect a life.. To be a principal is a huge privilege as you try to provide the best resources for teachers to be able to 'weave their magic', to constantly drive a positive school culture where relationships are strong and students are at the fore front of all that we do and to provide a high quality school experience for every child. I am honoured to work in such a fabulous school with such dedicated and talented staff who have the drive to continually improve our school and the educational opportunities we provide for our students.

We live in a world now where education can become lost in a fog of data, testing, assessment and national standards which attempt to define student's achievement in narrow bands of abilities and ranking, which a system assumes will define success.

Albert Einstein once said "Not everything that counts can be measured, and not everything that can be measured counts"

So what counts for our students and what constitutes success?

Is it being able to travel on a bus? is it being able to walk for the first time, is it being able to travel to and from school?, is it being able to read and comprehend what is read, is it beginning to talk, is it developing strong working relationships with your teacher? Is it being able to use regulation strategies to maintain your calm and engage in learning?

One of our new 2018–2022 strategic directions is "deep personalised Learning"— We do personalised learning extraordinarily well in special education. We celebrate every step that a child makes in their learning journey. It matters not how small. Today is a community celebration of every step that your children and our children have made.

We have a central vision for our school and our students. Our banner statement is “Opening New Worlds”. Regardless of a student’s complexities and learning styles we want all students to experience high educational standards.

This year our school underwent external validation, a DoE process of assessment across 3 domains– Teaching, learning and Leading and 14 elements. It took our team 9 months to engage, discuss, collect evidence and compile our documents. I am honoured to say we were assessed as excelling in 11 out of 14 elements. This reflects the outstanding work that teachers, SASS staff and support staff do across the school. Evidence is easy to find when it is everywhere you look in a school. Those 11 “excelling” would not have been if it were not for an amazingly talented group of staff.

To our staff, each and every one of you, thank you! You do a stunning job! Each and every day you are navigating complex issues to support students in ways no one else could ever dream of! The system talks of personalised learning, well for you guys excel in this area! When you know a student by the pitter pat of their feet at a distance, you know you’ve got a deep connection and understanding of a student. To your imagination, innovating, new ways of thinking and creative problem solving I say well done to you all. Thank you from me and thank you from our students.

I would like to extend my deepest appreciation to a fabulous group of parents, for the highs we have shared, the tears and complexities we have navigated, for the tough conversations we have had, to the many driveway conversations we have had that changes have changed the world and for the celebrations we have shared about our school and your children. As a school we will always be here for you. Teams make strong schools and teams forge enduring change and improvement. I believe we have some of the best teams here at Clarke Road.

I wish Bethany (our only year 12 school leaver) and her parents all the best as you navigate the next chapter of Bethany’s journey.

One of our school key messages has been strong community connections. I would like to acknowledge a few outstanding community partners–

Barker College, for their leadership program that assists our students, Ku–Ring Gai Rotary for their ongoing support, Galston Financial Services. Galston Bendigo Bank for sponsorship that has supported implementation of our key programs, Special Olympics for their team who teach our students sport, our volunteers for outstanding selfless support, our community of schools and SchoolPlus, Fair Education for the grant provided to support our state wide implementation of an outstanding suite of tools.

It was been an outstanding year of us all at Clarke Road. Our results in the NSW wide People Matters Survey 2017 were at the top of the state., as were our Tell Them From Me survey results. We were profiled nationally in the NSW Education Week video clip launching Education week for 2017.

I extend a huge thank you to the executive team for your commitment, professionalism and unrelenting efforts in promoting excellence in our school.

Message from the students

Clarke Road School senior students in year 10 to 12 have the opportunity to be elected as School captains or Prefects. Each year four students are elected to the role of Captains or Prefects. All senior students from year 7 to 12 and staff can vote for their choice of leader by voting for a girl and boy captain and a girl and boy prefects. Students standing for the leadership position are required to make a speech (augmented if required) or poster to tell their peers, why they should be a school captain or prefect. Students then cast their vote by using the interactive white board of student pictures to indicate their choice. This process is very interesting to watch. Once elected senior leaders, lead the senior assemble, attended parliament house leaders forum and greet guests at function or speak at function. They are required to be a role model for other students.

