

Fowler Road School

Annual Report



2017



Safe... Smart... Prepared

5562

Introduction

The Annual Report for **2017** is provided to the community of **Fowler Road School** as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Amanda Barton

Principal (Relieving)

School contact details

Fowler Road School
Cnr Fowler Road & Matthew Street
Merrylands, 2160
www.fowlerroad-s.schools.nsw.edu.au
fowlerroad-s.School@det.nsw.edu.au
9681 4054

Message from the Principal

The 2017 Annual School Report is a celebration of the tremendous efforts and achievements of our students, our staff and our school community.

Fowler Road School provides an alternative learning environment to support at risk students with a mental health diagnosis. At Fowler Road School a protective behaviour, trauma informed philosophy underpins all educational programs. Our program aims to offer every student the chance to access education on the same basis as their peers in a mainstream setting. Student success is increased through individualised learning, behaviour support and collaborative case management forums that bring together students, parents, carers, referring schools, agencies, and DoE corporate stakeholders.

The NSW Department of Education External Validation process was a highlight of 2017 for Fowler Road School. This process took us on a journey of whole school assessment in which we received validation of our school's successes and fantastic feedback to guide our future initiatives to better support our students. In 2017 Fowler Road School was identified in a case study for the quality programs delivered to support students in Out of Home Care arrangements.

In 2017, a School Open Day was implemented to showcase and celebrate student achievement. At Fowler Road School we believe that celebration of student success is paramount in changing each child's story, enabling them to see and value themselves as successful lifelong learners. In addition, special mention is made to our four Year 12 students who completed their Higher School Certificate and six year 10 and year 11 students who successfully gained their RoSA. In addition, special mention is also deserved of students who have successfully increased their integration and transitioned back to their referring mainstream schools or exited the Fowler Road Program into post school options.

Our school programs continued to focus on student engagement, academic growth and the development of the whole child. In 2017, new initiatives were introduced providing increased opportunities for our students to participate in intensive literacy and numeracy sessions, Robotics, social and emotional learning, peer leadership and a variety of high quality extra-curricular activities.

I would like to take this opportunity to thank our students and their families, Fowler Road and external DoE staff and the large team of stakeholders invested in supporting and helping Fowler Road School assist all of our students in becoming the best they can be and to experience success.

Amanda Barton,

Relieving Principal

Fowler Road School

Message from the school community

Life Without Barriers (LWB) is an Out of Home Care agency who has Case Management over a Young Person attending Fowler Road School. Fowler Road School is an extremely pleasant school to work with. LWB has built strong relationships with all people involved at Fowler Road School. It is a pleasure working together, Fowler Road have always put the best interest of the Young Person first and have open and transparent communication lines with LWB and other agencies involved in the Young Person's life. They always keep LWB in the loop when issues arise, but also share good news stories. They attend all Care Team meetings and have been the 'safe place' while other areas in the Young Person's life were uncertain. The Young Person has written the following about Fowler Road School when asked, 'What is important to you?' *'School is basically my safe zone; it is a place where I don't feel isolated, but comfortable. The staff at my school are very friendly and are cooperative when supporting other students in times when they feel stressed or angry'*.

Ms Marleen Pierik, Agency Representative (Life Without Barriers)

The partnership between Fowler Road School and Dundas Public School has been instrumental in ensuring engagement and connectedness between all stakeholders. The alliance we have established has been imperative in ensuring consistency and high quality learning opportunities for our students who engage in shared school contexts. Fowler Road School staff have willingly and generously shared their expertise and experiences to build capacity in staff within the mainstream setting. The outstanding record keeping and ongoing communication between Fowler Road School and Dundas Public School ensures parents, teachers and executive staff are kept informed and are equipped with the most relevant and up-to-date information regarding student wellbeing and academic growth. The shared vision and support for students in our schools has been central to the success of our partnership and supports the review and adjustments of strategies and systems when necessary.

Ms Kristy Frame, Home School Representative (R/ Principal, Dundas PS)

My son started at Fowler Road School in Term 1, 2017. Prior to starting at Fowler Road School, my son had anxiety about attending school and believed that he would not like his new school. During my son's time at Fowler Road School he has improved a great deal and loves the school. His teacher's are amazing and always willing to support his learning and social skills. The setting is outstanding and has helped my son face his fears and anxieties. All of the teachers that have worked with my son have gone above and beyond. The school has had such a positive impact on my son and always pushes my son to strive for his best. I am so thankful for all of the amazing work that Fowler Road School does.

