

Fowler Road School

Annual Report



2018



Safe... Smart... Prepared

5562

Introduction

The Annual Report for **2018** 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.

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Message from the Principal

Fowler Road School provides an alternative learning environment to support students with a mental health diagnosis. Fowler Road School is committed to creating quality learning opportunities for students. A protective behaviour, trauma informed philosophy underpins all educational programs.

In 2018, Fowler Road School commenced the journey mapped out in the 2018 –2020 School Plan. This Annual School Report celebrates the wonderful progress of our students, our staff and our school community within this journey.

I would like to take this opportunity to thank our families, Fowler Road and external DoE staff and the large team of stakeholders invested in supporting and helping Fowler Road School in assisting our students to become Safe, Smart and Prepared lifelong learners.

Amanda Barton

Relieving Principal

Fowler Road School.

Message from the school community

Firstly I'd like to thank the school for accepting our daughter and making her feel welcome. Overall, my experiences with the school have been great and I highly respect the staff, they have all been so kind and patient with us. We're so happy with the conditions of the classroom and how they are run in addition to the wonderful facilities the students get to enjoy. Being able to customise the school hours have helped both myself and my daughter as it encourages her to attend school and makes it a little easier for myself as well. Seeing my daughter gradually improve her grades and attendance whilst attending this school has given me confidence for her future.

My experiences with the teachers at the school have all been wonderful. In particular Nora's teacher, has always gone to great lengths to ensure the happiness of my child and makes sure she is always on track with her schoolwork.. Not only is she great at keeping my daughter focused on schoolwork, she has developed an excellent friendship with her and has always made my daughter comfortable in classes.

Compared to her previous school, my daughter is much happier and her attendance has greatly improved.

Mr Bushi, Parent Representative

Yates Avenue Public School have had the opportunity to work closely with Fowler Road School to support students and their families. The staff at Fowler Road School have always been approachable, collaborative, caring and professional. Fowler Road School place student outcomes and wellbeing at the centre of all initiatives, and ensure that students, their families and our school are a valued part of the collaborative approach to identifying and meeting individual student

support needs.

Shani Gale, Referring School Representative, Yates Avenue Public School.

Fowler Road School offered the parenting course, Tuning In To Kids for the first time in Term 3, 2018. Nine parents took part in the group and all parents responded positively about the program. Tuning in to Kids is a six-week group program for parents and carers which aims to help them teach their child the skills of emotional intelligence. With huge thanks to the Fowler Road staff for their support of the program which allowed the course to be provided for free at the school. Feedback has been overwhelmingly positive, with many reporting that their new knowledge and skills have improved relationships with their child and made their home lives calmer and more harmonious.

Rachael Spitzer, External Wellbeing Provider.

Working at Fowler Road School is a privilege and a joy. As an independent health worker contracted to work with specific young people at the school, from our very first contact I felt that when it came to working with young people, we were on the same page, in the same chapter, and part of the same book. And this proved to be the case. I am welcome in the classroom, able to work with the whole class while bearing in mind the specific young people I am designated to work with. I'm then able to individually follow up any tensions and achievements at opportune moments. And throughout, the staff and I touch base, making sure we are heading in the same direction and working on the same things. This level of personal welcome and professional inclusion is rare, a pleasure and most importantly, very productive for the young people we work with. I'm looking forward to an ongoing collaboration.

Peter Slattery, Therapist, Educator, Trainer, Facilitator, Author.

Message from the students

My time at Fowler Road has been a wild roller coaster as I have had a difficult time completing different types of work, especially my maths. However, through the help of my classroom teachers I have found it easier when they explain and give examples to the maths problems. I thank my teachers for always being there when I refuse to do my work and for always motivating me and assisting me to get back to work. Through this, I have improved my persistence in my maths work and other tasks. I like that at Fowler Road School each day is a fresh start to a new day.

Charlotte, Primary School Student Representative.

Since starting at Fowler Road, I enjoy attending every day. Having a small classroom makes me feel more comfortable and concentrated on my work. While my work is through Distance Education, I am still able to enjoy and participate in a variety of hands on educational activities. Due to the support I receive from Fowler Road School, I feel that I will be able to successfully complete my HSC.

Alex, High School Student Representative.

School background

School vision statement

At Fowler Road School, we believe that everyone has a right to learn, in a positive way, about themselves and the world they live in, so that they can connect, succeed and thrive.

We work towards this by providing;

- An imbedded protective behaviours and trauma informed approach creating a school culture in which our students, our families, our staff and our visitors feel safe, secure and accepted.
- A climate where positive relationships are valued and developed including a collaborative case management approach with student voice to inform all directions across all environments and areas including education, health, community and home.
- An inclusive and individualised educational program where the necessary adjustments are made to assist students to reach their full potential and every student is known, valued and cared for.

Our purpose is to assist students with mental health to access the curriculum on the same basis as their peers. We work to empower students to acquire, demonstrate, articulate and value the knowledge and skills that will support them to return to a more regular setting close to their homes, engage in post school options and become life long learners.

To achieve this we focus on providing successful and enjoyable schooling experiences for students so that they can change the "stories" they have had about themselves into a story in which they see themselves as safe, smart and prepared. We assist students to value themselves and strive for excellence by helping them to;

- Relate to others and themselves in **SAFE** ways; managing self and respecting individual differences.
- Strive to be the best they can be; focusing on successful academic skills so to see themselves as **SMART** and succeed in a rapidly changing society.
- Be **PREPARED** for learning; to make positive contributions now and in the future to our global community.

School context

Fowler Road SSP is located in 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 K–6 program accepts students on a shared enrolment basis. This program is intended as a short term intervention and aims to support students to develop the skills required to successfully return to their local public school (home schools). Fowler Road School and the local public school work collaboratively together to support student engagement, achievement and wellbeing. The primary program has 6 classes (42 students in total). The attendance pattern in this program usually involves students attending Fowler Road School until lunch time and returning to their home school to participate in an integration program for the afternoon session, this attendance pattern increases to full day attendance in the home school, pre exit and as the student experiences success.

