

2021 Annual Report

Fisher Road School



FISHER ROAD
S C H O O L

5405

Introduction

The Annual Report for 2021 is provided to the community of Fisher Road School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the Strategic Improvement 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

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

School vision

At Fisher Road School we believe that **engaging students** in meaningful, inclusive and functional education programs and that **working in partnership** with our school community and key stakeholders, **maximises student learning** across all environments.

All students are **challenged** to reach their full potential.

School context

Fisher Road School is located in Dee Why on the Northern Beaches of Sydney. Fisher Road School caters for a diverse group of students who range in age from 4 to 18 years of age.

We provide quality education for students with intellectual disabilities in a safe and supportive learning environment. Many of our students have additional disabilities including: vision, hearing and/or sensory impairments, physical disabilities as well as complex behaviour and health care needs.

Our students thrive in a welcoming and nurturing environment. There is a strong emphasis on the wellbeing of every student, individualising communication options and tailoring the best education for each and every student to set them up for success. Our staff are committed to ensuring every student in our school is known, valued and cared for. Our focus is on developing life skills, challenging students to reach their potential and equipping our students to live the best life they can when they leave school.

100% of our students require extensive ongoing adjustments for cognitive disabilities according to the Nationally Consistent Collection of Data. This requires sustained levels of intensive support. These adjustments are highly individualised, comprehensive and ongoing. There are over 50% of students with language backgrounds other than English in our school. Indian and Spanish are the majority of students language backgrounds. Other language backgrounds represented include Portuguese, Greek, Vietnamese, Croatian, Thai, Tibetan, Japanese, Fijian, Cantonese and Tongan. This reflects our diverse multicultural environment.

In 2020, we were part of the External Validation process. The school determined next steps in the self-assessment process to be:

- To continue to use surveys to seek feedback from all stakeholders
- Rigorous self assessment through the SEF-SaS
- Ongoing monitoring and evaluation of the strategic improvement plan
- Implementation of evidence based learning practices
- Enhanced parent understanding of their child's progress at school
- Improved skills in using data to inform practice

The whole school community, involving students, staff and parents, were consulted in a thorough situational analysis followed by the development of the Strategic Improvement Plan. Through our situational analysis, we have identified a need to use data driven practices that ensure all students have access to stage appropriate learning. Further work will need to occur around how teachers can successfully plan for and deliver quality differentiated instruction to our students. We have consulted the Aboriginal Education Consultative group.

Our staff are committed to improvement of their professional practice and are constantly researching evidence based strategies for our student population. There is an emphasis on attending to students' sensory needs to ensure that every student is in the best zone for learning. The leadership team promote teachers to participate in meaningful professional learning, to share what they learn and collaborate closely with other SSPs and local mainstream schools.

Continual monitoring of student performance data to track growth and attainment will determine areas for individual student improvement and next steps. Whole school collaboration will be involved in the process for successful growth and attainment for Fisher Road School students.

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 Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement 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	2021 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Delivering
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Excelling
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

Strategic Direction 1: Student growth and attainment

Purpose

To ensure all students are challenged to improve student achievement, growth and performance in literacy and communication skills through using reliable tracked and monitored assessment.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- To increase and track receptive & expressive language skills
- Student voice in learning & school community

Resources allocated to this strategic direction

Literacy and numeracy: \$1,000.00

Summary of progress

Communication Goals

Our focus for 2021 was on implementing a highly effective communication tracking system, so that data would show the individual progress of a student's modes of communication across schooling years. A team approach was used to conduct this. This team consisted of teaching and non-teaching staff, as well as the school Speech Pathologist. It was not a simple process. It required borrowing a system from another SSP, and then customizing to suit the cohort of students in our school. Within the parameter of time given, the team have been successful in completing most stages of the tracking system. Rolling it out slowly and testing different modalities has been a wise approach. The team is taking on the feedback provided from the survey, and making necessary modifications.

