

# 2021 Annual Report

## Fowler Road School



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

5562

# Introduction

The Annual Report for 2021 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 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

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## Message from the principal

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During 2021 Fowler Road School has continued to strive for school excellence. Learning, well-being, and inclusion at the heart of all we do.

In 2021 the impact of Public Health Orders in response to the pandemic on the NSW community was significant. With the challenges of the pandemic including extended periods of remote learning, the positive partnerships Fowler Road School has built with our students, our families and our wider school community was strongly evident. These partnerships were imperative to ensuring the continuity of learning and well-being of each of our students.

I take this opportunity to thank our parents, caregivers, agencies and the community programs that work alongside our dedicated staff team, day in and day out towards common goals to make Fowler Road School a place where each student is supported to achieve their personal best.

I acknowledge the wonderful efforts of our students and staff and I am inspired by the wonderful feedback from our school community, some of which I have shared with you within this report.

**Amanda Barton**

## Message from the school community

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**Family Support Program :** I would like to thank Fowler Road School and yourself for introducing Irfan to our family. It's very hard to share our family story at times however when I had touched base with Irfan he made it quite easy. He holds such a gift. We've had a lot on and a lot of decisions to make. After sharing with Irfan, he not only listened with a very switched on kindness, he also gave me positive options to think about. As we were in lockdown and had to meet via zoom, I also introduced Josh to him. The positive comments that Irfan spoke of about Josh's character in that short time was so encouraging. Personally too, the techniques that Irfan suggested I try when feeling overwhelmed were so simple yet so beneficial. So I just wanted to give some feedback as Irfan's input has really helped myself and Josh as well as putting some direction back into our life.

### ***Parent / Caregiver Dianne Wall***

Our child has now been attending Fowler Road School for 2 years now and I have found the teachers to be awesome and super dedicated to all children that attend. From the first day he attended we knew that this school was going to be a great fit for him to grow and develop the skills to return to mainstream schooling for this we couldn't be happier and more grateful for the growth we have seen in him.

The school provides an array of tools and strategies that are tailored to our child to ensure that he can succeed in his learning, along with engaging extra curricular activities to support life skills. The teachers continually impress us by how

well they know our child and how they will adapt their teaching style to cater for his interest.

Thank you, Fowler Road, for all that you do not only for our child but for all that attend.

**Parent / caregiver Tracey and Robert Hopper**

Over the past 3 years The Meadows Public School has enjoyed a close and mutually supportive association with Fowler Road School. In short, the staff at Fowler Road School CARE, maintaining a strong focus on positive relationships with all stakeholders to achieve the best possible outcomes for students. There is a dedicated, relentless focus on student wellbeing to maximise the safety and welfare of all students. Outstanding communication and the coordination of a collaborative approach from Fowler Road School has ensured a consistency in managing behaviour, student wellbeing and learning outcomes. Review meetings are conducted each term involving all stakeholders: parents, teachers, executive, school counsellors and external agencies; working together to develop, implement and review various individual learning and behaviour plans for students attending both school sites.

**Scott Staveley, Principal - The Meadows Public School**

*The hard working staff of Fowler Road School take their responsibility to recognise and respond to safety, welfare or wellbeing concerns for their students very seriously. All staff make the child/young person (as well as their parents, carers and extended family), the focus of their work at all times. They advocate strongly for vulnerable students and achieve great outcomes by continually communicating with and working collaboratively with parents; other schools, the Child Wellbeing Unit; Delivery Support Coordination Teams; Department of Communities and Justice (DCJ); NSW Health; NSW Police; NDIS Coordinators/Services and family support agencies.*

**Anne Delaney, Field Assessment Officer, Child Wellbeing Unit (CWU), Student Support and Specialist Programs**

I work in a child protection organisation and worked alongside of Fowler Road School for a student that had not attended school for 3 years due to mental illness and challenging family dynamics. This resulted in numerous meetings and ongoing communication. I can confidently say that Fowler Road staff were competent, encouraging and problem solved when needed to best suit the student. Amanda, Principal has been adaptable and communicative at each stage of engagement. I would strongly advocate and encourage clients to attend this school due to the support and creative ways to meet each student's needs.

**Case Manager, Abby Wells, Family Spirit**

I am currently a registered psychologist working within the Liverpool-Fairfield ICAMHS teams specialising in complex mental health within young people. I worked collectively with an NGO and Fowler Rd School to help support a younger person with complex mental health and long standing chronic school refusal. Fowler Rd School and the staff have been helpful with supporting this young person and creating a welcoming environment to help manage this young person's mental health presentation. Working closely with the principal and teacher has allowed the student to develop a positive relationship with the school before starting and this was due to the school working together with the NGO. Ongoing communication and working collaboratively with external agencies is important.

