

# 2020 Annual Report

## Fowler Road School



**Safe... Smart... Prepared**

5562

# Introduction

The Annual Report for 2020 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

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## Message from the principal

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The 2020 Annual School Report is an acclamation of the innovation, strength and resilience demonstrated by our students, our staff and our school community throughout the year as the country was impacted by fires, floods and COVID-19. Whilst the year was disrupted by many challenges I am proud to say we have a lot to celebrate.

In 2020 special mention is made to our 3 year 12 students who completed their higher school certificate. 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 School program to post school options.

With a move to learning and working from home for many there was a need to think outside of the square and find new ways to support our students, our families and our colleagues. It was pleasing to see positive gains in collaborative work practices, innovative program delivery, partnerships with referring schools, agencies and families.

I would like to take this opportunity to thank our students, their families, Fowler Road and external DoE staff and the large team stakeholders who have all been part of the amazing 2020 team, your efforts and contributions play a huge role in enabling our student to achieve success.

**Amanda Barton**

## Message from the school community

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I have to say I was a little hesitant about sending my grandson to Fowler Road but as his behavior at home school wasn't improving we made the decision to do so. He is now in his first year at High School and this is thanks to the ongoing commitment of the staff at Fowler Road. The teachers went above & beyond in supporting him, not only with his education but his behavior as well and this has enabled him to exit Fowler Road and enter a mainstream high school. His teachers were in constant contact with me in relation to day to day activities and I can't thank them enough as they have a difficult job dealing with these children who have special needs- keep up the good work.

**Lorraine Acton (carer)**

## Message from the students

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I just wanted to email you all to show how much I appreciate what you've done for me during the last 6 years. It's been such a great time being at school and learning new things every day. But now I must go and pursue greater goals and achievements! You guys have done so much to allow me to achieve my goals over the last few years. Thank you. I don't know what I would've done without your guidance and assistance. Being a student of Fowler Road School was such an

honour. I'm glad to have guided your school down a new path that will create new opportunities for present and future Fowler Road School students. I'll be sure to pop in occasionally and say 'Hi'. You guys are still in my thoughts.- **Lachlan Pollard (High School student)**

All the teacher's at Fowler Road School are very nice to me and the other students. They challenge us with our work and give lots of extra help to get our work done. The teachers talk to us about how we are feeling and listen carefully. They then try to help us feel better and help us work things out. The teachers also help us to do the right thing at our home schools and even come and visit us at our home school to make sure we are on track. The school also makes us breakfast and lunch and lets us take a break or a walk if we need to.- **Shaylah Carr (Primary School student)**



## School vision

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 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>

### Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
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)
School staff engaged in professional dialogue to review the current systems and practices to promote self-awareness, emotional regulation, and resilience. Teaching and support staff indicated that engagement in professional development such as the Be You initiative and SAFEMinds was beneficial in deepening their understanding of promoting and planning for emotional wellness within our students. The Zones of Regulation program has continued to be useful in developing self-regulation strategies for students, and will therefore continue to be implemented school wide in 2021. This program was also shared with families and classroom teachers support families to utilise these strategies at home during the NSW Health recommended Learn from Home period. The support of an external psychologist from Allied Health Services will continue next year, with the psychologist focusing on strengthening the use of school-appropriate tools and strategies for students experiencing emotional dysregulation.	Flexible Funding for Wellbeing Services/ Socio-economic Background

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

Evaluation	Funds Expended (Resources)
Staff at Fowler Road School have engaged in planned systems and practises to promote positive relationships and connectedness to others, culture and community. Personalised Learning Pathways and OOHG plans we developed and implemented for applicable students, and were planned in collaboration with students, families, relevant school and agency staff. This, as well as other cultural activities and lessons throughout the year, were supported by the Anti-Racism Contact Officer as appropriate and needed. Students across both primary and secondary classes engaged enthusiastically in National Anti-Bullying Day and RUOK? Day activities, utilising artwork, written pieces, class discussions, and workshops. Some cultural activities were postponed or cancelled this year due to DoE and NSW Health recommendations in response to the Covi19 pandemic.  Tiles depicting student and staff artwork have been added to the Aboriginal Garden, as well as an Aboriginal mural and staff and student handprints. This artwork has offered students (both Indigenous and non-Indigenous students) another medium with which to connect to and celebrate Indigenous culture. Students have responded enthusiastically to the Indigenous Garden, and it is a frequent talking point and relaxation place, particularly for our secondary	Aboriginal Funding

## Progress towards achieving improvement measures

students.

