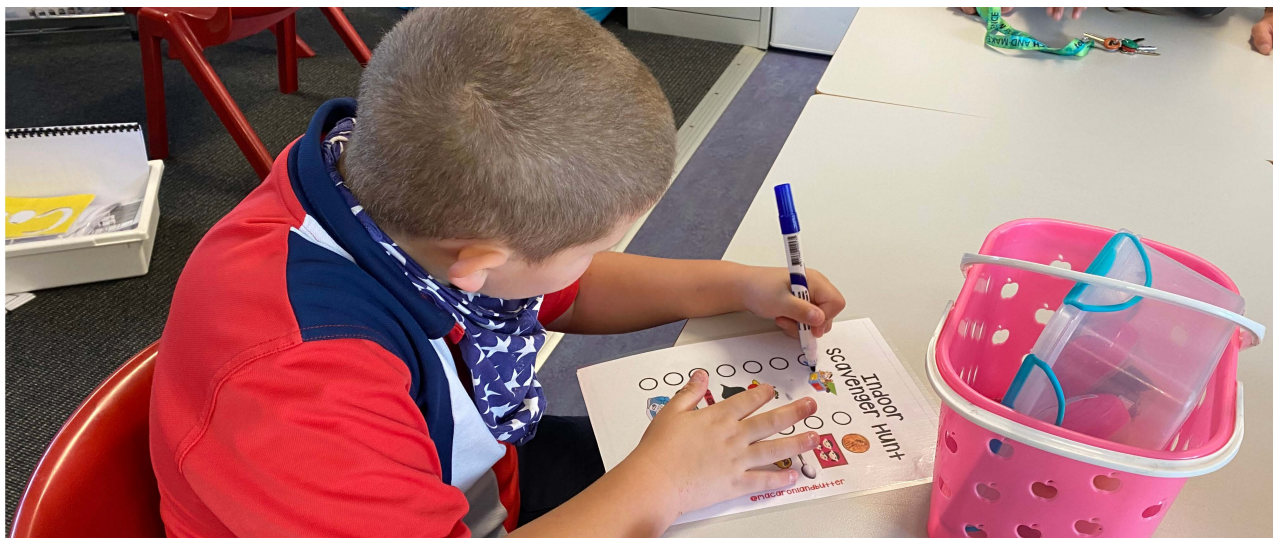
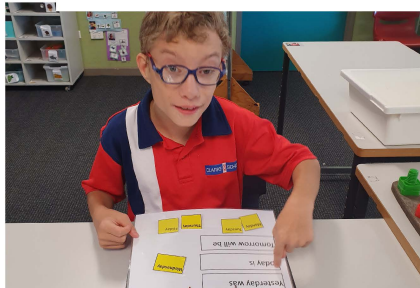


# 2020 Annual Report

## Clarke Road School



### CREATING A VOICE



CLARKE ROAD SCHOOL  
*Opening New Worlds*

5655

# Introduction

The Annual Report for 2020 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.

## School contact details

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## Message from the principal

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2020 was certainly a year like no other with the COVID-19 pandemic affecting schooling for all students across Australia and indeed the world. Although the pandemic changed the way we learn at Clarke Road, our community rose to the challenge of continuing to provide support for our students. In Term 2, some parents engaged in learning from home for a number of weeks with teachers providing high-quality learning packs for students to undertake tasks which they would normally complete at school. Parents reported to us that this enabled them to understand more deeply how their child learns and to appreciate the wonderful work of staff in providing personalised learning programs. Some of our students continued to attend school during this time with staff rotating working from home preparing learning packs and completing professional learning. One of our parents nominated the school for the dedication and care of students during this time and this resulted in Clarke Road School being awarded the Wahroonga Rotary Community Caring Award.

2020 was also a year in which we celebrated the provision of supplementary funding from the Department of Education to provide interim additional resourcing to SSP schools. Clarke Road School used these funds to staff both a Deputy Principal and the employment of three extra Student Learning and Support Officers (SLSOs) across the school to support students teaching and learning programs and wellbeing needs.

