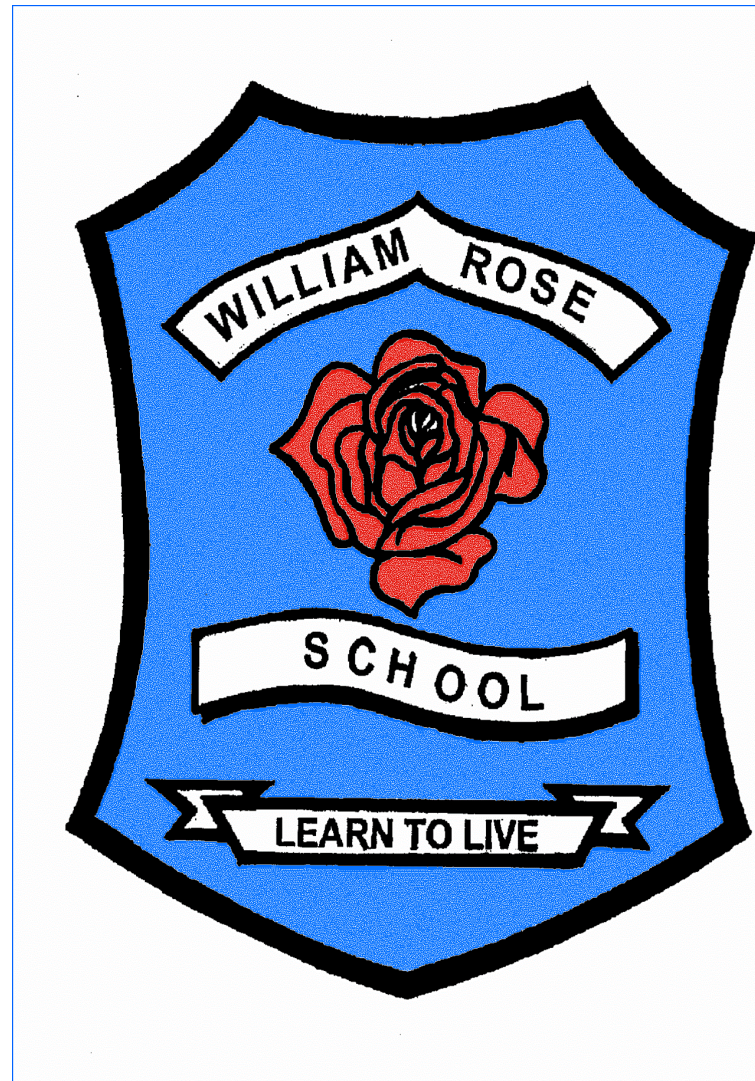


Strategic Improvement Plan 2024-2027

William Rose School 5614



School vision and context

School vision statement

Our vision is to transform lives through learning by supporting each student to achieve their potential in a safe and inclusive environment that celebrates our vibrant and diverse community.

School context

William Rose School located in Western Sydney is an inclusive Kindergarten to Year 12 School for Specific Purposes (SSP). William Rose School supports students with complex learning needs and is committed to providing students with disability an educational environment where they thrive academically, develop good physical, mental and emotional health, and gain the skills to live a fulfilling, independent life post-school. Inclusion is embedded in all aspects of school life, and is supported by culture, policies and everyday practices.

85 students are enrolled and offered diverse learning opportunities, enabling them to build skills in problem solving, making decisions and self-advocacy. 56% of our student population are identified as English as an Additional Language or Dialect (EAL/D) learners. 9% of our student population are Aboriginal students. The curriculum is tailored to individual students and reasonable adjustments within teaching strategies are supported in everyday practice. Our staff is committed to providing high quality educational opportunities for every child while acknowledging the importance of parental choice and student voice.

The values of William Rose School reflect community aspirations and are embedded within a culture of high expectations and collaboration:

1. Strive for Success
2. Empower Everyone
3. Strengthen Connections
4. Pathways for Life.

The school adopts a whole school, whole community, whole systems approach to drive ongoing improvements from a strong start to school, to transitioning to post-school life.

R.O.S.E Charity Incorporated is a not for profit organisation, run by volunteer parents, staff and community members to support the students of William Rose School. The Charity's mission statement encompasses quality, equity and acceptance, equal opportunities broadening horizons, real life education and a future for our students. The Charity is committed to ongoing fundraising and has previously purchased school buses, playground equipment and technology to support our students.