Throughout the year, staff have continued to hone their skills in supporting students to connect to each other and to other members of the school community. Professional learning was undertaken by all School Learning Support Officers to familiarise themselves with and utilise the Be You initiative. This professional learning followed previous information sessions attended by school executive and counselling staff. SLSOs reported that Be You training was beneficial in understanding the initiative and connection with young people, particularly those young people experiencing emotional distress.

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

Evaluation	Funds Expended (Resources)
<p>Staff have engaged in the systems and practices to promote positive health outcomes and physical feelings of safety throughout 2020.</p> <p>All staff, including volunteers and students undertaking work placement, have completed required Child Protection and Child Protection Awareness training as well as other mandatory Work Health and Safety training. This has increased whole school awareness of the legal responsibilities regarding child protection and the promotion of safety within our school.</p> <p>Throughout the Learn from Home (suggested) period, staff continued to implement daily practices to encourage positive wellbeing for students learning on-site at school and off-site at home. Staff ensured that appropriate positive wellbeing resources were shared with families for use at home and engaged in daily check-ins with students and families including phone calls, emails, and text messages.</p> <p>A range of child protection and anti-bullying workshops were implemented for primary and secondary students throughout the year. Students were engaged in opportunities to explore and strengthen their understanding and knowledge of protective factors, potential risk factors, support people, and restorative practices. Throughout the year, this learning was supported with PDHPE lessons and activities across the school.</p> <p>Staff knowledge of risk management plans for community access visits was deepened by involvement in the development of venue-specific SAFETY Risk Management plans utilising the Department of Education Health and Safety resources and tools, including the SAFETY Risk Management Framework. Staff engaged in the process of analysing potential risk factors associated with attending off-site venues and collaborated with executive staff to outline elimination and/or control factors. This information was distributed to all school staff and the venue-specific risk management plan is revised by attending staff prior to every off-site activity.</p>	<p>Socio-economic Background Funding</p> <p>SSP Funding- once off</p>

**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 2020, staff at Fowler Road School have engaged in systems and practices to measure achievement and success so that positive learning is promoted. This has been inclusive of academic, wellbeing, and behaviour-based systems and practices. The implementation of the Fowler Road School Shop and the Rewards Room have been very successful for both primary and secondary students and have been a highly effective motivators for quality work completion and safe behaviour.</p>	<p>Socio-economic Background Funding</p> <p>Initiative Funding (Literacy/Numeracy)</p>



## Progress towards achieving improvement measures

The Essential Assessment Program has continued to be used across primary and early secondary classrooms as an effective tool to measuring mathematics and English progress, allowing teachers to analyse individual student progress. Measurement and analysis of academic achievement has been extended with the addition of twice-termly learning evaluations for each student within each key learning area and the collection and analysis of student work samples throughout each term. Teachers have utilised this information to plan comprehensive teaching and learning plans, including individualised adjustments to ensure all students are authentically engaged in the classroom.

To recognise and celebrate the success of our students, Fowler Road School staff conduct weekly assemblies, write and distribute weekly reports to all families and relevant case management staff, develop and distribute twice-termly newsletters, develop and showcase student Quality Work portfolios twice a year, and develop and distribute comprehensive student progress reports twice a year. Students, families and key stakeholders have been enthusiastically responsive to this shared celebration of success and staff have reported that students have identified feelings of accomplishment with this recognition.

