

# School plan 2018-2020

## Ingleburn Public School 2206



# School background 2018–2020

## School vision statement

An innovative and collaborative learning environment that empowers all of us 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 as evidenced in 2015–2017 School Plan 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 including the School Excellence Framework Self Assessment Survey (SEF-SAS) and 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.

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 2018–2020



**Purpose:**

Authentic learning provides for the diversity of learners in our globalised and highly digital society. Innovative learning design will explore creativity in all its aspects encompassing holistic wellbeing practices empowering collaborative, future focused global citizens.

**Purpose:**

Learning is owned by the learner and learners are empowered to use technology, space and a variety of equipment to demonstrate learning.

All learning opportunities allow the learner to recognise growth in themselves and learning is celebrated and approached with confidence and enthusiasm.

Learning opportunities connect learners globally, developing an understanding of the impact they have on others and their world.

**Purpose:**

All learners are recognised as global architects of the future. They are empowered to develop a spirit of innovation and ethical leadership, valuing teamwork that recognises individual strengths.

Entrepreneurial projects are meaningful and authentic focusing on developing solutions to community problems and addressing global issues.

Entrepreneurial mindsets are optimistic and built around the notion that there are no limits on what can be achieved. Learners are empowered to connect with the world, fostering empathy and the consideration of ethical implications.

# Strategic Direction 1: Innovative Learning Design

## Purpose

Authentic learning provides for the diversity of learners in our globalised and highly digital society. Innovative learning design will explore creativity in all its aspects encompassing holistic wellbeing practices empowering collaborative, future focused global citizens.

## Improvement Measures

Increased proportion of students demonstrating active engagement with their learning through the use of flexible learning spaces.

Increased proportion of students achieving expected growth in literacy.

Increased proportion of students achieving expected growth in numeracy.

## People

### Students

Confidently use the language of the four pillars.

Use reflective language purposefully and respectfully in order to provide meaningful feedback.

### Staff

Identify their own goals in terms of innovative and reflective practice.

Design learning programs that are inclusive, and empowers all learners.

Use school based evaluation tool to reflect on own innovative practices.

Build a strategy of regular reflective opportunities.

Develop strategies and tools to get to know the capabilities and interests of the learners and how to link these to curriculum requirements.

Build teacher capacity to utilise data to explicitly set student learning goals and provided targeted intervention in literacy and numeracy.

### Leaders

Drive a new initiative, extending current student wellbeing programs into projects such as IPS Rocks, the language of the four pillars and whole school mindful time.

Adopt a coordinated approach to providing teachers with sustained differentiated professional learning.

## Processes

Implement a whole school approach to support students development of literacy and numeracy skills through **Universal Design for Learning**.

Create a framework for planning literacy and numeracy with **Universal Design for Learning** that is consistent throughout the school

Implement a whole school integrated approach to using of Apple Technologies and Maker Technologies to develop students literacy skills

Implement a whole school approach to the effective use of flexible learning environments to enhance the implementation of Universal Design for Learning pedagogical practice.

## Evaluation Plan

Progress towards improvement measures will be evaluated through: student behaviour analysis; evaluation of consistent use of school processes and procedures; evaluation of classroom environments; and teaching and learning program supervision.

Design thinking methodologies are evident in school practice.

Evidence of risk taking in innovative learning programs and projects.

A programming and planning strategy that empowers collaborative practices.

Analysis of school-based and external assessment data.

Observational rounds.

## Practices and Products

### Practices

Learning leads all school practices. Every teacher uses data to inform and differentiate their teaching and learning by tracking student progress on the learning progressions.

Learning is no longer limited by age, classrooms, location and traditional teaching practices and traditional school structures.

Learners access technology that allows global collaboration and authentic learning experiences.

Learning at Ingleburn Public School draws from the expertise of the local community and contributes to community life.

### Products

100% of Innovative Learning Design programs are data based, differentiated for individual student learning needs and demonstrate syllabus content measured by program review and student work samples.

Students receive explicitly targeted teaching and learning at their point of need.

# Strategic Direction 1: Innovative Learning Design

People
<b>Parents/Carers</b> Create a shared understanding and engaging in dialogue about teaching programs/projects in a future– focused global context.
<b>Community Partners</b> Engage in the learning life of the school.  Share the knowledge of future focused learning through engaging community partners with film, local entrepreneurs, dance and other performing arts programs.

Processes
Regular gathering of data for analysis, reflection and reporting on the impact of planned activities identified in the milestones.

# Strategic Direction 2: Empowered Learning

## Purpose

Learning is owned by the learner and learners are empowered to use technology, space and a variety of equipment to demonstrate learning.

All learning opportunities allow the learner to recognise growth in themselves and learning is celebrated and approached with confidence and enthusiasm.

Learning opportunities connect learners globally, developing an understanding of the impact they have on others and their world.

## Improvement Measures

Increased proportion of learners demonstrating a growth mindset.

Increased proportion of learners regularly engaging in sharing their successes.

Increased proportion of learners using age appropriate self-evaluation tools.

## People

### Students

Access technology, flexible learning time, spaces and strategies to support independent and collaborative learning.

Build skills to reflect and self assess utilising Eval8 tool and literacy and numeracy progressions, focusing on resilience, capabilities and competency.

