



# School plan 2015 – 2017

## Ivanhoe Central School 2213



*Confident Learners*

*Quality Teaching*

*Community Partnerships*





## School vision statement

Ivanhoe Central School aims to build global citizens through fostering innovative thinking and creative problem-solving and where all students are valued, inspired and motivated to reach their full potential.

## School context

Ivanhoe Central School is a small, rural school located over 300 km south-east of Broken Hill. The school has excellent facilities, which include well-maintained classrooms and aesthetic surroundings. The school's role in the community is a pivotal one, providing and supporting many services that would be otherwise unavailable.

The current enrolment is 38 students, of whom 55% are of ATSI descent. The school structure consists of K-3 and 4-6 multi-age classes in the primary and 7-8 and 9-10 multi-age classes in the secondary. Years 11 and 12 are taught through the Wilvande Access Program. The staff consists of: a non-teaching Principal, an Assistant Principal Primary, a Head Teacher Secondary Studies, three classroom teachers, an Aboriginal Education Officer and a School Administrative Manager

Our school is involved in the ESA- Early Action for Success initiative which focuses on K-2 literacy and numeracy support for teacher professional learning and improving student's outcomes.

Our schools Family Occupation and Education Index (FEOI) of 145, which is significantly higher than average of 100, reflects our school's socio-economic status.

Ivanhoe Central School role in the community is pivotal, providing and supporting many services that would not be otherwise available.

The local community is very supportive of the school. It has an active and enthusiastic P and C which organises fundraising events throughout the school year to supplement resources for the school.

## School planning process

In 2014, all stakeholders were involved in a rigorous and authentic school evaluation and analysis using current research-based practices. This included school community interviews and focus groups, parent surveys, teacher and student focus groups, teacher and student surveys, analysis of policy and documentation, utilising DEC matrices, analysis of NAPLAN, SMART items and school-based data through the Literacy and Numeracy Continuums.

Held recent consultation, early term 2 2015, with community, staff and students working collaboratively to develop the school's vision statement and progress our plan.

The school staff evaluated and analysed current programs and practices and identified strengths and opportunities for school improvement. From this information, the following three strategic directions were formulated:

- Confident Learners
- Quality Teaching
- Community Partnerships



## STRATEGIC DIRECTION 1

### Confident Learners

**Purpose:**

Every learner is an individual with unique qualities. Our students are successful citizens who strive to reach their full potential and contribute positively to society, while engaging in relevant and purposeful, lifelong learning.

## STRATEGIC DIRECTION 2

### Quality Teaching

**Purpose:**

Student learning at our school is underpinned by high quality teaching and leadership. All staff members are dedicated to continuing their professional development and growth.

## STRATEGIC DIRECTION 3

### Community Partnerships

**Purpose:**

Open and inclusive communication creates a strong relationship with all members of the community to support positive student learning and social and emotional development. Connections with the wider community foster a sense of identity and civic responsibilities.

# Strategic Direction 1: Confident Learners

## Purpose

### Why do we need this particular strategic direction and why is it important?

Every learner is an individual with unique qualities. Our students are successful citizens who strive to reach their full potential and contribute positively to society, while engaging in relevant and purposeful, lifelong learning.

## Improvement Measures

- ❖ Students will be self-aware, they will build positive relationships and actively contribute to the Ivanhoe Central School, the local community and the society in which they live
- ❖ Improving student performance in literacy and numeracy evidence in school PLAN data

## People

### How do we develop the capabilities of our people to bring about transformation?

- Knowledge of processes involved in developing Personalised Learning Plans
- Awareness and professional confidence to progress students through the continuum clusters, stage outcomes.

#### Students:

- Relate to each other in positive ways
- Are active and responsible learners.

#### Teachers:

- Recognize the importance of high expectations, positive responses to behaviour and student engagement

#### Parents/Carers:

- Understand the importance of positive responses and support ICS Welfare & Discipline policy, knowledge of how it aligns with departmental policy
- Understand the important role they play in their children's learning and development so that they develop into active and responsible learners.

## Processes

### How do we do it and how will we know?

- Engage in professional learning focusing on the Individual Personalised Learning Plan (PLP) for all students that cater for their unique abilities.
- Teachers will map and monitor students on the Literacy and Numeracy continuum, by utilising a Data Wall, tracking Individual learning achievements and growth.

