

School plan 2018-2020

Jerrabomberra Public School 4633



School background 2018–2020

School vision statement

In partnership with parents, our aim is to provide a vibrant and responsive school environment that produces confident, well-educated and community-conscious students.

Jerrabomberra is a true community school, benefiting from strong community support and serving the needs of the local community. We have a proud tradition of excellence in many areas and as our motto says, we are *“Building Our Future Through Education”*.

Every student has the opportunity to achieve their personal best through engaged, active learning in a safe, respectful and supportive school.

School context

Jerrabomberra Public School is a relatively new school in the Queanbeyan District. It has grown from 240 to 940 students in 15 years. The school may have reached a plateau but we anticipate that we will maintain numbers in the coming years. In 2018, there were 37 classes.

The school enjoys strong community support and has a dedicated staff who work as a team to achieve the best for the students. Every teacher is responsible for every student in the school and they all contribute to their wellbeing and progress.

The school has endeavoured to develop a true K–6 ethos with a warm, friendly and welcoming environment where students, staff and parents feel valued. This is built on the concept of mutual respect and an inclusive culture. We strive for excellence in Literacy, Numeracy, Public Speaking and Creative Arts, especially Music. The school has high expectations of student progress and performance. We have a full-time school Learning Support Teacher to support student progress.

We are also in our sixth year of Reading Recovery which has now been increased to a 1.26 position. 24% of students are from Defence families and we have Defence School Transition Aides to support these families. The high mobility rate of our Defence students affects our planning, budgeting, school operation and culture.

A very successful Federal Chaplaincy Program has been in operation for 8 years. This is our GLAD(Good Living and Development) program. Our school benefits from a high level of P&C funding support and is highly regarded in the local area.

School planning process

The school planning process at Jerrabomberra Public School is consultative at all levels – students, staff and community. "Think Tank" sessions were held at P&C and staff meetings and the thoughts of all were collated and gathered into like groups. This was underpinned by the concepts of the Melbourne Declaration and the Department of Education Strategic Plan.

The Tell them From Me survey results of teachers, parents and students were also taken into consideration. These annual school surveys, conducted in Term 3, 2017, provide us with valuable information to guide our planning for the next three years and the collated results and other school data are taken into consideration.

Directions for the use of Aboriginal RAM funding have been discussed at the local AECG meeting and further discussions will lead to a sign-off by this group.

Staff teams have then been built to progress our strategic directions, to monitor progress and to report against regular milestones.

Evaluation processes are embedded in the plan and will be linked to school improvement cycles utilising the School Excellence Framework.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1 GROWING STUDENT ACHIEVEMENT

Purpose:

Our aim is to ensure that every student is engaged and challenged with their learning to achieve the very best that they can. The expectation is that every student will improve every year and be encouraged to develop a growth mindset to reach their potential.

As "Literacy and Numeracy are the building blocks on which all learning rests" – Education Secretary, Mark Scott – we will concentrate our efforts in quality teaching and learning to achieve growth for every student in these areas. This growth will be supported by co-ordinated quality learning experiences across the whole school, accurate data collection and planning from this data, focussed and differentiated learning along with positive, respectful and caring relationships that build an aspirational learning culture.

STRATEGIC DIRECTION 2 BUILDING CAPACITY AND EXPERTISE

Purpose:

Passionate, caring and skilled teachers inspire lifelong learning.

Our purpose is to build on the capacity of all teachers to be of the highest calibre and continually improve their skills. We aim to create and maintain a stimulating and engaging professional environment, supported by a positive and collaborative culture that develops skilled and high performing teachers as well as consistency in delivery and data collection across the school. We will be particularly focussed on Literacy, Numeracy and technology across all learning areas.

STRATEGIC DIRECTION 3 STRENGTHENING WELLBEING FOR ALL

Purpose:

Every student is known, valued and cared for in our school setting.

As wellbeing is vital for all learning, we aim to provide a safe, caring, harmonious and stimulating environment for students, teachers and parents. We aim to support the cognitive, emotional, social, physical and spiritual wellbeing of all in our school community. We will develop a supportive learning environment with strong partnerships between teachers, students and parents. We also aim to work collegially with other local schools in our educational network to strengthen education delivery and transition to school practices.

