

School plan 2018-2020

Ironbark Ridge Public School 4638



School background 2018–2020

School vision statement

To be a primary school of excellence demonstrating best practice in expert, evidence-based teaching and visionary leadership achieving outstanding learning growth in confident, successful, inspired learners.

School context

Ironbark Ridge Public School opened in 2005 and has a current enrolment of 940 students, including 52% of students from a language background other than English. It is a modern, attractive school situated in a rapidly growing area of North Western Sydney.

The school has developed a well-deserved reputation for the quality and variety of educational experiences on offer to students including public speaking and debating, music, dance, sport and LOTE (Chinese). The school has Opportunity Classes for Years 5 and 6. School priorities are directed towards the continual improvement of evidence-based, differentiated Literacy and Numeracy instruction, collaborative teaching practices and the use of three-tiered logic, a focus on the measurement and recognition of individual student growth, and the establishment of professional development pathways through mentoring and distributed instructional leadership.

The core values of the school are proudly articulated through the school expectations: Be Safe, Be Responsible, Be Respectful, and are underpinned by the Positive Behaviour for Learning framework and supported by a range of initiatives aimed at building resilience and ensuring the wellbeing of all. The school motto: Strength, Respect, Excellence provides further core virtues and personal capabilities for students to strive to uphold.

School planning process

A rigorous process of whole school communication and collection of data was used in the development of this School Plan. Parents in the P&C were asked to answer big-picture questions about the priorities they would like our school to address based on the school's current position and strengths, as well as perceived current weaknesses. The parents discussed vision statements for the school, examined the recently published DoE strategic plan, and wrote a range of key word statements that were used in the formulation of the School Vision Statement. Staff spent considerable time in rich discussion about the school's strengths and areas for continued improvement. The School Vision Statement was collaboratively developed and refined, and remained greatly sensitive to student and parent suggestions. There is an enormous amount of ambition and enthusiasm that will drive innovation and improvement across the school community over the next 3 years and beyond.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1

Confident, successful, inspired
learning

Purpose:

To nurture a culture of learning and commitment to personal growth.

STRATEGIC DIRECTION 2

Expert Teaching

Purpose:

To ensure highly effective, evidence-based teaching and instruction is happening in every classroom every day.

STRATEGIC DIRECTION 3

Visionary Leading

Purpose:

To maximise collective efficacy through the development of a purposeful, supportive, professional teaching culture with students remaining at the core of decision-making.

Strategic Direction 1: Confident, successful, inspired learning

Purpose	People	Processes	Practices and Products
To nurture a culture of learning and commitment to personal growth.			
Improvement Measures			Practices
Students Make 12 months growth within a school year, regardless of their starting point, with school 'Value Added' NAPLAN above average, and 75% of students achieve in the top two bands for NAPLAN reading, writing and numeracy. School based English and Mathematics data reflect student growth as measured by results over the year.	Students Develop understanding of assessment frameworks, progressions and rubrics. They take responsibility for their learning and are engaged learners. Staff Develop data analysis skills, ensuring internal and external data is quality, reliable and valid across the school. Invested in own Professional Development Open to inviting fellow teachers into their own classroom to observe lessons and provide feedback. They set learning goals and engage in the PDP process.	Evidence–Based Teaching Strategies Developing a collective shared vision and understanding of the research, strategies and professional knowledge to implement, embed and drive the sustained explicit use of evidenced–based improvement strategies and professional practice activities. There is a culture of ongoing improvement that extends to all learners Student Awards of Recognition A new system of recognition of student growth and leadership within specific domains will be designed and implemented. Personal growth both academically and socially, setting and achieving goals, developing learner qualities and managing personal behaviour will be conceptually and individually be integrated as a focus of the new system	Collaborative Practice Students engage in ongoing feedback with their teachers, parents and other students, using evidence to verify, measure, direct and maximise future learning. Evaluative Thinking Students are supported to direct their own learning through scaffolded skill progression, and a variety of evidence gathered to verify growth.
Teachers Provide high expectations and appropriate levels of challenge to ensure each student makes at least 12 months growth within a school year, regardless of their starting point.	Leaders Increased knowledge of 'What Works Best' in evidence–based teaching Regular research into best practice, quality teaching and learning methodologies.		Distributed Leadership Teachers facilitate appropriate student voice and direction, explicitly developing students' responsibility and control over their own learning and growth.
Leaders Model learning and growth by actively self–assessing their effectiveness according to Australian Professional Standards for Teachers in at least 3 Standard Descriptors per year.	Parents/Carers Parents understand current assessment practices. They support student centered growth approach and have knowledge of progressions.	Evaluation Plan Ongoing reporting of progress against milestones and annual self–assessment of progress against the School Excellence Framework. Analysis and tracking of student learning data and community feedback using SCOUT, PLAN, PAT, TTFM surveys and school based data each term, semester and year. Embedded whole school practices for the evaluation of impact.	Differentiated Instruction Teachers ensure students actively engage in the assessment process to direct their future focus, and are provided with appropriately leveled challenges.
Parents and Community Survey data indicates growth in parent confidence in, and understanding of student growth.			Three–Tiered Logic Systematic collection and analysis of data is used to select learning programs that will meet the needs of most students, with access to increased levels of teacher support flexibly available and responsive to student direction.
			Growth Mindset Students have a positive mindset and understanding of assessment frameworks, learning progressions and rubrics.

