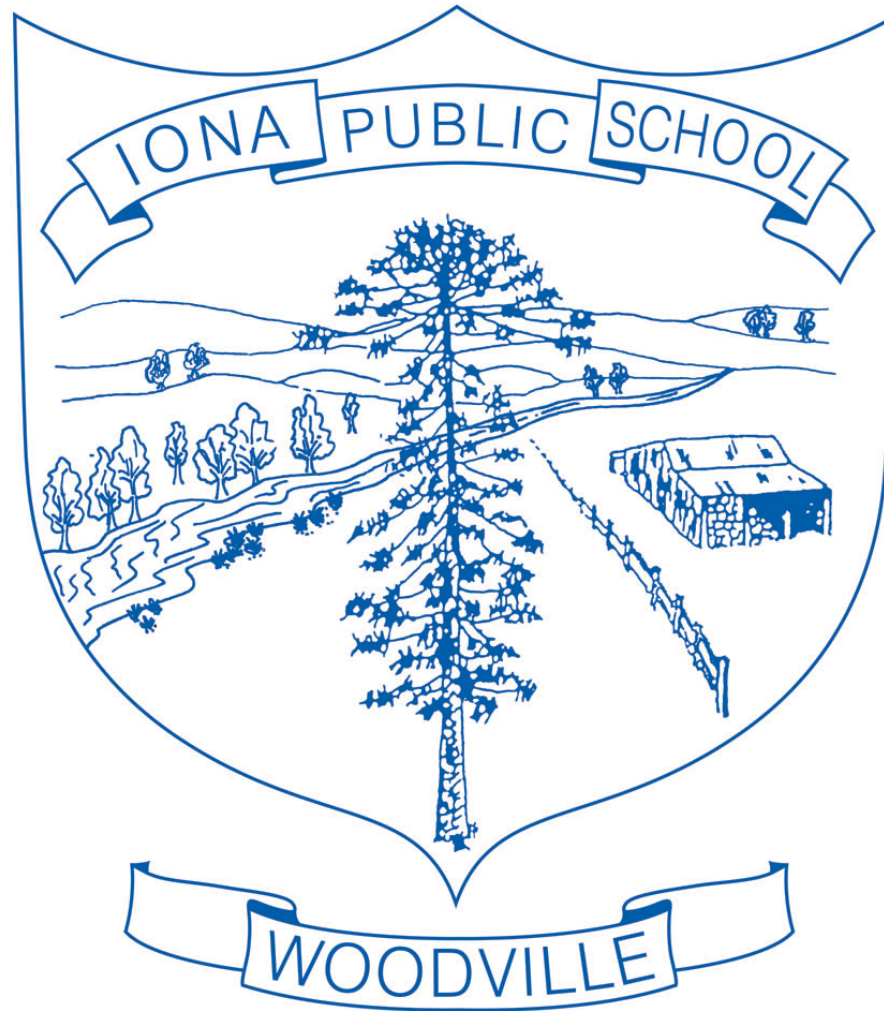


# School plan 2015-2017

## Iona Public School 2211



# School background 2015–2017

## School vision statement

At Iona Public School, we place a high value on a culture that creates well-rounded, empathetic, motivated, happy and educated students and ultimately members of society. The school community values an open, tolerant and harmonious environment where there is effective communication between all parties. This community also values the teaching of positive values, attitudes and behaviours to the students.

## School context

Iona Public School is located in a rural area, where a close-knit, supportive and inclusive school community is highly valued. This environment allows close interaction and involvement between skilled and educated teachers and the parent body. Our parents are interested and have the skills and education to make a positive contribution to the learning environment. The school community places a very high value on its rural location and outlook, and the small school size that enables a strong sense of community and involvement. There are currently 65 students who attend the school, with a growing number of nationalities now represented. The school is very committed to its involvement with the Maitland Learning Community of Schools, as well as providing a variety of extra-curricula activities and sporting opportunities.

## School planning process

In 2014, a comprehensive process was undertaken with the school community. The Iona School Community participated in a strategic planning workshop in May, with 31 parents and teachers, which captured the views of the community through a SWOT analysis (Strengths, Weaknesses, Opportunities, Threats). The school staff and the elected School Council analysed these responses to identify the basis for our three key directions. These are:

- Quality Learning
- Quality Relationships
- Quality Systems

The Iona Public School Plan 2015–2017 flows from these strategic directions and sets clear improvement measures. It forms the basis for the school's improvement and development efforts for the next three years, together with the other partner schools in the Maitland Learning Community, and in partnership with parents and community. Each strategic direction provides details of the purpose (why), people and processes (how), and the products and practices (what) that are to be realised through implementation of the plan.