It’s important for students to experience leadership opportunities during their schooling, to learn the art of building relationships within teams and achieving tasks. It also provides an opportunity to learn to identify and display effective communication and interpersonal skills. Leadership is about the motivating and engaging with student peers so that they work together to achieve a friendship and a bond.

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 and participated in an external validation. 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

Learning

The results of this process indicated that in the School Excellence framework domain of Learning the school is on

average Excelling across all elements. There is a demonstrated commitment from staff to deliver on school priorities aligned to school planning. These priorities underpin our school banner statement “Opening New Worlds”, our values, our beliefs and outcomes. Student wellbeing is indelibly linked to deep personalised planning and learning programs and school wide systems are in place to ensure planning, reflection and accountability against the Australian standards and NESA expectations. Quality teaching and professional practice promotes wellbeing outcomes and are closely aligned to the level of learning of needs of our students. Our high level health care planning for students’ health needs are extensive and supported by external agencies.

Our learning culture is underpinned by high expectations and clear directions. We have strong collaboration in planning between parents and teachers. Our community is increasingly linked to our school through innovative programs and via our community access programs. All parents receive personalised support at all key transition points. High level differentiation is the hallmark of our deeply personalised teaching and learning programs, planning, environmental designs and controls, resourcing and curriculum delivery.

- Curriculum and Learning– **External Validation assessment was Excelling**

The school establishes active partnerships and works collaboratively to ensure continuity of learning for students. Curriculum programs and teaching practices effectively develop the understanding and skills of students, using evidence based teaching practices and innovative delivery where appropriate.

- Learning Culture–**External Validation assessment was Excelling**

There school wide, collective responsibility for student learning and success with high levels of student, staff and community engagement. Positive and respectful relationships across the school community underpin a productive learning environment, and support student’ development of strong identities as learners.

- Wellbeing– **External Validation assessment was Sustaining and growing.**

The school consistently implements a whole school approach to wellbeing that has clearly defined behavioural expectations and creates a positive teaching and learning environment. Quality teaching and professional practice are evident in every learning environment, providing students with opportunities to connect, succeed and thrive that are relevant to their stages of learning and development.

- Assessment and Reporting–**External Validation assessment was Excelling**

The school has aligned staff processes and school systems for collecting, analysing and reporting local data on student and school performance. Practices are embedded for parents to be engaged and understand the learning process of their children and how to effectively support them.

- Students Performance Measures–**External Validation assessment was Sustaining and growing**

The school achieves excellent value-added results.

Teaching

The results of this process indicated that in the School Excellence framework domain of Teaching the school is on average performing at excelling across elements. Teaching staff have consistently displayed a commitment to identifying, understanding and implementing the most effective, evidence-based teaching methods to support students learning. Collaborative practices are strong and teachers are receiving mentoring and coaching by an academic partner and expert teachers to continue to drive high standards for our complex learners. Students personalised data has always been available and has informed directions on teaching and learning. With no Naplan, Beststart (Plan) or HSC data available to inform decisions, our CaV systems will now be able to provide baseline and comparative data for all of our students (including those who are nonverbal) and allow monitoring of progress.

Our explicit systems of collaboration and communication have sustained quality teaching practice and foster an environment of growth and reflection. Our professional learning has been strategic, extensive, focus on special education needs and strongly informed by our school plan. All of our teachers display high levels of contemporary content knowledge and are encouraged to grow their skills and knowledge and to innovate.

- Effective Classroom Practice–**External Validation assessment was Excelling**

The school leadership team demonstrates instructional leadership, promoting and modelling effective, evidence based practice. Teachers regularly review learning with each student.

- Data Skills and Use– **External Validation assessment was Sustaining and growing**

Teachers incorporate data analysis in their planning for learning. assessment instruments are used regularly to help monitor students learning progress and to identify skills gaps for improvement.

