

# School plan 2018-2020

## Illaroo Road Public School 4246



# School background 2018–2020

## School vision statement

### Mission Statement

Personal excellence through quality teaching and learning

### Our Goals

- Strong foundations in literacy and numeracy
- Enriched learning experiences in all curriculum areas
- Developing positive relationships, confidence and independence
- Quality teaching through collaboration and professional learning
- Creative and productive users of technology

### Our Values

Safety – Respect – Responsibility

### Our Motto

'Reach For The Sky'

## School context

Illaroo Road Public School, North Nowra, is a South Coast school situated on the northern side of the Shoalhaven River. We are well known for the excellence of our academic, extra-curricular and student focused welfare programs: achievements embodied in the motto "Reach for the Sky". This is the result of the outstanding work ethic of our staff, a strong focus on professional learning, and a long history of quality strategic planning.

The achievement of learning outcomes across the ability range in all curriculum areas is underpinned by the pursuit of academic excellence in literacy and numeracy, effective learning support, the provision of quality extra-curricular opportunities, and our commitment to evidence based teaching practices. Closing the academic achievement gap for our Aboriginal students is a major commitment. To achieve these goals leadership development at all levels is an ongoing priority.

Special features of our school include the friendly, caring ethos, supportive community, 'OC' opportunity and autism class programs, technology based learning, healthy lifestyle focus, and excellent performing arts and sporting programs.

## School planning process

Our reputation for excellence in curricular achievement for the entire ability range, enrichment programs, positive student welfare and community support is the result of rigorous school self-evaluation and strategic planning processes implemented as follows.

- During Term 3 the school self-evaluation committee, with representative parental involvement, evaluates the achievement of student learning targets in all curriculum areas, student welfare, learning support, technology and Aboriginal education. Information is gathered from external and internal assessment tasks, work sample and document analysis, and focus group reports. Curriculum and school management reviews are collated from survey information obtained from students, parents and teachers.
- In Term 4, stage teams identify student learning targets by evaluating school-based data and analysing comparative group, trend and value-added data from NAPLAN. Item analysis of assessment tasks is linked to syllabus outcomes and the teaching-learning cycle. SMART targets are then developed in order to maintain school strengths and address areas of need.
- Annual action plans are developed incorporating school priorities and learning targets with information obtained through the self-evaluation process. To facilitate learning there is an added focus on supporting teachers with planning time, professional development, and the use of technology.
- The school community was widely consulted at all levels to ensure their input was valued and included in the development of the school plan.

# School strategic directions 2018–2020

## STRATEGIC DIRECTION 1

Excellence in Teaching and Learning

### Purpose:

- Create a learning environment to engage and challenge all learners through a differentiated and dynamic approach.
- Foster teacher capacity to engage in evidence based pedagogy that delivers high impact literacy and numeracy programs to enhance student learning.

## STRATEGIC DIRECTION 2

Strengthening Engaging and Authentic Partnerships

### Purpose:

- Develop and strengthen partnerships that build a positive organisation at all levels.
- Develop and strengthen Community of Schools (CoS) partnerships for professional learning and a strong middle school culture.
- Enable students and staff to engage and thrive in a culture of change.
- Work in partnership with Aboriginal and non-Aboriginal communities to enhance the wellbeing of all our students with mutual respect.

## STRATEGIC DIRECTION 3

Future Focused Learning

### Purpose:

- Challenge students with complex learning opportunities while fostering a growth mindset to become self regulated and resilient learners.
- Develop critical and creative thinking skills to analyse, explain and solve complex problems.
- Support learners to recognise that they have a stake in the future and a role and responsibility as citizens to take action to help shape that future.

