



Isabella Plains Early Childhood School

Network: Tuggeranong



Strategic Plan 2018-2022



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School Profile

Isabella Plains Early Childhood School (IPECS) is a birth to 8 school in Tuggeranong that operates under an integrated service delivery model. The school vision and values reflect the viewpoints of all stakeholders, maintain a focus on the core elements of the early childhood schools framework and reflect a commitment to implementing contemporary educational practices and pedagogy that develop the skills and dispositions for 21st century learners.

The core elements of the IPECS service delivery model are high quality learning, integrated service delivery and family support and participation. Children and families in attendance at the school are part of a strong and participative school community who benefit from on site childcare, before and after school care, vacation care, seamless transitions between service providers, playgroups, connections with local community groups and rich and diverse learning experiences delivered through a pedagogy of play-based learning. When children finish at IPECS, they transition to their local primary school. The priority enrolment schools for children residing in Isabella Plains are Richardson Primary School, Monash Primary School and Bonython Primary School. We maintain close collaborative partnerships with all schools in the immediate vicinity to support student transitions through the establishment of consistent year level expectations and sharing of information on children's cognitive, social, emotional, language and physical development.

We offer a holistic program designed to address the five domains of early childhood development (cognitive, social, emotional, physical and language). Specialist teaching areas include sustainability, music and the arts, library, ICT, PE and Spanish. We pride ourselves on our inclusive practices, ensuring that resources, language and displays are diverse and reflective of the members of our community. All members of our community can see themselves reflected back in their school environment while also gaining insight into other people's cultures and ways of being. We place equal emphasis on the value of indoor and outdoor learning environments, and are currently working through a grounds masterplan designed to incorporate the natural landforms where possible. At IPECS there is a conscious effort to learn with and through nature in all that we do. We explicitly teach social and emotional learning, and use the 7 Cs identified by Bill Claxton as a framework to foster and guide children's innate curiosity and wonder, to develop children's grit and commitment and teach them to be assessors of risk to enable them to safely challenge themselves and learn new things.

Our mission is to have graduates that are happy, healthy, globally minded citizens who positively impact the world around them through respect for country, self, family, community and others. We do this by engaging and equipping our children as active learners, empowering parents as partners in education and care, and living and breathing IPECS PRIDE which stands for Play, Respect, Integrity, Diversity and Effort.

Vision

Through the implementation of the Strategic Plan, by the end of 2022 in the classrooms you will see:

Children in all years are actively engaged in learning 90 percent of the time in every session. All students will display curiosity and a passion for learning actively questioning the world around them. All students will actively and appropriately seek answers from teachers, parents and other resources. All students P-2 will be able to use technology to explore the world around them and work collaboratively with peers and educators to find the information that they seek. All children demonstrate a respect for others and their opinions. By the end of 2022 there will be no visible front to the classroom, the teacher will be moving around and using all faces of the classroom to gather students to explain key ideas and generate discussion. Every teacher appears focussed on the individual rather than the whole group with each student having appropriate individual learning goals in each learning area. Students are able to talk about the goals and their progress towards achieving them. The start and finish of each lesson has a focus on the achievement of these learning goals.

By the end of 2022 you will see all staff working seamlessly as professional learning communities. Staff will assume collective accountability for all children in the school and use data and evidence to track children's growth. 90 percent of interactions between educators will be about teaching and learning. All staff will ensure that curriculum delivery is done in a way that fosters and develops the learning assets, skills and dispositions required to live and work in the 21st century and develops a moral imperative around the legacy and impact they have on the world around them.

By the end of 2022 you will see parents and community organisations working directly with children in partnership with the school. You will see one or more parents working with children in most lessons. In some lessons, partner organisations work with children to provide more specialist support and guidance. All parents are connected online and know what they can do to assist their child's learning. Parents and educators are helping each other by offering programs, discussion groups and other forums. The school board is a prominent driving force in the school and focussed on achieving this vision. By the end of 2022, all members of our school community will feel that they as individuals are accepted, celebrated and cherished as integral to the success of IPECS.

Core Beliefs

Because we believe that children are unique, capable and competent and learn best through doing, at IPECS you will see:

- children using authentic tools and resources, assessing risk and making considered decisions about safe and challenging play and other learning experiences (Claire Warden, Maria Montessori).
- educators using the gradual release of responsibility model and planning for individual next steps through the use of formative assessment, challenging children beyond their zone of proximal development (Dylan Wiliam, Shirley Clarke, Lev Vygotsky, Jerome Bruner).
- children pursuing passions and interests through a play-based model of inquiry (Jean Piaget, Kath Murdoch).

