2022 Annual Report

Fisher Road School

5405

Introduction

The Annual Report for 2022 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.

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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. 53% of Fisher Road students have language backgrounds other than English. Tongan, Japanese, Tibetan and Indian are the majority of students language backgrounds. Other language backgrounds represented include Portuguese, Greek, Vietnamese, Croatian, Thai, Fijian, Cantonese, German and African. 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.

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.

Our school plan has been developed with consultation with the school community and the Aboriginal Education Consultative group.

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	2022 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Excelling
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
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 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

SSP supplementary funding: $90,518.00

Summary of progress

2022 has been a year of progress for SD1.

Teachers spent time with the school funded Speech Pathologist at the start of each term to determine a communication goal for each student per semester. Having an expert's opinion was extremely valuable and reassuring to know our planning is on the right path.

Staff are on track with the rollout of the communication profile for all students. Staff have been given time to fill these out and update in Term 4 in preparation for a thorough handover for 2023. It has been extremely beneficial having time for classes to collaborate and discuss these profiles in collaboration groups. We have only completed the annual template, moving forward for 2023, staff will complete separate modalities (e.g. key word sign, Speech Generated Devices etc).

Student voice was a new initiative for our school with positive progress. Students have been able to access different resources to make a choice such as using their voice or having visual supports to help them express their choices and opinions. e.g. visual templates for choice making or ballot papers for voting. Students selected electives for year 12 through augmentative communication systems. Staff were overwhelmed by the implementation of goal setting walls. and how that would look for our students. The executive made a decision to ask staff to opt in. Two staff implemented goal setting walls in class and gave feedback in staff meeting. This was part of class PDP goals., both teacher and SLSO focusing on tailoring this to suit individual needs.

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 introduced to staff through professional learning. Collaboration groups are completing and discussing the effectiveness of the profile on 11% of students at Fisher Road • An increase of 11% of students with tracked growth in expressive and receptive language skills in long term communication goals. Student growth and achievement will be reported back to parents.	The FRS Communication Profile was introduced through professional learning to staff. In collaboration groups, staff have discussed and filled out the template. This has been updated in Term 4, in preparation for a thorough handover for 2023. Next year, staff will start using the separate modality templates. There has been a significant improvement with student communication this year. This has been recorded through teacher data and reported to parents in semester 1 & 2 reports. Staff were supported by the speech therapist and executive staff to write achievable goals for students. 28 students in semester one achieved their communication goal and 33 in semester two.
• Students trial a range of choice making methods to enhance student choice and self determination. • 50% of Students to access to a	Opportunities were explored for students to have more access to choice making. Students selected electives for years 11 & 12. Eligible year 12 and year 6 students campaigned for student votes 100% of

variety of feedback tools and resources for student self- assessment, and student voice within the school community. • Student goal setting to be trialed with 6% of students across two classes.	students were involved in the school captain vote for the High school and Primary school Captain. This was supported by a variety of augmentative communication options. Student goal setting walls were trialed in 2 classes. Staff gave feedback at a staff meeting, including the impact on student learning.

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
- Develop practice through strategies

Resources allocated to this strategic direction

Literacy and numeracy: $2,819.00
Professional learning: $2,100.00
Socio-economic background: $4,209.00
English language proficiency: $15,596.00

Summary of progress

In the strategic direction - Professional Learning Communities to refine practice, the school strengthened groups and spaces to grow a culture of professional learning. This process occurred consistently throughout the year and overlapped with the PDP process. After engaging in professional learning about research-based strategies, each staff member aligned a class-based PDP goal with a theme from the What Works Best document. To parallel this performance and development, a small group of teachers joined the Quality Teaching Academy, attended conferences, learnt more about The Quality Teaching Model and engaged in Webinars. Deep discussions within the team were had on the elements of Cultural Knowledge and Explicit Teaching. Major changes that occurred from the original plan of participating in the trial Quality Teaching Rounds for Inclusive Practice that were delayed to 2023. However, this proved to be an advantage as the team engaged in the Quality Teaching Academy professional learning (online) and got to know The Quality Teaching Model a little better.

The school has done very well in embedding professional learning communities into the school culture. While there is still a fair way to go, there is an expectation that all staff engage in professional learning and analyse their ongoing practice. This PDP requirement and, learning about research-based strategies in What Works Best, has strengthened staff commitment to refining practice. The departmental HIPL policy on professional learning for all staff, has engaged SLSOs more in the development of their practice. The SD2 teaching group are more confident around the frameworks for quality teacher feedback as the group begin to embark on Quality Teaching Rounds training in 2023.

There is evidence of changes occurring around attitudes towards the improvement of practice. Also, the school is beginning to see advancements in student growth after staff professional development in research-based strategies. The People Matters survey shows that 94% of staff are in favour of working collaboratively to achieve goals. Over the last 12 months, they have received feedback to help them improve their work. This is a 27% increase and sits within the focus area of 'feedback and performance management/job purpose and enrichment'. The school's focus on the PDPs process and refining practice in class-based PDP goals, reflects this result.