Strategic Direction 1: GROWING STUDENT ACHIEVEMENT

Purpose

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Improvement Measures

- Increase the % of students in the top two band in Literacy and Numeracy in line with the Premier's Priorities.
- Improve the % in the top two bands in Writing in particular.
- Improve access to technology and the development of technology skills in Years 2 – 6 in particular.
- TTFM survey indicates student satisfaction with learning.
- Monitoring of student data in Literacy and Numeracy indicates that 85% students achieve their age expected growth each year.

People

Students

Attendance and engagement is high and students are reflective and successful learners with a growth mindset as reflected in the Progressions data.

Staff

Differentiate their teaching to meet the needs of students and provide targeted intervention to ensure growth in Literacy and Numeracy.

Monitor and plot students progress accurately on Literacy and Numeracy progressions.

Demonstrate a positive mindset and commitment to embedding proven future-focussed practice leading to improvement.

Leaders

Establish structures to identify, address and monitor student learning needs.

Facilitate and lead quality TPL to improve pedagogy and outcomes in Literacy, Numeracy and technology.

Lead the implementation of new syllabuses and practices as they arise.

Parents/Carers

Become partners in students' learning through sharing of practices, pedagogy and wellbeing, all aimed at supporting learners.

Processes

- Implementation of "7 Steps To Writing" program to improve writing outcomes for students.
- Implementation of the Literacy and Numeracy Progressions to accurately monitor student growth.
- L3 practices in Years K – 2 maximise student growth in Literacy.
- Training of all teacher Years 3–6 in "Focus on Reading" strategies.
- Training on the successful teaching of Maths in all classrooms, leading to improved outcomes, understanding and enthusiasm for students.
- Commitment to "Curiosity and Powerful Learning" TPL, leading to whole school improvement for students.
- Training in robotics and coding are prioritised for teachers and students through Sphero PL.

Evaluation Plan

- Student TTFM surveys in Terms 1 & 3.
- Ongoing review of NAPLAN / PLAN data.
- L3 data collected & analysed each term.
- Whole-school collection and reflection on writing samples data.
- Evaluation of use of QTSS time reflects improvement for all stakeholders.
- Internal student performance data monitored at grade/stage level indicates student growth.
- Teacher PDPs indicate commitment & engagement in targeted TPL.

Practices and Products

Practices

- Embedded practices for the successful teaching of Writing are reflected in programs and result in improved NAPLAN results in this area.
- Reading in Stages 2 and 3 are given a new emphasis with the targeting of the explicit teaching of comprehension skills.
- Maths teaching is more hands-on and practical for students and made more relevant and meaningful.
- The use of laptop computers in classrooms Year 2 – 6 allows greater access to technology and the improvement of computer literacy skills.
- Robotics and coding are encouraged through peer mentoring practices across the school.

Products

- All students show growth in Writing as a response to targeted and expert teaching practice.
- Reading in Years 3 – 6 shows improvement and new rigour, especially in the area of comprehension, and resources are updated.
- Literacy data in K – 2 evidences above average growth for students.
- Maths data shows more students achieving in the top two NAPLAN bands.

Strategic Direction 2: BUILDING CAPACITY AND EXPERTISE

Purpose

Passionate, caring and skilled teachers inspire lifelong learning.

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Improvement Measures

- Data is collected regularly and collaboratively shared to plan for improvement.
- Collaborative teaching and planning practices are evident at all grade levels.
- All teachers are trained in "7 Steps to Writing" and a higher % of students achieve in the top 2 bands as a result of teaching practices.
- Increased use of evidence based pedagogy by all teachers, especially in the areas of Reading, Writing and Maths.
- All teachers work towards attaining or maintaining accreditation status with at least 2 working towards higher accreditation or lead.
- The Tell Them From Me survey indicates 80% of teachers and students feel learning is challenging and leads to improvement.

People

Students

Will benefit from timely and respectful feedback from teachers about their learning.

Will be able to verbalise the learning intention of lessons and give feedback in learning journals.

Staff

Will recognise and accommodate the need to differentiate their teaching.

Understand that students need to be challenged in their learning.

Recognise the need to use learning data well and develop the capacity to analyse it for student learning improvement.