**Sue Ngo, South Western Sydney LHD, NSW Health.**

**Message from the students**

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Fowler Road was the best experience for my learning . I received encouragement and constant support for completing my work and achieving to my best potential. I have learnt and grown from the help of my teachers and peers. I can continue to succeed from the great support network I had the opportunity of having and have gained preparedness for the world beyond school.

**Senior Student Representative, year 12 2021, Jayden.**

## School vision

At Fowler Road School we are committed to improving the learning and wellbeing of every student. Inclusivity is embedded in all aspects of school life and is supported by school culture and everyday practices.

We strive to assist every student to achieve their personal best through our school motto "Safe, Smart and Prepared".

To achieve this we:

- Provide a teaching and learning environment that enables students to have a sense of belonging, be healthy, happy, engaged and successful through a focus on student wellbeing (Safe).
- Monitor individual student learning growth to identify and provide tailored learning adjustments and supports to assist students to meet expected trajectory (Smart).
- Build pathways to assist students to transition to mainstream school settings, tertiary education and employment (Prepared).

## School context

Fowler Road School for Specific Purpose 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 Kindergarten to Year 6 program operates 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 census school. The primary program has 6 classes (42 students in total).

The Year 7 to Year 12 program reengages 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 Fowler Road School 2021-2024 Strategic Improvement Plan (SIP) identifies the schools target areas for growth. The school leadership team engage with staff and the wider school community in a collaborative and consultative process to complete an authentic and rigorous assessment of the school and identify future directions.

As a result of the Situational Analysis, the school has three high level areas for improvement:

### **Strategic Direction 1: Student Growth and Attainment**

A focus on increasing teacher capacity to efficiently differentiate instruction through a multi-tiered approach based on evidence-based interventions to enable student growth in reading and numeracy.

### **Strategic Direction 2: Engagement and Wellbeing**

A positive, preventative and inclusive approach to enhance the engagement and wellbeing of our students and their families.

### **Strategic Direction 3: Learning Culture**

Targeted school-wide and classroom structures to create opportunities for learning within and beyond the classroom.

## 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	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
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: Student growth and attainment

### Purpose

To maximise student learning reading and numeracy skills, we will enable high quality instruction and refine data driven practices to improve student learning outcomes.

### 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.

- Increase teacher capacity through differentiation
- Assessment and reporting

### Resources allocated to this strategic direction

**Socio-economic background:** \$60,675.58  
**SSP Supplementary Funding:** \$24,183.00  
**Carried Forward:** \$48,985.75  
**SSP Quality Teaching Support:** \$54,376.36  
**Per capita:** \$26,387.15  
**Professional learning:** \$16,207.00  
**English language proficiency:** \$2,474.00  
**Literacy and numeracy:** \$4,266.80

### Summary of progress

During 2021, Fowler Road School focussed on increasing the capacity of teachers to support student achievement in reading outcomes in line with individual learning plans. This was achieved through professional learning and coaching. 100% of teachers and support staff engaged in regular targeted coaching with the instructional leader. 100% of teachers participated in OLT Dyslexia professional learning, which resulted in 100% of staff being able to create SMART goals for each student. 100% of teaching and support staff included goals for improving reading instructional skills within their Performance and Development plans. As a result of this professional learning, students reading at or above their chronological reading age has seen significant shift with an increase from 37% to 54%. Internal reading data indicates that 63% of students were reading below age and grade expectation at the beginning of the year, which has been decreased to 46%. Through ongoing review of the strategic improvement plan in line with the evaluative processes, ongoing collection of evidence and analysis of data in relation to this initiative, it was evident that our school is committed to sustaining and growing the structures and processes applied in relation to building teacher capacity.

We also focussed on improving assessment and reporting procedures, and have deepened staff knowledge and strengthened ability to authentically measure student progress, analyse internal assessment data, and utilise this analysis for student goal planning. This was achieved through ongoing evaluation of school-wide internal and external assessments, the establishment of student learning goals in line with the National Literacy and Numeracy Progressions, and ongoing shoulder to shoulder coaching with the Instructional Leader. As a result, end-of-year student assessment data indicated that 58% of students improved their English assessment score (compared with the beginning of the year), and 27% of students maintained their score. Through ongoing review of the strategic improvement plan in line with the evaluative processes, ongoing collection of evidence and analysis of data in relation to this initiative, it was evident that our school is committed to sustaining and growing the structures and processes applied in relation to assessment and reporting.