The implementation of Passport for Learning (previously known as Creating a Voice), In the Zone and TEACCH practices and programs continued to allow us to target and deliver deeply personalised learning programs for students. In 2020, the Centre for Education, Statistics and Evaluation (CESE) facilitated a Passport for Learning trial in a number of schools across New South Wales. Clarke Road School had two teachers participate in the trial and were a mentor school to the CESE project. Our involvement in the Success for Complex Learners project also continued, allowing us to support other schools in New South Wales in the implementation of Passport for Learning and In the Zone principles. Two of our parents sit on the leadership team in this project and provided valuable feedback to the project in considering how to develop a common framework for all Clarke Road families.

Sadly in 2020, we said goodbye to two of our Clarke Road students, Timmy and Sam who unexpectedly passed away. Their passing reminded us to appreciate each day, enjoy the time we have with each other and to take the time to have fun in our learning. We planted trees in our playground in memory of them.

Our Tell Them from Me surveys completed by both parents and teachers indicated that our strengths continued to be in providing an inclusive context where students are provided a safe, caring and nurturing environment in which deeply personalised learning programs are at the core. The surveys 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 who consistently seek to improve their teaching practices and deliver high-quality teaching and learning programs.

The end of 2020, saw the retirement of Diane Robertson, principal at Clarke Road School for the past nine years. Diane has had a pivotal role at Clarke Road in the time she has been here and has been a catalyst for building our culture, through her dynamic, values-driven leadership style.

Diane came to Clarke Road with extensive experience as an educator and leader, and Clarke Road School has been the beneficiary of her passion and vision. Through her commitment to ensure that students with complex learning needs receive high-quality education, she was instrumental in driving two important initiatives, *In the Zone* and *The Communication Passport* now known as *Passport for Learning*. Both these frameworks of practices are now being used to support complex learners around Australia.

Throughout her education career and in her time as Principal at Clarke Road, Diane contributed significantly to the wider special education community through her significant roles within the Primary Principals Association, the Special Education Principals and Leaders Association of NSW and the Department of Education. Diane's advocacy and leadership gained deserved recognition in 2018 through the awarding to her of the Australian Principal of the Year Award; an award through which she was recognised as the most outstanding Principal across all schools in Australia, Independent, Catholic or Government, primary or high school.

Diane leaves behind at Clarke Road School a legacy of high standards for students and staff, a collaborative culture of staff who are passionate about making a difference for students with complex needs and a belief that school should be fun and engaging. Her active encouragement, mentoring and coaching of leaders within the school and her commitment to engaging with and equipping our school community means that the school is strongly placed to continue the work that she began in the years ahead.

2020 was a year in which despite all the challenges, students continued to be known, valued and cared for. We learnt to value even more the connections with family and community, and to work collaboratively together to support our students and each other. Thank you for your support of the Clarke Road School community in 2020.

Rebecca Saunders

Acting Principal

### Message from the school community

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It is true that testing reveals both strengths and weaknesses. It brings into stark resolution determination, courage, fears, fatigue and care. In 2020 we saw them all in colours rarely so strong; in ourselves, in our communities, and in our much-loved school.

With the advent of COVID-19 Clarke Road School chose to keep its gates open to support the many families who without it would have no other option for supervision for their children, let alone meaningful engagement. The impact of this on the whole school staff was significant. Supplying an in-school and at-home program, weekly contact with home-schooling families, on top of their own unusual circumstances, was a stretch that proved to display the depth of commitment Clarke Road School staff have to their students.

Of the families who home-schooled, the feedback was positive. The learning packs received much mention; the breadth of content, the presentation, the meaningfulness and specific tailoring for each individual student. Although extreme circumstances, still not a great surprise, this has long been an outstanding strength of the school. COVID-19 gave cause for the staff, from leadership throughout, to display their level of care through weekly phone calls, dressing up to make schoolwork collection fun, and frequent, open communication around changing restrictions and requirements to support families through the uncertainties as best as possible.

