

William Stimson Public School

Annual Report



2017



4563

Introduction

The Annual Report for **2017** is provided to the community of **William Stimson Public School** as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Melissa Vallorani

Rel. Principal

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Message from the Principal

During 2017, our school celebrated many achievements for students, staff and parents and carers. We are proud of the expertise and effort each member of the learning community brings to their role in our school. Our teaching and administrative staff work together to ensure that high quality practices support the education of all students. Highlights for 2017 include continued improvement in the quality of teaching in all classrooms, leading to increased academic achievement for students, ongoing recognition of our students in the area of performing arts and continued success on the sporting field.

The 2015–2017 School Plan has focused on developing Resilient Lifelong Learners, Excellence of Teaching and Leadership and Successful, Collaborative Partnerships within and across our community.

This document provides a summary of our work for 2017.

I am incredibly proud of all our achievements and the work we do to support and improve our student outcomes.

Melissa Vallorani

Rel. Principal

Message from the school community

William Stimson Parents & Citizens (P&C) Association made a valuable contribution to school in 2017. Our group of active parents and carers participated in the P&C's activities to support the school in a wide range of areas. The P&C met 10 times in 2017. Many dedicated parents and carers gave time to be involved in various P&C events and activities including: Mother's Day and Father's Day stalls, afterhours Disco & BBQ, Christmas Stall, contribution of Easter eggs for our Easter Hat Parade, supported the Support Unit in fundraising for their Sensory Gardens, contributed to Year 6 fundraising and the donation of prints and cake for the Year 6 Formal. The P&C voluntary fundraising contribution continues to raise significant funds to support the school. In 2018, the P&C, in consultation with the school, will continue to maintain the voluntary contributions and support the school in working towards achieving the milestones set out in the School Plan for 2018–2020.

Message from the students

William Stimson Public school Student Leadership team for 2017, consisted of two Captains, two Vice Captains and six Prefects. Our main role was to represent the school at official functions within and outside of school as well as be inspiring role models for our student body. We were the eyes, ears and voice of our peers to the wider community. We participated and represented our school in events such as the ANZAC Dawn Service at Smithfield RSL, Public Speaking competitions, Presentation Days, Aboriginal special events, fundraisers and children hospital visitations. We hope that the leadership team of 2018 continue to support, uplift and lead our fellow students in achieving their personal best.

School background

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.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

The results of this process indicated that: Our staff spent a considerable amount of time continuing to develop and deepen their knowledge of the School Excellence Framework in order to fully utilise the School Excellence Framework as a tool to inform, monitor, guide and evaluate the progress and impact of our teaching and learning strategies throughout the year. We carefully reviewed the school plan to identify the elements of the School Excellence Framework that the plan most strongly focused on. Staff reflected on the progress and growth being made across the school based on the expectations identified in the School Excellence Framework.

In the domain of Learning, our focus has been on assessment and reporting and student performance measures. Our school has developed explicit processes to collect, analyse and report internal and external student and school performance data. This has resulted in student reports providing greater detail about individual student learning achievement and areas for growth, which supplies the basis for personalised discussion with parents and carers.

In the domain of Teaching, our focus has been on data skills and use as well as collaborative practice. This is evident as teachers continue to work together to improve teaching and learning through incorporating data analysis in their planning for learning. William Stimson Public School continues to identify expertise within its staff and draws on this to further develop networks and partnerships. A greater focus on using Formative Assessment regularly to help monitor student learning progress and to identify the gaps for improvement. Our teachers work collaboratively to improve teaching and learning in their grades and or stages or for particular student groups ensuring consistency of teaching practice in

planning, programming, assessing and reporting.

In the domain of Leading, our focus has been to progress leadership and management practices and processes. A central theme running through our strategic directions has been building a strong foundation of leadership with the vision to move to a more distributive style by building the capacity of our staff. Monitoring of school resources ensures that full curriculum implementation and delivery requirements are met and facilities are used creatively to meet a broad range of student learning interests and needs. The new approach to school planning, supported by the new funding model, is making a major difference to our progress as a school. The achievements and identification of next steps are outlined in the following pages of the report. Our self-assessment process will further assist the school to refine the strategic priorities in our School plan leading to further improvements in the delivery of education to our students.

Our self-assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

Strategic Direction 1

Strategic Direction 1: Resilient Lifelong Learners

Purpose

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.

Overall summary of progress

Teachers have taken part in training in a variety of literacy and numeracy initiatives –Targeting Early Numeracy, Taking Off with Numeracy and Daily 5. These initiatives are having a significant impact on student learning.

