

School plan 2018-2020

Illawong Public School 4077



School background 2018–2020

School vision statement

We prepare students to become respectful, responsible life-long learners. This is achieved through the dynamic delivery of a quality curriculum which is underpinned by opportunities for all students to contribute to the collective wellbeing of their community.

School context

Illawong is located 27 kilometres south-west of the Sydney Central Business District, in the local government area of the Sutherland Shire. Illawong sits between the southern shore of the Georges River and the northern shore of the Woronora River. Illawong is an Aboriginal word meaning *between two waters*, referring to the Georges and Woronora Rivers. Illawong Public School is situated on a large site amongst extensive bushland and it boasts large play areas and a school oval.

In 2017 the school's enrolment was 208 students with 34% of students coming from language backgrounds other than English. There are 18 language backgrounds represented in the school. The largest language background of students is English with the next highest backgrounds being Arabic (11%), Greek (4%), Mandarin (2%) and Vietnamese (2%).

The school implements the Positive Behaviour for Learning Program (PBL) and actively incorporates the values of Respect, Responsibility and Learning into all aspects of school life. We provide a caring and consistent learning environment and hold high expectations for every student.

Students have opportunities to participate in extracurricular activities in the areas of creative arts and sport. We are proud to be part of the Community of Schools Between the Rivers (COSBTR) which involves eight local public primary and high schools. A large proportion of our students go on to attend Menai High School.

Illawong Public School has an involved Parents and Citizens Association (P&C) which meets once a term and actively supports the school through fundraising. The P&C operates an on-site school uniform shop and also oversees the Illawong Public School Before and After School Care (BASC) on two school owned sites – the former fire station on Fowler Road and a classroom at the school.

At Illawong Public School, we work collaboratively with parents and carers to ensure that our students are at the centre of all our decision making.

School planning process

In Terms 3 and 4 2017, a comprehensive process of research, consultation, data collection and analysis was undertaken to determine our current needs and future directions. All teaching staff completed the Focus on Learning online survey and worked in small groups to evaluate our progress 2015–2017 and identify the pedagogy that was needed to equip our students for success in a rapidly changing world.

Parents and carers completed the Tell Them From Me parent survey and attended forums to share their views on what they value for their children's education at school and beyond. Students in Years 4–6 completed the Tell Them From Me student survey and participated in reflective discussions about their school and their learning.

Using the research paper – '*Education: Future Frontiers The implications of AI, automation and 21st century skills needs*' – as a stimulus, the school community identified the major aspirations we share for our students and the challenges they face as future focused learners in a time of complex global issues and a constantly evolving educational and technological landscape.

As a result of these planning processes, we identified the need for our students to connect, thrive and succeed and to ensure that the 4C skills of collaboration, creativity, critical thinking and communication are embedded into evidence – based teaching and learning practices in order to create well-rounded, confident, resilient young people equipped to take their place in the world.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1 Collective Wellbeing

Purpose:

To support the individual and collective wellbeing of all students, which in the longer term will shape the values and attitudes of the society in which they live. To provide learning experiences and opportunities that develop and shape the character and wellbeing of students by promoting self-regulation and positive behaviour, curiosity, courage, resilience and empathy. To focus on giving students voice and developing active and connected learners who thrive, succeed and contribute positively throughout life.

STRATEGIC DIRECTION 2 Evidence – Informed Practices

Purpose:

To ensure students benefit from teaching and learning practices which have the greatest impact on their learning. To reduce the variances in the impact of teaching that exists between classrooms and employ the most effective evidence-based teaching methods which will optimise learning outcomes for all students across a full range of abilities.

STRATEGIC DIRECTION 3 Transformational Learning

Purpose:

To prepare students for success in school and beyond by equipping them with the skills and knowledge to think creatively and critically, to work collaboratively and to communicate effectively. To develop strong learner dispositions, capacities and competencies in students which incorporate knowing, doing and being. The school culture, structures, visions, partnerships and leadership strategies will support effective transformational change.