# Strategic Direction 1: Excellence in Teaching and Learning

Purpose	People	Processes	Practices and Products
<ul style="list-style-type: none"> <li>• Create a learning environment to engage and challenge all learners through a differentiated and dynamic approach.</li> <li>• Foster teacher capacity to engage in evidence based pedagogy that delivers high impact literacy and numeracy programs to enhance student learning.</li> </ul>	<p><b>Students</b></p> <ul style="list-style-type: none"> <li>• Students view themselves as learners and can articulate and understand their learning goals.</li> <li>• Students engage in a rich, dynamic and relevant curriculum.</li> <li>• Build a culture that learning is continuous.</li> </ul> <p><b>Staff</b></p> <ul style="list-style-type: none"> <li>• Strengthen capacity to deliver engaging, differentiated and student centred learning programs.</li> <li>• Engage in deep learning and reflective practice to strengthen high impact teaching.</li> </ul> <p><b>Parents/Carers</b></p> <p>Develop an understanding of the curriculum and evidence based practices and strategies to support student learning in the home environment.</p> <p><b>Leaders</b></p> <ul style="list-style-type: none"> <li>• Ensure disciplined collaboration to deliver high impact, differentiated professional learning.</li> <li>• Establish structures and processes to support teachers and monitor student achievement in engagement and learning.</li> </ul> <p><b>Community Partners</b></p> <p>Work collaboratively with school partners to collaborate and share collegial expertise.</p>	<p><b>Delivering Evidence Based Pedagogy</b></p> <p>Strengthen classroom planning and programming to ensure teaching is data driven, differentiated and based on best practice.</p> <p><b>Strengthening Literacy and Numeracy</b></p> <p>Deliver a high impact, engaging curriculum that is underpinned by evidence based progressions in literacy and numeracy.</p> <p><b>Collaborative and Reflective Practice</b></p> <p>Develop and strengthen school based structures and resources to strongly support authentic collaboration, teacher professional learning and reflective practices that positively impact student learning.</p> <p><b>Evaluation Plan</b></p> <ul style="list-style-type: none"> <li>• Lesson observation and feedback (through the mentor program)</li> <li>• Analysis of internal and external data to measure achievement and growth against syllabus standards</li> <li>• PDP's</li> <li>• What Works Best – Reflection guide and survey</li> <li>• Value added analysis of literacy and numeracy data</li> <li>• Identify and monitor expected growth for all students</li> </ul>	<p><b>Practices</b></p> <p>A successful school based mentor program that builds teacher capacity focusing on supporting teachers to learn and strengthen practice in response to feedback based on direct observation, collegial discussion and evidence based research.</p> <p>Students are active participants in their learning journey and use goal setting and effective feedback to reflect on their progress and achievement.</p> <p><b>Products</b></p> <p>Staff use evidence based practices to improve student performance</p> <p>Assessment is used and analysed consistently across the school to inform classroom practice, support whole school evaluation and to support teachers' consistent, evidence based judgements.</p> <p>All teachers understand and explicitly teach literacy and numeracy through differentiated delivery in all learning areas.</p>
Improvement Measures			
School data shows that student growth in literacy and numeracy is greater than or equal to statistically similar schools on external measures and is consistent with strong growth on internal measures.			
Students have a minimum year's growth for a year of learning.			
The PDP and mentor process drives teaching and learning programs that are dynamic, showing evidence of revisions based on feedback on teaching practice and student learning.			

# Strategic Direction 2: Strengthening Engaging and Authentic Partnerships

Purpose	People	Processes	Practices and Products
<ul style="list-style-type: none"> <li>Develop and strengthen partnerships that build a positive organisation at all levels.</li> <li>Develop and strengthen Community of Schools (CoS) partnerships for professional learning and a strong middle school culture.</li> <li>Enable students and staff to engage and thrive in a culture of change.</li> <li>Work in partnership with Aboriginal and non-Aboriginal communities to enhance the wellbeing of all our students with mutual respect.</li> </ul>	<p><b>Students</b></p> <ul style="list-style-type: none"> <li>Strengthen resiliency, social intelligence and respect for peers, parents and teachers through a whole school approach.</li> <li>Play an active role in promoting positive culture within the school.</li> </ul> <p><b>Staff</b></p> <ul style="list-style-type: none"> <li>Strengthen and provide opportunities to build positive and proactive relationships with all members of the school community.</li> <li>Connect at all levels within the school and across the community.</li> </ul> <p><b>Leaders</b></p> <ul style="list-style-type: none"> <li>Support staff, students and the community to engage in learning and implement specific initiatives to strengthen partnerships at all levels.</li> <li>Welcome and encourage active involvement of Aboriginal elders to support the implementation of initiatives.</li> </ul> <p><b>Parents/Carers</b></p> <ul style="list-style-type: none"> <li>Engage with feedback opportunities by providing genuine and reflective information highlighting areas for celebration and also further development.</li> <li>Work in collaboration with school staff and the wider community through joint initiatives to improve student learning and school connectedness.</li> </ul> <p><b>Community Partners</b></p> <ul style="list-style-type: none"> <li>AECG – work with the school</li> </ul>	<p><b>Positive Wellbeing Model</b></p> <ul style="list-style-type: none"> <li>There is a strategic and planned approach to develop whole-school wellbeing processes that support the wellbeing of all students so they can connect, succeed, thrive and learn</li> <li>Strengthen positive and respectful relationships among students and staff that underpin a productive learning environment.</li> </ul> <p><b>Develop a Strong Community of Schools</b></p> <ul style="list-style-type: none"> <li>Focus on developing and strengthening learning opportunities for students and teachers 5–8 to empower the delivery of engaging and high quality curriculum initiatives to all students</li> <li>Engage with all schools in our learning community to share resources, and professional knowledge to strengthen classroom practice</li> </ul> <p><b>Strengthening Aboriginal Education</b></p> <ul style="list-style-type: none"> <li>In partnership with the local Aboriginal community, government and non-government agencies, create and promote a school environment that respects and values Aboriginal education for Aboriginal and non-Aboriginal students</li> <li>Ensure teachers know their Aboriginal students and understand the importance of their identity and extended family connections.</li> </ul>	<p><b>Practices</b></p> <p>The school has implemented evidence based change to whole school practices to improve wellbeing and engagement to support learning.</p> <p>IRPS staff establish and sustain partnerships to ensure supportive teacher networks and an inclusive school community.</p> <p>A strong connection with our Aboriginal community to ensure all students learn about Aboriginal culture, histories and experiences.</p> <p>Teachers are active members of a collaborative learning community where professional expertise is valued and shared between schools, and strong links are established between primary and high schools.</p> <p><b>Products</b></p> <p>There is a measurable improvement in wellbeing and engagement resulting in optimum conditions for student learning across the school.</p> <p>IRPS staff are committed to building links and sharing professional expertise to improve teacher support and student wellbeing.</p> <p>Teachers demonstrate responsibility by working beyond their classrooms to contribute to the broader <i>Community of Schools</i> plan.</p>
Improvement Measures			
There is a school wide, collective responsibility for student wellbeing, learning and success which is shared by students, families and the community.			
Students feel connected to the school and feel supported to succeed and thrive in an inclusive environment.			
A measurable increase in community engagement with survey tools as a means of assessing student, staff and community perspectives.			

