Strategic Improvement Plan 2021-2024

Jerrys Plains Public School 2231

School vision and context

School vision statement

To continue to build a collaborative and inclusive educational environment where teachers hold high expectations of their students, they know their students well, value them as learners, and support their learning. This will lead to teachers promoting high expectations of their students, differentiating instruction, providing individualised feedback and engaging in ongoing and meaningful classroom interactions, in order to challenge their students and encourage continuous improvement.

School context

Built on the land of the Wanaruah people, Jerrys Plains Public School opened in January 1881. The heritage listed buildings date back to 1879.

We are a dynamic and caring educational environment, providing students with access to quality programs within a varied and balanced curriculum. We see our students as individuals, and the curriculum is planned accordingly to cater for each child's specific needs.

Our school is well resourced with excellent facilities for its students, including stimulating classrooms, a library, covered playground equipment and large playground areas. Nine percent of our students recognise and celebrate their Aboriginal heritage.

The local school community highly values the positive partnerships that exist with the school and willingly cooperates in order to assist in a variety of authentic learning experiences for their children. Parents, staff, students and community members share a strong sense of ownership and commitment to the ongoing development of Jerrys Plains Public School.

All staff are committed to continuous, sustainable school improvement, with a focus on professional development and individualised learning for all students, within a framework of high expectations. Jerrys Plains Public School is a proud member of the Singleton Learning Community, where collegial practices among the nine schools ensure all students in our public education system benefit from improved outcomes, through strategic and targeted planning.

Strategic Direction 1: Student growth and attainment

Purpose

To maximise student learning outcomes for every student at Jerrys Plains Public School, all staff will further develop and refine teaching and learning through researched-based methods, as well as, using data driven practices in literacy and numeracy to build strong foundations for academic success.

Improvement measures

Target year: 2022

NAPLAN Reading top two bands

- Increase the proportion of students achieving in the Top 2 NAPLAN Reading bands from the baseline by 7.2%.

Target year: 2022

NAPLAN Numeracy top two bands

- Increase the proportion of students achieving in the Top 2 NAPLAN Numeracy bands from the baseline by 9.1%.

Target year: 2023

NAPLAN Reading, percentage of Students Achieving Expected Growth

- Improvement in the percentage of students achieving expected growth in NAPLAN Reading to be above the lower-bound system-negotiated target.

Target year: 2023

NAPLAN Numeracy, percentage of Students Achieving Expected Growth

- Improvement in the percentage of students achieving expected growth in NAPLAN Numeracy to be above the lower-bound system-negotiated target.

Target year: 2024

Initiatives

Initiative 1: Student Progress and Performance

Need: To ensure progress and achievement of equity groups within the school is equivalent to the progress and achievement of all students in the school.

If: We identify what growth is expected for each student and students are achieving higher than expected growth on internal school progress and achievement data.

Then: The school will achieve excellent value-added results, significantly above the value added by the average school, and most students will achieve in the top two bands for NAPLAN reading and numeracy.

So that: Students consistently perform at high levels on external and internal school performance measures and equity gaps are closing.

Initiative 2: Assessment

Need: To ensure that formative assessment is integrated into teaching practice in every classroom, confirming that students learn what is taught.

If: We use systematic and reliable assessment information to evaluate student learning over time, implement changes in teaching that lead to measurable improvement.

And: We have processes in place to support teachers' consistent, evidence-based judgement and moderation of assessments.

Then: Formative assessment can be practised expertly by teachers.

So That: Consistent school-wide practices for assessment are used to monitor, plan and report on student learning across the curriculum.

Success criteria for this strategic direction

Initiative 1: Data skills and Use

- Most students achieve in the top two bands for NAPLAN reading, writing and numeracy (SEF Student Performance Measures).
- The school has identified what growth is expected for each student and students are achieving higher than expected growth on internal school progress and achievement data (SEF Student Performance Measures).
- The school achieves excellent value-added results, significantly above the value added by the average school (SEF Student Performance Measures).
- School data shows that student progress and achievement is greater than students at statistically similar schools on external measures, and this is consistent with strong student progress and achievement on internal measures (SEF Student Performance Measures).
- Lesson planning references student information including progress and achievement data, curriculum requirements, and student feedback, and provides continuous improvement for all students, across the full range of abilities (SEF Effective Classroom Practice).
- Teaching and learning programs are dynamic, showing evidence of revisions based on feedback on teaching practices, consistent and reliable student assessment and continuous tracking of student progress and achievement (SEF Assessment).