Ms Souhair Alachrafi, Parent Representative

Message from the students

I started at Fowler Road School in Term 4, 2017. The teachers at Fowler Road School have helped me during by time here by giving me advice and strategies to calm down when I am feeling angry. The teachers have also helped me to improve on my Mathematics skills a lot during my time here at Fowler Road School.

Xander, Primary School Representative (Year 5)

I started at Fowler Road School in February 2017. Prior to coming to Fowler Road School I was very nervous about starting a new school. I was nervous about meeting new students and teachers, and being in a new environment. Starting at Fowler Road School was not as scary as I thought, in fact, it was amazing. During my time at Fowler Road School I have always gotten the help I have needed and the teachers have been friendly. At times, there has been a lot going on for me behind the school scene which has been very stressful but I have always looked forward to coming to Fowler Road School each day. The High School program at Fowler Road School is a great, calm and peaceful place which works well for me. Overall, Fowler Road School is an amazing, easy-going and fun school!

Charlize, High School Representative (Year 7)

School background

School vision statement

At Fowler Road, we believe that everyone has the right to learn, in a positive way, about themselves and the world so that they can achieve success. We work towards this by providing:

- A culture where staff, students, and visitors feel safe, secure and accepted;
- An environment that is modern, exciting, well maintained and a positive place to work and learn;
- A climate where positive relationships are developed through mutual respect; and
- Experiences that are enjoyable, leading to positive learning outcomes.

Our purpose is to assist students change the “stories” they have about themselves to reflect their positive engagement with their own behaviour and the school community. We work to assist students to return to a more regular setting close to their homes. To achieve this we focus on providing a nurturing school culture allowing students to value themselves and the contribution they make by:

- Relating to others and themselves in **safe** ways;
- Focusing on successful academic skills so that they come to see themselves as **smart**; and
- Being **prepared** for learning and use learning to prepare for the future.

School context

Fowler Road SSP is located at Merrylands and has 56 students who come from a number of Sydney districts. The school provides programs for students from Kindergarten to Year 12 who experience emotional/behavioural and mental health difficulties. The main program has 6 classes (42 students in total) for K–6 students with mental health disorders. Most of these students attend Fowler Road on a part-time basis and also attend their home school for some of the time. The attendance pattern in this program usually involves students attending Fowler Road School until lunch time, returning to their local public school during the afternoon session. This program is intended as a short term intervention that supports students in a regular school close to their homes (home schools). The program focuses on working with home schools to facilitate students' attendance there with minimal difficulties. Length of stay for students in this program is usually twelve to eighteen months. Apart from this core program, Fowler Road School offers two additional programs for students in secondary school. These programs have a maximum enrolment of 7 students in each program, taking the school's overall enrolment to 56 students. The first of these secondary programs is for students with significant internalising anxiety disorders who have found it hard to attend their regular schools. This program is fulltime providing students with access to individualised support to obtain their ROSA in Year 10 and their HSC in Year 12. The program also provides students with support into post school options, including employment and further education.

The other secondary program is a tutorial program for students who have disengaged in education due to their mental health disorders and are not attending any school. The program aims to assist students to re-engage in schooling with the goal to see them into a fulltime supported placement in the future. Students are enrolled in Distance Education and are provided with support to complete their Distance Education packages and manage their work schedules. Support is also provided to access post school options, including employment and/or other educational options outside of school.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework and participated in an external validation. The framework 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated:

Learning

Learning Culture– Excelling

Wellbeing– Sustaining and Growing

Curriculum and Learning–Sustaining and Growing

Assessment and Reporting– Sustaining and Growing

Student Performance Measures–Delivering

In the domain of **Learning**, we at Fowler Road School pride ourselves on ensuring that each student is known, valued and cared for. We support the learning of each child through an Individual Learning Plan, which includes academic and social/ emotional learning goals, as well as adjustments to ensure students are able to achieve these goals. Teachers ensure that literacy and numeracy instruction is prioritised and targeted to each student's individual level. Assessment and progress data is regularly collected and analysed, which ensures that students are consistently challenged and achievements are recognised. The establishment of strong community partnerships has significantly improved student learning, particularly in the areas of community skills, sport and social awareness.

