

School plan 2018-2020

Jannali Public School 3829



School background 2018–2020

School vision statement

At Jannali Public School our vision as quality educators is to inspire confident lifelong learners who thrive and adapt to the demands of a rapidly changing and interconnected world.

We empower students to become self-regulated learners, through employing a transformational approach to teaching and learning.

We are committed to providing an inclusive environment that fosters meaningful learning experiences for each and every student.

Students, staff and the community work collaboratively to cultivate safe, respectful learners.

School context

Jannali Public School is a community based metropolitan school situated in the Sutherland Shire. The school is in a residential area in close proximity to The Jannali High School and surrounding preschools.

The Jannali Public School community values academic excellence that recognises progress, effort and achievement leading to lifelong learning, excellence in teaching through a commitment to continuous professional learning, equity for all, diversity where the whole school community values and respects individuals and their beliefs, a safe, happy and caring environment that is nurtured by all in the school community, and partnerships with the community to improve student learning.

The school provides comprehensive extra-curricular programs in sport, creative arts, public speaking and debating. Jannali Public School has a dedicated staff comprised of experienced SASS staff and both early career and experienced teachers. The staff is supported by a strong collegial approach to ongoing professional development. The parent community is actively engaged in the school and has high expectations for teaching and learning.

School planning process

A parent/community focus group was initially held at the end of 2017 to seek information from our community about what our school excels in and what can be improved. This was led by a DoE Consultant who compiled the information and generated a written report. The executive team carefully analysed the report and identified key themes which were used to inform our school planning for 2018–2020. The school executive leaders then attended a one day workshop on school planning. Three distinct priorities were formed and recorded on butcher paper.

During our first 2018 staff development day, all staff were asked to record their ideas for each priority using post it notes. This successfully enabled the staff to identify key projects which would drive our three strategic directions. The Melbourne Declaration, Wellbeing Framework, School Excellence Framework and DoE Strategic Plan were closely referred to, to ensure our priorities were aligned with departmental expectations.

School strategic directions 2018–2020



Purpose:

School-wide practices promote communication, collaboration, critical reflection and creativity within a safe, positive and challenging learning environment.

Purpose:

School-wide systems demonstrate a high performance culture with a clear focus on evaluative practices through quality assessment and data analysis.

Purpose:

Shared school-wide vision builds collaborative partnerships, creating a culture of high expectations and authentic community engagement.

Strategic Direction 1: Future Focused Learning

Purpose

School-wide practices promote communication, collaboration, critical reflection and creativity within a safe, positive and challenging learning environment.

Improvement Measures

Raise positive TTFM student survey responses in the areas; challenged in learning and motivated in learning.

Change in pedagogy, reflecting the 4C's, is demonstrated through observations, surveys and student work samples.

Students demonstrate creativity, communication, collaboration and critical reflection across all Key Learning Areas.

All students understand and follow PBL expectations reflected through observations and surveys.

Reduced behaviour referrals in Sentral.

People

Students

Students will connect, succeed and thrive as safe, respectful lifelong learners. They will demonstrate critical reflection, creativity, collaboration and effective communication within a supportive and inclusive learning environment.

Staff

Staff will embed future focused teaching, learning and wellbeing practices K-6. They will model a positive, respectful and productive approach.

Community Partners

The school community will understand, embrace and support staff in embedding positive wellbeing practices school wide. They hold an understanding of the models of learning that underpin the school's educational philosophy.

Leaders

The leadership team will build staff capacity in future focused teaching, learning and wellbeing practices and embody these practices in all areas.

Processes

4C's Project

Project: Students develop and implement skills in communication, collaboration, critical reflection and creativity within all Key Learning Areas.

Focus Areas

- Working Mathematically
- STEAM- Enrichment
- Film making/Filmpod

Wellbeing Project

Positive behaviour strategies are implemented K-6 to ensure students connect, succeed and thrive.

Focus Areas

- Positive Behaviour for Learning (PBL)
- Bounce Back
- Staff Wellbeing

Evaluation Plan

Regular analysis of data and evidence to monitor and modify milestone achievements.

Practices and Products

Practices

Practice 1: Students K-6 engaged in problem and challenge based learning that promotes communication, collaboration, critical reflection and creativity.

Practice 2: Staff regularly engage in professional learning to build capacity in future focused pedagogical practices.

Practice 3: Staff regularly engage in professional learning to build capacity in future focused pedagogical practices.

Strategic Direction 2: Evaluative Practice

Purpose

School-wide systems demonstrate a high performance culture with a clear focus on evaluative practices through quality assessment and data analysis.

Improvement Measures

All students make progress against the literacy and numeracy progressions.

Students know what they are learning, where they are going next and know how to get there reflected through student surveys.

100% of teachers use formative assessment practices in their teaching of literacy and numeracy, reflected through teacher observations and surveys.

100% of teachers to participate in professional learning projects.

Teachers successfully meet personal goals as supported by evidence and the PDF.

People

Students

Will have a clear and authentic understanding of their learning journey, identifying where they are in their learning, where they are heading to next and how to get there.