On behalf of the community I express heartfelt gratitude to everybody that makes up Clarke Road School for their work that was above and beyond during the extremes of the COVID-19 pandemic.

2020 also saw the unexpected loss of two of our students. The tributes to each from their class teachers and Relieving Principal Rebecca Saunders, and the impact upon the staff and families, was of surpassing significance. Still our condolences go out to Timmy's and Sam's families.

At the end of 2020 our Principal of nine years announced her retirement. Diane Robertson was handed the reigns of Clarke Road School in 2012 to take it immediately into a demolition and rebuild, also establishing an off-site temporary school in the meantime. Di Robertson's standard of excellence for special education is evident in every corner of the school; from quality of education, resources, professional development, the physical school environs and everything in-between, nothing missed her professional and heart-committed attention. Di has left a legacy to be proud of, as we are proud too.

COVID-19 may have halted all social gatherings for the year, still the P&C met via Zoom meetings and P&C President Helen Tozer established both a network for families who wished to connect informally via social media as well facilitating via Zoom information sharing around specific relevant topics and counsellor-supported open conversations following the passing of Sam and Timmy.

It was a testing year for everyone, yet the true colours of Clarke Road School shone bright with courage, determination and care, and as always, commitment to excellence no matter the circumstances of individual or global scale. At the conclusion of the year 2020, Clarke Road School stands proud.

Kati Herrington

P&C Vice President, Clarke Road School



ENGAGE CONNECT BELONG



## School vision

### **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 significant role in supporting learning at school, home and in the community.

### **Key strategies-**

Passport for Learning (Communication Passport/Creating a Voice)

In The Zone For Learning (ITZ)

Structed TEACCH practices

## 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 disabilities and support needs. Students range in ages from 4 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 participate in our broader community and community access continues to have 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 Public School. We continue to seek opportunities to strengthen links with other like schools in our state.

We 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>

### Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
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	Excelling
LEADING: Educational leadership	Excelling
LEADING: School planning, implementation and reporting	Excelling
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

## 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 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 and Communication Passport in all classrooms across the school.

#### Progress towards achieving improvement measures

**Process 1:** Continue to embed the innovative curriculum framework, Passport for Learning (previously known as Communication Passport).

"Creating a Voice (CaV)" teams will be continued. Teachers will continue to be mentored by an academic partner, and begin developing personalised process to support students including those who are learning English as an additional language or dialect (EAL/D) and those from Aboriginal backgrounds.

Evaluation	Funds Expended (Resources)
All teachers have met with an academic partner, participated in Creating a Voice professional learning and created a 'next step' plan to identify learning strategies and resources to implement in teaching and learning. Two classes have been selected to participate in a pilot 'Assessment for Complex Learners' trial with the NSW government Centre for Education Statistics and Evaluation (CESE). Clarke Road School was a mentor school in the project.	Mentoring days with academic partner.  Replacement of teachers - 9.5 days \$4,948.46  Academic partner \$2,500  Total cost \$7,448.46
Teachers worked with students 1:1 on a personalised learning plan that has been developed from both the goals identified in PLSP meetings with parents as well as Passport for Learning assessments. Two classes (1 Junior, 1 Senior) assessed their class using the new Assessment for Complex Learners assessment tool/spreadsheet. The data assessment enabled clear progress to be captured and recorded.	

**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)
Eleven students have a ITZ profile and all teachers have met with an academic partner to discuss and identify strategies for identified students.	Mentoring with academic partner  Teacher release - 9.5 days \$4,948.46  Academic partner - \$2,316

## Progress towards achieving improvement measures

Eleven students have a ITZ profile and all teachers have met with an academic partner to discuss and identify strategies for identified students.

