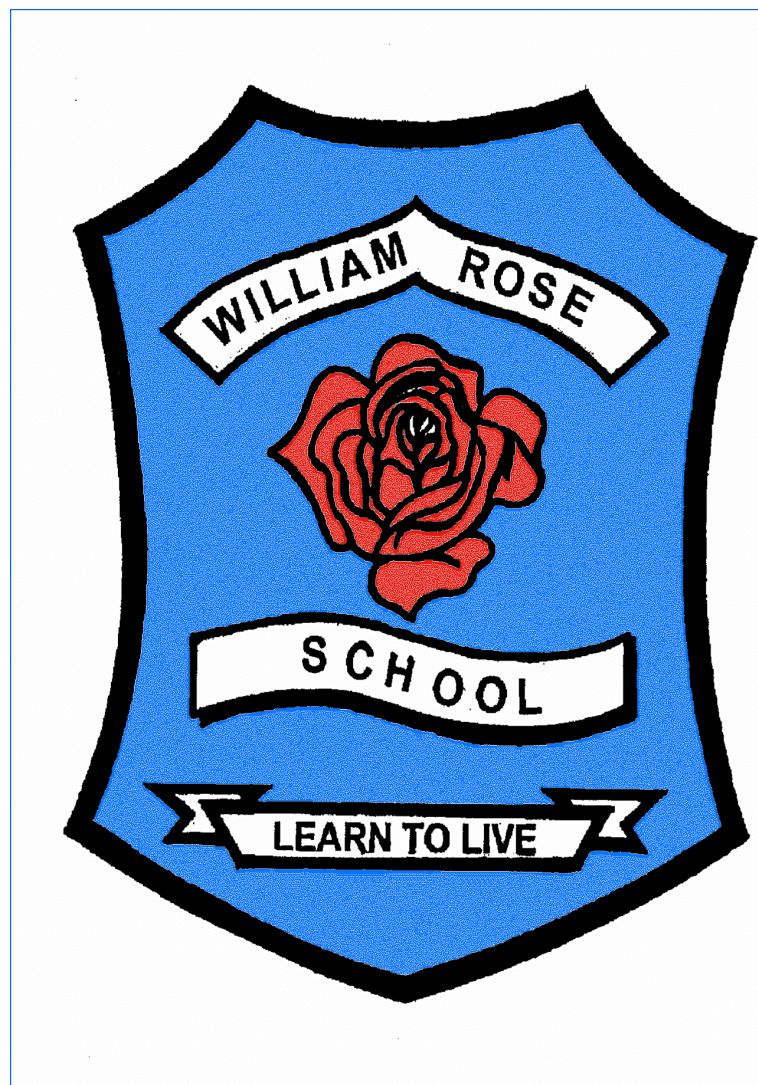


School plan 2018-2020

William Rose School 5614



School background 2018–2020

School vision statement

At William Rose School our vision is to deliver positive and engaging learning experiences for all students to achieve the best outcomes, succeed in their own way, as lifelong adaptable learners and creative thinkers so they make a successful transition to future pathways.

School context

William Rose School is located in Seven Hills in Western Sydney and supports students with additional needs. The staff are committed to delivering a high quality education for all our students. 58% of our student population require support in the form of English as an Additional Language or Dialect (EALD). We assist parents and carers in the educational planning process through Person Centred Learning Plans (PCLPs), and the development of the emotional, social well being of their child to make all transitions successful in their community.

Our school enrolls students K–12 with moderate to severe intellectual disability, vision, hearing and deaf blind. Students have a secondary disability which may include sensory needs, physical, autism and or complex behaviours.

Professional learning is at the core of our strategic plan 2018–2020. We believe that as we purposefully invest into our teachers, we creatively and successfully invest into our students. This places a strong focus on individualised programming, quality teaching, curriculum delivery including structured teaching, differentiated learning and assessment. These features support student learning and wellbeing across the school community.

Our networks and partnerships are integral to our school learning. These include the Blacktown Learning Community (BLC), Success for Complex Learners (S4CLs) cluster project through our relationship with Fair Education Australia, the Special Education Principals' and Leaders' Association (SEPLA) and the Blacktown Areas Special Education Network (BASEN). Our long and strong associations with local community organisations enhance our dynamic community partnerships. These include Recognition of Special Education (ROSE) charity, A Start in Life, educational partners such as Western Sydney University Paediatric Students, integration opportunities through our local public schools and peer support programs. The schools connections to service agencies and therapy services also enhance the quality of life for our students and families.

