

# Clarke Road School Annual Report



2018

CLARKE ROAD SCHOOL  
*Opening New Worlds*

5655

## Introduction

The Annual Report for **2018** 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.

In 2018 Clarke Road school received two stand out awards. We won one of twenty awards for Australians most innovative schools by The Educator for our work in delivering innovative programs to students with complex learning needs. This acknowledges our work into the area of In the Zone for Learning– supporting students to learn to regulate their responses to our world, TEACCH– for the implementation of highly structured systems and schedules to support students to understand expectations and learning tasks and for the implementation of the Communication Passport across the school. The Communication Passport will allow us for the first time to be able to map the learning progression of students with complex intellectual disabilities in the domains of receptive language, productive language, social skills and cognitive abilities. It will allow us to respond to the interactions of their four domains to adjust the delivery of teaching and learning programs to our students.

In 2018 Clarke Road School made it to the finals of The Educator Australian awards for Australian Special school of the Year. Unfortunately we did not win the finals, but we elated to make it that far. It is indeed an acknowledgement of all the great work that is happening in our school. WE are privileged to have a strong culture of high expectations, deep commitment to teaching and learning and to strong community connections. In 2018 I was also nominated as Government Primary Principal of the Year 2018 and I was delighted to be announced as the winner. This placed me in the final of the category of Australian Principals of the Year against– Independent High Schools, Independent Primary School and Government High School winners, and Indeed I was announced as the overall winner– Australian Principal of the Year for 2018. It was the greatest honour I could have been awarded and it is the highlight of my career. It is also an acknowledgement of the leadership that is present in our special schools across Australia.

We have had a wonderful year of teaching and learning and stretching the boundaries of what we can achieve as a school for our students. The answer as always lies into the strong relations that exists within our school and within our community and families. Together we can achieve so much more. thank you for your continued support of the Clarke Road School community.

Diane Robertson

Principal

## School contact details

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## 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. Respect– Showing care and concern for other.

**Our beliefs and assumptions–** All students can learn. All students will receive a quality educational service. Individualised programs are essential. Every day is a learning opportunity. By understanding students we can better target learning. Parents and families play a most significant role in supporting learning at school and beyond.

#### **Key strategies–**

In The Zone For Learning (ITZ)

Creating a voice (CaV)

The communication passport (CP)

TEACCH

### 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.

At Clarke Road School, teachers and SLSOs work seamlessly together in the classroom, well supported by other support staff across the school – They all operate and are respected as "teachers".

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

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

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

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

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self–assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self–assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

### **Learning**

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.

### **Teaching**

The results of this process indicated that in the School Excellence framework domain of

#### **Teaching**

the school is on average performing on average 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 Creating a Voice 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.

### **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. 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. We trust the SEF panel enjoy the opportunity to see this in action and share in the journey of our school.

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

## Strategic Direction 1

Learning—Deep personalised learning

### Purpose

We want students to have access to and use a unique set of learning tools that will help them to understand their world and open new opportunities. This means we must have a deep understanding of how our students learn and engage. Student centred personalised learning is central to the success of our students. We want to understand how the latest research and literature from neuroscience impacts teaching and learning for students with complex learning needs. We will then use this information to deliver on increasingly personalised learning.

We believe that student wellbeing is central to all learning and engagement and we will provide deeply personalised approaches to health care and wellbeing for our students.

### Overall summary of progress

All students assessed using The Communication Passport were assessment. Creating a Voice classrooms assessed their students twice in 2018— Bembul, Garraway, Warrigal, Bunya and Colo class assessed students in both Semester 1 and Semester 2.. One pilot class (Bembul) developed and implemented a 'model of practice' (i.e. the teaching and learning cycle: from assessment to targeted activities in the classroom). We developed the 'Learning map' pro forma (i.e. target/strength/extension form), which allows teachers to incorporate key parent goals within key learning activities based on The Communication Passport assessment, further strengthening how we adjust our teaching and learning programs to assist students.

