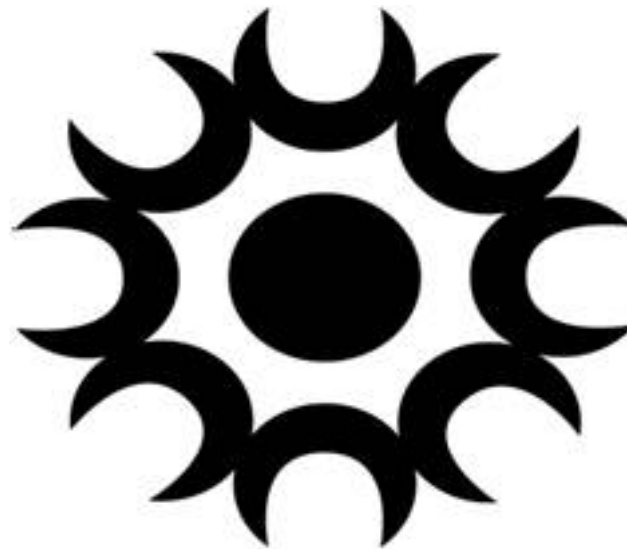


School plan 2015-2017

Jannali East Public School 4004



School background 2015-2017

School vision statement

We have high expectations for our whole school community...

We provide quality teaching and learning with challenging and creative learning opportunities...

We develop partnerships to support student wellbeing...

We build confidence and capacity through professional learning and working together on projects to meet targets...

We inspire, motivate and celebrate the achievement of personal best!

School context

Jannali East Public School is situated in the Sydney suburb of Jannali and has an enrolment of 350 students. There are 14 classes and students come from diverse socio-economic and cultural backgrounds. Additional support programs are provided in the areas of Reading Recovery, Learning and Support, and Enrichment.

The school has highly dedicated staff members who provide quality educational programs to meet the needs of all students. Excellence is promoted across all areas of the curriculum and the school is committed to continuous improvement in teaching and learning. An emphasis is placed on providing students with a range of opportunities and the embedding of technology to enhance learning. A range of performing arts and sporting programs are offered, giving students the opportunity to participate in extra-curricular activities and represent the school. Promoting student voice and Positive Behaviour for Learning are priorities and students are given opportunities to develop leadership skills through programs such as the Student Representative Council, Peer Support, Student Leadership in Public Schools (SLiPS), Buddies and in elected positions. The school is well supported by an active School Council and Parents and Citizens Association who contribute a significant amount of funding to the school on an annual basis, and work to promote a sense of community.

School planning process

The consultation process that our school has followed to identify the 3 key strategic directions involved:

Referring to the Melbourne Declaration

Collection and analysis of qualitative and quantitative data collected from surveys, focus groups, stakeholder meetings, interviews, student rests and data from various in-school sources

Collaboration with staff members regarding achievement of previous targets and identification of areas on which to focus

Consultation to discuss plan (staff members and community)

Collaboration to develop plan (executive, community, staff members, students)

Revision of plan (post collection) with reference to the School Excellence Framework

Draft plan presented to the Director, PSNSW, for endorsement

Presentation of draft plan to School Council

Final draft

Presentation of plan to P&C

Plan uploaded onto website

School strategic directions 2015-2017

STRATEGIC DIRECTION 1

Excellence in Student Learning

Purpose:

To improve student outcomes and achieve academic excellence in English and Mathematics. Through reflection on current practices and analysis of qualitative and quantitative data, teachers will embed evidence-based teaching and learning, delivering consistently high quality educational practices in line with the NSW syllabus documents for the Australian Curriculum.

STRATEGIC
DIRECTION 2
Outstanding Educators &
Leaders

Purpose:

To build the individual and collective capabilities of all staff members and provide opportunities for staff members to work with and learn from each other. Curriculum innovation, creativity, feedback and reflection supported by timely, high quality professional learning will assist the staff in further creating and sustaining a learning environment founded on excellence, inclusivity and respectful relationships.

STRATEGIC DIRECTION 3

Supporting the development of
caring, respectful future citizens

Purpose:

To embed positive student welfare practices which enhance student wellbeing and support the development of caring, respectful citizens of the future. This will be achieved by strengthening our partnerships with families and local education bodies, streamlining systems, sustaining our positive culture and improving organisational effectiveness.