- Literate, purposeful, organized and accessible classroom environments that are co-created with children and promote children's agency and voice and provide a sense of belonging (Guardino & Fullerton 2010, schools for all 2015).
- children developing their social and emotional competence and cultural integrity through learning environments that foster inclusion and diversity, mirroring children's own ways of being while providing windows into other's ways of being.

Because we believe that productive partnerships between home and school are essential, at IPECS you will see:

- a welcoming school environment where parental engagement is a core part of everyday routines through systemic and sustained approaches (Weiss, Lopez and Rosenberg, 2010). This is evident in implicit and explicit messaging, the feel of our entrance spaces, personal contact with school staff, accessible and frequent communication and invitations for parents involvement in school decision making and activities (Henderson & Mapp, 2002; K. V. Hoover-Dempsey et al., 2005; Kendall et al., 2008).
- respectful relationships between parents and teachers, enabling partnerships between school and family to enhance family-led learning. These relationships facilitate an in depth understanding of how individual children learn best, how to manage their behaviours effectively, an ability to integrate topics that they are excited about and interested in and any contextual factors that may be impacting their time at school (Bull et al., 2008; Hoover-Dempsey et al., 2005).
- integrated service delivery responsive to the needs of all members of our school community based on a comprehensive knowledge of the community's context, skills, needs, cultural backgrounds, experiences and expectations.
- educators and families working consultatively and collaboratively on school based decision making.

Because we believe that staff are members of a collaborative team who employ evidence based practices in early years education and care you will see us:

- taking ownership for every child in the schools social, emotional, academic, physical wellbeing and development
- working together as collaborative teams to collect, analyse and discuss children's learning and growth and plan next steps (Richard DuFour)
- continuing to develop ourselves professionally in pedagogy and practice
- supporting one another and working cross network, cross school and beyond to foster relationships for smooth transitions for families.

School Improvement Planning

Priority One: Maximise growth in learning for all children

Growth in student outcomes to be achieved through this priority include:

- Oral language B - 8
- Reading outcomes K-2
- Writing outcomes P-2
- Mathematics outcomes

Targets

By the end of 2022 we will achieve:

- All children will achieve a minimum of one band of growth in the *Creola and Devine Oral Language Assessment* at the end of their preschool year. Aspirationally they will all finish preschool in the top band.
- All children K-2 will achieve the ACT ED Benchmark in Reading for their year level. Aspirationally, all children will exceed the benchmark.
- All children K-2 will demonstrate growth in reading at a consistent rate with feeder schools (Bonython, Richardson, Monash). Aspirationally, we would like to see all our graduates achieve a higher rate of growth.
- All children will achieve the grade level outcomes of the Writing Assessment Tool. Aspirationally, 20% of children will achieve above the expected grade level outcomes.
- All children will retain the same grade year to year in English. Aspirationally, we would like 20% of our students transitioning to higher grades.
- All children will retain the same grade year to year in Mathematics. Aspirationally, we would like 20% of our students transitioning to higher grades.

National School Improvement Tool – Domain focus: Domain 1, Domain 2, Domain 3, Domain 5, Domain 6, Domain 7, Domain 8 .

National Quality Standard – Quality Area focus: Quality Area 1, Quality Area 3, Quality Area 4

Education Directorate Priorities: Build a united leadership team, demonstrate evidence informed decision making, Foster our learning culture, Invest early, Create schools where all children love to learn

Key Improvement Strategies	Timeline(s)	Responsibility	Targeted Resources	Key Performance Indicators
<p>Develop a coherent, sequenced plan for curriculum delivery</p>	<p>Curriculum Delivery plan using achievement standards:</p> <p>2018 – English and Inquiry (Science, HASS, Geography)</p> <p>*Early Years Literacy Project, Writing Project, Kath Murdoch PL, Exec to do inquiry school visits</p> <p>2019 – Inquiry (Science, HASS, Geography)</p> <p>*Kath Murdoch PL, Inquiry School visits</p> <p>2020 – Mathematics and Digital Technologies</p> <p>*Principals as Numeracy Leaders</p> <p>2021 -The Arts, PE, Languages</p> <p>Further develop shared</p>	<p>Leadership Team</p> <p>All staff</p>	<p>Staffing allocation for coaching, induction, mentoring and PLCs</p> <p>Budget line for professional learning</p> <p>Publication costs for IPECS curriculum guides</p>	<p>PLC minutes and lesson observation records will indicate a reduction in variance in teaching.</p> <p>Appraisal processes will indicate that staff implement the IPECS curriculum guide and adhere to the shared beliefs and practices for teaching and learning at IPECS.</p> <p>Improved outcomes for children accessing intervention programs will be evident across the areas of vulnerability as identified by the data sets.</p> <p>A coherent, sequenced plan for curriculum delivery will be developed and implemented.</p>