Next steps in this strategic direction:

- Plan for explicit teaching of reading processes and vocabulary instruction using the National Literacy and Numeracy Progressions
- Continue coaching and professional development alongside PDP goals
- Plan, monitor, and evaluate individual student and whole school SMART goals and ensure these are visible for students
- Review literacy resources and purchase additional resources as needed
- Review planning and monitoring processes for ILP goals
- Upskill staff to prepare for implementation of the new K-2 English syllabus
- Review library processes
- Continue in-class support with the Instructional Leader, including professional learning to implement and analyse running records using PM Benchmark
- Increase the use of external assessments for student planning
- Add student reading levels to Individual Learning Plans and Reporting documents



- Revise and update the Individual Learning Plan document
- Explore the use of rubric to ensure consistency with the use of teacher judgement when analysing student progress

## 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
100% of students achieve expected growth in reading outcomes in line with their Individual Learning Plan.	School assessment data indicates that 79% of students achieved expected growth in reading outcomes in line with their Individual Learning Plan. This includes students achieving reading outcomes independently and with some regular in-class support.
100% of students achieve expected growth in numeracy outcomes in line with their Individual Learning Plan.  <i>* the school's student cohort changes annually</i>	School assessment data indicates that 72% of students achieved expected growth in numeracy outcomes in line with their Individual Learning Plan. This includes students achieving numeracy outcomes independently and with some regular in-class support.
100% of teachers will engage in explicit coaching and mentoring in reading and numeracy to improve student learning outcomes.  <i>* the school's student cohort changes annually</i>	Professional learning attendance register indicates 100% of teachers engaged in explicit coaching and mentoring sessions and professional learning in reading instruction which is an increase of 100% from baseline data.



## Strategic Direction 2: Engagement and wellbeing

### Purpose

A whole school positive, preventative and inclusive approach to student engagement and wellbeing to maximise student learning outcomes.

### 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.

- Partnerships
- Wellbeing

### Resources allocated to this strategic direction

**Socio-economic background:** \$53,093.92

**Aboriginal background:** \$20,500.00

**SSP Supplementary Funding:** \$144,695.00

**Per capita:** \$1.00

### Summary of progress

During 2021, Fowler Road School worked on building new community partnerships and strengthening existing partnerships in order to foster student interest, promote engagement and enable student success. Through ongoing review of the strategic improvement plan in line with evaluative processes, ongoing collection of evidence and analysis of data in relation to this initiative, it was evident the structures and processes applied in relation to personalised learning and support was an area in which the school has excelled. 100% of parents/carers were involved in the personalised learning and support process. Links with the wider community continued to be a success and a core part of our program. Survey results indicated that partnerships have been effective in engaging and building trust with students and their families, and providing valued support. Activities relating to student voice, choice and influence did not progress as anticipated due to time constraints and shifting focus to increased learning from home and wellbeing practices whilst public health orders were in place.

During 2021, targeted programs and strategies were implemented to enhance the wellbeing, resilience and pro-social behaviours of students. The school also continued to foster a positive workplace culture and build strong professional relationships between colleagues and teams. Through ongoing review of the strategic improvement plan in line with evaluative processes, ongoing collection of evidence and analysis of data in relation to this initiative, it was evident that the school has shown commitment to developing and implementing comprehensive and integrated strategies, programs and initiatives to support the cognitive, emotional, social, physical, and spiritual wellbeing of students, resulting in measurable improvements in wellbeing. Internal data indicates that 100% of primary students engaged in weekly Zones of Regulation content, and 100% students across the school (K-12) accessed other school-based interventions and targeted programs to enhance their wellbeing. 75% of current students had developed a focus plan, in which they identify their physical responses within each zone, along with the behaviours they may present within the zone. An average of 88% of students at Fowler Road School engaged in targeted programs and initiatives including school camp, the school swimming and water safety program, Anti-Bullying presentations, Child Protection workshops and Life Education. 96% of students also accessed our community access program during Semester one, staff indicating class cohorts increasing their skills to establish meaningful engagement with the local community and build upon socialisation.

Next steps in this strategic direction:

- further emphasis will be on student voice, choice and influence within the classroom through creating consistent opportunities for feedback and reflection, increasing student decision-making.
- The AP (Wellbeing) will work in all classrooms to co-teach the zones of regulation curriculum and implement The Life Skills GO!
- Adjustments to the structure of the focus plan based on staff and student feedback will also be a key focus
- Fowler Road School executive will focus on familiarising themselves with the Inclusive, Engaging and Respectful Schools package to continue to support the inclusion and engagement of students and ensure our school is in the best position to help all students reach their full potential.