Strategic Direction 1: Excellence in Student Learning

Purpose	People	Processes	Practices and Products
<p>To improve student outcomes and achieve academic excellence in English and Mathematics. Through reflection on current practices and analysis of qualitative and quantitative data, teachers will embed evidence-based teaching and learning, delivering consistently high quality educational practices in line with the NSW syllabus documents for the Australian Curriculum.</p>	<p>Students</p> <ul style="list-style-type: none"> -will develop skills in self- reflection and self-assessment. - participate in lessons that build capacity as well as develop the ability to take on feedback <p>Staff</p> <ul style="list-style-type: none"> - will understand assessment of, for and as learning and develop their expertise in using data to inform their teaching and deliver feedback as a result of targeted professional learning. - will effectively implement the NSW syllabus documents for the Australian Curriculum through the ongoing engagement with the new syllabi and collaborative projects with partner schools <p>Parents/Carers</p> <ul style="list-style-type: none"> - will increase their knowledge and understanding of the new curriculum through parent workshops -- will develop a broader understanding of how technology is incorporated into student learning through information sessions on BYOD <p>Leaders</p> <ul style="list-style-type: none"> - will facilitate the implementation of new syllabus documents, lead teachers in effective assessment, working collaboratively, and planning effectively to implement change and improve student outcomes 	<p>Implementation of NSW Syllabus for the Australian Curriculum</p> <ul style="list-style-type: none"> -staff will further develop a clear and thorough understanding of new syllabus content through professional learning initiatives -implementation of BYOD and embedding of quality ICT into English and Mathematics <p>Implementation of K – 6 Spelling Program</p> <ul style="list-style-type: none"> -whole school analysis of data in spelling -professional learning for staff in implementation of K – 6 Ants in the Apple Program -staff develop consistency across -K – 6 in the explicit teaching of spelling <p>Assessment & Reporting Focus</p> <ul style="list-style-type: none"> -analyse data from NAPLAN, ACER and PLAN -use data to inform planning of quality teaching and learning experiences -provide effective feedback to staff, students and parents <p>Evaluation Plan</p> <ul style="list-style-type: none"> Individual project evaluations spelling data NAPLAN/ACER analysis 	<p>Practices</p> <ul style="list-style-type: none"> All assessment data centrally located Teaching and learning is driven by assessment data and individual student needs Consistent language and lesson content is embedded into the teaching of spelling K-6 Explicit feedback given to students and successfully utilised to improve outcomes Technology is embedded in all Learning Areas, K-6 <p>Products</p> <ul style="list-style-type: none"> NAPLAN growth from Year 3 – 5 in numeracy increased from 48.5% of students to 70% of students with greater than or equal to expected growth NAPLAN growth from Year 3 – 5 in Spelling increased from 28.6% of students to 70% of students with greater than or equal to expected growth Survey data shows 100% of students are utilising formative assessment methods. ACER assessment shows growth of 15% between pre and post test data PLAN data shows students progressing a minimum of 1 cluster each year
Improvement Measures			
NAPLAN growth from Year 3 – 5 in numeracy increased from 48.5% of students to 80% of students with greater than or equal to expected growth			
NAPLAN growth from Year 3 – 5 in Spelling increased from 28.6% of students to 80% of students with greater than or equal to expected growth			
Survey data shows 100% of students are utilising formative assessment methods.			
ACER assessment shows growth of 15% between pre and post test data			

Strategic Direction 1: Excellence in Student Learning

Improvement Measures

People

Processes

Practices and Products

Team planning
PLAN

Strategic Direction 2: Outstanding Educators & Leaders

Purpose

To build the individual and collective capabilities of all staff members and provide opportunities for staff members to work with and learn from each other. Curriculum innovation, creativity, feedback and reflection supported by timely, high quality professional learning will assist the staff in further creating and sustaining a learning environment founded on excellence, inclusivity and respectful relationships.

Improvement Measures

8% increase in the number of teachers seeking accreditation at the higher levels of the Australian Professional Standards for Teachers

100% of teachers meeting their professional goals at outlined in the Performance & Development Framework

100% of teachers participating in classroom observations and providing quality feedback to colleagues

TTFM survey shows increase to 95% from 67% in areas of "feedback"

People

Staff

will reflect on their practice, set goals, collaborate and provide **feedback** to support professional growth and improved student outcomes

- will understand **assessment** of, for and as learning and develop their expertise in using data to inform their teaching, develop PLPs, and differentiate curriculum through professional learning.

