

# Fowler Road School

## 2019 Annual Report



## Introduction

The Annual Report for 2019 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.

### School contact details

Fowler Road School  
Cnr Fowler Rd & Matthew St  
Merrylands, 2160  
[www.fowlerroad-s.schools.nsw.edu.au](http://www.fowlerroad-s.schools.nsw.edu.au)  
[fowlerroad-s.school@det.nsw.edu.au](mailto:fowlerroad-s.school@det.nsw.edu.au)  
9681 4054

### Message from the principal

The 2019 Annual School Report is a celebration of the collective efforts and achievements of our students, our staff and our school community. At Fowler Road School we pride ourselves on 'team work'. Student success is increased through individualised learning, behaviour support and collaborative case management forums that bring together students, parents, carers, referring schools, agencies, and DoE corporate stakeholders.

At Fowler Road School we believe that celebration of student success is paramount in changing each child's story, enabling them to see and value themselves as successful lifelong learners. Fond memories of 2019 include the events of Education Week, many of our families, referring school colleagues and community members visiting the school to acknowledge the hard work of each of our students.

In 2019 special mention is made to our 2 Year 12 students who completed their Higher School Certificate and 7 year 10 and year 11 students who successfully gained their RoSA. In addition, special mention is also deserved of students who have successfully increased their integration and transitioned back to their referring mainstream schools or exited the Fowler Road Program into post school options. In 2019, 4 of our year 6 students were supported by Fowler Road to engage in extensive transition programs to their local mainstream high school settings, we wave them off with pride and we wish them well in 2020.

In 2019 we have had a significant focus on growing leadership capacity at all levels of the school. Each student took ownership of their emotional regulation creating an individualised focus plan to assist them to identify their emotions and develop a plan to be a safe, respectful learner during challenging times. All middle school students engaged in the SHINE Student Leadership project. Two senior students represented Fowler Road School at the WISA Leadership Conference.

In addition to our students all staff at Fowler Road School were supported through professional learning, mentoring and collaborative partnerships to develop their leadership capacity, three staff members were successful in gaining executive roles through a DoE merit selection process.

Many of our students require additional literacy support to access the curriculum. A significant focus during 2019 was to increase the capacity of our school to deliver high quality reading programs and interventions. The purchase of new reading resources and engagement in targeted professional learning has enabled reading withdrawal programs to be operational throughout the school. Although these programs have just started it is already pleasing to see the fantastic progress our students are making.

In addition 2019 saw many exciting improvements to our infrastructure. It is wonderful to hold school assemblies outdoors in our new shaded cola area, assist students to co regulate in the refreshed play therapy area, observe the students enjoying structured and free play on the new equipment in our playground and collect the eggs from our new friends. We look forward to continuing to enjoying these improvements over many years.

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 implementing the necessary care and encouragement that has assisted all of our students to

develop resilience, aim high and experience success.

Fowler Road Classes of 2019 – Congratulations!! We are proud of you all.

### Message from the school community

Over the past 5 years Newington Public School has had a close association with Fowler Road School. The knowledge, expertise and professionalism of Fowler Road staff has afforded Newington staff with strategies, systems and adjustments to support students at our school. The outstanding communication between Fowler Road School and Newington Public School has ensured a consistent approach to managing behaviour, student wellbeing and learning outcomes. Face-to-face meetings each term has allowed for all stakeholders; parents, teachers, executive, school counsellors and external agencies to be involved in the planning and review of learning and support programs. This collaborative approach was integral in the successful transition of our students to mainstream high school.

#### **Greg Weeks (R. Principal) – Newington Public School**

At Fowler Road School, the care and support for all students, school community and staff are tangible each time one enters the school. This care and support are exhibited by all the administrative, support, and teaching staff as well as the leadership. It is a pleasure to work at Fowler Road School, to see a high-level focus on student, school community and staff wellbeing in an educational setting where adjusted learning and differentiation is delivered in such a professional and personalised way. It is clearly obvious that another strength of Fowler Road School culture is collaborative partnerships with intentional and individualised goal setting that is reviewed for each student resulting in students that can connect, succeed and thrive while they are attending Fowler Road School and at their home school.

