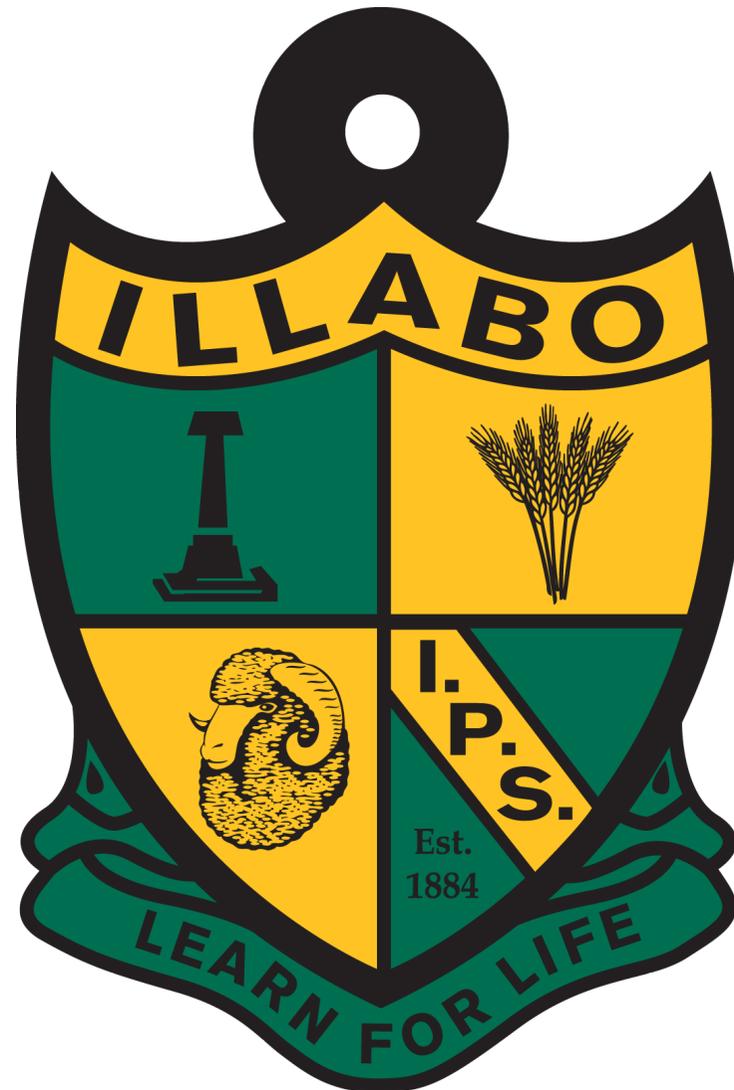


Strategic Improvement Plan 2021-2024

Illabo Public School 2203



School vision and context

School vision statement

The Illabo Public School vision is that all students are self-motivated learners who continually strive to improve and grow. This is fostered through explicit and evidence-based teaching practices, delivered by professional and committed teachers in a culture of high expectations and inclusiveness.

Learning is seen as a shared responsibility and strong, effective partnerships between students, teachers, parents and the wider community, flourish.

School context

Illabo Public School, with a current enrolment of 31, is a small rural school that is proud of its history.

It is situated 15 kilometres from the town of Junee. Our school is an active participant in the Ngumba-Dal Learning Community made up of Illabo, Eurongilly, Junee Public, Junee North Public Schools and June High School. Together we work towards improving educational opportunities for our students and teachers by sharing knowledge, expertise, skills and resources between our schools. Involvement in the Ngumba-Dal community provides the opportunity to connect with the local Aboriginal community and engage in cultural activities and events.

Illabo Public School belongs to the Gundagai Network of schools.

Our school continues to develop a strong focus on embedding quality teaching practices in literacy and numeracy so that all students will connect, succeed and thrive. Our students' wellbeing is at the forefront of school planning. Effective partnerships within the whole school community are nurtured and strengthened through collaborative practices and collective responsibility for student learning.

Through the situational analysis, we have identified a focus around strengthening curriculum, through improving the use of data to inform teaching and a focus on further strengthening classroom practices. Student wellbeing will remain a high priority working in partnership with the school community.

There are strong parent and community relationships in place. The P&C is regularly engaged in school decision making and resource allocation. School evaluation and feedback is shared with the P&C and wider community. Parents are actively engaged and informed of the learning process and progress of their children.

