

Chalmers Road School

Annual Report



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Introduction

The Annual Report for **2018** 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 2018 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 our community. Student learning continues to be at the forefront of all we do at Chalmers Road School with a strong focus of improving student outcomes.

I value the commitment staff at Chalmers Road School demonstrate to ensure every student receives a quality education and that their wellbeing is a priority. Their dedication and efforts are evident in their teaching practices that caters for all students' needs and ensuring all students are cared for and valued.

In 2018, staff continued to develop and implement strategies to ensure students' needs were addressed through policy and practice with a wellbeing focus. Positive Behaviour for Learning (PBL) was strengthened and fully implemented by the entire school community. School wide systems have continued to be further developed to meet the changing needs of our school community, resulting in improvements in student engagement and learning.

In 2018, Chalmers Road School completed the process of External Validation. All staff actively engaged in this process of self-assessment and were eager to demonstrate the variety of programs and initiatives that support the teaching, learning and wellbeing of our students and school.

In 2018, Chalmers Road School continued to strengthen community links and participation. The school's Parent and Citizens (P&C) increased in numbers and in their participation and involvement in all school matters. Strong community links continued to develop with our neighbouring high schools with their students coming in working with ours, and community organisation Rotary who partnered with us to fundraise for a wheelchair accessible bus.

I certify that the information provided is the result of 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 Roads School respects and reflects 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 to achieve.

School context

Chalmers Road School is located in Strathfield in Sydney's Inner West. The school provides quality education for students with moderate and severe intellectual disabilities. There are classes for students in Kindergarten to Year 12. We celebrate the abilities and successes of all our students. Our programs challenge and nurture the individual through quality education within a supportive and harmonious school environment. All students have personalised learning and support 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 our 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 supports effective 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, lists school achievements and details 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. The results of this process indicated that in the School Excellence Framework domain of Learning, Chalmers Road School is Delivering.

In the Strategic Direction 1 of the School Plan the focus has been developing achievable curriculum goals linked to assessment in Personalised Learning and Support Plans (PLSPs) (Evidence Set 1), establishing and implementing a new Positive Behaviour for Learning (PBL) system where staff are supported with settings posters and teaching sequences (Evidence Set 4), and establishing a Communication Committee to research and create a communication profiling system for all students.

In order to support students to be 'active participants, developing independence and achieving their full potential,' staff need an integrated approach to differentiate learning experiences (Evidence Set 2), and assess, report and collect data appropriate to the school context (Evidence Set 3). The results of this process indicated that in the School Excellence Framework domain of Teaching, Chalmers Road School is Delivering.

In the Strategic Direction 2 of the School Plan the focus has been systematic professional learning of the Sprints process, establishing a collaborative culture through Curriculum Committees where teachers are supported through regular structured programming meetings and opportunities to engage in teacher leadership roles, and building expertise and capacity through professional learning (Evidence Set 7).

Chalmers Road School effectively manages school resources and adaptable learning environments to ensure teaching experiences are supportive to both staff and students' needs (Evidence Set 6). The results of this process indicated that in the School Excellence Framework domain of Leading, Chalmers Road School is Delivering.

In the Strategic Direction 3 of the School Plan the focus has been a connected and engaged community. Chalmers Road School is leading communication with parents and the community by developing social media platforms, acknowledging and celebrating cultural events relevant to our school's families, and strengthening mutually beneficial partnerships with

community organisations (Evidence Set 9). Strong relationships are essential with families to enable the process of updating and informing student Health Care Procedures (Evidence Set 5).

Community partnerships benefit students through transition and integration opportunities (Evidence Set 8) whilst connecting our unique school context with others.

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 please visit:

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

Strategic Direction 1

Active participants, developing independence and achieving their full potential

Purpose

To provide an engaging environment to ensure students are achieving through personalised learning, differentiated curriculum and support their emotional, social and physical wellbeing so that they participate and communicate to their potential.

