

Chalmers Road School

2019 Annual Report



3831

Introduction

The Annual Report for 2019 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.

School contact details

Chalmers Road School
Chalmers Rd
Strathfield, 2135
www.chalmersrd-s.schools.nsw.edu.au
chalmersrd-s.school@det.nsw.edu.au
9746 6202

Message from the principal

2019 has been a very busy and productive year for students and staff. I am very proud of the students and the strong focus on improving student engagement and outcomes. Our dedicated staff continue to ensure every student receives a quality education in their holistic teaching practices. Students were involved in community access and work experience programs, as well as student voice initiatives.

Positive Behaviour for Learning (PBL) remained a strong focus at Chalmers Road School, with school wide systems developed and implemented to meet the changing needs of our school community. It is pleasing to see the result is improvements in both student engagement and learning.

In 2019, Chalmers Road School continued to strengthen community links. The school's Parents and Citizens (P&C) Committee increased in numbers and their participation and involvement in all school events was welcomed and highly valued. It was also great to see staff, families and the wider community coming together for a successful trivia night to raise money for our wheel chair accessible bus. It was a fun night where the generosity of the participants was very much appreciated. We have again been supported by Rotary Club Strathfield and Variety The Childrens Charity, who assisted our fundraising efforts during the Election Day barbecues and joined us in celebrating the delivery of the wheelchair accessible school bus.

As always, the doors to the school were open for families to join in the many aspects of their child's learning, with cooking being an overall favorite lesson for staff, parents and students alike to share. Education Week provided an opportunity for our students to showcase their work to parents and the community. Students also proudly displayed their work during an assembly which featured a musical performance by the signing choir followed by open classrooms and a morning tea for parents.

Throughout the year our community links with neighbouring schools continued to flourish. As part of our community engagement and inclusion activities, both Homebush Boys High School and St Patrick's College made weekly visits to our school. Each week our students had the opportunity to engage and interact with the boys in sports, academics and leisure activities. The initiative was highly successful and allowed our students the opportunity to interact, communicate and develop their social skills. It also provided an opportunity for more awareness and understanding of children and young people with a disability for the visiting high school students. The visits culminated in St Patrick's College hosting a cohort of Chalmers Road School students for a Gala Day. Our students participated in a wide variety of activities on the day and enjoyed a scrumptious barbecue lunch cooked by the St Patrick's College students.

We also saw the culmination of the Student Voice Project which began in Term 4, 2018. It involved students from Strathfield Girls High School, Strathfield South High School and Homebush Boys High School collaborating to design and paint a mural along the walls of the Junior, Supervised Playground Area (SPA). Students from Chalmers Road School contributed to the design process by painting different shapes which were integrated into the mural. The mural was completed in Term 3 and a celebration was held to acknowledge the efforts of these students.

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

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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

For more information about the School Excellence Framework:

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

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.

Improvement Measures

All students will have personalised curriculum goals with increased parent collaboration.

Increased use of common PBL language used to support all students in classroom and playground by staff and within behaviour support documentation.

Reduction in WHS and incident reports.

Increased number of staff trained and utilising a range of student communication systems in their practices.

All students will have a communication profile annually reviewed and part of the handover process.

Overall summary of progress

Timeline established for Personalised Learning Support Plan (PLSP) and report writing and parent involvement

New format for PLSP and reports to align and give parents better insight into their child's learning and achievement

Development of students profiles and student communication profiles

Progress towards achieving improvement measures

Process 1: Staff collaboratively develop achievable curriculum goals linked to assessment in Personalised Learning and Support Plans (PLSP)

Evaluation	Funds Expended (Resources)
The handover process between classroom teachers was thorough and staff were given a range of resources to prepare them for their classes in 2019. Staff were asked to provide feedback; staff were positive and all indicated they felt prepared to start the new year. They explained that the new templates were easy to use and purposeful.	meetings occurred during the daily duties of teachers Student Communication profiles

Process 2: Positive Behaviour for Learning (PBL) committee will collect, reflect and evaluate data. Implement PBL Scope and Sequence. Ongoing professional development in PBL..

