

Strategic Improvement Plan 2021-2025

Ilford Public School 2201



School vision and context

School vision statement

At Ilford Public School we strive for excellence with high quality inclusive educational experiences. Our vision is that every student reaches their potential through high expectations for all, a positive sense of wellbeing and strong community connections.

Teachers engage in research and evidence based practice to ensure quality teaching and learning for every student. In order to overcome any disadvantage of geographical location, a strong foundation of numeracy, literacy and engagement is at the core of Ilford Public School.

School context

Ilford Public School is a small village school that has been providing quality education to the local area since 1868.

Students attend from the local farming community with a population of approximately 300. The school has a current enrolment of 28 with some families having a connection back to the establishment of the school. Others are second and third generation Ilford Public School students. Whilst enrolments fluctuate minimally each year we anticipate that they will remain fairly stable over this planning cycle. We have established and aim to further develop strong community support for the school. Collective efficacy within the school and with the wider school community provides innovative and inclusive learning for all students.

Ilford Public School is set in a picturesque bush setting on the Castlereagh Highway between Lithgow and Mudgee. The school operates two multigrade classes and has a separate library and office area. The historical stone administration building dates back to 1878.

Teaching and learning is at the core of school. It is enhanced by strategic and quality resources, including quality literature, technology in each classroom and resources to support intervention programs. The school has expansive and well-manicured gardens with mature trees and a large grassed oval. There is also a large cola, fixed play equipment, a large sandpit, tennis court and vegetable gardens.

At Ilford Public School our values are kindness, respect, tolerance and trust. A range of experiences in sporting, cultural and environmental programs are provided as part of the broad educational opportunities.

At Ilford Public School there is a focus on continual improvement for students and staff. As a result of a thorough External Validation Process in 2020 and analysis of the 2019 and 2020 SEF S-aS, in order to move towards excellence the school needs to:

In Learning:

- Ensure that support is provided to every student for them to achieve their potential; High expectations, Students know what they are learning and why
- Learning goals are informed by a variety of data sources; Individual learning targets-literacy/ numeracy/ wellbeing
- Whole school assessment to monitor student data
- Teaching and learning programs are adjusted to address individual student needs; NAPLAN, Check-in Assessments, Best Start, student growth, internal and external measures against syllabus standards, PLAN2, Feedback - self and peer
- A planned approach to whole school wellbeing and learning culture, including student voice
- Teachers involve students and families in planning to support learning and share

School vision statement

School context

expected outcomes, Parent/Student engagement

In Teaching:

- Ensure a culture of feedback on a regular basis to assist teachers in identifying areas for change in their teaching program; Instructional leadership
- Use evidence based quality teaching practices across all key learning areas
- Ensure teaching and learning programs are dynamic, showing evidence of revision based on feedback, assessment and continuous tracking of student progress; Data informed practice
- Performance development process is embedded to reflect school priorities
- Provide more structure to allow for collaboration, observations and feedback to sustain quality teaching practice. Coaching and mentoring - expertise and innovation

In Leading:

- Continue to nurture and build effective partnerships with families to support student learning; Community leadership, embed clear processes with timelines and milestones to direct school activity towards the effective implementation of the school plan, Continuous improvement - school plan
- System policy and procedures- LST, strategic resourcing, continuity of practice
- Data informed practice/ Assessment framework Community Of Practice/Building community efficacy

Through a comprehensive Situational Analysis in 2020 we have identified key focus areas in:

1. Effective Quality Teaching and Data Skills and Use with a clear focus on improving the capacity of the teacher and with the support of the Principal as an Instructional Leader, staff will have the opportunity to develop an understanding of research informed practice, high impact teaching strategies and data/information analysis to inform their practice to enhance student learning outcomes across all stages.

2. Strategic and Adaptive Instructional leadership with a renewed school focus on collective efficacy and high expectations for all. The whole school community, including students, staff and parents are provided with opportunities to lead initiatives in our school, the local community and within the network to increase student outcomes and wellbeing.

Strategic Direction 1: Student growth and attainment

Purpose

Our purpose is to ensure students grow in their learning through explicit, consistent and research-informed teaching with an emphasis on the core foundation of Literacy and Numeracy.

Our teachers will evaluate their effectiveness and reflectively adapt their practice through quality, targeted professional learning and use of student assessment data to inform teaching.

