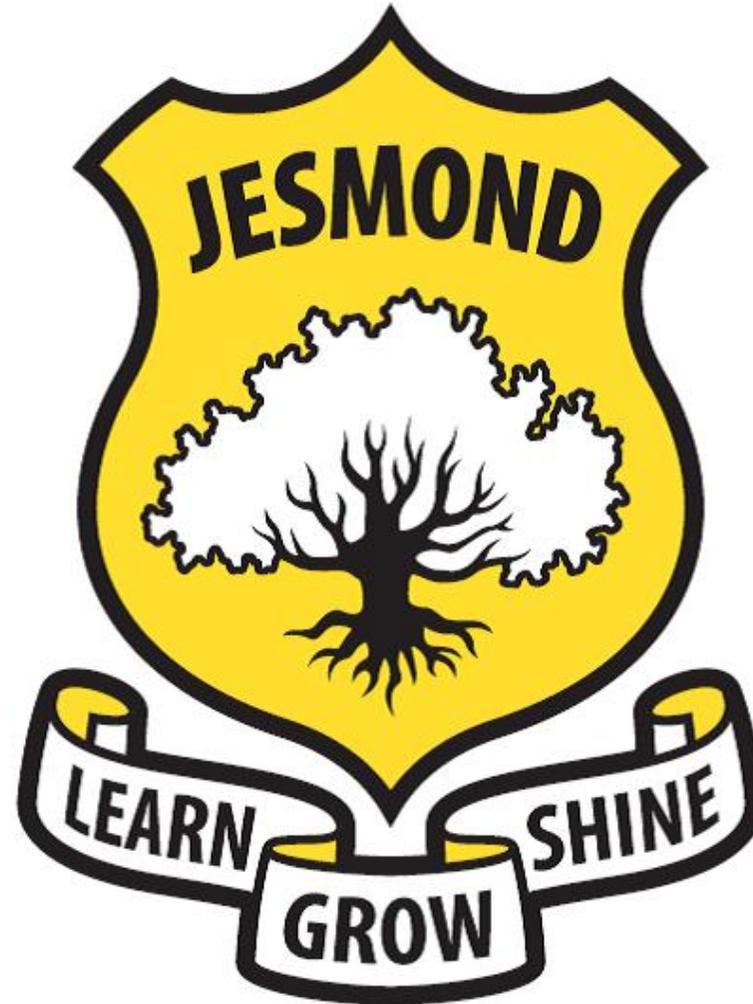


School plan 2018-2020

Jesmond Public School 2234



School background 2018–2020

School vision statement

Jesmond Public School strives to be a safe, inclusive environment that inspires a love of learning in students as they grow towards becoming confident, thriving global citizens. It is therefore our core purpose, to ensure every student's educational journey is unique and valued within a framework of equity and excellence. In line with the ideology of The Melbourne Declaration on Educational Goals for Young Australians, we aspire to guide students to develop the skills and knowledge to succeed in life, work and citizenship

School context

Jesmond Public School is located in the Newcastle area and is a partner school in the Callaghan College of Schools. The school was established in 1887 and now accommodates a highly diverse student body, diverse both culturally and socio-economically.

There are approximately 126 families with 203 students enrolled for 2018. The school's Family Occupation and Educational Index (FOEI) is 142. On average, 68% of enrolled students are from English as an Additional Language or Dialect (EAL/D). This is comprised of refugee families, overseas students, children of parents completing postgraduate degrees and children of parents working temporarily in Australia. Our Aboriginal students make up 10% of enrolments and in partnership with Callaghan College we provide and access a wide range of academic and cultural networking opportunities.

Our school community contributes through the school Parents and Citizens Association, the School Council and supporting specific programs. The Community Languages Schools' program operates Arabic and Bengali classes.

The school has eight mainstream classes and a regional support class. The teaching staff is committed to achieving high quality outcomes for all students and offering a broad range of extra curricula activities.

School planning process

2017 saw the completion of the current 2015–2017 school plan. Consultation with the school community, student body and staff took place through the Tell Them From Me survey, and school developed surveys. The schools Parents and Citizens Association is also instrumental in providing guidance and advice. Staff development analysis and reflection of the School Excellence Framework. Through this consultation process the communities views have been considered when formulating the 2018–2020 School Plan. The 2018–2020 School Plan will be a working document that provides us with opportunities to review and modify the milestones as the context changes over the course of the implementation of the plan.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1

Strong Connections – Successful Students.

Purpose:

Jesmond Public School has a collective responsibility to create a school culture strongly focused on building positive and meaningful relationships with students, staff and community. Promoting and Implementing this vision ensures we build strong foundations for success throughout each and every student's educational journey.

STRATEGIC DIRECTION 2

Excellent and Explicit Teaching and Leadership Practice Everywhere

Purpose:

Jesmond Public School is committed to providing quality teaching and learning programs focussing on high expectations for all students. A collaborative culture of a shared sense of responsibility is established to support and encourage student engagement, learning and success. Staff will have access to high quality professional development opportunities and 21st century teaching tools, technologies and resources that will support the implementation of quality teaching and learning programs.

