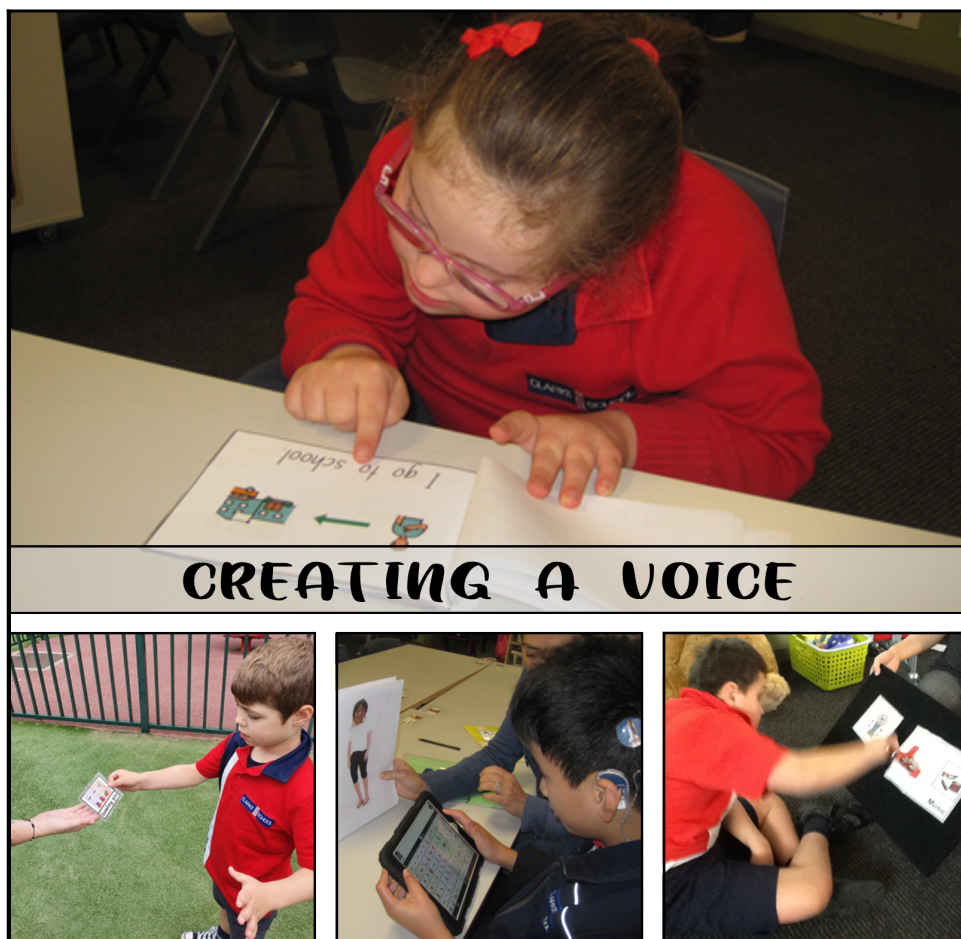


Clarke Road School

2019 Annual Report



CLARKE ROAD SCHOOL
Opening New Worlds

5655

Introduction

The Annual Report for 2019 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.

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Message from the principal

In 2019, we indeed had much to celebrate. One of these significant celebrations was the announcement that the Centre for Education, Statistics and Evaluation (CESE) would be trialling The Communication Passport with a number of schools in 2020. One of our substantive Assistant Principals, Kavi Razzaghi-Pour was asked to be an adviser to the project. A random controlled trial will take place in 2020 amongst numerous special education schools and support unit settings across New South Wales. Clarke Road School will be a 'mentor' school to the CESE project. One of the many strengths of The Communication Passport is that it allows us to map the learning progressions of all our students with complex intellectual disabilities in the domains of receptive and expressive language, and social and cognitive skills. The information captured in student assessments allows us to target areas of growth for students and deliver deeply personalised, meaningful and relevant learning programs to them. At Clarke Road School, The Communication Passport is also delivered alongside the In Zone for Learning and structured TEACCH programs. In the Zone is an innovative program which supports students to regulate their responses to our world and to facilitate their ability to be ready to learn. The structured TEACCH approach supports the implementation of highly structured systems and schedules to support students in their understanding and expectations of learning tasks. 2019 also saw the establishment of a 'Jannawi' parent group, in which an expert parent group trialled aspects of The Communication Passport and In the Zone. The purpose of this group was to develop a common framework for all Clarke Road School families.

