

School plan 2015 – 2017

Islington Public School (2212)





School vision statement

We believe in providing the best opportunity for every student

We believe in self –belief, self-empowerment and fostering enquiring minds

We believe in the education of critical skills to enhance the lives of individuals

We believe in providing a foundation that will allow students to set the direction of their lives

We believe in the promotion of diversity and cultural richness within our societal context

We believe in fostering innovation and focussing on the possible

We believe in the promotion of personal responsibility for the sustainability of the environment and the benefit of humanity

We believe that this sustainability extends to the management of the schools educational resources, practice methodologies and administrative systems.

We believe in the promotion of integrity, excellence, cooperation, participation, care, fairness, respect, democracy and responsibility

We believe in the promotion of social responsibility

We believe in the founding values of goodness, truth and beauty.

School context

Islington Public School is a small educational and community hub in the inner city of Newcastle with the primary focus on the development and wellbeing of every child.

We offer an outstanding education. We are proud of our students and the staff who educate them, including a range of consultants and support teachers based at the school. We work together to ensure our children are confident, resilient young people.

Culture is critical to the fabric of an exceptional school and this is built over time. Islington has a tradition which extends over 125 years.

We are progressive in our approach and delivery of educational services with a strong emphasis on equipping our students with skills for the 21st Century through the integration of the arts, STEM based approaches and social responsibility.

We celebrate our unique and diverse population at the school with over 40% of our students arriving as refugees from around the globe.

The school has strong community connections and partnerships.

School planning process

The school has conducted a major internal review in 2014. This had a wide scope designed to capture all aspects of school life.

This plan is a result of a rigorous process of whole school communication and collection of evidence.

The school has analysed both school based and standardised data, conducted a document analysis of policies, programs, reports, finances and plans.

The school surveyed students, staff and community.

Interviews were conducted with students, staff, parents and community members to pinpoint aspects needing clarification.

The school held major community consultation to assist in developing a focused school vision for the next 3-5 years

All data has been triangulated by the school team.

Key DEC reforms also considered in the shaping of our plan were: Great Teaching Inspired Learning; Local Schools Local Decisions, Rural and Remote; Early Action for Success; Every Student Every School; Connected Communities; School Excellence Framework; the NSW Syllabus and the Melbourne Declaration

This document is the culmination of the school planning process.



Strategic Direction 1

Creating a high performing and dynamic learning school

Context

Students become successful learners, confident and creative individuals, and active and informed citizens.

This strategic direction reflects our commitment to the Melbourne Declaration on Educational Goals for Young Australians. It reflects the expectation that students access a broad curriculum of learning opportunities that develop the whole child. This will be delivered by staff engaged in ongoing professional learning who deliver innovative and personalised programs within the framework of consistent high standard educational practices.

Strategic Direction 2

Providing purposeful and connected learning for all students in a supportive environment

Context

Islington PS demonstrates a culture of wellbeing, collaboration, engagement and accomplishment in a 21st century learning environment.

To ensure the wellbeing and engagement of all students through a combination of curriculum resources, innovative pedagogy, ICT infrastructure and personalised social emotional learning that inspires every student to reach their full potential. Investing in the creation of 21st Century Learning Spaces

Strategic Direction 3

Enhancing systems leadership, community engagement and participation for collective efficacy

Context

Embedding quality leadership and organisation practices to support learning alliances and organisational innovation.

To build stronger relationships as an educational community by leading and inspiring a culture of collaboration, engaged communication, empowered leadership and organisational practices. This will increase community support and partnerships for our students as we work together as a learning community to lead connected learning in the 21st century.

Strategic Direction 1: Creating a high performing and dynamic learning school

Purpose

This strategic direction reflects our commitment to the Melbourne Declaration on Educational Goals for Young Australians. It reflects the expectation that students access a broad curriculum of learning opportunities that develop the whole child. This will be delivered by staff engaged in ongoing professional learning who deliver innovative and personalised programs, within the framework of consistent high standard educational practices.

SEF – C&L/ A&R/ SPM/

Improvement Measures

- ❖ 80% of students in the early years will achieve state benchmarks.
- ❖ 80% of students will achieve growth in formal assessments equal to or greater than state averages.
- ❖ 80% of students will demonstrate progress along the literacy and numeracy continuums every 5 weeks.
- ❖ 80% of students from an EALD background will demonstrate progress on the ESL scales and EALD progression.
- ❖ 80% of students from an Aboriginal background will achieve growth in formal assessments equal to or greater than state averages.

People

Students: Understand their responsibility to engage with the skills and capacity to evaluate, create and problem solve across all KLAs, to set personal goals and actively pursue interests.