Teaching

Effective Classroom Practice– Sustaining and Growing

Data Skills and Use– Delivering

Collaborative Practice–Excelling

Learning and Development–Delivering

Professional Standards– Sustaining and Growing

In the domain of **Teaching**, Fowler Road School has had a school wide focus on improving assessment practices and subsequently improving planning for teaching, with a specific focus on literacy and numeracy. With the introduction of the Essential Assessment program, teachers have been able to more effectively identify gaps in student learning, plan for and deliver successful learning experiences and evaluate teaching and learning strategies. Classroom teaching is differentiated and adjusted, and is supported by interactive programs such as Reading Eggs and Mathletics. A culture of team teaching, staff supervision and formal teacher mentoring has been established to improve school– wide teaching practices.

Leading

Leadership– Excelling

School Planning, Implementation and Reporting– Sustaining and Growing

School Resources– Sustaining and Growing

In the domain of **Leading**, Fowler Road School has established a culture of high expectations for staff and students. We recognise that Literacy and Numeracy learning is fundamental for students to be successful in all aspects of school life. We believe that everyone has a right to learn, in a positive way, about themselves and the world so that they can achieve success. Students are encouraged to take responsibility for learning and to develop their skills in self– management, self– awareness and leadership. All staff are encouraged and supported to take collective responsibility for the attainment of school goals. Staff embrace opportunities to share their expertise through the development of professional partnerships, including shared professional development.

Our self–assessment and the external validation process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

Strategic Direction 1

Literacy and Numeracy

Purpose

Literacy and Numeracy are the foundation skills required to access all curricula and so will impact on student success, future opportunities, self-esteem and wellbeing.

By engaging in the Teach, Learn, Assess, Program cycle we provide an individualised program for all students embedding literacy and numeracy across all curriculum areas.

This strategic direction will sustain student improvement within their individualised stage outcomes in literacy and numeracy. Parents, carers and the broader school community will be up skilled to engage with their children's literacy and numeracy learning.

Teachers and SLSO's will sustain their contribution to improvement in teaching and learning.

Overall summary of progress

Teachers across the school have continued to effectively utilise the Essential Assessment program for diagnostic and curriculum based Mathematics and English assessment. The implementation of a whole school timeline for post assessment tasks has ensured all assessment data was completed and collated in a timely manner, which further aided teachers to effectively plan a differentiated literacy and mathematics program for each student. This systematic approach also allowed executive staff to examine whole school academic growth through the analysis of assessment data and subsequently better support teachers and students with teaching, learning, and engagement, with a particular focus on literacy and mathematics.

Executive staff worked closely with beginning teachers to ensure familiarity with all student learning, assessment, planning and evaluating procedures. This included a shared review of assessment results, collaborative lesson planning, team teaching and lesson evaluation, which increased teacher confidence and thus the performance of teachers with mathematics and literacy instruction.

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Funds Expended (Resources) | Progress achieved this year |
|---|----------------------------------|--|
| 90% of students to achieve individual learning goals in relation to stage outcomes in reading and 80% in writing. | \$5000 Socio-economic background | 94% of students achieved individual learning goals in line with their set outcomes in literacy. |
| 85% of students to achieve individual learning goals in relation to stage outcomes in numeracy. | \$3500 Socio-economic background | 97% of students achieved individual learning goals in line with their set outcomes in mathematics. |

Next Steps

- Continue to plan for, teach, and evaluate individual learning outcomes for mathematics and literacy.
- Staff engagement with Literacy and Numeracy Progressions professional learning.
- Implementation of whole school student progress tracking, utilising the Literacy and Numeracy progressions.
- Implementation of a whole school Mathematics scope and sequence, including assessment data collection.
- Implementation of a whole school Literacy scope and sequence, including assessment data collection.
- Increased observation of beginning teacher lessons by supervisors, with an emphasis on the observation of literacy and mathematics instruction. Supervisors to document and examine observations with beginning teachers to inform improved practice.



Strategic Direction 2

Student Engagement

Purpose

Student engagement enhances the learning process and creates positive emotions around learning, establishing the foundation for success and empowering the student to value themselves and the contribution they make.

By providing high interest, personally challenging and purposeful activities which are valued by the learner and are supported by high expectation, choice and staff/student rapport we create a nurturing, safe and productive learning environment that optimises student engagement.