Our Tell Them From Me surveys completed by both parents and teachers indicated that our strengths continue to be in providing an inclusive school context where students are provided with a safe, caring and nurturing environment in which deeply personalised learning programs are at the core. The survey recognised that at Clarke Road School we have a strong culture of high expectations, with a deep commitment to teaching and learning and to strong community connections. Students are supported by a committed staff team who consistently seek to improve their teaching practices and deliver high-quality teaching and learning programs.

In 2019, we had a wonderful year of teaching and learning; a year in which our students continued to be known, valued and cared for. Schools thrive when the connections with families and the community are strong. Thank you for your continued support of the Clarke Road School community.

Rebecca Saunders

Relieving Principal



ENGAGE CONNECT BELONG



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

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>

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Excelling
LEARNING: Assessment	Excelling
LEARNING: Reporting	Excelling
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Excelling
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Excelling
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Excelling
LEADING: Management practices and processes	Sustaining and Growing

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.

Improvement Measures

Students show progress against the Communication Passport assessment in the areas of cognition, receptive, expressive and social domains.

Decreased incidence of negative student behaviour and increases in the level of student engagement in learning over time.

There is evidence of the implementation of personalised tools from TEACCH, ITZ, Communication passport and Flip in all classrooms across the school.

Progress towards achieving improvement measures

Process 1: Continue to embed the innovative curriculum framework, the Communication Passport. (CP) .

"Creating a Voice (CaZ)" teams will be continued. Teachers will continue to be mentored by an academic partner, and begin developing personalised process to support backgrounds including Aboriginal and migrant backgrounds.

Evaluation	Funds Expended (Resources)
Mentoring days for teachers were unable to be fully realised due to staffing. Lack of casual staff impacted the ability to release CRS teachers. One parent training session in Creating a Voice was held in Term 3. The 'Chat and Learn' session for parents focussed on Turn taking and Sharing. The Communication Passport was unpacked at these sessions. Parent engagement in the establishment of the 'Jannawi' parent group was actioned. Mentoring with an academic partner was delivered to 'lead' parents to develop a common framework for all CRS families and to improve the consistency between home and school. The Centre for Education Statistics and Evaluation (CESE) will begin trialling The Communication Passport in 2020 with a number of school across New South Wales.	Mentoring days – Academic partner – \$4,150 Staff replacement – 10.5 days – \$5,460

Process 2: Continue to embed In The Zone for Learning. (ITZ) to assist students to be in an optimum state for quality teaching and learning to take place within classrooms.

Evaluation	Funds Expended (Resources)
Staff attended Professional Learning on In the Zone strategies with teachers continuing to embed teaching strategies that support their students to attain and maintain a level of alertness that allows them to remain in the zone for learning as well as implement positive strategies in the classroom that support their regulation. Two parent volunteers were engaged to provide feedback and to trial a new In the Zone checklist . A new checklist and update of videos to be used for Professional Learning is planned for 2020.	

Process 3: Extend our knowledge of students with autism and the impact of patterns of learning using the TEACCH professional learning, practices and tools.

