

# 2022 Annual Report

## Chalmers Road School



3831

# Introduction

The Annual Report for 2022 is provided to the community of Chalmers Road School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the 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.

## School contact details

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## Message from the principal

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As I reflect on student achievement in 2022, I would like to mention some of the many highlights. Students' learning and completion of their Personalised Learning and Support Plans, the 2022 Premier's Reading and Sporting Challenges, Shining Stars Showcase, and D'Arts in the Schools Spectacular. Students enjoyed participating in weekly tennis at Strathfield Sports Club. Chalmers Road students participated in the opening ceremony of for the Operation Art Exhibition at the Armory Gallery alongside other students from department of Education school.

Our students and staff celebrated International Day of Disability with activities and a sausage sizzle. There were lots of happy, engaged students and painted faces as we celebrated this important day.

In 2022, the Strathfield network of schools championed a strong educational focus on Aboriginal education. Chalmers Road School students and staff commenced work on their own Acknowledgement to Country and will continue this in 2023. Naidoc Week celebrations included team assemblies and learning about Aboriginal and Torres Strait Islander perspectives and art works.

Chalmers Road School celebrated our amazing in SAS Staff Week. We have a strong SAS team, from our administration staff through to our classroom SLSOs, who play an important role within our school and support students' learning.

Chalmers Road continued the school upgrades and building projects to improve the school. The roof over the pool with retractable sides will enable students to use the pool all year! Thank you to our staff, families, and community, in particular Strathfield Sports Club and Strathfield Rotary, for generous donations and support. The P&C were also successful in gaining a Community Building Partnership 2021 Grant for \$30,000 for the pool. The MADD room - Dance, Drama, Art and Music room has been completed for students to use in 2023.

We said farewell to our graduating Year 12 students - Anastacia, Maymunah, Julian, Mohammad, Daniel and AJ. We celebrated with the students and their families with a celebration dinner at school. The dinner also included a slide show for each student highlighting their journey at Chalmers Road School.

Michelle Davies

## Message from the school community

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The Chalmers Road Parents and Citizens Association (P&C) is a small group of parents and carers who volunteer their time to help support the parents and students fulfil objectives as set out by the school community and in collaboration with our School.

Our primary role is to initiate fundraising projects and provide financial assistance to support and enhance the educational initiatives set by the school. This is usually achieved by running several raffles throughout the year. Our secondary objective is to facilitate and bring parents and the school closer together especially after the effects of COVID19.

## **Fundraising**

During 2022 we held several fundraisers.

Our first fundraiser of the year was the Easter raffle followed by our Mother's Day Stall and raffle. Thanks to the generosity of our community, we managed to raise over \$1000. The proceeds from the raffle were used to give our Year 12 Graduates their own unique Graduation school jersey, fund the Year 12 graduation cupcakes, purchase items for the Trivia night auction and purchase items for our Father's Day Stall.

This year we are aiming high and need to think outside the box as we need a substantial amount of money to help fund an Occupational Therapist to help our children at school.

## **Parent Forum**

During the year we were able to recommence our Parent Forums jointly hosted by the P&C and Chalmers Road School. These forums were very successful and enabled Parents and Carers an opportunity to meet and discuss topics that help support our children and begin social interactions within our community. It was great to see some new and old faces and establish meaningful connections.

## **P&C Team**

I would like to acknowledge the dedication and the contribution and commitment of the executive team members. This great team works tirelessly to help achieve the great results. The official team are Mel Brien, Dianne Duarte, Miriam Ahmed.

Our fundraising Team, School Administration and School Executive Team are constantly working behind the scenes to ensure our success, which I am forever thankful.

Finally the P&C could not continue without the participation and support of every parent/carers and their families, all the staff members and the wider community.

The support, generosity and contribution to our events has allowed us to prosper in the pursuit of making our children's lives brighter.

Sharon Gilbert and Mel Brien

President and Vice President

Chalmers Road School P&C

## **Message from the students**

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I like going to school. I like learning about games and using the computer. I enjoy helping out at Easter and Christmas with the raffles! I love playing football in the playground with my friends.

