

# Strategic Improvement Plan 2021-2024

## Irrawang Public School 4372



# School vision and context

## School vision statement

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Our school ensures an inclusive culture of continuous improvement with high expectations for all. We promote a positive growth mindset to develop confidence, respect and success in our deeply connected school community.

We acknowledge the Worimi people who are the Traditional Custodians of the lands on which we teach and learn and pay respect to Elders past, present & emerging and extend that respect to other Aboriginal people.

## School context

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Irrawang Public School, located in Raymond Terrace, is classified as a P3 school. In 2021 the school's enrolment is 395, 32% of these students identified as being of Aboriginal or Torres Strait Islander descent. The school has a non-teaching Principal and four Assistant Principals. Through the Early Action for Success initiative an Instructional Leader was appointed at the end of 2012. Our Family Occupation and Education Index (FOEI) currently sits at a value of 170. All staff meet the professional requirements for teaching in NSW public schools. The school supports a Department of Education Preschool, Special Education Unit (3 classes - IO/IM/ED) and Schools as Community Centres (SaCC) program (Thou Walla).

Our school implements a range of strategies to maximise success for all students, including Positive Behaviour for Learning (PBL), Personalised Learning Plans, Individual Education Plans and Behaviour Management Plans. Students are able to access additional academic, sporting and performing arts programs and our strong focus on programs to support Aboriginal Students is always paramount. At Irrawang Public School our mission is to 'Play our Part' from Preschool to Year Six for all students.

# Strategic Direction 1: Student growth and attainment

## Purpose

At IPS, all students benefit from data driven, high quality and research informed teaching and learning experiences that ensure every student reaches their full potential.

## Improvement measures

### Target year: 2022

#### Improvement measures

- \* Top 2 bands NAPLAN numeracy increase (uplift) of 3%
- \* Top 2 bands NAPLAN reading increase (uplift) of 3%
- \* Top 3 bands NAPLAN numeracy increase (uplift) ATSI of 3%
- \* Top 3 bands NAPLAN reading increase (uplift) ATSI of 3%
- \* 64% of students attending 90% or more

### Target year: 2021

- \* Increased (uplift) percentage of students achieving expected growth NAPLAN numeracy by 7% (51)
- \* Increased (uplift) percentage of students achieving expected growth NAPLAN reading by 5% (45)

## Initiatives

### Reading

Enhance whole school pedagogy to support the delivery of research informed best practice supporting all students to develop critical skills in Reading and comprehension.

- Collaborative development of teaching and learning programs that support and enrich all students ensuring that every student is known, valued and cared for.
- Development of consistent formative and summative assessments tasks to ensure reliable and informative student progress measures and collected and centrally stored, embedding CTJ practices for consistency
- Collaborative data analysis involving key staff including APC&I, Stage APs, classroom teachers, intervention staff, LAST and SLSO to drive improvement in reading, using collective efficacy to support every student.
- Effective and consistent implementation of high impact teaching strategies to support delivery of Literacy and drive High Impact Professional Learning targets to be delivered to all staff, aligned to school priorities and PDPs.

### Numeracy

Enhance whole school pedagogy to support the delivery of research informed best practice supporting all students to develop critical Numeracy skills.

- Collaborative development of teaching and learning programs that support and enrich all students ensuring that every student is known, valued and cared for.
- Development of consistent formative and summative assessments tasks to ensure reliable and informative student progress measures and collected and centrally stored, embedding CTJ practices for consistency
- Collaborative data analysis involving key staff including APC&I, Stage APs, classroom teachers, intervention staff, LAST and SLSO to drive

## Success criteria for this strategic direction

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

The school's curriculum provision supports high expectations for student learning. The curriculum is enhanced by learning alliances with other schools or organisations, where useful and practicable. Students' learning and courses of study are monitored longitudinally (for example K-2; K-6; 7-12) to ensure continued challenge and maximum learning. (SEF-Curriculum, Curriculum Provisions)

The school uses systematic and reliable assessment information to evaluate student learning over time and implements changes in teaching that lead to measurable improvement. The school has processes in place to support teachers' consistent, evidence-based judgement and moderation of assessments. (SEF-Assessment, Whole School monitoring of student learning)

The school achieves excellent value-added\* results, significantly above the value added by the average school. (SEF - Student performance measures, Value Add)

Most students achieve in the top two bands for NAPLAN reading, writing and numeracy. (SEF - Student performance measures, NAPLAN)

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. (SEF-Data Skills and Use, Data Use In Teaching)

The leadership team maintains 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. (SEF-Educational Leadership, Instructional Leadership)

# Strategic Direction 1: Student growth and attainment

## Initiatives

improvement in numeracy, using collective efficacy to support every student.