The 7–12 program aims to re-engage students in schooling and to work towards achieving their RoSA in year 10, their HSC in year 12 and to access vocational learning. Support is also provided for these students to access post school options, including employment and/or other educational programs outside of school. The secondary program has two classes (14 students in total). The first high school program is for students with significant internalising anxiety disorders who have found it hard to attend their regular schools. This program is fulltime. The second high school program is a tutorial program for students who have disengaged in education due to their internalising mental health disorders. This is a fulltime program. This program provides individualised programs and attendance schedules and aims to assist students to re-engage in schooling. The overall goal is for students to engage in a fulltime supported school placement in the near future. Students in years 9 – 12 are enrolled in Distance Education and are provided with support to complete their Distance Education packages and manage their work schedules.

The school has a proportionally high enrolment of students who reside outside of the family home and/or access external community health agencies and family and community assistance. The Fowler Road Out of Home program supports these students and their care networks through collaborative partnerships and case management. This program offers students who are in transition or unable to access an integration program a full time placement, until such time an integration program is established.

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. 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.

LEARNING DOMAIN

The school's on-balance judgement for Learning Culture: Excelling The descriptors of this process included: Theme: High expectations: Excelling Theme: Transitions and continuity of learning: Excelling Theme: Attendance: Sustaining and Growing

The school's on-balance judgement for Wellbeing: Sustaining and Growing The descriptors of this process included: Theme: Caring for students: Sustaining and Growing Theme: A planned approach to wellbeing: Sustaining and Growing Theme: Individual learning needs: Excelling Theme: Behaviour: Excelling

The school's on-balance judgement for Curriculum is: Excelling The descriptors of this process included: Theme: Curriculum provision: Excelling Theme: Teaching and learning programs: Excelling Theme: Differentiation: Excelling

The school's on-balance judgement for Assessment is: Sustaining and Growing The descriptors of this process included: Theme: Formative assessment: Sustaining and Growing Theme: Summative assessment: Sustaining and Growing Theme: Student engagement: Sustaining and Growing Theme: Whole school monitoring of student learning: Delivering

The school's on-balance judgement for Reporting is: Sustaining and Growing The descriptors of this process included: Theme: Whole school reporting: Sustaining and Growing Theme: Student reports: Sustaining and Growing Theme: Parent engagement: Sustaining and Growing

The school's on-balance judgement for Student Performance Measurement is: Delivering The descriptors of this process included: Theme: Value-add: Not Applicable Theme: NAPLAN: Not Applicable Theme: Student growth: Delivering Theme: Internal and external measures against syllabus standards: Delivering

In the domain of **Learning**, we at Fowler Road School continue to pride ourselves on ensuring that each student is known, valued and cared for. To support student literacy and numeracy achievement individualised learning, differentiation and best education practices are implemented. An individual learning plan containing information on the student's learning needs, assessment, network, strengths, likes/dislikes and particular issues impacting the student's integration is developed and reviewed regularly to ensure students are successful in meeting personal goals in relation to academic, social, emotional and integration needs. At Fowler Road School we are aware that students require differentiated teaching strategies and learning content, which are specific to their needs. We ensure students experience success through being supported to engage in challenging lessons that are meaningful and relevant to their individual stages of development and skill sets. The school has developed explicit processes to collect, analyse and report internal and external student and school performance data. Ongoing assessment practices are carried out to ensure that lessons and content is delivered at a comfortable yet challenging level for each student, and that teachers and students review, and modify learning plans as required. Student wellbeing is the foundation upon which all of our programs, policies and practices are developed. At Fowler Road School our purpose is to assist students to change the 'stories' they have about themselves to reflect their positive engagement with their own behaviour and the school community. To achieve this we focus on providing a nurturing school culture allowing students to value themselves and the contributions they make.

TEACHING DOMAIN

The school's on-balance judgement for Effective Classroom Practice is: Sustaining and Growing

The descriptors of this process included: Theme: Lesson planning: Excelling Theme: Explicit teaching: Delivering Theme: Feedback: Sustaining and Growing Theme: Classroom management: Excelling

The school's on-balance judgement for Data Skills and Use is: Sustaining and Growing The descriptors of this process included: Theme: Data literacy: Sustaining and Growing Theme: Data analysis: Sustaining and Growing Theme: Data use in teaching: Sustaining and Growing Theme: Data use in planning: Delivering

The school's on-balance judgement for Professional Standards is: Sustaining and Growing The descriptors of this process included: Theme: Improvement of practice: Sustaining and Growing Theme: Accreditation: Sustaining and Growing Theme: Literacy and numeracy focus: Sustaining and Growing

The school's on-balance judgement for Learning and Development is: Sustaining and Growing The descriptors of this process included: Theme: Collaborative practice and feedback: Sustaining and Growing Theme: Coaching and mentoring: Excelling Theme: Professional learning: Excelling Theme: Expertise and innovation: Sustaining and Growing

In the domain of **Teaching**, Fowler Road School has had a school wide focus on continuing to improve on assessment practices. Staff engage in a constant cycle of assessing, planning, teaching and evaluating student learning across all curriculum areas, with a focus on literacy and mathematics. At Fowler Road School our staff constantly strive to close this educational gap through individualised planning and powerful, differentiated programs and use of student work samples, questioning and assessment to evaluate the effectiveness of class teaching and build upon future planning. A wide range of engaging teaching and learning programs for students, including 21st Century and technology based learning is utilised in order for students to access quality instruction in all key learning areas, with a particular focus on literacy and mathematics. Current programs include: individual student programs for literacy and mathematics, whole school differentiated units of work for Science and Technology, History, Geography, and PD/H/PE, Mindstorms Lego (robotics) program, and STEM. At Fowler Road School technology based programs such as Reading Eggs, Mathletics, Targeting Maths computer labs, and Essential Assessment online activities are used to further engage students and supplement student learning. With over 50% of Fowler Road School teaching staff being early career educators the need to provide extensive support to our beginning and early career teachers was identified. Beginning teacher support funding has been provided for eligible beginning temporary teachers through the department in correlation with one of the Great Teaching, Inspired Learning reforms. This funding has provided beginning teachers with release time, ongoing fortnightly sessions with supervising teachers and team teaching opportunities. Such opportunities have allowed for processes to be established that provide formal mentoring and coaching in order to improve teaching and learning. Fowler Road School Professional Development Plans are guided by Department of Education (DoE) and Fowler Road School implementation guidelines, current Fowler Road School Plan and Strategic Directions, Australian Professional Standards for Teachers (NESA), Performance and Development, Framework for Principals and Executive Teachers (DoE) and personal teaching and career aspirations. Fowler Road School contributes to improving Teacher and School Learning Support Officer quality within the school by also supporting pre-service teachers and students from university and TAFE programs.

