

School plan 2018-2020

Irrawang Public School 4372



School background 2018–2020

School vision statement

Irrawang Public School (IPS) is dedicated to providing quality academic, cultural, sporting and performing arts opportunities in a 21st Century environment. We promote confidence, respect and success in our students, staff and community members.

School context

Irrawang Public School, located in Raymond Terrace, is classified as a P3 school. In 2018 the school's enrolment was 375, 32% of these students identified as being of Aboriginal or Torres Strait Islander descent. The school has a non-teaching Principal and four Assistant Principals. Through the Early Action for Success initiative an Instructional Leader was appointed at the end of 2012. Our Family Occupation and Education Index (FOEI) currently sits at a value of 175. All staff meet the professional requirements for teaching in NSW public schools. The school supports a Department of Education Preschool, Special Education Unit (3 classes – IO/IM/ED) and Schools as Community Centres (SaCC) program (Thou Walla).

Our school implements a range of strategies to maximise success for all students, including Positive Behaviour for Learning(PBL), Personalised Learning Plans, Individual Education Plans, Behaviour Management Plans, Students are able to access additional academic, sporting and performing arts programs and our strong focus on programs to support Aboriginal Students is always paramount. At Irrawang Public School our mission is to 'Play our Part' from Preschool to Year Six for all students.

School planning process

In developing the 2018–2020 school plan, the following internal and external data was collected by the school self-evaluation team for analysis. Processes include:

Voluntary surveys conducted through the 'Tell Them From Me' for staff, students and parents/community members.

Community forum held to draft the school vision and to analyse "what is working well at IPS" and our "Where to next?"

Survey monkey sent home via class DoJo, newsletters, facebook to gather further information.

Analysis of policies and programs, plans, budgets, assessment information and other documentation seen by the school as informing the school self-evaluation, via the school excellence framework.

Positive Behaviour for Learning (PBL), Benchmarks of Quality(BOQ) and School wide Evaluation Tool(SET) surveys.

Analysis of student achievement across K–2 including data from Best Start, L3, TEN and PLAN/PLAN 2.


Analysis of student achievement in Years 3, 5 and 7 using NAPLAN data.

Synthesis of data gathered from surveys and input from groups to develop the Strategic Directions.

Extensive communication and consultation enabled all key stakeholders to contribute to, and take ownership of the school plan. Parent forums, meetings and ongoing conversations were held in consultation with Thou– Walla, P&C, the AECG and the Irrawang AEG.

Our school plan was also shaped by our consideration of key DEC reforms including Great Teaching Inspired Learning; Local Schools Local Decisions; Every School Every Student; Rural and Remote; Early Action for Success (EAfS) and the Melbourne Declaration.

School strategic directions 2018–2020



STRATEGIC DIRECTION 1

Teaching and Learning

Purpose:

At IPS, we have passionate and skilled teachers who collaboratively engage in effective teaching and reflective and innovative practices to plan for ongoing learning experiences to optimize student success.



STRATEGIC DIRECTION 2

Wellbeing

Purpose:

At IPS, there is a strategic and planned approach to develop whole school wellbeing processes that support the wellbeing of all stakeholders so they can connect, succeed and thrive.



STRATEGIC DIRECTION 3

Leading

Purpose:

At IPS, the leadership team actively supports change that leads to a positive impact on sustained and measureable whole school improvement.

Strategic Direction 1: Teaching and Learning

Purpose

At IPS, we have passionate and skilled teachers who collaboratively engage in effective teaching and reflective and innovative practices to plan for ongoing learning experiences to optimize student success.

Improvement Measures

By 2020, 55% of Year 5 students attain 'at or above expected growth' in Reading and Numeracy – as measured by NAPLAN data.

[Baseline data:2016–2018 3yr average is Reading 43.3% and Numeracy 47.7%. 2020 data will be harvested from 2019–2020 2 yr average NAPLAN data]

100% of student are tracked, monitored and have shown growth on the Grammar, Spelling and Punctuation progressions annually.