	beliefs document for teaching and learning at IPECS			
Develop systems and processes for consistent data collection, moderation and teacher judgements for accuracy of reporting against individual student growth using the Australian Curriculum achievement standards.	<p>2018</p> <p>refine assessment schedule and data plan</p> <p>PLC meeting schedule developed</p> <p>Develop digital data tracker</p> <p>2018 Ongoing</p> <p>Continue curriculum professional learning each semester</p> <p>Weekly guided PLC meetings</p> <p>Termly moderation meetings with Bonython staff</p> <p>Annual review of assessment schedule and data tracking</p>	Leadership Team	<p>Staffing allocation for coaching, induction, mentoring and PLCs</p> <p>Budget allocation for professional learning</p> <p>Calendar alignment with Bonython PS</p>	<p>An overarching data plan is used by all staff to consistently track data and implement summative assessment pieces and rubrics.</p> <p>Formative assessment 5 elements are embedded Birth – 2</p> <p>Appraisal processes indicate that IPECS staff are confident to report on student growth using the Australian Curriculum achievement standards.</p>

<p>Establish a culture of continuous professional improvement that includes classroom-based learning, mentoring and coaching.</p>	<p>Annually review <i>Staff Development Package for exceptional teaching and learning at IPECS</i></p> <p>Coaches assigned in T1 annually</p> <p>PLCs embedded into timetable each year</p> <p>Individual PL documented in appraisal processes</p>	<p>Leadership Team</p>	<p>Staffing allocation for coaching, induction, mentoring and PLCs</p> <p>Budget line to allow school leaders to undertake coaching PL</p> <p>2018 SLB/SLC GROW coaching</p> <p>2019 Lead teachers GROW coaching</p>	<p>Satisfaction data shows high levels of staff satisfaction for professional learning, support and feedback on practice.</p> <p>Professional learning plan guides professional development and aligns with the staff development package.</p>
<p>Engage and empower parents as partners in education and care</p>	<p>2018</p> <p>Community Engagement plan established</p> <p>Consistent signage and messaging of vision, mission and values</p> <p>2019/2020</p> <p>Website to include 'parent resources' section to support families with family-led learning</p>	<p>SLA</p> <p>SOG C</p> <p>Community Coordinator</p> <p>Marketing and Promotions admin</p>	<p>Budget allocation for consistent school signage and upgrade of family room to facilitate diverse opportunities for family engagement</p> <p>Continued subscription to interactive digital learning portfolio, <i>Seesaw</i>.</p>	<p>School satisfaction survey indicates high levels of parent satisfaction in the School satisfaction question '<i>Parents/carers get information from this school on how to support their children to improve their learning</i>'.</p> <p>Systematic delivery of strategies on how to support learning and development outside of the classroom for staff and families will be articulated through a community engagement plan (website, videos, playgroups, partnerships with families, mentors, upskilling parent and community</p>

	<p>Strengthen strategic partnership with Tuggeranong Child and Family Centre</p> <p>2020/2021</p> <p>Increase onsite interventions offered</p>			<p>members to enable them to deliver programs to children for intervention purposes).</p> <p>Community, staff and students know school values and beliefs.</p>
<p>Document partnership agreements between IPECS and Communities@Work and IPECS and Isabella Gardens.</p>	<p>Biennial review of partnership agreement</p>	<p>SLA Communities@ Work SOG C Community Coordinator</p>	<p>Budget allocation to co-fund and establish learning experiences for children and families</p>	<p>Annual analysis of partnerships provide clear evidence that they are having their intended impact.</p> <p>Parent satisfaction is high that their needs are met through community programs offered.</p> <p>Parents transitioning from Communities@Work to IPECS indicate a seamless and successful transition.</p>

Priority Two: Maximise growth for all students in learning assets, skills and dispositions required for 21st century global citizens

Student outcomes to be achieved through this priority include:

- Increased physical health and wellbeing
- Increased social and emotional competence
- Development of learning skills, assets and dispositions
- Increased cultural integrity and international mindedness
- Understanding of the natural world

Targets

By the end of 2022 we will achieve:

