

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, for each person being the best they can be, both 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 that caters for the learning and social needs of each individual child.

The school community will support each student to develop a strong sense of wellbeing and positive interactions with others and the environment.

We are committed to equity among students 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 located in the small coastal township of Iluka, situated 78 kilometres north of Grafton and nestled between the Clarence River and Bundjalung National Park.

The school has 45 boys and 46 girls. Every classroom has an electronic whiteboard, laptops and iPads. 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.

The School enjoys strong ties with its local community groups including the Iluka Preschool, Rotary, the Iluka RSL and the Maclean High School. Iluka Public School is a proud member of the Clarence Valley Community of Small Schools.

It has been identified as being in a low socio economic area according to the Family Occupation and Education Index of 131.

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 led to whole school improvement. Along with the Priority School Program, until 2013, and now the Resource Allocation Model (2018–2020), the school has created an environment that is both engaging and high in expectations.

It focuses on the provision of quality teaching and learning experiences, building pedagogical capacity for staff to provide the best possible outcomes for our students. Iluka Public School has 4 classes. There are 4 permanent teachers, 2 temporary teachers, a part-time librarian and a Learning and Support Teacher three mornings per week. The research based Bounce Back program, Mindfulness and Social Skill programs are being successfully implemented. K– 6 students interact through the Buddy Group program. Extra-curricular activities include choir, singing, guitar, dance, sport, chess and chickens and gardening groups.

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 whole school 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 Learning

Purpose:

Engaging every student in meaningful and future focused technology and learning experiences that will support students in achieving their full potential. A whole school approach to student well being will ensure our learners are confident and creative individuals and active and informed citizens.

STRATEGIC DIRECTION 2 Teaching

Purpose:

Highly skilled and passionate teachers are an essential part of the ongoing school focus to improve student outcomes. Our purpose is to create a stimulating, challenging yet supportive professional environment for all staff, using quality teaching and research to underpin best practice. As a school we value the need for genuine and inclusive collaborative planning, dialogue and evaluation. There is an unrelenting focus on the delivery of a high standard in literacy and numeracy teaching across the school.

STRATEGIC DIRECTION 3 Leading

Purpose:

The principal and school leadership team model instructional leadership and support a culture of high expectations and community engagement, resulting in sustained and measurable whole school improvement.

Strategic Direction 1: Learning

Purpose

Engaging every student in meaningful and future focused technology and learning experiences that will support students in achieving their full potential. A whole school approach to student well being will ensure our learners are confident and creative individuals and active and informed citizens.

Improvement Measures

A whole school scope and sequence in technology, literacy and numeracy is developed and implemented in all classrooms.

A student well being map clearly identifies systems and procedures in place to support students engagement in school.

43.6% of Year 3 and Year 5 students will be in the two top reading bands for reading in NAPLAN by 2022.

35.6% of Year 3 and Year 5 students will be in the two top bands for numeracy in NAPLAN by 2022.

People

Students

Students engagement with their own learning and progress in reading and numeracy will be supported through differentiated learning plans and strategies from their teachers

Staff

Staff will maximise student reading progress through the consistent monitoring of progressions, the adjustments of teaching and a full understanding of student well being.

Parents/Carers

Parents will collaboratively develop and support the implementation of Personalised Learning Plans in reading. Parents work with school staff to ensure the engagement and well being of each child.

Staff

Staff capabilities in computer technology will be developed through professional learning, collaborative practices and teacher engagement.

Processes

READING PROGRESSIONS

Teachers use reliable assessments to capture information about student learning. Teachers share criteria for student assessment with students. Teachers routinely use evidence of learning, including a range of formative assessments to inform their teaching, adapt their practice and meet learning needs of students. The school analyses summative assessment data to identify learning progress of individual students and student cohorts.

(SEF; Assessment S&G)

TEACHING AND LEARNING PROGRAMS

The school offers a curriculum that meets requirements of the Department of Education and the NSW Education Standards Authority and provides equitable academic opportunities for all students.

(SEF; Curriculum Del)

Evaluation Plan

Levels of student engagement using the Tell Them from Me Surveys.

Practices and Products

Practices

Staff understand the wholes school reading interventions and utilise this knowledge to support the differentiated learning of their students.

