School plan 2015 – 2017

ILLAROO ROAD PUBLIC SCHOOL - 4246

STRATEGIC DIRECTION 1
STRONG FOUNDATIONS IN LITERACY AND NUMERACY FOR LIFELONG LEARNING

STRATEGIC DIRECTION 2
STUDENT WELLBEING THROUGH POSITIVE COMMITMENT TO SCHOOL VALUES

STRATEGIC DIRECTION 3
HIGH ENGAGEMENT IN LEARNING THROUGH QUALITY TEACHING
## School background 2015 - 2017

### School vision statement

**SCHOOL VISION**  
**MISSION STATEMENT**

Personal excellence through quality teaching and learning

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**OUR GOALS**

- Strong foundations in literacy and numeracy.
- Enriched learning experiences in all curriculum areas.
- The development of positive relationships, confidence and independence.
- Quality teaching through collaboration and professional learning.
- Creative and productive users of technology.

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**OUR VALUES**

Safety – Respect - Responsibility

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**OUR MOTTO**

‘Reach For The Sky’

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### School context

Illaroo Road Public School is located in North Nowra on the South Coast of NSW. It is situated on Illaroo Road which runs along the northern bank of the Shoalhaven River. Special features of the school include its attractive setting, supportive community, ‘OC’ opportunity and autism class programs, technology based learning, performing arts programs, healthy lifestyle focus, and excellent sporting programs. In recent years there has been an increase in the number of students attending the school from non-English speaking and Aboriginal backgrounds.

The school is highly acclaimed for the excellence of its academic, extra-curricular and student welfare programs; achievements embodied in its motto “Reach for the Sky”. This is the result of the outstanding work ethic of its staff, a strong focus on professional learning, and a history of quality strategic planning. To maintain this ongoing success the school’s three year plan has been developed following a review of state priorities outlined in the School Excellence Framework; findings obtained from rigorous annual school self-evaluation processes, and a thorough analysis of NAPLAN and school assessment data.

The introduction and consolidation of the new Australian curriculum is an ongoing priority, entailing the revision and updating of current school curriculum policies. The achievement of learning outcomes in all curriculum areas is underpinned by the pursuit of academic excellence in literacy and numeracy, the provision of quality extra-curricular opportunities, and a commitment to evidence based teaching practices. Closing the academic achievement gap for our Aboriginal students remains a major learning target. In order to achieve these goals leadership development at all levels is an ongoing priority.

### School planning process

Illaroo Road Public School has a reputation for sustained excellence in academic achievement, enrichment programs across all key learning areas, positive student welfare, and community support. This success is the result of rigorous school self-evaluation and strategic planning processes implemented as follows:

- In Term 3 committees evaluate and report on the achievement of student learning targets in all curriculum areas, student welfare, learning support, technology, gifted and talented programs, and Aboriginal education. Information is gathered from external and internal assessment tasks, work sample and document analysis, and focus group reports.
- In line with annual school reporting protocols, curriculum and school management reviews are completed from survey information obtained from students, parents and teachers.
- In Term 4, stage teams identify student learning targets by evaluating school-based data and analysing comparative group, trend and value-added data from NAPLAN. Item analysis of assessment tasks is linked to syllabus outcomes and the teaching-learning cycle. SMART targets are then developed in order to maintain school strengths and address areas of need.
- Annual action plans are developed, incorporating school priorities and learning targets with information gleaned from the self-evaluation process. To facilitate learning there is an added focus on supporting teachers with planning time, resources, training and development, and the use of technology.

The school community as a whole is kept informed through the involvement of the P&C Association and the School Council, items in the school bulletin and the publication of the annual school report.
Purpose:
To provide students with the literacy and numeracy skills essential for success in all learning areas, social interaction, and cultural pursuits; and to become informed and active participants in Australian society.

Purpose:
To provide students with the skills required to establish positive relationships, interact appropriately in a range of social contexts, work independently, collaborate in teams, constructively handle challenging situations and respect diversity.

Purpose:
To develop students who are confident, creative and informed by implementing quality teaching model strategies through working scientifically, historically and technologically.
### Strategic direction 1: Strong foundations in literacy and numeracy for lifelong learning.

#### Purpose
To provide students with the literacy and numeracy skills essential for success in all learning areas, social interaction, and cultural pursuits; and to become informed and active participants in Australian society.