- Year to year, all children will retain or aspirationally exceed the level of competence as denoted in their previous school report in recognising and expressing emotions appropriately
- Year to year, all children will retain or aspirationally exceed the level of competence as denoted in the school report in demonstrating resilience appropriately
- Year to year, all children will retain or aspirationally exceed the level of competence as denoted in the school report in demonstrating respect for others appropriately
- Year to year, all children will retain or aspirationally exceed the level of competence as denoted in the school report in negotiating and resolving conflict appropriately
- There will be less than 10 reportable playground incidents per term and all students will report satisfaction with the outdoor learning environment
- An increase in agreement with the statement 'The use of learning technologies is an integral part of teaching and learning' in both the parent and staff satisfaction surveys. Staff (88% in 2017) up by 7 percentage points. Parents (87% in 2017) up by 5 percentage points. Aspirationally, all staff and parents will agree or strongly agree with this statement.
- Growth across all domains within the Cultural Integrity Continuum, advancing from 2017 benchmark of 'culturally aware' to Developing. Aspirationally we would achieve 'practising' in all domains.

National School Improvement Tool – Domain focus: *Domain 1, Domain 2, Domain 3, Domain 4, Domain 8*

National Quality Standard – Quality Area focus: Quality Area 1, Quality Area 2, Quality Area 3, Quality Area 5, Quality Area 6

Education Directorate Priorities: Build a united leadership team, demonstrate evidence informed decision making, Foster our learning culture, Invest early, Create schools where all children love to learn

Key Improvement Strategies	Timeline(s)	Responsibility	Targeted Resources	Key Performance Indicators
Continue to improve learning environments	<p>2018</p> <p>Carpet, linoleum and paint in preschool</p> <p>Family room upgrade</p> <p>Outdoor learning environment stage 1</p> <p>2019</p> <p>Outdoor learning environment stage 2</p> <p>New furniture year 1/2</p> <p>2020</p> <p>Outdoor learning environment stage 3</p> <p>New furniture kindergarten</p>	<p>Principal</p> <p>Business Manager</p>	<p>Staffing allocations for 21st century learning coach</p> <p>3 year budget plan for digital technologies</p> <p>3 year budget plan school improvements</p>	<p>All classrooms meet the requirements for a safe and sensory classroom with flexible learning spaces</p> <p>The outdoor learning environment promotes curiosity, open-ended problem solving, inclusion, opportunities for children to assess risk</p> <p>Budget plans for school improvements and digital technology upgrades have been followed and implemented</p>

	<p>2021</p> <p>Courtyard spaces</p> <p>Outdoor learning environment stage 4</p>			
Develop effective monitoring of learning dispositions, assets and skills	<p>2018</p> <p>Develop tool to track learning dispositions, assets and skills</p> <p>2019 – 2022</p> <p>Longitudinal data tracking of learning dispositions, assets and skills collected</p>	<p>Principal</p> <p>Deputy Principal</p> <p>Administration staff</p>	<p>Staffing allocation to release staff to work in collaboration with other schools and provide professional learning around the implementation of the tool</p>	<p>Curriculum plan articulates consistent teaching and learning expectations for 21st century learning skills, assets and dispositions and provide clear guidance for monitoring learning across the year levels.</p> <p>Tracking of student learning dispositions, assets and skills is implemented</p>

<p>Embed a culture of inclusion and diversity across the school through the development and implementation of a set of strategies that raise visibility and awareness of diverse cultures and ways of being and promote international mindedness</p>	<p>2018</p> <p>Install 3 flagpoles to carry the Australian flag, the Aboriginal flag and the Torres Strait islander flag</p> <p>2019</p> <p>Kidsmatter audit of spaces and resources</p> <p>Large world map denoting children’s heritage for display in library</p> <p>Purchase of resources for library and classrooms that reflect cultural diversity – ongoing</p> <p>2020</p> <p>Begin work on Reconciliation Action Plan</p> <p>Develop Indigenous garden around flagpoles</p> <p>2021</p> <p>Finish Reconciliation Action</p>	<p>Principal</p> <p>SLC</p> <p>School Improvement Action Learning Team</p>	<p>Budget allocation for professional learning</p> <p>Staffing allocation to provide additional release from face to face teaching for School Improvement Action Learning Teams</p> <p>Budget allocation for resources</p>	<p>A Reconciliation Action Plan will be developed and implemented</p> <p>An increase in agreement from parents and staff in the new school question in the Satisfaction Survey ‘Diverse cultural heritage and lifestyles are recognised and celebrated at this school’</p> <p>All staff will have participated in cultural competency training</p>
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	Plan			
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Endorsements

School Principal

Name: Kate Woods

Board Chair

Name:

Director School Improvement

Name: Kate Smith