School plan 2015 – 2017
Fisher Road School

- Improve student learning outcomes
- Enhance an innovative and dynamic school
- Increase community engagement and participation
School vision statement

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.

School context

Fisher Road School is a Department of Education school in the Macquarie Park Network, Warringah Principal Network and is located at 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 Board of Studies (BOS) 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.

School planning process

Whole Staff
- Term 3 survey went out. Words were collated and used; words with highest frequency were selected to be in vision statement.
- Results of the Tell Them From Me 'Focus on Learning' Teacher Survey were used to identify the strengths, opportunities and areas for development across the school.
- Term 4 – SDD. Staff worked in collegial teams to develop the purpose for each strategic direction
- Term 1 – Staff Meetings. Two sessions dedicated for staff to work in small collegial teams using the ‘Four Seasons’ activity where programs/systems/processes currently used at Fisher Road School were categorised according to effectiveness and priority.
- Term 1 - Presentation of 5 P’s at staff meetings

Parents
- Overview of new school planning documentation presented to attendees at both of the Term 4 Meet and Greet parent/carer sessions. Individual and group activities during these sessions focused on gaining a collective school vision and also highlighting future direction of the school in terms of priority focus areas across 2015.
- Opportunities for parents/carers who could not attend the sessions above to provide vision statement, feedback and suggestions feedback via survey sent out in the school newsletter.
- Collective vision statement and strategic directions presented to parents/carers in attendance at the Parent Information Night March 2015.

Community
- Participants in attendance at the community breakfast held in Term 4 2015 were asked to write down what they believed the vision statement of Fisher Road should include and how they valued our school.
Purpose:
To maximise individual student skills in becoming an independent member of the community.

Students at Fisher Road School will improve their capacity to function as independently as possible within their community based on their level of individual learning needs.

Purpose:
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.

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.

Purpose:
To create learning partnerships and work in collaboration with other schools, parents, carers and the wider community to maximise student learning outcomes.

Building and promoting the school image in the community ensures community support for the innovative and dynamic programs at Fisher Road School.
## Strategic Direction 1: Improve Student Learning Outcomes

### Purpose
To maximise individual student skills in becoming an independent member of the community.

Students at Fisher Road School will improve their capacity to function as independently as possible within their community based on their level of individual learning needs.

### Improvement Measures
- 100% of students have 2-3 priority goals within their Individual Education Plan (IEP) which are created by a multi-disciplinary team and are embedded across all KLAS and environments.
- 100% of students will demonstrate progress and achievement towards their IEP.

### People
#### Staff
Have the knowledge and skills to write an IEP based on the National Curriculum outcomes targeting the individualised learning needs of each student.

Staff will have the expertise in order to implement the IEP using the Teaching and Learning Cycle, which includes planning and programming, classroom practice, assessing and recording, and reporting.

All staff will have knowledge of best practice in current theory of behaviour support leading to a consistent and appropriate school approach in delivering learning support for individual students.

#### Students
Develop their ability to engage in, reflect upon and meet their learning in order to meet their IEP.

#### Parents, Carers and Families
Have the knowledge, skills and opportunity to create and implement the IEP goals using best practices in special education.

### Processes
#### Individual Education Plan (IEP)
Through professional learning working teams, staff will revise and contribute to the development of the new IEP process. Training and support is provided to ensure that teachers are knowledgeable in using and embedding the Australian Curriculum in student IEP and class programs. IEP goals will be created that are specific, measureable, achievable, realistic and time bound (S.M.A.R.T).

**Communication**
The provision of professional learning in using total communication systems including augmentative communication systems.

The provision of individualised training and support for staff, parents/carers and the wider school community.

**Behaviour Support**
Through professional learning and working teams to identify current best practice in special education.

Through implementation of the PBEL approach to meet the needs of students requiring individualised learning and support.

**Performance Development Plans**
In the areas of: Australian Professional Standards for Teachers, BOSTES teacher accreditation, Fisher Road School Plan, individual targeted PL.

**Evaluation Plan**
Regularly monitor, assess and provide feedback and support to teachers on student IEPs.

Assessing of staff expertise following professional learning sessions on IEPs, communication and behaviour.


### Products and Practices
#### Products
- 100% of students will have 2-3 priority goals within their Individual Education Plan (IEP) which are created by a multi-disciplinary team and are embedded across all KLAS and environments.
- 100% of staff will have improved knowledge, skills and understanding of Total Communication.
- The PBEL school framework embedded into the culture of the school. A uniformed Behaviour Support Plan (BSP) implemented across the school.
- All staff will establish and demonstrate achievement towards individual professional learning goals.

#### Practices
- Teachers have confidence to implement the appropriate augmentative communication system for each student in their class.
- Teachers will work within a multi-disciplinary team to train and up skill SLSOs, parents, carers and the wider community in using PECS and other augmentative communication systems.
- A consistent and uniform approach to teaching communication systems is evident across all teaching and learning programs and environments.
- Staff support students using the PBEL approach in all aspects of their school life.
Strategic Direction 2: **Enhance an innovative and dynamic school**

**Purpose**

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.

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.

**People**

**Staff**
Support with appropriate professional learning relating to new, innovative and dynamic programs. Opportunities to trial, explore and lead professional learning for programs or research that has been explored. Develop and establish visual supports for Transition Plans which can then be personalised for all students. Professional learning around Sensory Room and developing goals around a sensory room program.

