

Fisher Road School Annual Report



2018



5405

Introduction

The Annual Report for **2018** is provided to the community of Fisher 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.

Arianne McCombie

Relieving Principal

School contact details

Fisher Road School
115 Fisher Rd
Dee Why, 2099
www.fisherrd-s.schools.nsw.edu.au
fisherrd-s.school@det.nsw.edu.au
9981 5222

Message from the Principal

I am privileged to have the opportunity to collaboratively write the 2018 Annual school Report along with the dedicated and professional staff at Fisher Road School. Our school's great success has been enabled by our very supportive school community and hard working staff. 2018 was the first year of our new 3 year plan. Already the school has achieved many of its milestones and the staff are very excited about the next 2 years of the plan.

I would like to take this opportunity to thank all of our staff for their ongoing dedication to their work and to our students for achieving the best possible learning outcomes. Also a huge thank you to our volunteers and the school community for without their constant support and encouragement we would struggle to run our many innovative and important programs.

Message from the school community

2018 saw the retirement of our previous P&C Association office bearers and elections held for a new President, Secretary and Treasurer. Our thanks go to the previous office bearers for their many years of service and for their support in the transition. We also wish to thank all staff, parents and carers who attended the quarterly P&C meetings in 2018. Meetings are generally held once a term on a Wednesday evening at the school and all are invited to attend.

This year the P&C Association was able to support Fisher Road School in the following ways:

– Funds from the P&C Association were used to purchase 2 new smart boards for classrooms that had very old and failing boards. The new smart boards are height adjustable and have been happily received by staff and students alike.

– Our annual subscriptions and donations letter sent to all parents and carers raised \$195 in subscriptions and \$705 in donations. This year we increased the suggested subscription from \$10 to \$15 and the suggested donation from \$30 to \$35. This was the first increase since 2002, though unfortunately we raised less money in this appeal than in previous years. Our aim in requesting these funds each year is to pay for Student Accident Insurance (for excursions, shopping trips, work experience programs and integration programs) and Public Liability Insurance (for working bees, fundraising activities and social events held at the school).

*– The P&C Association had the amazing opportunity thanks to **Galabid** to hold an online raffle to win a stay in a luxury villa in Bali. All proceeds from the raffle went to Fisher Road School and in total we raised **\$4145**. Our thanks go to all families and staff who were able to purchase tickets and/or share the raffle link with family, friends and colleagues.*

– At the end of 2018, the P&C Association applied for a Stronger Communities Grant, a federal government initiative. We were successful and have been offered \$12000 to assist in upgrading the Fisher Road School swimming pool. The grant

along with funds already held by the P&C Association and in kind donations of materials and labour will allow new flooring around the pool to replace the damaged soft fall flooring and improvements made to the fenced waiting area including activity boards and storage.

We look forward to continuing to support the wonderful work of the Fisher Road School staff in 2019.

School background

School vision statement

At Fisher Road School we believe that **engaging students** in meaningful, inclusive and functional educational programs and that **working in partnership** with our school community, **maximises student learning** across all environments. All students are **challenged** to reach their full potential.

School context

Fisher Road School is a Department of Education school in the Macquarie Park Network, Warringah Principal Network and is located at Dee Why. The school is a leader in special education, catering for students with additional learning needs by providing a safe and supportive learning environment. Fisher Road School provides quality education for students K–12 supporting students with a moderate to severe intellectual disability, who may also present with multiple disabilities. Students are predominately from the Northern Beaches region. Fisher Road School caters for an amazing group of students who range in age from 4 to 18 years of age. Students are provided with a personalised learning program that supports their individualised learning needs. Students in the Junior School access the NESA K–6 Key Learning Area syllabus with our Senior School students accessing the NESA Life Skills syllabus. The high quality education and teaching philosophy at Fisher Road School is reinforced by our parents, carers and wider community resulting in community participation and support of programs directly supporting the growth and achievements of our students. The highly experienced staff at Fisher Road School are dedicated to supporting the learning needs of each individual student through their knowledge, skills and understanding in the special education field. Fisher Road School is proud to be known as a centre of expertise.