The working from home time, gave staff valuable time to explore and trial various assessment tools including the passport for learning, Fisher Road Zones and Plan 2. With the introduction of the communication profile for each student, the communication team have discussed and reflected that the focus should be on the communication profile and the Passport for learning, as it is seen to be a more appropriate assessment tool for our student cohort. than SWANS has been Communication profile and Passport for learning trials will be face to face in 2022. Information reported to parents to inform them of the long term communication goals, the Passport for Learning as an assessment tool and the Fisher Road Zones.

Student Voice - Staff have looked at a variety of ways to implement student voice in their classes and across settings.

In our school, it has been important to provide our students with different types of ways to have their say. This has included using a range of augmentative communication methods, such as visual choice boards, student surveys, speech generated devices (SGD) and PECS. Our school newsletters have also shown snippets of student voice being used across the school. Students are engaged in literacy and numeracy programs with motivating resources and strategies that are student interest based. Literature and reading comprehension are supported with visual response boards and opportunities for students to have a voice in "who" and "what" questions and concepts relating to KLAs. Opportunities for Student Self Assessment are provided, with adjustments, in visual task analysis books for students to mark their own achievement of a step in an activity with a tick or an emoji. Art methods and visual surveys have been introduced for students to voice their "likes" and "dislikes" as an alternative to the student Tell Them From Me survey. Learning intentions, visual rubrics and WAGOLL walls have been implemented to support student feedback which has contributed to overall well being and satisfaction. Next year we will focus on student goal setting and strategies to implement this effectively to extend student voice.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
• FRS Communication Profile is developed and trialed within the communication team with 5% of	• In Term 1, the communication team looked at collating a range of SMART communication goals. The Fisher Road Speech Pathologist was able to provide some from a familiar website. These however, were not really

<p>students to assess functionality of profile.</p> <ul style="list-style-type: none"> • In consultation with speech therapist, a bank of goals is developed for vocabulary attainment across the school. to be incorporated into PLP communication goals. These goals were trialed and evaluated with 5% of a cross section of students. • Assessment for planning is informed by SWANS. 	<p>referred to in PLP goal planning.</p> <ul style="list-style-type: none"> • Professional learning has been delivered to staff • The Communication Profile has been developed and staff have trialed on two students per class. More modifications are required due to teacher feedback. • Classroom teachers completed SWANS assessments for each student in their classes. These were completed together with the class SLSO. Staff have indicated that the information provided is useful, but the data is still yet to be used in a functional way to inform best practice moving forward. Swans will be stalled for 2022 and the focus will be on The communication profile and the passport for learning
<ul style="list-style-type: none"> • Introduction of student voice to the school community. Participation in SSP networks via SEPLA to celebrate and explore student voice. • Professional learning on student self assessment and goal setting. • 2 classes to trial with 6% of students involved in daily self assessment. 	<ul style="list-style-type: none"> • We looked at different ways to incorporate student voice into the school community. This occurred across settings such as in the classroom, via Zoom sessions, and when out in the community. Different methods to portray this were used such as visual scaffolds (example, choice boards) and using technology (example, PLG2G). • All participation for SSP networks and SEPLA was conducted via ZOOM. • 2 classes have successfully trialed self assessment for students. Positive feedback has been received and shared with the staff. • Students have participated in choosing subjects for their year 9 & 10, and 11 & 12 electives using a symbol board.

Strategic Direction 2: Professional learning communities to refine practice

Purpose

To build professional learning communities for quality teaching, practice improvement and effective change.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Build professional learning communities and improvement practice
- Development of practice through research based strategies

Resources allocated to this strategic direction

Professional learning: \$650.00

Socio-economic background: \$7,909.00

QTSS release: \$10,000.00

Summary of progress

Linking the research based strategies to themes in the What Works Best document enabled staff to have a reference point. It also allowed teachers and SLSOs to use their skills and knowledge gained from the professional learning, to guide them in a focus area for their class based PDP goal. Having an expectation for staff to include a research based strategy in their PDP enabled a consistent approach to implementing research based strategies, leading teaching and learning for improvement practice and measuring the impact on student growth pre and post implementation. Progress in research based strategies has been steady throughout 2021, with obvious gaps in data collection, tracking and reflections due to COVID lockdowns.

