

Strategic Improvement Plan 2023-2026

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 57 students, is a rural school located in the Hunter region of New South Wales, 10 kilometres from Maitland. Enrolment numbers have sustained for the past two years. 16% of students identify as Aboriginal and 10% have a background other than English.

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 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 explicit 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 a thorough and ongoing cycle of teaching and learning which embeds the explicit teaching of strategies, 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, with a particular focus on analysing PLAN2 data to inform teaching and learning. 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 Inclusive, Engaging and Respectful Schools Policy 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 high value on its rural location and outlook. The small school size 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

Reading growth

Achieve by year: 2023

All students are able to demonstrate growth and achievement in understanding texts over the year, using the learning progressions.

Numeracy growth

Achieve by year: 2023

All students are able to demonstrate growth and achievement in number place value and counting processes over the year, using the learning progressions.

Use of Assessment and Data

Achieve by year: 2026

The school has embedded assessment and data management systems that informs whole school planning and teaching, measures performance and growth effectively.

Initiatives

Personalised Learning

Teachers use regular formative assessment and analysis of data to understand students' strengths and areas for improvement and provide a variety of meaningful learning opportunities that cater to the full range of understanding and abilities in the classroom.

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

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, explicit teaching of skills and strategies.

Teachers will use a range of data from different types of assessment to plan, modify and deliver lessons to meet the learning strengths and needs of students, and to monitor and evaluate the effectiveness of lessons.

Success criteria for this strategic direction

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, Reading Running Records

External assessments e.g. NAPLAN, Check In-Assessments

Student surveys

Classroom observations and walk throughs

Student Voice - Student Goal setting

SCOUT data

A. Analysis will be embedded within the initiatives through

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

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

Attendance >90%

Achieve by year: 2023

Attendance

Increase the proportion of students attending greater than 90%.

Wellbeing

Achieve by year: 2023

Wellbeing

Tell Them From Me (TTFM) data shows that 80% of students report a positive sense of wellbeing.

Learning Partnerships

Achieve by year: 2026

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

Initiatives

Attendance and Engagement

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.

Our aim is to create and develop strong collaborations between students, parents and the community to support continuity of learning and growth for all students.

Wellbeing - Sense of Belonging

Iona Public School will support wellbeing through practices that promote social, emotional, behavioural and intellectual engagement, and by fostering positive relationships across the school community.

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.

Attendance & Engagement

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

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.

Wellbeing - Sense of Belonging

The school has implemented evidence-based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning.

Positive, respectful relationships are evident and widespread among students and staff and promote student wellbeing to ensure optimum conditions for student learning across the whole school.

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?

Strategic Direction 2: Wellbeing and Engagement

Evaluation plan for this strategic direction

D. TTFM - Student wellbeing

Student feedback and exit slips

Peer Support student evaluation

SENTRAL wellbeing data

SCOUT Attendance data

Wellbeing Framework Self- assessment

Parent and community surveys

Year 6 exit 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?