

School plan 2018-2020

Iona Public School 2211



School background 2018–2020

School vision statement

At Iona Public School, we are preparing students for a complex, rapidly changing society. To be successful we will engage effectively with our community ensuring that our students develop a life–love of learning and receive the education that is right for them. We will inspire students to be inquiring, innovative, inventive and creative problem solvers.

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 49 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 2017, a comprehensive process was undertaken with the school community. The Iona School Community participated in a strategic planning workshop in November and a school survey captured the views of the community. The school staff analysed these responses to identify the basis for our three key directions. These are:

- We Value Learning
- We Value Successful Students
- We Value Partnerships

The Iona Public School Plan 2018–20 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, people and processes and the products and practices that are to be realised through implementation of the plan.

School strategic directions 2018–2020



STRATEGIC DIRECTION 1

We Value Learning

Purpose:

To ensure a learning environment where teachers are engaged in creating rich, future focused learning experiences underpinned by high expectations and continuous improvement.



STRATEGIC DIRECTION 2

We Value Successful Students

Purpose:

Students work in an environment where they are continually challenged to build upon their learning and develop vital skills to be responsible, successful and creative citizens.



STRATEGIC DIRECTION 3

We Value Partnerships

Purpose:

To create an inclusive, aspiring community that fosters a shared sense of responsibility and optimism for student engagement and learning.

Strategic Direction 1: We Value Learning

Purpose	People	Processes	Practices and Products
To ensure a learning environment where teachers are engaged in creating rich, future focused learning experiences underpinned by high expectations and continuous improvement.	Leaders Provide, plan and allow for targeted quality professional learning for all teachers to support DoE initiatives and School Plans.	High Performing Staff Use of school based teacher expertise and collaboration with staff from other schools to develop effective pedagogies.	Practices Teachers will provide and receive explicit, specific and timely feedback to support learning and improvement and to reflect the teaching and learning cycle.
Improvement Measures 90% of students can articulate and demonstrate a clear understanding of what they are learning and why.	Staff Teaching staff engage in ongoing professional learning informed by research to facilitate continuous improvement of teaching practice.	Professional Learning Researched based professional learning is delivered to all staff so that evidenced based teaching methods are visible in all classes.	Students' learning goals will be informed by evidence based practice.
School based annual testing indicates an average student improvement of 12 months for 80% of students.	Align PDP to School Plan, personal goals and development pathways.		Interschool collaboration of personnel and resources will occur.
At least 30% of Aboriginal and Non-Aboriginal students in the Top 2 bands in NAPLAN Reading and Numeracy.	Students Reflect on their learning to promote engagement and responsibility for continuous improvement and a standard of personal best.	Evaluation Plan PDP evaluation – evaluate the impact of teacher professional learning on teaching practice through analysing reflections in the PDP Phase 2 and 3.	Products Students, staff and parents are confident with the use of Literacy and Numeracy continuum.
80% of students demonstrate expected growth per semester across the literacy and numeracy progressions.	Parents/Carers Collaborate and engage with staff to be partners in their child's achievement progress.	Continuous tracking of student progress to ensure continued improvement.	100% of teaching and learning programs are data driven, differentiated for identified learning needs and reflect changes in teaching practice.
	Community Partners Interschool relationships facilitate professional dialogue and mentoring coaching support to all staff, sharing of practice and expertise.	NAPLAN Learning Progressions Student surveys Focus groups Internal and external testing Parent surveys Work samples Projects Continuum booklets – goal setting Learning Log analysis	Programs and assessment tasks will reflect changes to teaching practices with a focus on engaging pedagogies.

Strategic Direction 2: We Value Successful Students

Purpose

Students work in an environment where they are continually challenged to build upon their learning and develop vital skills to be responsible, successful and creative citizens.

Improvement Measures

90% of students demonstrate critical thinking skills, creativity and imagination.

Increase the proportion of students demonstrating active engagement with their learning.

Improved resilience and problem solving strategies in students as indicated by TTFM and school based surveys.

People

Leaders

Leaders will ensure systematic processes are in place to identify and support needs of all students.

Staff

Staff develop a common language around learning intentions, success criteria and feedback.

Students

Students will engage in activities that enable them to develop curiosity, creativity and imagination in authentic contexts.

Parents/Carers

Parents will develop an understanding of school programs.

Community Partners

The community will support consistent and systematic processes that support learning achievement.

Processes

Best Practice

Research and implement best practice in establishing creative and imaginative lessons to promote student engagement in their learning.

Wellbeing

Implementation of evidenced-based whole school programs support improvements in wellbeing and engagement.

Evaluation Plan

SENTRAL Wellbeing data

Work samples

Interview students

Student self-assessment

Class observations with a focus on engagement – subject specific (e.g. writing, number, STEM etc.)

Parents surveys

Regular reporting and review of milestones.

Self-assessment reflects student goal setting and show improvement in engagement.

TTFM student wellbeing survey

Practices and Products

Practices

Teachers will engage in professional learning and implement best practice through lessons that create a high level of student engagement.

Students engage in strategies for resilience and PBL values of respect, responsibility and excellence.

Students will confidently engage in all school programs that require creativity, imagination and risk taking.

Products

Lessons will be engaging and fun. Students will demonstrate confidence, creativity when attempting new tasks.

Wellbeing and Resilience programs will be evident in the students daily interactions across the whole school.

Strategic Direction 3: We Value Partnerships

Purpose

To create an inclusive, aspiring community that fosters a shared sense of responsibility and optimism for student engagement and learning.

Improvement Measures

Increase in effective partnerships and increased parent participation at school events.

90% of staff report an improvement in teaching practice through collaboration with professional networks.

Evidence of highly visible implementation of Agile Schools in all classes.

An increase in students displaying a shared sense of responsibility and optimism in all classes.

People

Leaders

Create systems where impact of change can be shared and monitored.

Staff

Proactively seek to improve performance and use expertise of staff to lead, encourage, review and improve practice.

Students

Actively engage in all learning opportunities.

Community Partners

Engage with Iona PS staff to collaborate identified common professional learning.

Actively support school programs and events and are responsive to school needs.

Processes

Collaborative Practices

Collaborative partnerships will build teaching practice and support student engagement and a shared responsibility for learning.

Community Engagement

Leaders will foster a shared sense of responsibility with the whole school and implement best practice strategies to build an inclusive and aspiring community that fosters a shared sense of responsibility for learning.

Evaluation Plan

Budget analysis

Exit surveys conducted by student leadership team at the end of the year.

Explicit teacher collaboration and programming feedback sheets

Parent and student surveys

Class observations

Playground observations

Focus groups

MLC wide survey data of teachers

Annual community phone survey

In-school checklist to measure the impact of Agile Schools professional learning.

Practices and Products

Practices

Students reflect and report on the achievement of their own learning and leadership goals.

Participate in MLC activities and professional learning networks and reflect upon their learning.

Shared school-wide responsibility for learning is evident in both school and community.

Products

Effective learning alliances to enhance continued school improvements. These are reflected in greater collaboration, self-regulation, higher expectations and cohesive school teams.

Effective partnerships between student, staff and community will reinforce school values.