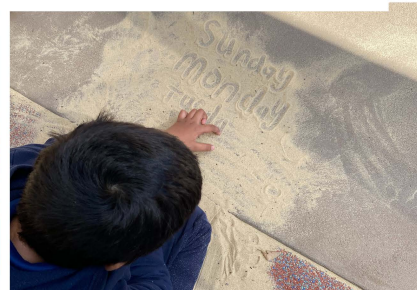


# 2021 Annual Report

## Clarke Road School



CLARKE ROAD SCHOOL  
*Opening New Worlds*

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# Introduction

The Annual Report for 2021 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 Strategic Improvement 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

2021 was both a rewarding and challenging year as the COVID-19 pandemic continued to impact schooling for students across Australia. At Clarke Road School this challenge was met with great resilience, as students and staff once again flexibly adjusted to learning from home and school. 2021 however was also one of great celebration as Clarke Road received outstanding results in the school's External Validation process. A change of Principal also occurred in June when I was appointed the substantive Principal of Clarke Road School, following merit selection. It is a position which I consider to be both an honour and a privilege.

In a second year of COVID-19, the Clarke Road community rose again to the challenge of providing support to students while the state was in lockdown. In Terms 3 & 4, many parents engaged in learning from home for a significant number of weeks, with teachers providing high-quality learning packs so that students could engage in tasks which they would normally complete at school. Parents reported sharing in these tasks 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 between working from home, preparing learning packs and completing professional learning.

One of the highlights of 2021 was the outstanding result Clarke Road School achieved in the External Validation process. This process is undertaken every four years and is underpinned by the School Excellence Framework (SEF). The SEF provides a clear description of effective practice across the key educational domains of learning, teaching and leading and informs and guides decision making. Clarke Road School was judged to be 'Excelling' in 13 out of 14 areas, including Learning Culture, Wellbeing, Curriculum, Assessment, Reporting, Effective Teaching Practice, Data Skills and Use, Professional Standards, Learning and Development, Educational Leadership, School Planning, Implementation and Reporting, School Resources and Management Practices and Processes. In the area of Student Performance Measures, Clarke Road School was rated as Sustaining and Growing (this area includes NAPLAN and Value Add which are not relevant for our cohort of learners). This was an outstanding result for the school and is reflective of the high quality of staff we have at Clarke Road School. The external validation process was also a valuable opportunity to be reflective about areas of the school which could be improved, with future directions informing the 2022-2025 School Improvement Plan.

In 2021, supplementary funding from the Department of Education continued to provide support to students. Clarke Road School used these funds to staff to employ a Deputy Principal and 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 Structured Teaching (TEACCH) practices and programs continues to allow us to target and deliver deeply personalised learning programs for students. In 2021, the Centre for Education, Statistics and Evaluation (CESE) continued to facilitate a Passport for Learning trial in SSP and support units across New South Wales, with Clarke Road School a mentor school to the project. In 2021, the school's involvement in the Success for Complex Learners project reached a conclusion. This project has been instrumental in Clarke Road implementing both Passport for Learning and In the Zone across the school and the school is now well-placed to continue the great work that was started in this project. The project has also given Clarke Road the opportunity to support other schools in New South Wales. Two of our parents have sat 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.

In 2021, one of our teachers, Tanya Townsend, was awarded an Executive Directors award for demonstrating the Department's values of equity and excellence and in recognition of the significant contribution she has made to the implementation of Passport for Learning both at Clarke Road School and around the state through mentoring other staff.

In 2021, 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 practices and deliver high-quality teaching and learning programs.

We continue to be appreciative of the support that Clarke Road School receives from both the P & C and Ku-ring-gai Rotary.

2021 once again reinforced to us the importance of having a community which cares for each other and in which students are celebrated and encouraged to be independent, lifelong learners.

Thank you for your support of the Clarke Road School community in 2021.