#### **Adam Wilkinson – Assistant Principal Hearing (Strathfield Network)**

Fowler Road School has provided great support, open communication and collaborative work with the young person I support. It has allowed the young person to slowly transition back into mainstream school and tailor a plan which best suits her needs. She has learnt to work on managing her behaviours and be in a classroom setting. The weekly updates sent from her class teacher has allowed DCJ and her care team to be aware of her progress, strengths and goals. Overall the young person and I have had a great experience working with Fowler Road School and look forward to working with them in the future.

#### **Courtney Flack – Caseworker – Metro Intensive Support Services– Department of Communities and Justice**

My son is now in his third year at Fowler Road School. During this time my son's behaviour has improved immensely. This has become a life changing experience for us as a family and has only been possible from all the support and communication that we as a family have received from the teachers and support teachers at Fowler Road School.

The staff have always communicated with our family on a daily basis, attended our mainstream school, arranged meetings and conversation in supporting my son and have also given full support in a transition for my son to hopefully return to a support class in a mainstream school.

I cannot thank the staff enough at Fowler Road School who have been able to make my son and my family feel very welcome and have always had an open door policy, making us feel like we are part of the school community. The staff at Fowler Road School have gone above and beyond in supporting my son, not just in his behaviour but also giving him an education as well.

#### **Angela Finch – Parent**

### Message from the students

Fowler Road School is a nice place to be, teachers help me to complete my work. I have made good friendships and have learnt tools to help me calm down when feeling frustrated.

**Aydin Mata – Primary School Student Representative**

Fowler Road School is wonderful and is very helpful, it helps students with difficulties and helps them overcome difficulties like having fun and not being so paranoid. It has kitchens in the classrooms, which is amazing! We use the kitchens to cook and make breakfast in the morning. Fowler Road School helps students with learning difficulties like writing skills and teaches us to use safety skills, like using tools to manage our zones (Zones of Regulation). Staff help us use tools to stay happy and calm.

**Jorja Goldenberg – 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 on a full time placement, until such time an integration program is established.

## Self-assessment and school achievement

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

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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/school-excellence>

### Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Excelling
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Excelling
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

## Strategic Direction 1

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.

### Improvement Measures

100% of parents/carers engage in means of communication that allow for collective dialogue regarding student academic, social and behavioural progress.

100% of students are provided with appropriate intervention in relation to cognitive, physical, social, emotional and spiritual development to support their specific needs.

### Progress towards achieving improvement measures

**Process 1:** Staff will engage the systems and practices to promote self-awareness, emotional regulation and resilience.

Evaluation	Funds Expended (Resources)
<p>Utilising staff and family feedback, the leadership team reviewed the current emotional– regulation learning practices in place across the school.</p> <p><b>Decisions made include:</b></p> <ul style="list-style-type: none"><li>– Teachers to re-focus on and re-teach the Zones of Regulation lessons, using the ZoR Curriculum resource to students across primary and early secondary school in 2020. Lessons will be outlined in classroom Day Books.</li><li>– A staff team will develop a Tool Bank of school appropriate regulation tools, which can be added to student Focus Plans. This will be made available to mainstream schools to improve student self-regulation</li><li>– Current Green Day rewards system to continue for students displaying appropriate On Track behaviour and using school appropriate tools to maintain safe behaviour</li><li>– Classroom staff and students to continue to use current Check-In system and Focus plans to personalise emotional regulation strategies and student tool banks.</li></ul>	Flexible Funding for Wellbeing Services

**Process 2:** Staff will engage the systems and practices to promote positive relationships and connectedness to others, culture and community.

Evaluation	Funds Expended (Resources)
<p>Systems and practices have been put in place at Fowler Road School to promote positive relationships and connectedness to others, culture and community. Personalised Aboriginal and OOHC plans were developed in conjunction with teaching staff, parents/carers and relevant stakeholders for applicable students. All students engaged in the National Day of Action against Bullying which focused on anti-bullying strategies and relationship/social skills building. This was supplemented with an anti-bullying incursion which assisted students to identify strategies and restorative techniques to support students in responding to bullying. Middle school students in Years 5 to 8 also engaged in the SHINE Student Leadership program which focused on developing their personal protective behaviours and skills in regards to resilience, emotional intelligence, goal setting, self confidence and group participation. In 2019, we saw the</p>	

## Progress towards achieving improvement measures

establishment of the Fowler Road Indigenous garden which created an opportunity for all students to be connected to culture by participating in the planting day. Various other opportunities were provided for our school to celebrate culture and community by celebrating NAIDOC week with the invitation of an Aboriginal elder to provide a cultural incursion called 'Indigenous Infusion with Walangari' for our students.

