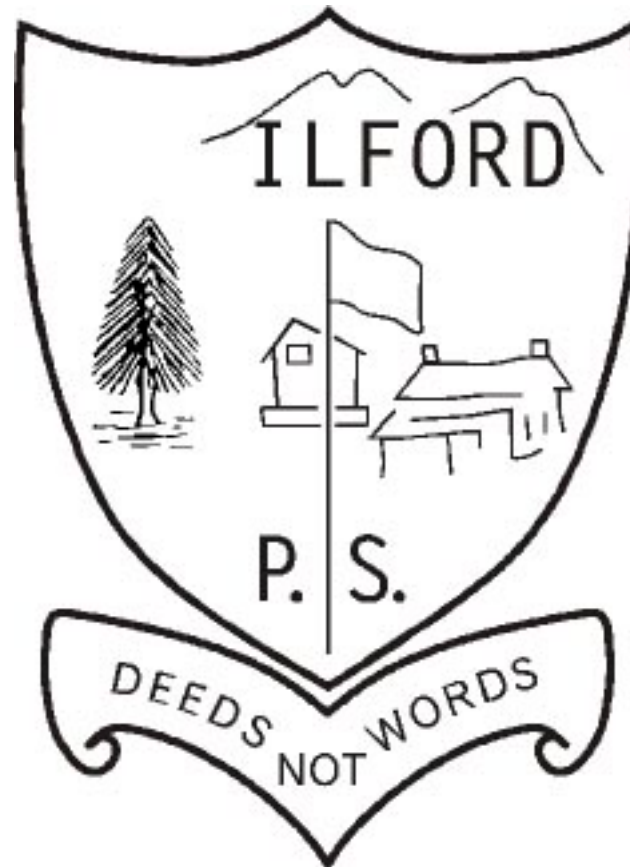


# School plan 2018-2020

## Ilford Public School 2201



# School background 2018–2020

## School vision statement

Excellence through innovative, collaborative practice to develop outstanding global citizens.

## School context

Iford Public School is a small village school that has been providing a quality education to the local area since 1868. Students attend from the local farming community and there is strong community support for the school. The school is set in a picturesque bush setting on the Castlereagh Highway.

The school operates two multigrade classes and has a separate library and office area. Teaching and learning is facilitated by a focus on technology with interactive smart boards, classroom computers and a class set of iPads supporting teaching and learning.

## School planning process

The school planning process has been a consultative process where staff and parent feedback and responses have been sought through informal discussions, formal meetings and opportunities for feedback throughout.

# School strategic directions 2018–2020



**STRATEGIC  
DIRECTION 1**  
Learning

**Purpose:**

Our purpose is to provide a school wide collective responsibility for personalising student learning and success with high levels of student, staff and community engagement and achievement



**STRATEGIC  
DIRECTION 2**  
Teaching

**Purpose:**

Our purpose is to deliver quality teaching practice that is engaging and evidence based. We will continue to build the capacity of each staff member, by extending their capabilities through personalised professional learning, to ensure the school is at the forefront of best practice.

# Strategic Direction 1: Learning

## Purpose

Our purpose is to provide a school wide collective responsibility for personalising student learning and success with high levels of student, staff and community engagement and achievement

## Improvement Measures

–An increase in % of students achieving a year’s growth for a year’s learning through a self-centred and self-directed approach.

–Improved levels of student well being and engagement.

–Increase in the % of students at or above start norms as measured against internal and external data.

## People

### Students

Articulate how they learn and why they learn and develop their critical thinking, problem solving, collaborative and communication skills to achieve their learning goals.

### Staff

Differentiate their teaching to meet students’ learning needs by providing purposeful, comprehensive teaching programs that enable students to set and achieve their learning goals.

### Parents/Carers

Collaboratively develop learning goals with student and teacher and support students in achieving those goals.

### Community Partners

Work collaboratively with school staff to support student achievement in learning, engagement and well being.

### Leaders

Establish structures and processes to identify, address and monitor student learning needs.

## Processes

### Curriculum and learning

Deliver quality student centred and self-regulated learning experiences which enables students to understand how they learn and to achieve a year’s growth in a year worth of learning.

### Student Wellbeing

Implement a One Schools integrated approach to student well-being in which students can connect, succeed and thrive at each stage of their schooling.

## Evaluation Plan

All data will be analysed collaboratively:

- Focus Group and internal surveys
- PLPs
- Internal and External Data
- Tell them from me
- Wellbeing toolkit

## Practices and Products

### Practices

Teaching and learning programs are dynamic, showing evidence of revisions based on feedback on teaching practices, consistent and reliable student assessment and continuous tracking of student progress and achievement.

Positive, respectful relationships are evident and widespread among students and staff and promote student well being to ensure optimum conditions for student learning across the whole school.

### Products

A student-centred learning environment exists where all students are supported, challenged and they are receiving timely and meaningful feedback on their learning to inform future direction.

Whole school consistent approach to the delivery of an explicit teaching and learning program and reward system promoting respectful, safe learners.

# Strategic Direction 2: Teaching

## Purpose

Our purpose is to deliver quality teaching practice that is engaging and evidence based. We will continue to build the capacity of each staff member, by extending their capabilities through personalised professional learning, to ensure the school is at the forefront of best practice.

## Improvement Measures

–An increased proportion of teachers using evidence informed teaching strategies.

## People

### Students

Provide timely and respectful feedback to teachers on their learning experiences.

### Staff

Maintain accurate records, documentation and assessment data in order to evaluate and adjust their teaching strategies, to maximise impact on student learning.

Work collaboratively to ensure that their pedagogy aligns with practices that are shown through research to have a high probability of success.

### Parents/Carers

Engage in literacy and numeracy information activities around assessment and teaching strategies.

### Leaders

Establish and improve processes which build the capacity of the school community to use data and engage in evidence-based conversations about school improvement (particularly relating to teaching practices).

## Processes

### Effective teaching practice

Teachers are committed to identifying, understanding and implementing the most effective explicit teaching methods, with the highest priority given to evidence-based teaching strategies.

### Data skills and use

Student assessment data is regularly used Network-wide to identify student achievements and progress, in order to reflect on teaching effectiveness and inform future school directions.

### Professional Learning

Professional learning is aligned with the school plan, and its impact on the quality of teaching and student learning outcomes is evaluated. There are explicit systems for collaboration and feedback to sustain quality teaching practice.

## Evaluation Plan

All data will be analysed collaboratively:

- PDP process
- NAPLAN data
- Progressions/PLAN2data
- MyPL Records
- Teaching programs
- Lesson observations
- Australian professional standards of teachers and principals.
- School Excellence Framework Evaluations.

## Practices and Products

### Practices

All teachers are committed to implementing the most effective explicit teaching methods, with the highest priority given to evidence-based teaching strategies.

Teachers and leaders actively collaborate to share and embed best practice promoting school wide improvement in teaching and student results.

### Products

The structures are in place to collaboratively lead, plan, reflect, improve and deliver evidence informed pedagogy.

Teaching staff demonstrate and share their expertise within their school and with other schools. Schools trial innovative practices and have processes in place to evaluate, refine and scale success.