Progress towards achieving improvement measures

Evaluation	Funds Expended (Resources)
Consolidation of TEACCH structures have continued to be incorporated into classrooms across the school. Two teachers are completing the final stage in their TEACCH certification. A TEACCH presentation from two CRS teachers was presented at SEPLA in Term 3, 2019 with positive feedback received.	SEPLA preparation – \$3,120 Work skills teacher – resource making \$2,000

Process 4: Conduct health clinics in association with the NIDHC.

Evaluation	Funds Expended (Resources)
Reduced suspension data. Increased engagement of families in planning to support students wellbeing. Improved classroom design that support integrated therapy. Increased monitoring of student wellbeing.	Clinics – 8 days staff replacement for teachers to attend – \$4,160

Process 5: Continue to embed and strengthen Positive Behaviour to Enable Learning (PBEL) so positive behaviour is taught and rewarded every day.

Our PBEL leadership team will continue to implement whole school systems and Investigate future directions and improvements of our whole school and personalised supports.

Evaluation	Funds Expended (Resources)
Positive Behaviour Engaging Learners (PBEL) has continued to be embedded so that positive behaviour is taught and rewarded every day. PBEL continues to provides students, staff and parents with a common language and understanding of expectations about behaviour. It helps us to provide a safe, caring environment in which our students can engage, connect and belong are celebrated for their achievements.	Extra teacher on PBEL days – \$1, 040

Process 6: Continue to embed wellbeing strategies across the school for all students to ensure they are known, valued and cared for

Evaluation	Funds Expended (Resources)
Clarke Road School has continued to embed wellbeing strategies across the school through PBEL, Health Clinics and Complex Case Management meetings. Health Clinics have been held twice a term and have continued to provide a valuable opportunity to target and facilitate discussion around students wellbeing. Staff continue to embed student centred personalised learning programs into classrooms using the knowledge and skills they have gained from The Communication Passport, In the Zone and TEACCH principles and practices.	PLSP's – 14 days – \$7,280 Clinics – 8 days – \$4,160



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.

Improvement Measures

All teachers will be trained and implementing the new NESA syllabus documents as they become available.

New IT tools are engaged to increase communication with families and our new web site is operationalised.

The increased capacity of staff to apply new learnings in neurology and brain function to the strategies they engage to support complex learners across the school

Improved results on the Teachers Tell Them from Me survey and the People Matters survey.

Progress towards achieving improvement measures

Process 1: Investigate and invest in technology that facilitates implementation of our key initiatives and improved communication with parents.

Evaluation	Funds Expended (Resources)
CRS was Involved in a pilot STEM T4L which provided CRS with a 3D printer. Staff attended training and were able to print switch toy buttons for students to use. The pilot was originally designed for students to access Minecraft. It was difficult to make this accessible for students due to the complexities of their intellectual disabilities. In Term 4, one staff member presented to the Schools in NSW Technology Conference on the pilot at CRS. Class Dojo was used with 5 classes with positive feedback from parents. VR kits were borrowed from DoE and trialled at CRS with great success. The VR goggles provided an engaging tool with which students could better engage with the world around them. The CRS website was operational and regularly updated throughout the year as a tool to communicate with families.	Staffing IT – 7 days \$3,640

Process 2: Increase our understanding of the impact of brain function on student engagement and then reframing and interpreting student behaviour from a brain perspective.

Evaluation	Funds Expended (Resources)
The Berry Street training in the The Berry Street Educational Model (BSEM) is a trauma-informed, evidence-based practice which was designed to support the sequential development of students' physical, psychological, social and emotional capabilities. At Clarke Road School we recognise that our students need support to regulate their physical wellbeing, identify and manage their emotions and cultivate resilience. BSEM and the presentation by Kathryn Beckett (SEPLA conference) provided staff with increasing capacity to use strategies and tools to support their students to be 'ready to learn' and 'In the Zone' for Learning.	Berry Street training – Staff replacement – 4 days – \$2,080

Process 3: Collaboratively design and display visible learning progressions that allow teachers to engage in professional learning conversations on student's performance.

