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|  | **Iona Public School Plan** 2015 – 2017 | | | |
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| School Plan approved by School Council 31/3/15 | | Iona Public School | | |

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| School background 2015 - 2017 | | | | | | | | | | | | | | | | | | |
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| **SCHOOL VISION STATEMENT** | | | |  | **SCHOOL CONTEXT** | | | | | | |  | **SCHOOL PLANNING PROCESS** | | | | | |
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| At Iona Public School, we place a high value on a culture that creates well-rounded, empathetic, motivated, happy and educated students-and ultimately members of society. The school community values an open, tolerant and harmonious environment where there is effective communication between all parties. This community also values the teaching of positive values, attitudes and behaviours to the students. | | | |  | Iona Public School is located in a rural area, where a close knit, supportive and inclusive school community is highly valued. This environment allows close interaction and involvement between skilled and educated teachers and the parent body. Our parents are interested and have the skills and education to make a positive contribution to the learning environment. The school community places a very high value on its rural location and outlook, and the small school size that enables a strong sense of community and involvement. There are currently 69 students who attend the school, with a growing number of nationalities now represented. The school is very committed to its involvement with the [Maitland Learning Community of Schools,](http://www.maitland-lc.schools.nsw.edu.au/) as well as providing a variety of extra curricula activities and sporting opportunities. | | | | | | |  | In 2014, a comprehensive process was undertaken with the school community. The Iona School Community participated in a strategic planning workshop in May, with 31 parents and teachers, which captured the views of the community through a SWOT analysis (Strengths, Weaknesses, Opportunities, Threats). The school staff and the elected School Council analysed these responses to identify the basis for our three key directions. These are:   * Quality Learning * Quality Relationships * Quality Systems   The Iona Public School Plan 2015-2017 flows from these strategic directions and sets clear improvement measures. It forms the basis for the school’s improvement and development efforts for the next three years, together with the other partner schools in the Maitland Learning Community, and in partnership with parents and community. Each strategic direction provides details of the purpose (why), people and processes (how), and the products and practices (what) that are to be realised through implementation of the plan. | | | | | |
| School strategic directions 2015 - 2017 | | | | | | | | | | | | | | | | | | |
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| This page identifies the 3 strategic directions and the purpose of each one. Each strategic direction will:   * + define the key improvements which combine for the school to achieve excellence   + represent a high level and future-focused educational priority which is evidence based and data informed   + be a succinct statement that drives the development of the school’s educational and organisational leadership culture   + make explicit links to the dimension of the school excellence framework. | | | | | | | | | | | | | | L:\10. Design\10.1 Job Bag\WIP_2014\12566_School Planning Template 2015-2017\5.0 LINKS\12566_School_Planning_Icon_v2_Small.png | | | | |
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| To ensure all students in our care are engaged in meaningful learning experiences based on quality educational delivery and consistent, high standard professional practices so they reach their full potential as well rounded, empathetic, motivated and happy educated citizens. | | | |  | To further develop a school culture that includes, supports and values the whole school community through a collaborative approach that enhances an open, tolerant and harmonious environment. | | | | | | |  | To develop an approach which builds on the capabilities of all teachers so they are involved in planning and monitoring their own learning to increase their capacity to deliver excellent outcomes to all students. | | | | | |
| Strategic direction 1: [Quality Learning and Engagement] | | | | | | | | | | | | | | | | | | |
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| **PURPOSE** |  | **PEOPLE** | | | | |  | | **PROCESSES** | | | | | | |  | | **PRODUCTS AND PRACTICES** |
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| Why do we need this particular strategic direction and why is it important?  To ensure all students in our care are engaged in meaningful learning experiences based on quality educational delivery and consistent, high standard professional practices so they reach their full potential as well rounded, empathetic, motivated and happy educated citizens. [A clear statement should be made about why we need this particular strategic direction and why it is important in helping the school in the pursuit of ongoing excellence] |  | How do we develop capabilities of our people to bring about transformation?  **Students:**  Engage students in “meaningful learning experiences” by planning and providing differentiated learning programs across the school.  **[Enter a statement describing the learning skills, knowledge and capabilities that will be developed for students to support the achievement of this strategic direction ]**  **Staff:**  Engage staff in professional learning that supports our purpose, by designing and implementing teaching and learning experiences and programs, which are strongly supported by assessment strategies that encompass deep thinking, innovation and creativity.  **[Enter a statement describing the learning skills, knowledge and professional capabilities that will be developed for staff to support the achievement of this strategic direction ]**  **Parents:**  Build awareness and understanding of the various quality teaching elements which target intellectual quality with our teaching and learning programs.  **[Enter a statement describing the learning that will be facilitated for parents to ensure they can engage in activities and initiatives relating to this strategic direction]**  **Community partners:**  Community partnerships strengthened through clear communication opportunities.  [Enter a statement describing the learning that will be facilitated for community partners to ensure they can engage in activities and initiatives relating to this strategic direction ]  [Enter a statement describing the learning skills, knowledge and professional capabilities that will be developed for leaders to support the achievement of this strategic direction] | | | | |  | | How do we do it and how do we know?  **Students:**  Actively engage students in all Maitland Learning Community programs; with a strong emphasis on relevant and targeted literacy and numeracy programs.  Initiating and implementing a school Gifted and Talented Program which targets deep thinking, higher order thinking and problematic knowledge skills.  Reviewing and further developing the school’s Creative Arts and Personal Development Programs to increase each student’s understanding, accomplishment and appreciation of each art form and encourage an understanding and value of themselves and others.  **Staff:**  All staff engages in effective pedagogy across the curricula through targeted professional development programs formulated through cooperative discussion, teacher assessment and proactive planning.  Class and school programs developed which support the curricula implementations, with manageable timetables incorporated into the planning.  **Parents:**  School planning initiatives shared and discussed with parents and community partners.  **Evaluation**  Regular reporting against milestones, feedback from all stakeholders and quality products from students. | | | | | | |  | | What is achieved and how do we know?  **Products:**  80% of students demonstrating expected growth across the Key Learning Areas of Literacy and Numeracy.  Differentiated Learning programs are in place across the school, with appropriate strategies in place for those targeted students.  The targeted K-6 scope and sequences are in place, with common assessment tasks developed for Literacy and Numeracy.  What are our newly embedded practices and how are they integrated and in sync with our purpose?  **Practices:**  High quality teaching and learning strategies are demonstrated and supported through whole school planning, teaching and learning programs, student and teacher assessment programs with improved learning outcomes.  The Differentiated Programs are planned, implemented, resourced, timetabled and programmed throughout the school with improved engagement and learning outcomes.  All staff is confident in the use of pedagogy which target the scope and sequences across the curriculum, with effective assessment practices evident across the school, which are linked to the Literacy and Numeracy continuums. |
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| **IMPROVEMENT MEASURE/S** |
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| 80% of students demonstrating expected growth across the Key Learning Areas of Literacy and Numeracy.  The targeted K-6 scope and sequences are in place, with common assessment tasks developed for Literacy and Numeracy.  [Enter the high level quantitative or qualitative improvement measure/s resulting from the achievement of the Processes in this strategic direction  *Note: this links to the first bullet-point in the Product column]*  [Enter the equivalent quantitative or qualitative improvement measure/s relating to each significant subgroup of the student population] |
| Strategic direction 2: [Quality Relationships] | | | | | | | | | | | | | | | | | | |
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| **PURPOSE** |  | **PEOPLE** | | | | |  | | **PROCESSES** | | | | | | |  | | **PRODUCTS AND PRACTICES** |
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| Why do we need this particular strategic direction and why is it important?  To further develop a school culture that includes, supports and values the whole school community through a collaborative approach that enhances an open, tolerant and harmonious environment. |  | How do we develop capabilities of our people to bring about transformation?  **Students:**  Further engage students to improve and embed emotional resilience, confidence and proactive leadership behaviours.  **[Enter a statement describing the learning skills, knowledge and capabilities that will be developed for students to support the achievement of this strategic direction ]**  **Staff:**  Develop staff capacity to develop effective Personal Development programs which are implemented into classroom practice.  **[Enter a statement describing the learning skills, knowledge and professional capabilities that will be developed for staff to support the achievement of this strategic direction ]**  **Parents:**  Establish collaborative, innovative and creative school project teams to enhance the school’s profile.  Further develop the school as a collaborative learning community which supports, promotes and connects with the local community.  **[Enter a statement describing the learning that will be facilitated for parents to ensure they can engage in activities and initiatives relating to this strategic direction]**  **Community partners:**  Strengthen community alliances through the school community teams, by supporting initiatives within and outside the school.  **[Enter a statement describing the learning that will be facilitated for community partners to ensure they can engage in activities and initiatives relating to this strategic direction ]**  **Leaders:**  With the support of the School Principal, empower the School Council and the School Community Teams to effectively deliver their initiatives.  [Enter a statement describing the learning skills, knowledge and professional capabilities that will be developed for leaders to support the achievement of this strategic direction] | | | | |  | | How do we do it and how will we know?  **Students:**  Students actively engage in strategies and techniques for resilience and confidently participate in all leadership activities, demonstrating initiative and creativeness across the school.  **Staff:**  Review and further develop the school’s Well Being, Anti-Bullying and Personal Development Programs, ensuring they are fully incorporated into all class and school programs and activities.  All staff will further develop their knowledge and skills with professional development programs targeted towards these curricula areas.  **Parents:**  School project teams established to promote and enhance the school’s community profile, environment and appearance.  To strengthen the School Council’s role to include the positive promotion and connection of the school with the local and wider community.  **Community partners/ Leaders**  The School Leadership teams to work collaboratively with the school staff to further promote and enhance the school’s profile in the community.  **Evaluation:**  Regular reporting against milestones, feedback from all stakeholders; School Life Surveys. | | | | | | |  | | What is achieved and how do we know?  **Product:**  All school student leaders actively engaged in student initiated Leadership Projects.  Enhanced School Environment and active parental involvement with School Leadership Teams.  All students demonstrate resilience with positive behaviour reflected in the classroom and playground areas (with school data indicating a minimum number of negative behavioural incidents)  [Enter the high level quantitative or qualitative improvement measure/s resulting from the achievement of the Processes in this strategic direction ]  What are our newly embedded practices and how are they integrated and in sync with our purpose?  **Practices:**  All positive behavioural interventions and teaching strategies reflected in class programs, playground interactions and procedures, which are fully supported by all staff to ensure consistency across the school.  Staff professional learning is relevant and underpinned by the Quality Teaching Framework, leading to an effective development of the various Well Being programs.    The parent community is fully engaged with the Leadership Teams, positively supporting and implementing various initiatives to enhance the school’s profile and appearance.[Enter the learning, teaching and leadership practices that are embedded and sustained in the school as a result of this strategic direction ] |
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| **IMPROVEMENT MEASURE/S** |
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| All school student leaders actively engaged in student initiated Leadership Projects.  All students demonstrate resilience with positive behaviour reflected in the classroom and playground areas (with school data indicating a minimum number of negative behavioural incidents)  All School student leaders actively engaged in student initiated Leadership Projects [Enter the high level quantitative or qualitative improvement measure/s resulting from the achievement of the Processes in this strategic direction  *Note: this links to the first bullet-point in the Product column]*  [Enter the equivalent quantitative or qualitative improvement measure/s relating to each significant subgroup of the student population] |
| Strategic direction 3: [Quality Systems] | | | | | | | | | | | | | | | | | | |
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| **PURPOSE** |  | **PEOPLE** | | | | |  | | **PROCESSES** | | | | | | |  | | **PRODUCTS AND PRACTICES** |
