

Strategic Improvement Plan 2021-2025

William Stimson Public School 4563



School vision and context

School vision statement

Our school is a connected, consulted, collaborative community, committed to providing inclusive, student-centred learning opportunities that ensure students continually improve and achieve their educational potential.

School context

William Stimson Public School has a population of 530 students including seven multi-categorical support unit classes. It is located in the Cowpasture Educational Network in South Western Sydney, on Dhurug Country, in the Fairfield Local Council Area. First Nations people account for 1% of student enrolment. Our school has a teaching staff allocation of 39 and an executive team made up of a Principal, 2 Deputy Principals and 5 Assistant Principals. Additional staff are employed to support Wellbeing and EALD programs as well as support the improvement of teaching and learning practice across the school. There is a non-teaching staff of 14 which includes 7 permanent SLSOs for our Support Unit and additional SLSOs across the school supporting student academic, social, emotional and behavioural growth.

Our school community is culturally diverse, with 42 language backgrounds represented, our predominate languages include Arabic, Assyrian, Chaldean, Spanish, Vietnamese and Italian totalling an EALD percentage of 86.4%. We have a refugee population of 61 students who are supported through New Arrival and Vocabulary Acquisition Programs. We have a range of school programs that support learning, social, emotional and behavioural outcomes for all students, including Community Language Italian, extensive wellbeing support and specialist support such as speech and a variety of other therapy programs.

William Stimson Public School has a strong commitment towards literacy and numeracy growth driven by a school funded Instructional Leader and a collaborative and consultative leadership team. External literacy and numeracy consultants are engaged to deliver quality evidence-based professional learning, ongoing improvement of practice and build the capacity of all staff. High expectations for teaching, learning and student growth are a focus in all Key Learning Areas and we encourage staff and student collaboration through collaborative planning and the use of flexible teaching and learning spaces.

As a result of a rigorous self-evaluation process, William Stimson Public School has identified Strategic Directions for improvement including - Growing Strong Foundations in Reading and Numeracy (Growth and Attainment), Knowing our Students, Strengthening our Community; and Strong Teachers, Strong Leaders.

Our school prides itself on offering a wide range of extra curricula activities for students to enhance their skills in areas of personal interest including specialist sporting programs, cultural and creative groups and a range of high potential academic opportunities. 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 levels of aspiration for every child to achieve their very best.

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise student learning outcomes in reading and numeracy and to build strong foundations for academic success, we will further develop and refine data driven teaching practices that are responsive to the learning needs of individual students.

Improvement measures

NAPLAN expected growth - Numeracy

Achieve by year: 2023

Increase the percentage of questions answered correctly in the Year 4 and 6 Check In for Reading.

NAPLAN expected growth - Reading

Achieve by year: 2023

Increase the percentage of questions answered correctly in the Year 4 and 6 Check In for Numeracy.

Achieve by year: 2025

An increase of 5% of students achieving the stage expected learning markers within the Understanding Texts Sub-Element of the Literacy Progressions.

Achieve by year: 2025

An increase of 5% of students achieving the stage expected learning markers within the Quantifying Numbers Sub-Element of the Numeracy Progressions.

Achieve by year: 2025

Improvement as measured by the School Excellence Framework -

- Learning Domain - Assessment Element - Excelling
- Teaching Domain - Data Skills and Use Element - Excelling

Achieve by year: 2022

Increase the percentage of Aboriginal students in Years 3

Initiatives

Data Driven Practices

Embed sustainable whole school processes and practices, including collection, collation, analysis and use of data at an individual, group, class, grade and whole school level to inform personalised learning and growth.

- High impact and targeted professional learning in data literacy, analysis, and use, SCOUT and ALAN/PLAN2 gap analysis, and What Works Best and What Works Best in Practice for all teaching staff.
- Establish and further develop expert educators to work shoulder to shoulder with teachers using evidence, data and evaluative practices to monitor and assess student progress at a class, group and individual level.
- Review and develop practice, systems and processes that ensure assessment (formative and summative) data is used to evaluate teaching, learning and growth to then accurately report on student achievement.
- Assess and monitor students who are at risk of not achieving expectations in reading and numeracy in Years 1-6 and implement strategies such as COVID ILSP.

Personalised Learning

Embed a learning culture that enables students to co-design, action feedback and achieve their personal learning goals.

- High impact and targeted professional learning in the Literacy and Numeracy Progressions and the High Potential and Gifted Education Policy to improve teacher understanding of personalised learning.
- Expertly use student assessment data to reflect on teaching effectiveness and provide individualised explicit, differentiated and responsive learning opportunities.
- Embed explicit and targeted differentiated learning opportunities for all students in all classrooms.