Taha School Captain

I had the chance to play on the keyboard the song 'A Sky full of Stars' on stage at Shining Stars. I spoke to Ms Michelle on stage, and she asked me questions. I liked meeting people. I really liked the performance on stage.

At school I like helping Mr Liam by laying the guitar for our Good Morning song and Goodbye song for the little kids in other classes. I showed the little kids how to play the violin.



Taha School Captain



Khoder Music

## School vision

Our vision is for each student to be empowered, lifelong learners who are confident and creative individuals supported by staff, parents and the community who have high expectations of the students to achieve.

## School context

At Chalmers Road School, staff, parents and the wider community work together in positive partnerships to provide a high quality, authentic and engaging learning environment. Chalmers Road School respects and reflects all cultural backgrounds and the individual needs of all students. The school supports and inspires students to develop a love of learning, to become responsible, considerate and creative citizens and to reach their full potential.

The school provides quality education for students with moderate and severe intellectual disabilities. There are classes for students in Kindergarten to Year 12. We celebrate the abilities and successes of all our students. Our programs challenge and nurture the individual through quality education within a supportive and harmonious school environment. All students have personalised learning and support plans which are developed collaboratively with parents, staff and support professionals. Within the innovative, engaging and supportive learning environments students participate in a broad range of learning opportunities. The school has a strong focus on student wellbeing. High expectations of our students to succeed are shared by staff, parents and community. Programs are supportive of positive values and behaviour for learning across the school and community. There are strong partnerships established with parents and community groups which support the educational achievements of our students at Chalmers Road. Our parents and carers have been consulted in a variety of forums for input of future directions.

The school has completed a situational analysis that has identified three areas of focus for this strategic improvement plan. The schools high level areas for improvement are:

- Student Growth and Attainment
- Staff excellence and innovation
- Whole school wellbeing

## 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 Strategic Improvement Plan and annual report.

Our self-assessment 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>

### Self-assessment using the School Excellence Framework

Elements	2022 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Delivering
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Excelling
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

## Strategic Direction 1: Student growth and attainment

### Purpose

To establish outstanding educational practice in a strong community environment embedded by high expectations.

### 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.

- Positive Behaviour for Learning
- Whole School Assessment Package

### Resources allocated to this strategic direction

**SSP supplementary funding:** \$33,265.00

**Socio-economic background:** \$1,000.00

**Refugee Student Support:** \$2,495.61

### Summary of progress

2022 brought opportunities for staff to be involved in a variety of projects and programs that showed the value of PLAN2 and how this is used to track students' progress. Some teachers have completed professional learning and it is expected the remaining teachers will complete the professional learning in 2023. PLAN2 will be a key feature in future planning and assessment of student learning.

PBL language is consistently used, and the visuals and signage throughout the school continue to support students with knowing the expectations for behaviour. Students are familiar with the PBL mascots, language, and expectations of behaviour in and around the school. These skills will support students when accessing the community and follow through into their adult lives as contributing members of society.

In 2023, in this Strategic Direction, the school will train all teachers in PLAN2 and introduce it as a school-wide assessment system for all students. It is expected this will improve learning outcomes for all students as well as supporting teachers in knowing their students and how they learn. There will be a continued focus on embedding PBL into teaching and learning so that students display appropriate behaviour, allowing them to participate and satisfactorily engage in all learning opportunities.

### 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
All staff develop and implement whole school assessment package developed in literacy	<ul style="list-style-type: none"><li>• Some of the executive team have completed PLAN2 professional learning and are preparing for when the updated professional learning becomes available in 2023.</li><li>• Executive staff are keeping up to date on the Assessment for Complex Learners and are preparing for 2023 when new changes will be released.</li></ul>
All staff have embedded a consistent approach to the teaching of PBL.	<ul style="list-style-type: none"><li>• A PBL Handbook with teaching and learning sequences has been issued to all classrooms. Teachers are using it to guide their programming.</li><li>• New PBL signage has been installed throughout the school.</li><li>• Teachers and support staff use consistent PBL wording when talking with students.</li></ul>

## Strategic Direction 2: Staff excellence and innovation

### Purpose

To provide high quality explicit teaching, professionalism and commitment to innovative practice.

