

Strategic Improvement Plan 2021-2025

Jamberoo Public School 2218



School vision and context

School vision statement

The Jamberoo Public School's vision is to equip all students with the essential skills to become inclusive and to connect to the broader world.

Our students are taught "To care for themselves, to care for others and to care for this place." We aspire to develop in our students the love of learning, with an academic focus on literacy and numeracy, growth mindsets and self-regulated learning habits, that lead to confident, creative students who are connected to the broader world. We also aspire to foster in our students an imaginative and environmentally sustainable attitude that acknowledges the traditional owners and their lifestyles, towards the place we live and learn and to continue to STRIVE and SUCCEED.

Our teachers are lifelong learners, who demonstrate personal responsibility for improving their teaching practice to enhance learning opportunities for their students. The teachers at Jamberoo Public School work in a collaborative, inclusive and supportive environment, where coaching and mentoring is part of the lifestyle.

We strive to maintain a culture of celebration, where everyone's individual goals are recognised and encouraged. We are a small school making a big difference.

School context

Jamberoo Public School is located in Jamberoo, a small town located 11 kilometres inland from Kiama on the South Coast of NSW. Traditional stories speak of the Dharawal people who first came to the area, bringing the cabbage tree palm (Dharawal). Nomadic Wadi Wadi tribes then passed through this heavily bush-clad region, following trails north. One of their traditional camps was near modern-day Jamberoo (which actually means 'track or meeting place'). Throughout our beautiful region, there are stone arrangements in the Jamberoo Valley and engravings in the nearby Foxgrounds. Connecting to our First People is important to Jamberoo Public School and our surrounding community. We are grateful for the Dharawal people and acknowledge the country that our school operates in.

Jamberoo Public School has 145 students, with 9 teaching staff and 7 non-teaching staff members. The students at Jamberoo are dynamic and enthusiastic, and our school prides itself on being inclusive and catering to all learners' diverse needs. Our most significant feature is our tiered learning support program.

1. Students who are not reaching their targets are given extra support in one-on-one or small group instruction with a learning support teacher.
2. Students who demonstrate that they have missed specific concepts essential for their future development are catered for in an "off the boil" class.
3. Students who have demonstrated skills that would benefit from acceleration or extension are given access in school to an enrichment group taught by a teacher specialising in High Performance and Gifted Education (HPGE).
4. Our HPGE students are also given opportunities out of school. One is in our Community of Schools Gifted and talented program, and the other is further reaching in our network-based programs throughout the South Coast.

Currently, Jamberoo Public School has students participating in all of the above-mentioned settings.

Jamberoo Public School is part of a very supportive community, and we value the parent and community involvement in our school. Evidence of this support is the developing technological focus around our school. With a STEAM program operating in our library, the students use their growth mindsets to develop critical and creative thinking skills through communication and problem-solving activities to develop themselves as future global thinkers.

Jamberoo Public School is an environmentally conscious school. Students are allowed to work with community members in our school garden, care for our productive school chickens, learn in our P&C sponsored outdoor classroom or even study the Aboriginal bush-crafts in our bush tucker garden. Students are also working closely with our government to create an Aboriginal Jamberoo (meeting place or track) in our school grounds that can be used by our community and will include opportunities for sharing and yarning circles to take place.

School vision statement

School context

Our school has undertaken a rigorous Situational Analysis and undertaken consultation with the wider school community to develop the future directions for our School Improvement Plan for 2021-2024. Our two strategic directions are:

1. Student Growth and Attainment

This strategic direction will focus on improving student achievement in literacy and numeracy.

2. Engage, reflect and achieve.

This strategic direction will focus on improving attendance and student engagement and putting systems to improve all students' overall well-being.

At Jamberoo Public School, we always encourage our students to "Strive and Succeed!"

