

School plan 2015-2017

Ingleburn Public School 2206



School background 2015–2017

School vision statement

An innovative and collaborative learning environment that empowers students to become future focused global citizens.

School context

Ingleburn Public School is part of the Glenfield Principal Network in the South Western Sydney Region. It is located near the CBD of Ingleburn. There are approximately 610 students enrolled from Kindergarten to Year 6 from a diverse range of student backgrounds. The school has approximately 56% of its students with a language background other than English and 25 Aboriginal students.

Ingleburn Public School has undertaken a dramatic transformation to bring about a cultural change that ensures our students are best equipped for life in the 21st century. This ongoing transformation is at the heart of our plan for the coming years.

Ingleburn Public School is a future focused school with a particular emphasis on teacher professional learning to support student outcomes.

The school has a wonderful mix of early career to more experienced staff who are actively engaged in their profession.

School planning process


Ingleburn Public School has undergone a rigorous process of self-evaluation and consultation with the broader school community to develop our school vision, strategic directions and improvement measures.

The school engaged in parent and student forums and extensive teacher consultation to develop the school plan.

The staff were involved in a rigorous process relating to school planning and vision development.

A committee of representative staff members was then used to facilitate the development of the plan with consultation with staff and parent bodies.

School strategic directions 2015–2017



STRATEGIC DIRECTION 1 Teaching

Purpose:

To inspire teachers and students to be global citizens and life long learners who aspire for excellence.

To underpin these processes by the provision of quality, contemporary and adaptable teaching practices designed to meet the needs of current and future social and educational environments.



STRATEGIC DIRECTION 2 Learning

Purpose:

For students to become independent, productive, self-motivated and dynamic citizens with the necessary skills to fulfil their purpose in the world.



STRATEGIC DIRECTION 3 Transformation

Purpose:

To be at the forefront of innovative change and a model of exemplary practice, strengthening personal and professional growth amongst students, teachers, the school and its broader community.

To facilitate a positive transformation that will create engaging 21st century learning environments, pedagogy and teaching and learning programs.

Strategic Direction 1: Teaching

Purpose

To inspire teachers and students to be global citizens and life long learners who aspire for excellence.

To underpin these processes by the provision of quality, contemporary and adaptable teaching practices designed to meet the needs of current and future social and educational environments.

Improvement Measures

All teachers plan using elements of Universal Design for Learning (UDL) and experiment with creating 21st century learning environments.

All teachers engaged in self-directed professional learning.

Increase in student and teacher satisfaction as a result of collaborative programming and reflective dialogue, which delivers dynamic learning experiences.

People

Students

Explicitly teach reflective language and self-regulation skills to students in order to provide feedback about teaching and learning and fully engage in learning.

Staff

Professional learning on being reflective of own teaching practice and developing a mindset accepting of changing views and pedagogies.

Parents/Carers

Creating a shared understanding and engaging in dialogue about teaching programs in a future focused global context.

Community Partners

Developing community knowledge of teaching in the 21st century through shared dialogue and engaging community partners to enhance teaching, learning and wellbeing programs.

Leaders

Professional learning involving current educational research and networking to inspire and support quality teaching practices in the 21st century.

Processes

Teaching and learning programs embed the principles of UDL

Engaging professional learning that is self-directed, future-focused, reflective, differentiated and collegial.

Building individual and collective capabilities through collaboration including observation of exemplary teaching practice, critical reflection and pedagogical dialogue.

Evaluation Plan

- Teaching reflects future focused learning skills.
- Reflecting on the level of student and teacher engagement as evident through programs and observation of student participation in learning.
- Collaboration is evident in teaching practice demonstrated by collegial discussions and cooperative planning.
- The school is recognised as an exemplary model of current learning pedagogies.

Practices and Products

Practices

Teachers release control enabling student centred learning through UDL, team teaching, open learning spaces and fluid and flexible learning spaces.

Programming and assessment practices reflecting a dynamic evaluation process.

Utilise broader community knowledge and to mentor staff, students and parents to develop shared expertise.

Establish links with the community to foster the shared creation of learning environments.

Products

Informed and engaged teachers up to date with contemporary teaching practice enabling them to develop and implement student centred, future focused learning.

Reflective programming and evaluation that enhances teacher and student learning and is supportive of developing global citizens and life long learners.

Strategic Direction 2: Learning

Purpose

For students to become independent, productive, self-motivated and dynamic citizens with the necessary skills to fulfil their purpose in the world.