- Collaborative Practice– **External Validation assessment was Excelling**

Teacher collaborate within and across stages to ensure consistency of curriculum delivery, including strategies for differentiation. the school has imbedded and explicit systems for collaboration, classroom observation, the modelling of effective practices and feedback to drive and sustain ongoing school wide improvement/

- Learning and Development– **External Validation assessment was Excelling**

The school evaluates professional learning activities to identify and systematically promote the most effective strategies. teacher draw on and implement evidence based research to improve their performance and development.

- Professional Standards– **External Validation assessment was Excelling**

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.

Leading

The results of this process indicated that in the School Excellence framework domain of Leading the school is on average performing at excelling across elements. From the early stages of engaging in research to develop our banner statement, values, beliefs and outcomes in partnership with families (and subsequent window of certainty) we have strategically worked to build a culture of high expectations for all students and all staff. We have also included families in this mission. We have equipped executive staff, teachers and SLSOs with professional learning opportunities to build their tools for leadership and growth mindset. Our school plan has been instrumental in focusing our priorities and professional learning programs. We have worked closely together to strengthen teams and collaborative practices so that staff always feel supported and a part of a great school. We have actively sought opportunities to increase our budget to be able to engage in the priorities we have established.

- Leadership–

External Validation assessment was Excelling

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–

External Validation assessment was Excelling

the school uses evidenced based strategy and innovative thinking in designing a school plan that delivers ongoing improvements in students outcomes. the school successfully fosters collaboration with key stakeholders in developing the schools vision, strategic directions and annual plans.

- School Resources–

External Validation assessment was Excelling

Succession planning, leadership development and workforce planning are designed to drive whole school improvement.

- Management Practices and Processes–

External Validation assessment was Excelling

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.

Overall, Clarke Road School is performing satisfactorily against the elements of the School Excellence Framework and the challenge of applying the School Excellence Framework to a complex setting, such as our school, has been enlightening and rewarding. It has facilitated a great deal of engagement with staff, parents and the executive team. At Clarke Road School we strongly believe “Every child deserves a champion– an adult who will never give up on them, who understands the power of connection and insists that they become the best that they can possibly be” Rita Pierson.

Our school banner statement is to “Open new worlds for every student”. This remains our focus. Our self–assessment and the external validation process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

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

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 teachers 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. In 2017 we extended the number of students assessed on the matrix to near 70%.

In Term 3, 2017 key staff coordinated and delivered our inaugural "Let's chat and Learn" sessions with parents and family members. The sessions focussed on two of our key programs – In the Zone and Creating a Voice and how parents could implement these programs into their routines at home. 100% of families who attended rated the session as 'outstanding' or 'great'

Teachers are provided with 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 very 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.

Personalised Learning and Support Plans were extended to strengthen the level of collaborations with families and stakeholders. The plan addresses learning goals and content across all Key Learning Areas.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<i>A sound understanding of student learning needs will be evidenced by–</i> Increased baseline data and profiles that inform directions and interventions.	\$20,000	Mentoring sessions for the Communication passport ensured we completed 65% of all students in their assessments. Our academic partner provided ongoing mentoring and support in the implementation of our two key projects. 45% of students were assessed using the SIB–R. Many other class based assessments were completed.
EAD/L students display progress toward prioritised communication goals.	\$8086	Student gains were noted for all students and personalised planning and lessons implemented.
Transforming learning is evidenced by– Knowledge of In the Zone profiling tools.	\$0	professional learning was provided for all staff through our training calendar of events.

Next Steps

Our next steps are to embed the elements of the Creating a Voice project more deeply across all classes, to support all students. We will extend mentoring for teachers in implementing the program here at Clarke Road School. this will be in collaboration with our academic partners, Ylana Bloom. We will move to engage families in the training. The implementation of this aspect of our school plan can be attributed to the ongoing sponsorship of Galston Financial Services, Galston Bendigo Bank.