[Baseline data will be formed from Spelling initially]

People

Students

Develop an understanding of their required outcomes, skills and knowledge to plan, achieve and exceed expected growth, through ongoing learning experiences.

Staff

IL develops best practice aspects from L3 and TEN programs to create TPL with all relevant staff.

IL led TPL on the Learning Progressions, then builds the capacity of the leadership team who facilitate on going learning for their stages.

Utilise their SLSO in the most effective way to ensure growth in all students.

Parents/Carers

Are aware of the various programs and intervention strategies that are in place for their children and support the programs at school and at home.

Community Partners

Work with our parents and school to support the programs at school. Thou Walla, preschool, school chaplaincy, Kids Hope, Bro/Sis speak, Gathang and NDIS are examples of this support.

Leaders

Understand the complexity of the school and support a wide range of 2018–2020 school vision driven strategies to support the growth of all students.

Processes

High Level Professional Learning

All staff have access to TPL focusing on the most relevant aspects taken from TEN and L3 programs.

All staff have ongoing TPL on the Learning Progressions.

Literacy and Numeracy Intervention Systems

High level targeted intervention utilising SLSOs, Intervention Team and data analysis to drive differentiation.

Early Intervention

Early childhood staff collaborate around all aspects of our service to embed the standards from National Curriculum Early Years Learning Framework into a sustainable model of excellence .

Evaluation Plan

5 weekly Progression data collection and analysis.

Leadership team view and give feedback to their Stage on programs/PDPs/IEPs etc. regularly.

Analysis against SEF.

NAPLAN data.

Staff survey on Learning Progressions and PLAN.

Practices and Products

Practices

All staff and SLSOs are engaged in relevant, timely and meaningful professional learning. This PL is embedded into regular practice to achieve our school wide improvement measures.

Staff will regularly collaborate and analyse data to plan interventions and support programs.

Products

Staff competent and confident in using Learning Progressions and the most effective strategies for improved learning outcomes.

By 2020, 55% of Year 5 students attain 'at or above expected growth' in Reading and Numeracy – as measured by NAPLAN data.

Strategic Direction 2: Wellbeing

Purpose

At IPS, there is a strategic and planned approach to develop whole school wellbeing processes that support the wellbeing of all stakeholders so they can connect, succeed and thrive.

Improvement Measures

By 2020 85% of parents feel welcome and informed in an inclusive school, as reported through the Tell Them From Me parent survey.

[Baseline data for a 2016–18 3 yr average shows that it is currently at 76%. 2020 data will be harvested from the TTFM parent survey results from 2019–2020 2 yr average]

School expectations of behaviour result in positive wellbeing and respectful relationships amongst students, staff and community members with a minimum of 85% of students displaying Tier 1 behaviours.

People

Students

Actively engage in all aspects of school life. Grow in confidence, through support from others, believing in their own and collective potential as a school.

Staff

All staff complete IEPs, MGOALs, BMP, RMP and differentiated programs so all students are equipped to reach their growth potential in all areas. Employ Aboriginal Education –focused SLSO 1.5 days a week. Support the funding and timetabling of Sista Speak and Bro Speak. Employ a Gathang Language educator. Ensure staff provide a more specialised approach to RFF where those with CAPA, STEM and Social Capabilities knowledge can engage with all students. Staff growth in Aboriginal knowledge and culture through the connecting to country program.

Parents/Carers

Encourage and engage with all parents/carers to take an active role in the school to the best of their capacity and share our successes together.

Community Partners

Tunin In CLO 3 days a week. Aboriginal Support person from Newcastle University one day a week and Aboriginal support person from Port Stephens family and neighbourhood service 1 day a week.

Leaders

Ensure that all staff have met expected requirements regarding programming and

Processes

School and Community Support

Utilise SACC, parent/carers engagement opportunities and outside agency programs to support and develop social, emotional and cognitive development of students, successful transition and strong cohesive relationships.