All classrooms are equipped with smartboards and all students have access to a digital device to enhance their learning. Classes are broken into targeted teaching groups to ensure all students are challenged and all adjustments lead to improved learning.

Strategic Direction 1: Student growth and attainment

Purpose

To maximise the reading and numeracy outcomes of every student and to build strong foundations for success, an integrated approach to quality teaching, curriculum planning and delivery, and assessment will operate school-wide.

Data-driven teaching practices that are responsive to the needs of individual students will be regularly used across the school.

Improvement measures

Target year: 2024

Every student will achieve expected growth in Reading and numeracy as determined by individualised assessment using benchmarking in Reading and annual literacy and numeracy assessments using PLAN2.

Target year: 2022

Top 2 Bands (network target)

Improvement in the percentage of students in the Gundagai Principals' Network achieving in the top 2 bands in reading and numeracy.

Target year: 2023

Uplift in students achieving expected growth in NAPLAN Reading results.

Uplift in students achieving expected growth in NAPLAN Numeracy results.

Initiatives

High expectations

Teachers hold high expectations of their students- they know their students well, value them as learners and understand how to support their learning by differentiating instruction, providing individualised feedback and engaging in ongoing meaningful classroom interactions.

- Professional learning will be focused on teacher capacity to effectively use assessment for, as and of learning
- Individual learning is supported by differentiation in all learning activities in Reading and numeracy.

Use of data to inform practice

Teachers use data to check and understand where their students are in their learning and plan what to do next. They use data to adjust their practice to drive improvement for all students in their class.

- There are embedded strategic and structured strategies that build staff capacity to analyse data to enable ongoing monitoring of student progress and achievement and allow for reflection on teaching effectiveness.
- Strengthened partnerships between school and parents inform explicitly of student achievement and future learning directions, goals and support strategies.

Success criteria for this strategic direction

Teaching and learning programs across the school show evidence that they are adjusted to address individual student needs, ensuring that all students are challenged and all adjustments lead to improved learning.

Teachers involve students and parents in planning to support learning and share expected outcomes. Furthermore, they understand, develop and apply a full range of assessment strategies to determine teaching directions, monitor and assess student progress and achievement and reflect on teaching effectiveness.

Student progress and achievement data is analysed and used with a consideration to a range of other contextual information. Teachers and school structure responds to trends in student achievement, at individual, group and whole school levels.

Evaluation plan for this strategic direction

Illabo Public School will use the following data sources to regularly analyse the effectiveness of the initiatives in achieving the purposes and improvement measures of the strategic direction. This analysis will guide the school's future directions:

- NAPLAN data
- Scout
- Student work samples
- Internal assessments
- Check-in data
- Observations
- Interviews
- Resource allocation analysis
- Literacy and Numeracy PLAN 2 data
- Student PLPs
- Student focus groups

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

The evaluation plan will involve: a whole school collection of data in weeks 4 or 9 of each term with staff meetings in weeks 5 and 10 dedicated to the analysis of data. This will provide clarity around whether we are on track for achieving the intended improvement measures.

Strategic Direction 2: Building teacher capacity

Purpose

In the pursuit of excellence, all teachers are committed to identifying, understanding and implementing the most effective explicit teaching methods with the highest priority given to evidence-based teaching strategies.

They take shared responsibility for student improvement and support a culture of high expectations and community engagement, resulting in sustained and measurable whole school improvement.

Improvement measures

Target year: 2024

The school will be excelling in the theme of Explicit Teaching in the element of Effective classroom practice in the Teaching Domain.

Target year: 2024

The school will be excelling in the theme of Collaborative practice and feedback in the element of Learning and Development in the Teaching Domain.

Initiatives

Explicit Teaching

Explicit teaching practices draw on research about how students take in and retain information and how they then use that knowledge and understanding to solve problems, pose questions, and synthesise and justify their reasoning.

- There is explicit teaching of literacy and numeracy at all levels with student performance and achievement measured using assessment data
- Teachers expertly use Literacy and Numeracy progressions and PLAN 2 to identify strengths and gaps in individual student learning

Collaboration

Teacher collaboration involves teachers working together to achieve a common goal through the sharing of evidence-informed practices, knowledge and problem-solving. Effective collaborative practice improves teacher quality.

