### School background 2015 – 2017

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<th>SCHOOL VISION STATEMENT</th>
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<td>At Ilford Public School we strive to be inclusive of all learners, through our flexibility to achieve both a passion for lifelong learning and the development of responsible, productive future citizens.</td>
<td>Ilford Public School is a small village school that has been providing a quality education to the local area since 1868. Students attend from the local farming community and there is strong community support for the school. We expand the opportunities of our students from our relatively isolated rural community by providing a broad range of educational experiences. There is a focus on technology with interactive smart boards, classroom computers and a class set of iPads supporting teaching and learning. The school focuses on developing individual student strengths, positive parent-school partnerships, and enhancing networks, both within the Department of Education and Communities and within the wider community.</td>
<td>The school planning process has been a consultative process where staff and parent feedback and responses have been sought through informal discussions, formal meetings and opportunities for feedback throughout. Throughout this process the core strategic goals have been identified and clarified to ensure the school meets the needs of students and the community.</td>
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School strategic directions 2015 – 2017

**Student Learning**

Improve individual student achievement through the development and delivery of high quality educational practices driven by assessment and evidence, and ensure quality teaching and learning programs that provide opportunities for students to demonstrate high levels of achievement.

**Student Engagement**

To engage students in meaningful learning that incorporates higher order thinking skills, technology and strategies to be effective independent learners to develop lifelong learners and productive future citizens.

**Community Involvement**

Maintain and develop strong community involvement to include parents and other community groups to ensure the school meets the needs of the community and students.

To develop a community of schools to ensure school sustainability and ongoing improvement by building capacity in staff, students and parents.
**Strategic direction 1: Student Learning**

### PURPOSE

Improve individual student achievement in Literacy and Numeracy through the development and delivery of high quality educational practices driven by assessment, evidence provide quality teaching and learning programs that are relevant and provide opportunities for students to demonstrate high levels of achievement.

### PEOPLE

**Students:** To engage in quality learning that seeks to improve targeted outcomes in literacy and numeracy.

**Staff:** To ensure staff are trained and confident in using current pedagogy to support the learning of all students in achieving their individualised learning goals.

**Parents:** To provide opportunities for ongoing feedback and collaboration where parents are encouraged to be part of their child’s learning.

**Community partners:** To develop opportunities for community involvement through special events and activities.

### PROCESSES

**Individualised Learning Plans**

Develop and maintain Individual Learning Plans for each student ensuring high expectations and student growth.

**Differentiation**

Build staff capacity to collaboratively plan differentiated programming and pedagogy in Literacy and Numeracy using the Quality Teaching Elements.

**National Curriculum Implementation**

Conduct and maintain staff training in the National Curriculum Syllabus documents in order to implement the new curriculum in accordance with DEC timelines.

**Evaluation Plan:**

Update and evaluate students using their Individual Learning Plans and standardised tests to track progress and modify individual learning plans to meet specific academic needs as required.

### PRODUCTS AND PRACTICES

**Product:** The analysing and reporting of student data is part of a school wide system.

**Product:** Student performance data will be analysed in order to respond to individual student needs.

**Practice:** Teachers use up to date pedagogy, curriculum program design, scope and sequences and assessment benchmarks to plan and evaluate learning.

**Practice:** Teachers are confident in the use of the new English Syllabus within the classroom environment.

**Practice:** Teaching and learning focused on individualised student growth through differentiated Literacy and Numeracy lessons and assessments to improve student achievement.

### IMPROVEMENT MEASURE/S

All K-6 students will record individual targeted growth using the Literacy and Numeracy continuums and will be measured against relevant syllabus outcomes track progress and to set new individual academic benchmarks.

K-2 student Running Record benchmark results recorded matching individual targets.
Strategic direction 2: Student Engagement

PURPOSE
To engage students in meaningful learning that incorporates higher order thinking skills, technology and strategies to be effective independent learners to develop lifelong learners and productive future citizens.

PEOPLE

Students: Will have opportunities to work in a variety of ways including individually and cooperatively and be able to demonstrate their learning in a variety of ways to suit their individual learning needs.

Students: Will have opportunities to be engaged in higher order thinking activities where their knowledge and understandings will be challenged and developed providing a stimulating learning environment.

Staff: Will incorporate technology where relevant and allow multiple ways for students to demonstrate their understanding.