## Message from the school community

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### Message from the P&C President

Clarke Road School continues to prove itself to be a school of excellence and we congratulate the Principal and her staff on the awards earned in 2021, from the acknowledgments of individual staff to the achievement of "Excelling" in 13 of 14 areas in the External Validation process. Clarke Road School is a school with heart and ambition.

2021 was another turbulent year due to the continuing COVID crisis. Clarke Road School's response to the necessity of Home Schooling the school population including supporting the families as they dealt with change for their students with complex needs was done with deep consideration of all involved, including our valued staff. It was a hard time for many.

The permanent appointment of our Relieving Principal to Principal was of great benefit in ensuring what stability was possible through this time. The appointment of Rebecca Saunders also meant that Clarke Road School gained a leading educator committed to professional growth with a deep knowledge of the students she serves. Rebecca's expansive expectations of our students' potential is appreciated by school families.

In spite of COVID, the school continues to be supported by Ku-ring-gai Rotary in practical and meaningful ways. From working bees, active membership of the P&C, through to morale-boosting celebrations, Ku-ring-gai Rotary and particularly their representative Joy Newling are highly valued in the Clarke Road School community.

As a P&C we are proud and appreciative of the way Clarke Road School has come through this last year. We look forward to future planning for social networking opportunities between our families and active support of Clarke Road School and its endeavours. It is an easy school to be proud of.

Kati Herrington

Clarke Road School P&C President



## 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 the community; An outstanding teaching team; Directing a road to independence; Ensuring students have opportunities to engage, connect and belong.

**Our values-** Effective teamwork; Striving for excellence; Using 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 and thrive; 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.

## 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 4 to 18 years. Thirty nine percent of students are second language learners and 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 collaboratively in the classroom and are 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. The teaching and learning at Clarke Road School is structured around Passport For Learning (P4L), In the Zone (ITZ) and Structured Teaching (TEACCH) practices. These programs support students with complex learning needs who require a 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 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 and participated in an external validation. 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 Strategic Improvement Plan and annual report. Every four years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation process will assist the school to refine our Strategic Improvement 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	2021 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	Excelling
TEACHING: Professional standards	Excelling
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: Student growth and attainment

### Purpose

To ensure that every student develops and grows in their cognitive, expressive and receptive language and social skills so that they can connect, succeed and thrive.

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Literacy and Numeracy
- Student Wellbeing
- Aboriginal Education

### Resources allocated to this strategic direction

**English language proficiency:** \$16,650.46

**QTSS release:** \$12,542.00

**School support allocation (principal support):** \$6,140.09

**Professional learning:** \$5,831.40

### Summary of progress

All students had a Passport for Learning assessment completed in Term 1, which was discussed at PLSP meetings with parents. Data from students' Passport for Learning Term 1 assessment was uploaded onto the shared drive. Teachers identified students' Passport for Learning levels, created P4L class profiles and used students' P4L assessments to develop teaching and learning programs that were differentiated to meet students' learning needs. All students had a Passport for Learning assessment completed prior to Personalised Learning Support Plan (PLSP) meetings between parents and teachers. Each student's assessment was analysed by their teacher and a summary was prepared prior to these meetings. Teachers reported that having P4L assessments completed prior to the PLSP meetings was valuable as 'the assessment results are now my base to flesh out my learning plans'. Many teachers commented that the completion of the P4L assessment earlier in the term assisted with the development of programs and the differentiation required for each student.

### Further Considerations:

To build on the achievements of 2021 further considerations could include:

- support and expand all teachers' knowledge and understanding of how to embed P4L in their class programs. This could include clearly identifying the learning outcomes for each student in their P4L level in class programs.
- identify strategies to maximise face to face meetings.
- in PLSP meetings with families of Aboriginal children, parents will be offered the opportunity to identify a cultural goal for their child.
- initiatives not realised in 2021 will be reviewed, adjusted and embedded in the 2022-2025 school plan.

