

Strategic Improvement Plan 2021-2024

Jennings Public School 2223



School vision and context

School vision statement

At Jennings Public School every student and teacher will be challenged to continue to learn and improve every year. We strive to achieve academic excellence and prepare students for further education using inquiry based learning and explicit teaching strategies to build strong foundations in literacy, numeracy and deep content knowledge.

Teachers, parents and students work in partnership to maintain high expectations and a positive environment where every student is known, valued and cared for.

School context

Jennings Public School is a small TP1 school with 20 students. It is located 18 km north of Tenterfield on the New England Highway on the NSW and Qld border. Jennings Public School is a member of the Border Ranges Learning Alliance, which includes schools in Wyaliba, Red Range, Drake and Deepwater.

Jennings Public School is involved in the Early Action for Success program which is dedicated to intervention for students identified as at risk in the early years of schooling. We have one full-time teaching principal and one part-time classroom teacher. Individual programs are in place to maximise opportunities and improve outcomes for all students.

Jennings Public School is well resourced with a full video conferencing system. The school has interactive projectors and whiteboards in both learning spaces with 1 to 1 laptops and iPads for each student.

The spirit of a small school community fosters individuality allowing input from the students which creates responsibility for their learning and respect of others thus creating an environment of relevance and enjoyment.

As a result of a situational analysis conducted in 2020 we have identified two areas of growth and developed two strategic directions.

- Student growth and attainment
- Connect, Succeed, Thrive and Learn

Strategic Direction 1: Student growth and attainment

Purpose

Students become self-directed learners who are aware of their own progress and feel confident in working with teachers to help direct future learning. All staff further develop and refine data driven evidence based teaching practices that are responsive to the learning needs of all students.

Improvement measures

Target year: 2022

The percentage of students achieving in the top two bands in NAPLAN numeracy will increase by 5% based on previous performance.

Target year: 2022

The percentage of students achieving in the top two bands in NAPLAN reading will increase by 5% based on previous performance.

Target year: 2023

The percentage of students achieving expected growth in NAPLAN reading will increase by 5% based on previous performance.

Target year: 2023

The percentage of students achieving expected growth in NAPLAN numeracy will increase by 5% based on previous performance.

Target year: 2024

100% of students achieve growth on internal literacy data.

Target year: 2024

100% of students achieve growth on internal numeracy data.

Initiatives

Evidence based teaching and learning

Teaching practice will be guided by evidence based pedagogy and best practice methods. This will lead to an improvement in student academic and social outcomes. Activities will include:

- Visible learning
- Literacy and numeracy focus
- Assessment and data usage
- Teacher professional development

Success criteria for this strategic direction

Learning intentions, success criteria and feedback are an embedded practice in all learning spaces across the school.

Assessment data is collected on a regular and planned basis and used responsively as an integral part of directing learners and classroom instruction.

All teachers are committed to identifying, understanding and implementing the most effective explicit teaching methods, with the highest priority given to evidence based strategies.

Evaluation plan for this strategic direction

The school will utilise a variety of evaluative practices to analyse improvement and growth within the Strategic Improvement Plan. Specific data gathering will include:

- Student progress checked and monitored against progressions and syllabus standards
- NAPLAN data
- Progressive Achievement Tests
- Teaching programs show evidence of data informed classroom practice
- Student work samples
- Consistent teacher judgement
- Best Start
- DOE Check In assessments
- Individual Learning Programs and students goals
- Student voice evident in goal setting

Strategic Direction 2: Connect, succeed and thrive

Purpose

To develop whole school wellbeing processes that support high levels of wellbeing and engagement ensuring all students have the opportunity to connect, succeed and thrive.

Improvement measures

Target year: 2022

At least 90% of students attend the school 90% of the time or more.

Target year: 2023

At least 90% of students report a positive sense of school wellbeing based on TTFM and internal school data.

Initiatives

Wellbeing

Wellbeing will be guided by evidence based whole school practices that result in measurable improvements in wellbeing of all students. Activities will include:

- Improving implementation of You Can Do It practices.
- Embedding the development and use of PLSPs for all students across the school.
- Reviewing current wellbeing processes and improving their alignment with the Wellbeing Framework.
- Further developing students' ability to self monitor and regulate their behaviour and learning.
- Review and update school approach to monitoring attendance.

Culture of learning

The culture of learning will be guided by evidence based whole school practices that result in measurable improvements in wellbeing of all students. Activities will include:

- Implementation of You Can Do It practices.
 - Adjust practices to ensure learner dispositions are implemented across the whole school.
 - Visible learning practices - focusing on peer and teacher feedback.
 - Student self monitoring and regulation.
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Success criteria for this strategic direction

The school has implemented whole school practices that facilitate measurable improvements in wellbeing and engagement to support learning.

Positive, respectful relationships are evident and widespread among students and staff and promote student wellbeing promoting student wellbeing and ensuring optimum learning conditions.

Teachers and parents work together to support consistent and systematic processes that ensure absences do not impact on learning outcomes.

Evaluation plan for this strategic direction

The school will utilise a variety of evaluative practices to analyse improvement and growth within the Strategic Improvement Plan. Specific data gathering will include:

- Tell Them From Me survey
- Student feedback and surveys
- Parent feedback and surveys
- Student learning plans and goals
- Attendance data
- Suspension data
- Behaviour data