### 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
<p>100% of students will be an active participant in identifying their social and transitional goals for personal success.</p> <p>* the school's student cohort changes annually</p>	<p>100% of students are actively involved in goal setting, monitoring and reflecting of goals through informal processes.</p> <p><i>Delayed initiatives in term 2 have required planned systems and structures to engage students in this process to be postponed.</i></p>
<p>100% of students access interventions and targeted programs to enhance their wellbeing.</p> <p>* the school's student cohort changes annually</p>	<p>100% students in regular attendance access interventions and targeted programs to enhance their wellbeing.</p> <p><i>* There was a 16% decrease in negative incidents reported through Sentral (comparison of term one and term four data).</i></p>



### Strategic Direction 3: Learning Culture

#### Purpose

The school will implement school-wide and classroom structures to create opportunities for learning within and beyond the classroom to maximise learning progress and achievement for all students.

#### 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.

- High Expectations
- Continuity of learning

#### Resources allocated to this strategic direction

**Socio-economic background:** \$10,881.28

**SSP Supplementary Funding:** \$68,100.00

**School to Work Funding:** \$0.00

#### Summary of progress

During 2021, Fowler Road School worked on developing a whole-school approach that incorporated effective teaching methods for students to access the curriculum and reviewed whole school and class practices to ensure consistent expectations, improved attendance and intensive support for students. Through ongoing review of the strategic improvement plan in line with evaluative processes, ongoing collection of evidence and analysis of data in relation to this initiative, it was evident that structures and processes in relation to whole school and class practices to ensure consistent expectations, improved attendance and intensive support for students have been strengthened. Cumulative data has indicated that On Task behaviours had increased to 94% from 92.34% at the beginning of the school year. Problematic behaviours had also decreased collectively from 7.66% in term 1 to 5.9% at the end of the school year. Attendance data demonstrated an increase in the percentage of students attending >90% of the time, with only 22.2% students in 2020 in comparison to 45.2% in 2021. This is an increase of 23% of students attending >90% of the time.

During 2021, Fowler Road School built collaborative connections with students, staff, families, communities and other organisations to support student's continuity of learning and transition opportunities. Through ongoing review of the strategic improvement plan in line with evaluative processes, ongoing collection of evidence and analysis of data in relation to this initiative, it was evident that the school engaged in strong collaborations between students and the community to support the continuity of learning for all students at transition points. This has included in-school and ongoing consultative support by Fowler Road School staff to support student's integration at their census schools; additional support and partnerships to access post-school options, including school to work and job coaching program, links to employment and/or further education. Collaborative partnerships were also established with other SSP settings to identify and source engagement and transition programs for secondary students at Fowler Road School. In 2021 100% of Year 12 students were successfully linked with a post school options provider. 12 students exited the Fowler Road School program full time into post school options programs or less supported settings and/or census schools - 7 of these students returning to their mainstream census schools after completing the Fowler Road School integration program and 5 students moving onto post school options programs.

Next steps in this strategic direction:

- the school engages in strong collaborations between parents, students and the community to support consistent and systematic processes and improvement strategies in relation to attendance.
- new professional learning opportunities will be investigated for all staff in line with the new Inclusive Engaging and Respectful Schools reform
- utilising staff expertise to run interests' groups focusing on other key learning areas and extra-curricular activities

#### 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

<p>Increase the % of students attending &gt;90% of the time.</p>	<p>Attendance data reflected an increase from the 2020 to the 2021 school year. A 23% increase of students attending &gt;90% of the time was evident through collation of Sentral and Scout attendance data.</p>
<p>100% of students demonstrate improvement in successful continuity of learning at transition points.</p> <p>* the school's student cohort changes annually</p>	<p>100% of students have demonstrated improvement in successful continuity of learning at transition points. Data reflected that students increased attendance at their census schools periodically and/or exited into less supported settings or post school options programs with 19.35% of students exiting Fowler Road School in 2021.</p>



Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$134,229.78</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Fowler Road School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Increase teacher capacity through differentiation</li> <li>• High Expectations</li> <li>• Partnerships</li> <li>• Wellbeing</li> <li>• Assessment and reporting</li> <li>• Continuity of learning</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• Engagement of an instructional leader to refine evidence-based teaching strategies and uplift learning outcomes for students in literacy.</li> <li>• Engagement of additional staff to support the NRL Role Model Program and the Fowler Road School Family Support program implementation.</li> <li>• Provision of students without economic support for educational materials, uniform, equipment, well-being and other items and supplementation of extra-curricular activities</li> <li>• Teaching and learning resources to support the implementation of the schools three strategic directions.</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>A school wide focus on strong instructional leadership, continuous improvement and evidenced based practices in Literacy instruction.</p> <ul style="list-style-type: none"> <li>• High impact professional learning and explicit instruction for literacy sessions has increased teaching practices that support improved literacy outcomes.</li> <li>• All students have identified and have achieved or are working towards achieving individualised literacy smart goals.</li> <li>• An uplift in student reading outcome achievement.</li> </ul> <p>An inclusive school environment that enables all students to participate in learning, supported by reasonable adjustments and teaching strategies tailored to meet each students individual needs.</p> <ul style="list-style-type: none"> <li>• An uplift in the school's student attendance rates, data indicating 50 % of students enrolled showed an increased in their attendance from term 1 to term 4.</li> <li>• An uplift in the school's student engagement outcomes.</li> <li>• Increased successes of students in integration programs and at transition points.</li> <li>• Established school practices to provide targeted well-being support and /or initiate and monitor referrals for identified students and / or their families to access specialised supports.</li> </ul> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>Continued strategic alignment of funds to support the implementation of the school's strategic improvement plan initiatives and provide students experiencing disadvantage and with additional needs equitable access to high quality learning opportunities and well-being supports.</p>
<p>English language proficiency</p> <p>\$2,474.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Fowler Road School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Increase teacher capacity through differentiation</li> </ul>

<p>English language proficiency</p> <p>\$2,474.00</p>	<p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• Provision of additional EAL/D support in the classroom and as part of differentiation initiatives</li> <li>• Additional resourcing to support implement of Individual Educational Plans for all EAL/D students</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Culturally rich resources are distributed throughout all classrooms to increase engagement and develop the listening, speaking, reading, viewing and writing skills of students working through the EAL/D Learning Progressions.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Continued strategic alignment of funds to ensure teaching and learning materials to support the implementation of Individual Educational Plans for EAL/D students are available.</p>
<p>Professional learning</p> <p>\$17,822.85</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Fowler Road School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Increase teacher capacity through differentiation</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• Engagement of an external registered psychologist to establish a core practice and develop staff capacity to support students social and emotional needs</li> <li>• Staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of all staff</li> <li>• Professional development of staff through employment of an Instructional Leader to support student learning</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <ul style="list-style-type: none"> <li>• Regular dedicated time is embedded in each classroom for all students to collect, analyse and use data effectively to monitor student learning progress and inform next steps.</li> <li>• All staff engage in regular coaching conversations and are supported to engage in high impact professional learning.</li> </ul> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Continued focus on Instructional Leadership to support the professional growth of all teaching and classroom support staff and deepen teaching practice for ongoing growth in student progress and achievement.</p>
<p>Literacy and numeracy</p> <p>\$4,266.80</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Fowler Road School from Kindergarten to Year 6.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Increase teacher capacity through differentiation</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• Additional resources to support the quality teaching of literacy and numeracy</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p>

<p>Literacy and numeracy</p> <p>\$4,266.80</p>	<p>Reading texts facilitated explicit reading instruction lessons. A school wide uplift of 17% of students reading at age expectation.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Continued strategic alignment of funds to purchase additional decodable readers to support explicit literacy instruction.</p>
<p>QTSS release</p> <p>\$23,993.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Fowler Road School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• Additional staffing to support staff collaboration in the implementation of high-quality curriculum</li> <li>• Executive release to ensure all students benefit from high quality teaching and learning practices that best meet the full range of their individual needs.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> QTSS is combined with OMSEE staffing entitlements to create a full time classroom teacher position. This position creates predictability for a class cohort and enables the school to release an AP from a face to face teaching load.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Continued strategic alignment of funds to increase teacher entitlement to ensure connection and continuity of learning for students.</p>
<p>SSP Supplementary Funding</p> <p>\$236,978.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Fowler Road School</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Increase teacher capacity through differentiation</li> <li>• Partnerships</li> <li>• Continuity of learning</li> </ul> <p><b>Overview of activities partially or fully funded with this site specific funding include:</b></p> <ul style="list-style-type: none"> <li>• Engagement of Instructional Leader, Literacy and Numeracy, to support student growth and attainment outcomes</li> <li>• Employment of specialised staff to liaise with families and facilitate equitable access to specialist resources (Fowler Road Family Support Program)</li> <li>• Additional staff to support the implementation of School initiatives and identified student need.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> An inclusive learning environment where students are supported to participate in learning through reasonable adjustments and teaching strategies tailored to meet their individual needs.</p> <ul style="list-style-type: none"> <li>• Targeted transition support to assist students to engage in regular meaningful integration opportunities in their mainstream schools. ( Transition Support Program)</li> <li>• The implementation of school wide and personalised initiatives has supported the well-being of our students and facilitated student attendance and engagement. (NRL Role Model Program )</li> <li>• Intensive reading instruction for all students not meeting stage expectation.( Reading Withdrawal Program )</li> <li>• Specialised staff to liaise with families and facilitate equitable access to</li> </ul>