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<b>Literacy and Numeracy</b> <ul style="list-style-type: none"><li>• Percentage of students achieving growth in Literacy and Numeracy as identified in the cognitive, expressive and receptive language skills in the Passport for Learning Assessments is moving towards the school identified target of 100%.</li></ul>	<ul style="list-style-type: none"><li>• The percentage of students achieving expected growth in literacy and numeracy as measured using the Passport for Learning continuum showed a decrease in the amount of students working in 3 out of 4 of the levels of Awareness, Anticipation and First-Then (lowest levels of the Passport for Learning continuum). There was an increase of 3% of students at the Intentional level (further collection of data will indicate if this is due to the two different assessments). There was an increase in students working at the levels of Categorising, Problem Solving and Critical Thinking (highest levels of the Passport for Learning continuum).</li></ul>

<p><b>Student Wellbeing</b></p> <ul style="list-style-type: none"> <li>Percentage of students who have been provided with opportunities to connect, succeed and thrive through quality wellbeing initiatives that meet their cognitive, emotional, social, physical and spiritual needs is moving towards the school identified target of 100%</li> </ul>	<ul style="list-style-type: none"> <li>Analysis of In the Zone profiles indicates the percentage of students with a completed In The Zone (ITZ) assessment profile has increased to 34% which has exceeded our school based target.</li> <li>Delay in the embedding of In The Zone initiatives in Terms 3 and 4 has required this work to be postponed to 2022. To date there has been a 100% uptake by teachers to undertake at least one assessment for a student in their class.</li> </ul>
<p><b>Aboriginal Education</b></p> <ul style="list-style-type: none"> <li>Percentage of Aboriginal students and their families who find school to be a culturally safe place to learn is moving towards the school identified target of 100%.</li> <li>Percentage of staff and students who are given the opportunity to engage with teaching and learning programs that include First Peoples histories and cultures is moving towards the school identified target of 100%.</li> </ul>	<ul style="list-style-type: none"> <li>100% of Aboriginal families engaged in a PLSP meetings in 2021 and developed parent goals for their child. 50% of Aboriginal students were included in the COVID Intensive Learning and Support Program (ILSP). 100% of Aboriginal students showed significant growth in their Passport for Learning Assessment, above the school growth average.</li> <li>During COVID when staff were working from home, staff were given the opportunity to engage with a number of professional learning courses that included First Peoples histories and cultures. Professional learning provided opportunities for staff to work towards the school identified target of engaging with teaching and learning programs that includes First Peoples histories and cultures.</li> </ul>





## Strategic Direction 2: Staff growth and attainment

### Purpose

To build staff capacity through collaboration and data-informed, evidence-based practices to ensure that every student experiences high-quality teaching and learning.

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Assessment and Data
- Instructional Leadership

### Resources allocated to this strategic direction

**Bendigo Bank - Creating a Voice funds:** \$5,436.40

**Professional learning:** \$8,160.00

### Summary of progress

In 2021, 100% of students were assessed in Terms 1 and 4 using Passport for Learning Assessment data. External validation self-reflection identified the need to work towards all teachers consistently analysing, interpreting and extrapolating data to inform planning and to monitor student progress and achievement. Students' Passport for Learning data collated and analysed over a period of time will inform teaching directions. External validation self-reflection also identified the need for the school to use systematic and reliable assessment information to evaluate student learning over time.

#### Further Considerations:

To build on the achievements of 2021 further considerations could include:

- peer growth coaching will continue to be embedded in 2022 to inform and reflect on effective practice in formative and summative assessment and analysis of student data.
- continued monitoring of Passport for Learning assessment data to inform projected growth.
- initiatives not realised in 2021 will be reviewed, adjusted and embedded in the 2022-2025 school plan.