This strategic direction will sustain student, staff and school community improvement in personal and social capabilities, developing a positive school culture that enables self-motivated and self-regulated learning.

Overall summary of progress

Fowler Road School has continued to foster high levels of student engagement across the school through purposeful and interest based teaching and learning, including incursions and excursions. This has been achieved through the implementation of programs and ongoing affiliation with community and private agencies such as the Cricket NSW, F.A.B Star Youth Basketball, The Great Aussie Bush Camp, NRL One Community, and One Stop Allied Health and Medical Centre. Engagement with these organisations has been paramount in extending the engagement of our students, and increasing staff professional development.

Teachers and support staff were highly engaged with professional development opportunities throughout 2017, leading to an increase in staff confidence and skills, thus strengthening the engagement of students. Professional development opportunities were extended to home school staff, which improved the collaborative practices between Fowler Road and home schools.

We have sustained the use of ICT across all curriculum areas, with a revised ICT plan and additional support through Xenotech services. Students have increased their engagement with rich technology based learning, with additional student and staff identified educational apps being added to iPads for use in classrooms. The implementation of the Robotics program for senior classes yielded a significant increase in student engagement and collaborative learning.

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Funds Expended (Resources) | Progress achieved this year |
|---|---|--|
| 90% of students to achieve individual participation goals and a 10% growth in on task engagement and activity completion. | \$65000 Wellbeing funding and Socio-economic background | 93% of students achieved targeted goals in relation to their individual participation goals. Students increased their time spent on task, which led to an increase in task and activity completion. |

Next Steps

- Implement Kids Matter and Zones of Regulation programs across the school.
- Develop a behaviour data tool to be added to class programs, to assist with monitoring success with student behaviour/ emotional regulation learning.
- Review and update student behaviour plans to incorporate more in– depth emotional regulation learning and allow students to have greater input.
- Develop and implement a more in–depth learning program for the OOHG and Rewards Room programs, using elements of the Wellbeing Framework for Schools, the NSW PDHPE syllabus, the NSW Science and Technology syllabus and the NSW Creative and Performing Arts syllabus.
- Explore the use of a Shout Out board (or similar) in classrooms to recognise smaller student achievements, such as taking steps towards their personal goals.
- Explore and initiate the use of a whole school blog or other website to showcase student success. Ensure families and home school/ agency staff have access to this.



Strategic Direction 3

School Community Engagement

Purpose

School community engagement provides the foundation for a shared vision, incorporating common purposes, collective values, consistent practices and a collaborative approach to the school culture.

By providing the structured facilitation of involvement in the development of learning programs, case plans, professional learning and school life, we will capitalise on the expertise and talents that each person contributes thus sustaining school improvement.

This strategic direction will provide opportunities for the inclusion of a multiplicity of talent and interests generating an inquisitive model of learning and sharing between each member in the community including students, parents/carers, home schools, school and interagency staff.

Overall summary of progress

Fowler Road School has a strong belief that developing and maintaining links throughout the wider school community plays a vital role in supporting our students to become successful not only as learners but as young people in the community. As such, the 'Friends of Fowler Road' group has been developed to provide a forum for community stakeholders, carers and parents to contribute to a shared school vision. Additionally, the development and implementation of the Fowler Road Day Book in each classroom has given staff a strong platform upon which to build their daily practice including teaching and learning, reflection, communications with stakeholders and school systemic practices, linking the school with its wider community.

Fowler Road School is committed to being a centre for learning for both staff and students. There is a strong focus on the Performance and Development framework and Professional Learning in the school as evidenced by the implementation of a school training calendar, all staff being compliant with all mandatory requirements and staff undertaking specialist training such as trauma informed practice. This commitment to learning allows Fowler Road staff to enter the wider school community with confidence and ensure positive learning environments for our students across multiple settings.

Fowler Road School is committed to developing and being an active participant in shared learning communities with our integrating schools. Effective and meaningful communication with our partners is the most vital tool to ensure our students become successful in the integration environment. All staff ensure that regular communication and meetings occur and that these are documented, shared with our partners and added to student files to ensure that student management is a collaborative and streamlined process shared between schools.