Evaluation	Funds Expended (Resources)
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Progress towards achieving improvement measures

In 2019, Teachers and SLSO's capacity to assess and identify progressions through The Communication Passport for their students has continued to increase. Mentoring from an academic partner provided opportunities for teachers to build their capacities and skills and identify areas which they wanted to target and progress for their learners. Deeply personalised teaching and learning resulted as teachers embedded Communication Passport strategies and tools into their classrooms. Data from assessments was used to make adjustments and changes to whole-school programs such as assemblies. Visible learning in the form of data walls was re-evaluated in consultation with parents and teachers. Parents through Chat and Learn sessions, articles in the newsletter, PLSP meetings, the establishment of the 'Jannawi' group and discussions with class teachers were provided regular opportunities to reflect on what their child understands of their world and how they learn in relation to The Communication Passport. Parents were also provided with tools and strategies to progress their child's learning by adjusting and targeting their instructional level to match their Communication Passport 'colour'.

Mentoring sessions – staffing – 10.5 days \$5,460 academic partner – \$4,150 Total: \$9,610

Process 4: Increase staff wellbeing and improve strategies to manage workload through engagement in clinics, mentoring, professional learning, meetings and learning communities

Evaluation	Funds Expended (Resources)
In 2019, Junior and Senior Learning and Support Teams (LaST) have continued to meet fortnightly. These meetings provide staff with valuable opportunities to talk about student welfare and to work as a team to better support students with complex needs. Staff have used these meetings to problem solve together about students who are going through challenging periods as well as share resources, knowledge and understanding of students. Performance Feed Forward conversations were had with all staff at the end of Term 2. Feedback from staff was positive and many commented that they valued the experience. Performance Feed Forward encourages teachers to reflect on their practices, identify areas of growth as well as consider their contribution to leadership at Clarke Road School. The process promotes teamwork and personal responsibility.	Professional Learning for staff – \$17,827 PL for 2019 included CPR, Anaphylaxis Training, Berry Street training, SEPLA conference, Creating a Voice coaching & mentoring, Art of Leadership

Process 5: Implement mandatory NESA syllabus documents.

Evaluation	Funds Expended (Resources)
2019 saw the implementation of the mandatory K–6 Science and Technology syllabus and Digital Technologies syllabus for Years 7 & 8. The mandatory PDHPE syllabus was implemented in the Senior section in 2019 with the completion of the six year Scope and Sequence finalised at the end of 2019. The Junior section completed the PDHPE Scope and Sequence at the end of 2019, in preparation for implementation in 2020. The Creative Arts Syllabus has not yet been released but is anticipated in 2020.	Vibrant learning meetings each month. One Staff Development Day in Term 4 was used for designing the Scope & Sequence for the PDHPE syllabus.

Process 6: Trial the use of FLIP resourcing from our *Success for Complex Learners* project to strengthen just in time teaching and learning

Evaluation	Funds Expended (Resources)
FLIP resourcing was not able to be realised due to a change in the collaborative partner schools in the Success for Complex Learners project.	



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.

Improvement Measures

Completion of "Chat and Learn" parents sessions throughout the year and positive survey feedback on the sessions.

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 outcomes in areas of responsibility.

Progress towards achieving improvement measures

Process 1: Increase parents understanding of the educational needs of students living with complex disabilities.

Evaluation	Funds Expended (Resources)
The two 'Chat and Learn' sessions in Term 4, 2019 (offered during the day and evening) were attended by 16% of parents. 100% of parents rated the sessions as 'outstanding'. Further feedback was overwhelmingly positive and many parents commented on how the sessions had contributed to their growth in understanding their child and how to further support their learning. Health Clinics continued to be a valuable tool to support and educate parents on the learning and support needs of complex students and were well-received by parents. In 2019, an expert parent group – 'Jannawi' (4 parents) trialled aspects of The Communication Passport, In the Zone and Art of Leadership principles to improve the consistency between home and school. Planning days and mentoring with an academic partner was delivered for these 'lead' parents for them to develop a common framework for all CRS families. A poster encapsulating this common framework was designed with a purpose, values and beliefs and outcomes clearly outlined.	Health Clinics cost – one teacher released per clinic – \$520 Annual cost – \$4,160 Preparation for Chat and Learn session (1 teacher released) – \$520