Strategic Direction 2: Expert Teaching

Purpose	People	Processes	Practices and Products
To ensure highly effective, evidence-based teaching and instruction is happening in every classroom every day.	Staff Actively investigate, promote and model effective, evidence-based methods for the teaching of English and Mathematics. Develop and apply a full range of assessment strategies in English and Mathematics to regularly monitor student progress and achievement, inform teaching directions and reflect on teaching practice. Maintain an openness to inviting fellow teachers into their own classroom to observe lessons and give and receive constructive feedback.	English Evaluation of current school practice in the teaching of English to inform future directions. Agreed, effective, evidence-based practices are identified, promoted and modelled in teaching and learning experiences with an increased focus on a case-management approach and use of student learning data to inform ongoing teaching and learning. Teachers are supported in the teaching of English with a quality scope and sequence of content and skills, based on the NSW English syllabus.	Practices Collaborative Practice Teachers collaboratively plan, analyse and engage in teaching and learning activities. Staff, students and parents engage in ongoing professional dialogue about current research and evidence to support student learning. Evaluative Thinking Staff regularly analyse own practice and student learning data to evaluate effectiveness and inform future decisions. Distributed Leadership Students take increased responsibility for own learning and progress towards goals. Differentiated Instruction Analysis of student learning data and responding teaching and learning activities are structured to meet individual student learning needs Three-Tiered Logic Staff implement a case management approach to support the learning of all, targeted and individual students. Growth Mindset Students and staff take increased responsibility for own learning and progress towards learning and PDP goals.
Improvement Measures			
Students Make 12 months growth within a school year, regardless of their starting point, with school 'Value Added' NAPLAN above average as compared to SSSG and local area schools; and 75% of students achieve in the top two bands for NAPLAN reading, writing and numeracy. School based English and Mathematics data reflect student growth as measured by results over the year.	Leaders Develop capacity to evaluate student performance data to identify strategic priorities and develop whole-school plans for improvement. Conduct and communicate regular research into best practice, quality teaching and learning methodologies.	Mathematics Agreed, effective, evidence-based practices are identified, promoted and modelled in teaching and learning experiences with an increased focus on a case-management approach and use of data to inform ongoing teaching and learning.	
Teachers Staff report an increased number of PDP goals being achieved from 2018–2020 and self-assess their growth according to Australian Professional Standards for Teachers in at least 3 Standard Descriptors per year.	Students See everyone as learners – teachers, parents and fellow students. Engage and actively participate in quality teaching and learning experiences.	Evaluation Plan Ongoing reporting of progress against milestones and annual reporting of progress against the School Excellence Framework. Analysis and tracking of student learning data using SCOUT, PLAN, PAT, TTFM surveys and school based data each term, semester and year.	
Leaders School leadership self-assess their effectiveness according to Australian Professional Standards for Teachers in at least 3 Standard Descriptors per year.			
Parents and Community Tell Them From Me survey data indicates growth in parent engagement and confidence in school leadership and teaching practice.	Parents/Carers Actively support school initiatives through participation in parent forums, and engage in learning conversations about 'What Works Best' in teaching and learning.		

Strategic Direction 3: Visionary Leading

Purpose	People	Processes	Practices and Products
To maximise collective efficacy through the development of a purposeful, supportive, professional teaching culture with students remaining at the core of decision-making.	Students Personal leadership knowledge, skills and practice are enhanced through whole-school classroom-based leadership programs. Increased confidence in own ability to use leadership skills when required.	PD Pathways Framework Beginning Teacher Induction and Early Career Teacher professional development prioritised through targeted mentoring and instructional coaching program. Professional Learning Partners inquiry and observation process develops teaching and leading capability. Recognition of high-performing teachers and leaders through accreditation process at HAT & LT. Structured and strategic opportunities for all staff to engage in leadership positions across all aspects of the school.	Practices Collaborative Practice Strategic development of a culture of trust and a focus on collective efficacy through inclusive, effective teamwork processes.
Improvement Measures	Staff Skills and knowledge to effectively mentor and coach colleagues where required. Teachers take personal responsibility for developing their own professional knowledge and practice. Clarity and commitment to the directions and priorities of the school.	Student Leadership Project K-6 teaching and learning scope & sequence and increasing opportunities for practical implementation and skill development across all student ages Integrated links to character traits and learner behaviours as well as growth recognition	Evaluative Thinking Leadership practices/processes are evaluated through ongoing collection and analysis of data and information.
Students All students K-6 have increased access to opportunities for leadership learning and practical application of leadership skills.	Leaders A balance of transformational, distributive and instructional leadership practices to be employed. Development of leadership capabilities through coaching, mentoring, focus on distribution of middle leadership opportunities.	Evaluation Plan Ongoing reporting of progress against milestones and annual self-assessment of progress against the School Excellence Framework. Analysis and tracking of student learning data and community feedback using SCOUT, PLAN, PAT, TTFM surveys and school based data each term, semester and year.	Distributed Leadership Instructional leadership is strategically delegated to sustain a culture of effective, ongoing performance development.
Staff Staff report improved understanding and commitment to school directions and priorities, and improved satisfaction and confidence in their own professional development pathway.	Parents/Carers Improved knowledge/awareness of school initiatives to build leadership skills, and ability to support and enhance these programs at home.		Differentiated Instruction Professional Learning Partnerships are developed to facilitate collaborative teacher inquiry, ongoing peer classroom observations, and learning targeted at the challenge level of individual teachers.
Leaders School leadership team maintains a clear focus on distributed instructional leadership and there is a 30% increase in the number of contributing teachers to facilitate whole school improvement.			Three-Tiered Logic Collective analysis of data informs the design of 'universal' professional learning programs and school strategic directions. Interventions and support programs are responsive and comprehensive, based on evidence and research-based practices.
Parents & Community Parents rate the school as excellent because it uses best practice to embed a culture of high expectations and communicates a clear vision.			Growth Mindset School leaders model enthusiasm and personal drive to grow their own skills and capabilities, supported by a focus on continuous improvement of teaching and learning across the school.