School planning process

Building positive relationships with our school community has been an ongoing priority. We consistently evaluate our procedures to develop and maintain positive relationships with our staff, parents and the wider community. The school planning process included:

- collaborating with our learning communities (BLC, S4CLs) to determine the efficacy of the school planning tool as part of a trial group
- ongoing whole school planning workshops to evaluate our vision and values, discuss our goals for the future and determine strategic priorities and directions for 2018–2020 and beyond
- parent/carer, staff and student surveys providing practical insight to inform strategic school improvement
- action research providing an evidence based foundation to support next steps in the planning process. Action research is fundamental to support the direction of the future for our students
- aligning the school plan to the School Excellence Framework (SEF)

Our school plan 2018–2020 identities and reflects school and community aspirations as embedded within our school values: Strive for Success

Empower Everyone Strengthening Connections
Pathways for Life

William Rose School is strongly committed to and upholds the values of Melbourne Declaration, National Disability Standards in Education 2005 and the Department of Education's Every Student Every School (ESES) policy expectations.


School strategic directions 2018–2020



STRATEGIC DIRECTION 1 Great Learning

Purpose:

Every student is engaged and challenged to continue to learn and make successful transitions in their life. Students are empowered to be confident, resilient learners supported in an environment that promotes cognitive, social, emotional and physical wellbeing.



STRATEGIC DIRECTION 2 Great Teaching and Leading

Purpose:

Everyone takes responsibility for their personal development, wellbeing and professional improvement to enhance self-leadership, quality teaching, and student learning and leadership.

The school will be a community where everyone learns from each other.



STRATEGIC DIRECTION 3 Great Community

Purpose:

Every community partner will have a sense of connectedness to student learning and take responsibility to further enhance dynamic partnerships with the school, ensuring that every student succeeds and thrives.

Strategic Direction 1: Great Learning

Purpose

Every student is engaged and challenged to continue to learn and make successful transitions in their life. Students are empowered to be confident, resilient learners supported in an environment that promotes cognitive, social, emotional and physical wellbeing.

Improvement Measures

Incremental improvement in targeted student learning in their literacy and numeracy, person centred learning plans (PCLPs) and William Rose School (WRS) pedagogical framework assessments.

Increased percentage of students demonstrate enhanced engagement and improved wellbeing, using EMPOWER UP Framework measures.

Increased percentage of students indicate improvement in independence, self-direction, self-regulation through ASDAN (curriculum) and TEACCH (approach) data collection and evidence.

People

Students

Students learn to contribute to their person centred learning plans (PCLP) and performance measures.

Staff

Working with instructional leaders, staff build consistent knowledge, resources and skills around school systems and processes to successfully implement the William Rose School (WRS) pedagogical framework, to achieve sustained and measurable whole-school improvement.

Parents/Carers

Parents and carers will be supported to develop knowledge and capabilities and be provided with explicit resources, information, and learning experiences to ensure consistency of approach across all learning environments.

Community Partners

Behaviour analyst and speech therapists work collaboratively with instructional leaders to refine and implement the EMPOWER UP framework, providing effective ongoing professional learning (PL) to all staff in enhancing their knowledge skills and classroom practice.

Leaders

Our strong leadership team uses a shared approach to implementing the William Rose School (WRS) pedagogical framework and strengthening the teaching and learning practices across the school to improve outcomes for students and create a culture

Processes

Professional learning focused on building the capacity of whole school community in implementing the William Rose School (WRS) pedagogical framework for all learning environments and provide opportunities to create a strong foundation in literacy and numeracy.

An effective school-wide shared approach and strengthened teaching and learning practices relating to students wellbeing across school.

Implement a holistic and explicit approach to embed EMPOWER UP (invest2students) in collaboration with an in-school behaviour analyst and a speech therapist as an instructional model.

Develop and sustain a whole school approach in the planning, processing and implementing an evidence based curriculum and approach. Streamlining key elements of planning documents and consistent common practice with an understanding of effective, explicit and individualised teaching methods, differentiated strategies and learning environment which are evidenced based.