Process 2: Implement the School Plus Fair education project "Success for Complex Learners" (SCL) over the next three years in collaboration with The Hills School, William Rose School, Halinda School, Willans Hill School and the support units of Lalor Park Primary School and Broken Hill High School. .

Evaluation	Funds Expended (Resources)
In 2019, Clarke Road School became the lead school for the Fair Education Success for Complex Learners (S4CL). A significant outcome of S4CL was the Centre for Education and Statistics and Evaluation (CESE) trialling The Communication Passport (Passport for Learning) in a number of SSP and support units across New South Wales. The randomised control trial will begin in 2020. An executive staff member from CRS was asked to be an advisor on the project. The progress and successes of S4CL in 2019 were captured in the S4CL Annual Project Report and include: having a shared framework/approach in In the Zone for Learning and The Communication Passport, increased and improved communication and collaboration with parents on students learning and an increased sharing of knowledge, understanding and practices between teachers, in particular between mainstream and support unit teachers using common cluster frameworks. The establishment of 'Jannawi', an expert parent group formed to trial aspects of The Communication Passport, In the Zone and Art of Leadership principles was also a significant outcome of S4CL by building parents capacity to support learning at home and to create a greater consistency	Travel and accommodation for Success for Complex Learners cluster Professional learning sessions & coaching/mentoring from specialists was covered by the School Plus Fair Education Grant.

Progress towards achieving improvement measures

between home and school.

Process 3: Support leaders through 3 stages of a coaching framework.

Evaluation	Funds Expended (Resources)
This initiative was not realised due to prioritising other milestones in the 2019 school plan.	

Process 4: Support for the implementation of leading learning for All (LL4All)

Evaluation	Funds Expended (Resources)
This initiative was not realised due to prioritising other milestones in the school plan in 2019.	

Process 5: Investigate a collaboration with Glasser instructors– R. Stones and J. Hatswell to write a course for parents on internal control therapy for complex learners.

Evaluation	Funds Expended (Resources)
This initiative was not realised due to prioritising other milestones in the school plan in 2019.	

Process 6: Leaders will reflect on their capabilities against the national leadership standards or other tools..

Evaluation	Funds Expended (Resources)
The Art of Leadership principles continued to provide direction to all staff in the areas of self-reflection and building leadership capabilities. Art of Leadership materials and practices were embedded into professional learning for staff, executive meetings and in learning communities. Art of Leadership materials and readings provided opportunities for leaders to reflect on their capabilities. Staff were given opportunities to lead professional learning and to lead colleagues and teams; building their leadership skills and capabilities. Executive staff members and some teaching staff were given opportunities to mentor other SSP schools as well as schools with support units in NSW around best practice for students with complex disabilities.	AOL Master Class – \$2500 (paid in 2018) AOL 2 Teachers – Staff replacement & course – \$9,410 (course fees \$6,820) paid in 2018)



Key Initiatives	Resources (annual)	Impact achieved this year
English language proficiency	\$20,432 release for teacher support	<p>Complete Communication Passport assessments to monitor progress and value add for EALD 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 EALD students. Complete data capture on progress in area of expressive and receptive communication.</p>
Quality Teaching, Successful Students (QTSS)	\$22,837 Assistant Principal Release	Whole school supervision completed and PDP's monitored. Areas of responsibility with school planning implemented and key projects operationalised across the school.
Socio-economic background	\$3,200 to provide financial assistance	Targeted students financially supported to participate in all learning and community access programs across the school.
Support for beginning teachers	Release days to participate in professional learning. Support for beginning teachers (\$14,130)	A teacher identified plan was implemented and completed in 2019.



Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	43	46	47	48
Girls	19	17	15	18

Students at Clarke Road School 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 a secondary disability. Students are provided with Personalised Learning and Support Plans that address their specific needs. All students access the Board of Studies Key Learning Areas Syllabus. In 2019, we had an enrolment of 62 students accommodated in 10 classes K–12. We continue to have strong demand for placement at Clarke Road School.

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.

Post school destinations

In 2019, five students completed Year 12 and graduated. All students were supported to successfully transition into post school options accessing a variety of programs.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	8.05
Teacher Librarian	0.4
School Administration and Support Staff	12.52

*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.

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:

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/carers and the community

Graduate teachers begin the accreditation process by providing evidence of the understanding, developing and implementing the seven professional 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 were accredited in 2018 as quality teachers are crucial for achieving an overall improvement in student learning outcomes.

The NSW teacher accreditation system, overseen by the Board of Studies, Teaching and Educational Standards (now known as NESA) provides a rigorous assessment of evidence for a teacher's achievement of the standards.

Great teachers inspire students and can make a significant difference to young people's lives. All teaching staff at Clarke Road School are proficient. No education system can outperform the quality of their teachers which 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 colleagues and students, reflect on their teaching, 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 improvement in teaching practices. Feedback helps teachers to self-evaluate and adjust teaching practices to improve outcomes for students.

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 targeted training throughout the year 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 meetings where we engage more deeply in conversations about students learning and teaching needs. Student wellbeing is also a focus in these meetings.

Through our partnership with Galston Bendigo Bank we invest in teachers being mentored with an academic partner. The teacher initiates the focus of these sessions 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 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	334,673
Revenue	3,000,326
Appropriation	2,858,382
Sale of Goods and Services	5,972
Grants and contributions	131,329
Investment income	4,346
Other revenue	297
Expenses	-2,888,114
Employee related	-2,714,167
Operating expenses	-173,947
Surplus / deficit for the year	112,212

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.

The financial summary table covers 12 months.

The financial summary consists of school income broken down by funding sources and is derived from the annual school 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 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 Services continued their partnership with our school in 2019. This resulted in \$12,000 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 loadings

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

	2019 Approved SBA (\$)
Targeted Total	1,914,335
Equity Total	24,341
Equity - Aboriginal	708
Equity - Socio-economic	3,200
Equity - Language	20,432
Equity - Disability	0
Base Total	587,713
Base - Per Capita	31,395
Base - Location	0
Base - Other	556,318
Other Total	105,405
Grand Total	2,631,793

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 does not specifically take 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 received some promising results in the Tell Them From Me Survey. The results are as follows:

We have a strong and connected parent body. Their engagement in their child's learning is central to effective planning and reporting. The opinions of our families are valued and guide future strategic planning.

Parents provided feedback in the following areas:

Parents feel welcome – 8.8/10 Parents indicated that they felt welcome at school. Parents indicated that they felt they could speak easily to their child's teacher and the Principal. Parents also felt that administrative staff were very helpful when they had problems.

Parents are informed – 8.4/10 Parents stated that reporting was undertaken in terms they understood. Parents also felt that they were well informed about their child's behaviour, whether positive or negative.

Parents support learning at home – 7.2/10 These questions were poorly aligned with the needs of our students and as such the rating had minimal relevance. Questions such as "Discuss how well your child is doing in his or her class" is a complex question to answer when a student may be non verbal.

School supports learning – 8.8/10 Parents indicated that teachers showed an interest in their child and that they took into account the needs, abilities and interests of their child. Parents also felt that teacher encouraged their child to do his or her best.

School support positive behaviour – 7.9/10 Parents felt that teachers supported their student by having an expectation that they pay attention in class and that teachers were clear about rules for school behaviour.