Overall summary of progress

- Different teams were formed in 2018 to allow staff to be involved in at least one of the focus areas of Strategic Direction 1. Each team worked on the milestones as listed in the 2018 – 2020 School Plan, and reflected on their progress.
- The PLSP and report formats were updated.
- The PBL team added new members and focused on teaching and learning sequences to ensure consistency across the school.
- The process of having a communication profile for every student was started.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All students will have personalised curriculum goals with increased parent collaboration.	\$3000	<p>Professional learning was provided to staff to familiarise them with the new Personalised Learning and Support Plan (PLSP) template. The new template was then introduced to parents, and feedback gained, especially in regard to the increased focus on goals being based on the curriculum.</p> <p>Staff revised effective report writing techniques and informing parents using content and results from PLSP goals.</p> <p>90% of parents and carers engaged in the collaborative process of meeting with classroom teachers to discuss student PLSPs and Semester 1 reports.</p>
Increased use of common PBL language used to support all students in classroom and playground by staff and within behaviour support documentation.	\$6000	<p>PBL was relaunched. Teaching sequences and posters were designed, communicated to all staff members and displayed throughout the school.</p> <p>School priorities were communicated via Schoolzine and the P&C committee.</p> <p>Drafts of new school emblems and mascots were designed.</p> <p>School-wide collation of behaviour data in a spreadsheet was started. This is accessible to all staff members and used to help inform future teaching and learning sequences.</p>
Reduction in WHS and incident reports.	\$2040	Measures were put in to place to ensure all staff are able to write and submit WHS and incident reports, including updating training procedures.
Increased number of staff trained and utilising a range of student	\$6600	Several staff members attended professional learning in communication systems including

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
communication systems in their practices.		Picture Exchange Communication System (PECS) and Language Acquisition Through Motor Planning (LAMP). A Communication Committee was started with staff researching existing profiling tools and communication tracking used by local SSPs, as well as those described in academic literature. A draft Communication Profiling Tool was then developed and shared with teaching staff, and feedback received.
All students will have a communication profile annually reviewed and part of the handover process.	\$7620	The profile was designed, and will be trialled by staff in 2019.

Next Steps

The indicators of goal achievement will be revised, with task analyses created of the steps that need to be taken to achieve the goals. There will be an opportunity for staff to consolidate knowledge and understanding of the PLSP template.

The PBL Team will continue to develop an action plan, liaise with a company to produce images of the new school mascots, and order and display new signage to be displayed around the school.

Each teacher will trial the Communication Profiling Tool draft with a student in their class. There will then be consultation with teachers about the strengths and weaknesses of the tool once trialled.

Strategic Direction 2

Collaborative culture, building capacity, excellence and innovation.

Purpose

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

Overall summary of progress

- Staff were introduced to Learning Sprints and undertook professional learning to allow them to implement Sprints in the classroom.
- Staff conducted Professional Learning sessions at school after attending external Professional Learning.
- Curriculum Committees were formed so that all teachers were involved in projects for two key learning areas each over the year.
- PLSP and report formats were updated to include literacy and numeracy goals.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased number of staff have a common understanding of the process and application of SPRINTS.	\$9480	Staff engaged in systematic professional learning about the Learning Sprints process. All staff attended Ashcroft Public School to be upskilled by Simon Breakspear in a collaborative Professional Learning session. As a result, all staff implemented a team Sprint for a focus student to improve outcomes. Staff also explored a personal Sprint for themselves to focus on continual improvement.
Increased frequency of staff delivering PL across the school.	\$2215	Curriculum Committees were established to provide opportunities for teachers to lead a team in a Key Learning Area, alternating between Term 1 and 3 groups, and Term 2 and 4 groups. As a result, teams frequently met to evaluate, create and reflect upon different areas of student learning needs. Teams then presented professional learning sessions to teaching staff.
Increased collaboration and active participation through curriculum committees and increased staff sharing expertise and delivering PL across the school.	\$9363	Professional Learning was strengthened by the implementation of a request form that staff can submit to Executive meetings for consideration if they would like to attend a Professional Learning opportunity. A Professional Learning log was continually updated and addressed current learning needs and support systems, and all staff were involved in the External Validation process. This resulted in consistent knowledge-building, staff understanding whole school processes, and staff being informed of opportunities for Professional Learning.
Increased student literacy and numeracy outcomes.	\$8820	PLSP and Report formats were updated to include specific goals in literacy and numeracy.

Next Steps

A group of teachers in a Strategic Direction group will be formed to continue with sharing Sprint knowledge and

understanding, and develop milestones for the School Plan to ensure that the continual improvement mindset develops between staff members.