Success criteria for this strategic direction

- Teaching and learning programs are dynamic, showing evidence of consistent and reliable student assessment and continuous tracking of student progress and achievement.
- Teaching and learning programs across the school show evidence that they are adjusted to address individual student needs, ensuring all students are challenged and all adjustments lead to improved learning.
- Systematic and reliable assessment information is used to evaluate students learning over time.
- Processes in place to support teachers' consistent, evidence-based judgement and moderation of assessments.
- Analysis of student progress and achievement data is regularly completed and teachers respond to this data at individual, grade, stage and whole school levels.
- A centralised system is utilised for analysing and reporting on students and school performance. This analysis is used to inform collective decisions about student learning and progress towards improvement measures.

Evaluation plan for this strategic direction

Question: How well have we achieved our purpose and to what extent can we demonstrate the impact of data driven practices on student growth in reading and numeracy?

Data: The following data sources will be used to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of this strategic direction. This analysis will guide the school's future directions:

- NAPLAN
- Check-In Assessments
- Yr 1 Phonological Assessment
- SCOUT Data

Strategic Direction 1: Student growth and attainment

Improvement measures

and 5 achieving in the top three bands (or equivalent) in NAPLAN reading.

Achieve by year: 2022

Increase the proportion of Aboriginal students in Years 3 and 5 achieving in the top three bands (or equivalent) in NAPLAN numeracy.

Initiatives

- Embed and utilise evidence-based effective classroom teaching practices that build teacher capacity and collective efficacy, enhance professional dialogue and evaluative practices.
- Small group personalised intervention support of identified at risk students in reading and numeracy Years 1-6 including COVID ILSP.

Evaluation plan for this strategic direction

- Student Work Samples
- Literacy and Numeracy PLAN2 data
- School Benchmarking Data
- SEF SaS (School Excellence Framework Self Assessment)
- PLaSPs (Personalised Learning and Support Plans)
- PLPs (Personalised Learning Pathways)
- OoHC Plans (Out Of Home Care Plans)
- Student, Staff and Community Focus Groups
- Learning and Support Referrals

Analysis: Embedded throughout initiatives and built into School Assessment and Monitoring Schedule. An annual review of all school data and processes will take place in Term 4.

- Regular review of identified data sources to provide clarity of on track performance.
- Professional dialogue and learning of School Excellence Framework elements and themes.
- Regular whole school reflection of learning evidence and data.
- Staff, student and community feedback.

Implications: Findings from the annual review will inform

- Future directions
- Future actions/ activities
- Annual reporting
- Progress measures

Strategic Direction 2: Knowing our Students, Strengthening our Community

Purpose

In order to build strong foundations for students and for them to connect, thrive and succeed at school; we will continue to develop strong partnerships with our community and learning partners that support every child to feel known, valued and cared for.

Improvement measures

Wellbeing

Achieve by year: 2023

Uplift in Student Wellbeing score by at least 2% to achieve the upper bound system-negotiated target as reported through the Tell Them From Me Survey.

Attendance (>90%)

Achieve by year: 2023

Uplift in students attending school 90% or more of the time by at least 4.60% to achieve the upper bound system-negotiated target.

Achieve by year: 2025

Increasing number of staff reporting positive wellbeing measured through the Tell Them From Me Survey, and staff forums.

Achieve by year: 2025

Increased percentage of community engaging in authentic school learning partnerships.

Achieve by year: 2025

Improvement as measured by the School Excellence Framework -

- Learning Domain - Wellbeing Element - Excelling
- Learning Domain - Learning Culture Element - Excelling

Initiatives

Wellbeing

Embed sustainable whole school wellbeing programs that support the whole child academically, socially, emotionally and allow students to develop self-regulation and resilience skills for life.

- Promote an inclusive school environment where all students feel welcomed and have opportunities that allow them to thrive, connect and succeed.
- Embed mind and body wellbeing programs in teaching and learning programs allowing students to build resilience and be able to develop skills that enhance mindfulness.
- Explicitly teach classroom expectations and values through a school wide system that promotes positive behaviours and provides a common language for students, staff and the community.
- Investigate and embed opportunities for staff to reflect and improve their own wellbeing as role models for students.
- Authentic support of learner equity groups including Aboriginal, EALD, Refugee and Low Socio-Economic with targeted interventions that enhance and support academic, social, emotional and behavioural goals.

Engagement and Partnerships

Create a school culture that is engaging and supportive for the learner and values input, feedback and direction from and for all stakeholders.

- Embed opportunities for student voice to be championed in classroom learning, school decision making and community issues and events.
- Develop a deep understanding and embed learner qualities for students in classroom learning programs and wellbeing programs, enabling students to have choice and self-direction in their own learning.
- Create sustainable and consistent attendance monitoring systems that identify students at risk through attendance issues, provides check-in

Success criteria for this strategic direction

- Effective partnerships in learning between school, student and community that motivate students to be their best and continually improve.
- Positive, respectful relationships that are widespread across the school amongst students and staff and promote student wellbeing to ensure optimum conditions for students learning across the whole school.
- Teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact learning outcomes.
- Being recognised as responsive to feedback from students, staff, parents and the community as the school strives to embed a high expectations culture.
- Students identify and meet with staff members who can provide advice, support and assistance to fulfil their schooling potential.