Members of our Executive Team as well as Aspiring Leaders have taken part in an external Coaching initiative that encouraged cross school networking. This initiative provided personalised professional guidance and mentoring and has had enormous impact on the individuals involved.

A team of committed staff members have taken part in the Embedding Formative Assessment initiative. This group has been responsible for leading a significant proportion of our professional learning throughout the year. This intensive Professional Learning has had significant impact on classroom practice and improved student learning outcomes.

Our School Improvement Team have committed to working on a two year initiative – Curiosity and Powerful Learning. This initiative is a collaboration with ACEL and Professor David Hopkins (UK expert). We have used this initiative as a means of connecting the facets of our learning over the past two years.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
75% of students showing growth of 1 skill band or more from Year 3 to Year 5 in NAPLAN in Reading, Writing and Numeracy.	\$13 454 (Literacy and Numeracy Funding) \$8 315 (Equity – Aboriginal Funding)	<ul style="list-style-type: none">• 73% of students showing growth of 1 skill band or more from Year 3 to Year 5 in NAPLAN in Reading• 53% of students showing growth of 1 skill band or more from Year 3 to Year 5 in NAPLAN in Writing• 81% of students showing growth of 1 skill band or more from Year 3 to Year 5 in NAPLAN in Numeracy
80% of students achieving at or above stage based outcomes in Reading and Comprehension.		66% of students are achieving at or above stage based outcomes in Reading and Comprehension.
75% of students in Years 3 and 5 achieving in the top three bands in NAPLAN in Numeracy.		68% of students in Year 3 achieving in the top three bands in NAPLAN. – Numeracy. 58% of students in Year 5 achieving in the top three bands in NAPLAN – Numeracy.
All Kindergarten students have a minimum exit level of 8 for Reading.		Consolidation of teaching program has seen an improvement in student outcomes. Steady progress has resulted however, further work is required for us to be on track with this target.

Next Steps

- Whole school data collection and use of tracking system has strengthened the analysis of this data to inform practice. Our teaching and learning programs are having a positive impact on student learning outcomes. Closer inspection of the data has encouraged conversation about the level of impact and whether this is substantial enough.
- Increase formal opportunities for staff to participate in initiatives that allow for collaboration, observation and professional sharing of evidence-based teaching that focuses on development, growth and impact.

Strategic Direction 2

Strategic Direction 2: Excellence of Teaching and Leadership

Purpose

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.

Overall summary of progress

Staff accessed targeted professional learning for accreditation, professional development plans and implementation of individual learning plans. Participation in external professional learning opportunities and access support and expertise through school and community of school networks was strengthened.

Teachers engaged in mentoring, classroom observations and delivering effective feedback.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All teachers meet the requirements for the Australian National Standards using the <i>Australian Teacher Performance and Development Framework</i> .	\$37 845 (Professional Learning Funds)	100% of staff developed Professional Development Plans focusing on goals that were couched in the language of the Australian Professional Standards for Teachers. Several staff have indicated their interest in looking at the Standards at Highly Accomplished and Lead. The Leadership Profiles were also introduced.
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.		Staff are deepening their understandings of how best to drive their own plans. They are actively supporting the formal mentoring program and are committed to strengthening their skills in giving and receiving feedback. Staff have accessed Professional Learning on Instructional Rounds, this process will further develop a collegial approach to collectively improving classroom practice.

Next Steps

- All staff to investigate the research behind 'Instructional Rounds.'
- Explore what constitutes quality feedback in order to improve the mentoring system that exists in our school. Research the work of Dylan Williams and Shirley Clarke and embed it in our regular practice.
- Encourage staff to widen their networks of professional learning to at least one additional professional network that aligns with a goal in their Professional Development Plan.
- Provide an opportunity for School Improvement Team to undertake the Curiosity and Powerful Learning Program and work closely with Professor David Hopkins (UK expert).

Strategic Direction 3

Strategic Direction 3: Successful, collaborative community partnerships

Purpose

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.

Overall summary of progress

Our school features continued to offer a vibrant creative arts program including several dance groups, skipping ,guitar, drumming, choirs, Glee, drama and art groups. The school participated in the Parks Music Festival.

Students are challenged to commit to programs such as Tournament of Minds, Mathletics and Maths Olympiad.