LEADING DOMAIN

The school's on-balance judgement for Educational Leadership is: Excelling The descriptors of this process included: Theme: Instructional leadership: Excelling Theme: High expectations culture: Excelling Theme: Performance management and development: Sustaining and Growing Theme: Community engagement: Excelling

The school's on-balance judgement for School Planning, Implementation and Reporting: Sustaining and Growing The descriptors of this process included: Theme: Continuous improvement: Sustaining and Growing Theme: School plan: Sustaining and Growing Theme: Annual report: Sustaining and Growing

The school's on-balance judgement for School Resources: Sustaining and Growing The descriptors of this process included: Theme: Staff deployment: Excelling Theme: Facilities: Sustaining and Growing Theme: Technology: Sustaining and Growing Theme: Community use of facilities: Sustaining and Growing Theme: Financial management: Sustaining and Growing

The school's on-balance judgement for Management Practices and Processes: Sustaining and Growing The descriptors of this process included: Theme: Administrative systems and processes: Sustaining and Growing Theme: Service delivery: Delivering Theme: Community satisfaction: Sustaining and Growing

In the domain of **Leading**, at Fowler Road School quality teaching and leadership is valued and recognised as a key factor in school improvement, school excellence and student achievement. Engagement in professional development and supervision is evident at Fowler Road School in order to increase staff competency through the development of skills and knowledge that is required to contribute to the school's strategic directions. At Fowler Road School, all staff members are allocated supervision groups. School executive are responsible for assisting and monitoring their allocated supervision group members. Supervision is active and ongoing throughout the school year. Supervision includes monitoring of the implementation of DoE curriculum, policy and procedures implementation, monitoring and appraising of professional development plans, monitoring of professional responsibilities and conduct, and the provision of personal and professional support. At Fowler Road School an annual supervision timeline is developed by the leadership team to provide all teachers with regular and meaningful opportunities to discuss and monitor performance and development. The leadership team also embeds clear processes, with accompanying timelines and milestones, to direct school activity towards effective implementation of the school plan through the arrangement and coordination of strategic direction teams and processes within the school plan, involving all school staff.

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-gu>

Strategic Direction 1

SAFE – Enabling individual and collective wellbeing

Purpose

To create a school culture where every student is known, valued and cared for in order for them to connect, succeed and thrive at each stage of their cognitive, emotional, social, spiritual and physical wellbeing.

Overall summary of progress

An important responsibility of any school is to enable individual and collective wellbeing for all students and staff. This is especially true at Fowler Road School, where all of our students exhibit emotional disturbance or some form of mental health disorder. Furthermore, a majority of our students have experienced difficulties in their upbringing including Out of Home Care (OOHC), low socio-economic backgrounds, family breakdown and various forms of trauma. Our entire program is underpinned by ensuring that our students enjoy positive wellbeing and can see themselves as safe.

At Fowler Road, we actively promote the development of self-awareness, emotional regulation and resilience. In 2018, we achieved this in a number of ways. A psychologist was engaged to implement the 'Zones of Regulation' program across the school and deliver professional development to the staff. This program focuses on building student capacity to recognise feelings and the use of personalised tools to assist in emotional regulation. An occupational therapist was engaged to implement the use of sensory boxes in all classrooms across the school and to focus on skill development with our younger students. All staff participated in a professional learning course titled S.T.A.R.S. in schools: Supporting students from refugee backgrounds. This course outlined the effect childhood trauma has on an individual's ability to learn and develop key skills such as emotional regulation. It also focused on the development and implementation of trauma informed practice to ensure that staff are well equipped to assist students who have or are experiencing trauma. Executive staff participated in a professional learning course about the 'Berry Street Education Model'. This course focused on the use of evidence based practice to engage students with special needs in learning and to develop positive wellbeing for them and for the staff teaching them. The principles of this course are to be embedded in classrooms across the school.

At Fowler Road, we actively promote the development of positive relationships and connectedness to others, culture and community. In 2018, we achieved this in a number of ways. Identified staff engaged with local community and DoE Aboriginal Education staff and DoE Out of Home Care staff to assist in the development of processes and practices to foster connectedness for our students. This led to a school wide recommitment and focus on the implementation of Aboriginal Education and Out of Home Care planning processes. All appropriate students now have personalised plans. Another initiative this inspired was the creation of a local Aboriginal garden in the school. Identified staff and the executive team have chosen a site for the garden and received quotes for appropriate plants, shrubs and grasses. Further to this, NAIDOC day celebrations were enhanced by a visit from a local Aboriginal elder who spoke to the students about the history and culture of local Aboriginal people. All students were positively engaged in these lessons. After staff consultation, the New South Wales Anti-Bullying Strategy was adopted and learning opportunities embedded across the curriculum. All students participated in the National Day of Action against bullying and completed various fun and team building activities.