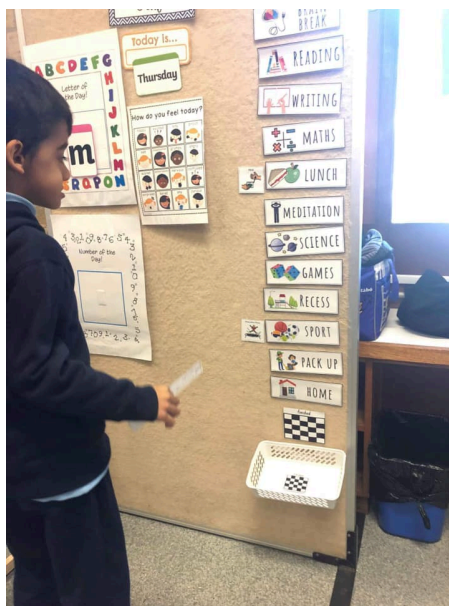
Evaluation	Funds Expended (Resources)
<p>The Tiered Fidelity Intervention (TFI) walk through was conducted by our PBL Coach and their associated team. The team then met with the Positive Behaviour for Learning (PBL) Team and principal to discuss the results. The school showed growth in majority of areas, in particular staff and student knowledge:</p> <p>88% of students were able to identify 2 or more school expectations</p> <p>100% of staff were able to identify the 3 school expectations</p> <p>As a result of the walk through and the PBL team's efforts throughout the year, Chalmers Road School scored 70%. This is 40% higher than 2018.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• Quality Teaching, Successful Students (QTSS) (\$1000.00)• Support for beginning teachers (\$500.00)

Progress towards achieving improvement measures

The team identified areas for improvement for 2020 and began drafting an action plan for the 2020 team.

Process 3: Communication committee establish, revise and support implementation of student communication profile.

Evaluation	Funds Expended (Resources)
2019 teachers provided positive feedback on using the new student profile. Staff explained it was easy to use and it enabled them to think more deeply about the student, and how they communicate.	Funding Sources: <ul style="list-style-type: none">• Quality Teaching, Successful Students (QTSS) (\$1000.00)



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.

Improvement Measures

Increased number of staff have a common understanding of the process and application of SPRINTS.

Increased frequency of staff delivering PL across the school.

Increased collaboration and active participation through curriculum committees and increased staff sharing expertise and delivering PL across the school.

Increased student literacy and numeracy outcomes.

Overall summary of progress

Building staff knowledge and skills in working on SPRINTS to support teacher best practice and improve student learning and engagement

Establishment of curriculum committees with teachers focusing on a key learning area, attending professional learning and sharing resources and programs

Progress towards achieving improvement measures

Process 1: Systematic PL delivered to staff on the SPRINTS process.

Evaluation	Funds Expended (Resources)
Staff drafted ideas on how SPRINTS will be implemented throughout 2020. Ensured all staff were trained or scheduled for professional learning in SPRINTS. The executive drafted a plan for 2020 and the projected meetings, the SPRINTS team worked cohesively with the PBL team to streamline meetings and ensure there was a dedicated day each fortnight for SPRINTS.	Funding Sources: <ul style="list-style-type: none">• Quality Teaching, Successful Students (QTSS) (\$5000.00)

Process 2: Establish a collaborative culture through curriculum committees established and frequently meet to evaluate, create and reflect upon different areas of student learning needs. Fortnightly curriculum and programming structured meetings.

Evaluation	Funds Expended (Resources)
The committees presented to staff and explained what they have successfully completed during the term and asked staff for feedback about the scope and sequences and any programs that the committees have created or shared. All teachers contributed to professional dialogue and engaged in presenting professional learning to their colleagues. Some committees did not complete all of their anticipated tasks and will hand over the information to the 2020 committee. Staff expressed the committees provided opportunities to share expertise, gain a deeper understanding of the curriculum and allowed them to work collaboratively with all staff.	Meeting minutes 2020 Action plan PL Planner

Process 3: Build expertise and capacity through professional learning, staff support each other to apply learning and share expertise.

Evaluation	Funds Expended (Resources)
------------	----------------------------

Progress towards achieving improvement measures

Staff increased attendance in Professional Learning

Focus on relevant professional knowledge to student needs

SPRINTS implementation planning notes

PL log

SPRINTS meeting minutes

Survey from staff outlining their knowledge of SPRINTS

Funding Sources:

- Quality Teaching, Successful Students (QTSS) (\$5000.00)

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.

Improvement Measures

Increased members of the P & C

Increased number of visitors to website, Schoolzine and number of queries submitted.

Increased parent attendance at whole school event and positive feedback.

Increased community members participating in school events and programs

Increased number of visitors to website, Schoolzine and social media number of queries submitted.

Overall summary of progress

Higher attendance of parents and wider community in the P&C meetings

Increased interaction by parents/carers and wider community on the schools social media pages

Paperless publication of the school newsletter emailed directly to parents – minimal copies printed at school and sent home

Progress towards achieving improvement measures

Process 1: Staff allocated to frequently update and maintain social media platforms and school website. Regular newsletters sent out via online and paper based platforms.

Evaluation	Funds Expended (Resources)
There has been an increase in the use of social media platforms by both staff and the P&C Committee. Staff have shared posts about events or programs on social media with increased regularity and the P&C Committee have posted information about up and coming events/raffles and fundraising activities. There has also been a clear increase in community engagement with an increased number of comments left on social media posts.	Social media planner Social media based PL attendance Social media meeting minutes Jobs allocation template Funding Sources: • Support for beginning teachers (\$500.00)

Process 2: Parent workshop schedule established to improve parent attendance and engagement.