### 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.

- Expertise and innovation
- Coaching and Mentoring

### Resources allocated to this strategic direction

**QTSS release:** \$21,720.07

**SSP supplementary funding:** \$25,000.00

**Professional learning:** \$22,059.60

**SSP quality teaching support:** \$80,869.21

**:** \$6,000.00

### Summary of progress

School-based professional learning has a strong focus on strategies for teaching students with disability and how to support their learning, engagement, and wellbeing.

A new template has been developed for the termly behaviour meeting where individual students, their behaviours, and sensory needs are discussed and strategies are suggested to provide a collaborative approach and support teachers to develop new strategies for teaching and assessment. This template will prompt staff to think about what the student is trying to communicate with these behaviours. Staff will discuss the known strategies and what the data on the student's behaviour is indicating.

Teachers are trained in the use of different communication devices and share this knowledge with other teachers and support staff as needed. We currently have staff trained in PECS (Picture Exchange Communication System), LAMP (Language Acquisition through Motor Planning), Proloquo2Go, Auslan, and Key Word Sign (KWS). This knowledge is shared with other staff through school-based professional learning sessions and staff can attend external professional learning to further develop their skills.

The executive team is working towards funding and appointing a school-based speech pathologist who will support students' learning and engagement, provide professional learning to staff on communication systems for students and upskill teachers who have students who use a specific communication device. This will support students to be able to communicate their needs and wants and to engage in teaching and learning programs.

### 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
All staff demonstrate contemporary teaching and learning practices for teaching and assessing students with additional needs.	<ul style="list-style-type: none"><li>• The executive team source relevant professional learning on best practice in contemporary special education teaching and learning practices for teachers and support staff to attend that support working with students who have disability.</li><li>• Teachers and support staff are encouraged to seek out professional learning opportunities relevant to their PDPs and are supported to attend these by the executive staff.</li><li>• 100% of teachers have completed the CESE "What Works Best" and the Disability Awareness PL. Casual teachers are also encouraged to complete this PL.</li></ul>
Staff demonstrate the use of communication systems to teach and	<ul style="list-style-type: none"><li>• All teachers and support staff have experience in using a range of Augmentative and Alternative Communication (AAC) systems to teach and</li></ul>



<p>assess students with additional needs.</p>	<p>assess students with additional needs.</p> <ul style="list-style-type: none"> <li>• 1 staff member has completed PECS training.</li> <li>• 3 staff members are LAMP accredited.</li> <li>• 100% of teachers and support staff participate in learning Key Word Sign at weekly administration meetings.</li> </ul>
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### Strategic Direction 3: Whole school wellbeing

#### Purpose

To strengthen collaboration between the school, families and community as partners in 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.

- Parent and community links
- Proactive Health and Safety Practices and Procedures

#### Resources allocated to this strategic direction

**SSP supplementary funding:** \$34,500.00

**Per capita:** \$600.00

#### Summary of progress

The Chalmers Road P&C alternates between having day and night meetings to cater for the needs of all parents and carers in an effort to encourage them to attend.

Three parents of students new to the school joined the P&C in 2022 and are now involved in planning fundraising events.

Teachers and support staff continue to ensure their mandatory training remains up to date.

#### 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
Increase P&C representation and retention of members by 50%	<ul style="list-style-type: none"><li>• The number of members in the P&amp;C increased by 30%.</li><li>• The number of followers of the CRS Facebook page increased by 15%.</li><li>• Announcements are posted on the CRS Facebook page to send out reminders to families, highlight student and staff achievements, and provide updates on what is done throughout the school day.</li><li>• Multiple families attended presentation day from all sections of the school.</li><li>• Five out of seven students and their families attended the Year 12 graduation.</li></ul>
Increase social media profile by 20%	
Implement strategies to improve parent/carers interaction with school	
Successful implementation of wellbeing framework for school of anti bullying plan.	<ul style="list-style-type: none"><li>• The Student Wellbeing Policy, incorporating implementation plans for student behaviour and anti-bullying, has been updated and is accessible to all teachers and support staff.</li></ul>