Total cost \$7,264.46

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

Evaluation	Funds Expended (Resources)
TEACCH committee was formed which focused on work and community education (canteen, card making, Cluck Road Farm). Templates and booklets in the TEACCH format were created. A review of the canteen program was undertaken and recreated in the TEACCH format. During COVID-19 the canteen program ceased. The Cafe Program was introduced to replace this. Card making and Cluck Road Farm also continued. Student participation in the practical elements of the work ready program were affected by COVID-19 as external sites were unable to facilitate visits. In Semester 2 the program was reduced due to staff unavailability.	1 day teacher release for creation of TEACCH resources for the Work Skills Program \$520.89

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

Evaluation	Funds Expended (Resources)
For 2020 this process has been included in Process 6.	

**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)
For 2020 this process has been included in Process 6.	

**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)
Seven Northern Sydney Intellectual Health Service clinics (one was missed due to COVID 19) were held in 2020 and 16 students individual needs were addressed. Clinics involved parents, teachers, Northern Sydney Intellectual Health Service psychologist, Northern Sydney Intellectual Health Service paediatrician and other relevant medical specialists. In 2020, clinics were held via 'telehealth' phonecalls.	6 days to release teachers to attend clinics \$3125.34



## Strategic Direction 2

### Teaching-High Impact classrooms

#### Purpose

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

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

#### Improvement Measures

All teachers will be trained and implement 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 operational.

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 and the People Matters surveys.

#### 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)
All incidents at CRS are recorded on Sentral and a printed letter is sent to parent / carers. Recording of phone calls by executive has been trialed and will now be embedded across the school. Further investigation is needed into switch resources.	Annual Sentral registration \$3,485.00 Teacher release for technology - 2 days - \$1041.78

**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)
Staff have engaged in 'In the Zone' professional learning regarding the revised and updated checklist. All teachers completed the redesigned 'In the Zone' checklist on at least one targeted student. All teachers met with an ITZ academic partner for targeted students.	Funds expended outlined in Strategic Direction 1, Process 2

**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)
Process 3 was not a target for 2020	

**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)
10 teachers have been involved in NIDCHC clinic All staff have completed the psychological wellbeing professional development. During the period where some students were working from home due to COVID 19, school teaching staff were released from teaching to	Funds expended outlined in Strategic Direction 1, Process 6

## Progress towards achieving improvement measures

complete learning pack for the students in their class that were learning from home.

All teachers received release for the preparation and completion of mid and end of year reports.

Throughout Term 2 and 3 'Working Towards Proficient' weekly workshops were run for teachers seeking accreditation.

**Process 5:** Implement mandatory NESA syllabus documents.

Evaluation	Funds Expended (Resources)
All Stage 6 syllabi has been mapped to the Clarke Road School Scope and Sequence. All Key Learning Areas except creative arts have been reviewed. Completed review of Technology Mandatory was completed.	

**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)
Process 6 was not a target for 2020	



### 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 with positive survey feedback from the sessions.

Success for Complex Learners milestones are achieved and we are continuing to engage and attend 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)
60% of families had a child learning from home for a period of time in Terms 1 & 2. Individual learning packs were created for all students who were learning from home.  16 families were involved in NIDHC health clinics for selected students.  Twenty newsletter with Creating a Voice and PBEL tips and strategies were sent out to parents .  61% of parents participated in PLSP reviews.  9 parents participated in Chat and Learn Zoom (8 gave feedback) and the presentation was sent to another 4 parents.  Jannnawi group ran regularly throughout the year, parents from this group will be trialling ITZ profiles for their children.	Resource days to prepare learning packs for families with students learning from home - 3 days - \$1,562.67. Resources for learning packs - \$1,924.00 Total cost \$3,486.67  Release for teachers to attend PLSP meetings with parents - 15 days - \$7,813.35

**Process 2:** Implement the School Plus Fair education project "Success for Complex Learners" (S4CL) over the next three years in collaboration with The Hills School and schools in the Far West network including Broken Hill High School, Willyama High School, Burke Ward Public School, Alma Public School and Broken Hill North Public School.