We Increased understanding and application of 'The flow'— The four domains (Cognitive, Receptive, Expressive and Social) are inter-related and certain areas can't be learnt or taught in isolation. "The Flow" allows teachers to look at the interrelatedness of student learning needs and the delivery of highly adjusted tasks.

Parent "Let's chat and Learn" sessions were organised and implemented, so that we have a shared knowledge and common language within our Clarke Road School community. The feedback from parents was extremely positive. To strengthen the knowledge of parents in our programs, ways of thinking and our programs strengthens the support they can offer their children in the home and community context.

We continued to report to parents through in the inclusion of approximately 20 newsletters articles about the Creating a Voice project and our students and school achievements. We also increase in awareness and practice of keyword signs at most staff meetings throughout the year.

Our professional Learning and Learning and Support Teams sessions operated fortnightly and provided the context for staff to collaborate and engage sessions across a broad spectrum of professional learning needs including— areas of brain function, regulation, mandatory requirements, individualised support needs for students, curriculum delivery, internal control theory to mention a few. the biggest affect size to positive students outcomes is the quality of the teacher working with them.

We provided opportunities for School Learning Support Officers and teachers to engage in small mentoring session with Ylana Bloom, our academic partner, about The Communication Passport and other key information. personalised professional learning is a hallmark of our practice now and is well received by staff. We delivered joint professional learning sessions with The Hills School— 3 Pop-Up days for Sydney metropolitan school, as well as Professional Learning sessions to: Broken Hill region, Glenvale School (on In the Zone), Lalor Park Public School and William Hill School. We provided mentoring and coaching days to four schools as well. Our work on the in the Zone website continued with a complete review of the In the Zone "student response checklist" updated by academic partner, Natasha Sansoni in consultation with tow Clarke Road school parents.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Students show progress against the Communication Passport assessment in the areas of cognition, receptive, expressive and social domains.	Mentoring Days for 12 teachers— total cost \$4,800 each time 4 mentoring sessions in 2018=  \$19, 200	Mentoring days for teachers were unable to be fully realised due to the impact of staff going to the TEACCH course as well as lack of casual staff available to release CRS teachers. Two parent training sessions were held this year— "Chat and Learn". Communication passport was unpacked at

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Students show progress against the Communication Passport assessment in the areas of cognition, receptive, expressive and social domains.		these sessions.
Decreased incidence of negative student behaviour and increases in the level of student engagement in learning over time.	\$7000 for staff to access health clinics alongside parents and health workers.  \$200 to support the implementation of PBEL days	Reduced suspension data. Increased engagement of families in planning to support students wellbeing. Improved classroom design that supports integrated therapy. Increased monitoring of student wellbeing.  The senior school scope and sequences and transition to post school planning was successfully reviewed.
There is evidence of the implementation of personalised tools from TEACCH, ITZ, Communication passport and Flip in all classrooms across the school.	Nil	Staff attended PL on ITZ strategies. 2 CRS teachers trialled the new profiling tool.  Parent volunteers contacted who will code the new profiling tool, so that this assessment will be electronic.  In the senior school three of the five classes has implemented TEACCH structured learning. Two teachers will be working towards their TEACCH certification in 2019.

## Next Steps

We will continue to broaden the assessment for all students in 2019 to ensure we can graph baseline data and all Clarke Road School students can be assessed twice a year (in Semester 1 and Semester 2). We will commence the alignment of The Communication Passport work to reporting to parents.

We will continue to expand our training in new mandatory NSW syllabus documents and add to our existing scope and sequence to ensure our students have access to the best possible curriculum to meet their needs.

We will continue to expand the implementation of Positive Behaviour Engaging Learners (PBEL) across the school to provide our whole school framework that supports students wellbeing. The "In the Zone for Learning" website will continue to be improved and further sections and video clips added. Our teachers will be trained to use the updated 'Student response checklist' to better understand and then support their students.

Teaching staff will be supported to implement The Communication Passport plan within each Clarke Road School classroom. Staff will further their understanding of students cognitive, receptive, expressive and social skills to map the learning needs of students and to better inform delivery of teaching and learning programs. Staff will be confident in using a variety of tools to inform their teaching practice. As a whole school, we will work towards being able to record impact on student learning using newly designed evaluation frameworks.