Wellbeing

Utilise targeted expertise to support the ongoing development of student wellbeing. Provide ongoing PL to all staff and develop systems to monitor and evaluate wellbeing data to drive intervention. Particular focus will be inclusive and dynamic support of ATSI students. Develop mindfulness strategies with the support of the SPE and online courses for use in the classrooms.

Early Intervention

Through our preschool, staff create and maintain meaningful authentic relationships with students and their families, build authentic links with Irrawang Public School and Thou Walla (Schools as Community Centres).

Evaluation Plan

Ongoing evaluation of our PBL data, trial mindfulness course, as well as ongoing monitoring and feedback of wellbeing programs.

Analysis of TTFM, SEF data and suspension data.

Walk and talk buddies at the beginning and end of SDD each term.

Practices and Products

Practices

Processes for students in Tier 2 and 3 are consistently and effectively implemented.

Staff expertise is used to support learning and wellbeing (including mindfulness) across the school and into the community.

The school vision is consistently used as a benchmark for all strategies that exist within and outside of the school:

Academic, CAPA/Sporting, 21st Century, ATSI

Products

Students and staff feel connected and successful in an environment that ensures effective conditions for learning.

Family, school and community efforts are integrated so that children grow up in a safe, healthy and connected community.

All members of the school and wider community build a positive belief in the current and future directions of the school.

Strategic Direction 2: Wellbeing

People

catering for individuals so all students can equitably access the curriculum.

Strategic Direction 3: Leading

Purpose	People	Processes	Practices and Products
At IPS, the leadership team actively supports change that leads to a positive impact on sustained and measureable whole school improvement.	Students Students engage in quality, differentiated literacy and numeracy lessons and are aware of the learning goals in place for them.	Professional Practice The school executive develop consistent systems to monitor and mentor staff in literacy and numeracy teaching with a whole staff expectation of improvement in literacy and numeracy standards across the school.	Practices Every teacher uses data to inform and differentiate their teaching and learning by tracking student progress on the learning progressions. Every teacher considers at least one goal of their PDP to reflect the School Plan. Data use is embedded in regular teaching practice in every classroom K–6.
Improvement Measures	Staff Staff value the importance of quality literacy and numeracy teaching and learning programs and engage in a professional learning community with a focus on developing a deeper understanding of the learning progressions.	Professional Learning Leadership team drives whole school professional learning to drive ongoing improvement in teaching and non teaching staff, so that every student makes measurable progress.	Products Executive Team ensure that 100% of Teaching/Learning programs are data based, for individual student learning needs and demonstrates syllabus content measured by program review and student growth on the learning progression.
All executive and aspiring leaders have authentic leadership roles, articulated through their PDPs.	Leaders School executive adopt a coordinated approach to developing a professional learning community that develop confident, high performing and innovative staff . After each data cycle, leaders discuss data trends and ensure their teams are aware of progress and develop future focus areas.	Data Analysis The leadership team regularly analyse data to reflect on whole school progress, patterns of achievement and focus areas for future data cycles.	All executive and aspiring leaders have authentic leadership roles, articulated through their PDPs.
Leaders have ensured that all staff are proficient in utilising the learning progressions and feel confident entering and using accurate data into PLAN 2, measurable through staff surveys.	Parents/Carers Parents are encouraged to establish strong links with their child's learning. They value personalized learning programs and work together with staff to determine learning goals for their child.	Evaluation Plan Teacher observation Mentoring sessions 5 weekly data analysis Reflection on impact of intervention/ strategies PDPs completed and reviewed Program development and review Staff pre and post TPL survey	Data is used K–6, to inform effective teaching and learning programs, to reflect on areas for growth and to determine further TPL opportunities for staff.
	Community Partners Community partnerships are proactively sourced and programs implemented that support positive and sustained improvement across the school p–6.		