**Process 3:** Staff will engage the systems and practices to promote positive health outcomes and physical feelings of safety.

Evaluation	Funds Expended (Resources)
<p>Administrative systems and processes have been put in place to enhance communication across the wider school community, creating shared accountability and ensuring organisational best practice. Student Health Care Plans, Behaviour Support Plans and Focus/ Safety/ Networking Plans, as well as court order and medication documentation are developed and/or obtained to ensure the physical wellbeing of our students is pursued. Individualised learning plans were also developed, implemented and reviewed regularly to ensure all students were able to access and fully participate in learning, alongside their similar aged peers, supported by reasonable adjustments and teaching strategies tailored to meet their specific needs.</p> <p>A Zones of Regulation curriculum was implemented school wide to deepen students' understanding of self-regulation and feelings of safety. A daily check-in system based on feelings and behaviours was established in all classrooms to ensure positive wellbeing practices and strategies could be put in place for all students based on their identified emotions, as well as exhibited behaviours. A weekly report system was also implemented, ensuring all key stakeholders were aware of student achievement (academic, social/emotional).</p>	Beginning Teacher Funding

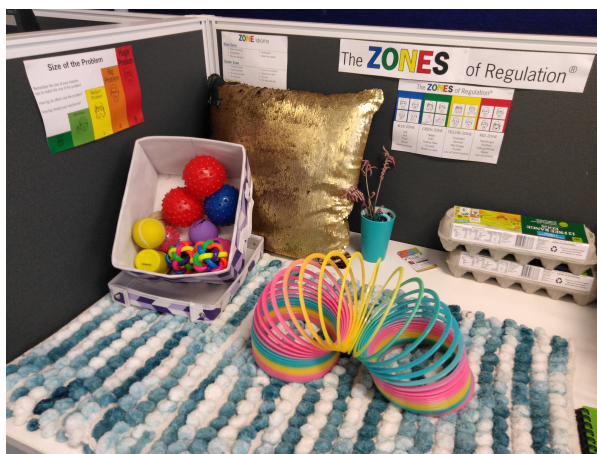
**Process 4:** Staff will engage the systems and practices to measure achievement and success so that positive learning is promoted.

Evaluation	Funds Expended (Resources)
<p>Throughout 2019, Fowler Road School has engaged various systems and practices to measure achievement and success so that positive learning is promoted. All students at Fowler Road engage in the 'Zones of Regulation' program that aims to teach the skills of emotional regulation. All classroom teachers check in with their students each day and record how they are feeling and coping in the classroom, as well as if they are engaged in their learning tasks. This data is recorded daily in class daybooks and distributed to parents and integration schools through the student weekly report. This helps to foster and celebrate positive social and emotional learning throughout our school community. All students at Fowler Road have an individual learning program, tailored to their personal learning strengths and needs. These individual programs are negotiated with and agreed to by families/carers and integration schools which helps to ensure student success across all environments. Additionally, classroom teachers complete formal learning evaluations for each student twice per term, a process that allows teaching staff to identify and address gaps or issues with learning and turn them into areas of success. All staff at Fowler Road are continuously reviewing and interpreting data as well as communicating with families/carers and integration schools to ensure that our students have learning programs that are successful and achievable.</p>	Equity Loading– Socio-economic Background

## Next Steps

- Continue to build strong, positive, and collaborative relationships with families and agency staff

- Leadership team will explore the implementation of a Parent/ Carer group at FRS
- Teacher professional development– Personalised Learning and Support (NESA Accredited course)
- Whole staff professional development– Be You online learning
- Development of FRS Zones of Regulation handbook which can be implemented to improve student integration in mainstream schools (including visual prompts, common language)
- School–wide tool bank to increase student awareness of and utilisation of effective emotional regulation strategies.
- Specific Social and Emotional Learning activities to be developed, implemented and evaluated as part of teaching and learning programs, which are targeted to student need.
- Revision and update of whole school rules to better reflect the Safe, Smart, Prepared motto.



## 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.

### Improvement Measures

100% of teachers are using data to monitor student progress and inform planning.