Fowler Road School is committed to fostering and maintaining positive and beneficial professional relationships and networks with our non-school partners. Staff work closely with FaCS and other community service agencies as well as a wide range of allied health providers. Fowler Road School ensures that all student review meetings are attended by at least one executive staff member, enabling staff to work collaboratively. Fowler Road School has engaged and maintained other non-school partners such as Cricket Australia, NRL One Community, The Song Room, and The SEAT Program to provide learning experiences and curriculum outcomes for our students.

Fowler Road School is committed to sharing and celebrating our successes with our partners across the wider school community. Fowler Road Presentation Day is an annual event where our non-school partners come together with our staff, students and their families to celebrate and recognise the achievements students have made over the year. This year we implemented Open Day for our integrating schools, which provided opportunities for both staff and students from a range of schools to come together as one collaborative learning community.

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Funds Expended (Resources) | Progress achieved this year |
|---|-------------------------------|--|
| 80% of staff will achieve accreditation in new areas at accomplished and leadership levels. | | 53% of teachers identified goals in relation to highly accomplished or lead levels of accreditation within their Professional Development Plans. |

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Funds Expended (Resources) | Progress achieved this year |
|--|----------------------------------|--|
| 80% of relevant home school staff will engage in shared professional learning at Fowler Road School. | | 100% of relevant home school staff have engaged in networking, professional learning, and/ or classroom observations with Fowler Road School teachers. |
| 80% of parents/carers will engage in community forums and training sessions at Fowler Road. | \$5000 Socio-economic background | 100% of parents/ carers engaged in regular communication, school review or case meetings and/ or school events with Fowler Road School. |

Next Steps

- Review of reporting format and procedures to be undertaken by executive staff in Semester 1, 2018.
- Investigation into options for updating reporting format and procedures by executive staff in Semester 2, 2018.
- All staff to participate in PART training in Term 1 and Term 2, 2018.
- Selected staff to research and plan new Fowler Road garden project in Semester 1, 2018. Garden project to be implemented in Semester 2, 2018.
- Selected staff to investigate options for Fowler Road COLA project. Funding grants to be completed and submitted in Semester 1, 2018.



| Key Initiatives | Resources (annual) | Impact achieved this year |
|---------------------------------------|--------------------|---|
| Aboriginal background loading | \$7305 | In 2017, Fowler Road continued to provide intensive individual learning programs with a focus on literacy and numeracy. Units of work across stages 1 to 4 were implemented in the English and History curriculum areas incorporating Aboriginal perspectives. The use of culturally explicit literacy resources saw an increase in students' engagement in reading and writing activities, therefore increasing achievement in literacy outcomes in 2017. Aboriginal Education plans were also developed for all applicable students. Indigenous local community members and resources have been utilised within the school during informal and formal events such as NAIDOC week, Reconciliation week and Harmony Day in order to sustain engagement of our Indigenous students and their families. |
| English language proficiency | \$400 | In 2017, teachers across the school effectively utilised the online Essential Assessment program to ascertain students' literacy levels and this information was used to plan individual learning programs in English for each student. Implementation of online learning programs including Reading Eggs and Wordflyers have promoted high levels of student engagement and improved literacy results throughout the school. The majority of students sat the 2017 NAPLAN tests at their mainstream school across years 3 and 5, with years 7 and 9 undertaken at Fowler Road. One student displayed extraordinary results with bands above national levels. |
| Socio-economic background | \$104246 | In 2017, equity funding initiatives allowed for high levels of student engagement through sustaining a differentiated curriculum for every learner. All K-12 students were involved in the Community Access Program which allowed for students to participate in various incursions and excursions funded by the school. This allowed students to practice concepts and ideas learnt in class in a real world context. Various sporting programs run by NRL Backyard League, FAB Star, Cricket Australia, FitFutures and a two-week intensive School Swimming Scheme program were also funded through this initiative. An instructor from the "Song Room" was employed to facilitate the school's creative and performing arts program, which led to the creation of the Fowler Road school song. This initiative also funded our annual Life Education incursion and our new digital assessment program, Essential Assessment. |
| Support for beginning teachers | \$13450 | In 2017, two full-time temporary teachers engaged in the New Teachers Program through Education Changemakers. Teachers participated in 5 workshops throughout the year. Two executive staff also attended the Education Changemakers Leadership workshop to better equip staff to support |

