

2022 Annual Report

Clarke Road School



CLARKE ROAD SCHOOL
Opening New Worlds

5655

Introduction

The Annual Report for 2022 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.

School contact details

Clarke Road School
48-58 Clarke Road
Hornsby, 2077
<https://clarkerd-s.schools.nsw.gov.au>
clarkerd-s.school@det.nsw.edu.au
9487 2652

Message from the principal

Message from the Principal

2022 was both a rewarding and challenging year, as we celebrated progress in our school initiatives and sadly farewelled a much-loved student.

One of the highlights of 2022 was the opportunity to further build our students skills through the opening of our 'Mini Woolies' store in May. Through the initiative and foresight of companies such as Woolworths and Fujitsu, students at Clarke Road and other schools around Australia, have an opportunity to build their academic and functional life skills through the installation of a mini supermarket. Students can 'shop' and 'scan' on site during weekly shopping activities, in an environment that mirrors a real supermarket. The Mini Woolies' program was made possible by the original vision and initiative of Ku-ring-gai Rotary to develop Cluck Road Farm. We continue to value and appreciate our partnership with Ku-ring-gai Rotary and have been grateful for their support throughout the year.

2022 was a year in which we had an opportunity to implement many of the initiatives outlined in our School Improvement Plan. Clarke Road School, in collaboration with The Hills School and schools in the Far West Network (Broken Hill area) have continued to be pioneers in the implementation of Passport for Learning and In the Zone and it has been exciting to see this work expand to the Assessment for Complex Learners trial in 80 schools across the state, through the work of the Centre for Education Statistics and Evaluation (CESE). 2022 also saw the Success for Complex Learners project move into Stage 2, with this next stage having a greater focus on parent engagement. Two of our parents 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. The implementation of Passport for Learning (previously known as Creating a Voice), In the Zone and TEACCH practices and programs continues to allow us to target and deliver deeply personalised learning programs for our students.

2022 however was also a year of great sadness, as we unexpectedly farewelled one of our much loved students, Harrison. From the time Harrison arrived at school he was a big personality, engaging and determined. Harrison's passing reminded us all of the preciousness of life and the importance of taking the time to laugh and celebrate together. Harrison will be remembered with the introduction of an inaugural award to be presented at Presentation Day.

2022 provided some complexities in our educational community, as we continued to navigate the pandemic with restrictions continuing in various forms throughout the year. The resilience, dedication and commitment to our students by staff and families continued to be a strength, as together we supported our unique learners at a time of significant change in our wider community.

In 2022, supplementary funding from the Department of Education continued to provide support to students. Clarke Road School used these funds 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.

In 2022, two of our long-standing P & C members, Kati Herrington and Roshan Singh were presented with Executive Directors Awards for demonstrating the Department's values of service and equity and in recognition of their significant contributions to the school in various roles over the past 13 years. Kati and Roshan will be greatly missed and our wider school community is grateful for the passion and commitment with which they have served. In Term 4, Brooke Moore became our new P & C president.

In 2022, 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 can thrive in a safe, caring and nurturing environment, with deeply personalised learning programs 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.

2022 once again reinforced to us the importance of having a community which cares for each other, one in which students are celebrated for their 'awesomeness' and encouraged to be independent, lifelong learners.

Thank you for your support of the Clarke Road School community in 2022.

Rebecca Saunders

Principal

Message from the school community

Message from the P&C President

Clarke Road School is a school we are very proud of. The staff body, the students, their families and our community members work together symbiotically to create an educational environment that is committed to excellence, deep understanding and complete inclusion.

The opening of Mini-Woolies this year has seen the development of opportunities for our students to learn a broad range of skills onsite. We thank our Principal Rebecca and her staff who took on this project for the benefit of our students.

Clarke Road School P&C has a strong and active membership with a focus of supporting school staff and families, not fundraising. This year our school community was devastated by the loss of Harrison, a much loved student. Harrison's family have been committed members of the Clarke Road School P&C since his enrolment and the effect of his loss has been far-reaching. He is a young man who will be always remembered fondly.

Our P&C continues to be supported by Ku-ring-gai Rotary in practical and meaningful ways, their representatives Joy Newling and Anne Maslen are highly valued in the Clarke Road School community.

Clarke Road School and its P&C are exemplary for its standards, heart and commitment. In its entirety, it is a truly outstanding school.

