

School plan 2018-2020

Iluka Public School 2204

ILUKA PUBLIC SCHOOL



School background 2018–2020

School vision statement

Our Vision

Our vision at Iluka Public School is to prepare and educate students for life. We are committed to providing a quality education for the whole child.

Our school is a caring, learning community with high expectations for all. We strive for the pursuit of excellence, each person being the best they can be, as an individual and as a member of a team. In this way, our students will grow into active, responsible citizens who contribute positively to the community.

Students will have access to experiences that develop 21st century learning skills. As a school community, we will implement a challenging, fulfilling curriculum and cater for the learning and social needs of each individual child.

In partnership, with parents and our wider school community, we will support each student to develop a strong sense of well being and positive interactions with others and the environment.

We are committed to equity for all where we show compassion, respect, understanding and inclusiveness regardless of background or ability.

We will encourage our students to learn to solve problems, take responsibility for their actions, develop resilience and care for one another.

School context

Iluka Public School is a small coastal school of 124 students, 62 boys and 62 girls. The school is located in the township of Iluka, 78 kilometres north of Grafton and is nestled between the Clarence River and Bundjalung National Park. Every classroom has an electronic whiteboard, laptops and iPads. Communication staff meetings are held three weeks a month and professional learning is provided three times per term. Iluka Public School has a proud history of academic, cultural and sporting success. The school offers a balanced education across the curriculum which focuses on enriching the whole child. Student leadership is actively encouraged. Iluka Public School enjoys strong ties with its local community organisations including the Iluka Preschool, Rotary, the Iluka RSL and the Maclean High School. The school is a proud member of the Clarence Valley Community of Small Schools. Iluka Public School school has been identified as being in a low socio economic area according to the Family Occupation and Education Index of 125. The school's involvement in the National Partnership Numeracy/Literacy Program 2009–2011 and Improving Literacy and Numeracy Partnership 2013–2014 has enabled the school to identify and implement strategies which have lead whole school improvement. Along with the Priority School Program, until 2013, and now the Resource Allocation Model (2018–2020) we have created an environment that is engaging for students, has high expectations, focuses on the provision of quality teaching and differentiated learning experiences and continues to build pedagogical capacity of staff to provide the best possible outcomes for our students. Iluka Public School has 6 classes. There are 4 permanent teachers, 2 Temporary Teachers, a part-time Librarian and a Learning and Support Teacher 3 days per week.

School planning process

There are five key features which underpin the new approach to school planning process. As a school we will:

- Identify 3 strategic directions that will help to ensure a high level focus that will drive the ongoing growth and development of the school. Each strategic direction will be informed by the standards within the School Excellence Framework for learning, teaching and leading.
- Determine the purpose of each strategic direction before considering what will be achieved and how this may be undertaken.
- Recognise the importance of working with students, staff, parents and community members in building the shared understanding, knowledge and skills required to achieve the educational practices necessary to bring about sustained growth.
- Continue to implement a systematic focus on planning which will involve regular and routine monitoring of the implementation of the plan, as well as its effectiveness. It will be valuable in forming the basis of discussions for school leadership meetings and discussions. Bringing together planning and implementation will ensure the school's focus is on educational impact.
- Recognise the changing conditions in our school and allow for ongoing adjustments to the implementation of the plan to ensure it truly reflects the needs, wants and expectations of the Iluka community. This preserves the intentions of the plan while allowing for local variations to enable effective delivery.

School strategic directions 2018–2020



STRATEGIC DIRECTION 1 Excellence in Learning

Purpose:

To ensure all students at Iluka achieve maximum personal learning growth, are self-directed and reflective learners and are highly engaged, creative, critical thinkers who are prepared for the challenges of future learning and work environments.



STRATEGIC DIRECTION 2 Excellence in Teaching

Purpose:

To ensure all student learning is maximised by quality teaching and best practice pedagogies which are evidenced based and informed by current thinking and research. This will be fostered through a culture of continuous improvement, quality professional learning and outstanding educational leadership.



STRATEGIC DIRECTION 3 Excellence in Leading

Purpose:

School leaders enable a self-sustaining and self-improving community that will continue to support the highest levels of learning. Strong strategic and effective leadership is the cornerstone of school excellence. Excellent leaders have commitment to fostering a school-wide culture of high expectations and a shared sense of responsibility for student engagement, learning development and success.

Leaders ensure that operational issues, such as resource allocation and accountability requirements, serve the overarching strategic vision of the school community.

Strategic Direction 1: Excellence in Learning

Purpose

To ensure all students at Iluka achieve maximum personal learning growth, are self-directed and reflective learners and are highly engaged, creative, critical thinkers who are prepared for the challenges of future learning and work environments.

