SCHOOL VISION STATEMENT

At Fowler Road, we believe that everyone has the right to learn, in a positive way, about themselves and the world so that they can achieve success. We work towards this by providing:

- a culture where staff, students, and visitors feel safe, secure and accepted;
- an environment that is modern, exciting, well maintained and a positive place to work and learn;
- a climate where positive relationships are developed through mutual respect; and
- experiences that are enjoyable leading to positive learning outcomes.

Our purpose is to assist students change the “stories” they have about themselves to reflect their positive engagement with their own behaviour and the school community. We work to assist students to return to a more regular setting close to their homes. To achieve this we focus on providing a nurturing school culture allowing students to value themselves and the contribution they make by:

- relating to others and themselves in safe ways;
- focusing on successful academic skills so that they come to see themselves as smart; and
- being prepared for learning and use learning to prepare for the future.

SCHOOL CONTEXT

Fowler Road Special School is located at 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 main program has 6 classes (56 students in total) for K-6 students with mental health disorders. Most of these students attend Fowler Road on a part-time basis and also attend their home school for some of the time. The attendance pattern in this program usually involves students attending Fowler Road School until lunch time, returning to their local public school during the afternoon session. This program is intended as a short-term intervention that supports students in a regular school close to their homes (home schools). The program focuses on working with home schools to facilitate students’ attendance there with minimal difficulties. Length of stay for students in this program is usually twelve to eighteen months.

Apart from this core program, Fowler Road School offers 2 additional programs for students 7 -12. These programs have a maximum enrolment of 7 students in each program, taking the schools overall enrolment to 56 students. The first of these high school programs is for students with significant internalising anxiety disorders who have found it hard to attend their regular schools. This program is fulltime providing students with access to individualised support to obtained their ROSA in year 10 and their HSC in year 12. The program also provides students with support into post school options, including employment and further education. The second high school program is a tutorial program for students who have disengaged in education due to their mental health disorders and are not attending any school. The program aims to assist students to re-engage in schooling with an aim to see them into a fulltime-supported placement in the future. Students are enrolled in distance education and are provided with support to complete their distance education packages and manage their work schedules. Support is also provided to access post school options, including employment and/or other educational options outside of school.

SCHOOL PLANNING PROCESS

The school establish an evidence base to identify the current situation in terms of the processes and results of learning in the school by:

- Analysis of current student assessment data including NAPLAN, Best Start, formal assessments, curriculum assessments and mental health/behavioural assessments;
- Analysis of data from student and parent/carer surveys and ILP meetings to determine learning priorities and future goals;
- Analysis of data from the implementation of the Tell Them From Me (TTFM) Focus on Learning online survey tool; and
- Analysis of school attendance, suspension, behaviour and integration data.

The school engage the school community to establish a shared vision and the aspirations for the future. This included asking the question ‘what will it be like, look like, feel like in five years if we get it right?’. The resulting school’s vision statement was achieved through:

- Implementation of the Tell Them From Me (TTFM) Focus on Learning online survey tool;
- Parent/Carer surveys and forums on values, aspirations for their children and shared future direction.
- Staff meetings and surveys on values, aspirations for the students and shared future directions
- Home school and community agency online surveys on values, aspirations for the students and shared future directions
- Implementation of the 360° Leadership Evaluation with staff, community and outside agency involvement.

The school through this process develop a shared long term vision and identify three challenging and transformative strategic directions in Literacy and Numeracy, Student Engagement and Community Engagement. These will ensure the school consistently engages students in quality learning experiences, producing optimum learning outcomes.
School strategic directions 2015 - 2017

This page identifies the 3 strategic directions and the purpose of each one. Each strategic direction will:

- define the key improvements which combine for the school to achieve excellence
- represent a high level and future-focused educational priority which is evidence based and data informed
- be a succinct statement that drives the development of the school’s educational and organisational leadership culture
- make explicit links to the dimension of the school excellence framework.

**STRATEGIC DIRECTION 1**
Literacy and Numeracy

Literacy and Numeracy are the foundation skills required to access all curriculums and so will impact on students’ successes, future opportunities, self-esteem and wellbeing.

By engaging in the Teach, Learn, Assess, Program cycle we provide an individualised program for all students embedding literacy and numeracy across all curriculum areas.

This strategic direction will sustain student improvement within their individualised stage outcomes in literacy and numeracy. Parents, carers and the broader school community will be up skilled to engage with their children’s literacy and numeracy learning.

Teachers and SLSO’s will sustain their contribution to improvement in teaching and learning.