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. This 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.

Learning

Fisher Road School has focussed on a collaborative approach to learning so that students are prepared upon leaving in year 12 to be active, valuable and productive members of the community. The school has a strong focus on the collection of evidence of student achievement and reporting to identify student growth and on delivering the best possible educational programs for all students.

A major focus of the school's three year plan is on assessment and identifying the needs of students so as to ensure that their PLP promotes the best learning program for each student.

Communication and student welfare are a priority in our school. Each student is assessed and supported by access to the most effective form of communication to suit their individual abilities and needs. This is done with a specialist Speech Therapist, funded by the school, and committed, experienced staff. Professional learning is offered in the area of communication by experts in the field. Staff and parents have opportunities throughout the year to strengthen their knowledge and expertise in this area in order to provide functional communication for our students. Fisher Road School promotes and offers a Total Communication program.

Student and parent welfare is a constant focus for Fisher Road School. The students are learning a wide variety of self–calming strategies. Staff are also involved in professional development to stay current with the latest, evidence based research. Staff have had training in sensory diets, Peaceful Kids and other programs in order to offer a range of strategies to help students to achieve the best possible learning outcomes..

Learning Culture – sustaining and growing

Wellbeing – excelling

Curriculum – sustaining and growing

Assessment – delivering

Reporting– excelling

Student performing measures – sustaining and growing

Teaching

Fisher Road has had a major focus on literacy and numeracy programs and strategies. Building on assessment strategies and evidence collection is a recurrent theme for professional learning. Staying current with best practice and adapting programs in light of new research has been a priority for all staff. Staff have focused on developing NESA compliant scope and sequences and making sure that our programs and policies adhere to current NESA and DoE requirements. Staff recently completed 6 hours of professional learning on Informed Trauma, which provided the foundations for supportive and individualised teaching programs and behaviour support strategies.

Over the course of 2018, the school offered many innovative and important training opportunities for school staff, parents, members of the community, and staff from other schools. These training opportunities included the following:

- Scope and sequence
- Assessment
- Integrating aboriginal learning,
- Sensory defensiveness,
- Literacy strategies
- Informed trauma
- MAPA
- Proloquo2go and PECS
- TACPAC
- Safe lifting and handling

Effective classroom practice – sustaining and growing

Data skills and use – delivering

Professional Standards – sustaining and growing

Learning and development – sustaining and growing

Leading

Leading the new school plan was a major focus for the leadership team, school staff and the Fisher Road School community, with the majority of milestones being met and many being exceeded. Increasing and improving the school's resources and the physical environment has been another important focus, which has led to increased opportunities for students to practise their learning outcomes and consolidate and generalise them to the wider community.

The leadership team has also focused on ensuring that all staff remain aware of the DoE and NESA requirements for maintaining accreditation and keeping track of their required registered and non-registered hours. This has included putting systems into place in order to monitor the current hours of each staff member and the end date of their maintenance period. The leadership team has supported this through the provision of high quality professional learning opportunities at school, allocating funds for staff to attend out-of-school professional learning, and also through researching and promoting suitable online courses.

The leadership team has invested significant time, resources and funds to create a more welcoming, inclusive and safe environment that maximises student learning and wellbeing. This environment has been designed to mirror the facilities that exist in the community, so as to provide students with opportunities to practise shopping, travel training, work experience and many other important independent living skills. This has also entailed creating safe spaces where students can actively engage in learning in a relaxed, visually appealing and supportive environment.

Educational leadership – Delivering

School planning, implementation and reporting – sustaining and growing

School resources – excelling

Management practices and processes – sustaining and growing

Our self-assessment process will assist the school to refine our school plan, leading to further improvements in the

delivery of education to our students.

For more information about the School Excellence Framework:

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

Strategic Direction 1

Improving student learning outcomes

Purpose

To maximise individual student learning experiences within educational programs resulting in increased engagement, empowerment and expanded opportunities in life.

Students will progress within functional life skills increasing their capacity to function as independently as possible within their community, based on their level of personalised learning needs.