<p>SSP Supplementary Funding</p> <p>\$236,978.00</p>	<p>specialist resources that are available outside of the school gate(Fowler Road Family Support Program).</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Continued strategic alignment of funds to increase staffing entitlement to ensure the school is responsive to identified community and student need, implementation of individualised learning plans, wellbeing supports and continuity of learning for students.</p>
<p>COVID ILSP</p> <p>\$41,220.00</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• Employment of educator to deliver small group tuition</li> <li>• Releasing staff to analyse school and student data to identify students for small group tuition groups/monitor progress of student groups</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Small group tuition was established for targeted students and continued throughout the school year, with a focus on uplifting reading skills. A provision for the continuation of this tuition was made whilst students were learning from home, with learning packs being sent home and ongoing support from the ILSP tutor. Assessment data indicates student growth in reading, sight word recognition, spelling, and letter/sound knowledge over the course of the year. Term four student assessment data indicates the following literacy growth: M100W (Magic Words): 100% of students demonstrated growth Reading level: 100% of students demonstrated an increase in reading level Spelling: 50% of students demonstrated growth using the Waddington spelling assessment Letter/Sound Knowledge: 50% of students demonstrated growth.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Students targeted for the ILSP tuition will continue to have literacy support, with a focus on improving reading skills, in their FRS classrooms in 2022. The ILSP small group tuition will be implemented again, with a new cohort of students. Executive team will determine the focus of the tuition (maths or literacy) based on 2022 student need.</p>
<p>Aboriginal background</p> <p>\$20,500.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Fowler Road School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Partnerships</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• Engagement of additional staff to deliver personalised support for Aboriginal students</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p>

<p>Aboriginal background</p> <p>\$20,500.00</p>	<p>A supportive and culturally inclusive learning environment for Aboriginal students and their families.</p> <ul style="list-style-type: none"> <li>• Embedded opportunities for all students to learn about aboriginal histories and culture</li> <li>• Participation of all Aboriginal students and their families in the personalised learning pathway (PLP) process</li> <li>• An uplift in school attendance rates of enrolled aboriginal students, data indicating a 84% of Aboriginal students showed improved attendance form the school year 2020 to the school year 2021 with an average attendance rate of 99%.</li> </ul> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>Continued engagement of an Aboriginal role model to support Aboriginal students to reach their learning potential and maintain contentedness to culture and community.</p>
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## Student information

### Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	40	38	43	42
Girls	9	11	11	5

Fowler Road School for Specific Purpose 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 Kindergarten to Year 6 program operates 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 census school. The primary program has 6 classes (42 students in total).

The Year 7 to Year 12 program reengages 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).

### 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.

## **Post school destinations**

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In 2021, 12 students exited the Fowler Road School program full time into post school option programs or less supported settings and/or census schools. The school worked alongside employment agency providers, 5 students moved onto post school option programs.

## **Year 12 students undertaking vocational or trade training**

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In 2021, no students in years 12 completed vocational or trade training. Future enrolments and subject choices will determine VET or trade training in 2022.

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

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In 2021 two students completed their Higher School Certificate. Two students began their preliminary studies expecting completion of their HSC studies in 2022.

# Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	5.99
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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

## Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2021 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
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 <b>Actual</b> (\$)
<b>Opening Balance</b>	1,051,667
<b>Revenue</b>	2,898,507
Appropriation	2,895,874
Grants and contributions	2,579
Investment income	55
<b>Expenses</b>	-2,829,363
Employee related	-2,542,843
Operating expenses	-286,520
<b>Surplus / deficit for the year</b>	69,144
<b>Closing Balance</b>	1,120,812

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 <b>SBAR Adjustments (\$)</b>
<b>Targeted Total</b>	0
<b>Equity Total</b>	142,440
Equity - Aboriginal	19,726
Equity - Socio-economic	120,314
Equity - Language	2,400
Equity - Disability	0
<b>Base Total</b>	2,196,001
Base - Per Capita	26,387
Base - Location	0
Base - Other	2,169,614
<b>Other Total</b>	542,977
<b>Grand Total</b>	2,881,419

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



## Parent/caregiver, student, teacher satisfaction

Fowler Road School welcomes feedback from students, families, staff and members of the wider community as it helps us know what we are doing well and what we can improve. The school makes every effort to ensure clear communication channels and high levels of parental and community engagement are established. The school has therefore developed strengths in communication processes and techniques that aim to build strong collegial relationships between all stakeholders, in turn reinforcing positive engagement in learning experiences and improving on social and emotional skills for our students.

