ILLAROO ROAD PUBLIC SCHOOL

SCHOOL EXCELLENCE FRAMEWORK

STRATEGIC PLAN 2015 – 2017

MISSION STATEMENT

Personal excellence through quality teaching and learning

STUDENT 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

OUR VALUES

SAFETY - RESPECT - RESPONSIBILITY

OUR MOTTO

‘REACH FOR THE SKY’
# ILLAROO ROAD SCHOOL PLAN 2015-2017 - LEARNING DOMAIN

## TARGETS
- 80% of students and teachers know the school mission, values and motto.
- Annual 10% decrease in the number of students with behaviour book entries.
- 100% of teaching programs include new syllabus content and address school plan teaching priorities.
- One major curriculum area evaluation completed annually.

## STUDENT WELLBEING
- Full implementation of evaluation recommendations over two years.
- One policy area or aspect of student welfare evaluated annually.
- 100% of class teaching programs include PBL values lessons.
- 100% of students participate in new awards and social values programs.
- Welfare TPL program implemented.

## CURRICULUM AND LEARNING
- 100% of TARS reviews indicate teacher understanding of school programming expectations.
- 80%+ annual maintenance of existing KLA enrichment programs.
- New music, band and dance troupe programs operating within two years.
- New K-6 assessment policy launched and implemented within one year.

## ASSESSMENT AND REPORTING
- K-6 Assessment Policy launched within one year.
- Literacy and numeracy data added to PLAN K-6 every term.
- All K-6 assessment schedules link assessment data comments to student Semester 1 and 2 reports.
- Annual documentation of student attainment and item analysis targets in all KLAs.

## STUDENT PERFORMANCE MEASURES
- Annual achievement of 5% item analysis SMART targets.

## PRIORITY 1.
- Positive, respectful relationships evident among students and staff, promoting student wellbeing ensuring good conditions for student learning.
- Well-developed and current policies, programs and processes that identify, address and monitor student learning needs.

## PRIORITY 2.
- Consistent implementation of a whole-school approach to wellbeing that has clearly defined behavioural expectations and creates a positive teaching and learning environment.

## PRIORITY 3.
- Curriculum programs and teaching practices that effectively develop the knowledge, understanding and skills of all students, using evidence-based teaching practices and innovative delivery mechanisms where appropriate.
- Extra-curricular learning opportunities are significant, support student development, and are strongly aligned with the school’s vision, values and priorities.

## PROCESSES
- All class programs to document research-supported best practice in classroom management.
- PBL values and teaching strategies included in updated welfare policies.
- All KLA policies updated to reflect new syllabus content in:
  - 2015 - English, maths, science.
  - 2016 - history
  - 2017 - geography
- Through stage team collaboration all class teaching programs outline KLA outcomes and content, and the teaching strategies implemented.
- In teaching programs, priority areas to include student feedback, curriculum differentiation and use of the NSW Quality Teaching Model.

## PROCESSES
- DEC supported evaluation of learning support team and student welfare learning policies.
- Evaluation report recommendations in LST and discipline procedures implemented over a two year cycle.
- Implementation of PBL strategies including the values matrix, and revised awards and levels system.
- Implementation of a K-6 values program to support PBL.
- Implementation of TPL workshops focusing on positive research-based practices in classroom management, learning support and student welfare over a two year cycle.

## PROCESSES
- K-6 teacher programming expectations documented and fully implemented.
- Quality Teaching Model overviews used to support program delivery in science, history and geography.
- CAPA program expanded to include Y-3 music program, band music tutor groups, and dance troupe program.
- New K-6 assessment policy documented to ensure implementation of:
  - Research proven best practice strategies
  - Assessment schedules that include both formative and summative tasks.
  - Data evaluation procedures that support planning for improved student learning.
  - Data evaluation procedures that support planning for improved TPL.
- School leaders ensure annual strategic planning priorities reflect school vision.