Staff: Will have the capacity to support quality differentiated professional learning aligned with their professional learning goals.

Develop staff capabilities by designing professional learning and school wide systems and structures to support and extend low performing students as well as laterally and vertically extending high performing and gifted and talented students.

Parents/Carers: Parents understand their responsibility to develop their knowledge, skills and understandings to support their child's learning through participation in the classroom and school/ parent information sessions.

Community Partners: Strengthen our partnerships with local humanitarian support agencies and tertiary providers to ensure all students are supported in achieving their aspirations.

Leaders: Current and aspirant school leaders will be given opportunities to develop their capacity to lead and manage key projects at school to develop their leadership skills referenced against the Australian Professional Standards for Teachers.

Processes

Successful learners.

1. Utilisation of PLAN and continuum software and 5 week data walls to track student progress.
2. Learning and Support Team will have rigorous identification and monitoring processes to ensure high levels of support for identified students including ATSI, EALD, LLD and GATS.
3. Sustain and develop key pedagogies of Language , Learning and Literacy (L3), Targeted Early Numeracy Intervention Program (TEN) and Accelerated Literacy (AL)

Confident and Creative individuals and Active and Informed citizens

4. To support leadership development through the SRC and leadership projects
5. Creation of a new syllabus team to lead implementation of integrated curriculum programming models, including STEM with a focus on cross curriculum priority areas and general capabilities and service learning.

Evaluation Plan

Closely monitor and analyse student progress on all continuums, progressions schools based assessments and NAPLAN data. Develop targeted programs and strategies to improve these as required.

Products and Practices

Product:

- ❖ 80% of students in the early years will achieve state benchmarks.
- ❖ 80% of students will achieve growth in formal assessments equal to or greater than state averages.

Practice:

- Flexible targeted instruction delivered at the point of need
- High quality teaching and learning is demonstrated across the school through evidence based pedagogy.

Product:

- Programs, assessment tasks and rubrics reflect changes to pedagogy and curriculum.

Practice:

- Teachers are trained and implement key pedagogies
- Changes in teacher practice as evidenced by the Guskey thermometer
- Teachers work in teams to implement the Syllabus in an integrated model
- Teachers differentiate tasks and assessments for all students

Strategic Direction 2: Providing purposeful and connected learning for all students in a supportive environment

Purpose	People	Processes	Products and Practices
<p>Ensuring the wellbeing and engagement of all students through a combination of curriculum resources, innovative pedagogy, ICT infrastructure and personalised social emotional learning that inspires every student to reach their full potential. Investing in the creation of 21st Century Learning Spaces SEF – L C / W ECP / DS&U/</p>	<p>Students: Understand the need to master core subjects and think deeply and critically and make relevant connections whilst generalising their skills to improve engagement, learning and wellbeing outcomes.</p> <p>Staff: Will have the capacity to focus on personalised support for students' engagement, learning and social emotional learning. Engage students and the community through full use of ICT infrastructure.</p> <p>Parents/Carers: Understand the importance of building and articulating a shared purpose with staff to assist students to meet identified learning, engagement and wellbeing needs to achieve immediate goals and long term outcomes.</p> <p>Community Partners: Engage humanitarian service providers and community groups to strengthen support networks for students and families.</p> <p>Community Partners: Strengthen the connections through Callaghan Education Pathways, industry and tertiary providers to connect students learning to real world experiences.</p> <p>Leaders: Have the capacity to acknowledge and support inclusive teaching practices and collaboration amongst agencies and communities of schools. They have the capacity to ensure that all staff and students have access to ICT infrastructure.</p>	<p>Purposeful and Connected Learning</p> <ol style="list-style-type: none"> Teachers are supported to design and implement engaging and innovative multimodal and hands on activities and rich tasks based on the syllabus. Resources and infrastructure purchased and upgraded with program of cyclic renewal. Staff provided with ongoing professional learning in use of emerging technologies. <p>Supportive Environment</p> <ol style="list-style-type: none"> Implementation of pyramid models of support for all students including Positive Behaviour for Learning and You Can Do It programs The school reviews and embeds inclusive school activities, support and celebrations for Aboriginal and multicultural student populations. Implementation of revised Environmental Management Plan to support the creation of innovative 21st Century Learning Spaces <p>Evaluation Plan</p> <p>Evidence shows that school programs are adequately resourced and are sustainable in implementation. Analysis of student attendance data and discipline referral rates. Student survey data analysed. The school will develop targeted programs and strategies to improve these as required.</p>	<p>Product:</p> <ul style="list-style-type: none"> ❖ Over 94% whole school student attendance rates • Teachers are passionate about each student engaging and succeeding, are aware of each student's progress and develop effective relationships with students characterised by warmth, trust and empathy. <p>Practice:</p> <ul style="list-style-type: none"> • Teachers deliver high quality and engaging learning activities in calm but busy classrooms. • Programs are adequately resourced and supported by school leaders. <p>Product:</p> <ul style="list-style-type: none"> ❖ 20% reduction in school discipline referrals. ❖ 0% referrals with a racial intolerance bias <p>Practice:</p> <ul style="list-style-type: none"> • Positive Behaviour for Learning is embedded practice. • You Can Do It is implemented <p>Product:</p> <ul style="list-style-type: none"> ❖ 100% of students requiring additional academic, cultural and other support have authentic personal plans. ❖ 80% of students report high levels of engagement and satisfaction with school <p>Practice:</p> <ul style="list-style-type: none"> • A culture of welcome, inclusion and belonging for all families that reflects and respects diversity within the school community is built through school program/ policies. • Staff are supported in designing and implementing support plans.
Improvement Measures			
<ul style="list-style-type: none"> ❖ Over 95% whole school student attendance rates ❖ 20% reduction in school discipline referrals. ❖ 94% attendance rate for Aboriginal and EALD students. ❖ School discipline referral rates for Aboriginal and EALD students are reduced by 20% ❖ 100% of students requiring additional support have authentic Personalised Learning Plans. ❖ 80% of students report high levels of engagement and satisfaction with school 			

