School plan 2015 – 2017

William Rose School

Leading Learning Pathways

Leadership & Organisational Excellence

Creating Community Footprints
**School vision statement**

At William Rose School (WRS) we believe in delivering excellence in sensory and special education within an inclusive environment for students with a range of abilities. We encourage our students to reach their true potential and become confident and creative individuals who are productive happy members within their community.

**School context**

William Rose School (WRS) located in Seven Hills is a school for specific purposes and is recognised as a centre of excellence in sensory and special education. Our school provides quality educational programs within a varied and balanced curriculum that meets the individual needs of our students in a dynamic, caring and engaging learning environment. We cater for students with Autism, vision and hearing impairments as well as students who are deaf blind or with multiple disabilities and with additional needs. We teach our students to be successful learners in their own way, motivate them to reach their full potential who have a sense of self-worth, self-awareness and personal identity.

**School planning process**

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

- Collaborating with a team of SSP principals across an alliance of special schools 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 2015 and beyond.
- Parent/carer, staff and student surveys provided practical insight to inform strategic school improvement.
- Action research provided 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.
- Align the School Plan to the Excellence Framework.

Our goal was to include all parties in a collaborative process to ensure that the school communities’ ideas were recognised and that transparent consultative decision making had taken place. The survey results displayed a number of future directions. These included:

- Independence and life skills
- New syllabus implementation, quality assessment tools, use of technology
- Innovative programs,
- Ensuring PL occurs in areas identified by parents, carers and community members is conducted.
- Increased involvement of parents and carers as active members of WRS.
William Rose School strategic directions 2015 - 2017

**Leading Learning Pathways**

**Purpose:**
High quality programs that engage students in meaningful, challenging and future-focused learning experiences. These programs will explicitly reflect strategies that enable learners and leaders to be productive and responsible members of their community.

**Leadership & Organisational Excellence**

**Purpose:**
To lead and support the implementation of strategies and processes that informs and enhances school performance. To provide strategic advice and support of effective systems and requirements, across the learning environments. To sustain a culture of high performance and identify the targets for change and achieving excellence.

**Creating Community Footprints**

**Purpose:**
To build a cohesive school community that is innovative and sustainable, that empowers through building individual and collective capabilities. We aim to provide quality learning experiences and incorporate strategies to enhance well-being. This will result in students becoming confident and creative individuals, who have the capacity to learn, cope, adapt and be responsible Australians within their communities. We aim to maintain and strengthen the skill set of our thriving learning community through a culture of reflection, shared discoveries and celebrating our achievements across home, school and community environments.
**Strategic Direction 1: Leading Learning Pathways**

**Purpose**

High quality programs that engage students in meaningful, challenging and future-focused learning experiences. These programs will explicitly reflect strategies that enable learners and leaders to be productive and responsible members within their community.

### Improvement Measures

- **A balanced curriculum and assessment approach demonstrates increased outcomes of all students as lifelong learners and critical thinkers.** Data shows that all students learning is maximised based on their Personal Centred Plan (PCLP).
- **100% of students are provided with learning tools, skill sets, enhanced communication skills, engagement and learning support through programs, activities and resources.**
- **100% of staff will engage in school wide implementation of relevant project based programs and instructional leadership decisions derived from data, ongoing evaluation, action research and assessments.**

### People

**Students** are provided with essential sustainable learning experiences in a physically and emotionally safe educational environment. This will empower them to achieve and thrive as learners, leaders and responsible productive citizens. Students participate in personalised learning to develop a deep understanding of self, world and their own pathway to success.

**Staff** develop individual and collective leadership aimed at collaborating, supporting, sharing and designing innovative teaching practices and learning experiences that develop student’s future skills needed for life and work. Ongoing professional learning and training will provide teachers with the knowledge, attitude and skill set to improve practice for the benefit of students.

**Parents** are active participants in student learning across all settings at school, home and community through targeted home school learning goals and programs.

**Community partners** work together to establish a continuum of learning and participation.

**School leaders** will create and cultivate holistic and shared vision of innovative teaching practices and learning experiences that integrate advanced pedagogies across all learning environments.

### Processes

**Person Centred Learning Plans (PCLP)** implemented for all students aiming at Focused Learning Goals (FLG) for home, school and community and preferred future.

