



# Ipswich North State School

## Strategic Plan 2018 - 2021

### School Profile

Ipswich North State School is a beautiful school meeting the needs of families in the suburbs of Ipswich. Having celebrated our 150th Anniversary in 2017 the school is rich in heritage and tradition. It is a medium sized primary school, Prep to Year 6, with approximately 270 students across 11 classrooms.

The school operates within an organisational structure which involves students, teachers and parents working together to achieve the educational objectives as outlined in our Strategic Plan, Annual Implementation Plan and the Explicit Improvement Agenda.

Our outdoor facilities include a prep playground, adventure playground and a large sporting oval where students play during break times, fully supervised by school staff. We have a multi-purpose hall that provides a terrific play space and parade area for the students across the school. We have a fantastic a new established computer lab, library and music/multipurpose room that is utilised by the P-6 students.

We are a community focussed school and look at ways to strengthen our partnerships. Ipswich North families are focused on making the most of every opportunity. We have high standards around curriculum, with priorities accentuating Literacy and Numeracy. Founded on our proud history, we build strong, positive relationships as the foundation for a life of learning. We seek excellence in all we do, with our halls ringing to the sounds of active, engaged and happy students. Teachers and parents cooperate to create strong bonds that strengthen learning, seeking the best for all children.

The following Strategic Plan outlines our vision, values and key priorities for 2018 - 2021. This will frame the innovative work we do for all learners at Ipswich North State School and will continue to inspire our school community with a shared 'purpose' and clear direction for an exciting future.

### Vision

*Learn, Believe, Succeed. Every child, every day, exceptional learning.*

### Values





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As a school community, we have identified our core values as “The ROCKS”;

Respect

Ownership

Cooperation

Kindness

Safety





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### Improvement Priorities

#### Expert Teaching

Success indicators				
1. There is an established school wide, professional team of highly able teachers, including teachers who take an active leadership role beyond the classroom.				
2. There is a shared responsibility for student learning and success, and shared a culture of continuous professional improvement that includes classroom-based learning, mentoring and coaching arrangements.				
3. Research-based teaching practices are used in all classrooms to ensure that every student is engaged, challenged and learning successfully.				
4. All teachers understand and use a range and balance of effective teaching methods to maximise student learning.				
5. There is school-wide analysis and discussion of collected data on student outcomes (inc. academic, attendance, behaviour and student wellbeing).				
6. School based and systemic data indicates increased measures of progress of students in comparison with similar schools (ISCEA) and Queensland.				
Strategies	2018	2019	2020	2021
Reading: Explicitly taught, monitored and data collected to inform practice throughout the school.	✓	✓	✓	✓
Writing: Embedding a writing framework which is explicitly taught and aligns with C2C curriculum needs to empower student success.	✓	✓	✓	✓
Embed a clear 'line of sight' between the school's improvement agenda and the consistent implementation of innovative high-yield teaching strategies.	✓	✓	✓	✓
Engagement and collaboration between the school leadership team and teachers to improve their teaching practices, including modelling, evaluating and providing feedback on classroom teaching.	✓	✓	✓	✓
Embed a strategic approach to the development of a feedback culture across the school.	✓			
Focus professional development on ensuring that all teachers have a high level of data literacy and can effectively use data to inform their planning (including; learning, behaviour and well-being data).			✓	✓
Engage staff in cycles of action research into practitioner inquiry that focuses on promoting a range and balance of best practice pedagogy to maximise student outcomes. These processes are clearly linked to their annual performance plans.			✓	✓





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#### Culture the Promotes Learning