## Strategic Direction 2

### Teaching–High Impact classrooms

#### Purpose

We aim to develop a deeply reflective culture of teaching practice and collaboration amongst our teachers. We want to shape new pedagogy, practices and thinking to realise on our purpose of opening new worlds for all students.

We want our learners to be successful. Teacher need high impact capabilities, skills, mindsets and knowledge to support the delivery of teaching and learning in our classrooms.

#### Overall summary of progress

Clarke Road School teachers and School Learning Support Officers have a shared understanding, knowledge and language through the use of The Communication Passport, In the Zone for Learning and TEACCH approach. Four staff at Clarke Road School have now completed training in TEACCH strategies. Two staff travelled to the USA to complete two weeks of intense training in the use of TEACCH. TEACCH supports highly structures classroom systems where students use schedules to manage their learning. This strengthens the transition of skills across all contexts within school.

Clarke Road School's model of teaching practices and mentoring was shared with other networks and schools through the Success for Complex Learners project. This project was funded by Schools Plus Fair Education through the Vincent Vardy Foundation. The project's first year plan was implemented successfully with support provided to teachers across NSW who are part of our community of schools.

Through ongoing Professional Learning, we Increased the knowledge, understandings and practices of all staff in strategies of the Art of Leadership (internal control theory, positive psychology, reflection activities and well-being practices etc). These tools empowered staff to reflect on their practices and to increasingly work as part of effective teams. The executive team continued our mentoring of tools that support us to promote strong and positive culture at our school ensuring we build on the existing expertise and skills of each and every staff member.

Clarke Road School's scope and sequences for curriculum access was reviewed and updated as well as the documents supporting transition through to post school placement.

In 2019 we established a new work skills farmyard and horticulture facility. This was funded by the Kuring–Gai Rotarians, who donated their time and effort to get this completed. It will mark the start of a larger work skills project for our school.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All teachers will be trained and implementing the new NESA syllabus documents as they become available.	Nil	The mandatory syllabus Science and Technology and Digital Technology professional development occurred in term 3. The scope and sequence of teachers was completed by the end of 2018 for teachers. PDHPE will be ready early 2019 ready for 2020. The Creative Arts professional development is still to be completed.
New IT tools are engaged to increase communication with families and our new web site is operationalised.	Nil	Regular team meetings around the use of Class Dojo, what parents thought of it, positives and negatives to the app. General consensus was that parents loved it. Two test class teachers agree that it speeds up communication. Further planning on the rollout to other classes is needed. IT professional learning held to introduce staff to Sphero, online coding program and Beebots.
The increased capacity of staff to apply new learnings in neurology and brain function to the strategies they engage to support	\$5000	Our academic partner was engaged to further improve on our knowledge and application of brain science to our teaching and learning.

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
complex learners across the school		Key CRS staff attended and contributed to the Success for Complex Learners project, activities included Pop– up sessions for staff throughout NSW schools on ITZ, CaV and TEACCH approach, professional learning provided to the Broken Hill region and mentoring provided to the partner schools within the project. Report back to Schools Plus Vincent Vardy Foundation provided positive feedback.
Improved results on the Teachers Tell Them from Me survey and the People Matters survey.	Nil	We attained some of the highest results in NSW and we received a letter of acknowledgement from Mark Scott, Secretary NSW department of Education.

## Next Steps

Our next steps will include a continued focus on tools for learning that can be available to teachers within all classrooms. We will continue to implement structured TEACCH approach to activities, lessons and classroom. We will ensure a strong approach toward ensuring students regulation is a focus for every classroom. Focused and calm students learn best. We will seek further training in Brain trauma through The Berry Street Model and ensure staff are mentoring each other through the learning.

Work skills programs will be reviewed and expanded to ensure an increased diversity of offerings for senior students whilst at school. The new work skills area will be expanded to provide a functional learning space. Alongside this our mandatory requirements in meeting NESA standards will continue with a focus on adjusting an accomodating content for our complex learners.