Our community readily participated in and often coordinated many of our extra-curricular events such as Grandparents Day, Kindy Orientation, Parent Helper Program (Reading Groups), Playgroup, Schools Spectacular etc.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Analysis of data from Mathletics program, including feedback from students, staff and parents / carers.	\$7 000 (English Language Proficiency – Flexible Funding)	Feedback from the students determined that they enjoyed using Mathletics and felt their math skills had improved as a result of the program, however they felt it was time to try a different program as they felt the program had its limitations. Parents and staff surveys supported these findings.
Improved student learning outcomes through connections with other schools and the wider community.		Gathered baseline data for what and how we can best utilise the expertise of our parents / carers and wider learning community. Identified that we need to establish a way of understanding how this resource can be utilised to improve student learning outcomes.

Next Steps

- Sustain current partnerships with external agencies and explore new partnerships.
- Increase parent involvement and input into school planning and evaluation through a collaborative, consultative, connected approach to managing and resourcing the school for maximised student learning outcomes.
- Strengthening opportunities for communication of student learning goals and achievement with parents and carers. More opportunity for celebrating positive student experiences and achievements.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$8 315	<p>100% of Aboriginal students have Personalised Learning Pathways (PLPs) which have been developed through partnerships with their families and local organisations.</p> <p>100% of Aboriginal students have made progress with their goals as identified in their PLP.</p> <p>100% of staff trained in the development of PLPs.</p> <p>Student Learning Support Officers (SLSOs) and parent helpers have been trained in MultiLit.</p>
English language proficiency	\$264 019	<p>Employment of 2.6 teaching positions as per FTE.</p> <p>EALD students received additional support as required.</p> <p>100% of staff trained in all aspects of the EALD Learning Progressions.</p> <p>The purchase of quality resources has enabled teachers to differentiate teaching programs in order to cater for student needs.</p>
Low level adjustment for disability	\$136 668	<p>Employment of 0.9 teaching position as per FTE.</p> <p>Literacy, numeracy and social needs for students with disabilities, as identified by teachers and LST referrals, were addressed.</p> <p>Opportunities for staff to engage in professional learning to support student needs were provided.</p> <p>MiniLit Kits, vocabulary resources and quality reading material was purchased ensuring all staff access to quality resources.</p>
Quality Teaching, Successful Students (QTSS)	EFT – 1.066 (Staffing allocation)	<p>This resourcing provided opportunity for mentoring and coaching structures to be established to reflect on evidence–based best practice.</p> <p>Networks of support have been coordinated within and across various schools to provide opportunities for collaboration and sharing.</p>
Socio–economic background	\$194 751	<p>Employed several Student Learning Support Officers (SLSOs) to assist students in targeted literacy and numeracy programs in order to increase student access to the curriculum and improve student learning outcomes.</p>
Support for beginning teachers	\$20 175	<p>Mentoring, coaching and collaborative practices have been established with a focus on student engagement and providing quality learning tasks.</p>

Support for beginning teachers	\$20 175	<p>Feedback from the participants indicated that this support strengthened areas of need and improved classroom practice.</p> <p>Network structures across various schools have been identified as of particular support and interest.</p>
Targeted student support for refugees and new arrivals	\$6 367	<p>100% of refugees and new arrivals are supported in their transition to school. Additional support from external agencies has been accessed by the majority of these families.</p> <p>Increased participation and engagement in mainstream classrooms has been achieved through this key initiative for refugee and new arrival students.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	277	296	295	297
Girls	281	264	246	246

Student attendance profile

School				
Year	2014	2015	2016	2017
K	94.5	93.7	95.6	93.4
1	95.6	92.4	94.7	95
2	95.3	93.1	92	95.1
3	95.6	93.8	95.7	94.2
4	95.8	93	95	92.9
5	94.6	94.9	92	95.1
6	94.3	93.3	95	93.1
All Years	95.1	93.5	94.3	94.1
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

Management of non-attendance

School procedures are monitored closely to support the improvement of non attendance:

- attendance policy and procedure information is provided to all staff at the beginning of the school year
- classroom teachers contact parents / carers after 2 days of unexplained absence
- letters are sent home if absences are unexplained
- stage coordinators regularly review attendance data (fortnightly) – follow up and investigation of any inconsistent or poor attendance patterns
- all communication regarding attendance is documented
- Department of Education resources such as:

Attendance Policy, fact sheets, Extended Travel applications, etc are provided to parents / carers periodically as well as upon enrolment

- Home School Liaison Officer and Deputy Principal review school attendance data weekly – follow up and investigation of any students with attendance concerns

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Assistant Principal(s)	4
Head Teacher(s)	0
Classroom Teacher(s)	23.8
Teacher of Reading Recovery	0.63
Learning & Support Teacher(s)	0.9
Teacher Librarian	1
Teacher of ESL	2.4
School Counsellor	1
School Administration & Support Staff	12.36
Other Positions	0.6

