



# Strategic Improvement Plan 2021-2024

## Fisher Road School 5405



# School vision and context

## School vision statement

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. There are over 50% of students with language backgrounds other than English in our school. Indian and Spanish are the majority of students language backgrounds. Other language backgrounds represented include Portuguese, Greek, Vietnamese, Croatian, Thai, Tibetan, Japanese, Fijian, Cantonese and Tongan. 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. We have consulted the Aboriginal Education Consultative group.

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.

## School vision statement

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## School context

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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.

## 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.*

### Improvement measures

#### Target year: 2022

All students achieve growth in expressive and receptive language skills as outlined in their PLP goals.

#### Target year: 2024

All students will have access to tools and opportunities to actively participate in decision making to support their learning and wellbeing.

### Initiatives

#### To increase and track receptive & expressive language skills

- To increase and track student vocabulary in expressive and/or receptive languages, using individualised modes of communication.
- Explicit teaching of the most effective evidence-based teaching methods will be used to optimise learning progress for all students.
- Student data collection will be used to differentiate curriculum, inform teaching and provide feedback to students, parents and other key stakeholders to ensure that learning is maximised for all.
- Reports to parents will be enhanced.

#### Student voice in learning & school community

- Students will actively participate in decision-making at school about their own learning and their school community.
- Every student will have an accessible method of expressing their voice to support personal and social skills and enhance a positive school environment to build connection and belonging.
- Students will be involved in goal tracking and self assessment in connection with their personalised learning program with individualised feedback for students.
- Whole school professional learning will support staff to develop students' capacity for self assessment.

### Success criteria for this strategic direction

#### Initiative 1

- Communication and literacy goals are responsive to the needs of all learners, showing evidence of revisions based on feedback of teaching practices, student assessment and continuous tracking of student progress and achievement.
- Reporting processes are strengthened in response to individual parent feedback to enhance understanding of assessment and reports.

#### Initiative 2

- All students have access to evidence based whole school practices of student voice to implement change.
- Student voice results in measurable improvements in wellbeing and engagement to support learning.
- Teachers involve students in contributing to decision making in their learning, goal setting and self assessment.

### Evaluation plan for this strategic direction

#### Initiative 1

Success in ensuring all students are engaged and challenged to learn and improve will be determined by:

- Teacher analysis of data and feedback based on; SWANs, FRS Communication Profile, The Literacy assessment in the Assessment for Complex Learners (AfCL).
- Collaborative assessments in section meetings
- Formative assessment from SMART goals in Personalised Learning and Support Plans (PLPs)
- Parent feedback on the effectiveness of the reporting
- Our SEF SaS on balance judgement for **Reporting** will be assessed at **Excelling**.

#### Initiative 2

All students will have access to tools and methods to increase opportunities for student voice and engagement. The following data will be analysed in the determination:

- Sentral data
- accessible student feedback and surveys
- parent feedback and surveys
- PLPs
- other identified data sources.
- student self-assessment



## Strategic Direction 2: Professional learning communities to refine practice

### Purpose

To build professional learning communities for quality teaching, practice improvement and effective change.

### Improvement measures

#### Target year: 2024

Professional learning communities are established and embedded in the school community to refine teacher practice and measure student outcomes.

#### Target year: 2024

All teachers and SLSOs have effectively implemented research based strategies for improvement practice and growth in student outcomes.

### Initiatives

#### Build professional learning communities and improvement practice

- Whole school processes in place to improve professional learning and practice.
- Supportive and collaborative peer observations and quality feedback.
- Staff will use Departmental effective frameworks to improve their practice.
- There is a strong culture of reflective practice across the school.

#### Development of practice through research based strategies

- Teachers and SLSO's will enhance their practice by engaging in professional learning about research based strategies.
- Teachers and SLSO's will implement relevant strategies into class based practices, with guidance from Departmental frameworks.
- Collaborative practice within class groups to refine teaching and learning.