Pathways planning across the school through ASDAN (curriculum) TEACCH (approach).

Evaluation Plan

Increases in program success and targeted student learning outcomes measured by:

- staff survey, understanding and attitude towards the framework
- regular focused review group sessions/meetings with project leads to monitor milestone progress (WK 4 & 8)

Practices and Products

Practices

Consistent high quality practices through a well-balanced curriculum that includes a strong foundation for literacy and numeracy skills, curriculum planning, teacher practice, culture of accountability and respect across school.

Improved students' engagement, wellbeing, pro-social behaviours, confidence, resilience and learning.

Consistent classroom practice across all learning environments.

Students are active participants in family and community life.

Products

An effective WRS pedagogical framework that includes: PCLP, CLNP Skills Bank, Early, Middle, Seniors Years, STEM, STEAM, assessments.

Reduce between-class variability.

Improved student wellbeing, resilience and lifelong learning.

Students have a strong voice in their learning.

Improved student communication skills (receptive and expressive) including verbal and non-verbal students.

Improved student targeted learning outcomes and wellbeing.

School wide outcomes improved.

Successful future transitions for our

Strategic Direction 1: Great Learning

People

of shared knowledge, common language, accountability and respect.

Processes

- review and evaluate student wellbeing policy and procedures implementation in line with the EMPOWERUP framework
- evaluate and analyse SWANS, ELA, ENA and EALD data for improvement in students wellbeing, learning and pro-social behaviour

Practices and Products

students.

Strategic Direction 2: Great Teaching and Leading

Purpose

Everyone takes responsibility for their personal development, wellbeing and professional improvement to enhance self-leadership, quality teaching, and student learning and leadership.

The school will be a community where everyone learns from each other.

Improvement Measures

100% of staff will establish and achieve Professional Development Plan (PDP) goals through coaching/ mentoring and PL and will be supported in their accreditation process as demonstrated by PDP annual review.

100% of teachers will participate in PL aimed at enhancing knowledge and skills around the EMPOWER UP as indicated through teacher evaluation and feedback.

100% of staff will demonstrate satisfaction, feel empowered in their day to day school practices with the effectiveness of SMART HUB, digital handbook to plan, program, teaching, learning and assessment.

People

Students

All students learn to value lifelong learning by being encouraged to thrive through quality programs, differentiated learning, a targeted approach based on their individual learning targets and PCLPs. They learn to value engagement, positive behaviours and confidence as key capabilities that assist their ability to learn.

Staff

Working with instructional leaders, staff contributed a shared approach to strengthening their teaching and learning practices through ongoing professional dialogue, collaborative relationships with learning communities, participation in and leading professional learning will improve outcomes for students creating a culture of 'always do your best', accountability and respect.

Parents/Carers

Consistency of information across and beyond school through shared knowledge and common language will increase parent confidence and understanding of the school processes and systems to support student learning across environments.

Leaders

Leaders are inspired by the teaching that occurs across school and home environments, continuing to learn from others within and beyond, from research and PL to develop their leadership capabilities.

School leadership will enable and empower

Processes

A strong instructional leadership team uses peer coaching/mentoring and support programs to promote effective teaching practices and personal and professional growth by following the William Rose School (WRS) performance and professional development framework which is aligned to AITSL and features high quality:

- staff wellbeing
- professional growth including aspiring leaders
- performance and development plans (PDP)
- teacher accreditation
- beginning teacher induction program

Effective teaching practices and strategies 'shared knowledge common language' will be implemented across school, using the SMART HUB – digital handbook.

EMPOWER UP (invest in2 teachers – PL) provides a deep understanding and knowledge of consistent curriculum delivery, use of resource, best practice and evaluation conducted by in-school behaviour analyst, speech therapist and instructional leaders.

Staff collaborate with key learning communities(BLC and S4CLs).

Evaluation Plan

Increase in improvement measures will be evaluated by:

- teacher evaluation and feedback
- success in teacher accreditation

Practices and Products

Practices

A culture of 'always do you best' accountability and respect, exists amongst staff and students (people capabilities).

Internal and external expertise is valued and utilised to share attitude, knowledge and skills.