## Next Steps

- Implementation of Zones of Regulation program to continue across primary and secondary school. This will be supported by a psychologist through Allied Health.
- Update of Student Focus Plans. This will include updated tools for the different zones, as well as teacher-directed tools such as tools used outside of the classroom.
- Continue to collect and utilise social/emotional data to inform classroom planning including the planning of rewards and motivational activities.
- Implementation of school-wide rewards system to include the purchase of snack foods. Students to earn FRS money linked to their use of tools when faced with challenging emotions.
- Completion of OOHC plans for all applicable students.
- Completion of Personalised Learning Pathways for all applicable students.
- Purchase of new items for the school Sensory Room.
- Implementation of updated Sensory Room rules and procedures.
- Continuation of whole school events such as Harmony Day, Anti-Bullying Day and RUOK? Day.
- Implementation of student achievement tracking across the school. This will be inclusive of academic and social/emotional progress.



## 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 continued to provide comprehensive and differentiated teaching and learning programs in 2020, with a particular focus on mathematics and English programs. This included the development and implementation of Early Stage One to Stage Four scope and sequences for mathematics and English and the use of programming documents aligned to syllabus outcomes at student's individual academic levels. Class teachers recorded Learning Evaluations for each student, across all taught areas of Mathematics and English which informed the Semester 1 and 2 Student Progress Reports. Teachers reported that this process deepened their understanding of each student's learning progress and allowed for improved planning for teaching and learning, allowing teaching staff to make relevant adjustments for their students in line with their individual learning plans. During this year, At Home Learning Packages in English and Mathematics were also created for each student during the COVID-19 learning from home period. These packages were differentiated to each student's academic ability. An identified teacher completed reading assessments for new students and students across the school who had not had an assessment completed. Assessment results were distributed to classroom teachers. Assessments will be revised early in 2021 and will form the basis for the implementation of the new reading program.	Literacy and Numeracy Initiative Funding \$4,075.00

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

Evaluation	Funds Expended (Resources)
Teachers use assessment data at Fowler Road School to inform individualised planning. Mathematics and English diagnostic 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 which 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, Check In assessments and VALID Science tests to	English Language Proficiency \$400.00  Literacy and Numeracy Initiative Funding \$4,075.00

## Progress towards achieving improvement measures

provide teachers with consistent and up-to-date information about the student's skills and abilities in literacy, numeracy and science and help to inform targeted teaching and intervention strategies. NAPLAN testing was cancelled this year due to COVID-19. An executive teacher conducted Tell Them From Me surveys with students from Years 4 to Year 12. Tell Them From Me measured student engagement and wellbeing. The surveys were used to capture student voices, providing reliable evidence for Fowler Road School to use in identifying strengths and areas for improvement.

**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)
Engagement in professional development and supervision has taken place in 2020 to ensure school improvement, school excellence and student achievement. All teaching staff created a Performance and Development Plan in order for them to be supported in their professional learning. Goals were set to facilitate their professional growth and the provision of quality teaching and learning in 2020, consistent with the NSW Department of Education policies, aims and strategic directions and school plan. This process has built on best practice, recognised excellence and provided support for their development where it is required. SASS staff also undertook processes to collaboratively plan their PDP with their supervisor through the PDP cycle. 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. At present, three of our SASS staff are currently completing their teaching degrees. The school has also supported the leadership growth of leaders and aspiring leaders as they strive for excellence. An Assistant Principal relieving in her role completed the Four Essential Roles of Leadership - Franklin Covey workshops 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. Opportunities for teachers to extend their learning and support their accreditation against the Australian Professional Standards for Teachers through a range of professional learning activities including conferences, workshops, online courses and reading material was provided to all teaching staff.	Professional Learning \$16,954.00