At Fowler Road, we actively promote positive health outcomes and the development of physical feelings of safety. In 2018, we achieved this in a number of ways. As we offer both breakfast and lunch as well as canteen to our students, the school food and nutrition policy was updated to reflect the new Healthy School Canteen Strategy. All of our systems around the purchasing of food were streamlined to ensure both cost effectiveness and to ensure they adhere to the policy. All of our students now enjoy healthy and nutritious meals and snacks each day at school. All staff completed the Predict, Assess and Respond to Challenging/Aggressive Behaviour course. This course focused on the use of crisis communication and the delivery of the skills needed to keep both students and staff safe from physical injury. The skills learned through this course are being used across the school on a daily basis. After a review, Health Care Plans for all students were forwarded to the School Administrative Officer for copying, correct storage and distribution to all relevant staff. This streamlined process has ensured better communication of important information around the school. Staff attended a workshop delivered by the Protective Behaviours Consultancy Group NSW. The protective behaviours program underpins wellbeing practice at the school and this course provided an overview and refresher around current best practice and its implementation. All students participated in the development of their personal safety plan at school. These plans allow the students to have ownership of the behaviour choices and link to the 'Zones of Regulation' program.

At Fowler Road, we develop systems and processes to measure student achievement and success to ensure that positive learning is promoted. In 2018, we did this in a number of ways. The Fowler Road teachers' Day Book was updated to include spaces to track behaviour and engagement data through the use of the 'Zones of Regulation'

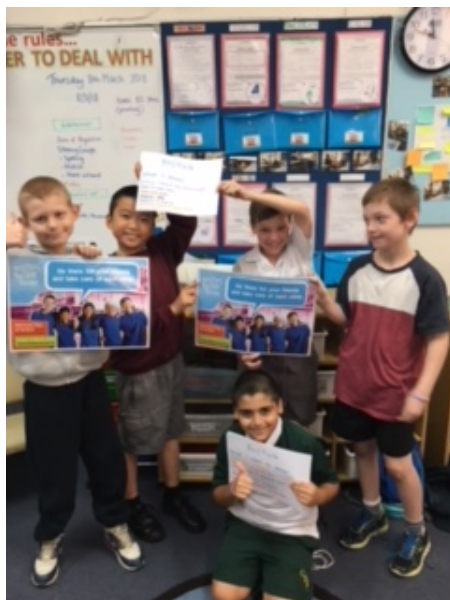
program. Every week, each teacher at school completes a weekly report on each student that is sent to all relevant parties including integration schools, families and agencies. This report format was updated to reflect the behaviour and engagement data from the 'Zones of Regulation' program and to more clearly outline the positive learning taking place. The Fowler Road website and newsletter formats were updated and streamlined to ensure that our families and other relevant parties were more easily able to access and engage with the information provided. Students are able to earn raffle tickets from the Principal for demonstrating safe behaviour, managing challenging behaviours and completing quality learning tasks. The raffle is drawn each Friday in school assembly and has resulted in an increase in students striving to achieve their personal learning goals. Our assembly awards were updated so they are easily relatable for the students and target the appropriate behaviours that reflect the school rules.

At Fowler Road School, we are constantly aiming to refine our practices and processes to enable individual and collective wellbeing. This is a strong focus for the school and we will continue to make this a priority each year to ensure that our students are safe, smart and prepared.

Progress towards achieving improvement measures		
Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of parents/carers engage in means of communication that allow for collective dialogue regarding student academic, social and behavioural progress.	Quality Teaching, Successful Students (QTSS) funding.	Funds were used to ensure that executive staff were available to attend regular case review meetings and to support teachers with ongoing communication with referring schools, agencies, parents and careers.
100% of students are provided with appropriate intervention in relation to cognitive, physical, social, emotional and spiritual development to support their specific needs.	Flexible funding for wellbeing services (initiative funding) Professional Development funding (Initiative funding)	Staff were released to attend training to increase work force capacity in the area of Social and Emotional learning and Trauma informed practice. External expertise was engaged to provide professional learning, face to face student lessons, parent workshops, to increase emotional competency through all levels of the school community.

Next Steps

- Completion and delivery of Aboriginal garden project
- Updated ILP/Report format
- Continued update of website to reflect current events
- Implementation of the Berry Street Education Model across all classrooms
- Continued focus on Aboriginal Education and Out of Home Care planning processes



Strategic Direction 2

SMART – Personalised learning for staff and students

Purpose

To support student literacy and numeracy achievement through individualised learning, differentiation, best education practices and instructional leadership.

To build upon teachers' capacity for success through promoting collaborative partnerships, professional learning, mentoring and team teaching opportunities in order to deliver best practice in teaching.

Overall summary of progress

Fowler Road School is committed to developing, fostering, and deepening personalised learning for staff and students. This learning is reflective of personal interests, strengths and needs of both staff and students, as we strive to continuously deepen and extend the teaching and learning at our school. We recognise the uniqueness of each individual and embrace this diversity.

The dedicated teaching staff at our school recognise the imperative need for meaningful and comprehensive teaching and learning programs which are differentiated to meet the diverse needs of our students. In 2018, we re-focused on literacy and mathematics, with a view to improve student outcomes across all stages. Through careful revision of our current plans, executive and identified teaching staff developed a thorough mathematics scope and sequence and assessment schedule. Teaching staff were supported to implement this, with high levels of student engagement reported across early stage one to stage three. Within student ILPs, individual learning adjustments were recorded and implemented, which allowed staff to better plan for individual needs within the classroom, resulting in increased student engagement and comprehension of learning. Following the success of the mathematics scope and sequence, a literacy scope and sequence has been developed for implementation across the school in 2019.

Our school is committed to ensuring that summative and formative assessment tasks are embedded into our teaching and learning programs and accurately reflect student achievement. We have continued to use the Essential Assessment program for diagnostic assessment in mathematics and literacy, as well as ongoing pre and post assessment of mathematics sub-strands. Teachers have reported high levels of assessment completion with this program, which has therefore allowed for consistent measuring of student academic achievement. The introduction of termly learning evaluations and recorded personal learning adjustments within ILPs has given teachers a further platform on which to reflect on student learning and consequently plan meaningful and relevant academic goals for each student.