Overall summary of progress

A range of different assessment tools such as SWANNS and ABLES were trialled to determine their suitability as functional assessment tools for student learning. As a part of this, there was extensive collaboration with other schools, such as Clarke Road SSP, Holroyd SSP and Sir Eric Woodward SSP, in order to find out what they were using and whether it would be a suitable tool for our students. As a result of this collaboration, decisions were made for future directions in planning. Steps were also put in place to enable teachers to more effectively use data to inform practice and differentiate teaching and learning strategies. A draft assessment tool was developed to assess functional learning skills, such as gross motor, fine motor, literacy and numeracy, and communication. This tool will be used to inform PLP meetings and guide the development of SMART goals.

We have set up a whole school literacy program that includes a library system using the Oliver borrowing system. Each class has been accessing the library once a week to borrow a book. Home readers for literacy were also set up for those students on a reading program, with home and school actively collaborating to support the program. All staff were trained in how to teach Prelit and Minilit literacy programs, and these programs, where appropriate, were incorporated into class timetables on a regular weekly basis. Online literacy and numeracy programs were also accessed at school and home, such as Reading Eggs, Mathletics, Choose it Maker 3, Slideshow Maker, Ginger Tiger, Targeting Maths and Maths Seeds.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none"> An increase in teachers using skills assessment to maintain current skills and identify new skills for each student 	<p>Swanns and Ables trialled explored and assessed</p> <p>Trish & Julie met with Kavi (AP Clarke Road), and spent a morning session at Clarke Road. Information regarding In the Zone for Learning, Communication Passport as well as the TEAACH approach were viewed. Visited different classes in the school, to see set up, but not how the programs were implemented.</p>	<p>Various assessment tools were trialled and explored</p> <p>SSP's were liaised within NSW, Australia and Overseas. Storage of data with an overseas agency proved problematic so abandoned</p> <p>Team determined that a Fisher Road assessment tool of basic skills might be preferable</p>
<ul style="list-style-type: none"> Teaching and learning programs reflect relevant literacy and numeracy components 	<p>Benchmarking programs</p> <p>Professional development in Minilit and Pre lit</p> <p>Subscriptions purchased for Reading Eggs, Mathletics and Maths seeds</p>	<p>Students using reading eggs, mathletics & maths seeds as appropriate</p> <p>Staff trained in Benchmarking Evaluation of current Count Me In Too resources to add into roll call.</p> <p>Staff using Smart notebook</p> <p>All students accessing the library students borrowing books</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none"> Teaching and learning programs reflect relevant literacy and numeracy components 		<p>Every student has a literacy and numeracy program that meets their individual needs. Teachers identify ways students are engaged in literacy</p> <p>Students/parents borrowing through Oliver. Literacy and numeracy component embedded into Roll call across the school</p>
<ul style="list-style-type: none"> An increase in students having access to and using an individualised communication system across all settings 	<p>Prue Clubb – speech therapist Proloquo2go on iPads</p> <p>Key word sign app</p> <p>Communication passport training</p>	<p>Parents given basic training on Proloquo2go.</p> <p>Staff refreshed on Key word sign and Proloquo2go.</p> <p>Staff using key word sign app.</p> <p>Communication passport trialled and assessed.</p>

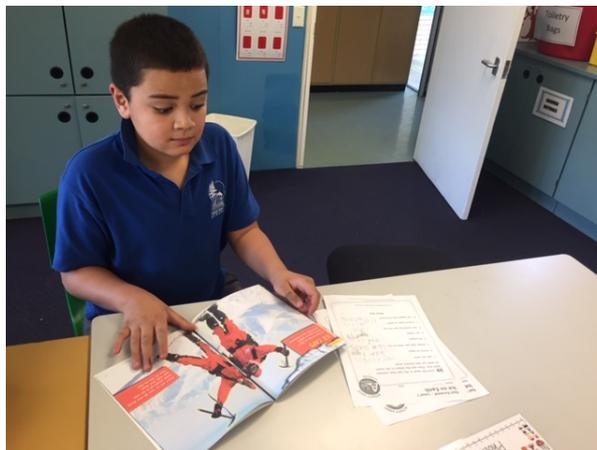
Next Steps

Suitable and functional assessment tools and checklists will continue to be designed, updated and implemented in order to cover the key skills that students will need in their present and future learning environments.