## Next Steps

- Implementation of guided reading program for all students K-8 across the school
- Implementation of intensive reading withdrawal program for all primary students sitting below stage level
- Employment of an Instructional Leader, Literacy three days per week to assist teaching staff with growth and attainment of literacy levels in all students
- Implementation of Mathletics online numeracy program and Reading Eggs online literacy program for students across the school
- Dyslexia 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 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 2021 Performance and Development Plans for all staff, with a focus on literacy 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 2020, a variety of school systems and structures were reviewed and improved upon to ensure shared accountability for student learning, wellbeing and engagement. Improvements in relation to our school enrolment processes continued to occur through a focus on streamlined data collection prior to a student commencing in order for appropriate planning of learning programs and risk management by classroom teams and their supervisors. Student review meetings were a focus to plan the ILP process in collaboration with all stakeholders. This forum allowed for learning objectives across all KLAs to be deliberated, as well as social, emotional and integration goals to be mapped out based on students strengths, interests and barriers to learning, in addition to formal and informal assessments. As part of this planning process; strategies, supports and adjustments required to achieve the student's goals was also determined. This process was monitored and reviewed by all involved over the school year, ensuring goals were modified or changed where necessary and decisions were made around whether teaching strategies, adjustments and supports needed to be continued, revised or replaced. In 2021, more focus will be on providing each student an opportunity to meaningfully contribute to their learning, and capturing their own personalised goals within their ILP to facilitate student voice, agency and leadership.	Equity Loading (socio-economic background)

**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 2020, the use of ICT and 21st Century pedagogies, and high-interest	Sporting Schools Funding

## Progress towards achieving improvement measures

hands-on purposeful learning have been implemented to support students in meeting their academic, social and emotional goals. Our broader school community has also played a vital role in improving the progress, achievement and wellbeing of our students in line with the restrictions that were put in place in 2020 due to COVID-19. It has been evident throughout 2020 that our school, our families, and our wider school community have continued to work together to develop positive connections and ensure students succeed and thrive. Various projects have taken place in 2020 including the continuation of the Aboriginal garden project and the creation of an Aboriginal mural. Although many school events and activities were cancelled due to COVID-19 restrictions, core initiatives such as Child Protection and Leadership programs, as well as Life Education were carried out. The Inquisitive program was introduced in classrooms to cover Science and Technology, History and Geography key learning areas. This program has been highly engaging for our students as lessons utilise stimulus resources and guided inquiry to ensure purposeful and in depth learning occurs, and relevant adjustments to the depth of inquiry are been put in place to meet the individualised abilities of our students. Unfortunately our school recreation camp and sporting workshops were cancelled due to COVID-19 restrictions.

Equity Loading (socio-economic background)

Aboriginal Funding

**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 2020, Fowler Road School continued to review, and implement systems and processes that ensured regular and consistent communication throughout the school community. All teaching staff completed weekly reports for each student on a weekly basis containing information on both academic and social and emotional learning. These reports were sent to referring schools, parents/carers and other relevant stakeholders ensuring all members of the school community were regularly informed of student progress. Unfortunately on site parent workshops, open days and community events were cancelled in 2020 due to COVID-19 restrictions. School staff ensured connections with the broader school community remained a imperative process through frequent phone and video conferencing. A external psychologist was engaged two days per week to work closely with our families to provide relevant support via phone and video means throughout the school year. Teaching staff continued to 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 (socio-economic background)

## Next Steps

- SAO to continue to tighten structures and systems to track student attendance patterns at their referring school to ensure ongoing increasing attendance inline with ILP.
- Developing increased support and monitoring of student transition to alternative specialised settings, vocational placements and other exit outcomes.
- Implementing an annual school open day, as well as other whole school events engaging the wider school community.
- Developing a student enrolment booklet outlining routines, programs and processes that students will take part in during their engagement within the Fowler Road School program.
- Developing a parent/ carer booklet outlining processes that they engage in, and programs offered during their child's engagement within the Fowler Road School program.
- Maintaining strong communication processes with all key stakeholders, including parents/ carers, referring schools and relevant agency staff.
- Sustaining community partnerships with a variety of sporting and recreation organisations to promote physical education and socialisation for students.
- Increasing engagement in life skills and vocational opportunities for High School 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.
- Engagement of additional staff to support the wellbeing, engagement and continuity of learning for K-12 students (NRL

representative, Aboriginal mentor, Transition/ Vocational support worker).

- Increasing opportunities for parents/ carers to engage within the school community and become active participants in their child's learning, including the implementation of a family support program (run by external psychologist), parent forums/ meetings, open days/ BBQs.





Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	SSP Supplementary Funding  <b>Funding Sources:</b> <ul style="list-style-type: none"> <li>Aboriginal background loading (\$13 572.00)</li> </ul>	Fowler Road has continued to provide units of work across stages 1 to 4 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 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 school based rotational Indigenous cultural activities focusing on Art, music, storytelling and dance as part of NAIDOC week celebrations. Our Fowler Road Aboriginal Mural was also implemented in 2020. Handprints were created by each staff and student for inclusion in the mural and a painting day was held in November during the postponed NAIDOC week celebrations. A plan was also set to aim for implementation of having an Aboriginal mentor on school site in 2021 to engage and support our Aboriginal student cohort.
<b>Quality Teaching, Successful Students (QTSS)</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>Quality Teaching, Successful Students (QTSS) (\$20 127.00)</li> </ul>	As part of the Fowler Road Integration program, 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 teachers. Mentoring practices also 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. This teacher was also guided towards gaining accreditation at Proficient Teacher. The Executive teacher met frequently with the Beginning teacher to discuss accreditation and conduct lesson observations as part of the accreditation process. Release time was also provided for school executive to establish collaborative practices in the school in relation to upcoming planning/projects for the 2021 year.
<b>Socio-economic background</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>Socio-economic</li> </ul>	In 2020, equity funding initiatives enabled Learning at Home (remote learning)



<b>Socio-economic background</b>	background (\$95 816.00)	resources/packages to be purchased for use by students learning at home during COVID-19 restrictions. This funding allowed all K-12 students to be involved in the Community Access Program which enabled all 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 and Cricket Australia were funded through this initiative also. This initiative funded our student welfare support programs such as the Breakfast and Lunch food programs, home school support of purchasing home school uniforms and school-wide reward systems such as access to the Rewards Room and the Student Reward School Shop. The Play Therapy room was also upgraded with the purchase of additional sensory materials for use in the room and for the self-regulation of students. Promethean interactive display and lesson delivery software boards for all classrooms were purchased to upgrade the technology at our school. This funding enabled the purchase of a sun shade installed over the playground equipment to protect staff and students from the sun and ensure sun safety during playground time. This initiative also funded our digital subscriptions of Essential Assessment, Mathletics, Inquisitive and Reading Eggs.
<b>Support for beginning teachers</b>		No funds were granted for beginning teachers due to no employment of beginning teachers at the start of the 2020 school year. A beginning teacher commenced employment at Fowler Road in Semester 2. An executive teacher met frequently with the beginning teacher to discuss accreditation and conduct lesson observations as part of the accreditation process.
<b>Strategic Assistance Program</b>		At Fowler Road, 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 17 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.

<b>Link Support</b>		<p>In 2020, middle to senior secondary students highlighted possible career goals using the MyFutures website. Secondary students attended the Year13 Digital Careers Expo which was held on May 18-22 and the Year13 Digital Expo: Future of Work which was held on August 25-27. These expos assisted students to make better decisions surrounding the transition from school to further education and opportunities. The expos were converted to a digital expo instead of live sessions due to COVID-19 restrictions. An executive teacher completed the two day Transition Support training to develop a greater understanding of supporting students with post-school options. 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 3 students leaving school at the end of 2020 fully engaged in post school options programs, including 2 of these students enrolled in tertiary studies.</p>
<b>Vocational Education and Training</b>		<p>No students undertook VET courses and placements in the 2020 school year. Future enrolments and subject choices will determine VET allocation for 2021.</p>
<b>Wellbeing</b>	<p>Flexible Funding for Wellbeing Services \$17,805.00</p> <p>SSP Supplementary Funding</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Socio-economic background (\$95 816.00)</li> </ul>	<p>This initiative funded many wellbeing programs at Fowler Road School in 2020. A psychologist was employed to engage with and provide support for parents of students at Fowler Road during the COVID-19 Learning from Home period. An Occupational Therapist was engaged at Fowler Road School to deliver weekly whole class sessions for students in K-10. School-wide reward systems such as access to the Rewards Room, the Fowler Road School Shop and the school Community Access Program (access to excursions/incursions and community events) were implemented across the whole school (K-12 classes). All students engaged in weekly Zones of Regulation program sessions led by a Learning Links psychologist. The Zones of Regulation program focuses on self-regulation by providing strategies to teach students to become more self-aware and independent at controlling their emotions and impulses, manage their sensory needs and improve their ability to problem solve conflicts. An executive teacher completed the NSW Wellbeing Framework for Schools Modules facilitator training. The NSW Wellbeing Framework for Schools Modules support school staff to deepen their understanding of the multidimensional nature of student wellbeing; the Wellbeing Framework for Schools; practical, evidence-based strategies to enhance student wellbeing; whole-school planning for wellbeing; and how to evaluate current practices and plan future wellbeing approaches within the school across the School Excellence Framework. The executive teacher is now a trained facilitator and is able</p>