Safety at school – 9.0/10 Parents felt behaviour issues were dealt with in a timely manner. Parents stated that they felt their child felt safe at school and that the school helped to prevent bullying.

Inclusive school – 9.4/10 Our results rated at the top of the state. Parents felt we support students well and that teachers understood the learning needs of their students.

Teachers provided feedback in the following areas:

Leadership – 8.2/10 Teachers indicated that they worked closely with school leaders to create a safe and orderly school environment. Teachers felt that school leaders helped them create new learning opportunities for their students as well as supported them to improve their teaching.

Collaboration – 8.7/10 Teachers indicated that they talked with other teachers about strategies to increase students engagement and specifically students with identified complex needs.

Learning Culture – 7.5/10 Some of the questions applied to this category are difficult to relate to our students e.g. "I give students written feedback on their work". Teachers indicated that they set high expectations for student learning and that they monitor the progress of individual students.

Data Informs Practice – 6.5/10 Whilst this area is rated lower than many other areas it must be noted that some of the questions which are aggregated do not apply well to our students e.g. "I use formal assessment tasks to discuss with students where common mistakes are made" and "I provide examples of work that would receive an A, B or C".

Teaching Strategies – 7.4/10 Teachers noted that they use two or more teaching strategies most class periods as well as linking previously mastered skills and knowledge when presenting a new concept. The question "students receive written feedback on their work at least once every week" was not as relevant to students with complex learning needs.

Technology – 6.0/10 Whilst this score is low, once again the questions are difficult to relate to our students e.g. "Students use computers or other interactive technology to track progress towards their goals" or "I help students use computers or other interactive technology to undertake research".

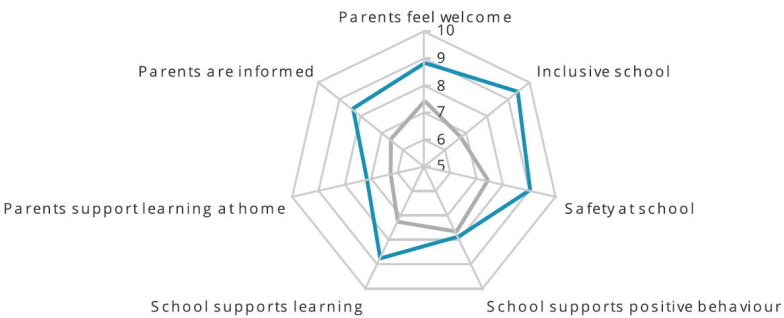
Inclusive School – 9.2/10 Teachers indicated that they are readily available to help and support and understand the learning needs of students with complex learning needs. The question, "I help low-performing students plan their assignments" was difficult for teachers to rate themselves highly as again the context of our students is not compatible

with the questions.

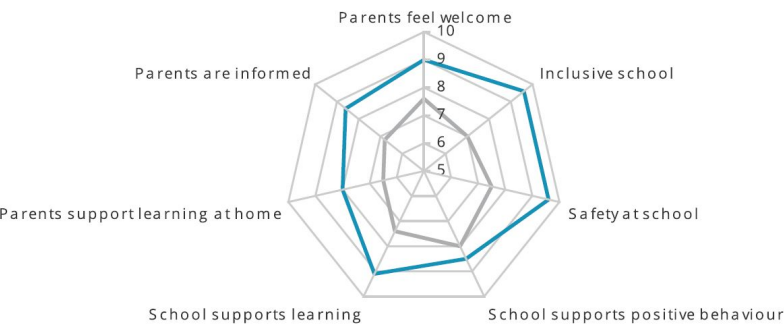
Parental Involvement – 8.8/10 Teachers felt that they worked closely with parents to solve problems impacting students progress and engaged in regular contact with parents about their child's progress and shared learning goals.

Whilst some 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.

This report provides results based on data from 10 respondents in this school who completed the Parent Survey between 11 Sep 2019 and 22 Oct 2019.



