

Strategic Improvement Plan 2021-2025

Irrawang Public School 4372



School vision and context

School vision statement

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

Irrawang Public School, located in Raymond Terrace, is classified as a P3 school. In 2023 the school's enrolment is 370, 33% of these students identified as being of Aboriginal or Torres Strait Islander descent. The school has a non-teaching Principal and four Assistant Principals. Our Family Occupation and Education Index (FOEI) currently sits at a value of approx. 165. 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

Attendance (>90%)

Achieve by year: 2023

69% of students attending 90% or more.

Numeracy growth

Achieve by year: 2023

* Uplift of percentage of students achieving appropriate individual growth as measured by triangulated internal data (e.g. Check-In, Best Start, Essential Assessment, IfSR) from baseline data.

Reading growth

Achieve by year: 2023

* Uplift of percentage of students achieving appropriate individual growth as measured by triangulated internal data (e.g. PAT, Check-In, Best Start, fluency progressions) from baseline data.

Data Skills and Use

Achieve by year: 2025

- Excelling SeF

Initiatives

Reading

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

- 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 are 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.
- High impact and research based professional learning delivered to all staff to support the effective and consistent implementation of high impact teaching strategies in reading.

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 are 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 numeracy, using collective efficacy

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

to support every student.

- High impact and research based professional learning delivered to all staff to support the effective and consistent implementation of high impact teaching strategies in numeracy.

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.
- Refine school processes undertaken prior to HSLP applications through regular data analysis, communication with families, Tier 2 student intervention, and in-school Attendance Improvement Plan meetings.

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

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 and consistently evolving our capacity within the school and community. We collaboratively develop and implement innovative, future focused teaching and learning programs for every student. Professional development is delivered and improved through reflection and feedback.

Improvement measures

Collegial Networking

Achieve by year: 2025

The school uses embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers. This drives ongoing, school-wide improvement in teaching practice and student results. This includes whole school and inter-school relationships providing mentoring and coaching support to ensure the ongoing development and improvement of all teachers.

Future Focused Learning

Achieve by year: 2025

Online student presence increased to 50% of classroom use, weekly, through the embedding of online learning tasks and experiences.

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

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

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

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

Achieve by year: 2025

Wellbeing

Achieve by year: 2023

79% of students report feeling a positive sense of belonging on TTFM

87% of students report that they have positive behaviour at school.

85% of students report having a positive learning culture.

Irrawang Public School Preschool SAWD

Achieve by year: 2025

School as Community Centre - School and Community Engagement

Achieve by year: 2025

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.

- refine and review whole school PBL systems and processes to ensure inclusive and responsive lesson development that is responsive to whole school data analysis.

Community PBL

- Raymond Terrace 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)

Behaviour Reforms - Care Continuum, Guided behaviour Support

- Through whole school collaboration, an IPS was developed and endorsed by staff and the P&C. Guided behaviour support in place.
- Suspension Data reduction from 2022 which was
- Term 1 - 13 (11 students)
- Term 2 - 7 (6 students)
- Term 3 - 6 (6 students)
- Term 4 - 3 (2 students) Total = 29 (25 different students)

Irrawang Public School Preschool

Delivery of quality education and care in the Preschool that meets or goes beyond the requirements of the National Quality Standards based on:

- Reflective planning and programming utilising the revised Early Years Learning Framework v2.0
- Collaboration to enhance the opportunities to sight,

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).

All classes use the PBL framework at school in all settings. Additional Tier 2 and Tier 3 supports are also embedded into our whole school culture of support and improvement. This has also extended into the community, where PBL values are recognised and rewarded by schools across the Port Stephens network of schools.

Our School as Community Centre provides exceptionally valuable support to the school as well as all members of the school community. They run many programs for community as well as breakfast club for the students and a culturally safe space for Aboriginal student groups.

Tell Them From Me (TTFM) surveys occur twice a year for students and once a year for staff and parents/carers. These surveys are conducted with students from Years 4-6, with all staff and all parents/carers given the opportunity to comment.

The Irrawang Public School Preschool is a fee free, 5 day a fortnight program for any child who is planning to start Kindergarten the following year. Our preschool staff work tirelessly on following all policy and procedures in relation to the Early Years Learning Framework and will be recording improvement measures which are mapped on the SAWD.

Evaluation plan for this strategic direction

Evaluation plan

Question:

To what extent have we achieved our purpose and can

Strategic Direction 3: Connect, Succeed and Thrive

Initiatives

- observe and discuss quality play based learning experiences enhancing outcomes for children
- Comprehensive descriptions of Key Practices that strengthen and showcase service practice
- Effective communication and positive workplace culture across P-6 and into the community allowing everyone the opportunity to participate and have a voice.

School As Community Centre (SaCC)

To provide a safe and engaging space that welcomes children and families to our school community and empowers them to become life long learners. Our aim is to support families with children 0-8 years, with a focus to support the early development of children, particularly in the years before school.

To provide a service that is inclusive and responsive to the needs of the community, that supports the capacity of the community and engages and sustains community partnerships.

SaCC's 4 focus areas include: early development of children, positive parenting, key life transitions and safe, healthy and connected communities.

Evaluation plan for this strategic direction

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 Strategy training and directions.

Raymond Terrace Community PBL expanding to more community areas.

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)