Evaluation plan for this strategic direction

Question: Have we achieved our purpose and how can we demonstrate impact of wellbeing and authentic partnerships on students ability to connect, thrive and succeed?

Data: The following data sources will be used to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of the strategic direction. This analysis will guide the school's future directions:

- TTFM (students, staff and the community)
- Opportunities for student voice
- Student, staff and community focus groups
- Attendance data
- Community engagement in learning and wellbeing programs
- SENTRAL incident and behaviour data
- PBL data

Strategic Direction 2: Knowing our Students, Strengthening our Community

Initiatives

- opportunities with trusted staff and enhances home and school relationships.
- Establish school-wide systems for communication that are transparent and enable students, staff and community to share information about student learning and school initiatives.
- Create authentic opportunities for parent and community involvement in student learning.

Evaluation plan for this strategic direction

- BOUNCE data
- Extra curricula activities
- DOJO and parent platforms

Analysis: Embedded throughout initiatives from all stakeholders. An annual review of all school data and processes will take place in Term 4.

- Regular review of school identified actions / programs
- Professional dialogue and learning of School Excellence Framework elements and themes.
- Regular whole school reflection of wellbeing and engagement evidence and data.
- Staff, student and community feedback.

Implications: Findings from the annual review will inform

- Future directions
- Future actions/ activities
- Annual reporting
- Progress measures

Strategic Direction 3: Strong Teachers, Strong Leaders

Purpose

In order to build a culture of evidence-based teaching practice, collaboration and continuous improvement, we will foster a culture of high aspirations that values all teachers as leaders.

Improvement measures

Achieve by year: 2025

100% of teaching staff demonstrating active collaboration in programming and practice that is responsive to student learning needs.

Achieve by year: 2025

School leaders and teachers are able to demonstrate excellence in Instructional leadership skills and share their professional practice in a collaborative school community.

Achieve by year: 2025

Improvement as measure by the School Excellence Framework -

- Teaching Domain - Effective Classroom Practice Element - Excelling
- Leadership Domain - Education Leadership Element - Excelling

Initiatives

Collaboration

Staff collaboration is valued and encouraged to support continuous improvement in student learning outcomes and individual teacher growth.

- Engage in and embed high impact flexible and personalised professional learning that is responsive to student and teacher needs.
- Embed the School Learning Environment and Change Transition Strategy to support teacher and students collaboration.
- Embed a culture of practice sharing where teachers seek collegial support and feedback and act on that feedback to continually improve.
- Develop collaboration inquiry structures and models to enhance professional dialogue, consistent teacher judgement, reflection on practice and problem solving.

Leadership

Embed a culture of leadership that celebrates every teacher as a leader, acknowledges staff expertise and builds capacity to ensure succession planning and whole school development enhances students learning opportunities.

- Investigate and engage in capacity building leadership professional learning, equipping staff with effective management and leadership skills and enhancing leadership attributes.
- Creation of effective and dynamic school teams enabling a variety of staff to take on leadership roles, building capacity and sharing distributive leadership.
- Develop mentorship programs for Beginning Teachers and Aspiring Leaders that provide teachers with quality models for advice, support and professional learning.
- Facilitate whole school improvement and build a strong pipeline of leaders ensuring succession planning is strong and school planning is

Success criteria for this strategic direction

- Whole school analysis of teaching staff identifies strengths and gaps and informs personalised professional learning and flexible learning teams.
- Distributed instructional leadership to sustain a culture of evidence-based practice and continuous improvement.
- A high expectations culture that values professional learning communities.
- Staff demonstrate a commitment to student progress, growth and achievement.

Evaluation plan for this strategic direction

Question: Have we achieved our purpose and how can we demonstrate impact of collaboration and leadership on the teaching, learning and leading culture of our school?

Data: The following data sources will be used to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of the strategic direction. This analysis will guide the school's future directions:

- TTFM (students, staff and the community)
- Student, staff and community focus groups
- Staff surveys
- High Impact Professional Learning Self-Assessment Tool
- Meeting minutes and agendas
- Lesson observations
- Practice analysis conversations
- Walk throughs
- Program evaluations
- Beginning teacher logs
- Professional learning evaluations
- Flourish data
- BOUNCE data

Strategic Direction 3: Strong Teachers, Strong Leaders

Initiatives

sustainable.

Evaluation plan for this strategic direction

Analysis: Embedded throughout initiatives from all stakeholders. An annual review of all school data and processes will take place in Term 4.

- Regular review of school identified actions / programs
- Professional dialogue and learning of School Excellence Framework elements and themes.
- Regular whole school reflection of collaboration and leadership evidence and data.
- Staff, student and community feedback.

Implications: Findings from the annual review will inform

- Future directions
- Future actions/ activities
- Annual reporting
- Progress measures