Strategic Direction 1: Collective Wellbeing

Purpose

To support the individual and collective wellbeing of all students, which in the longer term will shape the values and attitudes of the society in which they live. To provide learning experiences and opportunities that develop and shape the character and wellbeing of students by promoting self-regulation and positive behaviour, curiosity, courage, resilience and empathy. To focus on giving students voice and developing active and connected learners who thrive, succeed and contribute positively throughout life.

Improvement Measures

Increased percentage of students demonstrate an understanding of the school expectations and can identify someone at school who is an advocate for them.

Reduced incidences of negative behaviours in class and on the playground.

Improved results in the Partners for Learning survey in the areas of supporting learning, positive behaviour and safety at school.

People

Students

- Actively connect to their learning and demonstrate behaviour that reflects a deep understanding of school expectations.
- Demonstrate well-developed interpersonal skills enabling productive and respectful relationships and a sense of belonging.

Staff

- Consistently apply the principles and processes of Positive Behaviour for Learning (PBL) across the school.
- Develop a culture of positive conflict resolution based on a shared understanding of respectful, responsible learning.

Leaders

- Collaborate with the school community to implement PBL through the development of clear guidelines for implementation and the provision of ongoing professional learning based on evidence of best practice.
- Initiate and lead school wide systems and practices enabling teachers to support students to connect, thrive and succeed.

Parents/Carers

- Develop a clear understanding of PBL.
- Actively participate in supporting and reinforcing student learning outcomes.

Processes

Positive Behaviour for Learning (PBL)

Improving student wellbeing and student learning outcomes through the development of productive, respectful relationships and through consolidation, expansion and school-wide consistency of the existing PBL processes.

Student Wellbeing Support Programs

Increasing our capacity to ensure every child is able to connect, thrive and succeed by partnering with external agencies to support teachers, students and their families to develop improved emotional wellbeing and provide targeted assistance to students and families at risk.

Evaluation Plan

Regular evaluation by strategic direction teams to evaluate effectiveness of processes and inform change.

Analysis of data may include PBL and L&ST data, Tell Them From Me survey data, community surveys and feedback from focus groups. Review of individual student learning plans, minutes from Learning & Support Team meetings. SAS and TFI Data, TTFM Survey results, Got it! Getting on Track in Time data and student voice and feedback.

Practices and Products

Practices

Consistent application of evidenced – based whole school processes address the academic and social needs of every student enabling success.

Every student identifies with and has an established relationship with a staff member to whom they can confidently seek advice and assistance to work together to reach the student's potential.

Student wellbeing needs are planned for and addressed holistically in consultation with parents/carers.

Products

Evidence-based changes to whole school practices result in improvements to student wellbeing and learning.

An expert, cohesive and responsive approach to student learning and wellbeing is adopted by all stakeholders.

Productive relationships are fostered and characterised by genuine support, positive interactions and engagement in learning.

Strategic Direction 2: Evidence – Informed Practices

Purpose

To ensure students benefit from teaching and learning practices which have the greatest impact on their learning. To reduce the variances in the impact of teaching that exists between classrooms and employ the most effective evidence-based teaching methods which will optimise learning outcomes for all students across a full range of abilities.

Improvement Measures

An increased number of teachers use data effectively to analyse student progress and achievement and inform their practice.

Increased percentage of students achieving in the top 2 bands in literacy and numeracy.

Increased percentage of students achieving expected growth in literacy and numeracy.

People

Staff

- Demonstrate explicit teaching practices and provide students with meaningful feedback which reflects the success criteria of the lesson.
- Analyse a range of student work samples and data sources, including formative and summative assessment to accurately track student progress longitudinally and plan for future learning and assessment.

Leaders

- Support teachers to develop best practice in classroom instruction by providing meaningful instructional leadership and feedback.
- Analyse and communicate whole school data and use data to inform key decisions.

Parents/Carers

- Understand what their children are expected to know, understand and do.
- Receive regular information about how to support their children's progress.

Processes

Evidence – Based Professional Learning

Teachers draw on Australian and international research to develop high quality learning in literacy and numeracy.