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<b>Assessment and Data</b> <ul style="list-style-type: none"><li>• Percentage of teachers using a range of quality, valid and reliable data sources to inform and reflect on effective practice in formative and summative assessment to design, implement and report on personalised programs for each student is moving towards the school target of 100%.</li></ul>	<ul style="list-style-type: none"><li>• 100% of classroom teachers completed summative assessments (P4L completed in Terms 1 and 4) of 95% of students. Students not assessed includes those who were learning from home or in a shared educational setting in 2021. Student assessment data has been analysed and presented to all staff.</li><li>• Planned Term 3 formative assessment initiatives were delayed in 2021 and have been postponed to 2022. During the External Validation process, it was identified that some teachers are using a variety of formative assessments to identify student growth and inform their teaching practice.</li></ul>
<b>Instructional Leadership</b> <ul style="list-style-type: none"><li>• Percentage of staff participating in collaborative structures and peer coaching to build their capacity as quality teachers to improve student growth and attainment is moving towards the school target of 100%.</li></ul>	<ul style="list-style-type: none"><li>• 70% of teachers reported that they meet with their peer coach over 2021. 4 teachers indicated they meet with their coach 1-2 times, 4 teacher meet 3-4 times 2 teachers indicated they meet more than 5 times. 70% of respondents indicated they found meeting with their peer useful and 50% of respondents felt their growth coaching meetings impacted positively on their teaching practice. Implementation was impacted by COVID restrictions. Peer growth coaching will continue to be embedded in 2022.</li></ul>



## VIBRANT LEARNING



## Strategic Direction 3: Community growth and attainment

### Purpose

To build parent knowledge and understanding in Passport for Learning to support students cognitive, expressive and receptive language and social skills in the home environment.

To work collaboratively with families and other community stakeholders to ensure that students have successful transitions.

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Parent engagement with Passport for Learning
- Transitions

### Resources allocated to this strategic direction

**Consolidated Funds:** \$5,072.00

**Professional learning:** \$1,067.78

**School and Community Funds (Bendigo Bank):** \$930.00

### Summary of progress

In 2021, 100% of parents engaged with the development of their child's personalised learning and support plan (PLSP). Passport for Learning (P4L) assessment data was taken into each PLSP meeting, with some parents using the P4L data to inform their parent goals. Chat and Learn information sessions and the development of a resource hub, initiatives planned to increase parents knowledge and understanding of Passport for Learning and In the Zone, were delayed in 2021 due to COVID-19. These initiatives are postponed to 2022. The Jannnawi group met twice in Semester 1 with parents implementing their knowledge and understanding of Passport for Learning and In the Zone into home routines. In 2021, parents whose children were learning from home, were given opportunities to engage in learning with their child using learning tasks provided by the school.

The review of transitions to school, other educational settings or post school have been delayed and are postponed to 2022.

#### Further Considerations:

To build on the achievements of 2021 further considerations could include:

- initiatives not realised in 2021 will be reviewed, adjusted and embedded in the 2022-2025 school plan.

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<b>Parent Engagement</b> • Percentage of parents and carers who work with Clarke Road teachers to build their capacity in understanding their child's unique learning needs and to collaborate with staff to embed learning in the home environment is moving towards 100%	<ul style="list-style-type: none"><li>• Delay in implementing initiatives in Term 3 have required this work to be postponed to 2022. 100% of parents engaged with the development of Personalised Learning Plans for students.</li><li>• Due to the impact of COVID-19 when students were learning from home, many of the planned parent engagement initiatives were unable to be realised.</li></ul>
<b>Transitions</b> Percentage of students who have a well-supported plan to allow for success in transitioning to school, other	<ul style="list-style-type: none"><li>• Delay in implementing initiatives in Term 3 have required this work to be postponed to 2022. Six students had a completed transition to another setting and three students had a completed transition into Clarke Road School. Two students transitioned to a Support Unit setting for 2022.</li><li>• The percentage of students who have a well-supported plan to allow for</li></ul>

educational settings or post school options is moving towards the school based target of 100%.	success in transitioning to school, other educational settings or post school options is moving towards the school based target of 100%.
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ENGAGE CONNECT BELONG

Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$5,022.13</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Clarke Road School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• Support for students from low socio economic backgrounds to allow greater access to school resources.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Creating optimal conditions for learning by funding physical and other school resources including payments for uniforms, food, clothing and incursions/excursions to ensure equitable access to resources and learning.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Continue to support families by providing resources to support improved learning outcomes.</p>
<p>Aboriginal background</p> <p>\$1,599.23</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Clarke Road School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• Purchasing of physical resources for library and classrooms that support connections to Aboriginal culture.</li> <li>• Aboriginal performer for NAIDOC Week</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Improving the school resources of books for the library and classrooms that support connections to Aboriginal culture. 100% of Aboriginal families engaged in the PLSP process and, more importantly, conversations became more authentic as a result of the welcoming and informal setting. Due to COVID restrictions, the Aboriginal performer was postponed until 2022.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Continuing to implement personalised and differentiated learning programs for all Aboriginal students.</p>
<p>English language proficiency</p> <p>\$16,650.46</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Clarke Road School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Literacy and Numeracy</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• All students assessed using the Passport for Learning Assessment.</li> </ul>



<p>English language proficiency</p> <p>\$16,650.46</p>	<p><b>The allocation of this funding has resulted in:</b> The development of skill acquisition in cognitive and expressive and receptive language domains for non-verbal students at Clarke Road School who have English language proficiency considerations. The Passport for Learning program supports the acquisition of students skills in cognitive and receptive and expressive language domains.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Gathering more data to enable greater accuracy in identifying and supporting students to make gains in their cognitive, receptive and expressive skills.</p>
<p>Professional learning</p> <p>\$19,788.75</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Clarke Road School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Instructional Leadership</li> <li>• Student Wellbeing</li> <li>• Parent engagement with Passport for Learning</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• Teachers will be given an opportunity to meet with an academic partner to discuss and design activities and programs for selected students using data from students In the Zone assessment.</li> <li>• Staff Development Day Term 1, Weeks 1 and 8 and Staff Development Day Term 2, Week 1 - Growth Coaching professional learning led by Growth Coaching International.</li> <li>• Preparation time for parent workshops - Jannnawi parent group will present an example of Passport for Learning implementation at home.</li> <li>• Health Care Procedures training for 6 School Learning and Support Officers (SLSOs) and First Aid training for 3 staff members to support students health care and wellbeing needs.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> More personalised curriculum and wellbeing programs for students. Growth Coaching has improved collaborative practice for teachers. Instructional Leadership and reflective practice was embedded across the school. Targeted SLSOs were trained in health care and first aid practices.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> To conduct STRETCH Manual handling training for all staff to embed work health and safety practices across the school.</p>
<p>Beginning teacher support</p> <p>\$14,845.00</p>	<p>Beginning teacher support funding is provided to enhance the professional growth of beginning teachers at Clarke Road School during their induction period.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• Weekly accreditation meetings and mentoring by the Deputy Principal to build teacher capacity and to facilitate accreditation requirements.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Early career teachers working towards completing their accreditation for</p>