Staff: Will provide opportunities for students to develop independent learning skills through the development and use of strategies and supports.

Staff: Will ensure they develop their skills and understandings in the use of higher order thinking and independent learning strategies to support student engagement and achievement.

Parents: Will be provided with opportunities to engage with and understand student learning practices through ongoing feedback and information provided in a variety of ways including newsletters, information sessions and special events.

PROCESSSES

Learning Processes & Professional Learning
Differentiated learning practices will be engaged via forming an understanding of Explicit Quality Criteria and High Expectations for individual students.

Technology
Identify staff knowledge and skills in the use of relevant interactive technologies and develop a learning plan to enhance their own skills.

Ensure ICT resources support quality teaching through technology in all Key Learning Areas.

Higher Order Thinking
Implement Community of Inquiry discussion program in 3-6 to develop critical thinking skills.

Develop Higher Order Thinking skills across the school through staff development and discussion and through the production of resources.

Independent Learning Skills
Students learn to use reflective practices to promote ownership of learning.

Evaluation Plan:
Review the differentiated learning process for individual students within classroom programs and activities.

Monitor the effective use of ICT in learning activities and through individual student learning processes.

PRODUCTS AND PRACTICES

Product: Students will be able to use relevant ICT effectively including multimedia to present and publish work across all Key Learning Areas.

Product: The teaching and learning programs develop the skills, knowledge and understanding of students using evidence-based practices and innovative delivery methods where appropriate.

Product: Students actively contribute to the school and community by being self-aware and through developing positive relationships.

Practice: Classroom activities provide opportunities to use technology to enhance and demonstrate learning where relevant.

Practice: Staff monitor the effective use of ICTs for learning.

Practice: Staff utilise critical thinking skills strategies and practices to enhance learning.

IMPROVEMENT MEASURE/S

All students will be able to demonstrate the effective use of technology across all areas of learning and be able to produce a range of multi-modal texts to demonstrate efficiency in the use of technology.

Students are able to articulate independent learning skills and what areas they require support in.

Students will develop and show improved higher order thinking skills.
Strategic direction 3: Community Involvement

**PURPOSE**

Maintain and develop strong community involvement to include parents and other community groups to ensure the school meets the needs of the community and students.

To develop a community of schools to ensure school sustainability and ongoing improvement by building capacity in staff, students and parents.

**PEOPLE**

**Staff:** Develop staff capacity to build stronger community relations with parents.

**Parents:** Enhance the engagement and work of the P and C to support classroom learning and community-based events for the educational benefit of all students.

**Community:** Establish learning alliances within and beyond Ilford Public School to support innovative communities of practice with other small schools.

**PROCESSES**

**Build Parent Input into School and Community Planning Processes:**

The school P&C and parental community are encouraged and supported in taking an active role in processes of the education and running of the school.

Establish and maintain highly effective communication processes and strategies, which all staff support and maintain.

**Consultative Decision Making:**

Allow opportunities for parent and community input into the planning and decision making at Ilford Public School.

**Network collaboration:**

Maintain and enhance formal and informal educational networks. Enhance professional learning, educational experiences and the development of Ilford Public School.

**Evaluation Plan:**

Review progress towards school outcomes through staff meetings, and P&C meetings. Monitor communication through formal surveys, web data, personal contact and effective record keeping.

**PRODUCTS AND PRACTICES**

**Product:** Positive and respectful relationships across the school underpin a productive learning environment and support students’ development of strong identities as learners.

**Product:** The school is highly valued and respected by the community because it is responsive and inclusive to all.

**Product:** An effective framework is in place to ensure the ongoing professional collaboration with the Mudgee Small Schools Network and the wider educational community.

**Practice:** High level positive communication between all members of the school community.

**Practice:** A positive culture of learning is promoted across students, staff and parents.

**Practice:** School staff has an active role in the Mudgee Small Schools Network to support and develop growth across schools.

**IMPROVEMENT MEASURE/S**

To continue to have and improve on high levels of parent and community involvement. This is evident through formal and informal feedback, support and parent contribution.

To maintain high levels of parent participation in school and community activities throughout the school year.

An effective framework is used to guide Professional Learning across the MSSN and broader educational network.

Engaging students in extra-curricular activities to support and enhance their learning and individual outcomes.