William Stimson Public School

School Plan
2018 - 2020

Be Safe   *Be Respectful*   *Try Your Best*   *Take Pride*

School Vision Statement

OUR VISION

Our school is a transparent, future-focused community, committed to providing inclusive, student-centred learning opportunities.

Our students are curious, creative learners who are intrinsically motivated and strive to be resilient, respectful and informed global citizens.

School Context

William Stimson Public School is located in South Western Sydney in the Fairfield Principal Network. The school has approximately 550 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.

Collaborative and consultative leadership drive the school's strategic directions and school plan. The school has a strong focus on developing consistent, high quality educational practices using evidence -based research to enable staff to put students at the centre of their learning. Teaching teams are structured to collaboratively develop learning intentions, success criteria and provide effective feedback to guide student learning.

William Stimson PS prides itself in offering a wide range of extra curricula activities for students to enhance their skills in areas of personal interest. The school values positive community relationships and has an active and supportive Parents and Citizens' Association. The school is highly regarded in the broader community and staff and parents have high expectations for student achievement.

School Planning Process

A comprehensive review of the 2015-2017 school plan was conducted throughout 2017 with a range of opportunities and evaluation tools utilised for all stakeholders: parents, staff and students to contribute. An evaluation of what worked and what areas still require further action and additional professional learning needs was compiled.

Surveys and focus groups allowed the School Vision Statement to be redrafted and consulted upon. This new vision will be embedded into all school community practices, structures and procedures.

Parents, students and staff feedback clearly identified a vision around transparency, inclusivity, resilience and student-centred learning decisions and opportunities. Developing 21st Century capabilities is a high priority, with an explicit focus on the basics, Literacy and Numeracy, utilising technology to enhance learning capabilities.

Involvement in "School Planning Intensive for School Leadership" professional learning, along with the creation of a School Plan team has given the staff a greater voice with development and planning for the future. Regular opportunities for staff to contribute as well as input from Executive Staff has lead to a Plan that enhances teaching and leadership capabilities to improve student learning.

STRATEGIC DIRECTION 1

Resilient Lifelong Learners

All students

STRATEGIC DIRECTION 2

Excellence in Teaching and Leading

Collaborative Practice

STRATEGIC DIRECTION 3

Successful, Collaborative Community Partnerships

Making connections

Purpose:

To ensure a student-centred learning environment that motivates and engages students to be their best while positively contributing to the community.

Purpose:

To create and support a collaborative and energised staff that embraces high-expectations, ensuring quality evidence-based learning that caters for all students, the community and themselves.

Purpose:

To promote and enhance strong, meaningful partnerships that support learning, wellbeing and the wider community in a positive and inclusive school culture.

Purpose

STRATEGIC DIRECTION 1:
Resilient Lifelong Learners

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

To ensure a student-centred learning environment that motivates and engages students to be their best while positively contributing to the community.

Improvement Measures

What will be achieved as a result?

Increase the proportion of students achieving proficiency in line with the Premier's Priorities …

- ❖ **At least 35% of Yr 3 and 5 students achieving in the top 2 bands for writing (NAPLAN)**
- ❖ **At least 35% of Yr 3 and 5 students achieving in the top 2 bands numeracy (NAPLAN)**
- ❖ **Increased targeted interventions for students across a range of wellbeing areas including learning, behaviour, and social and emotional support.**

People

What knowledge, capabilities, skills and mindsets do our people need for transformational change?

Students:
- Build skills in self-regulation and responsibility
- Learn to set learning goals
- Have an active voice in learning and planning.

Staff:
- Demonstrate enhanced capabilities to explicitly teach literacy and numeracy skills and strategies and incorporate this knowledge into their teaching practice
- Develop a deep understanding of differentiated learning to support all learners
- Create a shared understanding in consistency of data.

Community:
- Enhance skills to support their child in all areas of learning
- Develop a deep understanding of student directed learning.

Processes

How do we do it and how will we know?

School wide data collection, analysis and utilisation
- Design and implementation of Assessment Schedule K-6
- Analyse NAPLAN, PLAN and school-based data to inform learning and teaching
- Collegial evaluation informs planning and future programs
- Develop and implement scope and sequences to enhance learning.

Every student targeted learning
- Differentiated learning to be evident in all teaching programs and classrooms
- Tiered interventions developed and implemented to address student learning at point of need

School wide behaviour and support focus
- Creation and establishment of Wellbeing Team with focus on the whole child
- Improved school wide behaviour and learning focus

Evaluation
Evaluation of Plan 5 weekly milestones
Student data collected twice a term on PLAN.
Regular student Health Checks K-6.

Products and Practices

What will we be doing differently? What will our work achieve?