Improvement Measures

- PLAN data informs planning and assessing cycles are aligned with the continuum and evidenced in teaching programs.
- **Increase the proportion of NSW students in the top two NAPLAN bands by eight per cent by 2020.**
- Greater than 80% Kindergarten students exit at instructional Reading Level 9 or above and independently writing 24 or more words;
- Greater than 80% of Year 1 students exit at instructional Reading Level 18 or above; and
- Greater than 80% of Year 2 students exit at instructional Reading Level 25 or above.

Students requiring English language proficiency, disability support and Aboriginal students will meet individual targets set in Personalised Learning Plans.

Student work samples and surveys indicate higher levels of engagement and creative and critical thinking skills.

People

Students

Will develop skills, knowledge and capabilities in English and mathematics. Their learning will reflect understanding and knowledge, creative and critical thinking and they will be self-directed learners who utilise feedback as a key strategy to maximise their learning.

Staff

Will develop an understanding of current pedagogies in English and mathematics, use explicit feedback to students, use current technologies and strategies for creative and critical thinking in literacy and numeracy

Parents/Carers

Will develop an understanding and knowledge of current pedagogies in English and mathematics, the importance of explicit feedback, the use of current technologies and the place of creative and critical thinking.

Leaders

Will develop their understanding and skills in strategic planning for improvement in learning, whole school implementation of strategies, delivery of quality professional learning and authentic evaluation.

Processes

Project 1: Excellence in English

- Purchase resources to enable teachers to use quality literature and multi-modal texts.
- Focus on comprehension, writing and spelling.
- SLSO staffing to support students with additional needs.
- LaST support through the MiniLit and MultiLit programs.
- Additional Principal time to support students / teachers.
- Heavy emphasis on students reading for 200 nights.

Project 2: Excellence in mathematics

- Explicit teaching of concepts through rich tasks, differentiated learning.
- Enhanced problem solving.
- QuikSmart Program.

Evaluation Plan

Analysis of student assessment data.

Learning and Support Team reviews progress of targeted students each term in collaboration with classroom teachers to implement appropriate support strategies.

Practices and Products

Practices

Teachers will provide high levels of engaging, hands-on activities and technology in maths sessions, incorporating a motivating introduction, daily tables and mental, sample NAPLAN questions, problem solving and maths learning journal time.

Teachers will explicitly model how to access inferential information from text to improve comprehension using a variety of resources.

Plotting of students using formative and summative assessments to inform teaching and learning programs.

Products

Whole school mathematics scope and sequences are embedded in all teaching and learning programs K-6.

Students requiring English language proficiency and disability support and Aboriginal students will meet individual targets set in Personalised Learning Plans.

Strategic Direction 2: Excellence in Teaching

Purpose

To ensure all student learning is maximised by quality teaching and best practice pedagogies which are evidenced based and informed by current thinking and research. This will be fostered through a culture of continuous improvement, quality professional learning and outstanding educational leadership.

Improvement Measures

Understand and implement the STEM approach to encourage and develop creative and critical thinking skills in all classrooms.

Opportunities to promote professional growth of all teaching staff, focusing on evidence-based practices and research.

All identified aspiring leaders build their leadership capacity through mentoring and coaching by assuming leadership roles within the school to promote leadership density.

Increased combined teacher professional learning sessions across the Clarence Valley Community of Small Schools to improve student learning outcomes with a focus on sharing of quality practice to enhance future focused learning outcomes.

100% of teachers show evidence of career growth against national professional standards, embedded in the performance and development framework.

People

Students

Students: Increase opportunities that allow them to increase their expectations, capacity and achievements in the classroom.

Staff

Work collaboratively to design and implement teaching and learning experiences and assessment that encompasses deep thinking, innovation and creativity; Establish a program of personalised, professional development using a range of innovative strategies;

Participate in professional learning that will increase their skills in differentiated teaching.

Leaders

Leaders will visit all classrooms and demonstrate instructional leadership promoting and modelling effective evidence based practice.

Processes

Project 1: Professional Learning

- Innovative classroom practices are developed through the Performance and Development Framework.

- Staff Professional Learning in the new NSW Syllabuses (NESA) facilitates collaborative planning, programming and assessment practices K–6.

Project 2: Quality STEM / I.C.T Teaching

- Implement the STEM approach during library / teacher release and on Wednesday afternoons in Term 2 to encourage and develop a whole school approach to creative and critical thinking skills in all classrooms.

- Upgrade classroom technology.

- Staff training in coding.

- Purchase computer / STEM resources.

- Visit schools where STEM is already part of practice.

Evaluation Plan

Regular reporting of projects in staff, stage and executive meetings.

Meetings held once a term, with colleagues to promote professional dialogue with reference to the NSW Quality Teaching Model and Australian Professional Standards for Teachers.

