

# School Plan ( 2015-2017 )



**William Stimson Public School - 4563**

# School background ( 2015-2017 )



## School vision statement

We are a vibrant and evolving learning community, committed to delivering excellence within a diverse learning environment.

Every student strives to achieve their personal best through engaged learning with a differentiated curriculum.

We are honest, respectful learners.

## School context

William Stimson Public School was established in 1986, having moved from its original site in Wetherill Park. William Stimson Public School is part of the Fairfield Network, situated in South Western Sydney.

William Stimson Public School is a school with 559 students, including a 7 class Support Unit, catering for students with severe physical, intellectual, multi-categorical disabilities and autism. 83% of students come from diverse language and cultural backgrounds.

A strong focus on student recognition for participation, academics and citizenship encourages and challenges students to achieve their personal best. The staff of 58 includes a balance of experienced and early career teachers, all of whom engage in focused professional development.

William Stimson Public School features a vibrant creative arts program including several dance groups, skipping, guitar, drumming, choirs, glee, drama and art groups. The school features in the Parks Music Festival and Schools Spectacular, including a featured artist in 2014 and 2015. Students are challenged to commit to programs such as Tournament of Minds, Athletics and Maths Olympiad.

The William Stimson Public School community contributes actively in events and in the development of programs to enhance the school.

## School planning process

School data including NAPLAN results, PAT standardised testing in Mathematics, Comprehension and Vocabulary, Benchmarking, PLAN, TEN and TOWN are analysed to identify areas of strength and areas for future development.

A comprehensive system of teacher constructed assessment tasks is used to compare student progress with standardised and external data.

Students, staff and parents are surveyed throughout the year to offer feedback and suggestions for school development in all aspects of school life.

School Vision for 2015-2017 has been determined through collection of whole school community data, discussion and expressions of high expectations for student learning outcomes.



**Purpose:**  
Students are literate and numerate, capable users of technology and able to think creatively. Students are disciplined and work cooperatively in groups, capable of clear communication and able to make sense of their world.  
The school produces classroom programs that explicitly teach students to be literate, numerate, creative and disciplined thinkers, capable of using technology to enhance learning.



**Purpose:**  
Teachers and Support staff have the capacity to provide excellence in curriculum delivery through professional learning, mentoring, systems of professional feedback and pedagogical excellence.  
The school targets the needs of students through the delivery of quality professional learning, reflective of individual needs, current learning theory and utilising the expertise of highly skilled staff.



**Purpose:**  
The school builds collaborative partnerships with the wider community to improve opportunities and outcomes for students.  
The school draws on the expertise and resources of parents, grandparents, local businesses, Council, Area Health and the Parks Community of Schools in order to ensure student engagement, participation, connectedness, continued improvement and success.

# Strategic Direction 1: Resilient Lifelong Learners

Purpose
<p><b>Why do we need this particular strategic direction and why is it important?</b></p> <p>Students are literate and numerate, capable users of technology and able to think creatively. Students are disciplined and work cooperatively in groups, capable of clear communication and able to make sense of their world.</p> <p>To produce classroom programs that explicitly teach students to be literate, numerate, creative and disciplined thinkers, capable of using technology to enhance learning.</p>
Improvement Measures
<ul style="list-style-type: none"> <li>75% of students showing growth of 1 skill band or more from Year 3 to Year 5 in NAPLAN in Reading, Writing and Numeracy.</li> <li>80% of students achieving at or above stage based outcomes in Reading and Comprehension.</li> <li>75% of students in Years 3 and 5 achieving in the top three bands in NAPLAN in Numeracy.</li> <li>All Kindergarten students have a minimum exit level of 8 for Reading.</li> </ul>

People
<p><b>How do we develop the capabilities of our people to bring about transformation?</b></p> <p><b>Students:</b> Students access curriculum and learning experiences that explicitly teach literacy and numeracy, creative thinking, disciplined attitudes to learning and clear communication in groups.</p> <p><b>Staff:</b> Staff establish expectations and collaboratively design specific teaching programs, experiences and assessments that require discipline, creativity and deep thinking.</p> <p><b>Parents/Carers:</b> Parents / Carers engage with student learning and are better informed about curriculum, programs and practices. Parents/Carers are participants in developing Individual Learning Plans, Personalised Learning Plans and Out of Home Care Plans.</p> <p><b>Community Partners:</b> Community Partners provide and gain expertise from the network of schools, online training and Departmental expertise.</p> <p><b>Leaders:</b> Leaders continue to initiate innovative school programs and show consistency of teaching and leading practice.</p>

