

# School plan 2018-2020

**Fowler Road School 5562**



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

# School background 2018–2020

## School vision statement

At Fowler Road School, we believe that everyone has a right to learn, in a positive way, about themselves and the world they live in, so that they

can connect, succeed and thrive.

We work towards this by providing;

- An imbedded protective behaviours and trauma informed approach creating a school culture in which our students, our families, our staff and our visitors feel safe, secure and accepted.
- A climate where positive relationships are valued and developed including a collaborative case management approach with student voice to inform all directions across all environments and areas including education, health, community and home.
- An inclusive and individualised educational program where the necessary adjustments are made to assist students to reach their full potential and every student is known, valued and cared for.

Our purpose is to assist students with mental health to access the curriculum on the same basis as their peers. We work to empower students to

acquire, demonstrate, articulate and value the knowledge and skills that will support them to return to a more regular setting close to their

homes, engage in post school options and become life long learners.

To achieve this we focus on providing successful and enjoyable schooling experiences for students so that they can change the “stories” they

have had about themselves into a story in which they see themselves as safe, smart and prepared. We assist students to value themselves and

strive for excellence by helping them to;

## School context

Fowler Road SSP is located in Merrylands and has 56 students who come from a number of Sydney districts. The school provides programs for students from Kindergarten to Year 12 who experience emotional/ behavioural and mental health difficulties.

The K–6 program accepts students on a shared enrolment basis. This program is intended as a short term intervention and aims to support students to develop the skills required to successfully return to their local public school (home schools). Fowler Road School and the local public school work collaboratively together to support student engagement, achievement and wellbeing. The primary program has 6 classes (42 students in total). The attendance pattern in this program usually involves students attending Fowler Road School until lunch time and returning to their home school to participate in an integration program for the afternoon session, this attendance pattern increases to full day attendance in the home school, pre exit and as the student experiences success.

The 7–12 program aims to re-engage students in schooling and to work towards achieving their RoSA in year 10, their HSC in year 12 and to access vocational learning. Support is also provided for these students to access post school options, including employment and/or other educational programs outside of school. The secondary program has two classes (16 students in total). The first high school program is for students with significant internalising anxiety disorders who have found it hard to attend their regular schools. This program is fulltime. The second high school program is a tutorial program for students who have disengaged in education due to their internalising mental health disorders. This is a fulltime program. This program provides individualised programs and attendance schedules and aims to assist students to re-engage in schooling. The overall goal is for students to engage in a fulltime supported school placement in the near future. Students in years 9 – 12 are enrolled in Distance Education and are provided with support to complete their Distance Education packages and manage their work schedules.

## School planning process

The Fowler Road School planning process for 2018–2020 School Plan has been collaborative and consultative, involving all stakeholders within the school community. The planning process commenced in Term 2, 2017 and continued throughout the year. The process included:

- External validation processes which embedded effective self-assessment practices and informed future school directions that will guide the growth of Fowler Road School.
- Staff surveys and interviews that focused on the strength and weaknesses of the school, as well as focus for school purpose, vision and values.
- Executive planning sessions to review student achievement data, feedback results, 2015–2017 School Plan and External Validation outcomes with reflection on the School Excellence Framework. A draft plan was developed within these sessions to consult with the school community.
- Student, parent/carers, home school personnel and agency staff feedback and meetings to determine learning and welfare priorities and future goals.
- Analysis of current student assessment processes and data including Best Start, NAPLAN, RoSA, HSC, school formative and summative assessments and mental health/behavioural assessments.
- Analysis of school attendance records, suspension data, behaviour reports and integration plans.
- Implementation of Teacher Self-Assessment Tool and the Leadership 360 Reflection Tool to obtain wide-ranging feedback through a review of practice and planning for professional development.
- Executive staff took part in the School Planning Intensive for School Leadership course, developing skills and a shared understanding to support the development of the new School Plan.
- Whole school Learning and Support Team meetings were held to inform planning, support the development of the new plan and review drafts of the

# School background 2018–2020

## School vision statement

- Relate to others and themselves in **SAFE** ways; managing self and respecting individual differences.
- Strive to be the best they can be; focusing on successful academic skills so to see themselves as **SMART** and succeed in a rapidly changing society.
- Be **PREPARED** for learning; to make positive contribution now and in the future to our global community.

## School context

The school has a proportionally high enrolment of students who reside outside of the family home and/or access external community health agencies and family and community assistance. The Fowler Road Out of Home program supports these students and their care networks through collaborative partnerships and case management. This program offers students who are in transition or unable to access an integration program a full time placement, until such time an integration program is established.

## School planning process

plan with opportunities given for feedback.

# School strategic directions 2018–2020

## STRATEGIC DIRECTION 1

SAFE – Enabling individual and collective wellbeing

### Purpose:

To create a school culture where every student is known, valued and cared for in order for them to connect, succeed and thrive at each stage of their cognitive, emotional, social, spiritual and physical wellbeing.

## STRATEGIC DIRECTION 2

SMART – Personalised learning for staff and students

### Purpose:

To support student literacy and numeracy achievement through individualised learning, differentiation, best education practices and instructional leadership.