Staff

Will set high expectations for all students and effectively differentiate the curriculum using evidence based strategies. They will embed learning and success criteria, formative assessment practices and evaluative thinking to ensure effective teaching and learning takes place. They will collaboratively design, implement, monitor and assess student data in literacy and numeracy to inform teaching and learning programs.

Staff will adopt a collaborative approach to all practices school-wide.

Community Partners

Will actively engage in evaluative practices.

Leaders

Will build staff capacity to develop quality assessment tasks across years K-6, compile data and effectively analyse to inform teaching and learning.

Processes

Formative Assessment Project

Using research informed pedagogy, this project is designed to enhance teacher's formative assessment practices in order to improve literacy and numeracy outcomes for all students.

Focus Areas

- Feedback
- Visible Learning practices

Collaborative Classroom Practice

Collaborative classroom practices, including collaborative programming, assessment and reporting, will ensure consistency, enhance teaching and learning programs and increase student outcomes K-6.

Focus Areas

- Collaborative stage meetings
- Data collection and analysis
- Consistent assessment and reporting practices

Evaluation Plan

Regular analysis of data and evidence to monitor and modify milestone achievements.

Practices and Products

Practices

Practice 1: The leadership team provides regular opportunities for staff to develop formative assessment, data collection and analysis practices.

Practice 2: Stage teams regularly meet to collaboratively plan quality teaching and learning programs and implement and analyse student assessments.

Practice 3: Teachers engage with the Learning and Support Team to analyse data to inform and differentiate their teaching and learning programs.

Products

Product 1: Staff have a thorough understanding of formative assessment, data collection and analysis practices and use these effectively to inform teaching and learning.

Product 2: Quality and consistent assessment practices across all Key Learning Areas, with an emphasis on Literacy and Numeracy.

Product 3: Teachers accurately track and monitor student progress and differentiate their teaching and learning programs accordingly.

Strategic Direction 3: Collaborative Community

Purpose
Shared school-wide vision builds collaborative partnerships, creating a culture of high expectations and authentic community engagement.
Improvement Measures
TTFM survey results indicate school community is aware of and engaged in school vision.
Increased parent attendance at assemblies, community days and other events.
Increased parent attendance at assemblies, community days and other events.
All teaching staff utilise future focused engagement tools to communicate with parents within their classrooms.
100% staff engaged in external professional learning communities.
Increased Kindergarten enrollments.

People
Students
Students embody a vision of success within Jannali PS.
Staff
Adopt a collaborative approach to internal and external practices at Jannali Public School, enthusiastically contributing to all areas.
Community Partners
Parent and carers are partners in their child's learning.
The school community embrace a shared vision for Jannali PS and are active partners in embedding these into the school's culture.
They form collaborative partnerships with the school, engage meaningfully with school planning have a strong voice within the school community.
Leaders
Engages meaningfully with all members of the school community through collaboration and effective communication.
They build meaningful professional partnerships and promote Jannali PS by engaging with the wider school community.

Processes
Shared Vision
All members of the school community will share a vision of success within Jannali PS.
Focus Areas
<ul style="list-style-type: none"> Marketing/branding
Future Focused Engagement Tools
School community members will be engaged in all aspects of school life through authentic communication and collaboration using future focused engagement tools.
Focus Areas
<ul style="list-style-type: none"> Parent forums Classroom connections
Successful Transitions
Strong connections are developed, maintained and strengthened with local preschools and the Heart of the Shire Community of Schools (HOTSCOS).
Focus Areas
<ul style="list-style-type: none"> Preschool links High school links
Professional Learning Communities
All staff members are engaged in meaningful professional learning within a larger network of like-minded schools, enhancing professional practice school wide.

Practices and Products
Practices
Practice 1: Parents and carers are informed school community members who meaningfully contribute to school planning and evaluation and engage in all school events.
Practice 2: Students, teachers, parents, carers and community members share a vision for Jannali PS and communicate this positively in all aspects of school life.
Practice 3: The leadership team, in collaboration with the P&C Association, markets the school by creating opportunities for positive community involvement.
Practice 4: Teachers develop meaningful relationships with parents and carers and communicate effectively using future focused engagement tools.
Practice 5: Staff work collaboratively with local preschools and HOTSCOS to ensure strong transitions occur for all students.
Practice 6: Staff members interact with professional communities through strong Community of Practices links.
Products
Product 1: Community collaboration within the development of school planning and practices.
Product 2: All stakeholders can confidently communicate the shared vision for Jannali PS.
Product 3: Jannali PS is recognised as a high quality school within the local

Strategic Direction 3: Collaborative Community

Processes

Focus Areas

- Southern Sydney Governance Group
- The River Network
- BETA

Evaluation Plan

Regular analysis of data and evidence to monitor and modify milestones.

Practices and Products

community.

Product 4: Parents and carers are well informed and actively engaged with their child's learning.

Product 5: Meaningful links with preschools and the HOTS Community of Schools leads to smoother transitions for all students.

Product 6: Strengthened professional learning networks lead to enhanced opportunities for professional learning and professional growth.