- A culture of open classrooms and professional support that pursues continued improvement to teaching through evidence-based practice, observation, feedback and reflection is embedded across the school.
- All staff has a deep understanding of different teaching approaches and the impact on maximising student learning and engagement.
- Staff act on feedback to inform teaching development and professional learning is aligned with PDP goals and Teaching Standards

Success criteria for this strategic direction

There is a whole-school approach to teachers using the most effective evidence-based teaching methods and strategies that optimise learning progress for all students, across the full range of abilities. Students' learning improvement is monitored, demonstrating growth.

There is a focus on distributed instructional leadership to sustain a culture of effective, evidence-based teaching and ongoing improvement so that every student makes measurable learning progress and gaps in student achievement decrease.

Learning and progress is regularly reviewed with each student ensuring all students have a clear understanding of how to improve. Student feedback is elicited by teachers and informs their teaching. Student errors and misunderstandings are explicitly addressed until teachers and students are confident that mastery is demonstrated.

Teachers employ evidence-based effective teaching strategies. Effective methods are identified, promoted and modelled. All students' learning improvement is monitored and demonstrates growth.

All teachers effectively and consistently using literacy and numeracy progressions to track student performance and growth.

Evaluation plan for this strategic direction

Illabo Public School will use the following data sources to regularly analyse the effectiveness of the initiatives in achieving the purposes and improvement measures of the strategic direction. This analysis will guide the school's future directions:

- Staff Performance and Development Plans
- Teaching and Learning programs feedback
- Literacy and Numeracy progressions
- Internal assessment records
- Staff meetings and staff development days agendas

Evaluation plan for this strategic direction

- Eurillo (Eurongilly and Illabo) shared drive
- Ngumba-Dal events and collegial sharing
- Classroom observations and feedback
- Sharing and analysis of data between teachers
- Professional learning communities working together
- SEF SaS

The evaluation plan includes reviewing these data sources twice a term to provide clarity around whether we are on track for achieving the intended improvement measures.

Strategic Direction 3: Effective partnerships

Purpose

To ensure that all students connect, succeed, thrive and learn, there will be a strategic and planned approach to whole school wellbeing processes that support high levels of wellbeing and student learning success.

The school culture will be strongly focused on learning, supported by the whole school community that demonstrates aspirational expectations of learning progress and achievement for all students and is committed to the pursuit of excellence.

Improvement measures

Target year: 2022

At least 85% of students will be attending 90% of the time or more.

Target year: 2024

The school will be excelling in the theme of 'Individual learning needs' in the element of Wellbeing in the Learning Domain.

Initiatives

Wellbeing

The school supports wellbeing practices that allow students to connect, succeed, thrive and learn through social, emotional, behavioural, cultural and intellectual engagement. All staff are responsible for supporting student wellbeing. In fostering positive relationships across the school community, there are:

- optimum conditions for student learning across the school based on widespread positive, respectful relationships among students and staff.
 - high impact professional learning opportunities planned for teachers and other staff, around wellbeing practices to drive improvement in student engagement.
 - embedded opportunities for all students and staff to engage in learning and understanding of Aboriginal culture.
-

Success criteria for this strategic direction

There is a school-wide, collective responsibility for student learning and success, which is shared by parents and students. Planning for learning is informed by sound holistic information about each student's wellbeing and learning needs in consultation with parents/carers.

Student wellbeing is enhanced due to the achievement of meaningful goals and the fostering of positive relationships.

There are regular opportunities for all students to meet with an identified staff member who can provide advice, support and assistance to help them fulfil their potential. These relationships are characterised by constructive interactions that provide enthusiastic and genuine support.

Evaluation plan for this strategic direction

Illabo Public School will use the following data sources to regularly analyse the effectiveness of the initiatives in achieving the purposes and improvement measures of the strategic direction. This analysis will guide the school's future directions:

- Attendance data from Sentral
- Student wellbeing journals
- TTFM expectations for success, advocacy, and sense of belonging at school data
- Parent participation and attendance at formal parent/teacher interviews, school assemblies, special school-based activities, sports carnivals, information days/evenings
- Student ILPs
- Student progress reports

The evaluation plan will be in line with the scheduled review plan to provide clarity around whether we are on track for achieving the intended improvement measures.