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| Why do we need this particular strategic direction and why is it important?  To ensure our school has a coherent, sequenced plan for curriculum delivery that ensures consistent teaching and learning expectations and a clear reference for monitoring learning across the year levels. The plan, within which evidence-based teaching practices are embedded, and to which assessment and reporting procedures are aligned, has been developed with reference to the Australian Curriculum or other approved curriculum and refined collaboratively to provide a shared vision for curriculum practice. This plan is shared with parents and families.  curriculum practice. This plan is shared with parents and families. [A clear statement should be made about why we need this particular strategic direction and why it is important in helping the school in the pursuit of ongoing excellence] |  | How do we develop capabilities of our people to bring about transformation?  **Students:**  Further develop student leadership opportunities, aligned with the Maitland Learning Community’s Leadership Projects and the school initiated project programs.  Further develop and involve students to self-reflect about their own learning.  **[Enter a statement describing the learning skills, knowledge and capabilities that will be developed for students to support the achievement of this strategic direction ]**  **Staff:**  Develop staff capabilities by implementing and sustaining quality school wide systems and organisational structures.  Further develop staff critical and reflective thinking skills, thus enhancing the development of an effective school assessment system.  All staff is fully engaged implementing the new National Curricula, effectively applying these outcomes to their classroom programs, utilising the Quality Teaching Framework with their pedagogy.  **[Enter a statement describing the learning skills, knowledge and professional capabilities that will be developed for staff to support the achievement of this strategic direction ]**  **Parents:**  Ensure parents have an understanding and positively support the school systems, vision and plan.  **[Enter a statement describing the learning that will be facilitated for parents to ensure they can engage in activities and initiatives relating to this strategic direction]**  **Community partners:**  Professional partnerships are strengthened through collaboration with local school networks.  **[Enter a statement describing the learning that will be facilitated for community partners to ensure they can engage in activities and initiatives relating to this strategic direction ]**  **Leaders:**  The School Principal effectively communicates the school processes, reforms and policies. | | | | |  | | How do we do it and how will we know?  **Students/ Staff**  Student Leadership Projects are fully planned, supported and promoted through school budgeting, timetabling and resourcing, ensuring these projects are valued and advocated by the school community.  Student self-reflection skills and techniques are developed, implemented and utilized when reporting student progress with reporting to parents.  **Staff:**  Professional development opportunities are aligned with professional goals, developed through an effective Performance and Development Framework process.  Whole school plans for assessment in numeracy and literacy are developed, which is fully supported and implemented by all staff, leading to an effective and meaningful reporting system.  All classroom programs reflect a deep understanding of the curriculum, include all Key Learning Areas, and are utilised effectively for continued evaluation and planning.  **Parents/ Community partners:**  Parents are actively and regularly informed about changes in school programs, creating a shared understanding of the school vision.  **Evaluation plan:**  Regular reporting against milestones, feedback from all stakeholders; School Council review and teacher meetings. | | | | | | |  | | What is achieved and how do we know?  **Product:**  Student Leadership Projects, including the involvement of the Student Representative Council (SRC), are successful, enthusiastically implemented and fully supported by the whole school community.  Assessment procedures are developed in line with the scope and sequences. The Learning Support programs and the Gifted and Talented Programs reflect these outcomes, with targeted students included in supportive programs to enhance their capabilities.  Professional Development Programs are developed, in line with the curriculum development, through the Performance and Development Framework process and staff curriculum planning procedures.  [Enter the high level quantitative or qualitative improvement measure/s resulting from the achievement of the Processes in this strategic direction ]  What are our newly embedded practices and how are they integrated and in sync with our purpose?  **Practices:**  The School Reporting and Assessment System is reviewed and developed in line with the staff reflecting about their own practices, through an effective school professional learning plan.  Classroom programming procedures are fully implemented by all teachers, reflecting a deep understanding of each student, and are efficiently used to inform future planning.  School resources and budgets are effectively aligned to the school plan to ensure the effective implementation of the school’s goals. [Enter the learning, teaching and leadership practices that are embedded and sustained in the school as a result of this strategic direction ] |
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| **IMPROVEMENT MEASURE/S** |
| Professional Development Programs are developed, in line with the curriculum development, through the Performance and Development Framework process and staff curriculum planning procedures.  Student Leadership Projects, including the involvement of the Student Representative Council (SRC), are successful, enthusiastically implemented and fully supported by the whole school community |
| [Enter the high level quantitative or qualitative improvement measure/s resulting from the achievement of the Processes in this strategic direction  *Note: this links to the first bullet-point in the Product column]*  [Enter the equivalent quantitative or qualitative improvement measure/s relating to each significant subgroup of the student population] |