A coherent, scope and sequence plan for effective curriculum delivery will ensure consistent teaching and learning expectations and explicit assessment and evaluation to maximise student learning.

Extracurricular opportunities will be increased through value based programs such as integration, community access, and peer tutoring to support student development.

**Lead teams** to focus on teaching and learning practices based upon needs analysis as relevant to our students. Leaders will promote the sharing of information and collaborative practice within and across learning communities.

Design and implement a professional learning plan which includes building knowledge of all stakeholders aimed at enhancing student learning experiences.

**Evaluation**

Develop and implement whole school assessment strategies to support and inform teaching and learning. Ongoing evaluation of quantitative and qualitative data and strategies for the continuous improvement of student outcomes and learning experiences.

Regular focused review group sessions with project leaders to monitor milestone progress using the GANTT chart. (Week 4 & 8)

Internal evaluation of milestone progress including the GANTT chart to guide future directions. (End of Semester)

**Products and Practices**

- A balanced curriculum and assessment approach demonstrates increased outcomes of all students as lifelong learners and critical thinkers. Data shows that all students learning is maximised based on their Personal Centred Plan (PCLP).
- **100% of students are provided with learning tools, skills set, enhanced communication skills, engagement and learning support through programs, activities and resources.**
- **100% of staff will engage in school wide implementation of relevant project based programs and instructional leadership decisions derived from data, ongoing evaluation, action research and assessments.**

### Practices

Student centred teaching programs are developed, evaluated, centred on evidence based practices and professional learning.

School wide processes and organisational practices are understood and followed by all staff and school community.

Teaching and learning across the school is driven by effective assessment data, consistent teacher judgement and differentiated curriculum to meet the needs of all students which is evidenced through classroom practice, effective programs, monitoring and reporting.

**1100% of students will have 1 page ‘Students Voice’ plans integrated into their PCLPs.”**

WILLIAM ROSE SCHOOL 5614

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### Purpose
To lead and support the implementation of strategies and processes that informs and enhances school performance. To provide strategic advice and support of effective systems and requirements, across the learning environments. To sustain a culture of high performance and identify the targets for change and achieving excellence.

### People
Quality teaching programs will ensure that **students** are provided with enriched and stimulating learning experiences by engaging in challenging and meaningful programs.

Continue to build **leader and teacher** capacity to consistently implement contemporary and innovative programs, key reforms and initiatives, to enhance student, staff and school learning.

**Teachers** will be committed to the ongoing improvement of their own teaching and will be focused on the development of knowledge and skills required to improve student learning.

School will use a range of strategies to provide information to **parents and community** about key reforms and initiatives and its impact on their child and school.

**Staff** will participate in continuous professional improvement that includes classroom-based learning, mentoring and coaching. This will ensure explicit systems for collaboration, and school wide improvement and teaching practice and improved student outcomes.

### Processes
Engage leaders and teachers in the areas of new systems and initiatives, to create strong and sustainable leadership and school management systems to increase student learning experiences and quality school improvement through Personal Development Plan (PDP).

Lead teams promote a culture of high expectations and staff performance across Leading, Teaching and Learning through PL.

Involve more aspiring leaders to take on initiatives and projects aimed at capacity building, leadership opportunities and providing platform to enhance their knowledge and skills set through PL.

### Products and Practices
- Increased number of teacher leaders will focus on providing data-based, evidence-driven innovation, reporting, and evaluation for projects and initiatives through Personal Development Plan (PDP).

- Increased number of teachers will enhance understanding of Core Finance, resources and leadership models through shared PL.

### Improvement Measures
- **Increased number of teacher leaders** will focus on providing data-based, evidence-driven innovation, reporting, and evaluation for projects and initiatives through Personal Development Plan (PDP).
- Increased number of teachers will enhance understanding of Core Finance, resources and leadership models through shared PL.

### Evaluation
Feedback from teachers will indicate that all students are engaged in and benefitting from school programs.

PDPs will demonstrate staff gaining and maintaining accreditation of teaching standards aligned with performance management framework to enhance quality learning, teaching and leading standards.

Regular focused review group sessions with project leads to monitor milestone progress using the GANNT chart. (Week 4 & 8)

Internal evaluation of milestone progress including the GANNT chart to guide Future directions. (End of Semester)

### Practices
Ongoing Professional Learning on Resource Allocation Model (RAM) using Core Finance software and leadership models will allow staff to develop their knowledge and skills to lead student wellbeing.