Ideally, the themes in the What Works Best document needs to be revised in 2022. Perhaps there could be a focus of two of the themes per term. There was a clear need for professional learning to be revised at least every 6 months and reminders every three months.

Development of professional learning communities was strengthened through the professional learning hub in the staff room, reflections and case studies in PLC groups, and collaboration groups for curriculum and assessment. There is room for further development of professional learning communities in 2022 through reviewing research based strategies in special education and consistent learning and discussions about inclusive education and practice. Teacher feedback also needs to be explored and developed in 2022 as Quality Teaching Rounds QTR training was postponed due to COVID restrictions

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<ul style="list-style-type: none">• Professional learning communities have been formed and a shared knowledge base has been established for collective efficacy.• Peer observation, Teacher feedback and data literacy are explored using Departmental frameworks.• Quality Teaching Rounds have been trialed.	<p>There is evidence of achievement towards professional learning communities. Staff groups have been formed and a shared knowledge has been established through regular and repeated discussions and reflections. All staff have been allocated a professional learning group which they meet to discuss research-based strategies, the What Works Best document, the Teaching Sprints process and the SIP strategic directions. All staff have been informed of the DoE Professional Learning Policy and the High Impact Professional Learning model. Relevant workshops in research-based strategies, for an SSP setting, have been presented and data collection showed that 75% of staff refined their knowledge and practice through professional learning sessions in research-based strategies. A professional learning hub was set up in the staffroom to highlight evidence informed strategies and information was presented in staff meetings with opportunities for feedback and discussions. Mini learning sessions about successful teaching strategies such as video modelling of core word vocabulary, were provided in staff meetings. Staff were encouraged to try</p>

<ul style="list-style-type: none"> • Professional learning communities have been formed and a shared knowledge base has been established for collective efficacy. • Peer observation, Teacher feedback and data literacy are explored using Departmental frameworks. • Quality Teaching Rounds have been trialed. 	<p>the research bases strategies in their classroom and feedback in the next staff meeting. Overall, the school culture towards professional learning communities has increased considerably. Staff have gradually taken on board the new concepts that were introduced in relation to professional learning and its impact on refining staff practice and student outcomes. Evidence of this has been reflected in the types of language that staff are using in their PDPs and discussions about improvement practice. There has been a moderate shift in collective efficacy of staff which is fantastic progress.</p> <p>Data literacy and analysis of the data to inform programming, planning and next steps has been covered in professional learning sessions with both internal leaders and external consultants. Staff were introduced to data sets and the importance of interpreting the data that has been taken. This was an important step forward for staff to gain a better understanding of how to interpret data and the influences that can affect data in an SSP setting. Further development is needed in 2022, to refine data collection and data analysis. The executive team will trial data collection using google forms and QR codes for task analysis, prompting hierarchies and data connected to student PLP goals.</p> <p>The importance of peer observation and teacher feedback has been highlighted in 2021 professional learning sessions. Quality Teaching Rounds was introduced to teachers in learning sessions. There was some initial hesitancy towards teachers being involved in group peer observations. When the process was further investigated more teachers were on board as they could see the value in having deeper elements to focus on and discuss in teacher feedback sessions. Unfortunately, a trial group of teachers in the QTR for Inclusive Practice has been delayed until 2022 due to COVID restrictions. The trial group of Quality Teaching Rounds will be a focus of the annual progress measure in 2022.</p> <p>Overall, there has been significant degree of progress towards these initiatives where COVID restrictions allowed.</p>
<ul style="list-style-type: none"> • Teachers and SLSOs have engaged in Professional Learning in research based practices. • 50% of staff will successfully align one of their PDP goals with a research based practice strategy and implement into classroom practice. • Discussions and collaboration on the impact of research based practice through assessment of student outcomes 	<p>The beginning of the year involved professional learning for teachers and SLSOs in research-based strategies. The What Works Best document was covered in detail. Feedback from staff showed that staff liked the case studies, however, they felt that there needed to be more than one case study in an SSP school. They also liked the strategies and reflection questions but felt the strategies could have been more suitable to students with severe or moderate intellectual disability. Relevant workshops based on the 8 themes in The What Works Best document were covered in staff development days, with one and a half hour sessions that involved group work and practical examples in the SSP setting. These workshops were run by the Instructional leader and covered High Expectations, Explicit Teaching, Effective Feedback, Use of Data to inform practice, Assessment, Classroom Management, Wellbeing and Collaboration. A survey after the What Works Best Professional Learning showed that 65% of staff always and often were supported by the What Works Best Professional learning, and relevant workshops, to refine their practice. 30% sometimes and 0% rarely or never.</p> <p>The professional learning in research-based strategies formed a foundation for staff to link a theme from the What Works Best to a goal in their PDP. Each teacher and SLSO on class had to collaborate and identify a class-based goal to focus on. The most popular research-based strategy selected was Explicit teaching with goals centred around visual scheduling and graphic organisers to support literacy and numeracy. Also, visual literacy through alternative modes of communication and visual text programs such as Symwriter. The next most popular research-based strategy covered in PDP goals was Wellbeing with strategies for co and self-regulation as well as mindfulness strategies in the classroom. Collaboration and classroom management were also covered in the class-based PDP goal. These PDP goals were tracked across the school then monitored after implementation through feedback in staff discussions, supervisory meetings and data collection at 5 weeks post implementation. Qualitative data showed a positive impact on staff refining their practice and investigating strategies</p>