# School strategic directions 2015–2017



## STRATEGIC DIRECTION 1

Quality Learning and  
Engagement

### Purpose:

To ensure all students in our care are engaged in meaningful learning experiences based on quality educational delivery and consistent, high standard professional practices so they reach their full potential as well-rounded, empathetic, motivated and happy educated citizens.




## STRATEGIC DIRECTION 2

Quality Relationships

### Purpose:

To further develop a school culture that includes, supports and values the whole school community through a collaborative approach that enhances an open, tolerant and harmonious environment.



## STRATEGIC DIRECTION 3

Quality Systems

### Purpose:

To ensure our school has a coherent, sequenced plan for curriculum delivery that ensures consistent teaching and learning expectations and a clear reference for monitoring learning across the year levels. The plan, within which evidence-based teaching practices are embedded, and to which assessment and reporting procedures are aligned, has been developed with reference to the Australian Curriculum and NSW curricula and refined collaboratively to provide a shared vision for curriculum practice. This plan is shared with parents and families.

# Strategic Direction 1: Quality Learning and Engagement

## Purpose

To ensure all students in our care are engaged in meaningful learning experiences based on quality educational delivery and consistent, high standard professional practices so they reach their full potential as well-rounded, empathetic, motivated and happy educated citizens.

## Improvement Measures

80% of students demonstrating expected growth across the Key Learning Areas of Literacy and Numeracy.

The targeted K–6 scope and sequences are in place, with common assessment tasks developed for Literacy and Numeracy.

## People

### Students

Engage students in “meaningful learning experiences” by planning and providing differentiated learning programs across the school.

### Staff

Staff engage in professional learning that supports our purpose, by designing and implementing teaching and learning experiences and programs, which are strongly supported by assessment strategies that encompass deep thinking, innovation and creativity.

### Parents/Carers

Build awareness and understanding of the various quality teaching elements which target intellectual quality with our teaching and learning programs.

### Community Partners

Community partnerships strengthened through clear communication opportunities.

## Processes

Actively engage students in all Maitland Learning Community programs; with a strong emphasis on relevant and targeted literacy and numeracy programs.

All staff engage in effective pedagogy across the curricula through targeted professional development programs formulated through cooperative discussion, teacher assessment and proactive planning—Quality Teaching.

School planning initiatives shared and discussed with parents and community partners.

## Evaluation Plan

Regular reporting against milestones, feedback from all stakeholders and quality products from students.

## Practices and Products

### Practices

High quality teaching and learning strategies are demonstrated and supported through whole school planning, teaching and learning programs, student and teacher assessment programs with improved learning outcomes.

Differentiated Programs are planned, implemented, resourced, timetabled and programmed throughout the school with improved engagement and learning outcomes.

All staff are confident in the use of pedagogy which target the scope and sequences across the curriculum, with effective assessment practices evident across the school, which are linked to the Literacy and Numeracy continuums.

### Products

80% of students demonstrating expected growth across the Key Learning Areas of Literacy and Numeracy.

Differentiated Learning programs are in place across the school, with appropriate strategies in place for those targeted students.

Targeted K–6 scope and sequences are in place, with common assessment tasks developed for Literacy and Numeracy.

# Strategic Direction 2: Quality Relationships

## Purpose

To further develop a school culture that includes, supports and values the whole school community through a collaborative approach that enhances an open, tolerant and harmonious environment.

## Improvement Measures

All school student leaders actively engaged in student initiated Leadership Projects.

All students demonstrate resilience with positive behaviour reflected in the classroom and playground areas (with school data indicating a minimum number of negative behavioural incidents)

## People

### Students

Further engage students to improve and embed emotional resilience, confidence and proactive leadership behaviours.

### Staff

Develop staff capacity to develop effective Personal Development programs which are implemented into classroom practice.

### Parents/Carers

Establish collaborative, innovative and creative school project teams to enhance the school's profile.

### Parents/Carers

Further develop the school as a collaborative learning community which supports, promotes and connects with the local community.

### Community Partners

Strengthen community alliances through the school community teams, by supporting initiatives within and outside the school.

### Leaders

With the support of the School Principal, empower the School Council and the School Community Teams to effectively deliver their initiatives.