Audit of technology hardware and infrastructure.

Practices and Products

Practices

Establishment of TPL database (from NESA) demonstrating ongoing learning which reflects the needs of staff ensuring access to meaningful and relevant training . The data base will track progress of staff towards accreditation and / or proficiency maintenance of standards linked to NESA timelines.

All teachers have a Professional Learning Plan based on individual staff needs. The school has Professional Learning Plan based on school's priorities.

Observation of lessons and feedback across classes, for all staff on giving and receiving feedback, lesson study model of observation and feedback.

Collaborative professional learning meetings (3 staff meetings per term) held between staff with a focus on curriculum implementation, mandatory DEC policy updates and current reform agendas.

Products

100% students will have individual access to current technologies and learning programs will reflect increased use of technology to support learning.

Strategic Direction 3: Excellence in Leading

Purpose

School leaders enable a self-sustaining and self-improving community that will continue to support the highest levels of learning. Strong strategic and effective leadership is the cornerstone of school excellence. Excellent leaders have commitment to fostering a school-wide culture of high expectations and a shared sense of responsibility for student engagement, learning development and success.

Leaders ensure that operational issues, such as resource allocation and accountability requirements, serve the overarching strategic vision of the school community.

Improvement Measures

Review and update of wellbeing policy and systems

Utilisation of the Sentral recording system for all wellbeing related incidents, policies, ILP's and levels, including related information for students, medication, diagnosis, custody and related incidents.

All identified aspiring leaders build their leadership capacity through mentoring and coaching by assuming leadership roles within the school to promote leadership density.

Maintain attendance rates to within 1% of the state average.

Reduce overweight and obesity rates of children by five percentage points by 2025. (premier targets)

Community survey results indicate that parents are satisfied with communication practices at school and they support and

People

Leaders

The Principal will develop capacity to analyse and communicate school data to inform school strategic direction; focused on monitoring and processing whole school growth and performance through transparency and consistency. Develop opportunities to support families to be engaged in Iluka PS.

Principal will develop leadership skills which focus on a culture of coaching and facilitate high functioning teams.

Staff

To enhance teacher capacity to plan and deliver teaching and learning programs by:—using assessment tasks to inform teaching,—developing units of work and sharing resources,—interacting with appropriate TPL..

Develop a climate of transparency and trust by ensuring staff are committed to fostering clear, honest and comprehensive communication between each other.

All staff promote and publicise student achievement across the full range of academic, sporting, cultural and musical, leadership and co-curricular areas to recognise excellence.

Parents/Carers

Parents and Carers will be supported to become active participants in student learning and school initiatives.

Students

Students will feel supported in a safe, challenging and supportive learning

Processes

Project 1: Staff Culture

- Teachers to share, reflect and engage in professional dialogue, which includes Professional Learning, planning, lesson observation and feedback, with one another in stage meetings (3 times per term).

- Actively support the development of aspiring leaders through in school and external networks.

• Instructional leadership model supported through Principal release for coaching and mentoring across the areas of leading and managing the classroom.

Project 2: School Culture

- Continuous School Improvement: All teaching staff trained in wellbeing, (trauma and anxiety), BounceBack, using data, feedback, assessment tasks and evidence based research to engage in on going reflective practice, which facilitates improvement in learning and teaching.

- extra curricula activities , sustainability programs, daily fitness, transition events, school rules, expectations and core values explicitly taught by teachers.

- finance and student well-being systems transition from OASIS to DoE LMBR and /or third party platforms for efficient and effective communication of student data, implementation of budgetary targets linked with RAM and tracking of outcomes linked with student improvement measures.

Evaluation Plan

SAO will utilise the School Support Allocation (Principal Support) to

Practices and Products

Practices

Development of appropriate stage/class based assessment tasks in line with the curriculum

Build strong partnerships with parents, community groups and schools across the Lower Clarence Community of Schools. Teachers, school leaders and community experts will deliver professional workshops to better inform students, parents, teachers and community.

Strong student engagement in all classrooms, all day – every day as measured through Lesson Study, Quality Teaching framework and surveys.

There is school-wide, collective responsibility for student learning and success, with high levels of student, staff and community engagement. (School Excellence Framework p.2)

Products

Improved community support of the implementation of the School Wellbeing Policy and Initiatives (BounceBack)

Current and effective pedagogy is being implemented within classrooms and across the school.

Strategic Direction 3: Excellence in Leading

Improvement Measures

understand current school initiatives.

Improved participation of Principal working in classrooms and with identified student behavior and learning programs.

People

environment.

Processes

undertake workload off Principal.

This evaluation will enable the school to make judgments about where we are on the improvement journey, to set goals and design future strategies for improvement, and to monitor and demonstrate school improvement overtime.

Practices and Products