**STRATEGIC DIRECTION 2**
Student Engagement

Student engagement enhances the learning process and creates positive emotions around learning, establishing the foundation for success and empowering the student to value themselves and the contribution they make.

By providing high interest, personal challenging and purposeful activities which are valued by the learner and are supported by high expectation, choice and staff/student rapport we create a nurturing, safe and productive learning environment that optimises student engagement.

This strategic direction will sustain student, staff and school community improvement in personal and social capabilities, developing a positive school culture that enables self-motivated and self-regulated learning.

**STRATEGIC DIRECTION 3**
School Community Engagement

School community engagement provides the foundation for a shared vision, incorporating common purposes, collective values, consistent practices and a collaborative approach to the school culture.

By providing structured facilitation of involvement in the development of learning programs, case plans, professional learning and school life, we will capitalise on the expertise and talents that each person contributes sustaining school improvement.

This strategic direction will provide opportunities for inclusion of a multiplicity of talent and interests generating an inquisitive model of learning and sharing between each member in the community, including students, parents/carers, home schools, school and interagency staff.
Strategic direction 1: Literacy and Numeracy

PURPOSE

Why do we need this particular strategic direction and why is it important?

Literacy and Numeracy are the foundation skills required to access all curriculums and so will impact on students’ successes, future opportunities, self-esteem and wellbeing.

By engaging in the Teach, Learn, Assess, Program cycle we provide an individualised program for all students embedding literacy and numeracy across all curriculum areas.

It is important for students and the whole school community to be working towards and achieving high level competency in literacy and numeracy.

PEOPLE

How do we develop capabilities of our people to bring about transformation?

Students: To engage students in being a quality learner of literacy and numeracy in the class and home environments and sustain student improvement within their individualised stage outcomes in literacy and numeracy.

Staff: Teachers and SLSO’s will sustain their contribution to improvement in teaching and learning of literacy and numeracy by developing staff capabilities through peer mentoring, differentiated professional learning program and a culture that encourages staff to pilot innovative research based programs.

Parents/Carers: 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 plan together the learning support for their children. This will include providing community learning sessions on Literacy, Numeracy and the new BOS syllabus, ILP development meetings and information of strategies to support their children’s literacy and numeracy learning.

Community partners: Establishing a collaborative learning community that provides opportunities for home school staff and Fowler Road staff to plan together the learning support for their students to improve the intellectual quality of educational programs in the school.

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

PROCESSES

How do we do it and how will we know?

Review the whole school approach to planning and assessing including tracking students on PLAN, use of diagnostic assessments and curriculum based assessments.

Developing a system to ensure that all assessment data from home schools is collected at time of placement including NAPLAN, Best start and other formal assessments.

Developing a school wide system of collaborative planning and assessing that is inclusive of Fowler Road staff, home school staff, parent/carers and outside agencies.

Investigate innovative research based literacy and numeracy programs through school visits, researching current resources, piloting programs and community of school networks.

Teacher PDP incorporates literacy and numeracy professional development goals that reflect contemporary pedagogy and supports effective and targeted programs based on evidence of student learning needs.

Evaluation plan:

Use of relevant post assessments to determine literacy and numeracy value added data.

Use of teacher and parent/carer surveys to determine improvement in supporting literacy and numeracy skill development.

PRODUCTS AND PRACTICES

What is achieved and how do we know?

Products:

Implement Primary Connections Science to develop students’ knowledge skills in literacy and numeracy through connected outcomes groups.

Develop and sustain school library – physically and digitally.

Interactive and individualised ICT Literacy and Numeracy programs

- mathletics
- bug club
- reading eggs
- targeting maths
- diagnostic assessment

Implement targeting Maths interactive program/teaching guides

Develop whole school scope and sequence to align with new BOS syllabus and literacy continuum.

Practice:

Sharing of assessment data between all stakeholders.

Assessment being differentiated and selected based on student need.

Collaborative ILP planning with homeschool staff and parents/carers.

Sharing resources and professional learning with home schools.

Celebration of students’ success with home schools and parents/carers.

Teacher peer observation and evaluation of classroom practice that informs future directions

IMPROVEMENT MEASURE/S

- 90% of students to achieve individual learning goals in relation to stage outcomes in reading and 80% in writing.
- 85% of students to achieve individual learning goals in relation to stage outcomes in numeracy.
Strategic direction 2: Student Engagement

PURPOSE

Why do we need this particular strategic direction and why is it important?

Student engagement enhances the learning process and creates positive emotions around learning, establishing the foundation for success and empowering the student to value themselves and the contribution they make.