Success indicators	2018	2019	2020	2021
1. A positive and caring relationship between staff, students and parents is evident.				
2. A strong collegial culture of mutual trust and support among teachers, school leaders and parents is evident.				
3. All learning environments are safe, respectful, tolerant, inclusive and promote intellectual rigour.				
4. School resources are targeted to meet the learning and wellbeing needs of all students.				
5. School-wide policies, practices and programs are in place to assist in identifying and addressing student needs. PBL movement into tier 2.				
Strategies	2018	2019	2020	2021
Strengthening the PBL processes to embed the whole school approach to effectively managing student behaviour across the school.	✓	✓	✓	✓
Monitor the enactment and effectiveness of units of work in Literacy and Numeracy (2018-2021) and HASS and STEM (2019 -2021) to ensure alignment with achievement standards and inclusion of moderation.	✓		✓	✓
Update a school wide pedagogical framework that reflects agreed pedagogical strategies.	✓		✓	✓
Embed a staff mentoring culture within the school and support teacher release to provide regular access to this support/coaching.	✓		✓	✓
Developing a greater understanding, ownership and implementation of inclusive practices encompassing a whole-school differentiations framework to enhance learning culture.		✓	✓	✓
Embed a school-wide social emotional and well-being program to maximise student engagement and outcomes.			✓	✓
Engage and communicate with parents about the strategic use of resources, flexible and innovative learning spaces to maximise student achievement and wellbeing.			✓	✓
Embed a school-wide process for identifying specific student learning needs. This process includes systematic testing to establish learning gaps, extension and enrichment opportunities or special needs. Increased OneSchool records to reflect teacher owned differentiation strategies.			✓	✓







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#### Curriculum Excellence and Innovation

Success indicators	2018	2019	2020	2021
1. There is a coherent, sequenced plan for curriculum delivery that ensures consistent teaching and learning expectations and a clear reference for monitoring learning across the year levels.				
2. The plan, within which evidence-based teaching practices are embedded, and to which assessment and reporting procedures are aligned, has been developed with reference to the Australian Curriculum and refined collaboratively to provide a shared vision for curriculum practice.				
3. Teachers support to monitor closely the progress of individuals, identify learning difficulties/enrichment opportunities and tailor classroom activities to levels of readiness and need.				
Strategies	2018	2019	2020	2021
General capabilities and cross-curriculum priorities are understood, valued and used as active learning streams for all students	✓		✓	✓
Staff engage in regular data conversations with the leadership team on the achievements, progress, strengths and weaknesses of individual students. Strategies implemented within the classroom to differentiate for learning needs.	✓	✓	✓	✓
Build the school's assessment culture. Use assessment requirements as a key lens for determining core elements of the curriculum to be enacted in all classrooms. Build the use of formative assessment across the school. Embed moderation processes within and beyond the school.			✓	✓
High priority is given to the progressive development of students' deep understandings of concepts, principles and big ideas within learning areas, as well as to the ongoing development of cross-curricular skills and attributes, including teamwork, critical thinking, innovation and problem solving.			✓	✓

### School Improvements

Improvement Name	Description
Successful Learners	<p>Students engaging in learning and achievement, and successfully transitioning to further education, training and employment.</p> <p>EVIDENCE</p> <p>School data plan and processes  Attendance Policy and processes  At-risk identification and intervention programs  Strategic deployment of staff  School Pedagogical Framework  School assessment policy  Literacy and Numeracy Frameworks  Key partnerships-external providers</p>



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Teaching Quality	<p>Teachers employing high quality, evidenced-based teaching practices focused on success for every student.</p> <p>EVIDENCE</p> <p>Pedagogical Framework Professional Learning Plan Coaching and mentoring framework School Curriculum, Assessment and Reporting Framework School Literacy and Numeracy framework Performance Development processes</p>
Principal Leadership and Performance	<p>School leaders delivering extraordinary and sustained improvement and achievement.</p> <p>EVIDENCE</p> <p>Principal PDP Professional Learning Plan</p>
School Performance	<p>Schools achieving success through an intentional approach to improving the progress of every student.</p> <p>EVIDENCE</p> <p>Literacy and Numeracy framework I4S Strategy School Data Plan Professional Learning Plan Engagement with SIU Explicit Improvement Agenda Wellbeing Framework CFN (West, Carole Park, Riverview, Leichhardt SS) PLC and Moderation (Ipswich West SS)</p>
Regional Support	<p>Regions providing a renewed focus on supporting performance and outcomes across the three sectors.</p> <p>EVIDENCE</p> <p>Engagement with regional PD and support Engagement with supervisor Regional PEAAC and HOC support HUB support (differentiation, behaviour, autism)</p>





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<p>Local Decision Making</p>	<p>Schools ensuring community needs are central to decision making processes, autonomy and accountability.</p> <p>EVIDENCE</p> <p>P&amp;C Committee structure                  Parent Support Group Structures                  Key partnerships with local and regional council</p>
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**Endorsement**

This plan was developed in consultation with the school community and meets school needs and systemic requirements.

Principal

P and C / School Council

Assistant Regional Director