<p><b>Wellbeing</b></p>	<p>Flexible Funding for Wellbeing Services \$17,805.00</p> <p>SSP Supplementary Funding</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Socio-economic background (\$95 816.00)</li> </ul>	<p>to deliver this professional learning in the broader school community. Other wellbeing initiatives were also sought and implemented by an executive teacher which focused on anti-bullying and child protection. Students participated in anti-bullying workshops which identified strategies and restorative techniques to support them and prevent and respond to bullying. Students also engaged in mandatory child protection lessons. Students participated in lessons/unit of work taught by teachers and supplemented with a facilitator led face-to-face program run by Interrelate Australia, a leading relationship education organisation working holistically to deliver personal safety education programs for children. Through this Child Protection program, students demonstrated an increased awareness of safe and respectful relationships; an increased knowledge and understanding of rights and responsibilities in relationships; and increased their skills in recognising, assessing risk and responding to unsafe situations. This initiative also funded our annual Life Education incursion. In Semester 2, the school was appointed with a full time Student Support Officer (SSO) to support a whole school approach to wellbeing. The appointed SSO commenced in Term 4, undertaking induction and training to orientate him to the role.</p>
<p><b>Computer Coordinator</b></p>	<p>Promethean Boards \$29,167.60</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Socio-economic background (\$95 816.00)</li> </ul>	<p>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 each classroom. Teaching staff were allocated laptops through the Devices for Teachers Pilot T4L program. 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, Mathletics, Inquisitive, Matific and My Numeracy lessons (Essential Assessment), which has increased engagement in literacy, mathematics, HSIE and Science. 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>
<p><b>Professional Learning</b></p>	<p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Professional learning (\$16 954.00)</li> </ul>	<p>Fowler Road staff completed mandatory training in line with Department of Education training requirements. This included training in Child Protection, Data Breach and online and face-to-face Anaphylaxis and CPR training. All teaching staff engaged in Understanding Personalised Learning and Support PD delivered by a tutor from OLT Australia. An executive teacher attended the Parramatta Learning and Support Network Meetings on an ongoing basis. All SASS staff completed the BeYou Wellbeing modules</p>

<b>Professional Learning</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Professional learning (\$16 954.00)</li></ul>	<p>during the working from home period of COVID-19. During this time, a classroom teacher completed the Remote Control (Remote Teaching during COVID-19) PD to enhance her skills in teaching and supporting her students during the Learning from Home period. All teaching staff also attended the Zones of Regulation sessions presented by a Learning Links psychologist so that they were better equipped to deliver this program in their classrooms. The executive team engaged in School Improvement Planning PD and Scout PD to enhance their knowledge and understanding of the revised school planning and reporting processes for 2021-2024. In preparation for 2021 school planning, teaching staff also completed CESE's What Works Best PL. These updates included a practice guide and reflection toolkit for teachers, making it easier to take the eight identified practices for effective teaching into the classroom, and into the Fowler Road new school improvement plan. Two executive staff, an SLSO and the Student Support Officer attended the R.A.G.E facilitator training. The R.A.G.E program (Re-Navigating Anger and Guilty Emotions) is a 6 week anger management course. It is a strength based solution focused program that is hands on, practical and fun, suitable for young people aged 9-17. Staff at Fowler Road also participated in trauma informed practice professional learning. Two executive staff and the Student Support Officer attended the Restorative Journeys - Online Training - Restorative Practices Training. All staff also attended the Complex Trauma Presentation presented by the district OOHHC teacher and the EAPS Focusing on Exploring Vicarious Trauma and Building Resilience PD presented by a psychologist from Converge International. 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>
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## Student information

### Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	41	40	38	43
Girls	12	9	11	11

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

### 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 2020, students in years 9 to 12 were engaged in School to Work and Job Coaching programs. This resulted in 3 students leaving school at the end of 2020 fully engaged in post school options programs through Wise Employment. Two of these students also enrolled in further tertiary studies through TAFE.