## Processes

Students actively engage in strategies and techniques for resilience and confidently participate in all leadership activities, demonstrating initiative and creativeness across the school –**PBL**

Review and further develop the school's Well Being, Anti-Bullying and Personal Development Programs, ensuring they are fully incorporated into all class and school programs and activities.

School Leadership teams to work collaboratively with the school staff to further promote and enhance the school's profile in the community.

## Evaluation Plan

Regular reporting against milestones, feedback from all stakeholders; School Life Surveys.

## Practices and Products

### Practices

All positive behavioural interventions and teaching strategies reflected in class programs, playground interactions and procedures, which are fully supported by all staff to ensure consistency across the school.–**PBL**

Staff professional learning is relevant and underpinned by the Quality Teaching Framework, leading to an effective development of the various Well Being programs.–**Quality Teaching Rounds**

The parent community is fully engaged with Leadership Teams, positively supporting and implementing various initiatives to enhance the school's profile and appearance.

### Products

All school student leaders actively engaged in student initiated Leadership Projects.

All students demonstrate resilience with positive behaviour reflected in the classroom and playground areas (with school data indicating a minimum number of negative behavioural incidents)–**PBL**

Enhanced School Environment and active parental involvement with School Leadership Teams.

# Strategic Direction 3: Quality Systems

## Purpose

To ensure our school has a coherent, sequenced plan for curriculum delivery that ensures consistent teaching and learning expectations and a clear reference for monitoring learning across the year levels. The plan, within which evidence-based teaching practices are embedded, and to which assessment and reporting procedures are aligned, has been developed with reference to the Australian Curriculum and NSW curricula and refined collaboratively to provide a shared vision for curriculum practice. This plan is shared with parents and families.

## Improvement Measures

Professional Development Programs are developed, in line with the curriculum development, through the Performance and Development Framework process and staff curriculum planning procedures.

Student Leadership Projects, including the involvement of the Student Representative Council (SRC), are successful, enthusiastically implemented and fully supported by the whole school community

## People

### Students

Further develop student leadership opportunities, aligned with the Maitland Learning Community's Leadership Projects and the school initiated project programs.

### Students

Further develop and involve students to self-reflect about their own learning.

### Staff

Develop staff capabilities by implementing and sustaining quality school wide systems and organisational structures.

### Staff

Further develop staff critical and reflective thinking skills, thus enhancing the development of an effective school assessment system.

### Staff

All staff are fully engaged, implementing the new National Curricula, effectively applying these outcomes to their classroom programs, utilising the Quality Teaching Framework with their pedagogy.

### Parents/Carers

Ensure parents have an understanding of and positively support the school systems, vision and plan.

### Community Partners

Professional partnerships are strengthened through collaboration with local school networks.

## Processes

Student self-reflection skills and techniques are developed, implemented and utilised when reporting student progress with reporting to parents.

Professional development opportunities are aligned with professional goals, developed through an effective Performance and Development Framework process. Whole school plans for **assessment** in numeracy and literacy are developed, which is fully supported and implemented by all staff, leading to an effective and meaningful reporting system.

All classroom programs reflect a deep understanding of the curriculum, include all Key Learning Areas, and are utilised effectively for continued evaluation and planning.

## Evaluation Plan

Regular reporting against milestones, feedback from all stakeholders; School Council review and teacher meetings.

## Practices and Products

### Practices

**The School Reporting and Assessment System** is reviewed and developed in line with the staff reflecting about their own practices, through an effective school professional learning plan.–**Sentral**

Classroom programming procedures are fully implemented by all teachers, reflecting a deep understanding of each student, and are efficiently used to inform future planning.–**syllabi/new syllabi**

School resources and budgets are effectively aligned to the school plan to ensure the effective implementation of the schools goals.

### Products

Student Leadership Projects, including the involvement of the Student Representative Council (SRC), are successful, enthusiastically implemented and fully supported by the whole school

Assessment procedures are developed in line with the scope and sequences. The Learning Support programs and the Gifted and Talented Programs reflect these outcomes, with targeted students included in supportive programs to enhance their capabilities.

Professional Development Programs are developed, in line with the curriculum development, through the Performance and Development Framework process and staff curriculum planning procedures.

# Strategic Direction 3: Quality Systems

## Improvement Measures

## People

### Leaders

The School Principal effectively communicates the school processes, reforms and policies.

## Processes

## Practices and Products