100% of students are achieving expected growth in literacy and numeracy areas.

100% of staff identify professional goals and engage in professional learning to achieve these goals.

### Progress towards achieving improvement measures

**Process 1:** Design and implement comprehensive and differentiated teaching and learning programs in literacy and numeracy.

Evaluation	Funds Expended (Resources)
Fowler Road School has streamlined our approach to comprehensive and differentiated teaching and learning programs in 2019, with a particular focus on mathematics and English programs. This included the development and implementation of Early Stage One to Stage Four scopes and sequences for mathematics and English, and the introduction of effective programming documents for all classes. Teachers were expected to record whole class and individual learning adjustments on the programming document and record ongoing anecdotal records and learning evaluations. These processes deepened teacher understanding of student learning and allowed teachers to make more informed decisions regarding future direction of learning in their classroom. These processes also ensured consistency of meaningful learning across the school, whilst allowing teaching staff to move between the NSW syllabus aligned scopes and sequences and make relevant adjustments for their students in line with their individual learning plans. New programs were implemented across the school, targeted primarily at low or struggling readers. This included the implementation of the MiniLit/MultiLit and the development and resourcing of a guided reading program, to be implemented in 2020.	Professional Learning Funding  Literacy and Numeracy Initiative Funding  Equity Loading– Socio-economic Background

**Process 2:** Teachers use assessment data to inform individualised planning and respond to trends in student achievement.

Evaluation	Funds Expended (Resources)
At Fowler Road School, teachers use assessment data to inform individualised planning. Mathematics and English diagnostic pre-assessments were completed by all students in primary and early secondary years. Assessment results were analysed by teachers and utilised to prepare classroom programs and Individual Learning Plans for each student. These working documents were then used to inform Student Progress Reports each semester. Data collected from the online Essential Assessment program, anecdotal records, class observations and work samples were used to observe student achievement. Formal diagnostic assessments were also conducted such as the Best Start Year 7, NAPLAN and VALID Science Year 8 tests to provide teachers with consistent and up-to-date information about the student's skills and abilities in literacy,	Equity Loading– Socio-economic Background

## Progress towards achieving improvement measures

inform targeted teaching and intervention strategies .

**Process 3:** The diversity of staff experience and expertise is shared and developed through an instructional focus and engagement in processes of accreditation and Performance and Development.

Evaluation	Funds Expended (Resources)
<p>Strategic engagement in professional development and supervision has been put in place in 2019 to ensure school improvement, school excellence and student achievement. This has prompted staff to develop and refine the appropriate skills and knowledge required to contribute to the schools strategic directions.</p> <p>Extensive support has been provided to our beginning and early career teachers during 2019. Processes that were put in place to support beginning and early-career teachers included time allocation, ensuring the mentor and teacher are working in close proximity, team teaching opportunities, regular supervision, lesson observations and feedback processes, and ongoing in-class support, demonstrating an increase in the quality of teaching practice within the school.</p> <p>Teachers have developed, implemented and reviewed 2019 Performance and Development Plans guided by DoE and Fowler Road School implementation guidelines, Fowler Road School plan / strategic directions, Australian Professional Standards for Teachers (NESA), the Performance and Development Framework for Principals and Executive Teachers (DoE) and personal teaching and career aspirations. This process has built on best practice, recognised excellence and provided support for their development where it is required. The implementation of Performance and Development for non-teaching staff has also taken place in 2019. This has provided our non-teaching staff with an opportunity to set individual goals inline with team, school and organisational goals, and also enables an ongoing process for acknowledging, encouraging, supporting and developing staff.</p> <p>School wide professional development has also been fostered as a result of data analysis and school initiatives to drive school improvement. The school has supported the leadership growth of leaders and aspiring leaders as they strive for excellence; provided processes, activities and experiences that provide opportunities for teachers to extend their learning and support their accreditation against the Australian Professional Standards for Teachers (the Standards); and provided a range of professional learning to school based non-teaching staff, including conferences, workshops, online courses and reading material.</p>	<p>Professional Learning Funding</p> <p>Beginning Teacher Funding</p> <p>Equity Loading (socio-economic background)</p> <p>Literacy and Numeracy Initiative Funding</p>