| | | |
|--|--|--|
| Support for beginning teachers | \$13450 | beginning teachers. Beginning Teacher meetings were conducted to engage beginning teachers in collaborative planning with executive staff. This effectively ensured that beginning teachers were on track with comprehensive learning plans for students across all stages. Teacher release time was utilised for these meetings with additional teacher time required. This practice based mentoring support included demonstration lessons, team teaching, coaching sessions, constructive feedback, sharing of resources and ideas and classroom management techniques. Additional support was also provided to two new-scheme teachers in order to gain accreditation at proficient level. |
| Strategic Assistance Program | \$4680 | In 2017, teaching and SASS staff regularly attended home schools to support successful student integration and work collaboratively with mainstream school staff. This has allowed increased communication across schools, which has led to improved collaborative planning with clearer individualised adjustments, higher expectations and extended learning opportunities being set for students in both settings. Teachers organised and attended planning and review meetings with home school staff, families, and applicable agency staff. Teachers reported that this aided communication and planning for both academic and behavioural progress. This has resulted in successful integration with 14 students returning to their mainstream school full time. Teachers and SASS staff attended High School Orientation days with applicable Year 6 students. This provided extra support for students to successfully integrate/ transition to other settings. |
| Link Support | \$5440.50 | Additional teacher and SLSO staff were employed to support students in years 9 to 12 who were engaged in School to Work and Job Coaching programs. This resulted in 5 students leaving school at the end of 2017 fully engaged in post school options programs. |
| Vocational Education and Training | \$2106 | Additional teacher and SLSO staff were employed to support students in years 11 and 12 to engage in vocational education and training. This resulted in 3 students electing to engage in vocational experiences through school and TAFE. Three students successfully completed work placements in 2017. |
| Wellbeing | OT \$17235 Incentives \$1782 Community Programs (SEL) \$18054 Food programs \$6726 Camp \$8208 | In 2017, students engaged in weekly Occupational Therapy sessions run by Educational Speech Pathology and Therapy Services. A sensory space was created in consultation with the Occupational Therapist which enables students to seek sensory and regulation activities and equipment in a safe space. Whole school/ classroom incentives were developed and implemented which involved teacher-directed and student- |

| | | |
|------------------------------|--|--|
| Wellbeing | DBT training \$3000 OOHC teacher \$1841 | <p>directed goal setting, money systems, token systems, fifth prizes, class awards and stickers. A breakfast, lunch and school canteen menu was developed to comply with the NSW Healthy School Canteen Strategy. This was successful in increasing students access to healthy options, therefore supporting healthy growth and development of students. Students in years 4–12 attended an overnight school camp at Great Aussie Bush Camp in Kincumber. Students engaged in experiences that focused on anti-bullying, peer support/ team work, independence and social skills. Engagement in school camp allowed for students to experience success and gain confidence, whilst transferring skills and strategies learnt into various contexts. Three executive staff also attended a 3 day conference on Dialectical Behaviour Therapy training to increase professional understanding on dealing with students who are at risk of self harming behaviours.</p> |
| Computer Coordinator | \$10000 | <p>In 2017, school laptops were purchased and one per student was allocated to both high school classrooms to be distributed at the beginning of 2018. Staff engaged in collaborative planning for ICT learning, with a focus on literacy and mathematics. A number of interactive programs have been continued including Reading Eggs, Wordflyers and Mathletics, which has increased engagement in literacy and mathematics. Students have continued to expand their ability to engage in collaborative research based learning which has had a positive impact on their digital literacy skills. A Xenontech consultant was employed on a three weekly basis to continue the maintenance and ongoing support of ICT facilities across the school.</p> |
| Professional Learning | \$15011 | <p>Staff at Fowler Road School completed mandatory training in line with Department of Education training requirements. This included training in Child Protection, and online and face-to-face Anaphylaxis and CPR training. All staff participated in Managing Actual and Potential Aggression training over two afternoons. This training further equipped staff to manage actual or potential aggression in a professional and safe manner. Three executive staff also attended a 3 day conference on DBT training which provided staff with skills to effectively increase resilience in students and reduce self harming behaviours. An executive member of staff was nominated to complete the AITSL Supervising Preservice Teachers program to better support preservice teachers during practicum experiences. All teaching staff continued to engage in registered, teacher identified and school based professional development as outlined in their PDP.</p> |

