Strategic Improvement Plan 2021-2025

Fowler Road School 5562

Safe... Smart... Prepared

School vision and context

School vision statement

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.

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.

Improvement measures

Achieve by year: 2021

100% of students achieve expected growth in reading outcomes in line with their Individual Learning Plan.

Achieve by year: 2025

100% of students achieve expected growth in numeracy outcomes in line with their Individual Learning Plan.

Achieve by year: 2025

100% of teachers will engage in explicit coaching and mentoring in reading and numeracy to improve student learning outcomes.

Initiatives

Increase teacher capacity through differentiation

Improve classroom practice through a focus on increased teacher capacity and collective pedagogical practice.

Ensure differentiated teaching and learning is driven by evidence based practice in reading and numeracy instruction through a multi tiered approach.

Assessment and reporting

Review and adapt practice to ensure reliable formative and summative assessment tasks are used to analyse student progress, evaluate growth over time and report student achievement.

Establish and use coaching and mentoring practices to work with teachers using data (external and internal) to monitor and assess student progress and design future learning on a whole class, group and individual level.

Success criteria for this strategic direction

Students are aware of - and most are showing - expected growth on internal school progress and achievement data. (SEF, Student Performance Measures).

Student reports are personalised and comprehensive, providing detailed, clear and specific information about student learning, growth, next steps and improvement measures, as well as relevant contextual and/or comparative data (SEF, Reporting).

Assessments are developed and used regularly across year levels to help promote consistent and comparable judgement of student learning, monitor student learning progress, and identify skill gaps for improvement and areas for extension (Data Skills in Use).

Whole school relationships provide mentoring and coaching support to ensure the ongoing development and improvement of all teachers. (Coaching and Mentoring)

Evaluation plan for this strategic direction

Question: What impact has high quality instruction and data driven practices had on uplifting student growth in reading and numeracy outcomes?

Data:

- internal and external assessment
- observations and growth charts
- student work samples and surveys
- resource allocation analysis and feedback from implementation team.

Analysis: ongoing analysis will be embedded within the initiatives through progress and implementation monitoring.

Implications: the findings of the analysis will inform future actions and annual reporting on school progress measures.

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.

Improvement measures

Achieve by year: 2025

100% of students will be an active participant in identifying their social and transitional goals for personal success.

Achieve by year: 2025

100% of students access interventions and targeted programs to enhance their wellbeing.

Initiatives

Partnerships

Build upon parent and broader community engagement to enable the success of every student.

Increased planning for learning informed by sound holistic information about each child's wellbeing and learning needs in consultation with students, parents and carers.

Student agency is fostered to give student voice in relation to their learning targets and how they learn, to influence their learning.

Wellbeing

Embed a school-wide culture that is strongly focused on self-regulation to support learning.

Enhance the wellbeing, resilience and pro-social behaviours of students through the implementation of targeted programs and strategies.

To promote a positive workplace culture, and build strong, professional relationships between colleagues and teams.

Success criteria for this strategic direction

The school has implemented evidence based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning (SEF, Wellbeing).

There is school-wide, collective responsibility for student learning and success, which is shared by parents and students. Planning for learning is informed by sound holistic information about each student's wellbeing and learning needs in consultation with parents/carers (SEF, Wellbeing).

Evaluation plan for this strategic direction

Question: what impact has school practices and targeted programs had on uplifting the engagement and wellbeing outcomes of our students and their families?

Data:

- attendance data
- student check-in data
- focus plan engagement
- review meeting data
- observational measures and Sentral data
- Personalised learning plans
- engagement with family support program
- engagement in school community activities
- internal and external (TTFM) surveys
- feedback/ evaluation of targeted programs and from implementation team

Analysis: ongoing analysis will be embedded within the initiatives through progress and implementation monitoring.

Implications: the findings of the analysis will inform future actions and annual reporting on school progress measures.

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.

Improvement measures

Attendance (>90%)
Achieve by year: 2023

Increase the % of students attending >90% of the time.

Achieve by year: 2025

100% of students demonstrate improvement in successful continuity of learning at transition points.

Initiatives

High Expectations

Develop a whole-school approach that incorporates effective teaching methods in order for students to access a broad, rigorous and challenging curriculum.

Review of whole school and class practices to ensure consistent expectations, improved attendance and intensive support for students.

Continuity of learning

Collaborative partnerships are built with students, staff, families, communities and other organisations to support and develop students continuity learning for students.

Build collaborative partnerships with students, staff, families, communities and other organisations to support students to develop during transition stages.

Success criteria for this strategic direction

The school engages in strong collaborations between parents, students and the community that inform and support continuity of learning for all students at transition points (SEF, Learning Culture).

The school's curriculum provision supports high expectations for student learning. The curriculum is enhanced by learning alliances with other schools or organisations, where useful and practicable. (SEF, Curriculum).

A whole school approach ensures the most effective evidence-based teaching methods optimise learning progress for all students, across the full range of abilities. Teachers employ evidence-based effective teaching strategies. (SEF, Effective Classroom Practice).

Teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes. (SEF, Attendance)

Evaluation plan for this strategic direction

Question: What impact has school wide systems and processes had on uplifting achievement of students goals?

Data:

- student attendance plans and school to work exit plans
- teaching and learning evaluations
- individual student and whole school incentives
- feedback from implementation team

Analysis: Ongoing analysis will be embedded within the initiatives through progress and implementation monitoring

Implications: The findings of the analysis will inform future actions and reporting on school progress measures.