Kati Herrington

for the Clarke Road School P&C

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

Strategic Direction 1: 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
- Parent engagement

Resources allocated to this strategic direction

QTSS release: \$14,801.00

SSP quality teaching support: \$8,809.19

English language proficiency: \$14,391.00

Socio-economic background: \$5,184.01

Aboriginal background: \$1,646.80

Literacy and numeracy: \$4,311.76

SSP supplementary funding: \$291,986.01

Per capita: \$33,808.54

Professional learning: \$5,831.40

Bendigo Bank: \$3,065.56

Summary of progress

Literacy and Numeracy

In 2022, 100% of students' literacy and numeracy skills were assessed on a Passport for Learning Assessment in Terms 1 and 4. These assessments informed students' personalised learning support plans (PLSP) and teaching and learning programs. Class teaching programs clearly demonstrate differentiation in teaching and learning programs according to students' 'colour' group/s on the Passport for Learning continuum. Ongoing data collection is able to track growth of students targeted goals. In 2022, overall growth in students' literacy and numeracy skills was difficult to measure as a formative assessment due to assessments in Term 4 being measured using the Assessing Literacy and Numeracy (ALAN) tool.

In 2023, in this initiative, students' assessment data will be captured in Terms 1 and 4 using the Assessing Literacy and Numeracy tool (ALAN). This will allow for a more accurate capture of students' growth in literacy and numeracy domains.

Student Wellbeing

In 2022, 100% of teachers completed an *In the Zone* assessment for one or more students in their class and engaged in a mentoring session with an academic partner. Mentoring sessions were useful in providing teachers with a greater understanding of their student and new strategies to support identified students was discussed and trialed. Barriers included limited staffing available for staff to meet with academic partner increasing the time period in which the assessments were completed. As a result, assessments provided teachers with a greater understanding of how to support students' regulation needs, increasing their wellbeing.

In 2023, in this initiative, further professional learning for teachers will be planned, specifically in building teachers understanding and knowledge of how to support and move students along a regulation continuum of co-regulation to self-regulation.

Parent engagement

In 2022, parent engagement initiatives included Chat and Learn parent information sessions which focused on supporting parents to embed Passport for Learning and In the Zone principles and practices at home. Initiatives such as The Resource Hub for parents and Jannnawi parent meetings were not implemented as planned due to time constraints in the drafting of the Stage 2 Success for Complex Learners (S4CL) project. A S4CL/Fair Education video was completed in Term 4, 2023 which captured the impact of the S4CL project (Passport for Learning/In the Zone) on the

school and a family.

In 2023, the Jannnawi parent group will be reestablished as part of the Success for Complex Learners project, Stage 2 in which a group of parents will trial using Passport for Learning and In the Zone strategies at home as well as considering how to support all parents in embedding strategies into the home environment.

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
Literacy and Numeracy <ul style="list-style-type: none">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%.	<ul style="list-style-type: none">Student achievement data at a broader school level is unavailable for this progress measure in 2022. There was an absence of comparison data between Terms 1 and 4 due to the introduction of the Assessing Literacy and Numeracy (ALAN) tool.Students' individual growth in literacy and numeracy domains was reported to parents and carers throughout the year and in students' school reports.
Student Wellbeing <ul style="list-style-type: none">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%	<ul style="list-style-type: none">Analysis of In the Zone profiles indicates that an increased 16% per cent of students had a completed In The Zone (ITZ) assessment profile completed in 2022.100% of teachers were given the opportunity to engage in a mentoring session with an academic partner to increase their knowledge and understanding of how to support identified students to increase their engagement in learning programs.
Aboriginal Education <ul style="list-style-type: none">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%.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%.	<ul style="list-style-type: none">100% of Aboriginal families engaged in a Personalised Learning Support Plan (PLSP) meeting in 2022 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 growth in their Passport for Learning Assessment data.100% of staff were given the opportunity to engage with professional learning that included First Peoples histories and cultures.
Parent engagement <ul style="list-style-type: none">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">100% of families engaged in a Personalised Learning Support Plan meeting in 2022 and developed parent goals for their child.13% of parents and carers worked with Clarke Road teachers at Chat and Learn sessions to build their capacity in understanding their child's unique learning needs and to collaborate with staff to embed learning in the home environment.

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: \$5,934.44

Professional learning: \$12,926.63

SSP quality teaching support: \$60,122.37

QTSS release: \$7,493.67

Summary of progress

Assessment and Data

In 2022, 100% of teachers completed professional learning on Passport for Learning. Students' Passport for Learning assessments were discussed in mentoring sessions with an academic partner. This was completed in Term 2., although the time frame was extended due to staffing considerations. The impact of the professional learning was that teachers implemented new strategies and created new resources for students which was documented in teaching and learning programs. Evidence of Passport for Learning assessment data informing practice was reflected in the documentation of students personalised learning and support plans (PLSPs) and in class teaching and learning programs.