By providing high interest, personal challenging and purposeful activities which are valued by the learner and are supported by high expectation, choice and staff/student rapport we create a nurturing, safe and productive learning environment that optimises student engagement.

PEOPLE

How do we develop capabilities of our people to bring about transformation?

Students: Have access to engaging and specialist programs to maximise learning and attainment. Will share their learning with parents and the wider community.

Staff: Provide innovative teaching and learning programs, and creative and engaging learning environments. Critically reflect on 21C pedagogies and share new knowledge.

Parents/Carers: Will be made aware of the importance of 21st century pedagogies and the benefits of using ICT in an educational setting.

Community Partners: Establishing a collaborative learning community that provides opportunities for home school staff, community groups and Fowler Road staff to plan innovative teaching and learning programs to engage students in learning in all environments.

IMPROVEMENT MEASURE/S

- 90% of students to achieve individual participation goals and a 10% growth in on task engagement and activity completion

PROCESSSES

How do we do it and how will we know?

Develop an ICT plan that moves the school towards a mobile learning environment and incorporates the resources to do so.

Develop a whole school model that incorporates the use of 21st century pedagogies and ICT to support student engagement in all curriculum areas.

Develop a whole school model that incorporates high interest hands on purposeful activities to support student engagement in all curriculum areas.

Develop a whole school model that incorporates excursions and incursions to support student engagement in all curriculum areas.

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

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

PRODUCTS AND PRACTICES

What is achieved and how do we know?

Products:
Develop whole school unit of work that incorporates interactive activities, and the use of ICT across curriculum areas, with a focus Literacy and Numeracy programs

Five year ICT plan that appropriately resources the school to become fully ICT mobile.

Implementation of whole school hands on activities/programs link to the curriculum including:
- Stephanie Alexander Kitchen garden program
- School sport- Harmony in League, Dance, Gymnastics, Don Bosco, Fairfield City bicycle program, swim school
- Speech program
- Robotics/Mindcraft
- Webinars-DART connections

Implementation of whole school incursion and excursion program linked to curriculum including:
- School camp
- Community excursion programs
- Unit specific excursions
- Life education
- Career connect
- Black dog institute
- Holroyd city council youth programs
- Police Liaison programs

Implementation of whole school student welfare programs including:
- Drug education program
- Calm kids program
- Mindfulness program
- Play therapy

Practices:
Consistency in teacher judgment in the implementation of whole school behaviour management and reward systems.

Invite home school staff to join Fowler Road Professional learning network.

Identify professional learning needs within the network.
### Strategic direction 3: School Community

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<th>PURPOSE</th>
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<td>How do we develop capabilities of our people to bring about transformation? Students: Have opportunities to engage with their communities to maximise and develop their social and emotional capabilities. Will celebrate their learning achievements with parents and the wider community. Staff: School systems and culture will support staff in facilitating a multidisciplinary team approach to supporting students learning. Staff with be encouraged to build networks to maximise the intellectual quality of social and emotional programs. Parents and Carers: Parents, carers and the broader school community will be up skilled to engage with their children’s learning and wellbeing through establishing a collaborative learning community that provides opportunities for parents/carers and teachers to communicate regularly and make decisions collaboratively concerning their child’s social, emotional and learning needs.</td>
<td>How do we do it and how will we know? Establish a collaborative learning community by: • continuing the development of training modules/packages so as to become a Centre for Learning. • Construct a training calendar • Deliver Shared professional learning with local network schools and ‘home schools’ • Parent/Carer morning teas, workshops and forums • Opportunities for Fowler Road staff to visit and engage with other schools and agencies. Review consistency of practice within the school community including: • Intake/enrolment meetings • ILP and review meetings • Implementation of Class Dojo • Home school feedback • Parent feedback • Interagency case meetings • Newsletter and weekly reports • Website</td>
<td>What is achieved and how do we know? Products: Strong connections to home schools and network partnerships. Sustained proactive partnerships with health and community services. Better understanding of the trauma based needs of students and the impact on their mental health status by our whole school community A universal approach within a whole school model to understand and promote student mental health and wellbeing. Practices: Whole community is mindful and inclusive of all students, and catering to their diverse individual needs. Ongoing and sustained regular communication with all key stakeholders Home school staff, parent/carers, community agencies and Fowler Road staff are involved in all ILP, review and case meetings.</td>
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<td>IMPROVEMENT MEASURE/S</td>
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<td>• 80% of staff will achieve accreditation in new areas at accomplished and leadership levels</td>
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