During 2021, structures and processes in relation to personalised learning and support were strengthened, as a result, an area in which the school has excelled. This process occurred through consultation and collaborative planning between school staff and students and their parents and carers, as well as collaborative planning between teachers, support staff and specialist staff (school based and non-school based), and agency personnel. Input from medical practitioners, other medical specialists, other health or allied health professionals and therapists has also been key throughout this process.

In 2021, we gained feedback from our school community through regular communication including email, phone, face-to-face review/ case meetings, written reports and surveys. Regular (often daily) informal conversations between staff, referring schools and parents/ carers also occurred, promoting consistent appraisal and feedback. A key component of communication at Fowler Road School in 2021 was also linked to our Zones of Regulation program and check-in system. Students provided daily feedback through frequent wellbeing checks based on how they were feeling throughout the day (at transition points) in line with the zones. Teaching staff also indicated their physical responses/ behaviours at various points throughout the day, which was shared with our parents/ carers and referring school communities. Other practices and strategies teachers put in place to gain feedback from our students included reflection activities, feedback sheets, student surveys and evaluation exercises.

As a school, we continued to seek feedback from staff in the mainstream schools we work closely with. Feedback from our referring schools indicated that they felt supported in the provision of adjustments which occurred through guidance with individualised and personalised learning plans; planning and programming; social and emotional supports; behaviour, health care and transition plans; adjustments to learning materials; and environmental adjustments. It was also reported that regular review/ case meetings involving all stakeholders was an extremely beneficial process in regularly monitoring, revising and adjusting plans where needed, to continue to meet the needs of each student.

In 2021, our school continued engagement of an external psychologist to provide a family support program, assisting our parents and carers with self-care strategies, providing key resources to assist in managing challenging behaviours, and providing links to appropriate external support services and interventions. Our psychologist also continued to run our family support program through weekly parent/ carer forums when Public Health Orders were in place. 60% of our teaching staff stated that engagement of an external psychologist to run a family support program was above average within a survey completed. Staff indicated that the weekly zoom sessions during the learning from home period was beneficial to our families and provided additional connection to the school community during a difficult time.

During 2021 implemented restrictions and guidelines relating to NSW public health orders in place, made it difficult to hold face-to-face consultation for the most part of the year. A high percentage of students engaged in learning from home materials due to the requirement for remote learning. To ensure continuity of learning, students were provided with digital learning packs, and paper-based content, with laptops and dongles offered to students that required this support. Many of our teaching and SASS staff also moved to working from home, and managed a digital forum for all students to access daily, along with daily communication to support student engagement in learning experiences and engage in a wellbeing check-in. Sentral data indicated that 93% students provided evidence on engagement with their learning during learning from home conditions, whilst 100% of teaching and executive staff maintained communication and connection with families and their students during this time. Student case meetings also occurred via online means prior to our students staged return to ensure appropriate planning and adjustments were put in place across both school settings before students returned to regular attendance patterns. Unfortunately, many community events such as our planned termly parent/ carer workshops, 2021 Open Day and Education Week activities were unable to take place due to the restrictions that were in place in line with the Public Health Orders.

In 2021, Tell Them From Me (TTFM) surveys were carried out to measure student engagement and wellbeing. These were used to capture student, parent/ carer and teacher voices, to obtain reliable evidence for the school to identify strengths and areas for improvement. The Tell Them From Me Primary Schools Survey includes nine measures of student engagement, categorised as social, institutional and intellectual engagement. Average data for primary students was just below state average in most domains. Secondary data is not currently available.

Given our students are referred to our setting, exhibiting signs of disengagement from learning, survey results confirmed that supporting programs to improve upon students' emotional resilience, safety, social skills and conflict resolution are key, and effective family- school partnerships must be established and maintained. Each of these factors are a core part of our school program, and key initiatives within our School Improvement Plan 2021- 2024, Strategic Direction Two:

Engagement and Wellbeing. Results also indicated that our students need an intervention aimed at improving their basic reading and maths skills, requiring short- and long-term plans for school success guided by school staff. Again, linking to initiatives within our School Improvement Plan 2021- 2024, Strategic Direction One - Growth and Attainment.