#### Improvement Measures

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<tr>
<th>People</th>
<th>Processes</th>
<th>Products and Practices</th>
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</thead>
<tbody>
<tr>
<td><strong>Students will:</strong></td>
<td><strong>Students will:</strong></td>
<td><strong>Product 1 – For 80%+ of K-6 students to achieve at or above year levels on literacy and numeracy continuums (PLAN).</strong></td>
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<td>Understand, interpret, create, reflect on learning and communicate through spoken, written, visual and digital media for a variety of contexts and purposes.</td>
<td>Participate in learning activities that prepare them for success in learning measured by a variety of internal and external assessments.</td>
<td><strong>Product 2 - The percentage of Year 3 students achieving in NAPLAN proficiency bands to equal or exceed state DEC levels.</strong></td>
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<td>Interpret, apply and critically evaluate mathematical strategies and reasoning in a range of contexts.</td>
<td>Use multimodal technology to apply literacy and mathematical knowledge to communicate, expand ideas, reason, analyse and solve problems.</td>
<td><strong>Product 3 – The percentage of Year 5 students achieving in the NAPLAN proficiency bands to exceed state DEC levels by 10%.</strong></td>
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<td>Teachers will:</td>
<td>Teachers will:</td>
<td><strong>Product 4 - Student achievement levels in the lowest three NAPLAN bands to be 5% less than NSW DEC levels.</strong></td>
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<td>Develop curriculum knowledge using new syllabus and school scope and sequence content to plan teaching programs and assessment strategies.</td>
<td>Identify student strengths and areas of learning requiring further development through the use of formative and summative assessment strategies.</td>
<td><strong>Product 5 - Aboriginal students achieving in the top three NAPLAN bands to equal or exceed state DEC average levels for all students.</strong></td>
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<td>Participate in structured professional learning to facilitate the achievement of:</td>
<td><strong>Evaluation Plan</strong></td>
<td><strong>Practice 1 - Systematic teaching and learning demonstrated by quality programming, systematic assessment, and the achievement of learning targets.</strong></td>
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<td>- student learning targets, and</td>
<td>Leaders will:</td>
<td><strong>Practice 2 – Teachers reflecting and reporting on the achievement of student learning targets and personal learning goals at team meetings and at TARS meetings with executive.</strong></td>
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<td>- career goals identified through TARS.</td>
<td>Implement TARS procedures that tie pedagogical practice to Australian Teaching Standards criteria.</td>
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<td>Parents will:</td>
<td>Complete term reviews of English and maths teaching programs, and scope and sequence implementation.</td>
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<td>Acquire knowledge of student learning targets by liaising with class teachers, accessing school communication channels, and involvement in parent organisations.</td>
<td>Coordinate annual reviews and item analysis of NAPLAN and school data to determine cohort performance and achievement of SMART targets.</td>
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<td>Leaders will:</td>
<td>Analyse formative and summative assessment data every term to determine achievement of English and maths milestone targets.</td>
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<td>Coordinate professional learning through collaborative planning, DEC sanctioned training, and the development of teacher professional learning plans.</td>
<td>Coordinate TPL in L3, middle years writing, TEN and maths problem-solving courses.</td>
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**K-6 students achieving at, or above, year appropriate levels on literacy and numeracy continuums (PLAN) to equal or exceed 80%.”**

- Year 3 students achieving in the NAPLAN proficiency bands to equal or exceed state DEC achievement levels.
- Year 5 students achieving in the NAPLAN proficiency bands to exceed state DEC levels by 10%.
- Students achieving in the lowest three NAPLAN bands to be 5% less than NSW DEC levels.
- The number of Aboriginal students achieving in the top three NAPLAN bands to equal or exceed the state DEC average for all students.

**Leaders will:**
Coordinate TPL in L3, middle years writing, TEN and maths problem-solving courses.

**Teachers will:**
- Implement TARS procedures that tie pedagogical practice to Australian Teaching Standards criteria.
- Complete term reviews of English and maths teaching programs, and scope and sequence implementation.
- Coordinate annual reviews and item analysis of NAPLAN and school data to determine cohort performance and achievement of SMART targets.
- Analyse formative and summative assessment data every term to determine achievement of English and maths milestone targets.
Strategic direction 2: Student wellbeing through positive commitment to school values.

**Purpose**
To provide students with the skills required to establish positive relationships, interact appropriately in a range of social contexts, work independently, collaborate in teams, constructively handle challenging situations, and respect diversity.

**Improvement Measures**
- 100% of staff and students can state the school values.
- 100% of full time teaching staff implement the school social skills lessons.
- 100% of students are actively involved in a school-wide reward system.
- 100% of teachers participating in PBL training and workshops outlining new rewards systems, social skills training, and behaviour referral systems.
- 10% annual reduction in the number of student entries in playground and classroom behaviour books.

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| **Students will:**
- Take ownership of, know and understand, school values.
- Take responsibility for their behaviour by enacting school values.
- Understand how new reward and discipline systems work.

