

Strategic Improvement Plan 2021-2024

Iona Public School 2211



School vision and context

School vision statement

At Iona Public School, we are preparing students for a complex, rapidly changing society. Our aim is to develop a life-long love of learning in our students in an inclusive and supportive environment. At Iona Public School students will become self-directed, successful learners who strive for excellence, develop responsibility and show respect to all.

School context

Iona Public School, with a current enrolment of 58 students, is a rural school located in the Hunter region of New South Wales, 10 kilometers from Maitland. School numbers have been declining since 2016 with 65 students to 47 students in 2020. Increased Kindergarten enrolments in 2021 have seen numbers increase to 58. We anticipate that this trend will continue in the future. 10% of students identify as Aboriginal and 10% speak another language other than English at home.

The school fosters a culture of innovative and high expectations within a supportive and inclusive school community. This environment allows students, staff, parents and the wider community to work together to promote school excellence. The school is very committed to providing opportunities in sport, science, technology and creative and performing arts to enable our students to excel through a range of different experiences.

Through our situational analysis, we have identified the need for a continued emphasis on embedding quality teaching practices in literacy and numeracy. Using evidenced based strategies we will provide opportunities to improve teaching practice and ensure students achieve expected growth and attainment in all learning areas. This will be achieved through explicit teaching, high expectations, effective feedback and engaging learning opportunities for all students. The school will continue to develop whole school processes for measuring and analysing data so that we are responsive to individual learning needs. However, as a small school we have to be very cautious using the statistical data provided from NAPLAN and Check in Assessments due to small cohort sizes. Means and standard deviations are not necessarily relevant and can be greatly influenced by individual student performance.

A strong focus on whole school planning and using data to inform teaching and learning will enhance and build teacher capacity to differentiate curriculum, inform teaching and provide feedback to students so that learning is maximised for all.

The wellbeing, engagement and high expectations of students and community will continue to remain focus areas. We will embed a whole school approach to student wellbeing where the school culture is strongly focused on learning, the building of educational aspirations and ongoing performance improvement throughout the school community. Tell Them From me Surveys and engagement with the Wellbeing Framework will provide focus areas and future directions in developing whole school processes to support engagement and wellbeing.

Our parents are interested and have the skills and education to make a positive contribution to the learning environment. The school community places a very high value on its rural location and outlook and the small school size that enables a strong sense of community and involvement.

Strategic Direction 1: Student growth and attainment

Purpose

To improve student achievement, growth and performance in literacy and numeracy we will strongly focus on quality learning environments, assessment and the building of educational aspirations, throughout the school community.

Improvement measures

Target year: 2022

System Negotiated Targets

NAPLAN top two bands

A minimum of 47.4% of Year 3 and 5 students achieve in the top two bands in NAPLAN Numeracy. (Upper bound system-negotiated network target) uplift from the 2018/2019 baseline of 35.9%.

A minimum of 59.4% of Year 3 and 5 students achieve in the top two bands in NAPLAN Reading. (Upper bound system-negotiated network target). Uplift from 2018/2019 baseline of 48.4%

Target year: 2024

School Targets

Learning Progressions

80% of students will achieve within the expected end of year progression for Understanding Texts and Creating Texts in Literacy and Quantifying Numbers, Multiplicative Strategies and Additive Strategies in Numeracy.

Self-Directed Learning

Embedded Practice of Learning Intentions exhibited in all classrooms with students engaging in self assessment and peer-assessment using success criteria for their literacy and numeracy goals.

Students are aware of, and most are showing, expected growth on internal school progress and achievement data.

Initiatives

Data skills and Use

Teachers effectively use data analysis to differentiate curriculum, inform teaching and provide feedback to students so that learning is maximised for all.

All staff comprehensively analyses student progress and achievement data for insights into student learning and discusses results with the whole staff. All teachers contribute to gathering and analysing data.

Assessments are developed/sourced and used regularly across stages/year levels/subject areas or the whole school to help promote consistent and comparable judgement of student learning, monitor student learning progress, and identify skill gaps for improvement and areas for extension.

Personalised Learning

Teachers provide explicit, specific and timely formative feedback related to defined success criteria. Teachers' feedback supports improved student learning.