Staff at Fowler Road School are dedicated to building on and constantly improving their teaching repertoire. All teaching staff develop and implement a personal, comprehensive Performance and Development plan, consistent with DoE guidelines. Careful consideration is given to registered and teacher-identified professional development opportunities, which teachers enthusiastically utilise in the school environment. In 2018, we had a school-wide focus on improving wellbeing practices. Executive staff attended professional development in the Berry Street Education Model, all teaching staff attended PD in the Zones of Regulation Program and all staff, including support staff, undertook PART and S.T.A.R.S training. This year, we also had a high number of team-teaching opportunities, where beginning teachers were paired with executive staff members. This provided a collaborative platform for teaching, in which beginning teachers could further develop their practice whilst working with experienced staff. Executive staff were able to begin school wide implementation of the Berry Street Education Model through information and resource sharing and modelling best practice for beginning teachers and less experienced teachers throughout the year.

Progress towards achieving improvement measures

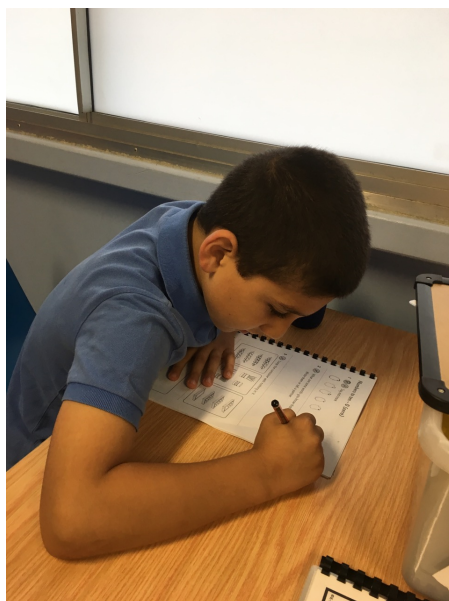
Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of teachers are using data to monitor student progress and inform planning.	School SBAR Entitlement	All teaching staff have effectively used diagnostic and formative assessment data to monitor and inform planning.
100% of students are achieving expected growth in literacy and numeracy areas.		64% of students demonstrated growth in numeracy and 84% of students demonstrated a growth in literacy.
100% of staff identify professional goals and engage in professional	Professional Learning (Initiative Funding)	All teaching staff completed PDPs, SASS introduced to PDPs for 2019 implementation. All

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
learning to achieve these goals.		staff completed Self Care plans and engaged in professional learning– S.T.A.R.S, PART and Zones of Regulation (teachers only).

Next Steps

- Implementation of whole school Literacy Scope and Sequence
- Review ILP format and reporting practices for academic outcomes
- Literacy and Mathematics program proformas to be introduced
- Implementation of the Berry Street Education Model across all classrooms
- Increase of expertise and resource sharing with student home schools



Strategic Direction 3

PREPARED – Accessing inclusive and collaborative learning experiences

Purpose

To support a culture of high levels of student and community engagement, resulting in sustained and measurable achievements.

Overall summary of progress

The provision of inclusive and collaborative learning experiences recognises the diversity of students, enabling all students to access course content, fully participate in learning activities and demonstrate their knowledge and strengths at assessment. By creating a learning environment whereby students, irrespective of their background can maximise their own learning and the learning of others supports a school culture of increased student and community engagement and allows for students to learn and participate together.

Through promoting shared accountability for student learning, wellbeing and engagement with referring schools; supporting academic achievement through implementation of programs that incorporate ICT and 21st Century pedagogies; and implementation of school and community-related activities that involve collaborative practices we have created a school culture which values and recognises the contributions of all students, their families and our wider community.

Fowler Road School is committed to developing and being an active participant in shared learning communities with our referring schools. Effective and meaningful communication with our partners is the most vital tool to ensure that our students show success within their mainstream setting. All staff ensure that ongoing communication and termly review meetings occur to ensure consistent evaluation of student progress based on their personalised learning, social and emotional goals inline with the school's access and equity implementation guidelines. This process is documented and tracked through a school-wide database in order to monitor and track the integration progress for each student. This process ensures that increasing attendance patterns at referring schools, along with alternative school and vocational placements are systematised.

Fowler Road School is committed to holding an annual Open Day for referring school staff to attend, as well as a Presentation Assembly for the wider community. The annual Open Day provides opportunities for staff and students from a variety of schools across Greater Western Sydney to come together as one collaborative learning community. Our Fowler Road School Presentation is also a celebration of student academic excellence, sporting excellence, citizenship and integration accomplishments. Parents/carers and members of the wider school community are invited to attend and share in the event. This event recognises the outstanding achievements from the year.

Fowler Road School is committed to working closely with communities in order to build successful partnerships to benefit the education outcomes of students. 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. Many successful partnerships have been established at Fowler Road School, which have capitalised on the expertise and talents of various personnel. The school has established ongoing strategic relationships with health professionals, home schools, various agencies, community groups, businesses and other educational providers in order to bring about a collaborative approach to the school culture and enhance learning opportunities and child protection outcomes for students.

The broader school community has played a vital role in supporting successful academic, child protection, social and behavioural outcomes for students through the implementation of activities and events such as school camp and sporting workshops. Programs involving links with external sport and recreation organisations including NRL One Community, West Sydney Wolves, Cricket NSW, DoE School Swimming and Water Safety and The Great Aussie Bush Camp have been fulfilled throughout the school with both primary and high school classes, promoting stronger and more connected communities; diversion and education of students with mental health; healthy development and positive, respectable and productive relationships across the school community.