Student information

Student enrolment profile

| Students | Enrolments | | | |
|----------|------------|------|------|------|
| | 2014 | 2015 | 2016 | 2017 |
| Boys | 41 | 41 | 40 | 41 |
| Girls | 9 | 11 | 12 | 12 |

Fowler Road School is a K–12 School for Specific Purposes. The primary school is intended as a short term intervention program, which students attend part time whilst also attending their mainstream school. Fowler Road School supports students in their mainstream school, with a view to returning to full-time mainstream attendance. For students in years 7 – 12, Fowler Road offers a full time high school program and a tutorial program. In 2017, the enrolment included 41 boys and 12 girls, with a total enrolment of 53 students.

Management of non-attendance

The majority of students attend Fowler Road School for 2/3 of the school day and aim to attend their mainstream school for the remainder of the day. The program works collaboratively with each student's home school to support their integration in the mainstream environment, with the aim to begin full day integration as students are experiencing success. A full time program is offered for high school students for whom the mainstream environment is not appropriate for a variety of factors. Non attendance of students is managed through regular parent/ carer communication, termly review meetings with families and applicable agency staff, program adjustments, and Home School Liaison Officer reports as required. In 2017, 3 reports were made to the Home School Liaison Officer.

Structure of classes

Fowler Road School has 7 classes with no more than 8 students in each class, including a tutorial program. All classes are composite, with students placed into classes based on their current grade, their identified academic needs and identified social/ emotional/ behavioural needs. Enrolment and exit from the Fowler Road program is ongoing. The school structure accommodates 40 students from Kindergarten – Year 6 and 16 students from Year 7 – 12.

Year 12 vocational or trade training

Three students in year 12 completed vocational training this year, gaining qualifications towards Certificate II in Hospitality, Retail Services and Human Services (Health Services Assistance). One more student began vocational training this year, expecting completion of their course next year.

Year 12 attaining HSC or equivalent

Four students in year 12 completed their Higher School Certificate this year, including one Life Skills HSC. Two more students began their preliminary studies this year, expecting completion of their HSC studies next year.



Workforce information

Workforce composition

| Position | FTE* |
|---------------------------------------|------|
| Principal | 1 |
| Deputy Principal(s) | 0 |
| Assistant Principal(s) | 3 |
| Head Teacher(s) | 0 |
| Classroom Teacher(s) | 5.87 |
| Teacher of Reading Recovery | 0 |
| Learning & Support Teacher(s) | 0 |
| Teacher Librarian | 0.2 |
| Teacher of ESL | 0 |
| School Counsellor | 1 |
| School Administration & Support Staff | 9.82 |
| Other Positions | 1 |

*Full Time Equivalent

Staffing is calculated as 1 representing one fulltime position. 0.2 represents a part time position of one day per week, 0.4 being two days per week and so on. There is currently one Aboriginal staff member that make up the workforce at Fowler Road School.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Teacher qualifications

| Qualifications | % of staff |
|---------------------------------|------------|
| Undergraduate degree or diploma | 61 |
| Postgraduate degree | 38 |

Professional learning and teacher accreditation

All teaching staff undertook professional learning based on their Performance and Development Plans. All staff undertook training in Nonviolent Crisis Intervention training. Three executive staff also undertook specific training in relation to Dialectical Behaviour Therapy. One executive member of staff was nominated to complete the AITSL Supervising Preservice Teachers program. Two teaching staff received their initial teacher accreditation with the New South Wales Education Standards Authority. Five other teaching staff are also currently in the process of completing the requirements for initial teacher accreditation.

Financial information (for schools fully deployed to SAP/SALM)

Financial summary

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

| | 2017 Actual (\$) |
|---------------------------------------|-------------------------|
| Opening Balance | 61,204 |
| Revenue | 2,459,010 |
| Appropriation | 2,449,714 |
| Sale of Goods and Services | 473 |
| Grants and Contributions | 8,386 |
| Gain and Loss | 0 |
| Other Revenue | 0 |
| Investment Income | 437 |
| Expenses | -2,225,927 |
| Recurrent Expenses | -2,225,927 |
| Employee Related | -2,073,058 |
| Operating Expenses | -152,870 |
| Capital Expenses | 0 |
| Employee Related | 0 |
| Operating Expenses | 0 |
| SURPLUS / DEFICIT FOR THE YEAR | 233,082 |
| Balance Carried Forward | 294,286 |

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

| | 2017 Actual (\$) |
|-----------------------|-------------------------|
| Base Total | 415,246 |
| Base Per Capita | 16,359 |
| Base Location | 0 |
| Other Base | 398,887 |
| Equity Total | 111,951 |
| Equity Aboriginal | 7,305 |
| Equity Socio economic | 104,246 |
| Equity Language | 400 |
| Equity Disability | 0 |
| Targeted Total | 1,472,794 |
| Other Total | 246,165 |
| Grand Total | 2,246,155 |

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.