We will be extending training about the programs at Clarke Road School to the broader educational community. The collaboration between our community of schools, who are also implementing the component of The Communication passport (a program that originates from The Hills School) will be extended through our cluster of schools Schoolplus Fair Education grant. the grant will support our work in teaching a toolbox of programs, that support students with complex learning needs, across New South Wales. A collaborative network of schools, being William Rose School, The Hills School, Halinda School, Broken Hill support unit, Willans Hill and Lalor Park School support unit. will be engaged. We aim to build capacity in these programs and provide professional learning for teachers working with students with disability and complex learning needs across a variety of contexts. WE will be mentored through the project by SchoolPlus mentors. This project is exciting and will have a

There will be a continued focus on strengthening visual supports for communication across the school with an extension of real object timetable and resources implemented. This will support consistency of transitioning across the school.

Staff will receive further professional learning on the TEACCH program (which is a direct instruction programs that supports students with intellectual disability and autism). Two staff are traveling to the United states of America to study at the university Of Northern Carolina to further their knowledge of TEACCH. TEACCH elements of schedules and structure will continue to expand across the school to support students to own their learning and regulate their engagement with learning.

Positive Behaviour Engaging Learners (PBEL) will be strengthened throughout the next phase of school planning.



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. Staff who know what they are to do and how to do it will always gain a greater sense of belonging and achievement. We conducted Learning and Support Team meetings fortnightly and engaged all staff in these meetings. Collaborative practices build the strength of teams to have shared vision and purpose. We value the work of all staff here at our school.

We have focused on developing leadership across the school. Staff have opportunities to lead at all levels. Members of our executive team completed master classes in the Art of Leadership (a leadership program). As Principal I was elected onto the executive of the NSW PPA, where my voice supporting the education of students with disabilities has been strong. I also have the opportunity to have state-wide input to support all school principals within our system. I was privileged to complete the Change 2 leadership and Change management program offered by Dame Pat Collarbone from the United Kingdom.

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 shared responsibility and input to agendas. Conversations around school performance highlighted the need to strengthen data collection of students learning progress.

Strong and focused 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.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Clear targets and milestones for the products and practices which will be evidenced in a coordinated school calendar of actions	\$0	Planning for the entire year was completed and implemented. Google drive was used to convey all planning.
100% of students Personalised Learning and Support Plans and reporting systems are reviewed.	\$10,000 (funded by Macquarie Park students Service grant)	Staff were released to participate in PLSP days with parents. Again at the end of the year teachers had time to review and report back on PLSP goals and achievements.
Improved transition structures	\$0	Our Vibrant Learning team completed all transition documents and provided no training in after school meetings at no cost to the school.
90+ positive feedback on "Tell Them from Me Survey"	\$0	We again achieved outstanding results in the Tell them from me Survey. Results placed us in the top 10 for most every area. In our first engagement with The People Matters Survey we topped NSW.
Improved leadership	\$6000	Executive staff participated in the master class of The Art of Leadership. Leadership rated a 90% for the People Matters Survey. A great outcome!

Next Steps

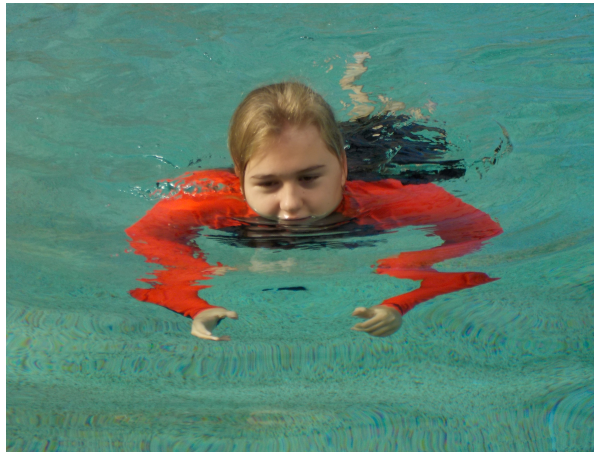
Leadership will continue to focus on strong teamwork and building positive relations that promote a culture of continuous improvement. We will continue to keep the purpose of our school front and centre of everything that we do. We will continue to align our value statements with the work we do and the standard we promote.. Strong and functional relations within staff is critical.