Fowler Road School is committed to holding regular workshops and forums for parents and carers to attend, establishing positive partnerships and ongoing consultation about school practices, events, planning and reporting, and emotional coaching. Fowler Road school strives to foster a positive culture of respect and trust which is underpinned by strong and open communication pathways with parents and carers. Parents are encouraged to be involved in planning to support their child as they progress through the stages of education.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Student/ Parent data, such as TTFM, shows the school is achieving above norms for student engagement in a specialised setting.		Students partaking in the FRS program often display signs of disengagement in their schooling prior to commencing. TTFM student engagement results indicate that students are now closely aligned with the NSW Government norm in relation to social, institutional and intellectual engagement.
Increased participation with 100% of parent/carer involvement in regular/ongoing review meetings/ case conferences, parent morning teas and appraisal practices (Tell Them From Me survey).	Flexible Funding for Wellbeing Services (Initiative Funding)	100% of parents/ carers engaged in regular communication, school review or case meetings and/or school events with Fowler Road School. Approximately 20% of parents/carers engaged in the evidence-based parenting program 'Tuning into Kids' delivered on school site.
Increased participation of external organisations including health care professionals, agencies and home school staff through regular/ongoing review meetings/ case conferences, open days, community forums/ morning teas and appraisal practices (Tell Them From Me survey).	Flexible Funding for Wellbeing Services (Initiative Funding)	Attendance at Presentation assemblies, Parent workshops and other community forums has increased significantly. Productive relationships with external providers has increased considerably, resulting in additional resources and ongoing support to teaching and support staff, in turn enhancing welfare outcomes for students with mental health
Increased participation in a variety of feedback mediums and consultation, with over 60% community involvement.	School SBAR entitlement	All students, families, home school staff, and agency staff, are made aware of assessment results, progress, needs and achievements through regular school reports, face to face review meetings and regular communication by Fowler Road School teaching staff.
100% of teaching staff working beyond their classroom to liaise with, and share expertise and resources with the broader school community.	Professional Learning (Initiative Funding) Quality Teaching, Successful Students (QTSS) Beginning Teaching Funding (Initiative Funding)	100% of school staff have engaged in networking, provision of professional learning, mentoring, team teaching opportunities, in-class support and/or classroom observations to enhance opportunities for stakeholders within the wider school community. Executive staff have shown a strong commitment to planning and developing further improvements to drive whole school and community network improvement.
Students demonstrate increased engagement in extra-curricular activities such as sport, Robotics, community access, cooking and gardening.	Socio-economic Funds Sporting Schools Grant	100% of students are given the opportunity to develop their social and emotional capabilities through connections with local community.

Next Steps

- Revision of reporting format and processes to be undertaken.
- Development of structures to monitor integration progress and feedback.
- Development of a parent handbook outlining processes that students, staff, parents/cares and referring schools engage in as part of the Fowler Road program.

- Encouraging student leadership through engagement in The SHINE for Kids Education Program.
- Engaging K–12 students in a Robotics Program (LEGO Mindstorms), aiming to increase student engagement in STEM education.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$6008	In 2018, 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 continued use of culturally explicit literacy resources saw an increase in students' engagement in reading and writing activities, therefore increasing achievement in literacy outcomes in 2018. 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 Book week in order to sustain engagement of our Indigenous students and their families. An executive staff member maintained communication with the Aboriginal Student Liaison Officer and the Aboriginal Education and Wellbeing Officer in the local network area, seeking advice in regards to setting up the Fowler Road School Aboriginal Garden. A plan was set to establish the garden in the 2019 school year.
Quality Teaching, Successful Students (QTSS)	\$20094	In 2018, team teaching and mentoring provided Beginning Teachers with the knowledge and support required during their early teaching career. Executive staff were able to guide Beginning Teachers to effectively plan and program for their students. Beginning teachers engaged in collaborative planning with executive staff which effectively ensured that staff were on track with comprehensive learning plans for students across all stages. 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. Executive staff accompanied teaching staff to mainstream schools for these meetings. This enabled our school to establish collaborative practices with mainstream schools to successfully support student integration and establish mentoring and coaching practices to help individual beginning teachers. Beginning teachers were also guided towards gaining accreditation at Proficient Teacher. This process was completed whilst the teacher taught at Fowler Road School and was mentored by an executive member of staff. Executive teachers met frequently with beginning teachers to discuss accreditation and conduct lesson observations as part of the accreditation process. An executive teacher also provided support to a classroom teacher by spending time in the classroom and assisting with classroom management. This mentoring and coaching assisted the classroom teacher to establish effective teaching and classroom management

Quality Teaching, Successful Students (QTSS)	\$20094	practices.
Socio-economic background	\$95184 Occupational therapist \$6000 Parent workshops – 10 sessions x \$450 – \$5000 total Incursions \$1800 each term x 3 terms (supplemented with Sporting Schools Grant) Parent workshops – 10 sessions x \$450 – \$5000 total	In 2018, equity funding initiatives allowed all K–12 students to be 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, Yoganauts and a two-week intensive School Swimming Scheme program were also funded through this initiative. A six-week parent workshop was implemented. The Tuning In To Kids workshop taught parents skills in <i>emotion coaching</i> , which is to recognise, understand and respond to children's emotions in an accepting, supportive way. This approach assisted students to understand and manage their emotions. An Occupational Therapist was also engaged at Fowler Road School to deliver weekly whole class and individualised sessions and deliver professional development to staff. This initiative also funded our digital subscriptions of Essential Assessment, Mathletics, Reading Eggs and Wordflyers.
Support for beginning teachers	\$17950	In 2018, 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 three new-scheme teachers in order to gain accreditation at proficient level in 2019. This year, two Beginning Teachers received their Accreditation at Proficient Teacher through National Education Standards Authority Accreditation. This process was completed whilst the teachers taught at Fowler Road School and were mentored by an executive member of staff.
Strategic Assistance Program		In 2018, teaching and SASS staff continued to regularly attend 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 continued to organise and attend planning and review meetings with home school staff, families, and applicable