*Full Time Equivalent

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	15

Professional learning and teacher accreditation

Teacher accreditation in NSW supports the quality training and development of teachers to improve student learning outcomes. The teacher accreditation process is coordinated and monitored by executive staff as well as aspiring leaders to ensure all teachers subject to accreditation through NESA undertake the process in an informed and supported manner. All staff,

participated in Professional Learning (PL) throughout 2017 with the focus on improving student outcomes. In addition to regular team meetings and staff meetings, teachers had been given the opportunity to develop the quality of their practice through observing others, team teaching and undertaking the development of their own personalised learning plans. Staff completed compliance training in Emergency Care, CPR, WHS, Child Protection, Code of Conduct and Anaphylaxis.

Financial information (for schools fully deployed to SAP/SALM)

Financial summary

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	253,174
Revenue	6,163,834
Appropriation	5,898,712
Sale of Goods and Services	49,652
Grants and Contributions	210,550
Gain and Loss	0
Other Revenue	0
Investment Income	4,919
Expenses	-5,957,101
Recurrent Expenses	-5,957,101
Employee Related	-5,309,167
Operating Expenses	-647,934
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	206,733
Balance Carried Forward	459,907

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2017 Actual (\$)
Base Total	3,375,659
Base Per Capita	88,725
Base Location	0
Other Base	3,286,934
Equity Total	603,753
Equity Aboriginal	8,315
Equity Socio economic	194,751
Equity Language	264,019
Equity Disability	136,668
Targeted Total	1,366,980
Other Total	322,023
Grand Total	5,668,415

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Year 3

Year 3 students demonstrated that 49% of our cohort are performing in the top two bands for grammar and punctuation.

Year 3 students demonstrated that 22% of our cohort are performing in the top two bands for reading.

Year 3 students demonstrated that 35% of our cohort are performing in the top two bands for spelling.

Year 3 students demonstrated that 30% of our cohort are performing in the top two bands for writing.