- Teachers and SLSOs have engaged in Professional Learning in research based practices.
- 50% of staff will successfully align one of their PDP goals with a research based practice strategy and implement into classroom practice.
- Discussions and collaboration on the impact of research based practice through assessment of student outcomes

that they otherwise would not have used. In a focus group about improvement practice, the most used words to describe the impact on staff improvement of practice was effective, encouraged, collaborate, enhanced, improve and skills. A survey showed that 68% of staff always and frequently refined their practice after implementation of the research-based strategy and 62% of staff observed students' achievement after the implementing the research-based strategy in class.

The impact of research-based practice on student progress was thoroughly assessed through a range of formative data at pre and post implementation (at 5 weeks). However, due to the COVID lockdown further post implementation data could not be collected to provide a better indication of the impact of research-based strategies on student achievement. Typically, in an SSP setting regular, repeated practice would see student growth and achievement after two terms. It would be ideal to repeat the data collection and research-based strategies in 2022.

Strategic Direction 3: Enhancing partnerships

Purpose

Establishing innovative services and enhancing collaborative practices to support all students to connect, succeed, thrive and learn.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Working with key stakeholders
- Collaboration

Resources allocated to this strategic direction

Socio-economic background: \$3,750.00

English language proficiency: \$3,000.00

Literacy and numeracy: \$1,038.87

QTSS release: \$3,000.00

Summary of progress

The Restrictions from the COVID lockdown changed the direction of a few improvement measures but overall had minimal impact.

Training for parents was offered on zoom for Key Word sign and augmentative communication. Parents have been surveyed for training needed for 2022. Coffee morning suggested for new and existing parents once a term.

Pediatrician model is working well with Dr Jane Son. Parents, staff and Pediatrician see how valuable this clinic school model is. Trials with zoom for another family and pediatrician. Unfortunately not all pediatricians are able to use the same billing system as Jane Son. This will preclude this school clinic model working for all pediatricians. For 2022 we will contact Clare Egbers to invite her into the trial.

Zones and Passport for learning have been researched and trialed. The executive team have trialed the passport for learning and the zones. Executive then collaborated with smaller staff groups to support knowledge and understanding.

The whole school will be familiar with the language used in the Passport for Learning and the Fisher Road School Zones.

Passport for learning is being trialed by staff for one student in each class. All staff have collaborated and completed training for the passport for learning. This trial is to be expanded in 2022. All staff can see how slow we need to take this journey to ensure it is established well into the programming for students as a valuable assessment strategy.