There will be a continued focus on engineering the classroom to address the unique learning needs of students. This will be supported through our ongoing project In the Zone for learning and consultation with occupational therapists.





## Strategic Direction 3

### Leading– High Impact leadership

#### Purpose

We aim to develop a deeply reflective culture of leadership practice and collaboration. By focusing on high impact leadership we are embedding a culture of high expectations, genuine collaboration, deep self reflection and building leadership capabilities within our learning communities.

#### Overall summary of progress

In 2018 both our school and principal were acknowledged as finalists in Special School of the Year and Principal of the Year Government Schools 2018. these were stand out achievements. We were also identified as a one of NSW highest performing schools in the Peoples Matters Survey 2018. we received a letter of acknowledgement from Mark Scott, Secretary NSW Department of Education. Our Tell Them From Me survey results were strong across all areas, however it is acknowledged that many areas of the survey still have poorly aligned survey questions that often do not meet the needs of our students as learners.

We have lead with conviction the Schools Plus project to ensure we have a strong connection to schools across NSW who are supporting complex learners.. The project is innovative and has scope to impact teaching practices for all students in NSW who present with complex learning needs regardless of context. In 2018 we will lead the SchoolPlus Fair Education project, taking over from the Hills.

We will strengthen our focus on developing and conducting "Let's chat and learn' sessions to share knowledge, understanding about our 3 key frameworks of In The Zone, Creating a voice and TEACCH approach with our parents and families. The parents as learners component of our Schoolplus project will be launched and built upon in 2019 with a strong voice from families in directing our work. the Clarke Road School parent team has been formed– 1 parent coordinator role formed, 3 other parents form a core team, approx. 10 parents have expressed an interest to form a cohort 2 team. we will work alongside these families to build parent knowledge of tools that support their children to become engaged learners. We will look to engage a university partners to inform our work moving forward.

Our leaders will continue to access professional learning opportunities that are driven from a deep understanding of the learning needs of our students. In 2019 we will access tThe berry Street model of trauma informed practice that will further our understanding of the learning conditions that support disregulated learners. Once completed this training will be rolled out to support all staff at our school further understand who complex learners engage and regulate and what adjustments we can put in place to support them.. Leaders will be provided every opportunity to lead in the area that best suits them. We will continue to access high level leadership training for interested staff to ensure we have a strong focus on capacity building of future leaders.

We will look to gain an increasingly improved understanding of the Information technology tools that can assist us to improve communication and reduce workload. SENTRAL will be rolled out across the school as a whole of school administrative management system. In 2018 we were able to progress our work in the area of IT for students and parents with a new whole of school app introduced to support home school communicating, which is a need often identified by parents.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Completion of "Chat and Learn" parents sessions throughout the year and positive survey feedback on the sessions.	Hospitalities \$150	Parent volunteer will participate and be a part of the Success for Learning project leadership team and will lead the parents as 'partners in learning' component of this project in 2019.
Our SCL milestones are achieved and we are activating engagement and training with our targeted schools and other interested schools.		
Increased capacity of leaders within our school to attain	training and accomodation \$15,000	Judy Hatswell and Rob Stones "Art of Leadership" and "Master Class" was completed. WE now have 5

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
outcomes in areas of responsibility.		staff members trained in the course, with two having completed the Master class for Art of Leadership.  Executive have lead their areas of the school to ensure positive whole school outcomes.

## Next Steps

Looking toward the future, Clarke Road School teams will Investigate and develop a parent course based on key frameworks (ITZ, CaV and Art of Leaderships) for Clarke Road School families and possible implementation across the state. We will lead this project across NSW with the intent of building tools of practice to support teachers across all contexts. We will be strong advocates for our students and their learning needs.

As leaders we will continue to build a positive and strong culture across our school. We will ensure aspiring staff have access to the Art fo Leadership training course in 2019. we will strengthen our understanding of IT that can positively impact our students learning and ensure we access STEMshare communities to gain access to tools that improv engagement in learning.