Curriculum Committees will continue in 2019. Scheduled Professional Learning times to occur on a semester basis, with the change that Curriculum Committees present Professional Learning at Twilight sessions to all staff, both teachers and School Learning Support Officers (SLSOs).

Professional Learning in 2019 has been strategically planned to involve all staff. A weekly Professional Learning calendar incorporates School Committee sessions, Curriculum Committee sessions and Strategic Direction group planning and learning. Staff will continue to be able to submit Professional Learning requests to attend offsite experiences, and Twilight sessions throughout the year will provide an opportunity for staff to present their learning to the whole staff.

Strategic Direction 3

Connected and engaged community

Purpose

To increase meaningful participation of parents in school celebrations while acknowledging our school's cultural diversity and continuing to build strategic partnerships with our school community to enhance student learning and community engagement.

Overall summary of progress

- Parent participation in the P&C was increased, with meetings held twice a term.
- Regular communication took place between the school and parents through various means.
- Increased parent participation in school events was encouraged with regular opportunities provided for them to visit the school.
- Relationships with other local schools continued to be forged, with a wide variety of students visiting Chalmers Road for various programs with our students.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased members of the P & C Increased number of visitors to website, Schoolzine and number of queries submitted.	\$160	The P&C gained new members, and meetings were held twice a term with all parents and carers invited to attend.
Increased parent attendance at whole school event and positive feedback.	\$5500	Parent attendance and engagement was encouraged in 2018 through the use of communication books, PLSP consultation meetings, advertising opportunities for P&C involvement, hosting Post-School meetings for parents of students in Year 12, and inviting parents to school events. These events included a Bunnings Barbecue fundraiser, a cooking lesson in the student kitchen, assemblies whole school events such as Education Week and NAIDOC Week.
Increased community members participating in school events and programs	\$140	Community events and celebrations were acknowledged throughout the year via social media. Local school links were strengthened with St Patricks College, Strathfield Girls High School, and Pymble Ladies College with these schools visiting onsite at Chalmers Road School to participate in academic and social skills lessons with students. Fundraising events included links with Rotary Strathfield, a trivia night and a Spring Fair. Partnerships were acknowledged with community organisations by distributing appreciation certificates from the school.
Increased number of visitors to website, Schoolzine and social media number of queries submitted.	\$2750	In 2018, communication with families and community incorporated a twice termly Schoolzine newsletter, and regular Facebook and Twitter posts. A Social Media committee was established and designed a timetable to allocate different classes and staff to contribute. Parents were supported to download the Schoolzine App.

Next Steps

Chalmers Road will continue with twice termly Schoolzine newsletters, and regular Facebook and Twitter posts. Social Committee to create, communicate and monitor Social Media calendar for 2019.

Parents and carers will continue to be invited to school events, with new opportunities provided, for example, inviting parents to a Rhythm Village music lesson. Surveys will be conducted to discover parent preference and collect data to investigate whether parent attendance and engagement is increasing.

Parents forums will occur every term in 2019 with speakers delivering information on topics requested by parents.

Local school links will be strengthened by engaging three high schools to select a small group of students from each to work together to design, create and produce a community mural. Fundraising will continue to be a priority, building on from 2018 experiences.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$707	<p>Improved quality teaching and learning for the identified student with Aboriginal background.</p> <p>The school encouraged students to recognise and respect cultural identity and diversity, in particular NAIDOC celebrations, school assemblies and Reconciliation Week.</p> <p>Students learned about Aboriginal identity and culture in the classroom.</p>
English language proficiency	\$10780	<p>English Language Proficiency funding was utilised to increase communication and independence for all students through the continued use of PECS, LAMP and Key Word Sign as effective alternate communication strategies.</p>
Quality Teaching, Successful Students (QTSS)	\$17907	<p>Staff participated in and led Professional Learning both internally and externally with a focus on literacy and numeracy.</p> <p>All teachers conducted peer observations of teaching lessons. Scope and sequence units as well as assessment strategies were identified as highly helpful to the teaching group.</p>
Socio-economic background	\$29551	<p>Resources were purchased 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>

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	49	53	48	49
Girls	16	17	17	15

Chalmers Road School enrolls students from 4 years to 18 years of age, with classes starting at Kindergarten and continuing through to Year 12. In 2018, there were six students who received the Higher School Certificate, Life Skills. All students accessed post-school programs funded by the 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(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	9.26
Teacher Librarian	0.4
School Administration and Support Staff	14.22

*Full Time Equivalent

In 2018, Chalmers Road School had two members employed permanently of the workforce who 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 2018 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. PBL and wellbeing strategies for staff and students were also a focus. A Wellbeing Week for staff was held once per term. Chalmers Road School commenced Learning Sprints Professional Learning as a Community of Schools project and part of our school plan.