As we commence a new cycle of three year planning, staff were provided with the opportunity to feedback on what has worked and what we need to change or perhaps focus on. Our new strategic Directions have been designed and agreed to. They are 1. Deeply personalised learning 2. High Impact classrooms and 3. High impact leadership.

In the 2018–2020 plan we will focus on establishing learning clinics for families to support their knowledge of our key programs. the Northern Intellectual Disability Health Clinic will continue to operate. They have received very positive feedback from families and supported our teachers to further understand student and family needs.

Information technology will be a focus for us, with a new website being designed, new apps being investigated to strengthen communication for families, new technologies that support effective distribution and sharing of documents and improved IT resources.

Leaders will continue to identify and complete professional learning (Internal and external to the school) that recognises and develops their skills against The National Standards)



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 2017 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. We strengthened links to Hornsby Westfield and of course we maintained our strong relations with many of our local public schools, such as Hornsby South Primary School.

We continue to forge a strong presence in our local and broader community through our targeted community access programs.

In 2017 we implemented a new therapy team at school, that was designed to look at the implementation of NDIS and requests for therapy provisions at our school. The new requirements and the movement in National Disability Insurance scheme meant we needed to have processes and systems in place.

We have expanded the engagement of the community in the hire of facilities at our school. We have a local swim school now hiring our pool, Special Olympics is also using our pool and a church group is hiring our hall. This brings in financial resources that can support our teaching resources.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
A collective responsibility for student learning and success, with high levels of community engagement.	\$0	our Learning and Support Team forums operating across the school has a significant impact on teamwork and improving the value of staff input into educational improvements. Executive staff continued to engage with external providers in our own time to seek additional funding support.
Comprehensive and inclusive practices that support the total wellbeing of students.	\$4000 (funded from Macquarie Park students Services)	Our Health clinics have gained hugely positive feedback. funding is allocated to release teachers and SLSO to attend meetings and collaborate alongside parents. A Fabulous initiative!
Positive and respectful relationships across the school community underpinning a productive learning environment, and support for students' development of strong identities as learners	\$0	We moved from Sustaining and growing to excelling this year in this area. Our professional learning sessions have a strong focus on this area. this year we saw our core values implemented further.

Next Steps

Clarke Road School will continue to maintain positive partnerships with our immediate and broader community. In 2018 we will implement our new initiative to share our programs with schools across NSW. This will be a wonderful opportunity to strengthen state wide partnerships. We will build on the practices that make a difference for our students. We will

continuetoseek access to programs in our community that benefit our students through our community access programs.

We will continue to examine the impact of NDIS on our school and implement 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. Strong parental engagement is highly valued.

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



Key Initiatives	Resources (annual)	Impact achieved this year
English language proficiency	\$8086	All students who qualify were supported with personalised lessons with the 1:1 support of a teacher. Improved communication was evident and students engaged meaningfully with the program
Socio-economic background	\$3235	Students identifies as in need of support to increase access to educational experience were funded, following parents request.
Support for beginning teachers	\$15633	Eligible staff gained additional release and mentoring support to engage in professional activities. the program had a significant and positive impact on teachers capacities and abilities to improve practice.

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	39	41	43	46
Girls	17	20	19	17

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 2017 we had an enrolment of 64 students accommodated in 10 classes K–12. We continue to have strong demand for placement at Clarke Road School.