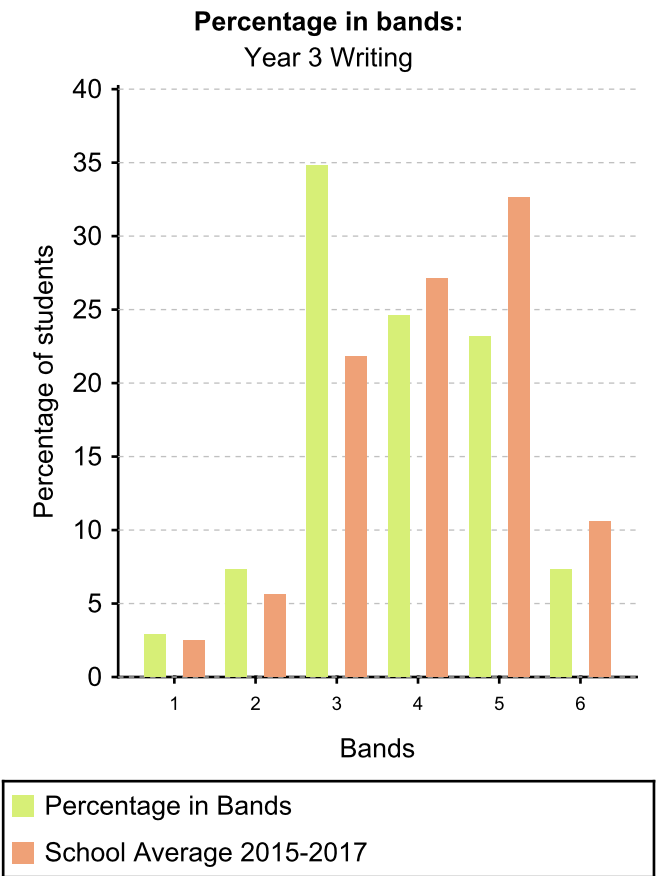
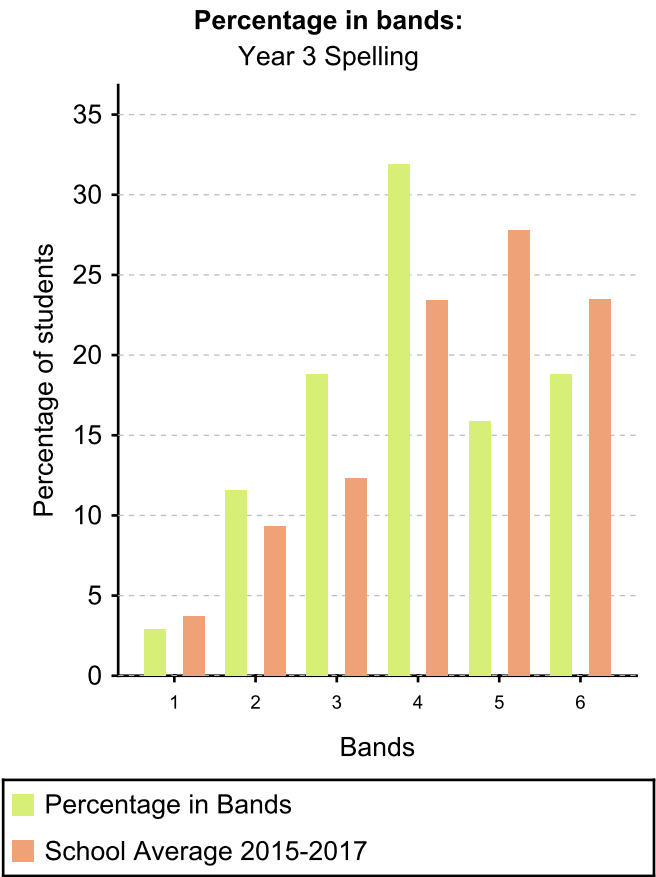
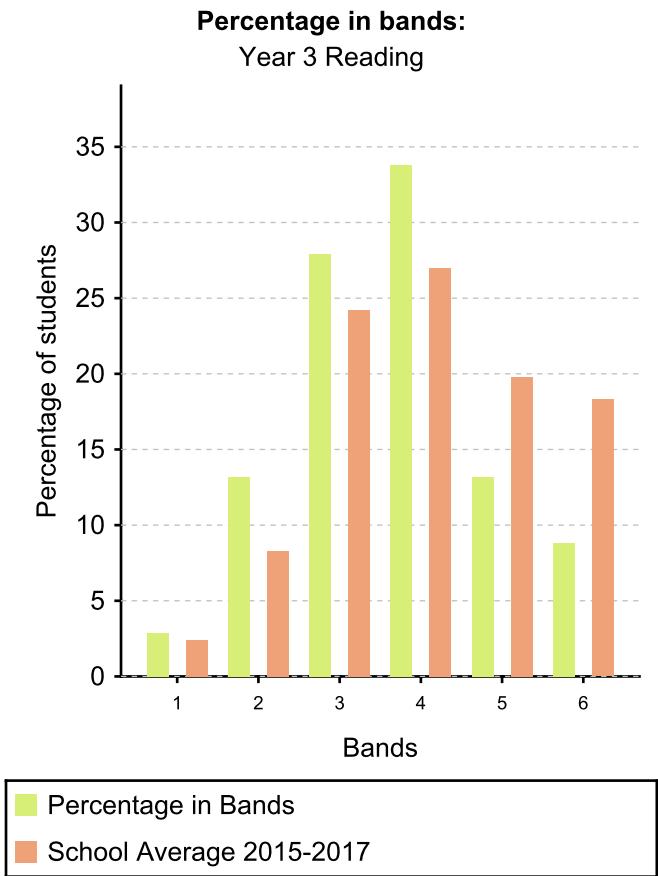
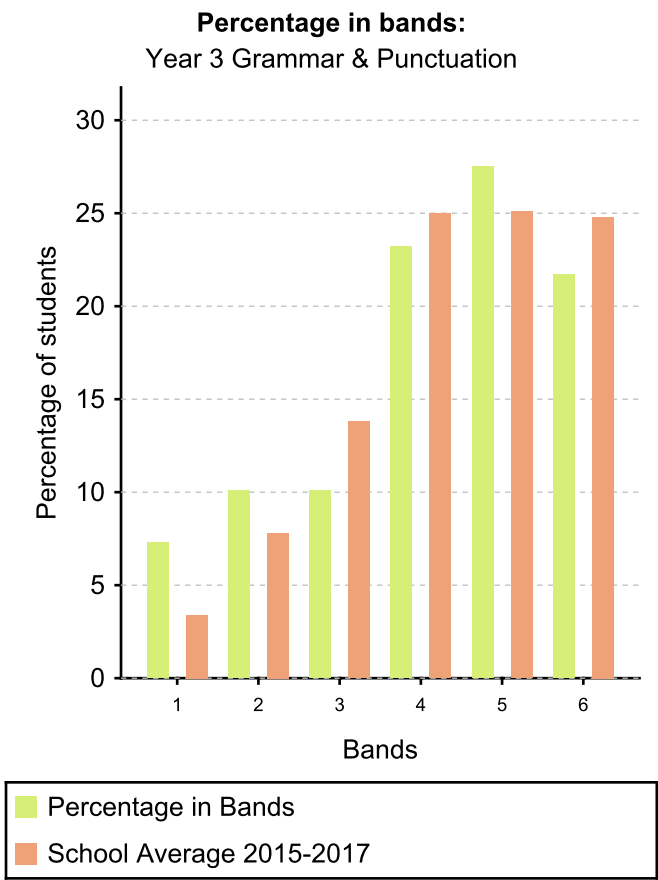
Year 5

Year 5 students demonstrated that 25% of our cohort are performing in the top two bands for grammar and punctuation.