## Next Steps

- Implementation of guided reading program for identified students across the school
- Implementation of Matific online maths program for students across the school
- Executive staff to review the impact and success of literacy and numeracy programs across the school
- Personalised Learning and Support professional learning course for teaching staff (NESA Accredited course)
- Continue to collect and utilise assessment data to inform individual planning through the use of online and paper based diagnostic student assessments in literacy and numeracy
- Continue to collect and utilise social and emotional learning data to inform individual planning through the use of the 'Zones of Regulation' program, check in sheets and class daybooks
- Continue to review data collection methods and procedures to ensure their validity and applicability
- Completion of 2020 Performance and Development Plans for all staff, with a focus on literacy and numeracy for teaching staff
- Executive staff to commence review and update of student individual planning and reporting documents and procedures to ensure they provide an accurate snapshot of each individual student and the adjustments provided for them

### 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.

#### Improvement Measures

Student/ Parent data, such as TTFM, shows the school is achieving above norms for student engagement in a specialised setting.

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).

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).

Increased participation in a variety of feedback mediums and consultation, with over 60% community involvement.

100% of teaching staff working beyond their classroom to liaise with, and share expertise and resources with the broader school community.

Students demonstrate increased engagement in extra-curricular activities such as sport, Robotics, community access, cooking and gardening.

#### Progress towards achieving improvement measures

**Process 1:** Fowler Road School will develop systems to ensure shared accountability for student learning, wellbeing and engagement.

Evaluation	Funds Expended (Resources)
In 2019, Fowler Road School developed and improved various systems to ensure shared accountability for student learning, wellbeing, and engagement. Consistent, streamlined processes and data gathering tools were developed and implemented for enrolment processes, student review meetings, and part-day exemption documents which ensured that relevant information was gathered and shared with all stakeholders. This allowed all stakeholders, including the student, to have an active voice in learning, social-emotional and school engagement decision making. Comprehensive, transparent information gathering and sharing also ensured that all stakeholders were aware of their individual responsibilities regarding each student's learning and wellbeing. Teacher feedback has indicated that the 2019–2020 student handover process has been highly informative in the initial stages of planning for student learning and engagement for the following year, which has resulted in smoother transitions to new classrooms and learning environments. After evaluation by the executive team, these processes will continue to be implemented in 2020, and we will potentially extend our family collaboration by exploring the implementation of a parent/community group.	

**Process 2:** Staff will implement whole-school programs that incorporate ICT and 21st Century pedagogies, high interest hands-on purposeful learning and learning alliances with external organisations across all curriculum areas.

Evaluation	Funds Expended (Resources)
In 2019, the broader school community has played a vital role in supporting successful academic and social/ emotional outcomes for students through implementation of activities and events such as school camp and sporting	Sporting Schools Funding Equity Loading – Socioeconomic

## Progress towards achieving improvement measures

workshops, student leadership programs and child protection education workshops. A Fowler Road Indigenous Garden was also implemented in 2019. Established partnerships will continue in 2020. Aboriginal artworks created by students were sent to be created as tiles for the Indigenous garden and a planting day was held. A plan was set to continue with the garden project in 2020 by creating an Aboriginal mural to accompany our garden area. The MAPPEN online curriculum was introduced in 2019. Integrated units designed around rich concepts addressing Science, History, Geography, Civics and Citizenship and The Capabilities. In 2020, FRS will trial the Inquisitive program, incorporating stimulus resources and guided inquiry to address History, Geography and Science and Technology outcomes.

Background

Equity Loading – Aboriginal background

Flexible Funding for Wellbeing Services

**Process 3:** Fowler Road School will develop systems and processes that ensure regular and consistent communication throughout the school community.

### Evaluation

### Funds Expended (Resources)

In 2019, Fowler Road School has developed, implemented and evaluated systems and processes that ensure regular and consistent communication throughout the school community in a number of ways. All teaching staff completed weekly reports for each student, each week containing information on both academic and social and emotional learning. These reports were sent to integration schools, parents/carers and other relevant stakeholders ensuring all members of the school community are regularly informed of student progress. Integration school staff, parents/carers and other relevant stakeholders were invited to attend multiple parent workshops, open days and surveys to ensure they remained connected to the school throughout the year. The response to these events was overwhelmingly positive. Teaching staff arrange and facilitate review meetings for all students with all relevant stakeholders at least once a term which helps to ensure that all parties are working together to ensure the best possible outcomes for students.