STRATEGIC DIRECTION 3

Fostering Student, Staff and Community Wellbeing

Purpose:

Jesmond Public School will provide students, staff and community with a supportive environment that has mechanisms in place to support wellbeing. The school will set students, staff and community up to succeed by being respected valued, supported and empowered.

Strategic Direction 1: Strong Connections – Successful Students.

Purpose

Jesmond Public School has a collective responsibility to create a school culture strongly focused on building positive and meaningful relationships with students, staff and community. Promoting and Implementing this vision ensures we build strong foundations for success throughout each and every student's educational journey.

Improvement Measures

All students can identify their own personalised learning goals in numeracy and literacy.

Teacher observations identify that classroom practice is flexible, reflective and relevant.

Tell Them From Me surveys will reflect that 80% of students indicate they enjoy a positive sense of belonging.

Tell Them From Me surveys will reflect that 90% of students indicate they value schooling outcomes.

Tell Them From Me surveys will reflect that 80% of students indicate they are interested and motivated.

Annual NAPLAN performance data will reflect an increasing proportion of students placed in proficiency bands in Year 3 Reading and Year 5 Reading and Numeracy.

School Excellence Framework self assessment survey will indicate Jesmond Public School is excelling in Learning Culture (Transitions and Continuity of Learning) and Wellbeing (Individual Learning Needs and A Planned Approach

People

Students

Students will be engaged, feel supported and develop positive and optimistic attitudes to learning, through the provision of quality learning experiences. Students will be able to develop clear understandings about their academic achievement and how to progress their learning. Students will be encouraged to provide feedback on a range of areas of school operation. Students will believe that they enjoy positive relationships with other students and staff members.

Leaders

School leaders will ensure that the academic, social, emotional and physical needs of all students remains the school's focus. Leaders will ensure that quality learning and support takes place in all school settings and that rigorous accountability and monitoring processes are in place.

Staff

Staff will ensure that the needs of students are met through the provision of quality and engaging learning delivery. Teachers will implement contemporary pedagogies and will be responsive to collaboration and feedback. Teachers will provide opportunities for students to reflect on their learning and will provide specific and individualised instruction to support student improvement. Staff will work productively and collaboratively with networks of colleagues beyond the school.

Parents/Carers

Processes

Evidence Based Practice

The school implements evidence based programs for literacy, numeracy and technology based teaching and there is an expectation of improvement in literacy, numeracy and technology standards across the school.

Professional Learning

Teachers will participate in professional learning in programs that initiate student directed learning and project based learning.

Evaluation Plan

- Regular gathering of student performance data for analysis, reflection and reporting against targets.
- Feedback from student reflection surveys.
- Tell Them From Me surveys.
- NAPLAN data.
- School Excellence Framework.

Practices and Products

Practices

All teachers use data to inform and drive each student's learning goals in numeracy and literacy.

All teachers use feedback from observation and PDP process to improve their teaching and learning practice.

School systems to inform and evaluate student learning to implement changes in teaching that lead to measurable improvement.

Products

All students can identify a successful educational pathway through numeracy and literacy goals.

All teachers can identify areas for improvement through the teacher observation process.

Students will demonstrate improved skills in literacy and numeracy and show growth along the learning progressions.

Meetings will be used to monitor and analyse data to that will lead to measuring improvement in school and across the CEP.

Strategic Direction 1: Strong Connections – Successful Students.

Improvement Measures

to Wellbeing)

Tell Them From Me surveys will indicate that students record an average aggregated score of 8 in 'Advocacy at School' and 'Positive Teacher–Student relationships.

People

Parents and carers will assist student achievement by supporting learning at home. Parents and carers will respond to opportunities to be involved in school activities and will develop an understanding of the modern classroom by attending workshops, meetings and conferences. Teachers and parents/carers will develop open and productive relationships to ensure the effective and timely exchange of information. Parents and carers will understand that the school values and encourages the importance of their contribution to school operation.

Community Partners

The expertise and advocacy of community partners will be accessed to support student learning. Community partners will understand that the school values and encourages their involvement in supporting student learning.

Strategic Direction 2: Excellent and Explicit Teaching and Leadership Practice Everywhere

Purpose

Jesmond Public School is committed to providing quality teaching and learning programs focussing on high expectations for all students. A collaborative culture of a shared sense of responsibility is established to support and encourage student engagement, learning and success. Staff will have access to high quality professional development opportunities and 21st century teaching tools, technologies and resources that will support the implementation of quality teaching and learning programs.

Improvement Measures

60% of students will be placed in Proficiency Bands 5 or 6 (Year 3) and Bands 7 or 8 (Year 5) in 2018 NAPLAN.

An increased number of teachers will be undertaking or achieve accreditation at Highly Accomplished or Lead levels.