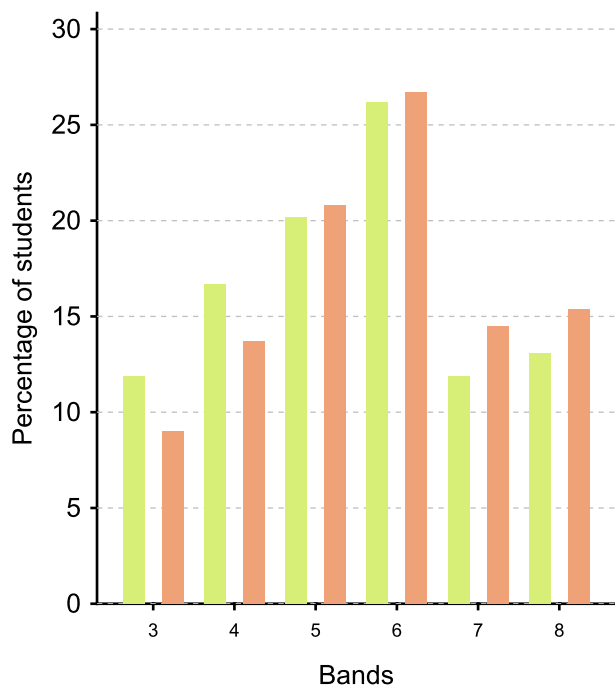
Year 5 students demonstrated that 25% of our cohort are performing in the top two bands for reading.

Year 5 students demonstrated that 33% of our cohort are performing in the top two bands for spelling.

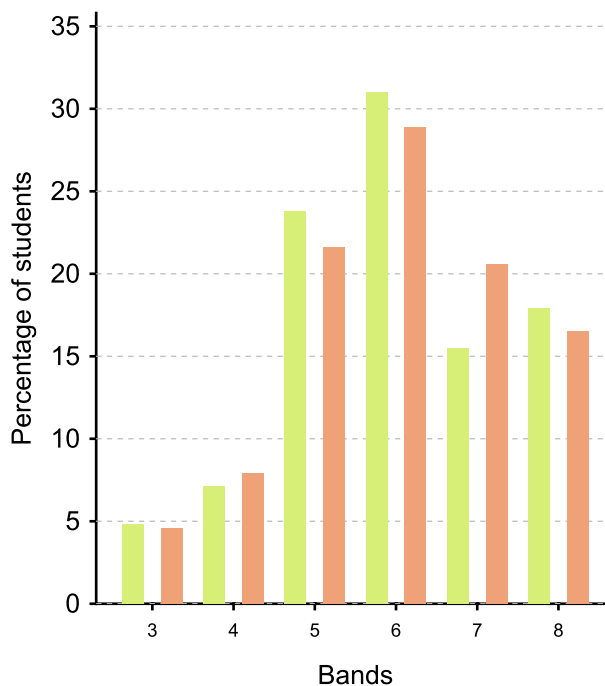
Year 5 students demonstrated that 10% of our cohort are performing in the top two bands for writing.



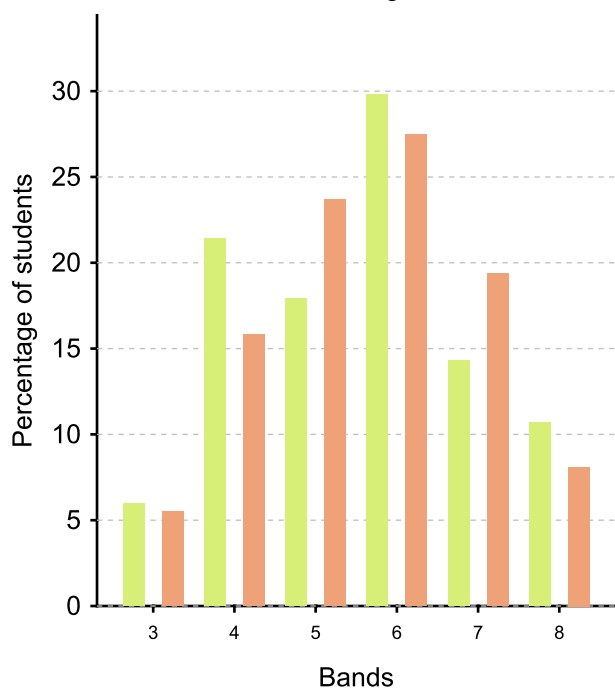
Percentage in bands:
Year 5 Grammar & Punctuation