Implementation of new and revised Scope and Sequences, sharing best practice in differentiating the curriculum in literacy and numeracy were targeted through Professional Learning sessions throughout the year. Curriculum Committees for each Key Learning Area were created, with each team conducting a project to share with all staff.

Additional professional learning activities throughout the year included the reflection on the school plan and evaluation process to complete the School Evaluation process, workshops to support the writing of the School Evaluation plan and teacher performance and development plans in line with Department of Education expectations. 14% of teachers have completed their accreditation at the Proficient level working towards higher levels of accreditation.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	228,610
Revenue	3,084,709
Appropriation	3,001,548
Sale of Goods and Services	748
Grants and Contributions	78,788
Gain and Loss	0
Other Revenue	0
Investment Income	3,625
Expenses	-2,997,764
Recurrent Expenses	-2,997,764
Employee Related	-2,753,695
Operating Expenses	-244,068
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	86,945
Balance Carried Forward	315,555

The Chalmers Road Finance Committee meets every month to discuss budgets and expenditure.

In 2018 Curriculum Committees and school sections each had a budget for purchasing learning resources for the students. This ensured resources were used equitably across the school.

A significant amount of the school budget was spent on renovating target areas across the school including a new student kitchen. The budget has also been used to purchase Promethean Boards to replace outdated SMART boards in some classrooms. This will continue in 2019 with the long term goal of having a Promethean Board in every classroom.

Financial summary equity funding

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

	2018 Actual (\$)
Base Total	626,519
Base Per Capita	28,460
Base Location	0
Other Base	598,059
Equity Total	41,020
Equity Aboriginal	689
Equity Socio economic	29,551
Equity Language	10,780
Equity Disability	0
Targeted Total	2,068,076
Other Total	24,238
Grand Total	2,759,853

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 2018, the school sought the opinions of parents and staff about the school. Their responses are presented below:

Parents were given the opportunity to give feedback on the new PLSP formats, and the majority liked the new formats and the collaboration process between home and school. Feedback was given from parents that they would like the half yearly report a week before half yearly parent teacher interviews, so this will be implemented in 2019.

Staff were surveyed on school culture and systems, communication, student learning, staff learning, and community. Results showed that the majority of staff agreed or strongly agreed there is a climate of learning, high expectations and innovation. Staff also responded positively to the creation of Curriculum Committees, new PLSP formats and staff communication.

Policy requirements

Aboriginal education

Chalmers Road School values, respects and appreciates Aboriginal culture and its influence on Australian history and culture. Our School promotes respect of the unique and ancient culture of the Aboriginal people in the following forms:

– Acknowledging the traditional custodians of the land at all assemblies

– Integration of Aboriginal perspectives across Key Learning Areas to ensure student education opportunities are comprehensive and promote an understanding about Australia's first peoples

– During NAIDOC week, we celebrated with a traditional smoking ceremony, assembly, and art workshops led by Madison Shakespeare, an Indigenous Australian woman of the Gadigal People of the Eora nation. The day culminated in the creation of an artwork made via collaboration between Madison and students of Chalmers Road School.

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 celebrate with our school community. This included hosting a Harmony Day assembly where students contributed by making bookmarks celebrating the day, and acknowledging our various cultural celebrations via social media and our Schoolzine communication newsletter.

There were no reported incidents of racism in 2018.

Other school programs

Academic Programs

Best Start

Four students enrolled in Kindergarten at Chalmers Road School in 2018, and participated in the Best Start Kindergarten Assessment. This assessment is conducted in all New South Wales schools, including Schools for Specific Purposes (SSPs). Conducting this assessment allowed the students' teachers to identify their literacy and numeracy skills at the beginning of their Kindergarten year.

Personalised Learning and Support Plans (PLSPs)

In 2018, Chalmers Road School developed and implemented a new template for our Personalised learning and Support Plans (PLSPs). Teachers engaged in professional learning and an ongoing process to refine goal writing, effective report writing using PLSP content, and colleagues were allocated for peer reading for reports. The process of introducing a new template for our PLSPs resulted in positive parent comments including that the educational content was more easily identified, understood and explicit to their child's learning needs.