Community culture events acknowledged and celebrated across the year.

Evaluation	Funds Expended (Resources)
Throughout the year there has been an increase in community attendance and engagement with the school. Greater numbers of parents and special guests are attending and participating whole school events and assemblies.	Meeting minutes Forum agenda

Progress towards achieving improvement measures

Chalmers Road School acknowledged and celebrated a wider range of community culture events including NAIDOC week, Ramadan and Family day. 2020 plans have included an even wider range of cultural events to celebrate.

School committees list with dates of events, including who is the leader of each event

Forum meeting feedback through Google Forms

Process 3: Community culture events acknowledged and celebrated across the year. School to establish, maintain and strengthen mutually beneficial partnerships with community organisations.

Evaluation	Funds Expended (Resources)
Increased involvement with community groups in and out of school	School planner
Improvements in the school environment and purchasing new resources to support students engagement and learning	Fundraising committee
Increase opportunities for students to build social skills when engaging with the community	Graduation committee
	Successful grant applications



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Funding Sources: <ul style="list-style-type: none"> • Aboriginal background loading (\$707.00) 	Increase number of families attending the NAIDOC assembly. Parents interested in seeing work displayed by students.
English language proficiency	Funding Sources: <ul style="list-style-type: none"> • English language proficiency (\$20 500.00) 	Some staff attended professional learning to successfully build their skills in accessing the different forms of communication and sharing this knowledge with their peers at school.
Quality Teaching, Successful Students (QTSS)	Funding Sources: <ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$17 600.00) 	Shared resources enabled planning differentiated lessons for all students. Building staff knowledge on teaching students with special needs to support increased engagement in lessons and activities.
Socio-economic background	Funding Sources: <ul style="list-style-type: none"> • Socio-economic background (\$25 000.00) 	Partnerships between school, home and the community provided opportunities for students to have access to programs including cooking, music and community access programs whilst at school.



Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	53	48	49	50
Girls	17	17	15	13

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	9.17
Teacher Librarian	0.4
School Administration and Support Staff	14.22

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Chalmers Road School

Staff - 2019



Third Row: Natalie Liddell, Laura Agius, Luke Press, Tom Hepburn, Craig Stewart, Sally Meshel, Manale Sassine, Helen Sahajdak
Second Row: Bharti Dhanrajani, Chloe Robinson, Christine Clarke, Grace Endacott, Carmel Little, Shelly Kanaan, Linda Mylonas, Zaiga Mengelsons, Tania Dutrey, Brooklyn Smith
Front Row: Sarah Nicolls, Julia Cowe, Ann Sahajdak, Natalie Anagnostopoulos, Shanna Pereira, Michelle Davies (Principal), Sophie Evans, Joumana Harris, Naomi Beecher-McDermott, Jessica Zhang

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	315,555
Revenue	3,278,339
Appropriation	3,138,371
Sale of Goods and Services	451
Grants and contributions	136,595
Investment income	2,921
Expenses	-2,972,430
Employee related	-2,772,287
Operating expenses	-200,143
Surplus / deficit for the year	305,908

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.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 Approved SBA (\$)
Targeted Total	2,100,531
Equity Total	46,285
Equity - Aboriginal	707
Equity - Socio-economic	25,087
Equity - Language	20,491
Equity - Disability	0
Base Total	647,501
Base - Per Capita	34,534
Base - Location	0
Base - Other	612,967
Other Total	105,419
Grand Total	2,899,736

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.

Parent/caregiver, student, teacher satisfaction

Parents/carers were given the opportunity to give feedback after attending Parent Forums, the majority were very positive. They were also asked to offer options for future forums, this information guided us in booking future forums.

Parent/carers provided feedback after PLSP meetings with teachers and all agreed that they had an opportunity to contribute to the goal setting for their child. The feedback indicated that overall parents felt the goals were relevant and achievable. They also valued the opportunity for the extended meeting times to discuss their child.

Chalmers Road School was involved in an Innovation Project modifying "Tell Them from Me" survey that is sent to all students of public schools, making it accessible to students with disabilities. Students were involved in the pilot program and we will continue to build this project in the hope to give all students a voice in their education.

Staff were surveyed with a focus on supporting student learning outcomes. Staff built a priority list of Key Word Signs (KWS) for students and staff to increase day to day communication skills. The committee created signage around the school and it is practiced during whole school meetings. We have shared posts with students using KWS to share a message from the school.

The students' and staff were assessed for PBL knowledge through an external coach and we had a 40% increase across the school's knowledge of our PBL rules and learning sequences from the 2018 results. This provides consistent language and communication across the school for students and a known expectation of acceptable behaviours across all areas of the school.







Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.