Practice:
- Introduction of Health Checks (Student Progress Meetings) and rigorous PLaSPs (Personalised Learning and Support Plans) process K-6

Product:
- Monitoring of student progress at regular intervals

Practice:
- Differentiated curriculum visible in all programs with targeted intervention structures developed K-6

Product:
- Consistency of data collection and analysis

Practice:
- K-6 student learning goals and student led learning opportunities

Product:
- Student voice driving teaching and learning in classrooms

Practice:
- Review and adjust whole school behaviour and support structures and procedures to reflect student needs

Product:
- K-6 consistency in addressing behaviour and support

Purpose

STRATEGIC DIRECTION 2: Excellence in Teaching and Leading

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

To create and support a collaborative and energised staff that embraces high-expectations, ensuring quality evidence-based learning that caters for all students, the community and themselves.

Improvement Measures

- ❖ **All Teachers employ observable evidence-based effective teaching strategies.**

- ❖ **Increased percentage of staff undertaking accreditation at higher levels.**

- ❖ **Increased leadership opportunities for staff, students and the community**

People

What knowledge, capabilities, skills and mindsets do our people need for transformational change?

Students:
- Empowered to embrace leadership opportunities to plan and lead their own learning

Staff:
- Provide authentic opportunities to build leadership skills and capabilities
- Build a culture of observation, feedback and reflection
- Engage in Professional Learning (PL) in quality evidenced-based leading, teaching and learning.

Leaders:
- Coach/mentor/develop leadership styles in the executive team through consultative leaders and specialists
- Build leadership capacity through collaborative planning.

Community:
- Build deep understanding of evidence-based programs and practices in parent community.

Processes

How do we do it and how will we know?

Professional Learning
- Targeted PL on evidence-based teaching, assessment and feedback for staff
- Targeted PL for executive in leading literacy and numeracy change
- Evaluate PL opportunities and seek staff, student and community feedback

Performance and Development
- Staff understand and implement Performance & Development Framework linked to Accreditation
- Staff begin to seek Accreditation at Highly Accomplished and Lead levels and promotional opportunities.

Student and Teacher Leadership
- Staff have purposeful leadership roles based on professional expertise and need
- Students engaging in identified and self-regulated leadership roles and greater consultation

Evaluation
Evaluation of Plan 5 weekly milestones
Tracking of staff PL and evaluations
Leadership opportunities register

Products and Practices

What will we be doing differently? What will it look like?

Practice:
- Capacity building teaching and leading structures– Instructional Rounds, @COSLEAD, Literacy Leadership, Curiosity & Powerful Learning (CPL)
- Collaborative Executive team structures designed and to promote collective efficacy.

Product:
- K-6 leadership consistency, expectations transparent and staff development ongoing

Practice:
- A developing staff culture where teachers focus on reflective professional inquiry, building on their strengths, changing practice and mindset.

Product:
- Individualised professional learning and improvement for staff linked to Performance and Development, School Excellence Framework and School Plan priorities

Practice:
- Everyone is a leader

Product:
- Quality leadership opportunities for staff and students are evident and visible

Purpose

STRATEGIC DIRECTION 3: Successful, Collaborative Community Partnerships

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

To promote and enhance strong, meaningful partnerships that support learning, wellbeing and the wider community in a positive and inclusive school culture.

Improvement Measures

❖ **Increased parent /community participation and feedback.**

❖ **Visible evidence of school connections with a wider range of community programs.**

❖ **Increased proportion of students reporting a sense of belonging, expectations of success and advocacy at school.**

People

What knowledge, capabilities, skills and mindsets do our people need for transformational change?

Students:
- Develop a deep understanding of school expectations, school community values and school-wide positive behaviour systems, self-monitor and regulate their own behaviour
- Embed a culture of mutual respect, social awareness and empathy in students K-6.

Staff:
- Increase staff understanding, willingness to share and connectedness through networks to support improved teaching and learning outcomes
- Create and utilise consistent language for learning and behaviour across the school.

Community:
- Deep understanding of school expectations and values through increased participation and effective communication.
- Engagement of community experts and programs to support students

Processes

How do we do it and how will we know?

Strong Community Engagement:
- Increase parent participation, engagement and decision making through formal and informal structures.
- Parent voice actively sought and utilised to inform school directions and future planning

Network and Community of Schools:
- Create new and strengthen existing networks to build connectedness, knowledge and skills.
- Increased range of support services sought and utilised to increase student learning, social and emotional wellbeing

Wellbeing:
- School policies and practices align with Wellbeing Framework and support school expectations and values.
- Develop resources and strategies to explicitly teach and promote a positive school learning culture.

Evaluation

Evaluation of Plan 5 weekly milestones
Register of parent/community events and programs
Tell Them From Me Survey

Products and Practices

What will we be doing differently? What will it look like?

Practice:
- Parents and community members actively engage and contribute to whole school initiatives.

Product:
- Increased participation in community programs and connections with the community.

Practice:
- Stakeholders actively engage with networks to expand their capabilities and harness current evidence-based practice.

Product:
- Strengthening of networks which will enable the community to access better teaching and learning outcomes for students.

Practice:
- A shared positive and inclusive vision for the wellbeing of all students in our community is shared and supported.

Product:
- Student Wellbeing Framework evident in all school programs and is an integral to student successes and recognition.