Best practice for assessment and student learning will continue to be developed through programs such as the Communication Passport, TEACCH, and ABLES.

There will be an increase in collaboration with therapists and paraprofessionals in order to ensure that staff have the skills to meet the complex needs of their students and remain up to date with best practice.

More staff to be trained in benchmarking tools for literacy and numeracy programs in 2019. Literacy and numeracy components to continue across daily programs. Literacy and numeracy programs to be purchased for students working at all age levels.



Strategic Direction 2

Enhancing an innovative and dynamic school

Purpose

To actively engage students through innovative and fun learning experiences and programs that will create a positive atmosphere and encourage students to achieve and thrive as learners.

To keep abreast of and implement evidenced-based best practice in special education in order to maximise student learning which highlights Fisher Road School as a centre of expertise within our learning community.

Overall summary of progress

Thanks to a generous donation from Grace City Church, 3 classrooms had new interactive whiteboards installed. A new staff member was trained on Zulu desk and all iPads are now being managed through this MDM solution.

In school work groups for all senior students, 6 students attended Packforce for work experience, and 5 students attended new off site work experience opportunities at Bunnings and Coles. Fisher Road ran a very successful post school options tour for SLSOs and parents. Year 12 students were also offered opportunities for a 1 day a week placement at the setting they were transitioning to post school.

In the area of student welfare and wellbeing a number of innovative programs were established, such as the following:

- The So Safe program has been adapted for Fisher Road students, delivered to staff during professional learning, and is ready for delivery.
- Peaceful kids program is now running once a week with a group of senior students.
- TACPAC has been trialled and resources purchased. All staff have had a PL on delivering the program.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">• An increase in students accessing individualised technology, both hardware and applications.	5 new smartboards installed Training on current programs to enhance student learning	All classes have access to current technology Staff using Choose It Maker in class with students to enhance learning goals
<ul style="list-style-type: none">• An increase in senior students participating functional and quality in-school and community work experience programs	Release time for community research, connections Release time for appropriate, functional in school work experience	Bunnings and Coles work sites established
<ul style="list-style-type: none">• New, innovative and dynamic programs and practices in special education evident, in school wide student programs	Peaceful Kids time allocated Professional learning time and funds allocated	Senior class attending Peaceful kids once a week TACPAC and sensory defensiveness courses attended and shared with staff at PL

Next Steps

In 2019 the major focus areas will be:

- Maintaining the high quality work experience programs we have in place with Packforce, Bunnings and Coles.
- Reviewing and improving our in-school work experience programs so as to provide work experience opportunities

for students not able to access off site work experience.

- Dedicating more time and resources to improving the transition process from school to post school options.
- Dedicating more time and resources to improving our technology hardware, software, skills, processes and resources.



Strategic Direction 3

Building community engagement and participation

Purpose

To create learning partnerships and work in collaboration with other schools, parents, carers and the wider community to maximise student learning outcomes and opportunities.

Building and promoting the school image in the community to ensure strong community support for the innovative and dynamic programs at Fisher Road School.

Overall summary of progress

Over the course of 2018, Fisher Road School built extensive links with a number of other schools in our local area in order to establish integration and reverse integration classes and activities, such as the following:

- Weekly integration sessions and special events at Dee Why Primary School with the support unit
- Year 10 work experience students (2 students each week) from Mosman High School coming to work at Fisher Road School from Tuesday to Friday each week
- A class of students from Fisher Road School attending the Beach School for ceramics classes
- A class of students from Fisher Road School attending Elanora Heights School for dance sport.
- School staff (teachers and SLSOs) from Dee Why Primary School and Mona Vale Public School were invited to participate in Professional Learning activities at Fisher Road School (e.g.) Informed Trauma training.