Improvement measures

Achieve by year: 2025

School Excellence Framework

School self-assessment of the elements

- 'Effective Classroom Practice' indicates improvement from Sustaining and Growing to Excelling

- 'Data skills and Use' indicates improvement from Sustaining and Growing to Excelling

Attendance (>90%)

Achieve by year: 2023

Attendance

Increase % of students attending school for greater than 95% of the time.

Achieve by year: 2025

Value-Add

K-3 Value-add maintained at Excelling.

3-6 Value-add maintained at Excelling.

Reading growth

Achieve by year: 2023

An increase in Check-In Assessment mean scaled score

Initiatives

Explicit Quality Teaching

Consistent use of explicit teaching practices across the whole school supports teachers' use of effective practices. A whole-school approach creates a common language around practice which in turn supports teacher collaboration and strengthens classroom observation practice.

- All staff have a consistent understanding of evidence-based instruction and assessment demands within all key learning areas to embed effective teaching of numeracy in mathematics.
- All staff have a consistent understanding of evidence-based instruction and assessment of reading
- All staff have a shared understanding of reading development using the syllabus outcomes and the learning progression indicators.
- Staff work with students to establish and explain classroom rules, routines and expectations for behaviour that fit within the whole school classroom management policies and the values of kindness, respect, tolerance and trust.
- Staff provide clear and concise learning intentions and success criteria at the beginning of each lesson and unit of work to establish expectations early in the learning process and revisit these throughout the learning process.
- Create the expectation that every minute of every lesson is important and valuable. Teachers ensure all lessons start promptly, facilitate smooth transitions between activities and establish clear classroom procedures to avoid unnecessary disruptions.
- Partner with parents and carers to support their child's learning at home. Provide parents and carers with advice, tools and information about how students learn. Provide advice to parents and carers explaining the importance of establishing routines and time-defined tasks which are broken up by short breaks when students are studying at home.

Success criteria for this strategic direction

The Ilford Public School community share the expectations that all students will progress with their learning and achievements. It is committed to the pursuit of excellence. Strong partnerships with parents and students mean Ilford Public School students are motivated to deliver their best and continually improve.

All lessons are systematically planned as part of a whole school Scope & Sequence that has been collaboratively designed by all staff. Accommodations and adjustments are made to suit student needs. Lesson planning references progress and achievement data, curriculum requirements, and student feedback, providing continuous improvement for all students.

All staff understand and explicitly teach literacy and numeracy to students at all levels of achievement, in all subject areas, with success that can be measured by improved student progress and achievement data.

Evaluation plan for this strategic direction

The evaluation plan will involve:

- Regular review of these data sources to provide clarity around whether we are on track for achieving the intended improvement measures.
- Regular professional discussion around the School Excellence Framework elements and themes
- Whole staff reflective sessions.

Questions: - How successful have teachers implemented strategies in Reading, Understanding Text and Numeracy?

What is the success of the Super 6 Strategies to improve outcomes in Comprehension?

Data :

- Teaching and learning programs
- PDP's

Strategic Direction 1: Student growth and attainment

Improvement measures

for reading in Year 3 and 5 for 2023 compared with Year 3 and 5 in 2022.

Numeracy growth

Achieve by year: 2023

An increase in Check-In Assessment mean scaled score for numeracy in Year 3 and 5 for 2023 compared with Year 3 and 5 in 2022.

Initiatives

Data Informed Practice

Teachers use data to check and understand where their students are in their learning and to plan what to do next. Effective use of data helps teachers understand which students are progressing at an appropriate level in response to the teaching approaches in their classroom, and how they could best adjust their practice to drive improvement for all students in their class.

Use data in teaching and data use in planning as a focus of this strategic direction ensures teachers clearly understand and develop the full range of assessment strategies and use them to determine teaching directions and assessing progress and reflecting on teaching practice.

Professional learning to further enhance and grow the capacity of staff in learning around What Works Best and high impact teaching strategies, incorporating these to build on opportunities to challenge students, Numeracy, Literacy and Wellbeing programs.

Opportunities to collaboratively design learning sequences and embed formative and summative assessment practices.

Moving towards implementing learning walks or lesson study to extend the work we have started providing extended opportunities for staff to collaborate and develop feedback strategies and deeply reflect on teaching and learning.

Using some form of lesson observation process to guide conversations and ensure feedback is well structured and supported.

Evaluation plan for this strategic direction

- PL Schedule
- Assessment data - external and internal
- SCOUT data
- Student work samples
- Data walls
- Check In Assessments
- Best Start Kindy
- NAPLAN
- Phonics Check, Short Assessments
- PLAN2 data
- Student IEPs
- SEF SaS

Analysis

A - How well have we achieved the purpose?