To build upon teachers' capacity for success through promoting collaborative partnerships, professional learning, mentoring and team teaching opportunities in order to deliver best practice in teaching.

## STRATEGIC DIRECTION 3

PREPARED – Accessing inclusive and collaborative learning experiences

### Purpose:

To support a culture of high levels of student and community engagement, resulting in sustained and measurable achievements.

# Strategic Direction 1: SAFE – Enabling individual and collective wellbeing

## Purpose

To create a school culture where every student is known, valued and cared for in order for them to connect, succeed and thrive at each stage of their cognitive, emotional, social, spiritual and physical wellbeing.

## Improvement Measures

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

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

## People

### Students

Students will be supported to enable them to fully access the curriculum in a meaningful way and will understand their own cognitive, emotional, social, spiritual and physical needs.

### Staff

Staff will be responsive to the cognitive, emotional, social, spiritual and physical needs of each student and will build positive and respectful relationships to promote student wellbeing and ensure optimum conditions to support student learning.

### Parents/Carers

Parents/carers will be well-informed about how to support their children's cognitive, emotional, social, spiritual and physical needs.

### Community Partners

Community Partners will collaborate with the school to support the welfare needs of students and to provide expertise to engage students in high quality learning.

### Leaders

Leaders will ensure a welfare focus across the school community and facilitate innovative programs to support student wellbeing and promote high expectations.

## Processes

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

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

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

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

## Evaluation Plan

Use of attendance, integration, behaviour, suspension and on-task time data to determine improvements in student engagement.

Tell Them From Me Survey to measure student engagement and wellbeing across senior primary and secondary school.

Use of student, teacher and parent/carer surveys to evaluate relevance and success of wellbeing programs.

## Practices and Products

### Practices

Cognitive wellbeing through the provision of quality feedback and implementing systems to recognise achievement and success is supported.

Emotional wellbeing through connecting with and drawing on expertise to promote self-awareness, emotional regulation, resilience and self-reflection is supported.

Social/spiritual wellbeing through providing experiences for positive relationships and connectedness and allowing for a sense of meaning and purpose is supported.

Physical wellbeing through implementing whole-school programs that promote optimal health and functioning is supported.

### Products

Weekly reporting system is well-established to inform parents/carers, home school and agencies of student

Student portfolios containing student work samples are developed for all K-12 students.

Reviewed student welfare, determined key issues for action and established student welfare actions and initiatives.

Preventative and responsive measures to student bullying.

Targeted intervention programs run by highly trained/specialist staff within and outside the school.

'Take a break' spaces and the provision of sensory resources to all classrooms

## Strategic Direction 1: SAFE – Enabling individual and collective wellbeing

### Practices and Products

established.

Productive partnerships with Indigenous representatives formed.

Individual personalised learning pathway for all students who identify as ATSI and/or OOHC.

Development of student safety plans for key students.

Implementation of administrative systems in line with Learning and Business Management Reform.

# Strategic Direction 2: SMART – Personalised learning for staff and students

| Purpose  | People   | Processes   | Practices and Products  |
|--|--|---|---|
| <p>To support student literacy and numeracy achievement through individualised learning, differentiation, best education practices and instructional leadership.</p> <p>To build upon teachers' capacity for success through promoting collaborative partnerships, professional learning, mentoring and team teaching opportunities in order to deliver best practice in teaching.</p> | <p><b>Students</b></p> <p>To engage students in being quality learners of literacy and numeracy in the class and home environments and to sustain student improvement within their individualised stage outcomes in literacy and numeracy.</p> <p><b>Staff</b></p> <p>Teachers and SLSOs will sustain their contribution to improvement in the teaching and learning of literacy and numeracy by developing staff capabilities through peer mentoring, a differentiated professional learning program and a culture that encourages staff to pilot innovative, research based programs.</p> <p><b>Parents/Carers</b></p> <p>Parents, carers and the broader school community will be up skilled to engage with their children's literacy and numeracy learning through establishing a collaborative learning community that provides opportunities for parents/carers and teachers to collaboratively plan the learning support for their children.</p> <p><b>Community Partners</b></p> <p>Establishing a collaborative learning community that provides opportunities for home school staff and Fowler Road staff to collaboratively plan the learning support for their students to improve the intellectual quality of educational programs in the school.</p> <p><b>Leaders</b></p> | <p><b>Design and implement comprehensive and differentiated teaching and learning programs in literacy and numeracy.</b></p> <p>Teachers use assessment data to inform individualised planning and respond to trends in student achievement.</p> <p>The diversity of staff experience and expertise is shared and developed through an instructional focus and engagement in processes of accreditation and Performance and Development.</p> <p><b>Evaluation Plan</b></p> <p>Use of relevant pre and post assessment results to determine literacy and numeracy value added data.</p> <p>Use of teacher and parent/carers feedback to determine improvement in supporting literacy and numeracy skill development.</p> <p>Analysis of Performance and Development Plans / Feedback from leaders through Performance and Development processes will provide evidence from teaching and learning programs, student work samples and classroom observations of embedded differentiation, visible learning and data driven decision-making.</p> <p>Achievement and maintenance of teacher accreditation at all levels.</p> | <p><b>Practices</b></p> <p>Individual learning plans and whole school programs include curriculum, instructional and environmental adjustments which enable students to successfully access syllabus outcomes and content. Literacy and Numeracy is supported through a personalised approach and differentiation.</p> <p>All staff collaboratively create, reflect, refine and review professional goals that are aligned to the Australian Teacher Performance and Development Plan.</p> <p>Differentiated professional learning and support for all staff at various stages in their career.</p> <p>Teachers assess students against NESA outcomes and National Literacy and Numeracy Learning Progressions through standardised and adjusted assessment processes.</p> <p><b>Products</b></p> <p>Individual Learning Plan and Reporting prototype revised and modified.</p> <p>Whole-school database of student outcome achievement in literacy and numeracy established.</p> <p>Effective interventions for Struggling Readers developed in order to improve reading skills (the ability to decode and understand text).</p> <p>Whole-school literacy and numeracy scope and sequences developed in line with NESA curriculum and assessment guidelines.</p> |