Strategic Assistance Program		agency staff. Teachers reported that this aided communication and planning for both academic and behavioural progress. This has resulted in successful integration with 21 students returning to their mainstream school full time. Teachers and SASS staff also attended High School Orientation days with applicable Year 6 students. This provided extra support for students to successfully integrate/transition to other settings. This program was supplemented from Socio-economic background funding.
Link Support	\$1332	In 2018, secondary students attended the World Skills Australia trade show at Darling Harbour and gained insights into various trades, apprenticeships and skills for future career aspirations. The Careers Adviser and Year 12 students and their parents/carers also attended the Post School Options Expo at Liverpool. Attendance at this Expo identified possible post-school options providers for school leavers and allowed the Careers Adviser to start the transition planning process with identified providers. 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 2 students leaving school at the end of 2018 fully engaged in post school options programs.
Vocational Education and Training	\$1599	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 2 students electing to engage in vocational experiences through school and TAFE. One student successfully completed work placement in 2018.
Wellbeing	\$33894 Zones of Regulation program \$20000	In 2018, a psychologist was engaged at Fowler Road to deliver the Zones of Regulation program to students through weekly whole class and individualised sessions and deliver professional development to staff. This program provided students with a framework to foster self-regulation and emotional control and became the basis for further social emotional learning through the use of daily student self check-ins. Whole school/classroom incentives were developed and implemented which involved teacher-directed and student-directed goal setting, money systems, token systems, fifth prizes, class awards and stickers. 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. An executive teacher and a classroom teacher also attended the 2 day NSW Anti-bullying Strategy 2018

Wellbeing	<p>\$33894</p> <p>Zones of Regulation program \$20000</p>	<p>conference. This conference enabled those teachers to:</p> <ul style="list-style-type: none"> * take a holistic, whole-school approach. * include educational content that allows students to develop social and emotional competencies and learn appropriate ways to respond to bullying. * provide support and professional development to teachers and other school staff. * use systematic implementation and evaluation of approaches, strategies and programs. <p>This initiative also funded our annual Life Education incursion.</p>
Computer Coordinator	<p>\$10000</p>	<p>In 2018, a Xenontech employee was maintained on a three weekly basis to monitor and resolve ICT issues across the school. New computers were purchased to be distributed across the school in 2019 to replace old/non-working computers. Additional Lego Mindstorms EV3 robotic kits programs were also purchased to be implemented school-wide in 2019. Staff continued to engage 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.</p>
Professional Learning	<p>\$17283</p>	<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 the Predict, Assess & Respond To challenging/aggressive Behaviour (PART) course. The course covers skills including crisis communication, evasion, releases from holds and safe restraints, as well as examining the legal ramifications of any aggressive interaction, preparation and planning to avoid aggressive incidents and debriefing after a crisis. Staff were better equipped to handle these situations that may arise at school. All Fowler Road teaching staff participated in the Zones of Regulation teacher training course. This course assisted teaching staff to implement the Zones of Regulation emotional regulation program to students in each classroom. All executive staff also attended a 4 day course on the BSEM education model. This education initiative is based on proven positive education, trauma-informed and wellbeing</p>

Professional Learning	\$17283	<p>practices that enable students' academic and personal growth. The model educates schools and their leaders to reinforce and sustain cognitive and behavioural change, thereby re-engaging young people in learning and progressing their academic achievement. An executive member of staff attended the Road Safety workshop. This workshop enabled the executive teacher to practically apply the health promoting schools framework to effectively develop sustainable system-supported road safety education for the school and school community. A decision was made to create a new PDHPE scope and sequence covering Road Safety education in line with the new PDHPE syllabus for implementation in 2019. All teaching staff continued to engage in registered, teacher identified and school based professional development as outlined in their PDP. All teachers and executive staff engaged in the annual review process and used this evaluation to begin planning for future goals.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	41	40	41	40
Girls	11	12	12	9

Fowler Road School is a K–12 School for Specific Purposes. The primary school is a short-term intervention program. Students maintain a shared enrolment with their referring (census) mainstream setting. Fowler Road School coordinates case management and supports referring schools to make the necessary adjustments to support the student to attend regular integration with a view to the student developing the skills to return fulltime to the mainstream setting.

The high school program supports students who present with high anxiety and internalising behaviours, it consists of one fulltime class and one tutorial class. Students who attend these programs are supported through school based curriculum delivery in years 7 – 8 and through distance education in years 8 – 12 to achieve their ROSA and HSC. Life skills, vocational and school to work programs are also delivered.

School enrolment fluctuates throughout the year in line with students entering and exiting. At full capacity, the primary program hosts 42 students and the high school program hosts 14 students. In 2018, the enrolment data included 40 boys and 9 girls, with a total enrolment of 49 students.

Management of non-attendance

Primary students are enrolled as a shared enrolment attending Fowler Road School for 2/3 of the school day their mainstream school for the remainder of the day. Fowler Road School works collaboratively with each student's census school to support their integration in the mainstream environment. Integration timetables are personalised, plans increasing, as students are experiencing success. All students who do not attend between their two enrolments in a fulltime capacity have an attendance plan that is regularly reviewed, updated and approved by the family/carer and the DoE team. High school students are enrolled as a shared or census enrolment. A full time program is offered for high school students for whom the mainstream environment is not appropriate for a variety of reasons. Non-attendance of students is managed through regular parent/carer communication, termly review meetings with family and applicable agency staff, program adjustments and Home School Liaison Officer reports as required. In 2018, Fowler Road School met on a regular basis with the Home School Liaison Officer to monitor and manage student attendance.

Structure of classes

Fowler Road School has 8 classes with 7 students in each class. Each class has one teacher and one learning and support officer. Additional staff are funded through school entitlement and flexible resources to support student engagement in targeted program delivery, personalised learning plans and school initiatives. The school structure accommodates 42 students from Kindergarten to year 6 and 14 students

from year 7 –12. In 2018, two additional students were enrolled above establishment. All classes are composite, students are placed into classes based on their current stage, their identified academic needs and identified social/emotional/behavioural needs.

Year 12 vocational or trade training

One student in year 12 completed vocational training in 2018, gaining qualifications towards Certificate III in Information, Digital Media and Technology.