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$2,495.61</p>	<p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</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>• Positive Behaviour for Learning</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>• release time for teachers and support staff to collate and analyse data to guide parent meetings regarding PLSPs.</li> <li>• teacher and support staff release time to develop visuals to support common language of school expectations.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Consistent language used across the school supported student success in behaviour and wellbeing. Students achieved personalised communication goals identified in their PLSPs.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to develop strategies to include student voice in developing goals in PLSPs.</p>
<p>Socio-economic background</p> <p>\$16,569.96</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Chalmers 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>• Positive Behaviour for Learning</li> <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>• employment of additional staff to support literacy and numeracy and wellbeing program implementation.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Student achievement of literacy and numeracy PLSP goals.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to track and monitor student process using PLAN2.</p>
<p>Professional learning</p> <p>\$22,059.60</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 Chalmers 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>• Expertise and innovation</li> <li>• Coaching and Mentoring</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>• engaging specialist teachers to lead targeted professional learning</li> <li>• engaging specialist teachers to lead Creative Arts lessons</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Teachers and support staff being upskilled in a range of teaching and learning areas, increasing student PLSP goal achievement.</p>

Professional learning \$22,059.60	<p><b>After evaluation, the next steps to support our students will be:</b> for staff to use their knowledge and expertise in all teaching and learning programs to help students reach their full potential.</p>
Literacy and numeracy \$3,079.82	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Chalmers 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>• Additional SLSO support for students in reading and numeracy.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Due to staffing shortages, this initiative was unable to take place.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to engage them in phonics-based learning in line with the new English syllabus.</p>
QTSS release \$21,720.07	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Chalmers 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>• Expertise and innovation</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>• additional teaching staff to implement quality teaching initiatives</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Teachers improving their practice in teaching in the KLA of Creative Arts, leading to increased participating and engagement of students in music, art, dance, and drama lessons.</p> <p><b>After evaluation, the next steps to support our students will be:</b> helping them to continue developing their skills in the creative arts so that more can be included in initiatives such as Schools Spectacular and Shining Stars.</p>
COVID ILSP \$26,747.00	<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 2022.</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>• providing targeted, explicit instruction for student groups in literacy/numeracy - [focus area]</li> <li>• employment of teachers/educators to deliver small group tuition</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Students have been able to receive 1:1 tuition in reading once a week with</p>

<p>COVID ILSP</p> <p>\$26,747.00</p>	<p>an SLSO, leading to improvements in their ability to read short texts.</p> <p><b>After evaluation, the next steps to support our students will be:</b> using a phonics-based approach to allow them to access the new English syllabus and further develop their reading skills.</p>
<p>English language proficiency</p> <p>\$42,440.42</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Chalmers 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 equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to support delivery of targeted initiatives</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Students having access to specialised equipment in the playground and MADD room, leading to increased participating and engagement in the playground and creative arts lessons.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to enhance their English communication skills through play with an upgrade of the junior playground.</p>
<p>SSP supplementary funding</p> <p>\$321,184.61</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Chalmers 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>• Positive Behaviour for Learning</li> <li>• Whole School Assessment Package</li> <li>• Expertise and innovation</li> <li>• Parent and community links</li> <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>• release time to engage staff in professional learning. / release time for staff to supervise excursions</li> <li>• employment of additional staff to support in the creation of high-quality teaching and learning programs</li> <li>• additional staffing to improve curriculum implementation</li> <li>• engagement of Instructional Leader to support student growth and attainment outcomes</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 the following impact:</b> Students developing their skills in food preparation through the café program. Teachers improving their skills in creative arts areas leading to increased student participation and engagement in music, art, dance, and drama.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to install further PBL signage around the school to consolidate their understanding of the the PBL expectations helping them to continue developing their skills in the creative arts so that more can be included in initiatives such as Schools Spectacular and Shining Stars organising bus tours for families to visit post-school options to make the most informed choice of where to send their child after graduating.</p>

## Student information

### Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	50	58	57	62
Girls	13	11	14	13

Chalmers Road provides education for students from Kindergarten to Year 12 who have a severe or moderate intellectual disability. Environmental, curriculum and instructional adjustments are made to support the diverse learning, physical and medical needs of students. Primary students access the NSW Education Standards Authority syllabus for key learning areas and secondary students access the Life Skill syllabus. In 2022 the school enrolled 75 students.

### 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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

### Management of non-attendance

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

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

Post school destinations

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All students in 2022 Year 12 transitioned to a supported Day Programs.

# Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	10.28
Teacher Librarian	0.4
School Administration and Support Staff	15.22

\*Full Time Equivalent

## Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

## 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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

## Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark <sup>1</sup>	2022 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 <b>Actual</b> (\$)
<b>Opening Balance</b>	816,038
<b>Revenue</b>	4,234,379
Appropriation	4,090,106
Sale of Goods and Services	-250
Grants and contributions	138,446
Investment income	6,076
<b>Expenses</b>	-4,185,061
Employee related	-3,564,026
Operating expenses	-621,035
<b>Surplus / deficit for the year</b>	49,318
<b>Closing Balance</b>	865,355

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.

	2022 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	2,496
<b>Equity Total</b>	59,010
Equity - Aboriginal	0
Equity - Socio-economic	16,570
Equity - Language	42,440
Equity - Disability	0
<b>Base Total</b>	3,207,014
Base - Per Capita	40,570
Base - Location	0
Base - Other	3,166,444
<b>Other Total</b>	469,124
<b>Grand Total</b>	3,737,644

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

## Parent/caregiver, student, teacher satisfaction

Parents and caregivers have been invited to provide feedback when they are involved in school events or programs. This includes providing feedback on school transitions for new students, Personalised Learning support plan meetings, Parent Forums, or Consultation Meetings for areas such as school-based therapists. This feedback is taken under consideration and used to improve these events so that parents' and carers' concerns are heard and we are able to improve our practice to support the best outcome for students.

The school developed new communication diaries for use between parents, carers, and school staff. Based around our students are not always able to communicate with families about what they did at school and the diaries along with our Facebook and Schoolzine pages allow parents to see what their child is doing during a school day.

In 2023 the school will develop new PLSP formats



Parents attended a Parent Forum organised by the school in collaboration with the P&C.

### Individual Transition Plan 2022

#### School Leaver

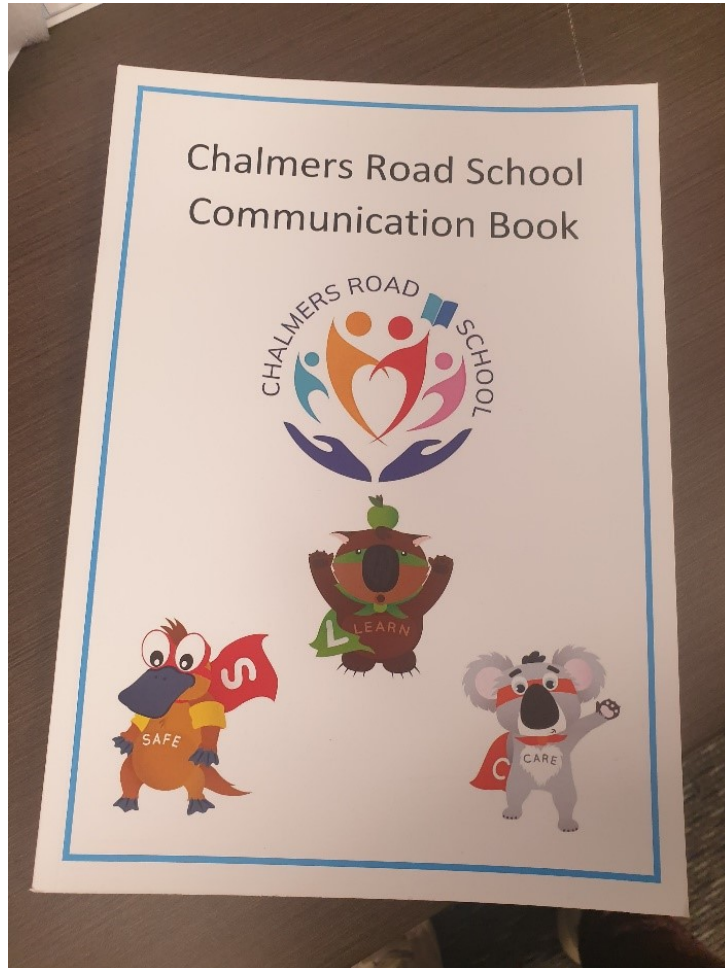
The purpose of this Individual Transition Plan is to support collaborative, school-based transition planning for a student with disability and their family. It is to be completed at a collaborative planning meeting by the student's teachers and/or support teacher transition with the student and parent. The form and the process of completing the form aims to help the student, their family and school gather information on the student's post school goals, pathways and support needs. This information can then be shared by the student and their family with other support organisations including the National Disability Insurance Scheme (NDIS), employment services, and further education and training providers.

