

Strategic Improvement Plan 2021-2024

Iluka Public School 2204

ILUKA PUBLIC SCHOOL



School vision and context

School vision statement

To provide a safe and caring environment that promotes excellence in learning and teaching, encourages personal growth and well being for all students, staff and community. Students are explicitly supported along their learning journey by quality teachers and teaching practices.

School context

Iluka Public School is a well resourced, small, rural, TP 2 school that was opened in 1879, and is located in the beautiful Clarence Valley, 70kms NE of Grafton. The school is situated in the heart of Iluka settled beside the picturesque Clarence River and Pacific Ocean. Our students reside in the township of Iluka or live on the west side of the township of Woombah.

Many students come from a low socio economic background with the school's FOEI average of 130. As with a lot of coastal properties it remains to be seen if the school will remain low socio-economic. Four percent of students identify as Aboriginal or Torres Strait Islander while just 2% of students are from an English as an Additional Language (EAL/D) background. The buildings consist of the original schoolhouse where morning assembly takes place. Block A contains the Administration office, staffroom, a general classroom and the principal's office. Block B has two classrooms and the school canteen. All classrooms have a wet area and a withdrawal area. The classrooms have access to a large covered outdoor learning area.

At Iluka School we have a mix of experienced and accomplished teachers on staff. Specialist teachers teach Library, ICT and STEM. Interestingly, the 2020 Situational Analysis showed a the breakdown of teachers and SLSO's working part-time had increased by about 25%. The Situational Analysis is a key component of the School Excellence cycle and was used to inform the school's improvement journey in learning, teaching and leading. This will be shown in our 2021-2024 initiatives.

In 2007 we were registered as the first NSW school to receive recognition as a Water Wise school. Iluka Public School has a strong relationship and positive connection with the Iluka Pre School and Maclean High School.

The school culture is strongly supported by a positive values program called Bounce Back that encourages children to be respectful of all people and for students to become resilient. Children are motivated to achieve well and this is demonstrated in the consistent student learning results at all levels. The parent community is supportive of the school programs, excursions and extra-curricula activities. Our P&C group are small in numbers but proactive and interested.

The school undertook the external validation process in 2016 and will again do so in 2021.

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise student learning outcomes we will further develop and refine data driven teaching practices that are responsive to the learning needs of individual students.

Improvement measures

Target year: 2022

NAPLAN Top 2 Bands

- There will be an uplift of 5.6% of students in the two top bands in Reading from the system generated 2020 Baseline figure.
- There will be an uplift of 5.6% of students in the two top bands in Numeracy from the system generated 2020 Baseline figure.

Target year: 2023

NAPLAN Expected Growth

- There will be an uplift of 6.6% of students achieving expected growth in Numeracy from the system generated 2020 Baseline figure.
- There will be an uplift of 6.5% of students achieving expected growth in Reading from the system generated 2020 Baseline figure.

Target year: 2024

- 80% of Years 2-6 students achieve 1.0+ years worth of reading growth through the PAT Reading Comprehension Test
- 80% of Years 2-6 students achieve 1.0+ years worth of numeracy growth through the PAT Numeracy Test
- Results for Aboriginal students are equivalent to or exceeding the reading and numeracy progress and achievement of all students in the school.
- Value Add moves from Delivering to Sustaining and Growing for K-3

Initiatives

Research Informed Practice

Initiative 1:

Curriculum delivery inspires, engages and caters for all of our students whilst meeting all system requirements.

Staff engage in capacity building which measurably improves their teaching practice. (PDP's, observations, collaborative practices)

All staff pursue the delivery of high impact evidence based teaching strategies.

Data Informed Practice

Initiative 2:

Establish a whole school literacy/numeracy system and practice to regularly assess, collate and analyse student progress in reading and numeracy.

Implement comprehensive staff professional capacity building to use data to inform teaching practice and improve student achievement.