Effective teaching practices and personal professional growth are evident across all staff.

Instructional leaders and staff engage in quality conversations in personal and professional growth.

A sustained culture of capacity building of staff.

There is a continuing culture that facilitates ongoing learning in a collaborative environment.

The SMARTHUB empowers staff to demonstrate and display a consistent school-wide approach to teaching and learning practices, decision making and documentation.

Products

All staff have a deep understanding of how high quality documentation and practices, improves the effectiveness of quality teaching and learning.

A stronger WRS performance and professional development framework.

An effective high quality SMART HUB online resource including a digital teacher handbook, SMART handbook, supporting

Strategic Direction 2: Great Teaching and Leading

People

all staff through challenging roles and opportunities to enhance their capacities through a culture of continuous improvement, coaching/mentoring, peer review and feedback for high value added results with less effort.

Processes

- increased participation in aspiring leaders and lead roles across the school
- regular focused review group sessions/meetings with project leads to monitor milestone progress (WK 4 & 8)
- survey on the impact of embedded systems

Practices and Products

school systems, policies and procedures and ensuring a consistent school-wide approach using GOOGLE SUITE

Improved social skills; student self-regulate to ensure productive engagement in learning and when collaborating with others.

Improved curriculum in knowledge and skills – students show significant improvements against their personal starting points.

Students demonstrate self-leadership skills.

Improved outcomes for students across cognitive, social, emotional and physical domains.

Strategic Direction 3: Great Community

Purpose

Every community partner will have a sense of connectedness to student learning and take responsibility to further enhance dynamic partnerships with the school, ensuring that every student succeeds and thrives.

Improvement Measures

Incremental increase in parents and community attending PL, through workshops, learning communities and or online sessions.

Incremental increase in parents and community returning their surveys and displaying satisfaction in relation to school processes and delivery of information including school website and app.

Incremental increase in parents and carers utilising school community hub and the support and resources provided to increase their participation will be demonstrated through survey and feedback.

People

Students

Students capabilities to achieve their individual targets are developed through a strong and collaborative home-school partnership that focuses on consistency in applying student engagement strategies and positive behaviours.

Staff

Staff capabilities are developed through meaningful conversations, current practices and research about how to promote parent and community participation in school activities through a variety of opportunities.

Parents/Carers

Parent capabilities are developed through a sense of connectedness and trust within the school, with open, authentic dialogue about their child and family needs and wellbeing. Strengthen knowledge of networks and services to be able to support the education and wellbeing of their child and family. Access ongoing information regarding government schemes and its implications on their child's future.

Leaders

Leaders work together to plan how best to strengthen the schools promotional and information strategy to further improve a system of transparent, authentic service delivery and satisfied parent experience.

Processes

School community will collaboratively work in developing sustainable systems that are consistent, efficient and transparent in-service delivery and information:

- common practices
- ongoing training and PL
- resource development and partnerships with learning communities

EMPOWER UP framework (invest in 2 community/parents as partners) PL in partnership with school behaviour analyst and speech therapist will also connect parents and carers to learning communities (BLC and S4CLs) and facilitate skills, knowledge in daily practice ensuring consistency across home and school.

Create a space to connect community and parents as partners to be able to access relevant resources, share and attend up to date information from external stakeholders, to ensure a supportive culture.

Evaluation Plan

Parent/carers satisfaction will be measured by:

- survey and feedback
- regular focused review group sessions/meetings with project leads to monitor milestone progress (WK 4 & 8)

Practices and Products

Practices

Parents and community members are active participants in PL supporting them to enhance student/child wellbeing.

Efficient and transparent service delivery of information to school, community, parents and carers.

Responsive management practices and processes are supportive to school community needs in delivering benefits as required.

Products

A consistent whole school approach to student wellbeing.

Enhanced efficiency and transparency in school systems for parents and wider community.

Parents/community access relevant resources and workshops to enhance their participation in school and support community wellbeing beyond school.

Increased community participation.

Students are confident, resilient learners. Students report feeling more connected to the school due to the close working relationships between staff, parents and the community.

Students make successful transitions in their life.

Students pro-actively contribute to their own wellbeing: they care for themselves.

Students proactively contribute to the

Strategic Direction 3: Great Community

Practices and Products

wellbeing of other students.