William Rose School is a proud member of the Blacktown Learning Community and the Nurringingy Aboriginal Education Consultative Group.

Strategic Direction 1: Student growth and attainment

Purpose

To improve literacy and numeracy outcomes for all students so that they grow and succeed as literate and numerate members of our community.

Improvement measures

Increase student literacy and numeracy

Achieve by year: 2027

Increase the proportion of students meeting or exceeding individual expected individual expected growth targets measured against the National Literacy and Numeracy Progressions.

Initiatives

Deliver effective explicit teaching and learning practices in Literacy

Demonstrate personal responsibility for improving teaching practice by engaging in professional learning that includes:

- explicit instruction
- data skills and use
- effective feedback
- high expectations
- high quality evidence-based curriculum

Deliver effective and explicit teaching and learning practices in Numeracy

Demonstrate personal responsibility for improving teaching practice by engaging in professional learning that includes:

- explicit instruction
- data skills and use
- effective feedback
- high expectations
- high quality evidence-based curriculum

Success criteria for this strategic direction

- Teachers consider students' cognitive load and employ explicit teaching strategies to optimise learning progress of students across the full range of abilities (*School Excellence Framework V3 - Effective classroom practice*).
- Systems and processes within the school support the development of teacher capacity to improve reading, numeracy and explicit teaching outcomes for students (*School Excellence Framework V3 - Management practices and processes*).
- All teachers have a sound understanding of student assessment and data concepts (*School Excellence Framework V3 - Data skills and use*).
- Learning goals for students are informed by the analysis of student data (*School Excellence Framework V3 - Data skills and use*).
- The school fosters a strong collaborative culture, embedded in evaluative practices (*School Excellence Framework V3 - Learning and development*).
- Student feedback is elicited by teacher and informs their teaching (*School Excellence Framework V3 - Effective classroom practice*).
- There is a collaborative culture of high expectations and continuous improvement across the school (*School Excellence Framework V3 - Educational leadership*).

Evaluation plan for this strategic direction

When teachers take a shared responsibility for student improvement and contribute to a transparent learning culture, what is the impact on explicit teaching and student growth and attainment in reading and numeracy?

Strategic Direction 2: Connect, Succeed and Thrive

Purpose

To improve student's sense of belonging, connection, and engagement so they are successful learners and complete school ready to thrive in their chosen pathway as informed and responsible community members.

Improvement measures

Attendance

There is a whole school focus on improving attendance to strengthen student sense of belonging, engagement and outcomes.

Achieve by year: 2027

The attendance rate for the school is increased from 76.4% in 2023 to 77.4% by 2027.

Initiatives

Strengthen student wellbeing and development

Demonstrate personal responsibility for improving teaching practice by engaging in professional learning that includes:

- explicit teaching
 - promoting student voice and agency
 - data skills and use
 - transitions
 - optimal learning environments
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Success criteria for this strategic direction

- All classrooms and other learning environments are well managed within a consistent, school-wide approach (*School Excellence Framework V3 - Effective classroom practice*).
- There is an embedded school-wide and data-informed approach to support student and staff wellbeing (*School Excellence Framework V3 - Wellbeing*).
- Progress towards student goals is monitored through the collection of quality, valid and reliable data (*School Excellence Framework V3 - Data skills and use*).
- Systems and processes within the school support the development of teacher capacity to meet the diverse wellbeing needs of students (*School Excellence Framework V3 - Management practices and processes*).
- Teachers model and share a flexible repertoire of strategies for classroom management which promote student engagement (*School Excellence Framework V3 - Effective classroom practice*).
- There is a high expectation culture of high attendance rates for all students (*School Excellence Framework V3 - Learning culture*).
- There is systematic approach for supporting the diverse range of student transition needs. Students and parents/carers are engaged early as key collaborators in all transition processes (*School Excellence Framework V3 - Learning culture*).

Evaluation plan for this strategic direction

When teachers take a shared responsibility for student wellbeing what is the impact on the student's achievement of meaningful goals, positive relationships, and personal growth and development?

Strategic Direction 3:

Purpose

Initiatives

Success criteria for this strategic direction

Evaluation plan for this strategic direction