## PROCESSES
- New K-6 Assessment Policy launched outlining:
  - Formative assessment procedures.
  - Summative assessment procedures.
  - Student self-assessment tasks.
- TPL in the use of the literacy and numeracy continua to support full implementation of Kinder Best Start and K-6 PLAN programs.
- Direct alignment of assessment schedule data with semester reports.
- Five week milestone and end of year analysis of external and internal assessment data to develop learning targets in all KLAs.
- Annual documentation of item analysis targets developed from internal and external data.
- Formative and summative data used at CTJ days to plot student PLAN levels K-6 each term.
- Internal and external data used to measure:
  - Cohort performance.
  - Value added learning.
  - Achievement of “A to E” and NAPLAN attainment targets.
  - Improvement in 5% item analysis SMART targets.
<table>
<thead>
<tr>
<th>TARGETS</th>
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<tbody>
<tr>
<td>Item analysis targets planned for each KLA annually.</td>
<td>New K-6 Assessment Policy launched within one year.</td>
<td>80%+ of teachers approve of professional learning policy procedures in SSE reports.</td>
<td>100% of K-2 teachers participate in L3 and/or TENS training.</td>
<td>100% of teachers participate in collaborative planning of teaching programs.</td>
<td>100% of teachers participate in TENS numeracy program.</td>
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<td>100% of teachers contribute to annual strategic planning by participating in the:</td>
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<tr>
<td>* Syllabus outcomes and content.</td>
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<td>* School self-evaluation process.</td>
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<td>* Strategies to achieve KLA student learning targets.</td>
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<td>* Analysis of assessment and SSE survey data.</td>
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<td>Teachers contribute to annual strategic planning by participating in the:</td>
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<td>* Setting student learning and teacher TPL targets.</td>
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**ILLAROO ROAD SCHOOL PLAN 2015-2017 - TEACHING DOMAIN**

<table>
<thead>
<tr>
<th>EFFECTIVE CLASSROOM PRACTICE</th>
<th>DATA SKILLS AND USE</th>
<th>COLLABORATIVE PRACTICE</th>
<th>LEARNING AND DEVELOPMENT</th>
<th>PROFESSIONAL STANDARDS</th>
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<tr>
<td><strong>PRIORITIES</strong></td>
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<td>1. Teachers regularly use student performance data and other student feedback to evaluate the effectiveness of their own teaching practices.</td>
<td>1. Assessment instruments are used regularly to help monitor student learning progress and to identify skill gaps for improvement.</td>
<td>1. Teachers provide and receive planned constructive feedback from peers, school leaders and students to improve teaching practice.</td>
<td>1. There is a particular focus on improved teaching methods in literacy and numeracy, with professional learning activities focused on building teachers’ understandings of effective teaching strategies in these areas.</td>
<td>1. Teaching staff demonstrate and share expertise, have very high levels of contemporary content knowledge and teaching practices, and rely on evidence-based teaching strategies.</td>
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<td>2. Teachers provide explicit, specific and timely formative feedback to students on how to improve.</td>
<td>2. Teachers clearly understand and utilise formative, summative and continuous assessment to determine teaching directions, school performance levels and effectiveness.</td>
<td>2. The school has embedded and explicit systems for collaboration, classroom observation, the modelling of effective practice and feedback to drive and sustain ongoing, school-wide improvement in teaching practice and student outcomes.</td>
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<td><strong>PROCESSES</strong></td>
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<tr>
<td>Teachers identify item analysis targets annually from internal and external assessment data.</td>
<td>The K-6 Assessment Policy to outline formative and summative assessment strategies to be implemented in each KLA.</td>
<td>Development of a new professional learning policy to implement: * Collaborative meetings to plan programs and assessment tasks. * Term milestone and CTJ meetings. * Classroom lesson observations by peers and supervisors. * Informal and formal feedback on documentation and pedagogy.</td>
<td>K-2 teachers to participate in the ongoing Literacy, Language and Learning (L3) training program.</td>
<td>In stage and staff planning meetings teachers given opportunities to demonstrate and share knowledge of: * Syllabus outcomes and content. * Strategies to achieve KLA student learning targets.</td>
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<td>Stage teams use data to identify ongoing learning targets at term milestone and CTJ meetings.</td>
<td>Assessment schedules ensure teachers use consistent data to produce student reports.</td>
<td>Through the TARS process teachers receive structured feedback on their: * Written documentation. * Lesson observations. * Achievement of professional goals.</td>
<td>K-2 teachers to receive training in the TENS numeracy program.</td>
<td>Teachers contribute to annual strategic planning by participating in the: * School self-evaluation process. * Analysis of assessment and SSE survey data. * Setting student learning and teacher TPL targets.</td>
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<tr>
<td>At stage meetings teachers review a cross section of work samples to evaluate teaching practices.</td>
<td>All teachers trained to use PLAN software to enter student data at milestone meetings.</td>
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<td>Year 3-6 teachers to participate in the middle years writing project.</td>
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<td>At stage meetings teachers review student feedback strategies.</td>
<td>The school documents and publicises student attainment and item analysis targets annually.</td>
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<td>K-6 teachers participate in CTJ meetings focusing on evaluation of data and professional learning in literacy and numeracy.</td>
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<td>The TARS process to include a focus on timely explicit and specific feedback to students.</td>
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**ANNUAL TPL PLANS**