What's been the impact?

Have teachers shifted their practice - collaborated to adopt a specific practice?

Ongoing analysis will be integrated through progress and monitoring.

Implications:

The findings of the analysis will inform:

- Future actions and strategies
- Annual reporting on the school progress measures - published in the Annual School Report and regularly reported throughout the school year on varied social media platforms including Facebook, newsletter and website.

Strategic Direction 2: Strategic and adaptive instructional leadership

Purpose

Educational leadership involves reciprocal and meaningful learning within a school community. It involves school leaders supporting teachers to improve their practice to better support the learning needs of their students.

Collaboration encourages teachers to grow and develop by engaging with other educators. In schools with high levels of collaboration, teachers share their knowledge and experiences that advance learning for instructional improvement and positively affect student achievement.

At Ilford Public School the Principal is the primary instructional leader who promotes a culture of high expectations, collective efficacy and community engagement in the journey of school improvement.

We will effectively collaborate with other schools within the Lithgow Network, Wollemi Community of Practice and the Small School Community of Practice.

Improvement measures

Achieve by year: 2025

School Excellence Framework

School self-assessment of the element:

- 'Educational Leadership' indicates improvement from Sustaining and Growing to Excelling.

Achieve by year: 2025

School Excellence Framework

School self-assessment of the element:

- 'Management Practices and Processes' indicates improvement from Sustaining and Growing to Excelling.

Initiatives

Systems Leadership

Ilford Public School is recognised as excellent and responsive by its community because it uses best practice to embed a culture of high expectations, and effectively caters for the range of equity issues in the school.

- System leadership is a shared commitment to fostering collaborative networks within and across the system to generate improvement.
- It is characterised by being outward looking, connected and forward thinking, driving sustained improvement and shared responsibility at a local and system level.
- System leadership is important in developing the capabilities of leaders in a strategic way to enhance leader, teacher and student learning.
- It means leaders and teachers having a focus beyond their own school gate.

Management Practices and Processes

Principals benefit from developing a set of consistent skills, knowledge and understanding in order to effectively lead and manage their schools. School leaders are accountable in regards to departmental policies, processes and procedures.

- Promote student voice and leadership in their own learning so that students have positive experiences at school and can continually work on school improvement and their personal development.
- Provide staff with opportunities to lead learning and engage the school community in student learning
- Continue to build a school wide understanding of effective wellbeing practices to support student belonging. Engaging parents to work in partnership with staff to enhance student wellbeing and achievement
- Build a culture of deep learning in the school with the whole school community
- System leadership; System policy and procedures-

Success criteria for this strategic direction

Ilford Public School is recognised as excellent and responsive by its community because it has embedded a culture of high expectations and the pursuit of excellence. The leadership team measures school community satisfaction and shares its analysis and actions in response to the findings with its community.

As a collaboration we work to achieve a common goal through the sharing of practice, knowledge and problems. Systems and processes are established and developed to focus on continuous improvement of teaching and learning, including the research of Lyn Sharratt - Clarity; and engaging with community of practices and the network as a whole.

Evaluation plan for this strategic direction

The evaluation plan will involve:

- Regular review of these data sources to provide clarity around whether we are on track for achieving the intended improvement measures.
- Regular professional discussion around the School Excellence Framework elements and themes
- Whole staff reflective sessions.

Questions: - Have we achieved our purpose of intent? What is our evidence of impact?

Data :

- SEF S-aS
- SCOUT data
- Be You survey data
- Development of staff capacity
- Departmental policies and procedures implemented
- Professional learning and accreditation requirements fulfilled
- Community engagement enhanced - P&C, volunteering, parent forums/meetings

Strategic Direction 2: Strategic and adaptive instructional leadership

Initiatives

- LST, strategic resourcing, community of practice
 - Opportunity to build peer relationships, share and celebrate learning across network, including; sense of belonging, transition points (Kindergarten, Year 3, Year 6)
 - Revisiting school wide procedures, policies and rules to reflect the needs of our current students and where to next.
-

Evaluation plan for this strategic direction

- Parents as partners in learning

Analysis - How well did we do against the purpose? What has been the impact?

Has there been a positive shift in practice?

Ongoing analysis will be integrated through progress and monitoring.

Implications:

The findings of the analysis will inform:

- Future actions and strategies
- Annual reporting on the school progress measures - published in the Annual School Report and regularly reported throughout the school year on varied social media platforms including Facebook, newsletter and website.