- Systems and Organisational Excellence aimed at online resource hub, SMART handbook, Finance/SALM/RAM.

School community regularly evaluate systems and organisational practices to continually improve and promote a culture of high expectations.

- Art of Leading and Learning will focus on: Peer Coaching, Great Teaching Inspired Learning (GTIL), Instructional Leadership, Collegiate Support Package, Performance and Development and Capacity Building through PL.
## Strategic Direction 3: Creating Community Footprints

### Purpose
To build a cohesive school community that is innovative and sustainable, that empowers through building individual and collective capabilities. We aim to provide quality learning experiences and incorporate strategies to enhance well-being. This will result in students becoming confident and creative individuals, who have the capacity to learn, adapt and be responsible Australians within their communities. We aim to maintain and strengthen the skill sets of our thriving learning community through a culture of reflection, shared discoveries and celebrating our achievements across home, school and community environments.

### Improvement Measures
- **Increase in parent engagement** in a wide range of school related activities, special events, community projects and learning opportunities including increased satisfaction with communication with the school.
- Increased partnership with community and educational partners on the basis of their capacity to improve student achievement and well-being as well as increased opportunities for student integration and peer support programs. This will involve selected students including those from Aboriginal and Low SES backgrounds.
- **Increase in staff leading and contributing to programs, initiatives and partnerships beyond the school setting**

### People
Our students (including those from Aboriginal and Low SES backgrounds) will develop social, emotional, physical, mental well-being, independence and self-advocacy skills. They will develop an ability to communicate socially and participate as active members within their community. This will provide them with opportunities to work towards achieving their full potential across home, school and community environments.

Building staff individual and collective capability to lead and contribute to programs within and beyond the school. Demonstrate professionalism and leadership by collaborating and sharing individual expertise and best practice community initiatives.

As key partners in the learning process, parents/carers contribute, share skill sets and extend their knowledge to increase engagement and build on families’ capacities to support learning at home. A whole school approach to more efficient parent and school communication will ensure overall student well-being and achievement.

Strong strategic relationships and shared resources with our community and educational partners will raise awareness of student’s abilities, share knowledge and enhance learning opportunities for students, families and community members.

Leaders build their capacity by using evidence based practices effectively and demonstrate bold and innovative leadership to support students, staff, families and community members.

### Processes
Create professional learning opportunities through Parent and community group and online learning hub to support the needs of students’ individual abilities resulting in learning success across environments.

Support and develop strategic relationships through communication systems and school promotion to provide enhanced learning resources, learning experiences and a range of facilities for our community.

Develop qualities that contribute to the well-being of students, staff, parents and community through explicit teaching of fundamental life skills to empower through knowledge to make a difference in the lives of individuals.

Lead, develop and share innovative programs based on data, action research, and evidence based practices through online platforms and collaborative partnerships.

### Evaluation
Identify and analyse data, parent and community feedback based on information such as parent and community involvement, extension of strategic community relationships and educational partners, surveys and relevant student assessment.

Review and evaluate the quality of well-being programs, educational practices, and professional learning and community communication strategies.

Regular focused review group sessions with project leads to monitor milestone progress using the GANNT chart. (Week 4 & 8)

Internal evaluation of milestone progress including the GANNT chart to guide future directions. (End of Semester)

### Products and Practices
- **Increase in parent engagement** in a wide range of school related activities, special events, community projects and learning opportunities including increased satisfaction with communication with the school.
- **Increased partnership with community and educational partners on the basis of their capacity to improve student achievement and well-being as well as increased opportunities for student integration and peer support programs**. This will involve selected students including those from Aboriginal and Low SES backgrounds.
- **Increase in staff leading and contributing to programs, initiatives and partnerships beyond the school setting**

### Practices
Students contribute to active relationships with the school, community and the society in which they live through peer support programs, integration and local business opportunities.

Aspiring leaders will lead community programs and build productive links with the wider community to improve student learning experiences and outcomes.

Parent and community members will engage in a wide range of school related activities including special events, parent professional learning sessions, and learning and support programs.

Extended associations with community and educational partners to improve practice, broaden knowledge and provide opportunities to prepare students, staff and the school community for the future.

Explicit teaching of fundamental life skills will contribute to the well-being of staff, parents, students and communities.