Networking with other SSP's was difficult to implement due to time constraints of executive. However the SSP Principals forged strong connections and are organising an executive conference in June 2022 to collaborate, share and discuss.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<ul style="list-style-type: none">• Discuss and trial pediatrician model with a small group of families for on site consultation and observation.• Targeted training is offered to parents in supportive strategies.• Staff and therapists collaborate on	<p>Pediatrician school clinic model</p> <ul style="list-style-type: none">• 1 meeting ran in term 1 to cater for 4 students.• 2 clinic days ran in term 4- addressing new students in need and complex cases. <p>Pediatrician model has been established and is working great with Dr Jane Son. Parents value this model.</p>

<p>individualised students and their complex support needs for learning and well being.</p> <ul style="list-style-type: none"> • The Fisher Road School Zones is developed 	<p>Another student/parent in crisis was supported through a zoom meeting with the parent, Pediatrician and teacher. Issues were addressed quickly, including medication review and NDIS review. Fabulous outcomes for student and their family.</p> <p>Parent Training</p> <p>Parents have been surveyed to determine the most needed areas of training. Survey results will be analysed and a schedule for training will be offered in 2022.</p> <p>Key word sign was offered daily to parents over zoom during the lock down period.. "Ask a speechie" was also offered.</p> <p>Strategic Direction 3 group, the emerald group would like to offer a coffee morning for parents with a topic discussion at these termly meetings.</p> <p>Staff and Therapists</p> <p>Staff and therapists collaborated on strategies to support 12.5% of students well being. with successful outcomes. This model proved successful and needs to be embedded.</p> <p>Staff</p> <p>Zones group has been established- deep conversations about producing a Fisher Road appropriate zones program that can be used from preschool to year 12. Visuals have been designed and are being commercially produced</p> <p>Staff have been involved in initial PL with the occupational therapist and the zones group. Kits are to be developed and rolled out early 2022</p>
<ul style="list-style-type: none"> • Build connections and establish regular meeting times with SSP AP networks to share best practice. • Develop a network of interschool professional learning with local SSP's, support units and mainstream settings. • 5% of staff trial the Passport for learning in collaboration groups. 	<p>SSP AP network was contacted with no response to attend in term 1</p> <p>Connections established with Forestville. They attended Fisher Road to discuss strategies with instructional leader and explore visuals. This was very well received.</p> <p>Principals from Sir Eric Woodward, Karonga and Fisher Road had frequent zooms over the COVID lock-down- to share Professional learning and discuss ways to strengthen connections and enhance an effective community of practice.</p> <p>These three schools have organised an executive conference for June 2022. to strengthen relationships, school systems, & practices</p> <p>Working from home gave staff valuable time to explore the Passport for learning and complete professional learning. Staff collaborated and trialed with the knowledge of various students. It is a program that will need to be rolled out very slowly. The value as an assessment tool has been discussed and aggregated. However to embed this in school practice effectively will need to be approached slowly.</p>

Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$11,659.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Fisher Road School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Build professional learning communities and improvement practice • Development of practice through research based strategies • Collaboration • Working with key stakeholders <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • equitable access to specialist resources • engage with external providers to support student engagement and retention • resourcing to increase equity of resources and services • employment of additional staff to support delivery of targeted initiatives • employment of Speech Pathologist to develop phonological awareness, articulation, receptive, expressive language and self-regulation for identified students • employment of classroom teacher to provide intensive learning support for students requiring additional support, focusing on literacy and numeracy <p>The allocation of this funding has resulted in:</p> <p>Staff were offered time to liaise with the school funded speech therapist to develop goals. This resulted in consistent, clear communication program throughout K-12- supported by clear communication goals for each student. Staff skills have been developed in respect to writing communication goals and the development of language both verbal, non verbal and augmentative.</p> <p>Socio-economic background - flexible \$3,000.00</p> <p>The development of the Fisher Road Zones program - this has been researched, adjusted and collaboratively developed with the school funded Occupational Therapist. Ready to be rolled out to staff in 2022.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>To continue to develop staffs knowledge with communication strategies and goals. To ensure students have the most relevant communication program available. This will be constantly monitored and adjusted. Professional Development for staff to implement the Fisher Road Zones program. A school wide consistent approach that is functional; and appropriate for the students at Fisher Road to assist with co regulation and self regulation strategies.</p>
<p>English language proficiency</p> <p>\$3,000.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Fisher Road School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Collaboration <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • professional development of staff through Zones of regulation to support student learning • employment of additional staff to support Fisher Road Zones program implementation. • additional staffing intensive support for students identified in beginning and emerging phase