As well as these innovative programs, Fisher Road School also held extensive training for parents (2 training sessions) on Proloquo2go, which is the primary augmentative communication system for many of our students. These sessions provided the parents with the necessary skills to be able to modify and customise Proloquo2go to better suit the communication needs of their children. 2 Proloquo2go training sessions were also held for staff (teachers and SLSOs) in order to enable them to make templates relating to school activities for the students in their classes, as well as providing them with the skills to be able to assist parents in using and customising Proloquo2go.

Fisher Road School conducted Puberty, Sexuality and Relationship training for parents. The session was well attended by parents and resulted in some forthright and robust questions and discussions.

We also hired Rhythm Village to help with the development of a new school song, which was successfully completed with extensive input from staff. The new song has been integrated into all school assemblies, official school events and the school signing choir.

A member of the teaching staff attended the ARCO training and was certified as the School's new ARCO. Information about the new ARCO was included in the school's newsletter. As part of her role, the ARCO delivered a professional learning session focusing on the DoE's policies and procedures in this area.

A number of executive and other staff were released in order to develop the School's new NESAs compliant scope and sequence for years K–6, 7–10 and 11–12. The team also looked at developing a new NESAs compliant timetable template for all staff to use. Teaching staff were also encouraged to take greater responsibility for making sure that the programs and outcomes that they developed met the NESAs guidelines and satisfied the requirements of the DoE and NESAs. It was essential that all of this was done in 2018, so as to ensure that everyone was using NESAs compliant outcomes, scope and sequences and timetables, in preparation for external validation in 2020.

A member of staff was trained in how to use the Oliver library system. In conjunction with this, the Fisher Road Library was established, which has been a very effective way of promoting reading and literacy skills throughout the school. As a part of our focus on literacy and numeracy, staff were trained in learning progressions.

Adam Cryer, a member of the local Aboriginal community, came out to the school and discussed with staff how Aboriginal art, music, and culture could be successfully integrated into the programs at Fisher Road School in a respectful and appropriate way.

TACPAC, a sensory program involving music, touch, sight and smell was evaluated by two members of staff, who then led a professional learning session on it. With the expectation that it could be integrated into class programs for those students who would benefit from sensory integration. In line with TACPAC, a staff member attended a sensory defensiveness workshop, which provided important skills and knowledge in this area. This was later provided to staff in a professional learning session after school.

Michelle Montgomery, a world expert on trauma and the health consequences of trauma in childhood, came out to the school and spoke about Trauma Informed Practice for staff and how to embed these practices into teaching and learning activities.

Progress towards achieving improvement measures		
Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none"> An increase in students accessing community programs and inclusive opportunities. 	Release time to establish links with the Beach school & Dee Why PS for integration Program time allocated Links with Elanora Heights PS Dance Sport Program	Students timetabled to attend DY integration Students attending The Beach School for ceramics Integration with Dance Sport – timetabled in senior program
<ul style="list-style-type: none"> Increased skills of families, service providers and members of the community resulting in the consistent support of students' learning in all environments. 	Family planning clinic Proloquo2go training for parents– iPads	Puberty, sexuality and relationship training for parents 2 workshops were held for parents to learn skills in Proloquo2go to support student communication
<ul style="list-style-type: none"> Teaching and learning programs reflect current and emerging best practice in Special Education. 	Aboriginal professional development Staff PL on Scope and sequence, assessment and reporting TACPAC module 1 purchased Time allocated Staff integrating sensory diets into classroom Staff to attend Rhythm to Recovery	Totems used in senior art program Staff informed about aboriginal art and respectful implementation of and appropriate use of Aboriginal iconography, symbols and art styles TACPAC evaluated and trialled Student improvement in learning as sensory diet is met Rhythm to Recovery evaluated and decided it wasn't appropriate for our setting

Next Steps

Our focus for 2019 in Strategic Direction 3 will be in the following areas:

Promote and increase the level of integration and reverse integration that our students are participating in, especially with building links with other schools in the area. Part of this will also involve Fisher Road School offering professional learning sessions for outside staff so as to share our knowledge and to build links between schools.