Use of Data to Inform Practice and Differentiate Learning

Teachers use data including Best Start, PLAN2 and the learning progressions to inform, analyse and support the explicit teaching of literacy and numeracy. Teachers develop programs that include adjustments to support learning or increase challenge.

Evaluation Plan

Regular evaluation by strategic direction teams to evaluate effectiveness of processes and inform change.

Analysis of data may include NAPLAN results, ACER tests, learning progressions, Tell Them From Me survey data, community surveys and feedback from focus groups.

Practices and Products

Practices

Teachers plan collaboratively, differentiating curriculum delivery to meet the needs of students by supporting learning or increasing challenge.

Teachers open their classrooms to one another, engaging in observations, feedback and professional discussions leading to improved professional knowledge and practice.

Students take responsibility for their own learning, setting learning goals, reflecting on their learning and providing feedback to teachers.

Student progress and achievement data is used to track student progress, inform teaching and adapt practice to meet the needs of students.

Products

Data is used to drive differentiated teaching practice which ensures that every student achieves a year's worth of growth for a year's worth of schooling.

Teacher programs and student work samples reflect evidence-based teaching and a strong alignment to the syllabus.

Teachers demonstrate a deep understanding of the individual learning needs of every student in their class and can articulate future learning goals for each student based on analysis of data.

Strategic Direction 3: Transformational Learning

Purpose

To prepare students for success in school and beyond by equipping them with the skills and knowledge to think creatively and critically, to work collaboratively and to communicate effectively. To develop strong learner dispositions, capacities and competencies in students which incorporate knowing, doing and being. The school culture, structures, visions, partnerships and leadership strategies will support effective transformational change.

Improvement Measures

Increased number of teaching programs show opportunities for students to engage with the 4Cs across the curriculum.

Increased student understanding of learning dispositions and their relevance to the classroom and beyond.

Increased percentage of students show interest and motivation in their learning.

People

Students

Actively engage in diverse and transformative learning opportunities, fostering the development of explicit learning dispositions and skills.

Reflect on, monitor, and evaluate their learning strategies through increased understanding of metacognition (the act of thinking about their thinking).

Staff

Embed the 4Cs into their teaching practice using coherent frameworks to ensure that teaching programs meet the needs of all learners.

Work collegially to plan, implement and evaluate contemporary teaching strategies and content in their practice.

Leaders

Establish a professional learning community which is focused on the continuous improvement of teaching and learning.

Support teachers to learn and then implement transformational change processes across the school.

Parents/Carers

Understand that dispositions to learning affect how students engage in and relate to the learning process.

Value dispositions to learning as fundamental for students to develop future-focused attitudes to learning.

Processes

Transformational Schools Community of Practice (Illawong, Caringbah, Jannali, Miranda Nth and Connells Point Public Schools).

Teachers engage in research-based professional learning designed to change teaching and leadership to embed and enact the 4Cs so that they are central to dynamic and exciting learning.

Developing Dispositions for Learning

Students and teachers will use the Learning Disposition Wheel to engage in and relate to the learning process. They will understand the interpersonal, intrapersonal and cognitive skills needed to be successful future oriented lifelong learners

Evaluation Plan

Regular evaluation by strategic direction teams to evaluate effectiveness of processes and inform change.

Analysis of data may include Tell Them From Me and 4C Transformative Learning survey data, classroom observations focused on identified aspect of the 4C approach and video of teacher and student voice.

Practices and Products

Practices

Teachers engage with coherent frameworks and tools to embed the 4Cs and visible thinking into their planning and teaching.

All students engage in high quality learning experiences that require a range of skills that prepare them for school and beyond.

Students view themselves as active change agents in their learning and generate innovative ideas and possibilities.

Rich opportunities for thinking and learning are seen daily in the classroom and across the school.

Products

The 4Cs of contemporary education are embedded across the curriculum and teachers use them to enhance the learning of all students.

Deep learning occurs in all classrooms and is reflected in student work samples.

The school culture is strongly focused on transformation, learning, the building of educational aspiration and on going performance improvement throughout the school community.