Key Initiatives	Resources (annual)	Impact achieved this year
<b>English language proficiency</b>	<p>\$24,000 release for teacher support.</p> <ul style="list-style-type: none"> <li>• (\$0.00)</li> </ul>	<p>Complete Communication Passport assessments to monitor progress and value add for ELP students.</p> <p>Mentoring for teachers to improve the capacity of teachers to develop communication skills in students.</p> <p>Improved students outcomes in the area of communication. Instructional support offered to all staff.</p> <p>Liaise with families at PLSP meetings on personal goals for ELP students. Complete data capture on progress in area of communication.</p>
<b>Quality Teaching, Successful Students (QTSS)</b>	\$17,000 Assistant Principal release.	Whole school supervision completed and PDPs monitored. Areas of responsibility with school planning implemented and key projects operationalised across the school.
<b>Socio-economic background</b>	\$3500 to provide financial assistance	Targeted students financially supported to participate in all learning and community access programs across the school
<b>Support for beginning teachers</b>	<p>Release days to participate in professional learning.</p> <ul style="list-style-type: none"> <li>• Support for beginning teachers (\$4 500.00)</li> </ul>	A teacher identified plan was implemented and completed in 2019.

## Student information

### Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	41	43	46	47
Girls	20	19	17	15

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 2018 we had an enrolment of 63 students accommodated in 10 classes K–12. We continue to have strong demand for placement at Clarke Road School.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	8.01
Teacher Librarian	0.4
School Administration and Support Staff	12.52

\*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	65

## 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 NES), 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. All teaching staff at Clarke Road school are proficient. No education system can outperform the quality of their teachers, that is why we invest heavily in professional learning. 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.

The important elements of this process are self-reflection, observation of classroom practice, mentoring with instructional leaders 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

improve teaching practices. This feedback helps teachers to self-evaluate professional learning, make changes if required, adjust teaching practices and reinforce evidence of effective practice.

The purpose of the Professional Development Plan is to support the ongoing improvement of student outcomes through continual development of skills and effective teaching practices. At Clarke Road School we have professional learning every Tuesday afternoon. We engage in a year long timetable of targeted training in mandatory areas as well as areas that we have targeted for our staff, that aligns with our school plan. We also have learning and Support Team meetings where we engage more deeply in conversations about students learning and teaching needs. We also cover students wellbeing matters to ensure we have a whole child picture. wellbeing is the key focus of these meetings.

Through our partnership with Galston Bendigo bank we invest in teachers being mentored with an academic partner. the teacher is the driver of each session, as they reflect and refine classroom teaching practice that is aligned to the identified needs of their students.

## Financial information

### Financial summary

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

	2018 <b>Actual</b> (\$)
<b>Opening Balance</b>	269,708
<b>Revenue</b>	2,688,629
Appropriation	2,554,456
Sale of Goods and Services	9,345
Grants and Contributions	120,873
Gain and Loss	0
Other Revenue	0
Investment Income	3,955
<b>Expenses</b>	-2,623,664
Recurrent Expenses	-2,623,664
Employee Related	-2,416,620
Operating Expenses	-207,044
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	64,965
<b>Balance Carried Forward</b>	334,673

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 statement is tabled at the annual general meeting of the Parents and Citizens meeting. further details concerning the statement can be obtained by contacting the school.

Voluntary School contributions and subject contributions– In 2015 a decision was made to increase voluntary school contributions and subject contributions. This decision was made in consultation with the P&C. There was an agreement to look at costs associated with junior programs and senior programs, as they are diverse in nature. Parents were supportive of the change and the funds have contributed significantly to improved resourcing in all areas of the school.

Galston Financial Service, Galston Bendigo Bank continued their partnership with our school in 2018. This resulted in \$20,000 being allocated to implement our 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.

	2018 <b>Actual</b> (\$)
<b>Base Total</b>	556,559
Base Per Capita	25,873
Base Location	0
Other Base	530,686
<b>Equity Total</b>	29,211
Equity Aboriginal	690
Equity Socio economic	3,024
Equity Language	25,496
Equity Disability	0
<b>Targeted Total</b>	1,876,763
<b>Other Total</b>	26,553
<b>Grand Total</b>	2,489,086



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.