Positive Behaviour for Learning

Chalmers Road School is a Positive Behaviour for

Learning (PBL) setting. During 2018, school rules were revamped, teaching sequences and settings posters with accompanying visuals were designed and implemented across the school, PBL priorities were communicated to the community via Schoolzine and the P&C committee, and draft sketches were created of mascots for the school.

Creative and Performing Arts Programs

Rhythm Village

Rhythm village is a long-running program that brings music into the classroom for all students. The program provides a variety of instruments for students to experience and engage with, whilst learning about different musical styles and techniques.

Shining Stars

Students were involved in the Shining Stars Program in Art, Dance, Drama and Music. They had the opportunity to participate in rehearsals and classes at other schools, developing their skills in each of the performing arts. The classes and rehearsals culminated in the final performances at the Shining Stars Showcase at the Campbelltown Convention and Entertainment Centre which was attended by students, families, school principals and Department of Education Representatives.

Signing choir

Students from across all years and abilities were given the opportunity at weekly sessions to take part in the Chalmers Road School Signing Choir. Students learnt to respond as part of a unified group in diverse and positive ways to a variety of popular songs, using voice, sign and movement. The choir was able to perform successfully at a number of whole-school and community events, doing so with poise and musical expression.

Excursions and In-School Events

Book Week

Chalmers Road celebrated 2018 Book Week on the theme Find Your Treasure. Students engaged in daily reading activities such as sensory story sacks in the junior school. All students were encouraged to dress as their favourite book characters, with the staff dressing in different themes according to their section. There were prizes for the best-dressed student and staff member in each section, and the students were awarded books to read at home. There was an increase in the number of students participating in Book Week 2018 due to the increase in communication through notes, social media and Schoolzine.

Community Access

High School students participated in a Community Access Program, appropriate to their development and

skills. Students were grouped into three different priorities, including a perimeter group, a walking group to the local park, and a group that travelled by car to the local shops.

Education Week

The 2018 theme of Education Week was Today's Schools – Creating Tomorrow's World. Chalmers Road celebrated Education Week by hosting an assembly which celebrated the ways in which we equip our students with the skills, knowledge and capabilities they need to lead and flourish in tomorrow's world. Families visited classrooms after the assembly for an awards presentation and slide show, then were invited to join staff for a barbecue.

High School Work Experience Program

High School students participated in a range of in-school work experience programs. These programs were designed to enhance the students' knowledge and skills in relation to work. Programs included gardening, with a team planting herbs and vegetables, student leadership jobs including opening school gates, collecting letters from the mailbox, delivering paper products, and packing away bikes following a timetable.

National Simultaneous Storytime

Chalmers Road School participated in the 2018 National Simultaneous Storytime (NSS) event organised by the Australian Library and Information Association (ALIA). This was a fun and interactive whole-school reading and literacy event encouraging students to explore a specified text over the course of one week of the year. Hundreds of thousands of students across Australia participate in the simultaneous reading of the text with the event's objective being to encourage students to read more. The 2018 text was *Hickory Dickory Dash* by Tony Wilson.

Sports and Physical Education

Combined Athletics carnival

A group of Junior and Middle School students participated in the combined Metropolitan Athletics Carnival at Olympic Park. The students participated in competitive relays and a walk around the track with students from other Schools for Specific Purposes. They each were awarded ribbons for participating and one student won a 2nd place ribbon in the shuttle relay.

Gymnastics

The Chalmers Road PE curriculum team were successful in applying for a grant from Sports Australia to have a trained instructor visit the school to run a gymnastics program. This provided an opportunity for all students to participate in activities that developed their gross motor skills including climbing, jumping and balancing using specialised equipment.

Swim School

Students in Kindergarten to Year 6 participated in a Department of Education-funded swimming program every day over a period of two weeks in Term 1. This intensive program explicitly focused on basic swimming concepts such as breathing, kicking legs and coordinating arm strokes. Students were assessed in their abilities and received a certificate for their participation after the completion of the program.

Swimming

Students accessed the Chalmers Road School swimming pool during Terms 1 and 4. Each class was allocated a session time to participate in water activity sessions that involved basic safety and survival skills and water familiarisation, including floating, treading water and modified strokes.