- Effective and consistent implementation of high impact teaching strategies to support delivery of Numeracy and drive High Impact Professional Learning targets to be delivered to all staff, aligned to school priorities and PDPs.

## Attendance

Embed sustainable whole school processes for collecting and analysing attendance data. The regular evaluation of the data will identify areas for improvement and be used to:

- Identify whole school, cohort and individual needs to focus research leading to the identification and implementation of effective strategies that ensure sustained attendance improvements.
- Determine the impact of implemented strategies on overall student attendance rates and make adjustments or changes as required.
- Be innovative in our creation of strategies and initiatives to improve whole school attendance at IPS.

## Success criteria for this strategic direction

Achievement/Exceeding identified improvement measure

Meeting/Exceeding in three Quality Areas for term 3 Re-assessment and rating.

## Evaluation plan for this strategic direction

### Evaluation plan

Question:

To what extent have we achieved our purpose and can demonstrate impact and improvement of student outcomes in reading and numeracy?

Data:

We will use a combination of data sources. These will include:

SCOUT Data - TTFM, NAPLAN

NCCD Data

LST Meeting Minutes

Whole school data tracking

Internal student assessment data

NDIS / Specialist staff involvement in school

Pre/Post Assessment

Differentiated teaching and learning programs

SLSO and intervention personalised programs

AEDC Data

PLAN 2 Data with growth measure analysed

# Strategic Direction 1: Student growth and attainment

## Evaluation plan for this strategic direction

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Best Start Data

Analysis:

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

Implications:

The findings of the analysis will inform:

- \* Future actions

- \* Annual reporting on school progress measures (published in the Annual Report each year and on the School Website)

## Strategic Direction 2: Teaching, Learning and Innovation

### Purpose

At IPS, all staff are committed to building their capacity. We collaboratively develop and implement innovative teaching and learning programs for every student. Professional development is delivered and improved through reflection and feedback.

### Improvement measures

#### Target year: 2021

95% of staff (teaching/SLSO/Admin) have active PDPs which can link to at least one strategic direction of the 2021-24 SIP.

#### Target year: 2021

All staff implementing best practice from WWB in identified areas of need.

Leading Port Stephens schools to establish LST/Intervention systems and practices across our Community of Schools with a focus on making use of COVID funding

#### Target year: 2021

All staff K-2 utilising Learning Pod structure to support the development of Mathematics 5 weekly cycles of learning

Intervention and SLSO working with Classroom Teacher to support individualised delivery of teaching and learning in every classroom

#### Target year: 2021

All staff utilising Hatties Visible Learning Principles in every classroom

### Initiatives

#### High Impact Teaching and Leading

Integration of research informed best practice to support teaching and learning across the school.

- Implementing the principles of What Works Best to drive teaching and learning and inform best practice for classroom teachers, intervention teachers and SLSOs
- Implementing the principles of Visible Learning across the school to support individualised learning for every student

#### Future Focused Learning

Implementation of highly effective future focused teaching and learning to drive whole school improvement and support students to be active and engaged citizens in a dynamic and ever changing environment.

- resources that support staff and student development;
- Demonstration lessons and observations that support future focused practices;

- Staff, student and community surveys that provide feedback in terms of learning needs.

- Fleet management and device maintenance.

### 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 (SEF - Learning Culture, high Expectations)

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. (SEF - Effective Classroom Practice, Explicit Teaching)

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. (SEF - Effective Classroom Practice, Feedback)

Teaching staff demonstrate and share their expertise within their school and with other schools. All teachers have expert contemporary content knowledge and deploy effective teaching strategies. The school trials innovative practices and has processes in place to evaluate, refine and scale success. (SEF- Learning and Development, Expertise and Innovation)

The leadership team maintains 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. (SEF- Educational Leadership, Instructional Leadership)

Teaching staff demonstrate and share their expertise within their school and with other schools. All teachers have expert contemporary content knowledge and deploy effective teaching strategies. The school trials innovative

## Strategic Direction 2: Teaching, Learning and Innovation

### Success criteria for this strategic direction

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practices and has processes in place to evaluate, refine and scale success. (SEF - Learning and Development, Expertise and innovation)

### Evaluation plan for this strategic direction

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#### Evaluation plan

Question:

To what extent have we achieved our purpose and can demonstrate we collaboratively developed and implemented innovative teaching and learning programs for every student.