<p>English language proficiency</p> <p>\$3,000.00</p>	<ul style="list-style-type: none"> • employment of an Occupational Therapist to provide intervention programs that support student needs • assistant principals provided with additional release time to support classroom programs <p>The allocation of this funding has resulted in: Fisher Road Zones group having a clear idea of how the zones program has been implemented in another school. They have worked with our school funded OT to adjust the zones program to better suit the students at Fisher road school. Visual signage has been designed and produced for classrooms to have clear support for students. Passport for learning has been rolled out to staff. Collaborative groups have been established to work through the professional; development offered through the Passport for learning trial. All staff are familiar with the language and have a basic understanding off the passport for learning. The therapy assistant has developed resources to support teachers conduct assessments with students in the passport for learning. Resources available for all staff to conduct assessments from k-12.</p> <p>After evaluation, the next steps to support our students with this funding will be: Fisher Road Zones to be rolled out. Visuals in classroom to support student understanding Staff will continue to develop there fluency with the passport for learning. This will allow for a consistent, school wide assessment tool for students and staff.</p>
<p>Literacy and numeracy</p> <p>\$2,038.87</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Fisher Road School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • To increase and track receptive & expressive language skills • Collaboration <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • online program subscriptions to support literacy and numeracy • literacy and numeracy programs and resources, to support teaching, learning and assessment <p>The allocation of this funding has resulted in: Appropriate resources to enable differentiated assessment for all students K-12 in literacy and numeracy</p> <p>After evaluation, the next steps to support our students with this funding will be: Professional development for staff in using resources to conduct assessment for all students at Fisher Road in literacy and numeracy assessment.</p>
<p>QTSS release</p> <p>\$13,000.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Fisher Road School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Build professional learning communities and improvement practice • Development of practice through research based strategies • Collaboration <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • professional development of staff through what works best to support student learning

<p>QTSS release</p> <p>\$13,000.00</p>	<ul style="list-style-type: none"> • release time to engage staff in targeted professional learning <p>The allocation of this funding has resulted in: PDP for teachers and SLSO's have been targeted at teaching strategies to enhance learning outcomes for students. Staff have a better understanding and a wider toolbox to draw on to support student learning. Zones for Fisher Road is been collaboratively developed to best support students at Fisher Road.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to work through, revise and embed what works best strategies for all staff and support new teachers. Fisher Road Zones program is to be rolled out slowly in 2022</p>
<p>COVID ILSP</p> <p>\$21,523.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • equitable access to specialist resources • employment of additional staff to support literacy and numeracy programs • targeted students are provided with an evidence-based intervention to increase learning outcomes • employment of SLSO to improve the development of students by implementing speech and OT programs developed by specialists <p>The allocation of this funding has resulted in: Targeted PLP goals to support vocabulary acquisition. Library of resources to support teachers to implement the targeted programs. Students having access to and using the most appropriate communication device. Small group instruction to develop vocabulary. Resources available for all staff to access to develop vocabulary for all learners.</p> <p>After evaluation, the next steps to support our students with this funding will be: Vocabulary acquisition is monitored, extended and adjusted to suit each learner. Teaching staff continue to develop skills, research strategies to ensure every student in our school is catered to considering the diverse learning needs in our student population.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	42	36	40	40
Girls	13	14	14	16

Attendance

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 2020. 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.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

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.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	8
Teacher Librarian	0.4
School Administration and Support Staff	13.12
Other Positions	0.24

*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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
Opening Balance	185,612
Revenue	3,332,207
Appropriation	3,245,789
Sale of Goods and Services	495
Grants and contributions	85,654
Investment income	269
Expenses	-3,318,563
Employee related	-2,902,358
Operating expenses	-416,204
Surplus / deficit for the year	13,645
Closing Balance	199,257

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.

