

# School plan 2018-2020

## Jamberoo Public School 2218



# School background 2018–2020

## School vision statement

Jamberoo Public School aspires to develop in our students, foundation skills in literacy and numeracy and self-regulated learning habits, whilst creating confident individuals, with the personal resources for future success and wellbeing.

The school is committed to teachers demonstrating personal responsibility for improving their teaching practice to advance student learning outcomes.

Teachers are devoted to implementing the most effective teaching practices, with priority given to evidence-based teaching strategies, and the utilisation of collaborative reflection and feedback.

As a school striving to excel, we aim to foster high-expectations and a shared sense of responsibility for student engagement, learning and success.

## School context

Jamberoo Public School (132 students) has a dynamic and enthusiastic staff, and supportive community committed to quality education. The school enjoys a strong partnership with its community and values parental involvement. Highly effective programs in literacy, numeracy, technology, wellbeing, sport, creative and performing arts are all underpinned by high-quality teaching practices.

The school provides a caring, stimulating environment for all students.

Jamberoo's motto is 'Strive and Succeed'. We believe every child can be a successful learner.

## School planning process

In 2017, Jamberoo Public School undertook thorough evaluation processes to review current school practices and identify areas for change and growth in the future.

In conjunction with feedback from members of the school community, staff and students a school vision was created as a platform for future development.

Findings from the data were analysed by the school staff and a vision statement and strategic directions were formulated. These recommendations were then referred for feedback from the Jamberoo school community which was conducted on Wednesday 29th November 2017.

An amended school plan was then presented to the Jamberoo Public School staff on Tuesday 6th March 2018.

# School strategic directions 2018–2020



## STRATEGIC DIRECTION 1 Effective Learning

### **Purpose:**

To offer high quality learning experiences, through a whole school approach that are student focussed and differentiated, thereby enabling students to develop strong identities as self-directed learners. Providing high quality learning experiences, along with a positive and supportive learning environment, will contribute to an aspirational learning culture which will support the cognitive, emotional, social, physical and spiritual wellbeing of all students.



## STRATEGIC DIRECTION 2 Best Practice Teaching

### **Purpose:**

Enthusiastic, driven and expert teachers inspire lifelong learning. Our purpose is to create a whole school sustainable and engaging professional environment for staff. Teachers will be supported through a positive collaborative culture, utilising coaching/mentoring methodologies to improve teacher practice in order to make a difference for our students.

Teachers will continually reflect upon and refine their practice, in particular in the teaching of literacy and numeracy skills.

# Strategic Direction 1: Effective Learning

## Purpose

To offer high quality learning experiences, through a whole school approach that are student focussed and differentiated, thereby enabling students to develop strong identities as self-directed learners. Providing high quality learning experiences, along with a positive and supportive learning environment, will contribute to an aspirational learning culture which will support the cognitive, emotional, social, physical and spiritual wellbeing of all students.

## Improvement Measures

Growth demonstrated in 'student performance measures' on the School Excellence Framework. Progression from delivering to sustaining and growing.

The school has identified what growth is expected for each student and students are achieving higher than expected growth on internal school progress and achievement data.

45% of students in Year 3 and 38% in Year 5 are achieving in the top two bands in all areas of NAPLAN.

## People

### Students

Communicate how they learn and why they learn. They develop their critical thinking, problem solving and communication skills to achieve their learning goals.

Take ownership of their own learning. Students view their role as a life-long learner as a priority and continuously strive to reflect on and improve their learning.

### Staff

Empower students to set and achieve their personal learning goals.

Provide directed intervention in both literacy and numeracy by implementing differentiated teaching strategies to meet the needs of their learners.

### Parents/Carers

Collaboratively develop learning goals with student and teacher and support student in achieving these goals.

### Community Partners

Work collaboratively with the school staff to support student achievement in learning, engagement and well-being.

### Leaders

Monitor student learning necessities by establishing whole school structures to address needs.

## Processes

Data Informed Learning – Ensure learning is data driven and based on formative assessment practices and learning progressions. Timely, targeted intervention and feedback for all students and access to tailored support, extension or enrichment to maximise outcomes. Learning plans for individuals are collaboratively constructed for all relevant students.