Data:

We will use a combination of data sources. These will include:

Self-assessment from WWB toolkit

Evidence of data use in teaching and learning

Common data collection across K-6 in a centrally stored location

NAPLAN

Internal Data Collection and analysis

Program feedback from supervisor highlighting differentiated programming

ILPs / PLPs

TTFM Data

Scope and Sequence documents

Pre-post assessments

Student-led assessment rubrics and criteria

## Strategic Direction 2: Teaching, Learning and Innovation

### Evaluation plan for this strategic direction

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Student work samples

Intervention and SLSO timetables and programs

Analysis:

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

Implications:

The findings of the analysis will inform:

- \* Future actions

- \* Annual reporting on school progress measures (published in the Annual Report each year and on the School Website)



# Strategic Direction 3: Connect, Succeed and Thrive

## Purpose

At IPS, we promote a positive growth mindset by embedding consistent evidence based well-being practices. We advocate and empower our whole school community to connect, succeed and thrive.

## Improvement measures

### Target year: 2021

76% of students report feeling a positive sense of belonging on TTFM

84% of students report that they have positive behaviour at school.

82% of students report having a positive learning culture.

### Target year: 2021

75% of ATSI students K-6 attending 90% or more of the time.

Over 75% of all ATSI families are represented at school community events.

SBAT students on track with apprenticeship goals - liaising with High Schools/MEGT/International Child Care College

### Target year: 2021

PBL triangle reflecting:

Uplift of students K-6 in Tier 1 of 2% (90)

Reduction of students K-6 in Tier 2 of 1% (8)

Reduction of students K-5 in Tier 3 of 3% (2)

Suspension data:

Reduction in suspension data from previous years data.

## Initiatives

### Collaborative Communities

#### PBL

Embedding innovative PBL systems to ensure the safe and effective development of a positive school culture and support students to live rewarding lives.

- community PBL initiatives support ongoing involvement of local schools and businesses to support and promote the Community PBL Safety, Trust, Acting Responsibly, Respect, Success (STARS)
- refine and review whole school PBL systems and processes to ensure inclusive and responsive lesson development that is responsive to whole school data analysis.

#### Thou Walla

Supporting the whole school community to be engaged and active members of our school, in a safe and supportive environment.

- building connections, supporting wellbeing and engagement through programs at Thou Walla, our school community centre.
- supporting the wellbeing of all students through the provision of Breakfast Club.

### Aboriginal Education

Ongoing implementation of systems and practices to support the principles of 'Walking together, working together' 2020-2030 Aboriginal Education policy.

- building connections to culture and community through targeted literacy and numeracy programs delivered in school to learn about culture and promote wellbeing and belonging through culture.
- provision of targeted learning, enrichment and support, for ATSI students to ensure that growth is commensurate or above what is expected of all students.

## 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. (SEF - Learning Culture, High Expectations)

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. (SEF - Curriculum, Differentiation)

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. (SEF - Effective Classroom Practice, Feedback)

## Evaluation plan for this strategic direction

### Evaluation plan

Question:

To what extent have we achieved our purpose and can demonstrate we promote a positive growth mindset by embedding consistent evidence based well-being practices.

Data:

We will use a combination of data sources. These will include:

IPS PBL Action Plan - incorporating new Behaviour

## Strategic Direction 3: Connect, Succeed and Thrive

### Initiatives

- strengthening partnerships with Youyoong Community AECG and IHS.

#### Irrawang Public School Preschool

Implement pedagogies and principles to support the development of all students against the Early Years Learning Framework to promote students sense of belonging, becoming and being.

- promote a culture of high expectations for all students through the provision of an enriching play based curriculum
- refine policies, systems and processes to ensure we excel across all compliance requirements of our National Quality Framework (NQF)

### Evaluation plan for this strategic direction

Strategy training and directions. (School Funds teacher 1 day a week for PBL)

Raymond Terrace Community PBL expanding to more community areas. \$2 per student per year per school (funds held by Irrawang High School)

Port Stephens Attendance Strategy.

Analysis:

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

Implications:

The findings of the analysis will inform:

\* Future actions

\* Annual reporting on school progress measures (published in the Annual Report each year and on the School Website)