Evaluation	Funds Expended (Resources)
A review of the Adopt/Adapt trial, challenges and future directions was captured for all cluster schools in 2020.	Academic partner presentation to Jannnawi parents - \$400.00

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

Evaluation	Funds Expended (Resources)
Process 3 was not a target for 2020	

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

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## Progress towards achieving improvement measures

Evaluation	Funds Expended (Resources)
Process 4 was not a target for 2020	

**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.

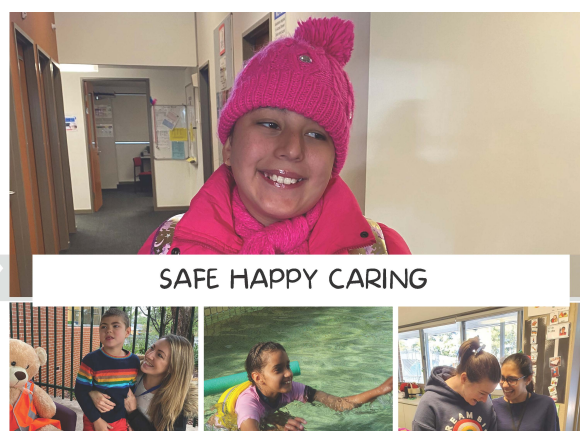
Evaluation	Funds Expended (Resources)
Process 5 was not a target for 2020	

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

Evaluation	Funds Expended (Resources)
<p>All staff engaged in a Performance Feed Forward meeting, which included a mid year review of PDPs.</p> <p>In some meetings executive staff engaged and discussed Art of Leadership materials as a part of their leadership professional learning.</p> <p>No executive staff attended the Art of Leadership course in 2020 due to COVID 19.</p>	



Key Initiatives	Resources (annual)	Impact achieved this year
English language proficiency		Funds were used to release teachers from class to have an individual meeting with Ylana Bloom, Clarke Road Schools academic partner. In these meetings teachers and Ylana used students Passport for Learning profile to develop strategies and identified resources to support student learning.
Quality Teaching, Successful Students (QTSS)		QTSA and QTSS are combined to enable an Assistant Principal to be released from teaching.
Socio-economic background		Funds were used to provide extra resources to meet the learning and wellbeing needs of students from low social economic background allowing the students to participate in all learning activities both on and off site.
Support for beginning teachers	Funds were received for one teacher in Semester 2. One beginning teacher moved after funds were received.	At Clarke Road School in 2020, there were four teachers working towards accreditation. During the year one teacher completed their accreditation and was awarded proficiency. Beginning teachers participated in weekly professional learning sessions with the Deputy Principal for Term 2, 3 and 4. Funds were used to release teachers from class to work on teaching and learning programs. COVID-19 limited access to external professional learning.





## Student information

### Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	46	47	48	46
Girls	17	15	18	16

Our students are unique and engaged learners, ranging in age from four to eighteen years (K-12). We provide curriculum that is adjusted to accommodate the learning needs of all students. All students who attend Clarke Road School have an intellectual disability and may also have a secondary disability. Students are provided with a Personalised Learning and Support Plan that addresses their specific learning needs. All students access the Board of Studies Key Learning Area Syllabus. Our high school aged students access Board of Studies Life Skills Syllabus. In 2020, we had an enrolment of 63 students accommodated in 10 classes K-12.

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.

# Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	8.03
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, 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 <sup>1</sup>	2020 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
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.

Accreditation supports quality teaching and recognises the invaluable role teachers play in the community. The Australian Professional Standard for Teachers define the knowledge, practice and professional engagement needed for high quality, effective teaching that improves students learning outcomes. There are seven professional standards for teachers. These are:

Know your students

Know the content and how to teach it

Plan for and implement effective teaching and learning

Create and maintain supportive and safe learning environments

Assess, provide feedback and reports 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 understanding, developing and implementing the seven professional teaching standards as well as completing a hundred hours of professional learning over five years. The provision of evidence and maintenance of their professional development will allow them to be accredited to the proficient level two. The standards use nationally agreed indicators of teacher quality to guide the preparation, support and development of teachers throughout their careers from graduate to proficient teachers, to highly accomplished and lead teachers. Quality teachers are crucial for achieving an overall improvement in student learning outcomes.