## Strategic Direction 2: SMART – Personalised learning for staff and students

### People

School leaders will align the skills of staff and the focus of resources to maximise improvement and staff development through classroom observations, staff mentoring and proactive professional learning.

### Practices and Products

Reviewed procedures in terms of data collection from home schools.

Implementation of Performance and Development for non-teaching staff in schools.

Timetabled team teaching, classroom observations and supervision.

Implementation of the 'Strong Start, Great Teachers' initiative to support early career teachers.



# Strategic Direction 3: PREPARED – Accessing inclusive and collaborative learning experiences

| Purpose  | People  | Processes   | Practices and Products   |
|--|---|---|--|
| To support a culture of high levels of student and community engagement, resulting in sustained and measurable achievements.   | <b>Students</b><br><br>Students are supported in becoming successful learners through accessing a curriculum that is personalised and catered to individual learning needs.   | Fowler Road School will develop systems to ensure shared accountability for student learning, wellbeing and engagement.<br><br>Staff will implement whole-school programs that incorporate ICT and 21st Century pedagogies, high interest hands-on purposeful learning and learning alliances with external organisations across all curriculum areas.<br><br>Fowler Road School will develop systems and processes that ensure regular and consistent communication throughout the school community. | <b>Practices</b><br><br>Partnerships with home schools and vocational providers are developed.<br><br>Academic achievement through engagement in high-interest activities is supported.<br><br>School and community-related activities involving collaborative practices are implemented.  |
| Improvement Measures   |   |   |  |
| Student/ Parent data, such as TTFM, shows the school is achieving above norms for student engagement in a specialised setting.   | <b>Staff</b><br><br>School systems and cultures will support staff in facilitating a multidisciplinary team approach to supporting students learning. Staff will be encouraged to build networks to maximise the intellectual quality of social and emotional programs.   |   |  |
| Increased participation with 100% of parent/carer involvement in regular/ongoing review meetings/ case conferences, parent morning teas and appraisal practices (Tell Them From Me survey).  | <b>Parents/Carers</b><br><br>Parents, carers and the broader school community will be upskilled to engage with their children's learning and wellbeing through establishing a collaborative learning community that provides opportunities for parents/carers and school staff to communicate regularly and make decisions collaboratively concerning their child's social, emotional and learning needs. | <b>Evaluation Plan</b><br><br>Use of community access attendance data to determine improvements in community engagement.<br><br>Use of teacher, home school, agency and parent/carer feedback and surveys to evaluate relevance and success of programs.  | <b>Products</b><br><br>Whole-school database of termly review meetings/case conferences developed and tracking systems for increased attendance patterns in students regular schools established.<br><br>Parents/Carers and community members will have greater knowledge of curriculum, pedagogy and wellbeing programs and initiative that support learning and welfare outcomes for students. |
| Increased participation of external organisations including health care professionals, agencies and home school staff through regular/ongoing review meetings/ case conferences, open days, community forums/ morning teas and appraisal practices (Tell Them From Me survey). |   |   | Administrative systems and processes, as well as delivered services to enhance school community experience evaluated.  |
| Increased participation in a variety of feedback mediums and consultation, with over 60% community involvement.  | <b>Community Partners</b><br><br>Establishing a collaborative learning community that provides opportunities for home school staff, community groups and Fowler Road School staff to communicate regularly and make decisions collaboratively to maximise the intellectual quality for social and emotional programs.   |   | School expertise is enhanced through collaboration with other learning communities   |
| 100% of teaching staff working beyond their classroom to liaise with, and share expertise and resources with the broader school community.   | <b>Leaders</b><br><br>School leaders will align the systems and policy, as well as the allocation of  |   | Staff demonstrated and shared their expertise with home schools and external providers.  |
| Students demonstrate increased engagement in extra-curricular activities such as sport, Robotics, community access, cooking and gardening.   |   |   |  |

## Strategic Direction 3: PREPARED – Accessing inclusive and collaborative learning experiences

### People

resources to maximise opportunities for Fowler Road School staff, home school staff, parents/carers and community agencies to network and collaborate.