We also completed the 2018 People Matters Survey, which is a NSW Public Sector Employee Survey (PMES). We had absolutely outstanding results in both surveys.

In 2018 Clarke Road school received some of the highest ratings in the state for our PMES. We received a letter from Mark Scott, our Secretary for the NSW Department of Education, acknowledging our outstanding results at a state level. The results are as follows.

### Employee Engagement 94%

Senior Managers 98%

Communication 96%

High performance 98%

Public Sector values 97%

Diversity and Inclusion 89%

Flexible working satisfaction 59%

Action on results 67%

### We received some promising results in the Tell them From Me Survey. They are 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– 9.4/10.** Parents indicated that they felt welcome at the school. Parents indicated that they could speak easily to the Principal and to their child's teacher. Parents also felt the school administrative staff were very helpful when they had

problems. We rated in the top 5% of the state..

Parents noted that the information provided from the school is in clear, plain language.

**Parents are informed–8.8/10** Parents stated that reporting was in terms they understood and also felt they were well informed about the social and emotional development of their child. We rated in the top 11% of the state.

**Parents support learning at home– 6.3/10.** These questions were poorly aligned with the needs of our students and as such the rating has minimal relevance. A question such as "Do you talk to your child about schoolwork" is a complex question to answer when a student may be non verbal.

**School supports learning–8.9/10.** 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 10% of schools in NSW.

**School supports positive behaviour– 9.3/10.** Parents felt that teachers were clear about rules for school behaviour and that teachers maintained good control of their classes. **We rate as top of schools in NSW.**

**Safe school– 9.4/10** 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 5%

**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 teachers take 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 schools in the state in this area.

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

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

**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. in 2018 we had the pleasure of a proud Koomurri man visit to perform for our students. Students were enthralled and engaged actively with the many hands on activities.

### Multicultural and anti-racism education

The students at Clarke Road 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. Our students have complex communication needs which require specialisation to be able to assess and teach students how may be non verbal.

The EAL/D program changed significantly in 2018. Following a review of student needs the EAD/L funding allocation was directed toward communication programs and the skilling of teachers to better assess and deliver communication.

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.

We have a teacher trained as an anti racism contact person. Staff are able to contact this teacher for any matters relating to racism. We had no issues in 2018.

### Other school programs

#### TEACCH program 2018

In 2018 two staff members attended the five day basic TEACCH training in Victoria in October 2018. Two other staff members who did the basic five day TEACCH training course in Asheville, North Carolina in June 2017, did the Beyond the Basics TEACCH training in Chapel Hill, North Carolina in October 2018. They also attended the TEACCH Conference in Chapel Hill in October 2018.

At present there are two senior classes and three junior classes using some TEACCH strategies.

In 2019 a TEACCH committee will be set up in the school to formalise TEACCH strategies Clarke Road School, to organise training and an understanding of TEACCH structured, teaching across the school.

Other schools will be invited to attend training when this is deemed feasible.

The staff members who attended TEACCH training in Chapel Hill in October 2018 will put together a portfolio to send to North Carolina University in Chapel Hill, to show what the school is doing in using TEACCH strategies.

The school has purchases TEACCH shoe box tasks and staff have made TEACCH resources to use in classrooms. Copies of

these can be found in the TEACCH shared drives.

At the end of 2018 we have four TEACH trained teachers and two teachers working towards their certification of TEACCH practices. All staff at Clarke Road School have a basic understanding of TEACCH structures and strategies.

### **Therapy dog program**

At Clarke Road School we have a great asset and his name is Minty. Minty is our therapy dog, who is loved by all our students. His role is varied:

Assisting students with transitioning off and on school transport– Being a companion in the classroom during various lessons, joining in on class walks around the school, being part of special assemblies and school events

In between these duties you will find Minty resting on his dog bed in the Assistant Principals office or curling up under the desk with our hardworking front office staff. Otherwise if he has a chance, Minty may be hunting for leftovers in the staffroom. Of course his favourite day is Monday, when 2 of the senior classes have a sausage sizzle and he is allowed half a sausage. Yum Yum !!