<p>Beginning teacher support</p> <p>\$14,845.00</p>	<p>teaching.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> To continue to support early career teachers through regular coaching and mentoring meetings with the Deputy Principal. Release teachers from class to undertake professional learning activities to develop their skills in differentiating the curriculum and implementing a personalised learning plan that meets the needs of students.</p>
<p>School support allocation (principal support)</p> <p>\$19,764.35</p>	<p>School support allocation funding is provided to support the principal at Clarke Road School with administrative duties and reduce the administrative workload.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Literacy and Numeracy</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• Creating a Deputy Principal position</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Whole school planning to deliver initiative strategies and implementation of professional learning to build staff capacity in differentiating the curriculum to support individual student learning and wellbeing needs.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> To continue to fund the Deputy principal position to support student learning and wellbeing.</p>
<p>Literacy and numeracy</p> <p>\$4,311.76</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Clarke Road School from Kindergarten to Year 6.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• literacy and numeracy programs and resources, to support teaching, learning and assessment</li> <li>• updating reading resources to meet the needs of students</li> <li>• resources to support the quality teaching of literacy and numeracy</li> <li>• purchasing of literacy resources such as quality picture books for guided and shared instruction</li> </ul> <p><b>The allocation of this funding has resulted in:</b> The pre-testing in Term 1 and post-testing in Term 4 of students using the Passport for Learning assessment has shown a drop in students working at 3 out of 4 of the lower levels. Students at Awareness, Anticipation and First-Then. There was an increase of 3% of students at the Intentional level. There was an increase in students working at the top three levels of Categorising, Problem Solving and Critical Thinking. This shows growth across the school. In 2021, 90% of students showed some growth in their Passport for Learning assessment.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> To continue to support the implementation of literacy and numeracy through resourcing the curriculum.</p>
<p>QTSS release</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to</p>

<p>\$20,629.71</p>	<p>improve teacher quality and enhance professional practice at Clarke Road School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Literacy and Numeracy</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to support staff collaboration in the implementation of high-quality curriculum</li> <li>• assistant principals provided with additional release time to support classroom programs</li> <li>• implementation of instructional rounds to strengthen quality teaching practices</li> <li>• staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Improved staff confidence and teaching practice along with greater collaboration in implementing Passport for Learning into student's personalised learning programs.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> To continue to build staff capacity in student assessments in using Passport for Learning and implementing programs based on student's personalised learning profiles. Continue to build parent understanding around how their students learn and to form collaborative SMART goals for next steps in their child's learning journey.</p>
<p>COVID ILSP</p> <p>\$21,889.49</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teachers/educators to deliver small group tuition</li> <li>• releasing staff to analyse school and student data to [identify students for small group tuition groups/monitor progress of student groups]</li> <li>• providing targeted, explicit instruction for student groups in literacy - expressive language skills.</li> <li>• providing intensive small group tuition for identified students who were...</li> <li>• employing/releasing teaching staff to support the administration of the program</li> <li>• development of resources and planning of small group tuition</li> <li>• employment of additional staff to support the monitoring of COVID ILSP funding</li> </ul> <p><b>The allocation of this funding has resulted in:</b> All identified students made gains in the Passport for Learning continuum. 70% of students made growth in their expressive language skills when measured against Passport for Learning assessment data. Students who participated in the COVID ILSP made 17% growth in the top three Passport for Learning bands (Categories, Problem Solving and Critical Thinking) which was 9% higher than the school growth.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Continue the implementation of literacy small group tuition using data</p>

<p>COVID ILSP</p> <p>\$21,889.49</p>	<p>sources to identify specific student need. The school learning and support processes have been revised and will now involve regular monitoring of students. Providing additional in-class support for some students to continue to meet their personal learning goals will continue to be a priority.</p>
<p>School and Community Funds (Bendigo Bank)</p> <p>\$930.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Clarke Road School</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Parent engagement with Passport for Learning</li> </ul> <p><b>Overview of activities partially or fully funded with this allocation include:</b></p> <ul style="list-style-type: none"> <li>• Teacher release to develop chat and learn sessions for parents to assist them in developing strategies in supporting their child in learning at home.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Parents utilising Passport for Learning strategies during lockdown to support their child's learning.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Success for Complex Learners - Jannnawi parent group will be asked to evaluate the Success for Complex Learners program and make recommendations on how to best support parents to embed cognitive, expressive and receptive language and social skills at home.</p>
<p>Consolidated Funds</p> <p>\$5,072.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Clarke Road School</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Parent engagement with Passport for Learning</li> </ul> <p><b>Overview of activities partially or fully funded with this allocation include:</b></p> <ul style="list-style-type: none"> <li>• All parents participated in mid-year Personalised Learning and Support Plan (PLSP) review meeting with teachers. Teachers discussed and evaluated with parents their student's development in their cognitive, expressive and receptive language and social skills.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> 100% of parents engaged with the development of Personalised Learning Plans for students. Due to the impact of COVID-19 when students were learning from home, many of the planned parent engagement initiatives were unable to be realised.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> To continue PLSP meetings to build parents' capacity and engagement with Passport for Learning data to inform their parent goals.</p>
<p>SSP quality teaching support</p> <p>\$69,791.79</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Clarke Road School</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• release time to engage staff in professional learning.</li> <li>• employment of additional staff to support the creation of high-quality teaching and learning programs</li> </ul>