- Literacy, Language and Learning (L3) teaching programs.
- TENS numeracy program.
- Middle years writing project.
- TENS numeracy program.
### ILLAROO ROAD SCHOOL PLAN 2015-2017 - LEADING DOMAIN

<table>
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<tr>
<th>LEADERSHIP</th>
<th>SCHOOL PLANNING, IMPLEMENTATION AND REPORTING</th>
<th>SCHOOL RESOURCES</th>
<th>MANAGEMENT PRACTICES AND PROCESSES</th>
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<td><strong>PRIORITIES</strong></td>
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<td>1. The school’s leadership strategy promotes succession planning, distributed leadership and organisational best practice.</td>
<td>1. Staff are committed to, and can articulate the purpose of, each strategic direction in the school plan.</td>
<td>1. Strategic financial management is used to gain efficiencies and to maximise resources available to implement the school plan.</td>
<td>1. Accountability practices are tied to school development and include open reporting by the school leadership team to the school community.</td>
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<tr>
<td>2. Leadership development is central to school capacity building.</td>
<td>2. The school uses evidence-based strategies and innovative thinking in designing a school plan that delivers ongoing improvements in student outcomes.</td>
<td>2. Succession planning, leadership development and workforce planning are designed to drive whole-school improvement.</td>
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<td>3. Staff have purposeful leadership roles based on professional expertise.</td>
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<td>3. Longer-term financial planning is integrated with school planning and implementation processes.</td>
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#### PROCESSES

- New staff professional development policy developed to reflect departmental priorities and school context.
- TARS schedules to outline procedures for:
  - Review of documentation.
  - Lesson observations and feedback.
  - Professional learning plan development.
  - Support of teacher accreditation and career aspirations.
- TPL funding allocated to career development.
- Mentorship training program implemented for executive and aspiring leaders.
- Formalised induction program implemented for new staff and beginning teachers.

#### PROCESSES

- Staff ownership and understanding of school vision and strategic directions developed through participation in planning workshops, school induction and mentor programs, and TARS review meetings.
- Wider community understanding of school vision and strategic directions achieved through school council and P&C consultation, and communication through bulletins and webpage.
- A new K-6 Assessment Policy that outlines:
  - Research supported best practice statements.
  - Strategies implemented in each KLA.
  - Assessment schedules adhering to QTM explicit quality criteria.
- Milestone meetings and CTJ days scheduled to evaluate data and identify learning targets.

#### PROCESSES

- Budget allocations linked directly to support the achievement of targets in both student learning and staff professional development across all key learning areas.
- RAM allocations to support the achievement of school plan priorities monitored each semester.
- Resource audits conducted annually to inform short and long term asset replacement programs.
- P&C funding allocations to be aligned to school community and strategic plan priorities.
- Strategic direction and KLA committees manage program budgets to achieve learning targets and school priorities.

#### PROCESSES

- Program budgets prepared for each KLA.
- RAM funds allocated to school plan projects.
- Annual financial statements presented to school council for review.
- Annual school report collated using internal and external student assessment data, and Term 3 school self-evaluation information.
- All teaching staff to contribute to the development of school strategic plans in consultation with the school’s parent organisations.

#### TARGETS

- Written program feedback for 100% of teachers.
- 100% of teachers receive verbal and written feedback on lesson observations.
- 100% of teachers have a negotiated professional learning plan.
- A gradual increase in the percentage of teachers seeking promotion or higher accreditation.
- Maintenance or gradual increase in the percentage of staff effectively taking on additional responsibilities or leadership roles.

#### TARGETS

- 80%+ of teacher and parent respondents indicate approval of strategic plan directions in school self-evaluation surveys.
- 100% of teachers implement mandated annual assessment schedules.
- Internal and external data to indicate 80% or better achievement rates for:
  - Student learning milestone targets.
- Staff professional learning milestone targets.

#### TARGETS

- Annual financial statement and 5P Plan monitoring reflects sound financial management leading to the achievement of:
  - KLA learning targets for students.
  - Professional learning targets for staff.
  - Satisfactory financial reports from school directors and audit directorate.
- 90%+ satisfaction level reports for annual financial statements and 5P monitoring by school directors and audit directorate.
- 80%+ satisfaction level feedback for the annual school report from the school’s parent organisations and school self-evaluation surveys.