Strategic Direction 1: Student growth and attainment

Purpose

In order to meet the diverse needs and strengths of students, we will use an evidence-based and data focused approach to ensure the development of skills in literacy and numeracy. Through an informed pedagogy and a collaborative methodology, students will increase in confidence, academic achievement and self-motivation.

Improvement measures

Numeracy growth

Achieve by year: 2023

Expected Growth

All students can demonstrate numeracy growth from Term 1 to Term 4, using PAT as a key data point.

Reading growth

Achieve by year: 2023

Expected Growth

All students can demonstrate reading growth from Term 1 to Term 4, using PAT as a key data point.

Achieve by year: 2025

NAPLAN Value Added

- Value add for Years 5-7 moves from delivering to sustaining and growing.
- Value add for Years 3-5 moves from sustaining and growing to excelling.

Initiatives

Data Driven Teaching and Learning

In reading and numeracy, we will build a range of sustainable, whole-school processes for data analysis to identify achievement and progress, in order to reflect on teaching effectiveness and inform future teaching and learning. Through thorough analysis, we will ensure teaching programs are explicit in setting relevant goals for students and incorporate a standard of excellence in student attainment and growth. Initiatives will focus on:

- providing structure and opportunities for staff to collect and analyse data to provide timely, targeted interventions and feedback for all students. Teachers will use internal and external data to tailor student support, extension or enrichment to maximise student learning in literacy and numeracy.
- Identifying high impact professional learning that supports analysing formative and summative assessment data to personalise learning and differentiate teaching for all students, as well as tracking progress and growth.
- developing and embedding processes and teaching practices that target identified school trends and common concerns in student literacy and numeracy achievement.

Research Informed Pedagogy

Draw on solid research to develop and implement high-quality professional learning in literacy and numeracy teaching practices. In order to achieve this we will:

- embed high impact professional learning that is aligned to the school plan and effective pedagogical practices to improve student learning outcomes.
- utilise the school executive to identify explicit teaching opportunities to enhance student outcomes and collaboratively build staff capacity in literacy and numeracy strategies.
- provide conditions for collaborative days and professional learning that targets the implementation of the new syllabuses.

Success criteria for this strategic direction

Teachers will be analysing, interpreting and extrapolating data to collaboratively use to inform planning, identify interventions and modify teaching practice.

Students and teachers will be creating learning goals and monitoring progress through achievement data to track future directions.

Jamberoo Public School will be using systematic and reliable assessment data, evaluating learning and implementing changes in teaching.

We will have a whole school approach to teaching that is based on evidence and caters for all diverse learners.

The development and implementation of procedures to collect, analyse and track student progress in literacy and numeracy through external and internal data.

Jamberoo Public School will use the APCI role to continue to build on the embedded systems that encourage professional dialogue, collaboration, classroom observation, mentoring and modelling of effective practice and the incorporation of feedback.

Evaluation plan for this strategic direction

Question:

In what ways has our focus on data-driven teaching and learning and research-informed pedagogy impacted our improved student outcomes in literacy and numeracy?

Data:

- Teaching programs show evidence of data informing classroom practice with ongoing adjustments.
- NAPLAN data analysed (SCOUT value-added data).
- Student progress checked and monitored against progressions and syllabus standards using PLAN 2.
- PAT and Check-in assessment data.
- Student work samples demonstrate personalised

Evaluation plan for this strategic direction

success criteria and build on prior learning.

- Longitudinal external data collation.
- Teacher survey feedback and self-reflection.

Analysis:

Analyse and evaluate the data to determine the extent to which the purpose has been achieved. We will regularly review and triangulate data to ensure positive student progress against set improvement measures. We will ensure ongoing analysis of the impact of specific initiatives and interventions in literacy and numeracy and provide opportunities for collaboration for staff to further develop teacher understandings of how to meet quality assurances as set through the School Excellence Framework.

Implications:

Future directions will be drawn from the analysis, trends and implications of school data sets. These will need to be responsive to our findings and solidly underpin our purpose and targets to lift student results in literacy and numeracy.

