PROGRAMMING STATEMENT

At Fowler Road, programming focuses on literacy across all the Key Learning Areas. Priority is given to English and Mathematics. In other KLAs, topics are selected to meet the needs and interests of our students. The individual KLA statements inform our programs and the focus of our work. Themes which incorporate all KLAs and bring areas together with a common thread are utilised to promote literacy and ensure that as many areas of learning as possible are covered within the time restrictions of a part-day program.

Programs need to reflect:
- the desired outcomes for students in all of the Key Learning Areas
- the strategies and activities used to help students reach those outcomes
- the strategies used to assess students progress towards those outcomes
- the strategies used to evaluate the effectiveness of the teaching and learning strategies
- the learning cycle of: assess ▸ plan ▸ implement ▸ evaluate ▸ assess ▸.

ASSESS
Academic assessment in all Key Learning Areas (with emphasis on English and Maths) is carried out using:
- information from Home Schools, including Basic Skills results
- individual assessment by the class teacher based on observation
- specific assessments in Reading, Spelling, Writing and Mathematics
- individual assessment carried out by the Fowler Road school counsellor.

Assessment of prosocial and school behaviours is based on:
- information from Home Schools;
- individual assessment by the class teacher based on observation and teacher developed instruments;
- individual assessment carried out by the Fowler Road school counsellor.

PLAN
Programs need to reflect this assessment, particularly in relation to English and Mathematics. It is expected that each student will have an Individual Learning Program that includes all KLAs. It is useful to plan on a theme basis with our students and this is reflected in the ILP.

Each ILP includes:
- A cover page outlining basic information on the student, goals, personal network, likes/dislikes and special issues.
- For each KLA outcome, learning experiences, teaching strategies, and monitoring processes are detailed.
- The ILP also includes outcomes, learning experiences, teaching strategies, and monitoring processes for the specific areas of Participation (social competence and safety); Personal care (Hygiene, Eating and Dietary Needs, Health Care Procedures, Mobility and Positioning, Hand Motor Skills).

IMPLEMENT
Programs need to be working documents. They represent an overall plan and it is usual that the plan may change daily depending on the needs of the students.

EVALUATE
- A monitoring/evaluative comment on the students' progress as a result of the teaching/learning activities implemented is written in the ILP.
- Teachers refine ILPs in consultation with their supervisor and through discussion and planning with peers.
- Effectiveness of ILPs can be assessed at student review meetings.

Programming meetings promote the exchange of ideas and resources between teachers. This and other professional learning activities, such as joint writing of a whole school program on a particular theme or brainstorming activities for incorporating particular perspectives into the KLAs, assist in the development of learning programs.