■ School Mean ■ NSW Govt Norm
Kindergarten - Year 6 (Primary)

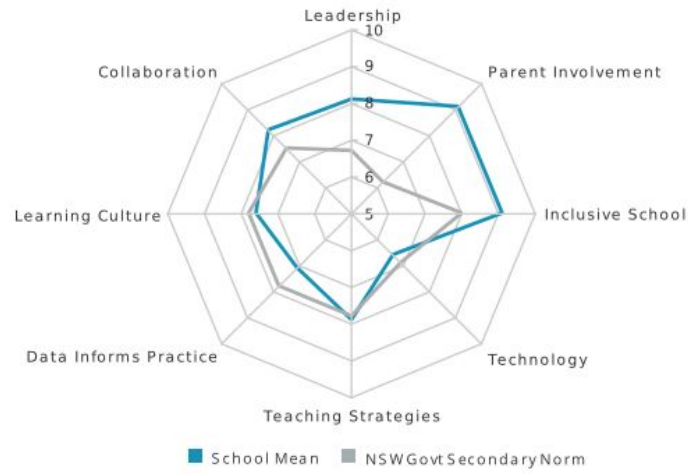


■ School Mean ■ NSW Govt Primary Norm

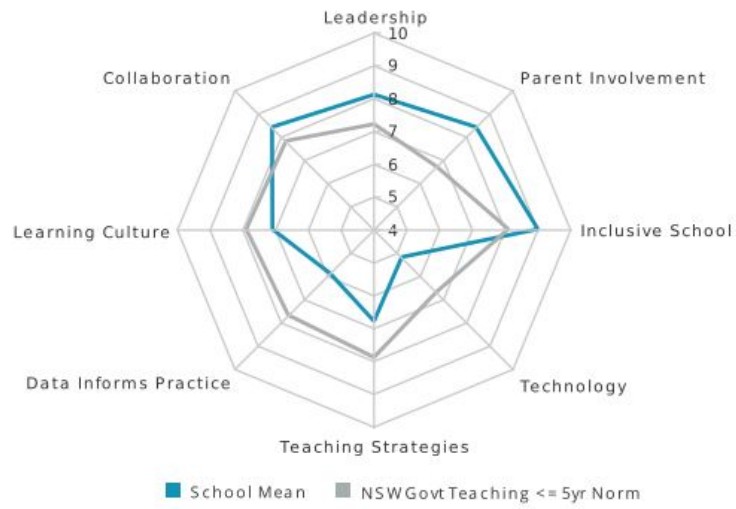


■ School Mean ■ NSW Govt Norm

Year 7-12 (Secondary)



Teaching <= 5yr



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.

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 in 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 their culture. We welcome Aboriginal parents and community members to our school and value their contributions and engagement with Clarke Road School.

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.

At Clarke Road School we have a teacher trained as an anti racism contact person. Staff are able to contact this teacher for any matters relating 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.

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 (EALD) students to effectively communicate with peers and teachers as well as participate in the curriculum content to achieve learning outcomes. Our students have complex communication needs which require specialisation to be able to access and teach students who may be non-verbal.

In 2019, the EALD program was directed towards communication programs and the building of teachers capacity to better assess and deliver communication.

Other School Programs (optional)

Therapy dog program

At Clarke Road School, we have a great asset in our therapy dog, Minty. Minty is loved and appreciated by all our

students. His role is varied and includes: assisting students with transitioning off and on our school transport, being a companion in the classroom during various lessons, joining in class walks around the school and being a part of special assemblies and school events.

In between these duties you will find Minty resting on his dog bed in the Assistant Principal's office or curling up under the desk of our hardworking front office staff. If given an opportunity, Minty is also known to hunt for leftovers in the staff room. Of course his favourite day is Monday, when two of the senior classes have a sausage sizzle and he is allowed half a sausage.