- are provided with opportunities to develop leadership capacity through distributive leadership practices

Leaders

are trained in coaching to better support staff in career development.

-will increase their knowledge about all areas of accreditation.

Processes

Curriculum & Learning Project

Professional learning for staff in embedding ICT (incl .BYOD), the NSW Syllabus for the Australian Curriculum, assessment as/for and of learning, and differentiation / enrichment.

Professional learning for staff regarding Performance Development Framework incl. goal setting, providing feedback and collaborative practice

Leadership Development Plan

Professional learning on accreditation for all staff

Quality training and leadership opportunities to facilitate the implementation of new syllabus documents and assessment practices.

Provide opportunities for all staff to access professional learning on coaching/mentoring to build their leadership capacity

Evaluation Plan

Scope & Sequence

PDPs

Observations

TTFM feedback

Practices and Products

Practices

Protocols established and collegial observations conducted to give and receive feedback

Staff set goals, participate in peer observations, reflect on their practice, and communicate effective written feedback demonstrating collegial support

Distributive leadership practices embedded in school culture to develop capabilities and learn as leaders, and create "expert teams"

Products

8% increase in the number of teachers seeking accreditation at the higher levels of the Australian Professional Standards for Teachers

100% of teachers meeting their professional goals at outlined in the Performance & Development Framework

100% of teachers participating in classroom observations and providing quality feedback to colleagues

TTFM survey shows increase to 95% from 67% in areas of "feedback"

Strategic Direction 3: Supporting the development of caring, respectful future citizens

Purpose	People	Processes	Practices and Products
<p>To embed positive student welfare practices which enhance student wellbeing and support the development of caring, respectful citizens of the future. This will be achieved by strengthening our partnerships with families and local education bodies, streamlining systems, sustaining our positive culture and improving organisational effectiveness.</p>	<p>Students</p> <p>will understand what is expected of them as safe, respectful learners through targeted learning experiences</p> <p>-develop confidence and resilience as learners</p> <p>Staff</p> <p>will understand and consistently implement policies and practices that reflect positive school culture and respectful relationships by analysing data and reviewing current practices</p> <p>will gain knowledge and skills in the development and implementation of departmental systems and processes to improve organisational effectiveness</p> <p>Parents/Carers</p> <p>will be informed about the school's inclusive programs, expectations and goals in providing valuable wellbeing and learning experiences</p> <p>Leaders</p> <p>will support staff through the review of school wellbeing practices and in the implementation of new practices through professional learning, professional dialogue and the guidance of DEC personnel</p> <p>will be trained and provided with opportunities to coach and mentor staff to further develop their knowledge and capabilities.</p>	<p>Promotion of events to community</p> <p>Introduction of Asian language / cultural opportunities for students</p> <p>HOTSCOS</p> <p>Heart of the Shire - Community of Schoolsprojects & initiatives for students to build confidence and resilience</p> <p>Evaluation Plan</p> <p>Project evaluations</p>	<p>Practices</p> <p>Consistent, streamlined LST practices that utilise school data and reflect PBL Framework</p> <p>Consistent implementation of revised Student Wellbeing and Discipline Policy and Award system</p> <p>Increased understanding of school goals and wellbeing initiatives by parents, carers and community members</p> <p>LMBR practices are successfully integrated with school systems</p> <p>Languages/culture program introduced that links with those of our local high schools</p> <p>Products</p> <p>90% of staff state consistent student wellbeing practices are evident across the school</p> <p>Revised policies and practices are ratified by School Council and communicated to school community20% increase</p> <p>Data shows 70% of parents/carers have an awareness of school goals and welfare initiatives</p> <p>TTFM data shows a 20% improvement inorganisational effectiveness</p>
Improvement Measures			
<p>90% of staff state consistent student wellbeing practices are evident across the school</p> <p>data shows 70% of parents/carers respondents have an awareness of school goals and welfare initiatives</p> <p>TTFM data shows a 20% improvement in organisational effectiveness</p>			

Strategic Direction 3: Supporting the development of caring, respectful future citizens

Improvement Measures

People

Processes

Practices and Products