Community Events and Partnerships

Bunnings Barbecue

Bunning's Warehouse at Ashfield hosted staff and parent volunteers from Chalmers Road in running a fundraising barbecue on the 28th of July 2018. A total of \$3,000 was raised. These funds were used to support programs and purchase equipment to be used with students.

Communication – SchoolZine

Schoolzine is a valuable resource used by all classes twice a term to give families a snapshot of what students have been doing in the classroom through photos and written information.

Family Day

In 2018 Chalmers Road held its first Family Day event. There was a short assembly in the new staff room where students showcased their work and skills, including a book reading from a Junior student. Parents then visited their child's classroom where there was a slideshow of photographs and activities to engage in.

International Day of People with Disability

On the 3rd December 2018, students from Chalmers Road School participated in activities for International Day of People with Disability organised and funded by Strathfield Council. Some of the activities included a visit from the petting zoo and emergency services, sensory activities and drumming sessions provided by our Rhythm Village teachers.

Parent Cooking Sessions

In Term 4 each class invited parents and carers to participate in a cooking class with their son or daughter in the new student kitchen. Each class cooked different meals and snacks with assistance from the parents and carers. Positive verbal feedback was received from those involved, and this program will run again in 2019.

Post-School Options – Support Teacher Transition Meetings

Families of Year 12 students were invited to meetings throughout the year to discuss post-school options for their child. The purpose of these meetings was to discuss and provide information regarding the processes involved in transitioning to post-school settings, in particular discussing the complexity with the introduction of NDIS and selecting a suitable program. These meetings were facilitated by the classroom teacher, Support Teacher Transition and Assistant Principal, and a Post School Expo opportunity was offered for parents to attend.

Pymble Ladies College (PLC)

Girls from Pymble Ladies College attended Chalmers Road for a week. During this time they worked with students in the classroom and enjoyed some break time on the playground. They finished the week on the International Day of People with Disability and generously organised a sausage sizzle for staff, students and families to celebrate the day. Their fundraising efforts gave us a donation of \$525 to restock our new art room.

Social Media

The Social Media Team developed the school's social media profile with the creation of Twitter and Facebook accounts. Teachers regularly shared students achievements from the school day, whilst also keeping parents up to date with school events.

Spring Fair

Chalmers Road held its first Spring Fair in 2018. There were a variety of stalls and food options, and performances from students from local schools. This event was not only a fundraiser for the school, but also an opportunity for the community to visit Chalmers Road, forming new connections.

St Patrick's College

High School classes were involved in a reverse integration program with students from St Patrick's College, Strathfield. This program involved a group of students from St Patrick's visiting Chalmers Road School weekly for specific activities. Students engaged in sporting and art lessons, as well as social skill experiences. These sessions were extremely successful with very positive results for the students from both schools. Chalmers Road students also attended a Gala Day which was held at St Patrick's College and organised by students.

Strathfield Girls High School

Strathfield Girls High School was a valuable community link in 2018. They sold chocolates to assist in fundraising for the Year 12 Graduation, and the Year 11 hospitality students donated their time to create a morning High Tea for parents at the Chalmers Road's Presentation Day. The Dance troop and band ensemble performed at our first Spring Fair providing entertainment to all, as well as at Presentation Day.

WestConnex Community Grant

Chalmers Road successfully obtained a grant from WestConnex for the second year in a row which allowed us to purchase and install a new Promethean Board used to assist students to engage in learning through interactive technology.

School Improvements

Student Kitchen

2018 saw the installation of a new student kitchen for home skills cooking lessons, and the establishment of a staff Student Kitchen Committee. The new kitchen included two ovens, two fridges, cook top, dishwasher, HydroTap, and various tools and utensils. Classes access the kitchen once a week for cooking lessons delivered by either the class or RFF teacher.

Work Health and Safety

The Work Health Safety Team worked throughout the year managing processes maintaining a safe and healthy school and workplace for students, staff members and others. Staff members reported potential hazards which were then addressed by the team and solutions sought. The team contained members including executive, teaching, maintenance and administrative staff and met regularly to review and guide hazard correction and oversee strategies that made health and safety practices a routine part of the school's operations. These practices included emergency evacuation drills, the review of school emergency planning, workplace safety and chemical safety audits.