

Strategic Improvement Plan 2021-2024

Illaroo Road Public School 4246



School vision and context

School vision statement

Illaroo Road Public School is focused on ensuring an inclusive educational experience for all students and is founded by a shared community commitment to high expectations and the ongoing pursuit of excellence. Together we will challenge and engage our students in the classroom and through whole school activities to support all students developing as successful learners, confident and creative individuals and active and informed citizens. Curriculum planning, delivery and assessment will promote growth for all students and be responsive to wellbeing and academic needs. Our strategic directions are purposefully linked to achieve improved student outcomes and their link is at the core of our continuous improvement efforts.

School context

Illaroo Road Public School, North Nowra, is a South Coast school situated on the northern side of the Shoalhaven River. There is an enrolment of 554 students, of which 58 identify as Aboriginal or Torres Strait Islander students and 16% come from a language background other than English. The school has 24 classes including 19 mainstream, 2 opportunity classes and 3 autism classes. Our community sits predominately in the middle two quartiles of socio economic advantage. Our data shows a consistent number of enrolments over the last 5 years, however, we are anticipating a decrease in enrolments over the next four years as our non local enrolments are declining following the 2019 update and implementation of the Department of Education Enrolment Policy. A high percentage of our students who enrol in Kindergarten will finish Year 6 at Illaroo Road and we need to ensure we continually challenge and engage them in their learning.

We are committed to improving outcomes for our Aboriginal and Torres Strait Islander students through a focus on quality and authentic communication with our families and our local Aboriginal Education Consultative Group. Our community of schools has been collaborating to develop a dedicated Aboriginal Education plan for our COS. This body of work has united our local community of schools to develop a shared understanding and respect of Aboriginal Education and the positive impact that the learning of and about culture has on all students. This important work reflects the partnership agreement between the NSW AECG and the NSW Department of Education 2020-2030.

When teachers and parents/carers have high expectations for all students there is a positive effect on student achievement. This is the core value that underpins our ongoing improvement plan. Through our situational analysis, we have identified the need to explicitly link strong and visible expectations of student learning, achievement and behaviour to clear, engaging and challenging learning tasks based on syllabus standards.

Our work will focus on individualised and whole staff professional learning with literacy and numeracy experts working alongside classroom teachers, learning and support teachers and executive staff. Collaborative data analysis, evaluation and planning that develops teaching and learning programs across the school will be a strong focus. We will build on the strong foundations in the early years that has been a focus of our previous improvement cycle, ensuring we are continually challenging staff and students to improve.

Collaborative and strategic evaluation and planning between staff, students and the school community underpins our continuous improvement efforts. The school has high expectations for the development and delivery of explicit and evidence-based teaching practices to support and develop all students in an inclusive and dynamic learning environment.

Strategic Direction 1: Student growth and attainment

Purpose

To maximise student growth outcomes and ensure learning 3-6 builds on strong foundations in reading and numeracy K-2. We will further develop and refine our data-driven and evidence-informed practices and strengthen our shared understanding of high expectations for all students.

Improvement measures

Target year: 2022

There is an uplift of 5% of students in Year 3 and Year 5 achieving in the top 2 bands in NAPLAN numeracy (system negotiated target)

There is an uplift of 5.4% of students in Year 3 and Year 5 achieving in the top 2 bands in NAPLAN reading (system negotiated target)

Target year: 2023

There is an uplift of 5.2% of students in Year 5 achieving expected growth in NAPLAN numeracy (system negotiated target)

There is an uplift of 5.6% of students in Year 5 achieving expected growth in NAPLAN reading (system negotiated target)

Initiatives

Data Driven Practice

Embed a teaching culture where student learning and assessment data is regularly and effectively used school wide to identify achievement and growth.

- High impact professional learning to build staff confidence to clearly understand, develop and apply a full range of assessment strategies in literacy and numeracy.
- Further develop teacher understanding through instructional leadership and collaboration with colleagues to ensure relevant and useful professional learning in data use that builds capacity and confidence.
- Analyse student progress and achievement data to evaluate student learning over time and implement changes in teaching that lead to measurable achievement and growth.

Evidence-informed teaching

Ensure our planning and delivery of learning K-6 employs effective evidence-informed practices to optimise learning progress for all students.