The NSW teacher accreditation system, overseen by the Board of Studies, known as NESA provides a rigorous assessment of evidence for a teachers 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 peers and students, reflect on their teaching and improve their teaching practice and thereby improve student learning.

The important elements of this process are self-reflection, observation of classroom practice, mentoring with instructional leaders and dialogue with colleagues. The observation of classroom practices is an essential element as sharing and learning from each other in a supportive manner provides positive encouragement to improve teacher practices. This feedback helps teachers to self-evaluate professional learning, make changes if required, adjust teaching practices and reinforce evidence of effective practice.

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

Through our partnership with Galston Bendigo Bank we invest in teachers being mentored with an academic partner to 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 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 <b>Actual</b> (\$)
<b>Opening Balance</b>	446,885
<b>Revenue</b>	3,398,311
Appropriation	3,271,700
Sale of Goods and Services	5,672
Grants and contributions	119,337
Investment income	1,501
Other revenue	100
<b>Expenses</b>	-3,262,505
Employee related	-3,066,917
Operating expenses	-195,587
<b>Surplus / deficit for the year</b>	135,806
<b>Closing Balance</b>	582,691

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.

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 to improved resourcing in all areas of the school.

Clarke Road School has a gift fund that is funded through community and parent donations. It is used as 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.

	2020 <b>Approved SBA (\$)</b>
<b>Targeted Total</b>	0
<b>Equity Total</b>	25,349
Equity - Aboriginal	1,547
Equity - Socio-economic	4,603
Equity - Language	19,199
Equity - Disability	0
<b>Base Total</b>	2,614,414
Base - Per Capita	32,179
Base - Location	0
Base - Other	2,582,235
<b>Other Total</b>	384,417
<b>Grand Total</b>	3,024,180

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

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. The 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 support students with complex needs. The survey is used by both high schools and primary schools.

We have 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 - 8.4/10** 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 - 8.2/10** 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 7.1/10** These questions were poorly aligned to 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 - 8.6/10** 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 teachers encouraged their child to do his or her best.

**School supports child's behaviour - 9.1/10** Parents indicated that their child felt safe at school and helped prevent bullying. Parents also felt that the behaviour issues were dealt with in a timely manner.

**Inclusive school - 9.4/10** Our results rated at the top of the state. Parents felt that 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 - 8.2/10** Teachers indicated that they talked with other teachers about strategies to increase students engagement and specifically students with identified complex needs.

**Learning Culture - 6.8/10** 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 - 6.3/10** 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 - 6.7/10** Teachers noted that they use two or more teaching strategies most class periods as well as linking previously mastered skills when presenting a new concept. The question e.g. "Students receive written feedback on their work at least once every week" was not as relevant to students with complex learning needs.

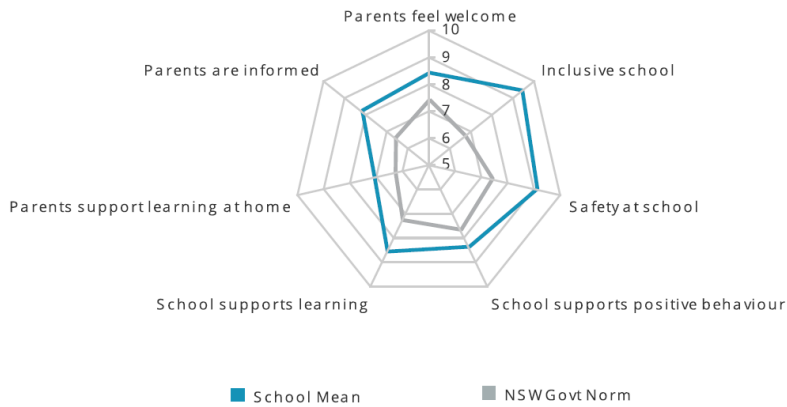
**Technology - 5.7/10** - Whilst this score is low, once again the questions are difficult to relate to our students e.g. "I help students use computers or other interactive technology to undertake research" or "Students have opportunities to use computers or other interactive technology to analyse, organise and present subject matter".