In 2023, in this initiative, further professional learning on Passport for Learning for teachers will be planned, although new ways to implement the mentoring sessions will be required due to the academic partner retiring in 2022. Providing further professional learning for Student Learning Support Officers (SLSOs) also needs to be considered.

Instructional Leadership

In 2022, 100% of teachers used Growth Coaching practices to plan changes and create/adapt resources after completing mentoring sessions with an academic partner in Term 2. Growth coaching data documented next steps to be taken for teachers to achieve their goals of embedding changes into students' personalised learning programs. Planning for Growth Coaching opportunities in Terms 3 and 4 were limited due to mandatory professional learning which needed to be prioritised.

In 2023, in this initiative, a more consistent use of growth coaching practices across the school year needs to be planned. This initiative also needs to be broadened to include professional learning on other shared frameworks including Passport for Learning, In the Zone, Structured TEACCHing, PBL and CRS Approach to support staff growth.

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
Assessment and Data <ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• In 2022, 100% of teachers used a range of quality, valid and reliable data sources to inform and reflect on effective practice. Teachers used data from formative and summative assessments to design, implement and report on personalised programs for each student.

towards the school target of 100%.	
Instructional Leadership <ul style="list-style-type: none"> 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%. 	<ul style="list-style-type: none"> In 2022, 100% of teachers participated in collaborative structures and peer coaching practices to build their capacity as quality teachers and to improve student growth and attainment.

Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$5,184.01</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Literacy and Numeracy <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • supplementation of extra-curricular activities • providing students without economic support for educational materials, uniform, equipment and other items <p>The allocation of this funding has resulted in the following impact: equitable access for all students to engage in the curriculum and extra curricular activities.</p> <p>After evaluation, the next steps to support our students will be: to continue to support families financially so that they can engage in all school activities.</p>
<p>Aboriginal background</p> <p>\$1,646.80</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Literacy and Numeracy <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • creation of school literacy resources embedding local language • community consultation and engagement to support the development of cultural competency <p>The allocation of this funding has resulted in the following impact: the purchase of cultural resources for use across the whole school to create a culturally safe learning environment for Aboriginal students, one that is reflective of First Peoples histories and culture.</p> <p>After evaluation, the next steps to support our students will be: to continue to deliver differentiated and personalised support to Aboriginal students and to provide a culturally safe learning environment that is reflective of First Peoples histories and culture.</p>
<p>English language proficiency</p> <p>\$14,391.00</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Literacy and Numeracy <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Many students at Clarke Road School who have English language proficiency considerations are non-verbal. For students who are non-verbal, skill acquisition in students cognitive and expressive and receptive language domains are a high priority. The Passport for Learning program supports the

<p>English language proficiency</p> <p>\$14,391.00</p>	<p>acquisition of students cognitive, receptive and expressive skills.</p> <p>Extra RFF for 8 teachers (1 hour extra per teacher above allocated 2 hours) to plan individualized learning programs to support skill acquisition in students' expressive and receptive language.</p> <p>The allocation of this funding has resulted in the following impact: individualized learning programs that targeted the building of students' cognitive and expressive and receptive language skills.</p> <p>After evaluation, the next steps to support our students will be: to continue to provide opportunities for teachers to plan personalised support plans for students which target their cognitive, expressive and receptive language skills.</p>
<p>Professional learning</p> <p>\$18,758.03</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Student Wellbeing • Assessment and Data <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engaging academic partners to support the design of personalised, high-quality teaching and learning programs for students. <p>The allocation of this funding has resulted in the following impact: increased capacity for all teachers to embed effective practices in supporting students' regulation needs and in designing high-quality and personalised teaching and learning programs for students.</p> <p>After evaluation, the next steps to support our students will be: to develop personalised and targeted professional learning for teachers in the form of mentoring and co-planning.</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Literacy and Numeracy <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • targeted meetings with parents to discuss students' literacy and numeracy goals. <p>The allocation of this funding has resulted in the following impact: greater collaboration with parents in designing meaningful and relevant learning goals for students.</p> <p>After evaluation, the next steps to support our students will be: to continue to collaborate with parents to build students' literacy and numeracy skills at school and home.</p>
<p>QTSS release</p> <p>\$22,294.67</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Clarke Road School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan</p>