**Students**
Personalised communication systems linked to IEP goals, transition plans and engagement in sensory room activities. Access to professional input from multi-disciplinary members such as Occupational Therapist, Physiotherapist, Speech Pathologist and service providers.

**Parents, Carers, Families and the wider school community**
Access to the evaluation of each new, innovative and dynamic programs trialled at school. The provision of training in the areas of innovative and dynamic programs that have been assessed to have been beneficial to the students. Involvement in the development and implementation of personalised transition plans. Have the knowledge, skills and opportunity to develop understanding of the Sensory Room and the benefits it provides to students.

**Processes**

**Innovative & Dynamic Programs**
Professional learning and opportunities for staff to engage in the latest research in best practice special education. Trial/explore new and promising programs, initiatives and technologies.

**Student Transition Program**
Establish links with the pre or post school settings. Developing resources that can be personalised for individual student learning levels. Transition process and procedure developed to support expectations of students transitioning into or out of the school.

**Sensory Integration**
Purchase of resources and time to investigate/research various sensory rooms. Link with communication focus

**Evaluation Plan**
Regularly monitor, assess and provide feedback on various new, innovative and dynamic programs, practices and technologies. Summary of the findings on the school website to share with other schools and the wider school community.

100% of students will have a personalised Transition Plan on entry or exit to Fisher Road School.

Feedback from the staff, families and pre/post school settings regarding the efficacy of each individual student’s personalised transition plan. Mind Matters pre and post survey indicating increased staff awareness.

**Products and Practices**

**Product**
- New, innovative and dynamic programs and practices in special education evident.
- A quality transition program developed for every student to enter and exit Fisher Road School.
- A fully integrated state of the art high tech Sensory Room accessible to all students at Fisher Road School. A Sensory Room Handbook developed for all staff.
- An increased awareness of the Mind Matters framework embedded into the culture of the school.
- A school that is current with emerging trends in technology allowing all students access to innovative and contemporary programs and technologies that support their learning.

**Practice**
- Students engaged in a variety of fun and new learning experiences maximising learning and well-being.
- Students transitioning safely into and out of school using the transition program to support a clear understanding of the expectations of their new environment.
- The sensory room will be embedded into the students individual learning goals and accessed for classes for which it is appropriate.
- Students accessing technology to support learning across their learning programs.
### Strategic Direction 3: Increase community engagement and participation

**Purpose**

To create learning partnerships and work in collaboration with other schools, parents, carers and the wider community to maximise student learning outcomes.

Building and promoting the school image in the community ensures community support for the innovative and dynamic programs at Fisher Road School.

### Improvement Measures

- Increased skills of families, service providers and members of the community resulting in the consistent support of students’ learning in all environments.
- Increased partnerships by improving the school image and the wider school community.
- Increased partnerships by improving the school image of physical and digital presentation.

### People

**Staff**

High level interpersonal and communication skills that support families in the acquisition of skills that strengthen student learning in all environments. The skills and provision of resources including time to develop and enhance the physical and digital presentation of the school. Training and support in a variety of ways that they can promote and strengthen the school in the wider community.

**Students**

The provision of clean and suitable school attire. Visible in the school community exhibiting behaviour that are socially appropriate. (PBEL) Opportunities to engage in wider school community events and represent Fisher Road School. Using individualised augmentative communication system when engaging with members of the school and wider school community.

**Parents, Carers, Families and the wider school community**

The opportunity to attend relevant training and development sessions that develop their skills. Supported with the expectation that they will be actively engaged as part of the multi-disciplinary team to maximise student learning across all environment. Awareness and knowledge about the school and its programs and how they can best support the school. Opportunities to be actively involved in special events and daily activities.

### Processes

**Community Participation**

Increased publicity of the school and the programs in school website, newsletter and promotional materials. The establishment of website information and links for community volunteers and partnerships. The provision of professional learning with partner schools. The provision of information in the form of flyers that can be handed out to promote the schools programs.

**School Image**

Updated school website, promotional materials and programming documentation. The purchase of resources to improve the physical school environment.

**Parent/Community Training**

Offer professional learning sessions through training and development sessions at school or through the use of multi-media resources i.e. website. Offering opportunities for DEC staff, families and community members to attend an expo of the latest products and resources relating to the needs of students with additional learning needs.

**Evaluation Plan**

Feedback collected on the effectiveness of the information provided on the school website. The number of attendees at the community breakfast. Pre and post survey of the physical and digital school image conducted by school and the wider school community. Data count on school website. All training will have built in evaluation form. Survey conducted following Expo indicating event success.

### Products and Practices

**Product**

- Increased skills of families, service providers and members of the community resulting in the consistent support of students’ learning in all environments.
- Increased partnerships by improving the school image of physical and digital presentation.
- Increased community participation through building awareness and acceptance of students with additional learning needs resulting in community partnerships that support student learning programs.
- Strengthen partnership links with school and the community.

**Practice**

- All key stakeholders are invited and in attendance at individual student meetings.
- An interactive, comprehensive and functional website with links to enable parents and community member to access information, forms and resources.
- An increase in community members accessing the school website.
- An increase in the number of work and community placements available to our students.
- An increase in the number of trained volunteers to assist with student programs.
- An increase in integration opportunities with partner schools.
- An increase in support from local companies and organisations.