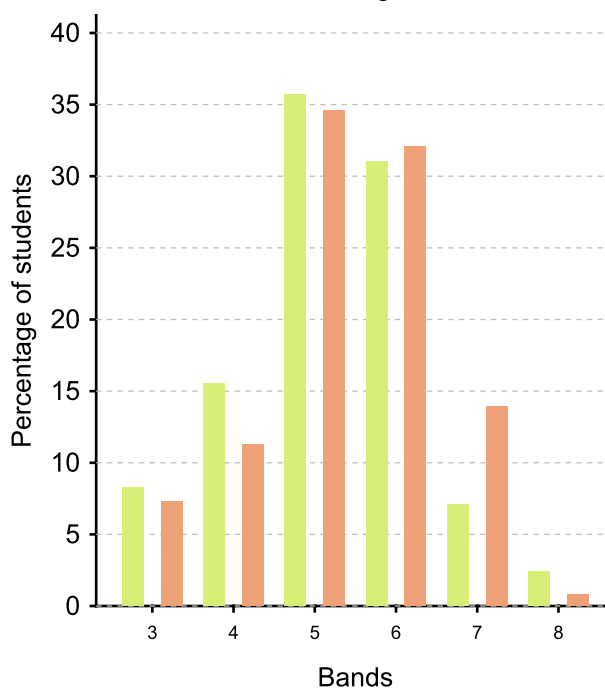
Percentage in bands:
Year 5 Spelling



Percentage in bands:
Year 5 Reading



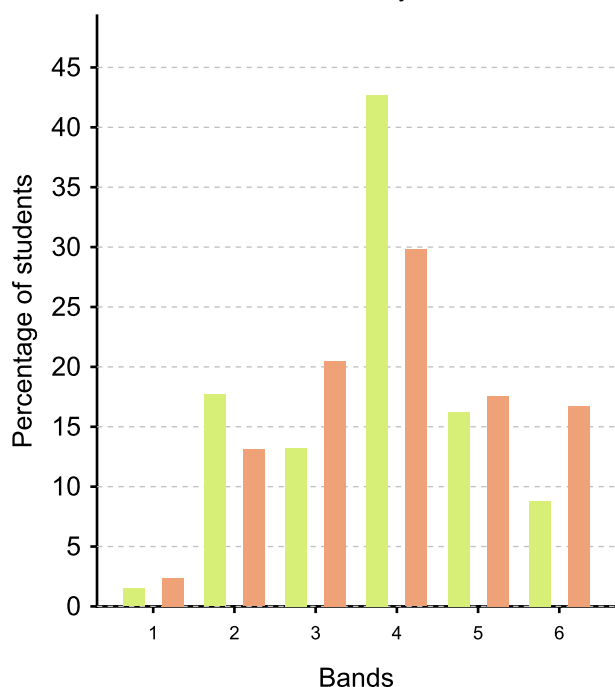
Percentage in bands:
Year 5 Writing



Year 3 – students demonstrated that 25% of our cohort are performing in the top two bands for numeracy.

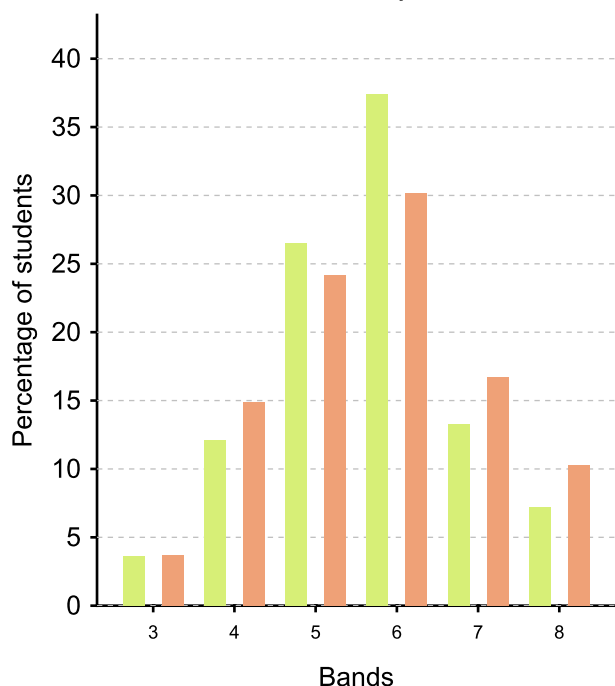
Year 5 – students demonstrated that 21% of our cohort are performing in the top two bands for numeracy.