**Inclusive school - 8.4/10** 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.

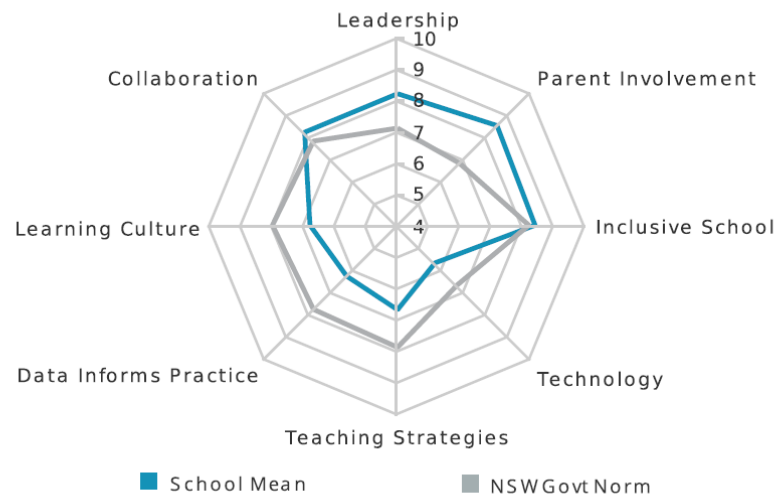
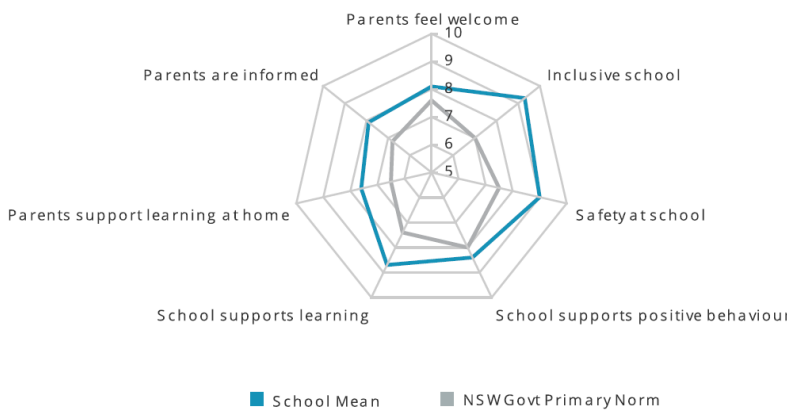
**Parental involvement - 8.5/10** Teachers felt that they worked closely with parents to solve problems impacting students progress and engaged in regular contact with parents and their child's progress and shared learning goals.

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 12 respondents in this school who completed the Parent Survey between 18 Aug 2020 and 25 Sep 2020.



Kindergarten - Year 6 (Primary)



# Policy requirements

## Aboriginal Education Policy

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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.

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 engage in units of work celebrating Aboriginal people and culture. We welcome Aboriginal parents and community members to our school and value their contributions and engagement with Clarke Road School.

## Anti-Racism Policy

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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. We had no issues in 2020.

## Multicultural Education Policy

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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 (EAL/D) students to effectively communicate with peers and teachers plus participate in the curriculum content to achieve learning outcomes. Our students have complex communication needs which require specialisation to be able to assess and teach students who may be non-verbal.

At Clarke Road School, EAL/D funding is directed towards students personalised communication and learning programs and the skill development of teachers to better assess and deliver communication programs.

## Other School Programs (optional)

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### Therapy Dog Program

At Clarke Road School we have a great asset in Minty, our therapy dog who is loved by all our students. His role is

varied:

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