**Staff will:**
- Know and understand the three values and behaviour expectation matrix.
- Know effective strategies to teach school values to students.
- Consistently reward positive behaviour and deal with inappropriate behaviour.

**Parents will:**
- Know and understand the three values and behaviour expectation matrix.
- Understand the reward and discipline systems within the school.

**Leaders will:**
- Ensure all teachers evaluate and improve on their student behaviour management and welfare practices through TARS processes.

**Students will:**
- Participate in weekly values lessons.
- Role play and enact school values.

**Teachers will:**
- Use the lesson pack scope and sequence to teach the social skills lessons each week to students.

**Leaders will:**
- Coordinate a public launch of the PBL program in 2015.
- Monitor the teaching of social values through class program evaluation.
- Oversee the evaluation and revision of existing reward and discipline systems.
- Collate teacher resources to implement new reward and discipline systems.
- Promote Positive Behaviour for Learning (PBL) values at assemblies, through bulletin and on the website.
- Organise signage promoting school values in grounds and classrooms.

**Teachers will:**
- Access school bulletins and webpage for updated PBL information.

**Evaluation Plan**
**Leaders will support the PBL team to:**
- Evaluate reward and discipline system entries and school self-evaluation (SSE) survey data to develop student welfare targets.
- Review and revise the reward and discipline system annually.
- Implement TARS reviews focusing on AITSL standards related to managing challenging student behaviour.

**Products and Practices**
- Product 1 - School records and teacher observations to indicate all students know school values and expected standards of behaviour.
- Product 2 – 100% of teachers display and refer to class charts outlining school values and the behaviour matrix.
- Product 3 – 100% of teaching programs include social values activities dated and evaluated in weekly lesson registers.
- Product 4 – 10% annual reduction in the number of student entries in playground and classroom behaviour books.
- Product 5 – 80%+ of parents indicate understanding of school values and reward systems through SSE surveys.
- Practice 1 - Consistently high teacher expectations of student behaviour which reflects school values.
- Practice 2 - Systematic and explicit teaching of appropriate behaviour and social values.
- Practice 3 - Streamlined behaviour record keeping and reward system administration.
- Practice 4 - Ongoing professional learning about effective practice in behaviour management and welfare, focusing on PBL strategies.
Strategic direction 3: High engagement in learning through quality teaching.

**Purpose**

To develop students who are confident, creative and informed by implementing quality teaching model strategies when working scientifically, historically and technologically.

**People**

**Students will:**
- Work scientifically and technologically in projects requiring experimentation and demonstration of findings.
- Work historically using and producing multimedia sources for research.

**Teachers will:**
- Use the Quality Teaching Model format to develop teaching programs from the new science and history syllabus documents.
- Develop assessment strategies that reflect the importance of working historically, scientifically and technologically.
- Prepare learning tasks that require students to use and produce multimodal media.

**Leaders will:**
- Facilitate teacher planning sessions to prepare lessons and assessment strategies.

**Parents will:**
- Engage with student learning by attending K-6 science fun days, Y3-6 science fairs and K-6 history immersion days.

**Processes**

**Students will:**
- In set investigations display deep knowledge and understandings, use of metalanguage, and higher order thinking in work unit studies.
- Demonstrate working scientifically and technologically by participating in K-6 science fun days, and Y3-6 school and district science fairs.
- Participate in age-appropriate history immersion days.
- Use multimedia presentations to display science and history research findings.

**Teachers will:**
- Participate in collaborative workshops to plan programs and assessment tasks, and share ideas about using ICT.

**Leaders will:**
- Coordinate analysis of student assessment data each term to determine achievement of science and history milestones.
- Focus TARS evaluations on AITSL Standard 2.3: ‘Design and implement learning and teaching programs using knowledge of curriculum, assessment and reporting requirements.’

**Products and Practices**

- **Product 1** - 40% + of students achieving in the top two ‘A’ and ‘B’ proficiency bands in school-based science and history assessments.
- **Product 2** - Increase to 100% the number of students K-6 participating in practical science experiments and demonstrations.
- **Product 3** - Increase to 100% the number of students using and producing visual and multimodal texts at age-appropriate levels in scientific and historical studies.

- **Practice 1** - The NSW Quality Teaching Model provides a scaffold for developing teaching programs from new history and science syllabus content.
- **Practice 2** - In science and history students not only acquire knowledge and understandings, they become skilled in working scientifically, technologically and historically.
- **Practice 3** - Students become proficient at using and producing visual and multimedia texts.

**Improvement Measures**

- The number of students achieving in the top two in-school proficiency bands in science and history to exceed 40%.
- Increase to 100% the number of students participating in practical science experiments and/or demonstrations.
- Increase to 100% the number of students participating in ICT activities in history and geography K-6.