Processes
<p><b>How do we do it and how will we know?</b></p> <ul style="list-style-type: none"> <li>Consistent and ongoing use of all data, including NAPLAN, PLAN, TEN, TOWN, Benchmarking, Standardised PAT tests in Comprehension, Vocabulary and Mathematics and Mathletics.</li> <li>Identification structures for students with learning needs including Aboriginal students, EAL/D students, students with disabilities and students at risk, incorporating student learning plans and technology.</li> <li>Consistency of teacher practice:             <ul style="list-style-type: none"> <li>❖ professional learning</li> <li>❖ establishing a formal mentoring program for all staff</li> <li>❖ monitoring classroom practice through observations with a focus on:                 <ul style="list-style-type: none"> <li>✓ Super Six Strategies from Focus on Reading</li> <li>✓ Expansion of the Home Reading Program</li> <li>✓ MultiLit program for senior students at risk</li> <li>✓ introduction of 'Mathletics'</li> <li>✓ introduction of PreLit for Kindergarten and MiniLit programs for Stage 1.</li> </ul> </li> </ul> </li> </ul> <p><b>Evaluation Plans</b> Data analysis, observational records, mentoring, records of meetings, professional learning logs.</p>

Products and Practices
<p><b>What is achieved and how do we measure?</b></p> <ul style="list-style-type: none"> <li>Improved school performance in Literacy and Numeracy, evidenced through results in PLAN, NAPLAN, TEN, TOWN, standardised tests, benchmarking and Mathletics.</li> <li>Evaluations of Individual learning plans and adjustments for individual students.</li> <li>Students demonstrating skills of technology use, creative thinking and clear communication.</li> </ul> <p><b>Product:</b></p> <ul style="list-style-type: none"> <li>75% of students showing growth of 1 skill band or more from Year 3 to Year 5 in NAPLAN in Reading, Writing and Numeracy.</li> <li>80% of students achieving at or above stage based outcomes in Reading and Comprehension.</li> <li>75% of students in Years 3 and 5 achieving in the top three bands in NAPLAN in Numeracy.</li> <li>Minimum Kindergarten exit level for Reading is 8.</li> </ul> <p><b>What are our newly embedded practices and how are they integrated and in sync with our purpose?</b></p> <p><b>Practice:</b></p> <ul style="list-style-type: none"> <li>Data is used as a major source in driving teaching.</li> </ul> <p><b>Practice:</b></p> <ul style="list-style-type: none"> <li>Consistency of teaching practice in planning, programming, assessing and reporting of student achievement.</li> </ul>

# Strategic Direction 2: Excellence of Teaching and Leadership

## Purpose

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

Teachers and support staff have the capacity to provide excellence in curriculum delivery through professional learning, mentoring, systems of professional feedback and pedagogical excellence.

To target the needs of students through the delivery of quality professional learning, reflective of individual needs, current learning theory and utilising the expertise of highly skilled staff.

## Improvement Measures

- All teachers meet the requirements for the Australian National Standards using the *Australian Teacher Performance and Development Framework*.
- All teachers participate in formal mentoring program and engage in reflective practice with constructive feedback that embeds excellence in teaching and leadership during the Accreditation process.

## People

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

**Students:** Master core subjects of literacy and numeracy.  
Think deeply and critically and make relevant connections.  
Engage at high levels in all areas of the curriculum and demonstrate critical and creative problem solving skills.

**Staff:** Staff access targeted professional learning for accreditation, implementation of individual learning plans, participation in external professional learning opportunities and access expertise through school networks. Teachers are actively engaged in mentoring, feedback and professional dialogue.

**Parents/Carers:** Parents / Carers are informed about staff professional learning and engaged in parent training to assist in the education of students.

**Community Partners:** Staff share and draw upon expertise with network of schools.

**Leaders:** Provide and access quality and targeted professional learning through analysis of school data and considering the varied needs of staff, including the needs of aspiring leaders.

