

2020 Annual Report

Chalmers Road School



3831

Introduction

The Annual Report for 2020 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.

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Message from the principal

The impact of COVID-19 and the lock downs in 2020 has been difficult for students, staff and the community. I am very proud of the students and their families who supported learning from home during these difficult times. Our dedicated staff quickly developed their skills in online teaching and learning to ensure every student received a quality education when learning from school or home. Many of our programs were modified throughout 2020 to enable continuation of student learning and that met safe COVID-19 conditions.

Positive Behaviour for Learning (PBL) remained a strong focus at Chalmers Road School with the introduction of our school mascots. PBL signage was placed around the school visually displaying the expected learning and behaviours. A whole school award system was developed to meet students' learning needs and reinforced the key messages of PBL - We learn, We are safe and We care. It is pleasing to see consistent language and expectations used around the school, by staff and students.

In 2020, Chalmers Road School continued to strengthen community links with our Parents and Citizens (P&C) Committee by welcoming new parents and moving to online meetings. With COVID-19 restrictions the use of technology enabled us to showcase our students and their wonderful work in classrooms. It was heartening to see students and their families engage with online learning with music, art and cooking amongst the favourites.

Unfortunately, we were unable to continue our Peer Support Programs with local high schools during COVID-19. However, we were grateful for the donated Christmas gifts for our students from St Patrick's College, Strathfield and look forward to reconnecting with them in 2021.

A highlight of 2020 has been the completion of the high school playground, a bright, colourful, engaging playground with a variety of equipment and areas for sensory input, areas for students to chill out, spin and bounce. The wheelchair accessible carousel is a favourite of both students and staff, and it is inspiring to see students in wheelchairs enjoying it together with their classmates.

Our school understands the importance of Student Voice and were excited to collaborate with Professor Iva Strnadova, University of NSW and the Department of Education in the creation of a 'Tell Them From Me' survey designed for students with intellectual disabilities. Our Assistant Principals and students helped create training videos on the program and these videos will be used throughout NSW and beyond to train teachers on implementing the survey in their setting and giving all students a voice in their learning and school life.

Many challenges have arisen throughout 2020 and, I am proud of the way our students, staff and families all have worked together. Congratulations to all.



School vision

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 Road 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 all students 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 on the lands of the Wangal people. The school provides quality education, Kindergarten to Year 12, for students with moderate and severe intellectual disabilities. 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>

Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Delivering
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

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 Positive Behaviour for Learning (PBL) language used to support all students in classroom and playground by staff and within behaviour support documentation.

Reduction in Health and Safety 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 annual handover process.

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)
Staff familiar with the new PLSP and reporting process	
PLSP goals are considered in the programming and planning process	

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)
Whole school reward system up and running	
Staff and students accessing the new PBL whole school awards system	
Expected behaviour signage around school	
Continue installation of new PBL signage around the school	

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

Evaluation	Funds Expended (Resources)
Communication profile used in the end of year handover process	
Teachers feedback that it is a valuable resource	

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 Professional Learning (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.

Progress towards achieving improvement measures

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

Evaluation	Funds Expended (Resources)
All casual staffs training current and they are ready to work.	

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

Evaluation	Funds Expended (Resources)
<p>The committees presented to staff and explained what they have successfully completed during the term.</p> <p>Some committees did not complete all of their anticipated tasks and will hand over the information to the 2021 committee.</p> <p>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.</p> <p>COVID-19 prevented completion of some projects.</p>	<p>Action plan</p> <p>PL Planner</p> <p>Evaluate the program following implementation.</p> <p>Meeting minutes 2020</p>

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

Evaluation	Funds Expended (Resources)
<p>Staff increased on line attendance in Professional Learning - (COVID-19).</p> <p>Focus on relevant professional knowledge to meet student needs.</p>	<p>PL log</p> <p>SPRINTS meeting minutes</p> <p>Survey from staff outlining their knowledge of SPRINTS</p> <p>SPRINTS completed tools</p>

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.

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)
P&C were onsite to prepare Christmas raffle.	
Parents involved in panels to appoint permanent staff.	

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)
No Fathers Day event due to COVID-19.	
School Photo Day and face to face CPR rescheduled and completed due to COVID-19.	

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)
All school events continued via Zoom. Parents/carers and community invited to join Zooms. Each section ran their own Zoom and parents/carers were able to see students in their classroom.	

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	no funding	no funding
English language proficiency	SLSO 3 days a week Funding Sources: • English Language Proficiency (\$23 839.00)	SLSO - support classes doing group activities. Able to give one to one support to promote student engagement.
Quality Teaching, Successful Students (QTSS)	Funding Sources: • QTSS Release (\$14 220.00)	New system set up where teachers have 1 full day of RFF a fortnight. Staff surveyed and very positive in new system.
Socio-economic background	SLSO 2 days a week Funding Sources: • Socio-economic Background (\$16 661.00)	SLSO - in classes doing group activities. Able to give one to one support to promote engagement. Strongly supported by staff.
SSP Supplement	Teaching days to cover Assistant Principal off class and specialised teachers to teach their programs. Funding Sources: • SSP (\$286 930.00)	AP providing Instructional Leadership program within the school. Planning days for each stage very successful, supporting collaborative programming. SLSO - extra support in the classroom, giving more one on one time for students.



Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	48	49	50	58
Girls	17	15	13	11

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

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

Families are supported by the school, through post-school options transition meetings, information is provided to parents and carers outlining the options available for those students who are completing their education.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	9.14
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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
Opening Balance	621,463
Revenue	3,586,311
Appropriation	3,543,460
Sale of Goods and Services	55
Grants and contributions	41,600
Investment income	1,096
Other revenue	100
Expenses	-3,346,515
Employee related	-2,991,868
Operating expenses	-354,647
Surplus / deficit for the year	239,795
Closing Balance	861,258

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.

	2020 Approved SBA (\$)
Targeted Total	0
Equity Total	40,500
Equity - Aboriginal	0
Equity - Socio-economic	16,661
Equity - Language	23,839
Equity - Disability	0
Base Total	2,869,276
Base - Per Capita	35,397
Base - Location	0
Base - Other	2,833,879
Other Total	396,762
Grand Total	3,306,539

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 opportunities to give feedback throughout the year. Surveys were distributed and emailed to parents and we continue to invite and welcome parent/carer feedback. Our school was involved in a Student Voice initiative where parents and teachers attended training to promote student's voice when developing their Personalised Learning and Support (PSLP) goals. Parents learned ways to support their child to set relevant goals and ensure their child/ children have a voice in their learning.

Staff also completed surveys on a variety of school activities and events to ensure they also have a voice in the school. Staff are given the opportunity to provide feedback, express concerns, ways to improve and successes. The survey and feedback from students, staff and parents ensure Chalmers Road School is collaborative and considered in making school decisions and in teaching and learning programs.







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.