### Year 12 students undertaking vocational or trade training

In 2020, no students in year 12 completed vocational or trade training. Future enrolments and subject choices will determine VET or trade training in 2021.

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

Three students in year 12 completed their Higher School Certificate in 2020. Two more students began their HSC studies this year, expecting completion of their HSC studies next year. Four more students began their preliminary studies this year.





# Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	5.96
Teacher Librarian	0.2
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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

## Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2020 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.



## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 <b>Actual</b> (\$)
<b>Opening Balance</b>	880,480
<b>Revenue</b>	2,943,651
Appropriation	2,938,440
Grants and contributions	5,048
Investment income	162
<b>Expenses</b>	-2,772,463
Employee related	-2,524,015
Operating expenses	-248,448
<b>Surplus / deficit for the year</b>	171,187
<b>Closing Balance</b>	1,051,667

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

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

	2020 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	0
<b>Equity Total</b>	109,788
Equity - Aboriginal	13,572
Equity - Socio-economic	95,816
Equity - Language	400
Equity - Disability	0
<b>Base Total</b>	2,153,541
Base - Per Capita	25,744
Base - Location	0
Base - Other	2,127,798
<b>Other Total</b>	576,088
<b>Grand Total</b>	2,839,417

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

In 2020 engaging with our wider school community face-to-face presented with challenges for much of the school year due to social distancing requirements. To maintain continuity the school moved many engagements to a digital forum. In March a proportion of students and teachers moved to teaching and learning from home. The educational outcomes and wellbeing of our students and their families was supported through a variety of digital mediums. Historically parent /caregiver attendance from our community has been challenging to facilitate, in 2020 the move to digital mediums was successful in the provision of wrap around services for many of our families, with the school introducing a family psychologist support program and supporting students to engage with allied health providers on line. The school has received positive feedback and consequently will continue to offer the option to collaboratively plan with referring schools and conduct review meetings via a digital forum and provide support to enhance the wellbeing and knowledge of our students and their parents / careers via digital forums in 2021.

As a school, we regularly seek feedback from staff in the mainstream schools we work closely with. Feedback is indicative that our referring schools feel supported through shared planning and consultative processes. Mainstream staff reported they felt empowered to differentiate programs and make appropriate adjustments for their students.

Tell them from me data was highly valued in 2020 giving the school and insight to guide school planning and identify school improvement initiatives as we move into the next school planning cycle (2021-2024). On average data for primary student outcomes and school climate scored just below state average in the majority of domains. On average data for secondary student outcomes and school climate scored just above state average in the majority of domains. Parent and caregivers did not participate in the process. In 2021 the school will explore avenues to engage the wider school community in Tell Them for Me surveys.





# Policy requirements

## Aboriginal Education Policy

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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 2020, 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 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. This year also saw the creation of our Fowler Road School Aboriginal mural.

## Anti-Racism Policy

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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 2020, Fowler Road School continued a whole school focus on anti-racism through the implementation of programs that have promoted anti-racism. 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! and the National Day of Action against bullying were also planned for implementation in 2020 but unfortunately were not able to go ahead due to COVID-19 restrictions. Anti-bullying workshops were held at a later date promoting anti-bullying and anti-racism.

## Multicultural Education Policy

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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 2020, Fowler Road School continued a whole school focus on multicultural education through the planning of programs that promote community harmony, intercultural understanding and positive relationships between students from all cultural backgrounds. Multicultural events and activities such as Harmony Day, NAIDOC Week, Reconciliation Week and Anzac Day were also incorporated into the school's 2020 calendar for cultural diversity, however were not able to go ahead due to COVID-19 restrictions. NAIDOC Week was held in November in 2020 and this celebration was tied in with the painting of our Aboriginal mural.



