**Fisher Road School**



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| **School vision statement** |  | **School context** |  | **School planning process** |
| At Fisher Road School we believe that **engaging students** in meaningful, inclusive and functional educational programs and that **working in partnership** with our school community, **maximises student learning** across all environments.    All students are **challenged** to reach their full potential. |  | Fisher Road School is a Department of Education school in the Macquarie Park Network, Warringah Principal Network and is located in Dee Why.  The school is a leader in special education, catering for students with additional learning needs by providing a safe and supportive learning environment.  Fisher Road School provides quality education for students K-12 supporting students with moderate to severe intellectual disability who may also present with multiple disabilities. Students are predominately from the Northern Beaches region.  Fisher Road School caters for an amazing group of students who range in age from 4 to 18 years of age. Our educational programs cater to the diverse learning needs of our students who have an intellectual disability and who often present with additional complex needs. Students are provided with a personalised learning program that supports their individualised learning needs. Students in the Junior School access the NSW (NESA) K-6 Key Learning Area syllabus with our Senior School students accessing the Board of Studies Life Skills syllabus.  The high quality education and teaching philosophy at Fisher Road School is reinforced by our parents, carers and wider community resulting in community participation and support of programs directly supporting the growth and achievements of our students.  The highly experienced staff at Fisher Road School are dedicated to supporting the learning needs of each individual student through their knowledge, skills and understanding in the special education field.  Fisher Road School are proud to be known as a centre of expertise. |  | **Whole Staff**  *Staff Meeting*s -  *Staff Focus Groups* – staff evaluated programs/initiatives of School Plan 2015-2017  *Staff Development Days T4 2017 and T1 2018* –  Section Meetings  **Parents**  *P&C meetings*   * Term 3 2017 – discussion around maintaining three strategic directions that remain pertinent to our school with slight modification of wording. * Term 4 2017 –   *Parent Information Night 2018*  *P & C meeting term 1 2018*  **Community**  *Community Breakfast* –  *Presentation Day 2017* – communicating with our school community on our success within the School Plan 2015-2017 and discussing future directions of 2018-2020 plan. |
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| **Purpose:**  To maximise individual student learning experiences within educational programs resulting in increased engagement, empowerment and expanded opportunities in life.  Students will progress within functional life skills increasing their capacity to function as independently as possible within their community, based on their level of personalised learning needs. |  | **Purpose:**  To actively engage students through innovative and fun learning experiences and programs that will create a positive atmosphere and encourage students to achieve and thrive as learners.  To keep abreast of and implement evidenced-based best practice in special education in order to maximise student learning which highlights Fisher Road School as a centre of expertise within our learning community. |  | **Purpose:**  To create learning partnerships and work in collaboration with other schools, parents, carers and the wider community to maximise student learning outcomes and post school opportunities.  Building and promoting the school image in the community ensuring community support for the innovative and dynamic programs at Fisher Road School. |

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| Strategic Direction 1: Improving student learning outcomes | | | | | | | | | |
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| **Purpose** | |  | **People** |  | **Processes** | |  | **Products and Practices** | |
| To maximise individual student learning experiences within educational programs resulting in increased engagement, empowerment and expanded opportunities in life.  Students will progress within functional life skills programs increasing their capacity to function as independently as possible within their community, based on their level of personalised learning needs. | |  | ***Students***  Students will participate in learning and teaching programs that explicitly consider their current skills and abilities in relation to the skills they require to help in future school and post-school success  ***Staff***  Staff have a better understanding and ability to analyse how assessment can guide teaching practices.  Staff have knowledge in evidence-based programs for students with additional learning needs e.g. curriculum, speech therapy  Build on ways of working with other agencies to inform learning, leading to long term success.  ***Families & Community***  Awareness of courses supporting students with additional learning needs being offered at Fisher Road School.    Value student’s engagement in literacy programs and support their child in borrowing and taking home books/magazines.  Support the use of personalised communication system at home and other settings. |  | **Assessment of Student Learning**  Use systematic and reliable assessment information to evaluate student learning and implement changes in teaching that lead to measureable improvements.  **Literacy and Numeracy**  Teachers understand and explicitly teach relevant literacy and numeracy to students at all levels of achievement.  **Total Communication Approach**  Implement a personalised communication system for every student to access the curriculum designed in collaboration with parents and relevant caregivers. | |  | **Assessment of Student Learning**  **Products**   * Every student will have an assessment tool that indicates baseline/prior skills and progress achieved that will be used to inform future planning. * Each student will have a comprehensive checklist that covers the key skills they will need in their present and future learning environments.   **Practice**   * Teachers will increasingly use data to inform and differentiate their teaching and learning by tracking every student’s progress. * Every student is achieving expected growth in personalised learning goals and curriculum.   **Literacy and Numeracy**  **Products**   * Teaching and learning programs indicate expected student progression in literacy and numeracy.   **Practices**   * Incorporating a relevant literacy and numeracy into each students program. * Classes will have a comprehensive literacy program and library program embedded into their learning program.   **Communication**  **Products**   * Every student will have access to and use a communication system that meets their needs in a variety of settings * Increased evidence of students using their communication system in home and community environments.   **Practices**   * Staff demonstrate best practice in special education strategies. | |