Management of non-attendance

Student attendance is high. We have very few issues relating to students regular attendance. Parents consistently advise the school of any matters relating to a students not attending.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	3
Head Teacher(s)	0
Classroom Teacher(s)	7.91
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	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	70

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:

Know your students

Know the content and how to teach it

plan for and implement effective teaching and learning

create and maintain supportive and safe learning environments

Assess, provide feedback and report on students learning

engage in professional learning

engage professionally with colleagues, parents/cares 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 2017 we completed professional learning plans with all teaching staff and all teachers buddies up with another teacher to share classroom observations of teaching practice. In 2017 we engaged 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 yearlong 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 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	250,766
Revenue	2,563,869
Appropriation	2,468,968
Sale of Goods and Services	10,548
Grants and Contributions	80,925
Gain and Loss	0
Other Revenue	0
Investment Income	3,428
Expenses	-2,544,926
Recurrent Expenses	-2,543,909
Employee Related	-2,365,049
Operating Expenses	-178,861
Capital Expenses	-1,017
Employee Related	0
Operating Expenses	-1,017
SURPLUS / DEFICIT FOR THE YEAR	18,942
Balance Carried Forward	269,708

The financial summary table covers 12 months

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 statements 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 2017 Galston Financial Service, Galston Bendigo Bank provided the last year of sponsorship for our school. This resulted in \$9,000 being allocated to implement the 2017 part of the 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.

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

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	469,620
Base Per Capita	20,448
Base Location	0
Other Base	449,172
Equity Total	11,996
Equity Aboriginal	674
Equity Socio economic	3,235
Equity Language	8,086
Equity Disability	0
Targeted Total	1,832,594
Other Total	11,545
Grand Total	2,325,755

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

Each year schools are required to seek the opinion 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. Parent's 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 top11%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 students 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 behaviour– 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 support students well and supported their pace of learning. They stated that teacher stake an active role in making sure all students are included in school.

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 school in the state in this area.

Collaboration– 8.6/10– Teachers indicated that talked with other teachers about strategies to increase students engagement and specifically students with identified complex needs. We rate in the top13% 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.

Parental Involvement—8.8/10— Teachers felt that they worked closely with parents to solve problems impacting students 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 8% 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 state wide standardised survey. It helps us to identify areas to improve and plan for as we move forward in our journey.

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 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 red and enjoyed a fun filled day together. Students prepared themes 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.

Other school programs

Student Leadership

Clarke Road School senior students in year 10 to 12 have the opportunity to be elected as School captains or Prefects. Each year four students are elected to the role of Captains or Prefects. All senior students from year 7 to 12 and staff can vote for their choice of leader by voting for a girl and boy captain and a girl and boy prefects. Students standing for the leadership position are required to make a speech (augmented if required) or poster to tell their peers, why they should be a school captain or prefect. Students then cast their vote by using the interactive white board of student pictures to indicate their choice. This process is very interesting to watch. Once elected senior leaders, lead the senior assemble, attended parliament house leaders forum and greet guests at function or speak at function. They are required to be a role model for other students.

It's important for students to experience leadership opportunities during their schooling, to learn the art of building relationships within teams and achieving tasks. It also provides an opportunity to learn to identify and display effective communication and interpersonal skills. Leadership is about the motivating and engaging with student peers so that they work together to achieve a friendship and a bond.

Accreditation

Clarke Road School has three teachers seeking accreditation, they are supported by a beginning

teacher's release from face to face teaching to consolidate their understanding and knowledge of the teaching standards.

Provisional or conditional accreditation is a period of time provided to enable teachers to establish themselves in their teaching career by developing their practice sufficiently to demonstrate the standards at Proficient Teacher. It requires a process of structured learning or induction, with mentor or supervisor guidance and feedback. The emphasis on professional growth and learning provides an opportunity to build expertise and confidence and encourage the profession (those undertaking accreditation and those who mentor or supervise) to think constructively about teaching and learning.

For teachers to achieve accreditation they will need to demonstrate that they meet all Standard Descriptors for Proficient Teacher across the seven Standards of the Australian Professional Standards for Teachers. You will need to demonstrate you can apply and integrate the knowledge and skills that underpin each standard descriptor.