**Note:** If a section or part of a section is not relevant to you, you can leave it blank.

Date of plan: 17/02/2022

#### 1 Your details

The Assistant Principal for High school meets with Transition teacher and parents to support the transition of students to post school options.



School communication diaries for daily communication between families and staff

# 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.

## Aboriginal Education - School statement

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At Chalmers Road School there is a strong commitment by all staff to meet the education needs of Aboriginal students through the development of Personalised Learning Pathways in consultation with families.

Our school is committed to improving the teaching of Aboriginal cultures, languages and histories through a consultative approach.

We recognise the value and expertise from our support network as we embark on a journey and strive to improve the educational experiences of our Aboriginal students.

At Chalmers Road School we acknowledge all significant dates as determined by Reconciliation NSW. The traditional custodians of our land are the Wangal clan of the Eora Nation.

## 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.

## Anti-Racism - School statement

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Chalmers Road School has an Anti-Racism Contact Officer who is the first point of contact to raise any issues or complaints concerning racism.

Through the implementation of the Positive Behaviour for Learning (PBL) weekly social skills lessons, the importance of respecting and accepting diversity is addressed.

## 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.

## Multicultural and anti-racism education - School Statement

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Chalmers Road School celebrated Harmony Day where students and staff dressed in traditional costumes or wore orange. As part of the celebrations, students participated in learning activities exploring music, dance and visual arts

from various countries.

## Other School Programs (optional)

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### Music, Dance, Drama, Art Program (MADD Program)

The MADD program was delivered by specialist staff members for each class. In the sessions they created learned skills and techniques across each of the Art forms. All lessons included opportunities for staff to develop their skills as the team taught with the specialist teacher. There was a lot of active participation from students, and this led to opportunities for students to participate in Shining Stars and D'Arts in the 2022 Schools Spectacular.

### Premier's Reading Challenge

This year, all students from Kindergarten to Year 12 completed the Premier's Reading Challenge through the shared reading of a wide range of quality literature in class programs, library sessions and through partnership with parents. Students were presented with certificates for completing the challenge at a special school assembly which celebrated the importance of reading.

### Community Access Program

All students participated in a weekly Community Access Program. Activities included walking through the local community, going to the local park, and assisting with the recycling program to practise their social skills across the community.

### Student Leadership Team (SLT) In 2022

The newly appointed Student Leadership Team received their badges at 2021 Presentation Day. The SLT is comprised of two School Captains from Year 12, two Vice Captains and two representatives from Middle and Junior sections. The SLT role is to greet guests and visitors to our school.

### Sports Participation

In 2022 all students participated in the Sports in Schools grants program in Basketball, Gymnastics and Cricket. This program enables students to develop their skills and participate with their peers. The Premier's Sporting Challenge was undertaken across the school.

Additionally, senior students had the opportunity to learn tennis skills and play with their peers. Students participated in the inclusive Swimming Carnival with other schools.

### Science Week

All students had fun while learning about science through doing experiments and activities in Science Week as they rotated through activities.

### Peer Links Program

A weekly program was initiated with students from the support unit at Homebush Boys High School. Students from Chalmers Road went to Homebush Boys to join them in the science labs and kitchens to cook. When the students came to Chalmers Road they participated in Arts Programs and High School Programs.

Students from Year 9 St Patrick's College Strathfield came weekly to work with our students across the school. Chalmers Road Students had the opportunity to complete their learning activities, play sport and spend time interacting with the St Patrick's Boys. The end of year celebrations included students from Chalmers Road invited to St Patrick's College School for a lunch and activities party.

Chalmers Road School strongly values the Peer Links Programs as it gives students the opportunity to learn with and build a rapport with the visiting students. The Community Access Program is also supported via Peer Links program as students regularly travel to a local mainstream high school regularly.