## Processes

**How do we do it and how will we know?**

- Through analysis of school data including NAPLAN, PLAN, TOWN, TEN, benchmarking, standardised testing in Comprehension, Vocabulary and Mathematics, school focus areas are prioritised.
- Embed the national accreditation process and national standards in all professional learning plans.
- Establishment of a formal mentoring program for all staff, including executive staff and aspiring executive providing quality feedback using the *Teacher Performance and Development Framework*.
- Refinement and formalisation of the Beginning Teacher Program.
- Individual professional learning plans explicitly targeted at developing teacher capacity to cater for learning diversity in the new syllabi and improving leadership capability using the *Teacher Performance and Development Framework*.

## Evaluation Plan

Monitoring of individual professional learning plans, feedback, mentoring, classroom visits, maintenance of professional learning logs and registers.

## Products and Practices

**What is achieved and how do we measure?**

- 100% of teachers meet the requirements for the Australian National Standards and have engaged in the *Australian Teacher Performance and Development Framework*.
- Mentoring programs are formally established to support teachers during accreditation process for all teachers at various stages of their careers, including leadership capacity.

## Product:

- All teachers are engaged in the accreditation process and meeting the Australian National Standards.

## Product:

- All teachers are engaged in mentoring programs as part of the accreditation process and have developed individual professional learning plans.

**What are our newly embedded practices and how are they integrated and in sync with our purpose?**

## Practice:

- All teachers are engaged in mentoring programs, have individual professional learning plans and engage in reflective practice during the accreditation process.

## Practice:

- Teachers are responsible for their professional development throughout their careers.



# Strategic Direction 3: Successful, collaborative community partnerships

## Purpose

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

The school continues to strengthen its collaborative partnerships with the wider community to improve opportunities and outcomes for students.

To draw on expertise and resources of parents, grandparents, local businesses, Council, Area Health and the Community of Schools in order to ensure student engagement, participation, connectedness, continued improvement and success.

### Improvement Measures

- Analysis of data from Mathletics program, including feedback from students, staff and parents / carers.
- Improved student learning outcomes through use of the connected classroom and associated activities.
- Improved student learning outcomes through accessing the expertise of the parents / carers and wider community.
- Improved student learning outcomes through connections with other schools and the wider community.

## People

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

**Students:** Participate in online learning through the Mathletics program and the use of the connected classroom.

**Staff:** Monitor Mathletics program and provide lessons using the connected classroom, enhancing links with other schools and opening a new system of resources.

**Parents/Carers:** Parents / Carers become more involved in extra-curricular activities and events, including Multicultural celebrations, Performing Arts, Sport and classroom activities. Parents / Carers trained in delivering the MultiLit program and classroom Reading Programs, especially focusing on students at risk and those with disabilities, individual learning plans and personalised learning plans.

**Community Partners:** The Parks Community of Schools develops a plan for professional learning between schools and sharing of expertise and resources.

**Leaders:** Leaders ensure Professional Learning for staff and community, inclusion of forums for discussion and provision of feedback, as well as monitoring of programs through data gathering and analysis.

## Processes

### How do we do it and how will we know?

- Professional learning for all staff on the use of the connected classroom and the Mathletics program.
- Develop a Community of Schools Plan to develop professional learning and resource sharing.
- Develop a Plan of Community Events where parents are involved and lead in school activities, including the MultiLit program.

### Evaluation Plan

Collation of surveys and questionnaires to students, staff, parents/carers and community connections.

Analysis of data from MultiLit program.

Analysis of data from Mathletics program.

Feedback from students, staff and parent/carers about use of the connected classroom and associated activities.

Collation of data on community members who shared expertise at school events, classroom activities, meetings and special programs.

## Products and Practices

### What is achieved and how do we measure?

- All teachers engaged in Mathletics, use of connected classroom and professional engagement with the Community of Schools.
- Wider community involvement at all levels of school life, including educational, vocational and school activities.

### Product:

- Students involved in programs that encourage connections with other schools and the wider community.

### Product:

- Student learning outcomes are enhanced by quality learning through Mathletics, MultiLit and the connected classroom programs.

### What are our newly embedded practices and how are they integrated and in sync with our purpose?

### Practice:

- All teachers are involved in the Community of Schools professional learning and resource sharing.

### Practice:

- Students and staff use the connected classroom to enhance learning through communication and interaction with other schools.
- Parents and community are involved in a diverse range of school activities.