## Strategic Direction 2: Strengthening Engaging and Authentic Partnerships

### People

community with your experience and knowledge to support the improvement of Aboriginal outcomes for all students

- Staff collaborate across schools to share collegial expertise and build capacity to improve student outcomes for all students.
- The school community actively supports the school to implement and evaluate initiatives to ensure they improve student outcomes.

### Processes

#### Evaluation Plan

- Student, teacher and parent response on Tell Them From Me surveys
- Student behaviour analysis – SENTRAL data to drive PBL and reflection
- Level of engagement with our Aboriginal families to bring about initiatives
- Analyse student attendance data
- Evaluate classroom and school environments
- Feedback from all staff in Community of Schools initiatives
- Focus groups

# Strategic Direction 3: Future Focused Learning

## Purpose

- Challenge students with complex learning opportunities while fostering a growth mindset to become self regulated and resilient learners.
- Develop critical and creative thinking skills to analyse, explain and solve complex problems.
- Support learners to recognise that they have a stake in the future and a role and responsibility as citizens to take action to help shape that future.

## Improvement Measures

Students demonstrate the capacity to apply critical and creative thinking skills across a variety of learning areas in a variety of problem solving contexts.

Learning environments inspire students to be leaders of their own learning where collaboration builds mindful, global citizens.

## People

### Students

- Develop and strengthen foundation skills required to engage with technology in a meaningful and appropriate manner.
- Demonstrate an understanding that how they engage in the digital world does affect those around them.

### Staff

- Build teacher capacity to engage in the change process to be critical and creative thinkers when challenging and extending all students in an inclusive learning environment.
- Develop a shared understanding of future focused learning and the impact it has on develop student capacity to be active global citizens.
- Develop the capacity to confidently implement future focused pedagogies into teaching and learning programs.

### Leaders

- Build their own capacity and that of their teams to integrate future focused pedagogy across different learning programs.
- Promote within the school and wider community the idea that future focused learning is more than digital technology.

### Parents/Carers

- Develop a deep understanding of their role in supporting children to understand the digital world.
- Understand the role and the importance of technology in learning.

## Processes

### Critical and Creative Thinking

- There is strategic approach to develop teaching and learning environments that engage students to ask questions and seek solutions in a flexible and diverse learning space
- Consider the type of education that students need to receive in school to enable them to deal with the challenges of living in the 21st century

### Exploring Issues through a Dynamic and Responsive Curriculum

- Collaborate with staff and students to mobilise technology as a priority for engaging students in rigorous and challenging learning at school and in the home.
- Engage in developing an understanding of the influence of technology including social media and how it shapes our understanding of the world

### Innovative Teaching Practice

- Develop students through a rigorous and inclusive curriculum that provides opportunities to explore different ways of learning in an engaging, student centred environment.

## Evaluation Plan

- Feedback from students to evaluate engagement in learning through and inquiry focus
- Teaching and learning programs

## Practices and Products

### Practices

Increased teacher capacity to facilitate future focused learning opportunities for all students including robotics, coding and a focus on STEM.

Classroom environments, both physical and online, are engaging and responsive to student learning needs.

Students demonstrate an understanding of how to be a responsible digital citizen.

### Products

Teachers are using inquiry based learning to teach a minimum 1 unit of work each year as evidenced by program reviews and student work.

An integrated and responsive ICT scope and sequence with effective teaching strategies to expand learning, is implemented by all teachers.

Teachers integrate coding and robotics programs to reflect best practice and syllabus standards.

# Strategic Direction 3: Future Focused Learning

## People

### Community Partners

- Engage with the school community and wider community to support the implementation and resourcing of innovative and authentic teaching and learning programs.
- Enable the learning community to create change and do great things together.

## Processes

- Evaluation of professional learning requests through the mentor program
- Teacher reflections – pre and post to evaluate level of learning and application of future focused principles
- Internal student performance data – rich tasks, STEM activities, celebration of learning.
- Evaluation of the use of technology as a learning tool.