Effective Classroom Practice

Teachers are committed to identifying, understanding and implementing the most effective explicit teaching methods, with the highest priority given to evidence-based teaching strategies.

Success criteria for this strategic direction

Initiative 1 - Data skills and Use

Teachers clearly understand, develop and apply a full range of assessment strategies- assessment for learning, assessment as learning and assessment of learning - in determining teaching directions, monitoring and assessing student progress and achievement, and reflecting on teaching effectiveness.

Initiative 2 - Personalised Learning

Teachers routinely review learning with each student both in class and on work submitted, 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.

Effective Classroom Practice

A whole school approach ensures the most effective evidence-based teaching methods optimise learning progress for all students, across the full range of abilities. Teachers employ evidence-based effective teaching strategies. Effective methods are identified, promoted and modelled, and students' learning improvement is monitored, demonstrating growth.

Evaluation plan for this strategic direction

Evaluation Plan

Q. To what extent have we achieved and demonstrated impact and improvement of student outcomes in literacy and numeracy?

D. Internal assessment - e.g. PLAN 2, school based assessments, PAT Maths etc.

External assessments e.g. NAPLAN, Check in assessments

Strategic Direction 1: Student growth and attainment

Improvement measures

PM Benchmarking

90% of students at or above expected reading age level.

PAT Numeracy

Continued growth of students achieving or above Stanin 5 in PAT Maths assessments.

SEF

*SEF element 'Data skills and use'- Excelling

*SEF element 'Effective classroom practice'- Excelling.

SEF element - Assessment - Excelling

Target year: 2023

NAPLAN Value-Add - Value Add move from Delivering for 3-5 and 5-7 to Sustaining and Growing.

60% of Year 5 students will be achieving or exceeding expected growth in NAPLAN numeracy and reading.
(Lower bound system-negotiated target)

Evaluation plan for this strategic direction

Student surveys

Classroom observations and walk throughs

Student Voice - Student Goal setting

SCOUT data

A. Analysis will be embedded within the initiatives through progress and implementation monitoring. Annually the school will review progress towards the improvement measures.

I. The findings of the analysis will inform future directions and annual reporting and school progress measures.

Strategic Direction 2: Wellbeing and Engagement

Purpose

At Iona Public School we will develop a school culture that is strongly focused on high expectations and engagement, resulting in whole school continuous improvement.

Improvement measures

Target year: 2022

Attendance

Increase the proportion of students attending more than 90% by the upper bound negotiated target of 90%.

Target year: 2022

Wellbeing

Tell Them From Me (TTFM) data shows that 85% of students report a positive sense of wellbeing.

Target year: 2024

Effective learning partnerships are demonstrated between the school and community to support learning progress and achievement of all students.

Initiatives

High Expectations

There is demonstrated commitment within the school community that all students make learning progress. Partnerships with parents and students support clear improvement aims and planning for learning.

Engagement

Create and develop strong collaborations between students, parents and the community to support continuity of learning and growth for all students.

Teachers share criteria for student assessment with students. Formative and summative assessments create opportunities for students to receive feedback on their learning.

Parents are presented with clear information on what and how well their children are learning and receive regular information in accessible formats about how to support their children's progress. The school solicits feedback on its reporting from parents.

Attendance

Attendance data is regularly analysed and is used to inform planning. Whole of school and personalised attendance approaches are improving regular attendance rates for all students, including those at risk.

Success criteria for this strategic direction

The whole school community demonstrates aspirational expectations of learning progress and achievement for all students, and is committed to the pursuit of excellence. Effective partnerships in learning with parents and students mean students are motivated to deliver their best and continually improve.

Engagement

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

Students and parents understand the assessment approaches used in the school and their benefits for learning. Feedback from students on their learning derived from assessments informs further teaching.

Attendance

Teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes.

Evaluation plan for this strategic direction

Q How can the school determine that its whole school practices for enhancing student wellbeing and engagement have been successful?

D. TTFM - Student wellbeing

Student feedback and exit slips

Peer Support student evaluation

SENTRAL wellbeing data

Attendance data

Strategic Direction 2: Wellbeing and Engagement

Evaluation plan for this strategic direction

Wellbeing Framework Self- assessment

Parent and community surveys

A. Analyse the data to determine the extent to which the propose has been achieved.

I. What are the implications and future directions for school planning and improvement of student outcomes?