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

School-based assessment

Upon enrolment at Fowler Road School, students complete diagnostic assessments for Mathematics and Literacy, which informs their initial individual learning plan. Students undertake pre and post assessments throughout the year, which inform classroom teaching and give insight into student progress. This data is used to report on individual learning goals twice a year in student reports. Assessments are completed using an interactive, online platform and paper based tasks, as well as ongoing teacher observations, questioning and work sample collection.

NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

For students in year 3 and 5, NAPLAN results are collected by their mainstream schools and are not reported on by Fowler Road School. For students in year 7 and 9, applicable students have the opportunity to complete these tests at Fowler Road School. In 2017, one student displayed extraordinary results with bands above national levels.



HSC

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).

Four students in year 12 completed their Higher School Certificate this year, including one Life Skills HSC. Three of these students completed vocational training this year, gaining qualifications towards Certificate II in Hospitality, Retail Services and Human Services (Health Services Assistance).

ROSA

Six students from years 10–12 achieved their Record of School Achievement this year, with three students continuing onto year 11 or their HSC year at Fowler Road School and three engaged in post school options programs.

Parent/caregiver, student, teacher satisfaction

Fowler Road School continuously seeks feedback from the staff, students, parents, carers, and agency staff (such as case workers). We collect information through regular communication (face to face/ telephone/ email), student review, class team, and learning and support meetings, and surveys. In 2017, families and agency staff reported high levels of satisfaction with the Fowler Road program and reported increased academic success and social/ emotional learning in their children. Families and agency staff indicated that they support our strategic directions and believe the areas of literacy and numeracy, student engagement, and school community engagement are of the utmost importance for our school focus.

In 2017, student satisfaction was evident through their school attendance, engagement with the program and their focus on learning. Students have demonstrated high levels of engagement with regular classroom programs and additional programs such as Lego Robotics, sports programs, occupational therapy and community engagement activities such as excursions and outings.

The executive team, teachers, support staff and administrative staff at Fowler Road School are committed to the attainment of the goals outlined within the strategic directions. In 2017, staff demonstrated their belief that the literacy and numeracy, student engagement and community engagement were of the utmost importance in maintaining a successful school community. Teaching and executive staff ensured that their professional development plans complemented the three strategic directions.

Policy requirements

Aboriginal education

In 2017, Fowler Road School supported the effective development of Personalised Learning Pathways (PLPs) for Aboriginal students. Personalised Learning Pathways for Aboriginal students were developed in a consultation process between the student, parents/carers and teachers to identify, organise and apply personal approaches to learning. At Fowler Road School, Aboriginality, identity and the diversity of Aboriginal cultures are valued, respected and promoted to ensure students are attending, engaged and achieving. All students at Fowler Road School engage in learning about Aboriginal culture, histories and experiences. Aboriginal content and perspective have therefore been incorporated in the school curriculum across all key learning areas.



Multicultural and anti-racism education

In 2017, Fowler Road School continued a whole school focus on anti-racism and multicultural education through the implementation of programs that have promoted anti-racism and community harmony, intercultural understanding and positive relationships between students from all cultural backgrounds. Fowler Road School has a trained teacher continuing to fulfil the role of Anti-Racism Contact Officer (ARCO) whom effectively demonstrated a commitment to building an inclusive and racism-free school community. Resources have been sort from departmental websites such as Racism. No Way!, NSW Cultural Exchange and the Henry Parkes Equity Resource Centre which focused on enhancing students understanding of racism and promoted intercultural understanding across the school. Multicultural and anti-racism events and activities such as Harmony Day, NAIDOC Week, Racism. No Way!, Chinese New Year and Anzac Day have were also incorporated into the school's 2017 calendar for cultural diversity.