Year 12 attaining HSC or equivalent

Two students in year 12 completed their Higher School Certificate in 2018, 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(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	7.05
Teacher Librarian	0.4
School Counsellor	1
School Administration and Support Staff	11.52
Other Positions	1

*Full Time Equivalent

Staffing is calculated as 1 representing one fulltime position. 0.2 represents a part time position of 1 day per

week, 0.4 being two days per week and so on. In 2018, one Aboriginal staff member was employed within 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	100
Postgraduate degree	25

Professional learning and teacher accreditation

Fowler Road School is committed to supporting all staff members' individual and collective professional growth. During 2018, all staff actively engaged in professional learning opportunities both within and beyond the school, professional learning was closely aligned to departmental policy, the school's strategic directions and individual career aspirations.

All teaching staff engaged formally in ongoing performance and development processes and successfully gained or maintained formal accreditation against the Australian Professional Standards for Teachers. Beginning teachers were supported to build skills with the Strong Start, Great Teacher resource and the provision of planning time, mentoring and team teaching. Two beginning teachers were successful in achieving proficient level accreditation. Two executive staff were successful in gaining the NSW Public School Leadership and Management Credential.

Throughout 2018, collective capacity was strategically increased through the provision of high quality professional learning experiences that were delivered across the four staff development days and weekly school based professional learning. Initiatives were inclusive of:

*Mandatory child protection and safety training as required by the Department of Education.

*Management of Actual or Potential Aggression (MAPA).

*Predict, Assess and Respond to Challenging / Aggressive Behaviour (PART).

*Zones of Regulation.

*Berry Street Education Model.

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	294,286
Revenue	2,810,411
Appropriation	2,788,936
Sale of Goods and Services	-120
Grants and Contributions	20,926
Gain and Loss	0
Other Revenue	0
Investment Income	669
Expenses	-2,449,219
Recurrent Expenses	-2,449,219
Employee Related	-2,262,754
Operating Expenses	-186,465
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	361,192
Balance Carried Forward	655,478

Fowler Road School's financial management process prioritises the use of resource to assist each student to connect, succeed and thrive at each stage of their cognitive, emotional, social, spiritual and physical wellbeing.

In 2018, Fowler Road School received Flexible Funding for Wellbeing Services. Expenditure of this resources enabled the employment of additional school based staff and external specialist providers to meet the wellbeing needs of our students. Initiatives included the engagement of an external psychologist to provide face-to-face student lessons and staff development to embed an evidence based whole school approach to emotional regulation.

In 2018, Fowler Road School received a one off funding allocation to behaviour schools of the amount \$184,912. Expenditure of th resource has been allocated to the 2019 school budget. Proposed projects include the construction of an outdoor learning space, establishment of playground that is purposefully designed to facilitate sensory stimulation a improved technology resources.

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	518,690
Base Per Capita	23,286
Base Location	0
Other Base	495,404
Equity Total	101,592
Equity Aboriginal	6,008
Equity Socio economic	95,184
Equity Language	400
Equity Disability	0
Targeted Total	1,702,942
Other Total	262,412
Grand Total	2,585,636

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 the initial Individualised Learning Plan. Student's undertake pre and po assessments throughout the year, which inform classroom teaching and gi insight into student progress. This data is used to report on individual learning goals twice a year in student reports. Assessments are completed usi an interactive online platform and paper based tasks, as well as ongoi teacher observation, questioning and work sample collection.

ROSA

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

Parent/caregiver, student, teacher satisfaction

Fowler Road School seeks and values feedback from students, families, staff members, home school staff and community and agency staff. We continuously gain feedback from all key stakeholders through regular communication (face to face, telephone, email), student review meetings, class team and learning support meetings, and surveys. Stakeholders regularly report high levels of satisfaction with the Fowler Road program and continue to support our strategic directions.

In 2018, Fowler Road School implemented a parent/carer workshop, from which we gained excellent feedback. This workshop was aimed at parents/ carers of primary students seeking additional support and guidance in building and maintaining positive relationships with their child. The workshop ran for six weeks during one school term and was highly successful, with one quarter of FRS parents/ carers attending each week. Parents/ carers reported strong attachment to the group, greater confidence with relationship building and increased connection to our school as a whole. Parents and carers valued the inclusion of this group in our school program and have indicated that they would engage in similar future groups.

In addition to regular communication and formal meetings, Tell Them From Me survey data was highly valued in 2018 as an excellent tool for student feedback. Students have indicated that they value academic outcomes, feel interested and motivated at school, feel they are receiving quality instruction and have high levels of positive teacher– student relations. This data accurately mirrors the observable engagement and focus we see in our students each day. Students further demonstrate their strong satisfaction with the program through high attendance levels, positive engagement in academic, wellbeing and social programs and in their day to day behaviour in classrooms, on the playground and when accessing community outings.

As a school, we also seek feedback from staff in the mainstream schools we work closely with. Teaching and support staff are regularly pursued by mainstream staff to seek guidance in teaching and planning for our shared students and report satisfaction and confidence in the support and advice they receive. In 2018, Fowler Road School hosted a school Open Day, with teaching, support and executive staff from mainstream schools visiting our school and spending time in classrooms. Fowler Road staff reported that all mainstream staff visiting their classroom indicated that with the support of FRS staff, they felt empowered to differentiate programs and make appropriate adjustments for their students.

Policy requirements

Aboriginal education

In 2018, 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 perspectives have therefore been incorporated in the school curriculum across all key learning areas. Indigenous local community members and resources have also been utilised within the school during informal and formal events such as NAIDOC Week, Reconciliation Week and Book Week in order to sustain engagement of our Indigenous students and their families. A plan was also set to establish the Fowler Road School Aboriginal Garden in the 2019 school year.



Multicultural and anti-racism education

In 2018, 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 sought 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 were also incorporated into the school's 2018 calendar for cultural diversity. An executive teacher and a classroom teacher also attended the 2 day NSW Anti-Bullying Strategy 2018 conference to address bullying on a whole school level and provide staff with strategies to address anti-racism bullying.