The school's priorities for the initiative of Building Professional Learning Communities are to continue strengthening learning cultures and sharing practice with others. This should continue across many groups and spaces then expand. In 2023, an electronic platform with professional readings and headings for inclusive practice can be embedded for self-managed professional learning. The Quality Teaching Model is also a priority of this initiative in 2023 with the SD2 teachers team engaging in QTR for Inclusive Practice training. Participation in the trial, which is part of the Disability Strategy, will strengthen values on quality teaching and feedback. In 2023, the focus will be on establishing Quality Teaching Rounds in a small SD2 group and evaluating within the group. Introductions to the QTR model can gradually be introduced to teaching staff, outlining the benefits and modifications that have been made. For the initiative - 'Develop Practice Through Strategies', the school's priority for 2023, is to continue to strengthen staff development and performance in research-based strategies and track the evidence of impact on student learning outcomes.

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
• Professional learning communities are strengthened and there is an increase of sharing best practice with 25% of staff. • The Quality Teaching Model is investigated and 2 elements are discussed in-depth with the SD2 team of 4 teachers and the instructional leader.	There has been an exceptional achievement towards building Professional Learning Communities. These communities have been strengthened through numerous groups and spaces such as section meetings, teacher learning sessions, staff meetings, collaboration groups and professional learning hubs. The focus for the Professional Learning Communities has been on best practice teaching and learning for the inclusive setting. In section meetings, an agenda item is dedicated to learning about strategies in special education and sharing of practice from class experiences. Teachers and SLSOs have shared benefits and modifications. For example, Constant Time Delay and Errorless Learning for Pre-Reading Skills, has been highlighted. The annual progress measure of 25% for sharing of best practice has been exceeded. The professional learning hub offers podcasts in special education topics for all staff. Quality teacher feedback has been investigated. Two elements of the Quality Teaching Model have been thoroughly discussed and evaluated for the SSP setting. Four teachers and an Assistant Principal engaged in QT Academy Webinars on Cultural Knowledge and Explicit Teaching. Two beginning teachers have also joined the team. The progress measure towards in-depth discussions of The Quality Teaching Model has been effectively achieved.
• Professional learning will highlight and revisit 3 research based practices from What Works Best after being informed from survey data. • 75% of staff continue to align one of their PDP goals with a research based strategy and implement into classroom practice. The PDP process review will allow 50% of staff to evaluate and track their improvement practice.	Effective, high quality professional learning centered around 'Use of Data to Inform Practice', 'Student Wellbeing' and 'Explicit Teaching' was delivered in Term 1, at the Staff Development Day. Teachers and SLSOs were then directed to develop their own class-based PDP goal, to reflect these research-based strategies, from the departmental framework of, 'What Works Best'. Annual PDP reviews reflect that over 75% of staff have aligned one of their PDP goals with a research-based strategy and implemented it in their classroom practice. In PDP supervisory meetings and, after reflection in their annual review, approximately half of staff have indicated improvements in their practice. This demonstrates a high degree of achievement towards the progress measure. Furthermore, the People Matter survey showed that staff indicated they had improved their practice, over the year, with a 27% increase from the previous year.

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

QTSS release: $5,550.00
SSP quality teaching support: $1,200.00
Socio-economic background: $300.00
SSP supplementary funding: $2,000.00
Professional learning: $1,000.00

Summary of progress

2022 has been a successful year for SD 3.

The school has exceeded expectations for the pediatrician model. This has increased from 10% to 40% of students accessing the clinic.   The collaboration with parents, pediatricians and in house with staff has definitely improved and the impact can be seen in student learning and assessment.

The program with the biggest impact has been the introduction of the Fisher Road Zones. The zones has been adopted and valued by all staff. Students are supported to recognise what zone they are in and develop strategies to help them back to the green zone- the optimal place for learning. A big increase in students attending the pediatrician clinic. Solid connections with the SSP network and plans for further combined professional learning in 2023. Behaviour therapist. has been trialed in term 4.

 In 2023 the schools long term speech therapist is resigning and another therapist that staff currently work with through the NDIS will be joining the therapy team. Evaluate the impact of the behaviour therapist trial. Survey staff etc to evaluate the benefit of NDIS therapists to student outcomes. Fisher Road will continue to offer targeted training for parents. Peaceful Kids and positive parenting program are being scheduled for 2023. A highly experienced staff member will be supporting student well being.

The implementation of the collaboration groups has been highly valued by the majority of staff. The opportunity for reflection and deep discussion has been successful in strengthening consistent judgement amongst staff.