### Evaluation Plan

- Programs / Assessment, Quality Teaching Framework and individualised teaching strategies that provide evidence of teacher's capabilities and analysis of PLAN data.
- Evidence base teaching practice that monitor and cater for students individual educational needs.
- Empower students with real quality experiences that guide them to be responsible for their own learning and achievements.

## Products and Practices

### What is achieved and how do we measure?

#### Product:

- Students will be self-aware, they will build positive relationships and actively contribute to the Ivanhoe Central School, the local community and the society in which they live
- Improving student performance in literacy and numeracy evidence in school PLAN data

### What are our newly embedded practices and how are they integrated and in sync with our purpose?

#### Practice:

- Students will use self-reflection on their assessment, reporting processes and feedback to plan their learning.
- Teachers will provide curriculum programs and assessments that effectively develop teaching practice and knowledge, considerate of student's skills and abilities.
- All students achieved the goals identified in their personalised learning plans.

# Strategic Direction 2: Quality Teaching

## Purpose

### Why do we need this particular strategic direction and why is it important?

Student learning at our school is underpinned by high quality teaching and leadership. All staff members are dedicated to continuing their professional development and growth.

## Improvement Measures

- Improvement in staff, students and teacher performance / quality as evidence in students and community “tell them from us ‘survey’”.
- Teaching and learning programs show evidence of students learning needs, being addressed through differentiation and targeted support plans

## People

### How do we develop the capabilities of our people to bring about transformation?

#### Students:

- Are active and responsible learners
- Value feedback from teachers and peers.

#### Staff:

- Teachers deliver of effective teaching and learning programs
- Recognise the impact of the Australian Teaching Standards on their own professional development and student learning.

#### Parents/Carers:

- Value the important role they play in their children’s learning and development to be active and responsible learners
- Support the changes and current reforms occurring in our school.

## Processes

### How do we do it and how will we know?

- All staff participate in Professional Learning - PLAN, SMART and class data, Quality Teaching, explicit direct instruction and effective feedback
- Teachers regularly review and revise teaching and learning programs to support students learning
- All staff will be provided with professional learning in the School Excellence, and Performance and development frameworks.
- All ICS staff develop a Performance Development Plans through negotiations with supervisor (s) focusing on Professional Goals and the Australian Teaching Standards that align with School Plan

#### Evaluation Plan

- Analysis of teaching and Performance Development plan (PDP)
- Feedback tool – tell them from me survey

## Products and Practices

### What is achieved and how do we measure?

#### Product:

- Improvement in staff, students and teacher performance / quality as evidence in students and community “tell them from us ‘survey’”.
- Teaching and learning programs show evidence of students learning needs, being addressed through differentiation and targeted support plans

### What are our newly embedded practices and how are they integrated and in sync with our purpose?

#### Practice:

- School wide relationships provide mentoring / coaching and supporting to ensure an ongoing professional learning.
- ICS staff will evaluate professional learning activities to identify and systemically promote the most effective strategies to ensure successful learning.

# Strategic Direction 3: Community Partnerships

## Purpose

Why do we need this particular strategic direction and why is it important?

Open and inclusive communication creates a strong partnership with all members of the community, agencies to support positive student learning and social and emotional development. Connections with the wider community foster a sense of identity, pride and civic responsibilities

## Improvement Measures

- Increase community participation and collaboration that focus on learning, social and development

## People

How do we develop the capabilities of our people to bring about transformation?

### Students/ Staff/ Parents/Carers:

- Understand the importance of positive relationships with the community
- Understand the processes for clear and concise communication.

## Processes

How do we do it and how will we know?

- All staff, students and community are trained in the protocols of social media and communication
- Deliver Parent / community Information sessions held each term regarding educational/ academic areas, strategies to assist their child at home.
- In partnership with outside agencies our school will host parent workshops that support community needs, and build their capacity.
- Provide a positive, effective and open communication channel to all stakeholders in our community

### Evaluation Plan

- Analysis data of participation and engagement in the school.

## Products and Practices

What is achieved and how do we measure?

### Product:

- Increase community participation and collaboration that focus on learning, social and development

What are our newly embedded practices and how are they integrated and in sync with our purpose?

### Practice:

- Our school will successfully collaborate with key stakeholders the in delivery the school vision, strategic direction and annual plan.
- Our school facilities will be optimised within the local community, to best meet the needs of our students and local community.