The evaluation plan will involve:

Regularly review data sources to provide clarity around whether we are on track for achieving the intended improvement measures.

Strategic Direction 2: Engage, reflect and achieve

Purpose

In order to create a stimulating and engaging learning environment, we will implement a strategic and planned approach to whole school wellbeing processes so that the wellbeing of students increases.

Improvement measures

Wellbeing

Achieve by year: 2023

Tell Them From Me - Wellbeing

- An uplift in Tell Them From Me wellbeing data (advocacy, belonging, expectations) of 5.4%

Achieve by year: 2025

Positive Behaviour

- Through extra-curricular activities student cases of negative behaviours will be reduced by a minimum of 25%
- Wellbeing, behaviour and attendance plans become embedded practice and achieved for all students.

Attendance (>90%)

Achieve by year: 2023

Attendance

- 5.2% uplift of students attending school greater than 90% of the time.

Initiatives

Student engagement

Continually reflect on and improve the quality and consistency of school approaches to improving student engagement. In order to achieve this we will:

Identify, trial, implement and embed whole-school approaches to wellbeing processes to ensure monitoring, analysis and evaluation of student attendance, learning and engagement.

Embed specific systems that facilitate practices to cater for diverse learners, including modifications and adjustments for students requiring learning support, students who are off the boil in certain topic areas and students who require enrichment and track student outcomes.

Review, implement and embed systems leadership that will increase staff understanding of policies, procedures and support teaching, learning and engagement.

Cater for a diverse curriculum for students, that meet the broad range of learning interest and needs.

Student wellbeing

Continually reflect on and improve the quality and consistency of school approaches to improving student wellbeing. In order to achieve this we will:

Identify, trial, implement and embed whole school processes relating to wellbeing to ensure monitoring, analysing and evaluating student behaviour and wellbeing. This will be done by developing a holistic approach to wellbeing, supporting behaviour management and promoting a positive learning culture.

Embed the wellbeing framework into school culture through ongoing staff professional learning and evaluating policies to incorporate the inclusion statement and behaviour strategy.

Embed systems leadership that increases staff

Success criteria for this strategic direction

Jamberoo Public School will have implemented school practices that have increased levels of wellbeing and engagement that are based on evidence.

The school community will have positive respectful relationships and be promoting student wellbeing.

We will have a culture of celebration in the school which will be ensuring optimum conditions for student learning and wellbeing across the school.

Evaluation plan for this strategic direction

Question:

To what extent has our work in whole-school approaches to wellbeing processes increased wellbeing and engagement to support learning?

Data:

- Use of CENTRAL data for attendance
- CENTRAL issue tracking and student monitoring, data use and resource allocation in timely response to wellbeing, behaviour attendance and engagement.
- communication at staff and school level- IEP and PLPs
- Tell Them From Me survey- Students, staff and community
- School community focus group
- Staff professional learning
- Support group data collection (learning support, off the boil and enrichment.)
- Staff professional learning feedback

Analysis:

Analyse and evaluate the data to determine the extent to which the purpose has been achieved. We will regularly review and triangulate data to ensure positive student progress against set improvement measures. We will

Strategic Direction 2: Engage, reflect and achieve

Initiatives

understanding of policies, procedures in the school and supporting wellbeing and attendance.

Evaluation plan for this strategic direction

ensure ongoing analysis of the impact of specific initiatives and interventions in wellbeing and engagement and provide opportunities for collaboration for staff to further develop teacher understandings of how to meet quality assurances as set through the School Excellence Framework.

Implications:

Future directions will be drawn from the analysis, trends and implications of school data sets. These will need to be responsive to our findings and solidly underpin our purpose and targets to lift student results in wellbeing and engagement.

The evaluation plan will involve:

Regular review of these data sources to provide clarity around whether we are on track for achieving the intended improvement measures.