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
• Contact families and pediatricians to expand on site consultation model. Implement the model with interested families and pediatricians • Targeted training for new parent groups to build relationships and explore strategies and services for students with Special needs • Staff and therapists collaborate on new students and their complex support	• The pediatrician model has expanded from 4- 6 students to 20 students. This has been a huge success with strengthened collaboration between school, Dr Son and families. • Training for parents has been offered in coffee morning workshops. We have offered presentations targeting our new parents to Fisher Road School. The first was delivered by an Assistant Principal, speech therapist and therapy assistant to communicated the importance of visuals and schedules in our students day to day life. Parents understood that visuals can support behaviour and communication. The second parent workshop targeted fussy eaters. This workshop attracted more parents and they were

needs for learning and well being. • In collaboration with the OT, the Fisher Road School Zones is implemented and trialed with 50% of students across all classrooms	presented with information by the speech therapist and occupational therapist to understand the white crunchy diet favoured by many Fisher Road students and ways to introduce other foods to students with a limited diet. • Staff have collaborated with therapists concerning new students and their transitions to school. This has resulted in a tailored communication system adopted and sensory approaches for new students from day 1. • Fisher Road Zones has had a big impact on teaching strategies and student outcomes. Visuals have been set up for each classroom and throughout the school. Zones toolboxes have been given to each class to use as resources.
• Executive network is established with Fisher Road, Karonga and SEW's • Local support unit staff and mainstream staff in the Pittwater network are invited to engage in Fisher Road Professional Learning. • 80% of staff successfully collaborate on student assessment demonstrating consistent judgement.	• The SSP network is established and thriving. Exec staff have engaged in Professional learning for a two day conference. A Microsoft team has been set up to collaborate and share documents. Executive from each school are collaborating on designing a scope and sequence for the new curriculum. An assistant Principal from Fisher Road is relieving in the DP role at SEW next year. This will serve to strengthen the SSP network and build relationships and share practice. • Online Professional learning calendar has been set up, however there has been no take up from support unit staff. However the SSP network has scheduled a combined staff development day with all staff. • Collaboration groups have been very successful. These groups run each morning and staff discuss student assessments. One executive staff member is allocated team leader for each collaboration group to ensure that focus is maintained.

Funding sources	Impact achieved this year
Socio-economic background $4,509.00	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. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Build Professional Learning Communities • Working with key stakeholders **Overview of activities partially or fully funded with this equity loading include:** • staff release to increase community engagement • professional development of staff through Quality teaching to support student learning **The allocation of this funding has resulted in the following impact:** Staff were able to be released from class to engage in online Quality teaching rounds to improve teaching practice and improve student achievement. Staff were able to develop workshop for parents to increase Key Word sign knowledge to support student learning **After evaluation, the next steps to support our students will be:** Attend Quality teaching Rounds instruction in 2023. Further explore parent interest in workshops to build parent skills and continuity of learning for complex students needs.
English language proficiency $15,596.00	English language proficiency equity loading provides support for students at all four phases of English language learning at Fisher Road School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Develop practice through strategies **Overview of activities partially or fully funded with this equity loading include:** • employment of additional bilingual staff to support communication • employment of additional staff to support delivery of targeted initiatives • additional staffing intensive support for students identified in beginning and emerging phase **The allocation of this funding has resulted in the following impact:** Enrolling students in beginning and emerging phases received intensive support from specialised teacher and speech therapist to support communication. Parents and Students with English as a second language were offered support with communication to ensure continuity of learning with communication. Staff embraced and highly value collaboration time to support consistent judgement. Staff embedded What works best themes into their PDP's resulting in improved practice impacting on student outcomes. **After evaluation, the next steps to support our students will be:** To monitor implementation of communication programs from school to home to identify improvements and ensure consistency. Continue to develop What works best to improve practice and impact student learning. Continue to highlight and allow time for staff collaboration to assess student learning.
Professional learning $3,100.00	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 Fisher Road School.

Professional learning $3,100.00	**Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Build Professional Learning Communities • Collaboration **Overview of activities partially or fully funded with this initiative funding include:** • attending Sepla conference to explore approaches for students with complex needs in literacy and numeracy • engaging in executive SSP network conference to strengthen consistent practice and explore relevant programs and practices to improve student outcomes. **The allocation of this funding has resulted in the following impact:** Teacher practice and knowledge strengthened to impact and maximise student outcomes Executive have a wider knowledge of effective practice for students with complex needs. **After evaluation, the next steps to support our students will be:** Continue to consolidate teacher knowledge and programs for effective teaching and learning. Participate in Quality teaching Rounds to drive improvement at Fisher Road School. Continue to build networks with SSP's to ensure teaching and learning is maximised for students.
Literacy and numeracy $2,819.00	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. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Build Professional Learning Communities **Overview of activities partially or fully funded with this initiative funding include:** • online program subscriptions to support literacy and numeracy • resources to support the quality teaching of literacy and numeracy **The allocation of this funding has resulted in the following impact:** A wider range of literacy and numeracy resources to tailor to student development. Teacher knowledge has improved in developing appropriate literacy and numeracy resources and effective strategies. **After evaluation, the next steps to support our students will be:** Continue to network and explore appropriate assessment options, resources and strategies to effectively support literacy and numeracy at Fisher Road School
QTSS release $5,550.00	The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Fisher Road School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Working with key stakeholders **Overview of activities partially or fully funded with this initiative funding include:** • additional teaching staff to implement quality teaching initiatives **The allocation of this funding has resulted in the following impact:** Strong collaboration with parents and medical specialists to ensure student wellbeing and learning is improved.