<p>SSP quality teaching support</p> <p>\$69,791.79</p>	<ul style="list-style-type: none"> <li>• release time for staff to support teacher mentoring</li> <li>• employment of staff to improve the communication between the school and external stakeholders</li> <li>• employment of external support services</li> <li>• engagement of Instructional Leader to support student growth and attainment outcomes</li> </ul> <p><b>The allocation of this funding has resulted in:</b> The employment of three additional Student Learning Support Officers (SLSOs) to support teaching and learning programs for students and the wellbeing, health and personal care needs of students. Funds were also used to employ an Assistant Principal to Deputy Principal.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> To continue to employ additional Student Learning Support Officers (SLSOs) to support teaching and learning programs for students and the wellbeing, health and personal care needs of students. Funds were also used to employ an Assistant Principal to Deputy Principal.</p>
<p>SSP supplementary funding</p> <p>\$291,986.01</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Clarke Road School</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this site specific funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to support in the implementation of high-quality teaching and learning programs</li> <li>• release time to engage staff in professional learning.</li> <li>• release time for staff to support teacher mentoring</li> <li>• employment of staff to improve the communication between the school and external stakeholders, including NDIS.</li> <li>• employment of external support services including the engagement of dedicated specialists to address areas of specific student need</li> <li>• engagement of Deputy Principal to support student growth and attainment outcomes</li> <li>• additional staffing to support the implementation of individual students' healthcare and Personalised Learning and Support Plans (PLSPs)</li> <li>• executive release to ensure all students benefit from high quality teaching and learning practices that best meet the full range of their individual needs.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> The building of teacher capacity in the implementation and facilitation of using Passport for Learning as a summative assessment tool and the monitoring of student growth in literacy and numeracy. Implementation of Growth Coaching processes to support teacher peer mentoring across the school.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> To continue to build teacher capacity in Growth Coaching and in the use of the Passport for Learning program by evaluating growth of students within and across Passport for Learning levels.</p>



## Student information

### Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	47	48	46	44
Girls	15	18	16	16

### Attendance

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 2020. 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.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

### 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)	8.02
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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

### Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2021 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 <b>Actual</b> (\$)
<b>Opening Balance</b>	582,691
<b>Revenue</b>	3,377,481
Appropriation	3,264,677
Sale of Goods and Services	5,115
Grants and contributions	107,026
Investment income	663
<b>Expenses</b>	-3,401,216
Employee related	-3,059,995
Operating expenses	-341,221
<b>Surplus / deficit for the year</b>	-23,735
<b>Closing Balance</b>	558,956

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

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

	2021 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	0
<b>Equity Total</b>	23,272
Equity - Aboriginal	1,599
Equity - Socio-economic	5,022
Equity - Language	16,650
Equity - Disability	0
<b>Base Total</b>	2,655,831
Base - Per Capita	32,984
Base - Location	0
Base - Other	2,622,847
<b>Other Total</b>	403,941
<b>Grand Total</b>	3,083,043

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 - 9.7/10** 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 - 9.4/10** 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 7.6/10** 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 - 9.0/10** 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 positive behaviour - 8.9/10** Parents indicated that their child understood the school rules and that teachers had an expectation that their child would pay attention. They also indicated that teachers maintained control of their classes and also devoted time to extra-curricular activities.