<p>QTSS release</p> <p>\$22,294.67</p>	<p>including:</p> <ul style="list-style-type: none"> • Literacy and Numeracy • Assessment and Data <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff • mentoring with an academic partner to design and implement high-quality personalised learning programs for students. <p>The allocation of this funding has resulted in the following impact: improved staff confidence and teaching practice to plan and implement high-impact and personalised learning programs for each student.</p> <p>After evaluation, the next steps to support our students will be: to continue to provide mentoring for staff to build their skills and capacity to build students cognitive, expressive and receptive language and social skills.</p>
<p>COVID ILSP</p> <p>\$16,520.00</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 2022.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver individual and small group tuition • providing targeted, explicit instruction for student groups in literacy, specifically expressive language skills. <p>The allocation of this funding has resulted in the following impact: all students in the program made progress towards their personal learning goals in the area of expressive language.</p> <p>After evaluation, the next steps to support our students will be: to continue to target students' expressive language skills in class programs.</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Literacy and Numeracy <p>Overview of activities partially or fully funded with this site specific funding include:</p> <ul style="list-style-type: none"> • employment of 3 Student Learning Support Officers (SLSOs) to support in the creation of high-quality teaching and learning programs • additional SLSOs to improve curriculum implementation • additional SLSOs to support the implementation of individual students' healthcare and Personalised Learning and Support Plans (PLSPs) • Deputy Principal to mentor teachers and co-plan high-quality, personalised teaching and learning programs for students. <p>The allocation of this funding has resulted in the following impact: enhanced student participation, engagement and learning and greater capacity of staff to support students' wellbeing needs. Increased confidence of teachers to provide high-quality personalised learning programs for students.</p>

SSP supplementary funding \$291,986.01	After evaluation, the next steps to support our students will be: to continue building student engagement through the provision of staff to implement students personalised learning support plans and to build staff capacity and growth in designing learning programs that target students' cognitive, expressive and receptive language and social skills.
---	--

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	48	46	44	45
Girls	18	16	16	18

Our students are unique and engaged learners, ranging in age from four to eighteen years (K-12). We provide curriculum that is adjusted to accommodate the learning needs of all students. All students who attend Clarke Road School have an intellectual disability and may also have a secondary disability. Students are provided with a Personalised Learning and Support Plan that addresses their specific learning needs. All students access the Board of Studies Key Learning Area Syllabus. Our high school aged students access Board of Studies Life Skills Syllabus. In 2022, we had an enrolment of 63 students accommodated in 10 classes K-12.

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.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	8.03
Teacher Librarian	0.4
School Administration and Support Staff	12.52

*Full Time Equivalent

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 ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
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 Actual (\$)
Opening Balance	498,702
Revenue	3,348,057
Appropriation	3,286,555
Sale of Goods and Services	2,915
Grants and contributions	52,636
Investment income	5,951
Expenses	-3,304,015
Employee related	-3,071,851
Operating expenses	-232,163
Surplus / deficit for the year	44,042
Closing Balance	542,744

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

Financial summary - Equity loadings

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

	2022 SBAR Adjustments (\$)
Targeted Total	0
Equity Total	21,222
Equity - Aboriginal	1,647
Equity - Socio-economic	5,184
Equity - Language	14,391
Equity - Disability	0
Base Total	2,723,354
Base - Per Capita	33,809
Base - Location	0
Base - Other	2,689,546
Other Total	427,108
Grand Total	3,171,684

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 - 9.2/10 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 a question or problem.

Parents are informed - 9.0/10 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 6.3/10 These questions were poorly aligned to the needs of our students and as such the rating had minimal relevance. Questions such as "Ask about any challenges your child might have at school" is a complex question to answer when a student may be non-verbal.

School supports learning - 8.6/10 Parents indicated that teachers showed an interest in their child and that they took into account the needs, abilities and interests of their child. Parents also felt that teachers encouraged their child to do his or her best. Questions such as "Teachers expect homework to be done on time" are not relevant in the context of our school.

School supports positive behaviour - 8.3/10 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.

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

Inclusive school - 9.4/10 Our results rated significantly above 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 - 7.9/10 Teachers indicated that they worked closely with school leaders to create a safe and orderly school environment. Teachers felt that school leaders provided guidance for monitoring student progress as well as supported them to improve their teaching.

Collaboration - 8.6/10 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 - 6.7/10 Whilst this area is rated lower than many other areas it must be noted that some of the questions which are aggregated do not apply well to our students e.g. "I use formal assessment tasks to discuss with students where common mistakes are made" and "I provide examples of work that would receive an A, B or C".

Teaching Strategies - 7.4/10 Teachers noted that they use two or more teaching strategies most class periods as well as linking previously mastered skills 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 - 6.3/10 - 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 for describing relationships among ideas or concepts".

Inclusive school - 9.0/10 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 due as the question is not relevant for our context.

Parental involvement - 8.1/10 Teachers felt that they worked closely with parents to solve problems impacting students progress and engaged in regular contact with parents, sharing about their child's progress and learning goals. The question "I ask parents to review and comment on students' work" was difficult for teachers to rate highly as again the context of our students is not compatible with the questions.

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.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for 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

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.