Promote extra training opportunities for staff and parents in the area of communication, especially in using Proloquo2go. Make sure that every class has a communication iPad that is set up for their class and that staff know how to use it.

Make a promotional video highlighting the amazing students and staff at Fisher Road School and the great work that we do. This will be used to inform the community and prospective parents and staff about the school, as well as to provide information to potential organisations that may wish to give grants.

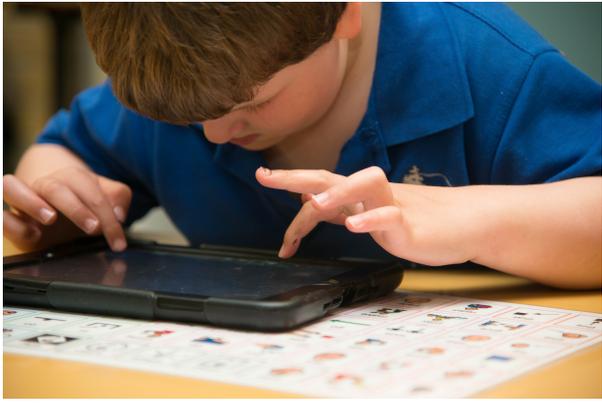
Provide training opportunities for post school staff in communications skills, such as PECS, KWS and Proloquo2go.

Provide one-on-one PECS training for staff, who need to up-skill their training in this area, through team teaching in class.

Have weekly KWS lessons at staff meetings so as to improve the KWS skills of all staff.

Maintain a NESA log of all teacher identified training, so all staff can maintain their hours, and support staff who have to go through the accreditation process with information and support.

Provide Boardmaker training for all staff who need to refresh or develop their skills in this area.



Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	41	39	42	42
Girls	19	18	13	13

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	7.99
Teacher Librarian	0.4
School Administration and Support Staff	13.12
Other Positions	0.24

*Full Time Equivalent

Fisher Road School has one staff member who identified as Aboriginal or of indigenous descent.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	35

Professional learning and teacher accreditation

Professional learning is a major component of staff development at Fisher Road School. All staff are encouraged to remain current with best practice and to share their learning at in school professional learning sessions. Staff expertise and skills are built upon and shared through out the school, school community and professional networks. Highlights of 2018 were as follows:

- Informed trauma presented by Michelle Montgomery
- Principal attending the Art of Leadership

- Aboriginal learning with Adam Cryer
- Building up staff knowledge and strategies for teaching and engaging literacy with the Fisher Road population
- TACPAC
- ARCO training
- Sensory defensiveness
- Scope and sequence
- Assessment and programming
- Training on NESA accreditation process
- Literacy – Minilit and PreLit
- KWS

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	194,493
Revenue	2,774,237
Appropriation	2,631,949
Sale of Goods and Services	1,079
Grants and Contributions	138,070
Gain and Loss	0
Other Revenue	0
Investment Income	3,139
Expenses	-2,725,484
Recurrent Expenses	-2,725,484
Employee Related	-2,421,458
Operating Expenses	-304,026
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	48,754
Balance Carried Forward	243,247

- Fisher Road School's financial management processes and governance structures to meet financial policy requirements are conducted through a financial team meeting once a term and frequent stand up meetings with the SAM, Principal and executive staff
- Teaching Staff have been delegated budget areas and the responsibility for tracking funds in line with DoE policies.
- Executive oversee section and project budgets

and are responsible for tracking of funds in line with DoE policy

- There were no unusual spending patterns or substantial underspending/overspending for the 2018 year
- We received a \$24,000 grant from Grace City Church for 3 new interactive boards
- DGR account paid for 2 new smart boards. Any purchases which were sourced from the DGR were decided in consultation with the P & C
- Revenue received from the hire of the pool was \$37, 583.66. This money was used for the maintenance of the pool, hiring contractors and renovations

Financial summary equity funding

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

	2018 Actual (\$)
Base Total	602,977
Base Per Capita	25,873
Base Location	0
Other Base	577,104
Equity Total	14,941
Equity Aboriginal	698
Equity Socio economic	4,409
Equity Language	9,834
Equity Disability	0
Targeted Total	1,902,167
Other Total	27,151
Grand Total	2,547,235

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.