Equity Loading – Socioeconomic Background

Flexible Funding for Wellbeing Services

## Next Steps

- implementing systems and structures to monitor each students attendance patterns at their census school, as well as transition to other alternative/ specialised settings, vocational placements and other exit outcomes.
- continuing regular open days and events inclusive of the wider school community.
- building upon and maintaining strong communication processes with all stakeholders including parents/ carers, referring schools and relevant agency staff.
- developing a parent/ carer school booklet outlining processes that they engage in at Fowler Road School.
- sustaining community partnerships with a variety of sporting and recreation organisations to promote physical education and socialisation of students.
- increasing community access opportunities for students focusing on the provision of learning experiences across all key learning areas, as well as social/ emotional learning.
- increasing opportunities for parents/ carers to engage within the school and become active participants in their child's education. These include the implementation of workshops, forums, review meetings, BBQs/ morning teas.
- strengthening systems and processes for the use of information and communication technologies including school website, electronic newsletter, video conferencing and email communication with parents/ carers, agencies and referring schools.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$7865.00	In 2019, 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. An executive staff member also developed Aboriginal and OOHC plans in conjunction with teaching staff, parents/carers and relevant stakeholders for applicable students. Indigenous local community members and resources have continued to be utilised within the school during informal and formal events such as NAIDOC week and Reconciliation week in order to sustain engagement of our Indigenous students and their families. Students participated in a cultural incursion called 'Indigenous Infusion with Walangari' presented by an Aboriginal elder as part of NAIDOC week celebrations. Our Fowler Road Indigenous Garden was also implemented in 2019. Aboriginal artworks created by students were sent to be created as tiles for the Indigenous garden and a planting day was held in September. A plan was set to continue with the garden project in 2020 by creating an Aboriginal mural to accompany our garden area.
<b>Quality Teaching, Successful Students (QTSS)</b>	\$15,474.00	In 2019, team teaching and mentoring provided a Beginning teacher with the knowledge and support required during their early teaching career. An Executive staff member was able to guide the Beginning teacher to effectively plan and program for their students. The Beginning teacher engaged in collaborative planning with the executive staff member which effectively ensured that the Beginning teacher was on track with comprehensive learning plans for students across all stages. Teachers also 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. A Beginning teacher was also guided towards gaining accreditation at Proficient Teacher. This process was initiated whilst the teacher was undergoing her first year of teaching at Fowler Road School and was mentored by an executive member of staff. The Executive teacher met frequently with the Beginning teacher to discuss accreditation and conduct lesson observations as part of the accreditation process.
<b>Socio-economic background</b>	\$88,624.00	In 2019, equity funding initiatives allowed all

<b>Socio-economic background</b>	\$88,624.00	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 One Community, FAB Star, Cricket Australia, and a two-week intensive School Swimming Scheme program were also funded through this initiative. To supplement our revised English and Mathematics scope and sequences; additional resources were purchased such as MiniLit, PreLit, Reading Tutor, Maths Series Boxes (F–6), PM Benchmarking Kit, Maths kits and additional readers for all stages. This initiative also funded our digital subscriptions of Essential Assessment, Mathletics, Reading Eggs and Wordflyers.
<b>Support for beginning teachers</b>	\$14,130.00	In 2019, Beginning Teacher meetings were conducted to engage a beginning teacher in collaborative planning with an executive staff member. This effectively ensured that the beginning teacher was 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 the beginning teacher to begin accreditation processes at Proficient Teacher level. This process was initiated during the beginning teacher's first year of teaching at Fowler Road School and was mentored by an executive member of staff.
<b>Strategic Assistance Program</b>		In 2019, 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 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 or less supported settings 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.