Strategic Direction 3: Enhancing systems leadership, community engagement and participation for collective efficacy

Purpose

Building stronger relationships as an educational community by leading and inspiring a culture of collaboration, engaged communication, empowered leadership and organisational practices. This will increase community support and partnerships for our students as we work together as a learning community to lead connected learning in the 21st century.

**SEF – CP / L&D/ PS
L / SP, I&R / SR / MP&P**

Improvement Measures

- ❖ Accurate and timely completion of requirements aligned with the leading and managing the school policy such as AFS, audit response and state data collections.
- ❖ Improve parent participation in our school-home partnerships against baseline data by a 20% increase in parents attending P&C meetings, parent information sessions and school open days.
- ❖ Parent, staff and student surveys indicate an increased positive school culture of inclusion and respect.
- ❖ Improve participation of Aboriginal and EAL families by 20% in school activities and evaluations.

People

Students: Have the capacity to support leadership development through the SRC and leadership projects. Creating an inspiring learning environment for all students through the provision of organisational innovations and Systems Leadership across the school.

Staff: Developing staff workforce capabilities by implementing and sustaining quality school wide systems and organisational structures to support the attainment of personal and collective efficacy, with a shared alignment to the school plan and vision.

Parents/Carers: Understand the importance of accessing enhanced systems of support for parental participation and engagement in educational practices, students engagement and attainment.

Community Partners: Enhancing proactive learning alliances with other schools and community members to enhance educational and organisational innovations that improve school wide systems and practices

Leaders: Have the capacity to identify and implement professional learning opportunities with staff that are aligned with school priorities; performance development framework, school excellence framework and DEC accountabilities.

Processes

Organisational/ Systems Innovation

1. Systematic review of all school systems.
2. Providing the principal and school leaders time to effectively lead, manage and administer key DEC reforms, and school innovations / projects through the lens of educational leadership; professional learning; educational programs; performance and development; learning outcomes; student wellbeing; financial resource management and school community partnerships.

School/ Community Partnerships

3. Sustain proactive alliances with tertiary providers, the Callaghan LMG, Throsby Basin Schools, and pedagogy networks to support a dynamic and innovative learning environment at IPS.

Teacher /Executive Capabilities

4. Staff professional learning and mentoring on ways to implement the Dynamic Learning System model as instructional teacher leaders.

Evaluation Plan

Staff student and parent surveys implemented yearly to review leading and management of school performance.
Monitoring of attendance at school events.

Products and Practices

Product:

- ❖ Accurate and timely completion of requirements aligned with the leading and managing the school policy such as AFS, audit response and state data collections.

Practice:

- Alignment of policies and practices that are research driven, which describe, develop and evaluate teacher, school leader and school capacity through the provision of time to effectively lead, manage and administer the school.
- Proactive leadership learning across the school support quality educational and organisational practices in alignment with DEC policy and reforms.

Product:

- ❖ Improve parent participation in our school-home partnerships by 20% increase in parents attending P&C meetings, parent information sessions and school open days.
At least 80% of strategic community learning partnerships and school networks value the contribution of positive working relationships towards+ the enhancement of student learning outcomes.

Practice:

- Parents are supported to participate in their child's learning and wellbeing and build on parent capacity to support learning at home.
- Improve home - school communication to enhance engagement
- Cultivate community partnerships and involvement in network opportunities.