- Review evidence-based teaching strategies to identify, adapt and embed effective, explicit teaching practices meeting the learning and challenge needs of all students K-6.
- Identify and build expertise within the staff to trial, demonstrate and share innovative and high-impact, evidence-based strategies, developing systems to support authentic collaboration, consistency in delivery and evaluative practice.
- Embed high-impact, explicit literacy and numeracy teaching strategies in all classes K-6, ensuring success is consistently and systematically measured by improved student progress and achievement data.

Success criteria for this strategic direction

- Teachers and teaching teams competently track student growth using a range of agreed K-6 formative and summative assessment strategies.
- Valid and reliable assessment data is monitored and deeply analysed by individual teachers and teaching teams in reading and numeracy.
- Scout data indicates an uplift in our value-add from 3-5 and 5-7.
- All teachers use student data to inform planning, identify interventions and modify teaching.
- All students articulate, understand and achieve their literacy and numeracy learning goals.
- Explicit, consistent and evidence-informed practices are evident and effectively delivered resulting in continued student growth for all students from K-6.

Evaluation plan for this strategic direction

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

- NAPLAN and Scout data
- PAT data
- Literacy and numeracy progressions
- Internal assessment data
- Student work samples

The evaluation plan will involve:

Regular and planned review of these data sources to provide clarity around our progress towards achieving intended improvement measures. Rigorous analysis of the data to determine impact will guide both ongoing implementation as well as future school planning to provide continuous improvement.

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

Using IRPS developed 'Data Triangulation' to support teacher judgement on student learning in conjunction with quantitative assessments such as NAPLAN and PAT.

Executive and whole staff analyse progress against School Excellence Framework elements: *Learning Culture, Curriculum, Assessment, Student Performance Measures, Effective Classroom Practice, Data Skills and Use.*

Strategic Direction 2: Embedding engagement, challenge for success

Purpose

To develop a learning culture where there is a shared understanding and appreciation for high expectations, authentic engagement and challenge in learning. We will strengthen a sense of belonging for all students, and be responsive and respectful of learners as individuals with varied and changing needs.

Improvement measures

Target year: 2022

TTFM wellbeing data advocacy, belonging and expectations of success has an uplift of 4.5%

Target year: 2022

A 3.2% uplift in the percentage of students attending school more than 90% of the time.

Target year: 2024

School Excellence Framework

In the elements of 'Learning Culture', 'Wellbeing', 'Reporting' and 'Effective Classroom Practice' the school self assesses at excelling.

Initiatives

Cognitive Wellbeing

Nurture a whole school culture where strategies to support cognitive wellbeing are explicit and consistent to build a positive and supportive learning environment resulting in achievement and success.

- Strengthen a streamlined approach to mastery of skills, concepts and content knowledge by embedding structures for systematic delivery.
- Build teacher capacity through high-impact professional learning to minimise repetition of information and extraneous load and to maximise student competence and growth.
- Empower our students to be active participants in their own learning and wellbeing by embedding practices and strategies supporting the development of autonomy and intrinsic motivation.

Personalised Learning

Embed a learning culture that is challenging and engaging where all students value learning and are supported to effectively engage with feedback to achieve their learning goals.

- Embed practices where effective partnerships in learning with parents and students means students are motivated to deliver their best and continually improve.
- Establish and use planned collaboration days to provide teaching teams the opportunity to engage in and unpack syllabus, use assessment data and evidence-informed practices to inform teaching delivery relevant to their current cohort.
- Embed and use high-impact professional learning structures to build teacher capabilities and collective efficacy on challenging and engaging learning.

Success criteria for this strategic direction

- Positive working relationships are evident within and between staff, students and parents, establishing a sense of belonging and connectedness.
- Teaching staff competently utilise strategies supporting cognitive load.
- Students engage in learning opportunities with a sense of autonomy and the self-confidence and intrinsic motivation to succeed.
- Strong understanding of a range of DoE strategies eg 'Disability Strategy' and their practical implications to meet the learning needs of all students.
- Student reports are personalised and comprehensive, providing detailed, clear and specific information about student learning growth, next steps and improvement measures.