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

Staff understand the wholes school reading interventions and utilise this knowledge to support the differentiated learning of their students

Products

K–2 students complete Year 2 with a minimum reading level of 25.

The school's wellbeing and behaviour policy is published and available for the school community to access.

Strategic Direction 2: Teaching

Purpose

Highly skilled and passionate teachers are an essential part of the ongoing school focus to improve student outcomes. Our purpose is to create a stimulating, challenging yet supportive professional environment for all staff, using quality teaching and research to underpin best practice. As a school we value the need for genuine and inclusive collaborative planning, dialogue and evaluation. There is an unrelenting focus on the delivery of a high standard in literacy and numeracy teaching across the school.

Improvement Measures

All teachers use school based data to plan and implement a differentiated curriculum in reading and number as evidenced by T & L programs.

All students are mapped on the Reading and Numeracy progressions

By 2022, NAPLAN data will demonstrate 35.3% of students placed in the Top 2 Bands for Numeracy.

By 2022, NAPLAN data will demonstrate 43.6% of students placed in the Top 2 Bands for Reading.

People

Students

Students participate and develop new skills in Literacy and Numeracy.

Staff

Work collaboratively across grades to evaluate and develop classroom teaching practices, leading to measurable improvements in student learning.

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

Staff need PL in learning how to collect and analyse data. Staff need a deep understanding of Learning progressions and the syllabus.

Leaders

Facilitate collaborative practices, observations of teaching practice and provide feedback.

Parents/Carers

Support the learning of their child through engaged communication with teachers and on going support for learning in literacy and numeracy.

Processes

COLLABORATION IN READING – UNDERSTANDING TEXTS

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 collaborate across faculties/stages/teams to share curriculum knowledge, data, feedback and other information about student progress and achievement, to inform the development of evidence-based programs and lessons, which meet the needs of all students. Assessments are developed/sourced and used regularly across the whole school to help promote consistent and comparable judgement of student learning, monitor student learning progress, and identify skill gaps for improvement and areas for extension.

Support is provided to teachers where needed, ensuring optimum learning.

(SEF; Effective Classroom Practice S&G, Ex)

(SEF; Data Skills and Use S&G)

Evaluation Plan

Literacy and Numeracy Progressions

Reading Levels

Naplan Data

Teaching and Learning programs – evaluations and evidenced differentiation.

Student behaviour and engagement

Practices and Products

Practices

Differentiated Professional Learning staff meetings in Weeks 3, 6 and 9 of each term and supported in classrooms.

Collaboration sessions across whole school focusing on reading, comprehension, developing the proficiency of mathematics, learning progressions and PLAN2.

Student assessment and reporting aligns with Learning Progressions and PLAN 2.

Opportunities for staff to co-plan, co-teach and co-reflect.

Planned Observations with Principal

Products

The consistent whole school approach to Mathematics and Literacy is mapped and communicated to the school community.

Organisational structures are in place to enable opportunities to collaboratively plan, develop and deliver well informed pedagogy for teaching and learning.

Strategic Direction 2: Teaching

Processes
Professional Development evidence

Strategic Direction 3: Leading

Purpose

The principal and school leadership team model instructional leadership and support a culture of high expectations and community engagement, resulting in sustained and measurable whole school improvement.

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 student attendance rates to 90%

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

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

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

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

Processes

BUILDING TEACHER CAPACITY

Professional learning in the school emphasises developing effective instructional leadership, management skills and leadership attributes to facilitate whole school improvement.

The leadership team uses data to evaluate the effectiveness of management processes, and creates a culture of shared accountability to achieve organisational best practice.

(SEF; Educational Leadership – S&G)

(SEF; School resources – Ex)

Evaluation Plan

Schools Excellence Framework

A communicated plan for Learning and Support developed.

Regular monitoring of compliance training.

Tell Them From Me Surveys.

Feedback from the school community

Practices and Products

Practices

Expectations of behaviour for all students are high. They are explicitly and consistently supported and applied across the school.

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.

Mindfulness lessons introduced for a group of students.

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

A comprehensive program and timetable of student support is articulated, mapped and communicated to the community

Evidence supports milestone achievement in school plan.

Strategic Direction 3: Leading

People

learning and school initiatives.

Students

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