Parent/caregiver, student, teacher satisfaction

Parent satisfaction

Through anecdotal information, parent feedback and reflection, parent attendance at PLP meetings, it has been possible to make the following conclusions:

- there has been an increase of parent attendance at school events which indicates that they feel supported, welcomed and actively involved in their child's school life.
- many parents have expressed their view that the school is very cohesive and welcoming
- the parents have expressed great satisfaction with Dojo as an interactive app through which to share messages and photos celebrating their child's success. This was verified through an online survey through Survey monkey
- survey results indicate a high level of satisfaction with the training and learning activities that the school held for parents throughout the year
- parent and family members have been actively involved in volunteering within the school and supporting student learning programs

Student satisfaction

Due to the inability of our students, by reason of their intellectual disability, to answer basic questions or complete surveys, it has not been possible to collect data on student satisfaction. However, through

anecdotal information, parent feedback, teacher reflection and observation of student behaviour, it has been possible to make the following conclusions:

- The majority of students enrolled at Fisher Road School are actively engaged in their learning activities, which indicates that the teaching and learning programs are individualised to meet the complex needs of each student
- A high rate of school attendance, which indicates that students are very motivated by the learning activities to attend school
- We have a very low suspension rate, which reflects that each student's educational and wellbeing needs are being met
- The students from Mosman High and the Shore School all respond very positively in surveys in which they have been asked to comment on their experiences at Fisher Road

Teacher satisfaction

Through staff surveys, anecdotal information, informal staff feedback and reflection, and observation of staff behaviour and morale, it has been possible to make the following conclusions:

- we have a very high staff morale with a low turnover of staff
- the majority of staff express satisfaction with their roles and responsibilities at work
- staff are very motivated to take on new and innovative projects, and to explore new evidence based teaching and learning strategies
- staff interact with each other in a professional, respectful and caring manner, which indicate a healthy work environment
- staff are very driven and committed to getting the very best out of each individual student
- staff are very enthusiastic to learn new skills and attend professional learning outside of school hours
- the SLSOs feel empowered and supported to contribute to collegial discussions about policies, practices and teaching and learning strategies within the school

Policy requirements

Aboriginal education

Fisher Road School is dedicated to the delivery of quality education for Aboriginal students, education about Aboriginal culture and history for all students, and Aboriginal education through professional learning and career development experiences for all staff.

In 2018 Fisher Road continued to focus on increasing knowledge and understanding of Aboriginal histories and cultures. Staff were inspired by a member of the Northern Sydney Aboriginal Community, Adam Cryer. He led students in a range of Indigenous Aboriginal games, lessons and stories. He then led staff in strategies to incorporate Aboriginal art, history and lifestyles into the curriculum in a meaningful way for Fisher Road students. In response to this focus, in 2019 we will be working towards embedding Aboriginal

culture across the curriculum for all students.

To celebrate Reconciliation two members of the Koomurri dance group performed for our students, demonstrating aboriginal dance, music and dreamtime stories.

Multicultural and anti-racism education

The school valued and celebrated the diversity in our school community through a variety of multicultural activities throughout the year. In 2018 Harmony Day was celebrated as a whole school under the theme that 'everyone belongs'. Students wore the official Harmony Day colour of orange, whilst engaging in sporting programs that celebrated inclusiveness, respect and belonging for all Australians, regardless of cultural or linguistic backgrounds. Fisher Road School upheld the values of The NSW Department of Education in rejecting all forms of racism and was committed to the elimination of racial discrimination. Fisher Road School appointed a staff member as the Anti-Racism Contact Officer (ARCO) whose role was to receive any suggestions, complaints or allegations regarding racism. In 2018 the newly appointed ARCO received professional training in carrying out this role at Fisher Road School. The teacher delivered a professional learning session to all staff and introduced herself to the school community via the school's newsletter.