Tell Them From Me teacher survey reports reflect an average score of 8 in 'Collaboration' criteria area.

Tell Them From Me teacher survey reports reflect an average score of 8 in 'Learning Culture' criteria areas of feedback to students and explicit barriers to learning.

Tell Them From Me teacher survey reports reflect an average score of 8 in 'Data Informs Practice' criteria area.

School Excellence Framework self assessment survey will reflect that Jesmond Public School is excelling in the Teaching Domain of Effective Classroom practice(Feedback) and Data Skills and Use (Data Use in Teaching).

People

Leaders

School executive will provide advocacy and support to teachers to enhance lesson delivery and to develop staff capacity. Executive will provide lesson demonstrations, team teaching, mentoring, lesson observations and feedback on practice for all staff.

Staff

Staff will reflect on practice through participation in collegial sharing and reflection. Teachers will develop productive alliances and networks with other staff to develop capacity.

Students

Students will be given opportunities to provide feedback on lesson delivery. Feedback will be used by staff to reflect on and inform practice.

Community Partners

Productive partnerships will be developed with community partners to enhance school performance. Partnerships will be developed with school networks, health professionals and professional organisations to enhance service delivery.

Processes

Whole school use of authentic data to inform practice and report on student and cohort achievement targets.

Implementation of research based and innovative practices and pedagogies ,in line with future focussed learning.

The implementation of strategic staffing flexibility that focuses on team teaching, teacher observation, teacher feedback, teacher self reflection and mentoring.

Evaluation Plan

- observational rounds conducted by executive.
- evidence that staff demonstrate
- professional growth through collaboration.
- PDP goals are met effectively by all staff.
- accreditation requirements are met by all staff.
- NAPLAN performance data.
- School Excellence Framework self assessment.

Practices and Products

Practices

Lesson planning will be systematic and involve collaborative practices, with teacher expertise used to lead curriculum areas.

Teachers identify and focus on a student's misunderstandings and errors and provide specific instruction and support to develop mastery; Teachers provide clear instruction to students to assist and progress learning.

Teachers effectively use assessment for learning, assessment as learning and assessment of learning to inform teaching directions, monitor progress and to reflect on practice.

Teachers aspire to higher levels of accreditation and there is an increasingly observable culture of professional attainment and aspiration.

Products

Student assessment data indicates that students are performing at expected achievement levels and in line with school targets.

Accreditation requirements, are met effectively by all staff in an effective and timely manner.

Teacher and executive staff capacity is enhanced through targeted and ongoing collaborative practices and reflects Performance and Development goals.

Strategic Direction 3: Fostering Student, Staff and Community Wellbeing

Purpose

Jesmond Public School will provide students, staff and community with a supportive environment that has mechanisms in place to support wellbeing. The school will set students, staff and community up to succeed by being respected, valued, supported and empowered.

Improvement Measures

Improved parent/carer attendance at weekly assemblies and annual events. This attendance also reflects the multi-cultural nature of Jesmond Public School.

Increased parental involvement in the learning domain to assist with motivating students to continually improve.

40% of families will respond to Tell Them From Me 'Partners in Learning' and other specific surveys.

According to the School Community Partnerships – Reflection and Planning Matrix, Jesmond Public School will be at a Level 3 for all strands by 2020.

People

Students

Will value the importance of attending school and engaging in learning in a safe and supportive environment.

Staff

Staff will work productively in teams, use resources effectively and increasingly contribute to school planning and reporting. Staff will actively support the wellbeing of each other as well as utilise departmentally available resources to support their own wellbeing.

Leaders

Adopt distributive leadership, including:

- opportunities for aspiring leaders
- improved communication and school promotion
- involvement of all staff in wellbeing
- of students, community and staff.

Parents/Carers

Will share the school's strategic directions and maintain high expectations of their children. Parents/carers see Jesmond Public School as a safe and welcoming environment for them to participate and share in the child's educational experience.

Community Partners

Will actively contribute to enhance student outcomes, wellbeing and ongoing safety.

Processes

Develop strong parent/teacher relationships through effective and relevant communication and promotion of school achievements in the community.

Ongoing implementation of strategies and programs to promote attendance and wellbeing, including:

- Positive Behaviour for Learning (PBL)
- Got It
- Seasons for Growth

Evaluation Plan

- Surveys and focus groups
- Attendance data
- SEF
- Student wellbeing data
- Staff selections and wellbeing data

Practices and Products

Practices

Attendance monitoring and patterns (including late/early part days) reviewed every 5 weeks.

All staff commit to the importance and integrity of all school programs, including Aboriginal cultural and academic programs and programs run through our SACC.

School communication and engagement team will plan for key objectives to maintain links with our connected community.

Products

Proactive strategies are implemented to support student engagement and attendance.

All staff can articulate the value, importance and impact that effective implementation of all teaching and learning programs across the school has in creating a successful school environment.

Community activities will be initiated and supported within the school environment and reported on at P&C meetings.