Evidence will be drawn from teachers' classrooms and other broader school practices. The evidence should cover the broad scope of the teacher's knowledge, practice and engagement

When selecting evidence teachers should:

- 1. work from their usual teaching context and draw on documents, observational notes, reflections and resources that have been used in their practice**
- 2. reference at least one descriptor against each piece of evidence but avoid using large numbers of descriptors for each piece of evidence**
- 3. avoid duplication or repetition of evidence**
- 4. use evidence that comes from a variety of sources,**

The Australian Professional Standards for Teachers comprise seven standards. The standards are interconnected, interdependent and overlapping. Within each standard, focus areas provide further illustration of teaching knowledge, practice and professional engagement.

The Accreditation Portfolio is written evidence of your understanding of the Australian Professional Standards for Teachers. Your evidence for your Personal Development Plan can be used for this purpose. Requirements of Accreditation Portfolio include: Cover page with Name and School, written explanation on focus areas of each of the seven standards, evidence on standard descriptors, reference at least one descriptor against each piece of evidence but avoid using large numbers of descriptors for each piece of evidence, a broad range of evidence, written standard and evidence is to be sign and dated by your supervisor, students names or photos are not to be included names and faces need to be blanked out, two lesson observation by your supervisor. Finally, when all

teaching stands with evidence is completed with observation feedback you can submit your Accreditation Portfolio to your supervisor

Curriculum 2017

Clarke Road School has implement the new Australian Curriculum. Teachers has developing programs in English (K–12), Mathematics (K–12), Science and Technology (K–6) Science (K–12) and HSIE, History (6–12) and Geography (6–12), Language (7–9) to cater for the needs and interests of the students. The school has developed a scope and sequence for the above subjects to provide a rigorous curriculum covering all strands of learning.

Assessment and Reporting

Clarke Road Schools Curriculum policy and design for curriculum planning and programing, assessment and reporting to parents K to 12 provides teachers with implementation procedures to enhance vibrant learning for students. Clear and concise programming, assessment and reporting expectations for staff and casuals are outlined. This provides a foundation of common knowledge and understanding of the delivery of the curriculum. Professional Development in 2017 strengthen assessment and reporting across the school by collegial dialogue in reporting what the student can achieve , what they working towards and future direction. New curriculum procedures and assessments will be presented to staff in 2018 to embed curriculum policies across the school to strength delivering of curriculum.

High School Report High School Report

Clarke Road School Life Skills curriculum begins when entering High School. In Year 7, students are required by the NSW NESA to complete mandatory subjects. Students need to achieve one come of each subjects to achieve their Life Skills High School Certificate.

In Year 7 and 8 students are required to study English, Mathematics, Science, Technology, History, Geography, Language, Creative Art (Music and Visual Arts), Physical Development, Health and Physical Education.

In Year 9, 10, and 11 students are required to select six subjects, English, Maths and Science are mandatory. Students are encouraged to participate in Physical Development, Health and Physical Education. Additional elective subjects are then selected including Music, Food Technology, Work Education and Vocational Education and Training.

In Year 12, to achieve the High School Certificate students are required to complete a minimum of five subjects of which English is mandatory.

The **Life Skills Curriculum** focuses on student capabilities in preparation for leaving school where move to post school options, transitioning to work and/or community activities. The High School Leisure Skills program builds on social skills in the community and peer interaction in preparation for leaving school.

The Vocational Education Training at TAFE and Work Education builds on work ethics and work practices.

Students in Year 10 to 12 have developed an individual transition plan in consultation with the classroom teacher, regional transition office, student and parents.

The senior school has developed a "Road to Independence" package to help parents understand the mandated curriculum and programs in High School.

The senior school works as a team, as teachers and student learning support officers support all of the high school students, as students move into different groups for, Physical Education (Team Sports), dance, Drumbala, signing choir, work skills, before school travel training, leisure skills and senior assembly. Students are encouraged to develop friendships across the different classes and to work together cooperatively with peers and staff.

Literacy programs – Junior & Senior

Literacy programs at Clarke Road School, centre foremost around our Creating a Voice project in which students are assessed in expressive, receptive, cognitive and social domains. These assessments provide staff with rich and meaningful information about students' understanding and how they learn. From here, meaningful, relevant and personalised teaching and learning programs are designed to meet the needs of individual students. Communication is a significant part of all literacy programs at Clarke Road School and as a school we seek to extend students' communication skills so that students are able to express their needs and wants.