QTSS release $5,550.00	students in integration setting are supported to engage in mainstream classrooms and playgrounds. Student learning is supported for students with high support needs. **After evaluation, the next steps to support our students will be:** To evaluate the school clinic to see if its a viable model to continue with. Continue to support students integrating into mainstream setting. Continue to support learning programs for students with high support needs to maximse their engagement in learning.
COVID ILSP $13,566.00	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 2022. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this targeted funding include:** • employment of teachers/educators to deliver small group tuition • providing targeted, explicit instruction for student groups in literacy/numeracy **The allocation of this funding has resulted in the following impact:** Quality teaching and learning for students using the skills of the instructional leader. one to one and small group tuition in literacy activities. Students with physical; and vision impairments access to literacy and numeracy programs and resources. **After evaluation, the next steps to support our students will be:** Continue to support explicit teaching instruction. Build vision program for students to access more of the curriculum.
SSP supplementary funding $92,518.00	These funds have been used to support improved outcomes and the achievements of staff and students at Fisher Road School **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • To increase and track receptive & expressive language skills • Working with key stakeholders **Overview of activities partially or fully funded with this site specific funding include:** • employment of external support services including the engagement of dedicated specialists to address areas of specific student need • engagement of Instructional Leader to support student growth and attainment outcomes **The allocation of this funding has resulted in the following impact:** Communication goal are a priority for every student at Fisher Road. There is a clear consistent, long term focus individualized to support each students communication. Staff knowledge has increased in writing and supporting communication goals. Attainment of communication goals has increased. The effectiveness of implementing communication goals has increased as the therapy assistant was efficient at producing resources and supporting class teachers. This has impacted student growth and attainment. **After evaluation, the next steps to support our students will be:** Continue to support the long term communication focus individualised for each student. Adjust the role of the therapy assistant. to support reading across the school and intensive communication. 1 to 1 support. during highly preferred activities alongside class staff

Student information

Student enrolment profile

Students	Enrolments			
	2019	**2020**	**2021**	**2022**
Boys	36	40	40	37
Girls	14	14	16	15

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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

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

Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark[1]	2022 Aboriginal and/or Torres Strait Islander representation[2]
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 **Actual** ($)
Opening Balance	174,462
Revenue	3,443,646
Appropriation	3,342,573
Sale of Goods and Services	525
Grants and contributions	98,324
Investment income	2,124
Other revenue	100
Expenses	-3,494,010
Employee related	-3,012,135
Operating expenses	-481,875
Surplus / deficit for the year	-50,364
Closing Balance	124,098

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.

	2022 **SBAR Adjustments** ($)
Targeted Total	0
Equity Total	24,880
Equity - Aboriginal	0
Equity - Socio-economic	9,284
Equity - Language	15,596
Equity - Disability	0
Base Total	2,815,818
Base - Per Capita	33,809
Base - Location	0
Base - Other	2,782,009
Other Total	421,608
Grand Total	3,262,306

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 continued to participate 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 well being and satisfaction. 100% of students were supported to vote for both the year 6 and year 12 Captains. This was supported through visual and augmentative communication systems. Student attendance rates are high.

Parent Satisfaction: We have a high attendance rate at our Family BBQ's that we run once a term. Parents attended workshops that were held each time. Parent feedback was positive. The NDIS zoom was well attended. Many parents requested a copy of the recording. Many families have been supported by the school counselor to apply for the disability pension and support with NDIS reviews. Many parents expressed their gratitude through verbal comments and emails for the support they receive from the staff. Many parents sent in small gifts of flowers and morning tea items to thank the SLSO's at Fisher Road for all the work they do supporting their child to learn.

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 people matter survey showed that 94% of staff would recommend Fisher Road as a great place to work and they are proud to tell others where they work. 94% indicated job satisfaction. 88% felt supported to do their job well. 94% staff believe that the staff work collaboratively to achieve its goals.

Staff have valued the collaboration time to support consistent judgement and assessment. Weekly collaboration time has improved confidence for SLSO's to understand that their input is valued and necessary. SLSOs feel empowered and supported to contribute to collegial discussions during these sessions.

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.