Improvement Measures

Use of and participation in programs that support social and emotional intelligence.

Increase in positive parent and student feedback in regards to the school's educational programs.

Increase in parental engagement in a variety of school wide programs and parent learning information programs.

People

Students

Teach routines that enable self-directed reflective learning, providing clear learning intention and success criteria and enhance wellbeing.

Staff

Develop staff knowledge and understanding about a variety of learning styles and environments through professional learning.

Parents/Carers

Creating a shared understanding about student learning styles and open learning environments.

Community Partners

Fostering local and global community relationships through shared dialogue enabling the provision of support and resources for shared learning.

Leaders

Undertaking professional development to support teacher and community understanding about student learning and innovative 21st century learning environments.

Processes

Teacher professional learning about current and future teaching practices and pedagogies.

Enhanced social and emotional wellbeing through the implementation of welfare programs for students, parents and staff.

Positive behaviour learning embedded in whole school culture.

Establishing school and community learning environments that support the development of skills required by future focused global citizens.

Opportunities are provided for inclusive education through the establishment of parent and community spaces.

Evaluation Plan

- 21st century learning skills evident in all teaching and learning as evidenced by classroom observation, teaching and learning programs.
- Innovative teaching and learning practices evident in all classroom and community environments as demonstrated through the incorporation of differentiated learning spaces and the introduction of parent learning programs.
- Students and teachers are engaging in risk taking in their learning.

Practices and Products

Practices

Teachers educate students to become independent learners, providing them with a skill set to be successful in the 21st century.

Teachers are proactive, self-directed learners who develop and maintain a transformational mindset in relation to current and future social and educational environments.

Parents and the wider school community understand and support innovative teaching and learning practices.

Products

Students who are resilient, life long learners.

Students are facilitators of their own learning, thinking deeply and logically, participating in investigations and actively engaging with the school environment.

Students are independent and globally aware life long learners.

The school is recognised as a legitimate community-learning environment.

A positive and collaborative school and community culture with shared understandings.

Strategic Direction 3: Transformation

Purpose

To be at the forefront of innovative change and a model of exemplary practice, strengthening personal and professional growth amongst students, teachers, the school and its broader community.

To facilitate a positive transformation that will create engaging 21st century learning environments, pedagogy and teaching and learning programs.

Improvement Measures

All teachers effectively integrate ICT to enhance teaching and learning.

Increase in parent satisfaction regarding adequate and effective school communication relating to the School's vision, future-focused pedagogy and ICT integration.

Increase in families accessing school-operated digital communication including social media platforms and the school website.

People

Students

Whole school learning culture embraces students as active participants in the change process, providing them with the skills and strategies that will allow them to transform into future-focused learners and entrepreneurs.

Staff

Giving opportunities for self-directed professional learning to broaden awareness and excitement about innovation in teaching pedagogy.

Parents/Carers

Create an understanding of the importance of innovative whole school change and its impact on student learning through information sharing and the provision of links to current practice websites and resources.

Community Partners

Understanding the importance of their role in supporting our journey to become a collective 21st century learning environment. The engagement of entrepreneurs to form learning partnerships.

Leaders

Learning how to bring a culture of effective innovation and change, leading to a collegial whole school transformation.

Processes

Information and Communication Technology (ICT) is an integral part of education, effectively integrated throughout teaching programs and seen as a valuable learning tool by students, teachers and parents.

Streamline communication between school and home including through the use of digital communication technologies.

Use of social media as a form of information sharing is embedded in the school culture.

Establishing school and community learning environments that support the development of skills required by 21st century global citizens.

Evaluation Plan

Student, teacher and community learning has supported a culture of change

Improved level of parent satisfaction related to information sharing

Teachers, students and parents are more resilient and adaptable to change

Students and teachers are self-regulated, independent problem solvers.

Monitoring of social media usage and website traffic and its effectiveness in sharing information.

Practices and Products

Practices

Teacher: Self-directed professional learning and implementation of UDL

Students: Become creative, critical thinkers, collaborative workers and effective communicators who use ICT as an integrated, accessible tool.

Community: Support and develop community understanding of future-focused learning and its impact on the school and student learning outcomes and make learning connections with entrepreneurs.

Products

Staff, students and parents are creative, innovative and productive users of ICT.

Meaningful and effective communication with the parent body and local and global communities.

Individualised professional learning plans developed by the teacher and the school. Knowledge gained in professional learning is embedded in teaching and learning programs.