Success criteria for this strategic direction

Initiative 1: Research Informed Practice

A whole school system and integrated approach to quality teaching, curriculum planning, delivery and assessment promotes learning excellence and responsiveness in meeting the needs of all students. (SEF - Curriculum, Assessment)

All teachers are committed to identifying, understanding and implementing the most effective explicit teaching methods, with the highest priority given to evidence-based teaching strategies. (SEF - Effective classroom practice)

Professional learning is differentiated and its impact on the quality of teaching and student learning outcomes is evaluated. There are explicit systems for collaboration and feedback to sustain quality teaching practice. (SEF - Learning and Development)

Initiative 2: Data Informed Practice

Student assessment data is regularly used school-wide to identify student achievements and progress, in order to reflect on teaching effectiveness and inform future school directions. (SEF - Data skills and use)

The principal and school leadership team model instructional leadership and support a culture of high expectations, resulting in sustained and measurable whole school improvement. (SEF - Educational Leadership)

Evaluation plan for this strategic direction

Questions: To what extent have we enhanced our teaching practice to directly lead to improved student performance? To what extent have we improved student learning outcomes in reading and numeracy through using student data to drive quality teaching practices?

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

Strategic Direction 1: Student growth and attainment

Improvement measures

- Maintain Excelling in the theme 'Data use in teaching' within the element 'Data skills and Use'.

Evaluation plan for this strategic direction

- * Internal assessments
- * PLAN 2
- * SCOUT
- * P.A.T assessments
- * Assessments
- * Check In Assessment Data / NAPLAN
- * Student and Community Voice (TTFM)
- * What Works Best Tool Kit
- * PDP's
- * Tell Them From Me surveys (Students, Teachers and Parents)
- * Teacher Observations

Analysis:

- * Analyse the data to determine the extent to which the initiatives have been achieved.

Implications:

- * The findings of the analysis will inform future actions.
- * Annual reporting on school progress measures - published in the annual report and published on the school website at the end of Term 1 each year.

Strategic Direction 2: Wellbeing and engagement

Purpose

We will ensure individual goals based on learning engagement, self-regulation, behaviour and wellbeing are established and achieved.

Improvement measures

Target year: 2022

Engagement

- There will be an uplift of 4.7% of students achieving the attendance rate from the system generated 2020 Baseline figure.

Target year: 2022

Wellbeing

- There will be an uplift of 2.7% of students achieving Positive Wellbeing (TTFM) will increase from the system generated 2020 Baseline figure.

Initiatives

Engagement in Learning

Initiative 1:

Embed a whole-school approach to student engagement where there is a collective responsibility for student learning and success. This will be achieved through;

Establish predictable, fair and democratic classrooms and school environments (student voice and leadership)

Provide personalised learning programs where appropriate for individual students

Provide physical environments conducive to positive behaviours and effective engagement in learning

Positive Climate For Learning and Wellbeing

Initiative 2:

Understand the student's background and needs

Ensure a clear understanding of expectations by both students and teachers

Provide consistent school and classroom environments

Support and adapt the student's learning program

Undertake respectful discussions with students and connect consequences to designated behaviour

Success criteria for this strategic direction

Initiative 1: Student Engagement in Learning

As a whole school community, we aspire to be a school where our children are known, cared and valued individually. Where our staff are committed to the success and belonging for every student. Iluka Public School staff will continue to advance the interests of our students by working together as effective partners with parents and students towards the realisation of common goals and outcomes

(SEF - Learning Culture - High expectations)

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

(SEF - Learning Culture - Attendance)

Initiative 2: Positive Climate For Learning and Wellbeing

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

(SEF - Wellbeing)

Evaluation plan for this strategic direction

Question:

To what extent have we increased our students' attendance and engagement?

Data

Iluka Public School will collect data each year to understand the frequency and types of wellbeing issues that are experienced by our students so that we can measure the success or otherwise of our school based

Strategic Direction 2: Wellbeing and engagement

Evaluation plan for this strategic direction

strategies and identify emerging trends or needs. Sources of data that will be assessed on an annual basis will include:

- TTFM student survey data
- Positive and Negative incidents on Sentral
- school reports
- TTFM parent survey data
- Case management minutes
- Attendance data
- SCOUT
- Time Out register.

Analysis

Analysis will be embedded within the project 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 and published on the school website at the end of Term 1 each year.