### Success criteria for this strategic direction

#### Initiative 1

The leadership team establishes a professional learning community which is focused on continuous improvement of teaching and learning.

The school uses explicit systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers.

The capacity of teachers is continually enhanced to ensure every student experiences high quality teaching. The Australian Professional Standards is used to guide high performing teaching staff across the school. The leadership team participates in capacity development programs and implements principles of evaluative thinking. The Instructional leader will monitor the impact of peer observations and teacher feedback on improvement practice.

#### Initiative 2

For the instructional leader to sustain a culture of effective, evidence-based teaching and ongoing improvement so that every student makes measurable learning progress. Teachers and SLSOs learn quality skills to then implement the most effective evidence based strategies to improve teaching and learning. Evidence based strategies are implemented and evaluated for impact on student performance.

Improvement practice is embedded into staff PDPs and high impact professional learning. Teachers and SLSOs have a range of strategies to draw from for individual students needs.

### Evaluation plan for this strategic direction

#### Initiative 1

Ensuring all staff are engaged in professional learning groups and are involved in evaluating and reflecting for improvement practice.

- Quality teaching rounds evaluation

- Teacher surveys on peer observation and effective feedback
- Supervisory meetings annotations
- Co-evaluation and reflection with instructional leader
- Self assessment against the AITSL framework
- SEF SAS
- Peer Triads review
- Class room Walkthroughs evaluation

#### Initiative 2

All staff are adopting and embedding effective change in research based practices and programs. This will be evaluated through:

- PDP reflection and annual review
- Teacher surveys
- teaching sprints feedback
- Supervisory meetings
- Self assessment against the AITSL framework
- SEF SAS
- What works best survey

## Strategic Direction 3: Enhancing partnerships

### Purpose

Establishing innovative services and enhancing collaborative practices to support all students to connect, succeed, thrive and learn.

### Improvement measures

#### Target year: 2022

Collaborative approach for each student to optimise learning outcomes and student wellbeing.

#### Target year: 2024

Building strong collaborative partnerships with SSPs and local mainstream settings.

### Initiatives

#### Working with key stakeholders

- Establish and embed a collaborative approach to student health and wellbeing where there is a collective responsibility for student learning and success.
- Strengthen collaboration with key stakeholders, Paediatricians and therapists.
- Strengthen partnerships with parents through collaboration and shared training.

#### Collaboration

- Collaborating with SSPs to share, trial and embed successful identified processes and practices into whole school programs.
- All staff are supported and trained in curriculum Policies and procedures
- Whole school wellbeing programs are embedded into Professional Learning
- Student wellbeing, engagement and behaviour management programs will be implemented school wide

### Success criteria for this strategic direction

#### Initiative 1

There is a whole school approach to improving multidisciplinary practices and processes. The school measures and analyses school and community satisfaction to improve service delivery. The school engages in strong collaborations between parents, students and the community that inform and support continuity of learning for all students with complex learning and health needs. Collaborative approaches to health and well-being and effective partnerships with parents, specialists and therapists is the focus.

#### Initiative 2

The school uses collaborative practices to embed and share a culture of high expectations. A professional learning community which is focused on continuous improvement of teaching and learning with other schools is integrated across networks. Student assessment data is used school wide to identify student achievements and progress, in order to reflect on teacher effectiveness and inform future school directions. The curriculum is enhanced by learning alliances with other schools or organisations, where useful and practicable.

### Evaluation plan for this strategic direction

#### Initiative 1

Build relationships and connections with key stakeholders to support learning and wellbeing for every student. Success will be measured by

- Tell them from Me survey for key stakeholders
- School and community surveys
- Focus groups
- P & C feedback

#### Initiative 2

Successful implementation will be measured by:

- Feedback from network of schools



- Interviews or focus groups
- Teacher and SLSO feedback
- Executive meeting minutes and feedback
- Our SEF SaS on balance judgement for **Data Skills and Use** will be assessed at **Sustaining and Growing**.