Develop a growth mindset that enables students to self regulate and pursue their learning goals.

Identify what is important to them and what projects could provide them with an authentic learning experience.

### Staff

Empower staff to begin with student needs when planning learning experiences and involve students in the planning process.

Take risks to change their teaching practice to better reflect a learner-centred approach.

Share and celebrate their challenges and achievements.

### Leaders

Support a learner led approach through providing appropriate resources, adjusting current school practices and modelling collaborative leadership.

Remove traditional barriers that inhibit a learner-led approach.

### Parents/Carers

## Processes

Teachers will engage in professional learning that is self-directed, future-focused, reflective, differentiated and collegial.

Provide opportunities for inclusive education through the establishment of parent and community forums.

The development of a student/staff self-assessment tool (building on the school evaluation tool already in place).

Implement a whole school integrated approach to student well-being in which students can connect, succeed and thrive at each stage of their schooling.

## Evaluation Plan

Evidence of teacher professional learning is seen in their practice and monitored through the evaluation tool.

Learners share their successes regularly.

Staff work with like-minded colleagues over time to support each other in the changes needed to improve practice.

Parent and community forums occur regularly and become a place where respectful discussion is abundant.

Reflective practice is embedded in all learning, resulting in student monitoring of growth and a deeper understanding of self.

## Practices and Products

### Practices

Learner reflection and sharing is valued and embedded in the learning process.

Every learner recognises the value of working together, empowering each individual's strengths.

Learners are encouraged to extend their thinking by taking risks, looking for alternatives and making informed choices.

Foster relationships with the local community and beyond, so that learners feel connected to their world.

### Products

All learners are involved in the planning and development of their own learning experiences.

Value themselves as learners and celebrate their growth.

Enhanced leadership capacity, reflected in greater collaboration, self reflection, higher expectations and cohesive school teams.

# Strategic Direction 2: Empowered Learning

<b>People</b>
Develop an understanding of and value the theories and models of learning that underpins the school's educational philosophy and embed the four pillars and future focused, open learning environments. into the school's culture.
<b>Community Partners</b>
Foster local and global community relationships by drawing on expertise and resources that support learning.
Providing a context for authentic learning experiences, a connection to real world expertise and appropriate resources.

# Strategic Direction 3: Entrepreneurship

## Purpose

All learners are recognised as global architects of the future. They are empowered to develop a spirit of innovation and ethical leadership, valuing teamwork that recognises individual strengths.

Entrepreneurial projects are meaningful and authentic focusing on developing solutions to community problems and addressing global issues.

Entrepreneurial mindsets are optimistic and built around the notion that there are no limits on what can be achieved. Learners are empowered to connect with the world, fostering empathy and the consideration of ethical implications.

## Improvement Measures

Increase in the proportion of staff implementing Positive Behaviour for Learning with a focus on the four pillars of the school vision.

Increased proportion of students engaging in entrepreneurial projects.

Increased parent and community engagement in a range of projects and opportunities.

## People

### Students

Be engaged in meaningful projects that contribute to the community.

Confidently use the skills and language of entrepreneurship to enhance literacy and numeracy outcomes.

See themselves as global learners who have the opportunity to change the world through participating in learning processes.

### Staff

Provide professional learning to develop a collective understanding of entrepreneurship at IPS including the provision of; time, collaboration systems and strategies and opportunities to take risks.

Be inspired to develop passionate projects that are relevant for their students and make a difference in the community.

Confidently use the skill and language of entrepreneurship and develop learning programs under the new framework.

### Leaders

Support creative initiatives, entrepreneurial projects and collect resources, and provide funding to enable their success.

Network to build partnerships that provide access to particular expertise related to entrepreneurial projects.

Showcase achievements and learnings through a marketing and social media strategy (Shout Out).

## Processes

Identify and teach the skills necessary for entrepreneurship e.g. communication skills such as phone manner, letter writing etc.

Use entrepreneurial projects as a context for STE(A)M and to build authenticity in literacy and numeracy programs.

Create and use **design thinking strategies entrepreneurial framework** and **Agile Sprints** that incorporate reflective practice.

## Evaluation Plan

Progress towards improvement measures will be evaluated through: student behaviour analysis; design thinking methodologies supporting entrepreneurial projects with a focus on literacy and numeracy; students' capabilities, language and skills as entrepreneurs;

The school merit system will include awards relating to the four pillars of learning and specific entrepreneurial skills.

## Practices and Products

### Practices

Every child is involved at least one entrepreneurial project per year that develops their entrepreneurial mindset and skill-set, literacy and numeracy.

### Products

A whole school learning culture that 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 global learners and entrepreneurs.

Develop a school based, easy to understand framework, for entrepreneurial projects.



# Strategic Direction 3: Entrepreneurship

<b>People</b>
Provide professional development to enable teachers in the journey.  Keep updated the directory of parental and community partnerships.
<b>Parents/Carers</b>
Develop an understanding of the school's entrepreneurial strategy and why it is beneficial for learning. Become a resource for entrepreneurial projects who are willing to share their expertise and knowledge with learners.
<b>Community Partners</b>
Engage community entrepreneurs to form learning partnerships.