	2021 SBAR Adjustments (\$)
Targeted Total	0
Equity Total	19,228
Equity - Aboriginal	0
Equity - Socio-economic	6,309
Equity - Language	12,919
Equity - Disability	0
Base Total	2,731,272
Base - Per Capita	32,984
Base - Location	0
Base - Other	2,698,288
Other Total	406,180
Grand Total	3,156,680

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

Student satisfaction: Fisher Road School has been exploring opportunities for students to give feedback and participate in self assessment. Students have participated in choosing subjects for their year 9 & 10, and 11 & 12 electives using a symbol board. Students are engaged in literacy and numeracy programs with motivating resources and strategies that are student interest based. Literature and reading comprehension are supported with visual response boards and opportunities for students to have a voice in "who" and 'what' questions and concepts relating to KLAs. Opportunities for Student Self Assessment are provided, with adjustments, in visual task analysis books for students to mark their own achievement of a step in an activity with a tick or an emoji. Art methods and visual surveys have been introduced for students to voice their "likes" and "dislikes" as an alternative to the student Tell Them From me. Learning intentions, visual rubrics and WAGOLL walls have been implemented to support student feedback which has contributed to overall wellbeing and satisfaction.

Parent satisfaction: Parents requested that they not participate in the Tell them from me survey as they felt it was not relevant for parents of special needs students. The information gathered from an online survey showed that parents felt that it was easy to communicate with their child's teacher. and that they received enough communication from the school. and that it was clear. In response to the learning from home questions, 92% of parents were happy with the amount of communication received during the learning from home period. 8% of parents felt it was not enough. Responses indicated that physical resources (ie carers or people) were the only improvements needed. Many parents expressed their gratitude through verbal comments and emails for the support and communication received through the learning from home period.

Staff Satisfaction Through staff surveys, anecdotal information, informal staff feedback and reflection, and observation of staff behaviour and morale, it has been possible to make the following conclusions: *we have a very high staff morale with a low turnover of staff *the majority of staff express satisfaction with their roles and responsibilities at work *staff are very motivated to take on new and innovative projects, and to explore new evidence based teaching and learning strategies *staff interact with each other in a professional, respectful and caring manner, which indicate a healthy work environment *staff are very driven and committed to getting the very best out of each individual student *staff are very enthusiastic to learn new skills and attend professional learning outside of school hours. The collaboration time that is offered to all staff ensure that all staff are having input and deep discussions about student learning and assessment. This has supported the cohesive culture that is prominent in our school. *the SLSOs feel empowered and supported to contribute to collegial discussions about policies, practices and teaching and learning strategies. The establishment of the Instructional leader has had a significant impact on teaching and learning as is evidenced below. Explicit strategies are shared, explored and embedded into teaching and learning programs.



Heath's Goals

I use my iPad to ask for things

I take turns and share

I do my work at my desk

I can do it

I'm still trying

I can do it

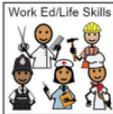
I'm still trying

I can do it

I'm still trying

Years 9 & 10 Stage 5 Electives Board

Work Ed/Life Skills



Food Tech



Info & Software Tech



Industrial Tech



Textiles & Tech



Music



Photography & Digital Media



Visual Arts



Student feed back and self assessment

5. I am happy with the amount of communication I get from my child's teacher

[More Details](#)

[Insights](#)

16

Responses

100% rated between "4-5" for this question

Score distribution



[Pin to question](#)

[Hide Details](#)

6. If not, what would make

[More Details](#)

0

Responses

4. It is easy to communicate with my child's teacher

[More Details](#)

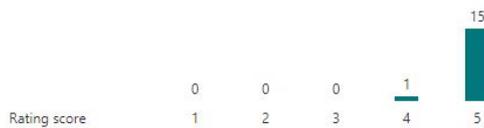
[Insights](#)

16

Responses

100% rated between "4-5" for this question

Score distribution



[Pin to question](#)

[Hide Details](#)

5. I am happy with the amo

[More Details](#)

[Insights](#)

16

Responses

100% of people rated **High rating (4-5)** for this question, and the majority answered **"High rating (4-5)"** for Question 5.

[Show details](#)

6. If not, what would make



Sekayi making an activity choice

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.

Anti-Racism Policy

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

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.