<b>Link Support</b>		<p>In 2019, two secondary students and a teacher and the Principal attended the WISA Wellbeing Conference at Parramatta which focused on empowering students and giving them an authentic leadership voice. Attendance at this conference fostered student voice and gave the students an opportunity to develop their leadership skills. The Careers Adviser and senior secondary girls attended Dress for Success at Marrickville. Attendance at this career coaching workshop built confidence and employability skills of female students. Students gained an understanding on how to behave during an interview, how to communicate effectively and how to answer interview questions with confidence. 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 2019 fully engaged in post school options programs.</p>
<b>Vocational Education and Training</b>		<p>No students undertook VET courses and placements in the 2019 school year. Future enrolments and subject choices will determine VET allocation for 2020.</p>
<b>Wellbeing</b>	\$34,741.00	<p>In 2019, an Occupational Therapist was engaged at Fowler Road School to deliver weekly whole class and individualised sessions for students in K–2. Whole school/classroom incentives were developed and implemented which involved teacher-directed and student-directed goal setting, money systems, token systems, 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 Neuroscience of Multiple Trauma two day workshop. This workshop assisted teachers to better understand trauma and its impact on the development of the child and identified strategies to support teachers who educate students with multiple trauma. A six-week mindfulness parent workshop was also implemented by a psychologist. This workshop taught parents the skills to increase resilience in both themselves and their children. This approach taught parents strategies to lessen stress, enjoy parenting more as well as learning practical strategies to build resilience in their children. Other wellbeing initiatives were also sought and implemented by an executive teacher which focused on anti-bullying, child protection and student leadership/student voice. Students participated in anti-bullying workshops which</p>

<b>Wellbeing</b>	\$34,741.00	restorative techniques to support them and prevent and respond to bullying. Students also engaged in child protection lessons which initiated increased awareness of safe and respectful relationships and responding to unsafe situations. An opportunity was also provided for middle school students to be involved in a student leadership course which focused on student voice. This initiative also funded our annual Life Education incursion.
<b>Computer Coordinator</b>		In 2019, a Xenontech employee was maintained on a three weekly basis to monitor and resolve ICT issues across the school. New Promethean interactive display and lesson delivery software boards were purchased to replace the old SMART boards in the staffroom and BER (multi-purpose room). Staff continued to engage in collaborative planning for ICT learning, with a focus on literacy, mathematics and connected outcomes based lessons e.g. History, Geography, Science and Technology and PDHPE. A number of interactive programs have been continued including Reading Eggs, Wordflyers, Mathletics and My Numeracy lessons (Essential Assessment), 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.
<b>Professional Learning</b>	\$16,980.00	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. New teaching and support staff participated in MAPA (Management of Actual or Potential Aggression) training which provided staff with strategies and skills to safely respond to anxious, hostile or violent behaviour. Staff were better equipped to prevent behaviour escalation through non-physical interventions by using verbal and non-verbal strategies to prevent the development of a crisis situation. An executive teacher attended the Best Start Year 7 and PLAN2 data training. This training assisted the executive teacher to set up Best Start Year 7 practices and guide the Year 7 teacher to analyse the PLAN2 data for Year 7 students using the Literacy and Numeracy progressions. An executive staff member and a teacher also attended a 2 day course by the Australian Childhood Foundation on Neuroscience of Multiple Trauma delivered by Dr Martin Teicher. This training assisted teachers to develop an understanding of how multiple trauma affects the function of the brain in children which impacts their growth and development. Teachers identified trauma-informed and wellbeing practices that enabled students' academic and personal growth. The Principal and an executive teacher attended the Four Essential Roles of Leadership – Franklin Covey workshops

<b>Professional Learning</b>	\$16,980.00	<p>focusing on leading themselves and their teams in alignment with the four essential roles of leadership (inspire trust, create vision, execute strategy and coach potential). This program has been beneficial in laying the foundation and developing on skills for effective leadership within the school. An additional teacher was also trained as an Anti-Racism Contact Officer (ARCO) to assist with facilitating the complaints handling process and promote anti-racism education within the school. The School Counsellor and a teacher attended the two day 2019 Redbank Conference also. All teaching staff continued to engage in registered, teacher identified and school based professional development as outlined in their PDP. All teachers, SASS staff and executive staff engaged in the annual review process and used this evaluation to begin planning for future goals.</p>
------------------------------	-------------	---



## Student information

### Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	40	41	40	38
Girls	12	12	9	11

### Management of non-attendance

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

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

### Post school destinations

In 2019, students in years 9 to 12 were engaged in School to Work and Job Coaching programs. This resulted in 2 students leaving school at the end of 2019 fully engaged in post school options programs through Wise Employment.

### Year 12 students undertaking vocational or trade training

In 2019, no students in year 12 completed vocational or trade training. Future enrolments and subject choices will determine VET or trade training in 2020.