Evaluation plan for this strategic direction

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

- Scout, NAPLAN and PLAN 2
- Parent/Teacher engagement feedback
- IEPs and PLPs
- Class programs
- Tell them from Me Surveys - student, staff, parents
- Focus groups- students, staff, parent/carer
- Student reports - change across the 4 year plan

The evaluation plan will involve:

Regular review of school expectations of student challenge and engagement in learning using the QDAI evaluation process. Rigorous analysis of the data to determine impact will guide both ongoing implementation

Strategic Direction 2: Embedding engagement, challenge for success

Evaluation plan for this strategic direction

as well as future school planning to provide continuous improvement.

Evaluating the impact of teacher-student relationships on student engagement in learning.

Executive, whole staff analyse progress against School Excellence Framework elements: *Learning Culture, Wellbeing, Reporting, Effective Classroom Practice*.

Strategic Direction 3: Quality processes, authentic delivery

Purpose

To embed a clear line of vision K-6 through strong collaboration between students, staff and parents. There is a school wide collective responsibility for student learning and success. Whole school procedures, expectations and practices are clear and well defined. Student learning is planned and monitored longitudinally K-6.

Improvement measures

Target year: 2024

More than 75% of the staff rate themselves as excelling at the theme level of 'Improvement of Practice' and 'Explicit Teaching' as measured by the School Excellence Framework.

Target year: 2024

School Excellence Framework

In the elements of 'Curriculum', 'Learning and Development', 'Educational Leadership' and 'Management Practices and Processes' the school self assesses at excelling.

Initiatives

Strong and Effectively Implemented School Systems

Ensure effective administrative systems, structures and processes underpin and strongly support ongoing school improvement and professional effectiveness of all school members.

- Develop whole school systems and structures to ensure time is dedicated to routinely and systematically collecting, recording and analysing data. The school wide framework will ensure data use is embedded and is used to target teaching and track student progress over time.
- Review and clearly define whole school expectations, processes and procedures through consultation with students, staff and parent/carers. High expectations are visible and known to all stakeholders and underpins and promotes learning excellence.
- Strengthen school based structures and resources to strongly support authentic collaboration, teacher professional learning and evaluative practices to enable teachers, parents and the community to work together to support consistent and systematic processes to improve achievement, growth, attendance and wellbeing.

High Expectations Curriculum Provision

Ensuring the implementation of a high expectations curriculum through quality collaboration with colleagues and engagement with syllabus to promote learning excellence and responsiveness in meeting the needs of all students.

- Embedding the use of the Professional Teaching Standards as a framework to continuously and objectively reflect on practice to ensure all teachers understand and explicitly teach in an inclusive and challenging way.
- High impact professional learning to review and adapt new and existing syllabus with a strong focus on whole school K-6 subject delivery sequences for

Success criteria for this strategic direction

- School expectations, procedures and processes strongly support teachers to ensure every student has a high quality learning experience and achieve or exceed expected growth.
- A visible and shared understanding of a high expectations culture is embedded for all students, teachers, parents/carers and the community.
- Teaching teams are collaborative, sound judgement of student learning is based on syllabus standards and reached using a range of data, expertly analysed by teachers.
- Strong inclusive procedures and practices evident to plan for achievement and ensure all learners connect, succeed and thrive.
- The school has a high performing teaching staff as measured against the Australian Professional Standards.

Evaluation plan for this strategic direction

The school will use the following data sources :

- Expectations and Procedures documentation-yearly feedback and review
- NAPLAN, Scout data
- Staff personal development plan and lesson observation feedback
- Tell them from Me Surveys - student, staff, parents
- Focus groups- students, staff, parent/carer

The evaluation plan will involve:

Whole school review including parents/carers yearly to evaluate expectations and procedures using the QDAI evaluation process to ensure they are clear and achieve their purpose.

Rigorous analysis of the data to determine impact will guide both ongoing implementation as well as future

Strategic Direction 3: Quality processes, authentic delivery

Initiatives

- continued challenge and maximum learning for all students.
 - High impact professional learning on the use of the literacy and numeracy progressions, High Potential and Gifted Education Policy, Student Behaviour Strategy, Disability Strategy and Aboriginal Education Policy and Partnership Agreement to personalise learning for all students.
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Evaluation plan for this strategic direction

school planning to provide continuous improvement.

Executive and whole staff analyse progress against School Excellence Framework elements: *Learning Culture, Curriculum, Professional Standards, Learning and Development, Educational Leadership, Management Practices and Processes*.