Percentage in bands:
Year 3 Numeracy



Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 5 Numeracy



Percentage in Bands
School Average 2015-2017

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.>

Year 3

Year 3 Reading results indicate 87% of students are performing at or above national minimum standard.

Year 3 Writing results indicate 87% of students are performing at or above national minimum standard.

Year 3 Spelling results indicate 87% of students are performing at or above national minimum standard.

Year 3 Grammar and Punctuation results indicate 83% of students are performing at or above national minimum standard.

Year 3 Numeracy results indicate 88% of students are performing at or above national minimum standard.

Year 5

Year 5 Reading results indicate 84% of students are performing at or above national minimum standard.

Year 5 Writing results indicate 82% of students are performing at or above national minimum standard.

Year 5 Spelling results indicate 85% of students are performing at or above national minimum standard.

Year 5 Grammar and Punctuation results indicate 79% of students are performing at or above national minimum standard.

Year 5 Numeracy results indicate 86% of students are performing at or above national minimum standard.

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and staff about the school. In 2017 we surveyed parents about school culture and wellbeing.

Parent survey results were as follows:

- 95% of parents surveyed believe the school is continually finding new ways to improve what it does and are proud of the school
- 100% believe the school often praises and rewards individuals who are successful
- 95% of parents believe the school leaders have a positive impact on the school culture

Our community also take part in the Tell Them From Me Survey. The following outlines some of our parent responses:

- 81% of parents feel welcome when they visit the school and 80% say they are well informed about school activities whilst 79% believe they can easily speak to their child's class teacher
- 80% of parents talk about the importance of school work with their child, 84% encourage their child to do well and 86% praise their child for doing well
- 91% of parents feel their child is clear about the rules for school behaviour

- Parents consider reports (90%), formal interviews (73%) and informal meetings (73%) to be useful communication forms for student progress

Students took part in the Tell Them From Me Survey. The following outlines their responses:

80% of students had a high sense of belonging

83% of students feel they have positive relationships at school

96% of students value schooling outcomes

79% of students feel they have positive behaviour

83% of students are interested and motivated

92% of students try hard to succeed

84% rate classroom learning as effective

82% feel classroom instruction is relevant to their everyday lives

82% felt they had someone at school who consistently provides them with encouragement to succeed

86% of students have positive teacher/student relationships

87% of students feel their teachers emphasise academic skills and have high expectations for all students to succeed

72% of students expect to go to university

Multicultural and anti-racism education

Multicultural education has continued to be addressed as a perspective of all learning programs. As 83% of our students have English as an Additional Language or Dialect (EALD), the school has a truly multicultural image. This has continued to have a significant and beneficial impact on our school community. All students are aware of the ethnic background of themselves and their fellow students. All students show a healthy tolerance and respect towards each other and come together often as a united community celebrating their collective cultures. Implementation of the Multicultural Education and Anti-racism Policies have included:

- Promoting intercultural understandings through acceptance and respect for diversity
- Creating individual programs for students in developing their English and literacy skill
- Delivering a differentiated curriculum to accommodate the specific learning needs of newly arrived and refugee students
- Enhancing clear, open lines of communication with our broader learning community

The role of the Anti-Racism Contact Officer was promoted to develop the understandings of students, staff and parents in the area of racial discrimination and to deal swiftly and decisively with any emerging matters.

Policy requirements

Aboriginal education

Aboriginal Education continues to be addressed as a perspective of all learning programs at William Stimson Public School. We maintain a whole school awareness of Aboriginal history and modern Aboriginal achievements by integrating them through all curriculum areas.

We have ensured that our Aboriginal students have had their Personalised Learning Plans reviewed and that any additional learning needs are catered for.

A school representative attended the 2017 Aboriginal Conference at Liverpool. This has enabled the school planning group to focus on new directions for Aboriginal Education at our school. From the conference, the group has been able to identify areas of strength in addition to areas that need consolidation or require further input.

Throughout 2018 we will continue to reflect, plan and act ensuring the strong platform we have in place continues to develop and strengthen. A significant component of this is having a school representative regularly attend meetings of our local Aboriginal Educational Consultative Group for Fairfield.