**Safety at school - 9.6/10** 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 - 9.8/10** 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 - 7.7/10** 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 - 8.3/10** Teachers indicated that they talked with other teachers about strategies to increase students engagement and specifically students with identified complex needs.

**Learning Culture - 7.4/10** 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 - 6.0/10** 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 - 7.3/10** 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 - 5.8/10** - 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 - 8.8/10** Teachers indicated that they are readily available to help and support and understand the

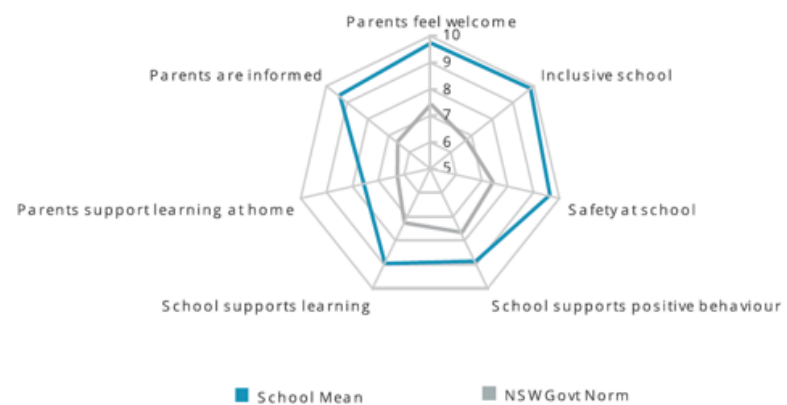


learning needs of students with complex learning needs. The question "I help low-performing students plan their assignments" was difficult for teachers to rate themselves highly as again the context of our students is not compatible with the questions.

**Parental involvement - 8.3/10** 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.

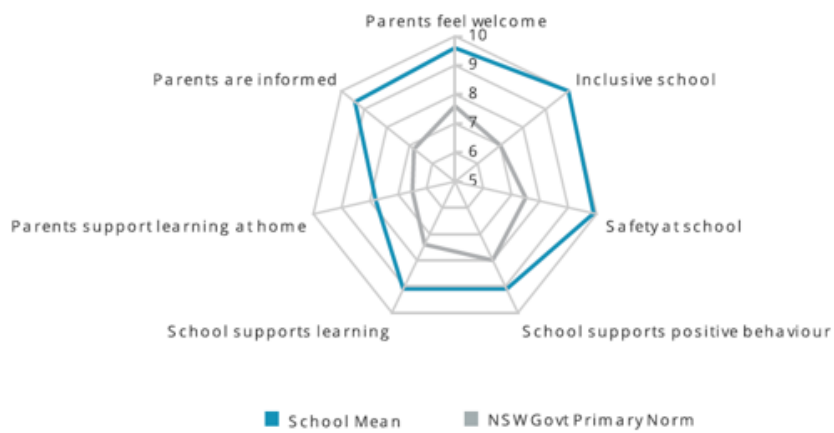
Whilst some questions in the Tell Them From Me survey are challenging to answer given the nature and uniqueness of the students we care for and educate, there are many benefits to being engaged in a state wide standardised survey. It helps us to identify areas to improve and plan for as we move forward in our journey.

This report provides results based on data from 15 respondents in this school who completed the Parent Survey between 14 Sep 2021 and 08 Nov 2021.



RESULTS FROM PARENT SURVEY

Kindergarten - Year 6 (Primary)



RESULTS FROM PARENT SURVEY



#### RESULTS FROM TEACHER SURVEY

# 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.

## Anti-Racism Policy

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

## Multicultural Education Policy

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Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.