There was limited engagement in participation of surveys from the Fowler Road School parent/ carer community, only 16% of parents/ carers engaging in the survey. Survey results indicated that all of our parents/ carers felt informed, additionally 94% stated they felt supported during learning from home, 98% expressed the school supports learning and 96% declared the school supports positive behaviour. The school will continue to build upon parent and broader community engagement to enable the success of every student and maintain increased planning for learning informed by sound holistic information about each child's wellbeing and learning needs in consultation with parents and carers.



# 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.

## Aboriginal Education - School statement

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In 2021, Fowler Road School continued to demonstrate a commitment to the Aboriginal Education Policy, thus affirming the inherent right of Aboriginal students to fair, equitable, culturally inclusive and significant educational opportunities.

In Semester 1, the school engaged the Aboriginal Education and Wellbeing Officer to deliver High Impact Professional Learning to all staff to support knowledge and understanding of Aboriginal histories and cultures and learn strategies to confidently embed Aboriginal perspectives and content in their teaching and learning programs. All of our teaching staff also participated in professional learning to develop an increased knowledge of the Personalised Learning Pathway (PLP) process and how this can be used as a teaching and learning tool to engage Aboriginal students, families and community whilst building and maintaining positive relationships and authentic partnerships.

In 2021, Fowler Road School supported the effective development and implementation of Personalised Learning Pathways (PLPs) for Aboriginal students. PLPs were developed through a consultation process between the student, parents/carers and school staff, to identify, organise and apply personal approaches to learning and engagement. This process allowed for a shared understanding of goals, expectations and responsibilities, and promoted student voice within this process. Regular case meetings for Aboriginal students to review and monitor this process also occurred, demonstrating a commitment to improving the academic outcomes and welfare needs of our Aboriginal students to excel and achieve.

Aboriginal content and perspectives have continued to be incorporated in the school curriculum, working towards promoting a deeper understanding and appreciation of Aboriginal and Torres Strait Islander histories and cultures, knowledge traditions and holistic world views across all key learning areas. The school carried out whole school and classroom activities for National Reconciliation Week, sharing histories, cultures, and achievements, and exploring how to achieve reconciliation in Australia. Engagement of Koomurri Aboriginal incursions to engage students in Education Week and NAIDOC celebrations was organised, however this was cancelled due to Public Health Orders put in place during this time. An Aboriginal mentor/ SLSO was appointed in Semester 1, to work on culturally appropriate programs alongside the executive team, and teaching staff.

## Anti-Racism Policy

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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.

## Anti-Racism - School statement

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Racism impacts on student wellbeing, participation at school and learning outcomes.

In 2021, Fowler Road School continued to demonstrate commitment to the Anti-Racism Policy, through promotion of a school environment that promotes acceptance and respect for the cultural, linguistic and religious backgrounds of all people.



Fowler Road School fostered student wellbeing and community harmony through the provision of everyday practices which counter racism and discrimination. In 2021 the school reviewed and updated The Fowler Road School Student Behaviour Guidelines and School Rules with a focus on building an inclusive learning environment with embedded behaviour supports and management strategies to assist each student to access and fully participate in learning alongside their similar-aged peers and be supported by reasonable adjustments and teaching strategies tailored to meet their individual needs, regardless of disability, ethnicity, socioeconomic status, nationality, language, gender, sexual orientation or faith

The schools well-being initiatives and Anti-bullying plan 2021 actions were inclusive of identifying, engaging with and learning about the identified cultural customs and celebrations significant to our students and participating in targeted learning through a whole school special event days approach, inclusive of Racism No Way, Harmony Day, National Reconciliation Week and Bullying No Way Day. Teaching and Learning activities on these days fostered a school culture in which the importance of valuing diversity, recognising similarities and respecting difference was targeted to counter racism and discrimination.

## Multicultural Education Policy

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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.

## Multicultural and anti-racism education - School Statement

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In 2021, Fowler Road School continued to implement programs, initiative and events that promoted anti-racism and community harmony, intercultural understanding and positive relationships between students from all cultural backgrounds. Activities which recognised the cultural diversity within our community during term one and two included Harmony Day, Parramatta Eels Indigenous round event, and National Reconciliation Week, in which there was high levels of student engagement in meaningful and authentic experiences relating to culture and diversity.

Delivery of initiatives such as Education and NAIDOC week were unable to take place in term three on school site due to the Public Health Orders in place. Activities were provided to all students within their learning from home packages and online means to celebrate and recognise the history, culture and achievements of Aboriginal and Torres Strait Islander peoples in line with National NAIDOC Week.

During 2021 Intercultural understanding also continued to be embedded in teaching and learning experiences across various learning areas consistent with the NSW syllabus key capability. The intercultural understanding capability focused on helping students to develop knowledge, skills, behaviours and attitudes that enable them to appreciate and respect others from different communities and cultures.