Literacy in the junior section of the school has a focus on phonics and blending and segmenting words. Programs such as MultiLit, a direct instruction reading program, are also implemented into classrooms who have students learning to read. . Placement tests and a running record are given to students at the beginning of the year to determine what level they are currently working at. Once the correct level is identified, students work progressively through a number of sight word, word attack and reading activities each week. Students also answer literal and inferential questions as part of this program. This year, many of the texts we have been reading have focussed on the themes of Aboriginal stories to support the implementation of the History syllabus.

Literacy in the senior section of the school continues to provide opportunities for students to further develop their reading skills but focuses on what will be meaningful and relevant to their post-school world. Functional literacy skills are required for when students are out in the 'real world'. Such skills include being able to read signs frequently seen in the community and using language to make a purchase at a shop. Students practice these skills at school through modelling and role play activities. Students are given regular opportunities to generalize these skills in the community when completing weekly activities such as Meals on Wheels and canteen shopping.

Mathematics – Junior and Senior

At Clarke Road School, the content of our mathematics program is determined by our six year Scope and Sequence cycle of the New Australian curriculum. Although these strands change each year, our primary focus is on whole number. Students listen to number songs and participate in number activities to aid their number recognition and counting skills. Higher level skills for some students will also include understanding number language and comparing, ordering and representing numbers. In 2017, students at Clarke Road School have also explored the strands of Measurement & Geometry looking at the capacity and mass of different containers and materials and exploring the concepts of heavy/light and full/empty. At Clarke Road School, curriculum content is adjusted to meet students' individual needs so that each student can be engaged in learning that is meaningful for them.

2017 has seen the introduction of the Clarke Road 'CornerShop', run by a volunteer parent. Each Wednesday, Junior classes practice their money skills by exchanging their money for an item of food. This has been a wonderful introduction to a more 'real life' scenario of purchasing items from a shop and is great preparation for our students entering high school. Money skills in the high school continue to be focussed on the Clarke Road Money program where students are taught to count from 1–10 as well as practice the skill of identifying 'one more'. These skills are then practised in a work skills context at school as well as in 'real life' situations in the community so that students are given opportunities to generalise and build confidence in their money skills.

Environmental Education and Sustainability

2017 has been a great year for the Environmental and Sustainability Education at Clarke Road School. Students have been involved in planting and caring for their own vegetable and herb gardens. Not only have students learnt to care for plants, they have also been able to sample the produce they have grown. The field to plate concept is alive and well at Clarke Road.

The Senior Environmental Education program has continued with some senior students attending to the herb and vegetable garden daily. Students have been learning the skills of planting, watering and weeding as they have diligently maintained their garden. Students use produce from the vegetable garden in their cooking program. A bumper crop of tomatoes is expected over summer. Students also collect vegetable and food scraps and place them in the compost bins on a daily basis.

The Green Team have met their goal to acquire a vegetable patch for the juniors, located near the pool area. Junior classes have enjoyed weekly trips up to the vegetable patch to attend to a range of vegetables, fruit and flowers. Students love watering the plants and looking at the flowers. Students have been able to taste strawberries with a small crop of tomatoes expected over summer.

Clarke Road School is situated in a beautiful learning

environment hence we are teaching our students to appreciate and care for their local environment.

Minty, our therapy dog.

At Clarke Road School, we have a resident therapy dog called Minty. He likes to spend time in the classrooms with the students and take part in their activities. Minty helps to keep many students calm and often gives comfort to those needing some gentle relaxation. The students enjoy helping Minty to practice his tricks which also aids the students to work on their communication skills by asking him to 'sit' and 'come'. He loves this as he gets treats for good work. Some of the students will also take Minty for a walk around the school on a lead. This keeps our students focussed and on task whilst enabling them the responsibility of care for Minty. Minty is a kind and gentle soul and Clarke Road School, wouldn't be the same without him.