Student-Centred Learning – Tailoring teaching and learning to meet the needs of the learners founded on the specific learning goals of individual students. Learning is based on understanding what students know and can do, what they need to learn next and how best to teach them. Student-centered learning experiences occur, which enable students to understand how they learn (How2Learn), and to set and achieve their learning goals.

## Evaluation Plan

All data will be analysed collaboratively:

Student TTFM surveys.

Focus group and internal surveys.

Personalised learning data.

Ongoing review of PLAN and NAPLAN data.

Internal student performance data.

## Practices and Products

### Practices

Staff and students are immersed in the ongoing use of formative assessment data, and the collaborative development of learning intentions and success criteria to monitor achievements and gaps in student learning and inform planning for high quality learning experiences.

Students and staff map individual learning growth against personal learning goals. Individual learning progress is shared with parents regularly.

Utilising the How2Learn pedagogy, staff and students focus on one life-long learning habit every two weeks. Developing specific ways to build strength in each habit, alongside content learning.

### Products

All learning is data driven, supportive, challenging, differentiated and students are receiving timely and meaningful feedback, to inform and drive future learning.

A student-centred learning environment exists, which incorporates specific learning habits being taught. Students take ownership of their own learning, are capable of identifying their own learning needs and know where to next. Parents, students and staff will have a shared understanding of individual student learning development, where to next and how students will know their goals are achieved.

# Strategic Direction 2: Best Practice Teaching

## Purpose

Enthusiastic, driven and expert teachers inspire lifelong learning. Our purpose is to create a whole school sustainable and engaging professional environment for staff. Teachers will be supported through a positive collaborative culture, utilising coaching/mentoring methodologies to improve teacher practice in order to make a difference for our students.

Teachers will continually reflect upon and refine their practice, in particular in the teaching of literacy and numeracy skills.

## Improvement Measures

Growth demonstrated in 'data skills and use' on the School Excellence Framework. Progression from delivering to sustaining and growing.

Greater use of evidence-informed pedagogy by all staff, which is identified, modelled and promoted.

100% of teachers are maintaining current accreditation standards, with at least one staff member working towards higher levels of accreditation.

## People

### Students

Contribute honest and timely feedback to teachers regarding their learning experiences.

### Staff

Evaluate and refine their teaching practices based on student assessment data to enhance effect on student learning.

Constantly self-reflect and work collegially to ensure their pedagogy aligns with teaching practices that are shown through research to be 'best practice'.

### Parents/Carers

Actively participate in information sessions linked to literacy and numeracy, which focus on assessment, student data and teaching strategies.

### Leaders

Strive to improve school systems which build the capacity of the school community to participate in evidence-based conversations around best practice teaching pedagogy.

## Processes

Coaching and Mentoring – Formal mentoring and coaching takes place, where colleagues share expertise to support peers and improve practice, via classroom observations, discussions and self-reflection.

Collaborative Practice – Develop and implement collaborative processes for consistency in teacher judgement in literacy and numeracy. Establishing regular 'data rounds' throughout the year to inform future teaching and learning.

## Evaluation Plan

All data will be analysed collaboratively:

What Works Best Reflection Guide

PLAN data

TTFM surveys

NAPLAN data

Student work samples

Teaching programs

Classroom observations

Teacher observations/reflections

Analysis of internal school data each term

## Practices and Products

### Practices

Ongoing collaboration, reflection and implementation of best practice teaching approaches in literacy and numeracy, which is research informed and linked to feedback from observations.

The use of data collection and collaborative evaluation is an embedded practice to inform decisions, interventions and initiatives in literacy and numeracy.

### Products

Observational rounds are put in place to enable regular coaching/mentoring and opportunities to collaboratively plan, reflect, improve and deliver evidence informed, 'what works best', teaching practices and programs.

Whole school processes are embedded where teachers make collaborative, informed and consistent judgement about student progress based on deep knowledge and understanding of the literacy and numeracy progressions.