Leaders

Facilitate TPL to lead to improvement in both delivery of learning and the monitoring of learning.

Establish and improve processes which build the capacity of the school community to support and engage in evidence-based practice and school improvement.

Parents/Carers

Engage in Literacy and Numeracy information activities to support their children's progress.

Processes

- Training and implementation of "7 Steps to Writing" allows teachers to build capacity and expertise.
- Training and implementation of "Focus on Reading" in Yrs 3–6 builds on capacity and expertise to improve the teaching of reading in the senior school.
- Ongoing L3 TPL and monitoring of data leads to continual improvement for teachers and students.
- Draw on research-informed pedagogy to implement high quality professional learning e.g. L3, Curiosity and Powerful Learning, Progressions, How2 Learn, etc.

Evaluation Plan

- Strengthen the evaluative culture by improving the use of data to inform teaching and learning.
- PLAN/Progressions data every 10 weeks.
- TTFM surveys for students, parents and teachers.
- Collaborative analysis of NAPLAN data.
- QTSS observations and feedback between teachers/teacher and teacher/executive at least 2 per year.

Practices and Products

Practices

- Teachers embed future-focussed, evidence-based pedagogy in their program and practice. as per the school goals.
- Teachers create flexible and supportive learning environments for students where learning intentions are explicit and known.
- The use of data and collaborative evaluation is an embedded practice to inform decisions, interventions and initiatives in Literacy and Numeracy.
- Technology is a part of classroom learning not as a stand alone subject.

Products

- Programs reflect tailored differentiation for students based on learning data.
- Greater student challenge and relevance is evidenced in learning.
- There are clearly defined learning intentions in every classroom.

Strategic Direction 3: STRENGTHENING WELLBEING FOR ALL

Purpose

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Improvement Measures

- Increased attendance at parent / teacher interactions and training nights.
- Improved communication systems are evident with the parent body and website is updated.
- 90% or more of parents are satisfied with the school in general as indicated on the TTFM survey.
- Over 90% of students indicate positive responses about their learning and wellbeing through the TTFM survey.

People

Students

Articulate how they learn, why they learn and develop their collaborative and communication skills to achieve their learning goals.

Recognise that they have a part to play in their own learning and happiness at school.

Staff

Recognise that learning is a partnership that involves all stakeholders – students, teachers and parents.

Understand that learning occurs when relationships are strong between all stakeholders and that students feels happy, valued and safe.

Work collegially to support all students in the school, not just their own class.

Leaders

Leaders model empathy and understanding for all students and establish structures and processes to support all in the school community and engage them in school improvement and wellbeing.

Processes

- Extension of The Resilience Project ideals of empathy, compassion and mindfulness – through KidsMatter Component 4 – "Helping Children With Mental Health Difficulties".
- Complete HOW2Learn components.
- Address Aboriginal students' learning and improvement.
- Develop a RAP (Reconciliation Action Plan) for the school.
- Create experiences and events to support students and staff wellbeing.
- Students social and emotion needs are recognised and catered for.
- Parent courses are sponsored to assist them with student and family wellbeing.
- Feedback to students and parents is timely, useful and looking forward to what is next.

Evaluation Plan

- Analysis of tell Them from Me survey data from students, parents and teachers.
- Community attendance and feedback from events and learning opportunities.
- Focus groups discussions and SRC feedback.
- Student-run surveys – at exit points – short, sharp and to the point.

Practices and Products

Practices

- Lessons in Resilience Project are evidenced in classrooms and programs.
- KidsMatter practices are evidenced in classrooms.
- Parents are welcomed into classrooms, meetings and events as partners in the education process.
- Concerns are dealt with in a timely fashion and resolved.
- Aboriginal students PLPs are negotiated and monitored with students and parents.
- Aboriginal cultural experiences and knowledge are evidenced in school programs and in our RAP.

Products

- Positive and respectful relationships across the school community are evident and underpin a collaborative, productive and inspirational learning environment.
- Children are happy and engaged and their attendance patterns are higher than the state average.
- Relationships between stakeholders are valued and nurtured by all staff to optimise student learning and wellbeing.
- Aboriginal students' learning improves in line with other students.
- Aboriginal culture is accepted and valued in the school and community.