### Year 12 students attaining HSC or equivalent vocational education qualification

One student in year 12 completed their Higher School Certificate in 2019. Four 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)	8.09
Teacher Librarian	0.4
School Counsellor	1
School Administration and Support Staff	10.42
Other Positions	1

\*Full Time Equivalent

### Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

### Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2019 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

### Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

### Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 <b>Actual</b> (\$)
<b>Opening Balance</b>	655,478
<b>Revenue</b>	2,829,095
Appropriation	2,828,996
Sale of Goods and Services	-1,182
Grants and contributions	717
Investment income	564
<b>Expenses</b>	-2,604,093
Employee related	-2,247,531
Operating expenses	-356,562
<b>Surplus / deficit for the year</b>	225,002

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

## Financial summary - Equity loadings

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

	2019 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	1,791,231
<b>Equity Total</b>	96,488
Equity - Aboriginal	7,865
Equity - Socio-economic	88,624
Equity - Language	0
Equity - Disability	0
<b>Base Total</b>	529,975
Base - Per Capita	25,116
Base - Location	0
Base - Other	504,859
<b>Other Total</b>	327,610
<b>Grand Total</b>	2,745,304

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

## Parent/caregiver, student, teacher satisfaction

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 2019, Fowler Road School hosted its first Community Open Day. On this day we celebrated the many successes of our students and acknowledged the important role of all who provide them with support to achieve positive outcomes. 50% of our families joined the Fowler Road Staff on school site to enjoy activities with their child. The School Counselling Team, the Learning and Wellbeing Team and local resources such as the Police Youth Liaison Officer, Sporting Schools and Rotary Club were represented. The school received excellent feedback from staff, students and the school community attendees. Attendees reported they enjoyed the day, found it valuable to engage informally with other school community members and experienced a feeling of increased connection to our school as a whole.

In 2019, Fowler Road School implemented a parent/carer workshop. This workshop was aimed at parents/ carers of primary students seeking additional support and guidance in maintaining their own and their families' personal wellbeing. The workshop ran for one school term, the participants provided excellent feedback. Parents/ carers reported a repertoire of self-care strategies and strong attachment to the group. Despite positive feedback the overall percentage of parent / caregiver attendance from our school community was low (20%). Fowler Road School will continue to work with the school community in 2020 to explore avenues of engagement and family wrap around services.

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 2019, 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.

In addition to regular communication and formal meetings, Tell Them From Me survey data was highly valued in 2019 as an excellent tool for student feedback. The survey indicated that students recognised Fowler Road School as a positive learning climate with a strong emphasis on student success. Students indicated that they are engaged in learning and extra curricula activities and that they have positive relationships and a sense of belonging to and at Fowler Road School. 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.





# Policy requirements

## Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

In 2019, 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. This year, Fowler Road School also employed an Aboriginal mentor role model for our Indigenous students through our collaboration with the NRL Traineeship program. This collaborative case planning has ensured personalised learning for our Indigenous students in all aspects of their education and personal development. 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 and Reconciliation Week in order to sustain engagement of our Indigenous students and their families. An Aboriginal elder was invited to the school to present an incursion as part of our NAIDOC Week celebrations which focused on culture through dance, storytelling and artefacts. Fowler Road School also established an Aboriginal indigenous garden in 2019 with a plan also set to establish the Fowler Road School Aboriginal mural in the 2020 school year.

## Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

In 2019, Fowler Road School continued a whole school focus on anti-racism through the implementation of programs that have promoted anti-racism. Fowler Road School trained an additional teacher to continue 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! and the Henry Parkes Equity Resource Centre which focused on enhancing students understanding of racism and promoted intercultural understanding across the school. Anti-racism events and activities such as Harmony Day, Racism. No Way!, anti-bullying workshops and the National Day of Action against bullying were also incorporated into the school's 2019 calendar to promote anti-racism.

## Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.

In 2019, Fowler Road School continued a whole school focus on multicultural education through the implementation of programs that have promoted community harmony, intercultural understanding and positive relationships between students from all cultural backgrounds. Resources have been sought from departmental websites such as 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 events and activities such as Harmony Day, NAIDOC Week, Reconciliation Week and Anzac Day were also incorporated into the school's 2019 calendar for cultural diversity.