| **Improvement Measures** | |  |
| * An increase in teachers using skills assessment to maintain current skills and identify new skills for each student. * Teaching and learning programs reflect relevant literacy and numeracy components      * An increase in students having access to and using an individualised communication system across all settings   . | |  |
| Strategic Direction 2: Enhancing an innovative and dynamic school | | | | | | | | |
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| **Purpose** | |  | **People** |  | **Processes** |  | **Products and Practices** | |
| To actively engage students through innovative and fun learning experiences and programs that will create a positive atmosphere and encourage students to achieve and thrive as learners.  To keep abreast of and implement evidenced-based best practice in special education in order to maximise student learning which highlights Fisher Road School as a centre of expertise within our learning community. | |  | ***Student***  Students will use appropriate technology to access the curriculum to support their learning outcomes.  Students in high school will participate in a high quality work experience program  ***Staff***  Staff will have knowledge of various technologies and how to tailor them to the needs of students.  Staff will have knowledge of and understand expectations of functional work skills programs, post school placements and other innovative programs in the school to support student learning.  Teachers will work with organisations to inform best teaching practice to develop skills for students for post school placements.  ***Families & Community***  Families will have an awareness of new programs trialled throughout the school and have access to training in the areas of innovative and dynamic programs that have been assessed to have been beneficial to the students. |  | **Technology**  ***School Resources***  Incorporate technology that supports differentiated learning is available and expertly integrated into school-wide student programs.  **Work Skills and Work Place Learning**  ***Learning Culture***  Build and further develop work place learning programs both in the community and in-school that supports the development of necessary skills for post-school programs.  **High Expectations Supporting Learning**  ***Teaching and Learning***  Establish teaching, learning and wellbeing programs that are dynamic with high expectations for student learning. |  | **Technology**  **Products**   * Technology will be replaced, updated and managed effectively and efficiently across the school.   **Practices**   * Teachers are trialling assessing and technology tailored to student needs * Students will have access to technology and appropriate applications.   **Work Skills**  **Products**   * A quality in-school work experience program that supports the development of necessary skills for post school programs.   **Practices**  .   * Involvement in work placement and work experience within the school and the local community * .   **High Expectations Supporting Learning**  **Products**   * Establish and build on school programs that support student and sibling wellbeing. (sosafe/trauma/peaceful kids)   **Practices**   * Student ability to regulate own behaviour across all environments. | |
| **Improvement Measures** | |  |
| * An increase in students accessing individualised technology, both hardware and applications. * An increase in senior students participating functional and quality in-school and community work experience programs * New, innovative and dynamic programs and practices in special education evident, in school wide student programs. | |  |
| Strategic Direction 3: Building community engagement and participation | | | | | | | | |
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| **Purpose** |  | | **People** |  | **Processes** |  | **Products and Practices** | |
| To create learning partnerships and work in collaboration with other schools, parents, carers and the wider community to maximise student learning outcomes and opportunities.  Building and promoting the school image in the community to ensure strong community support for the innovative and dynamic programs at Fisher Road School. |  | | ***Students***  Students will participate in a range of inclusive opportunities to build on their skills and abilities to contribute to their success in the community.  ***Staff***  Staff have better awareness of skills that support families in the acquisition of skills to strengthen student learning in all environments  Training and support in a variety of ways so that they can promote and strengthen the school in the wider community.  ***Families & Communities***    Awareness and knowledge about the school and its programs and how they can best support the school and their child’s learning.  The opportunity to attend relevant training and development sessions that develop their skills in order to maximise student learning across all environment. |  | **A School of Expertise and Excellence**  ***Curriculum***  The school’s curriculum encompasses inclusive education by engaging with other schools and organisations supporting high expectations for student learning.  ***Educational Leadership***  Establish regular training sessions for parents and community members to develop knowledge to support students generalising skills across settings.  **Professional Learning**  ***Professional Standards***  Build and develop teacher’s skills to provide the best possible education for students. .  ***Educational Leadership***  The school leadership establishes professional learning that focuses on continuous improvement of teaching and learning. |  | **A School of Expertise and Excellence**  **Products**   * Every student will participate in a quality inclusive program engaging with other schools and the community.   **Practices**   * Staff will collaborate with other schools and organisations building quality inclusive education programs including integration/reverse integration.   **Products**   * Training and development programs are provided to parents and community members that will support student developing their skills across environments.   **Practices**   * Parent/carers and community members be involved in training and development opportunities with an increase of knowledge, skills and understanding.   **Professional Learning**  **Products**   * Teaching and learning reflects involvement of teachers in relevant professional development.   **Practices**   * Staff demonstrates best practice in Special Education. * Staff maintains accreditation through involvement and evidence of professional learning. | |
| **Improvement Measures** |  | |
| * An increase in students accessing community programs and inclusive opportunities. * Increased skills of families, service providers and members of the community resulting in the consistent support of students’ learning in all environments. * Teaching and learning programs reflect current and emerging best practice in Special Education. |  | |