Initiative 2: A culture of Personalised Self-Directed Learning

- Assessment is used flexibly and responsively as an integral part of daily classroom instruction (SEF Assessment).
- Formative assessment is practised expertly by teachers (SEF Assessment).Teachers respond to trends in student achievement, at individual, group and whole school levels (SEF Assessment).

Strategic Direction 1: Student growth and attainment

Improvement measures

NAPLAN Value-Added

- NAPLAN Value Added moves from Delivering for K-3 and 5-7 to Excelling.
- NAPLAN Value Added moves from Sustaining and Growing for 3-5 to Excelling.

Target year: 2024

Progressions

- All students achieve or exceed expected growth in Literacy and Numeracy using the literacy and numeracy progressions, PLAN2 data and syllabus indicators.
- All Kindergarten students will achieve within the expected end of year progression for Creating Texts (4) in Literacy and Quantifying Numbers (6) and Additive Strategies (2) in Numeracy.

Target year: 2024

Self-Directed Learning

- Embedded Practice of Learning Intentions and Success Criteria is exhibited in classrooms, with students engaging in self-assessment and peer-assessment using success criteria for their literacy and numeracy goals, and their goals for other Key Learning Areas.
- Teaching Sprints have become a common practice and used regularly.

Target year: 2022

- Increase % of Aboriginal students achieving top 3 NAPLAN bands in reading and numeracy.

Success criteria for this strategic direction

- Feedback from students on their learning derived from assessments informs further teaching (SEF Assessment).
- The school uses systematic and reliable assessment information to evaluate student learning over time and implements changes in teaching that lead to measurable improvement (SEF Assessment).
- The school has processes in place to support teachers' consistent, evidence- based judgement and moderation of assessments (SEF Assessment).

Evaluation plan for this strategic direction

Initiative 1: Student Progress and Performance

Question: To what extent has our use of Student Performance and Assessment Measures contributed to student growth in Reading and Numeracy?

Data: Check-In, NAPLAN, PLAN2, Best Start Kindergarten, PAT, Phonics Screener, School based assessment data, instructional decisions in programs.

Analysis: Use of Pre and Post data to demonstrate student growth and achievement, instructional decisions demonstrate targeted teaching and differentiated learning.

Implication: Teachers make informed instructional decisions based on ongoing data analysis.

Initiative 2: Assessment

Question: To what extent can we confirm that students learn what is taught?

Data: Check-In, NAPLAN, PLAN2, Best Start Kindergarten, PAT, Phonics Screener, School based assessment data, instructional decisions in programs,Student work samples, Student voice.

Analysis: Formative assessments give teachers feedback about student progress, and summative

Evaluation plan for this strategic direction

assessments indicate student achievement levels against defined learning objectives.

Implication: Student voice is evident in goal setting, knowledge and understanding of Learning Intentions and Success Criteria.

Strategic Direction 2: Connect, Succeed, Thrive and Learn

Purpose

In order for the school to achieve excellence in supporting student wellbeing, strategies and practices will be planned to maximise the promotion of a supportive learning environment in the classroom and the fostering of positive relationships across the school community. As a result, respectful relationships will be evident and widespread among students, staff and community, ensuring optimum conditions for student learning across the whole school.

Improvement measures

Target year: 2022

Attendance

- The percentage of students attending school 90% of the time or more is at or above the system-negotiated lower bound target of 70%.

Target year: 2022

Wellbeing

- The percentage of students reporting high Expectations for Success, Advocacy and Sense of Belonging at school is at or above the system-negotiated lower bound target of 75%.

Target year: 2024

Visible Wellbeing Project

- The Visible Wellbeing SEARCH framework is embedded across the school, and evidenced by TTFM Wellbeing survey data trending upwards.

Initiatives

Initiative 1: Wellbeing and engagement

Need: To maintain high levels of positive wellbeing across the school.

If: The school has implemented evidence-based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning.

And: All students have regular opportunities to meet with an identified staff member who can provide advice, support and assistance to help students fulfil their potential.

Then: Positive, respectful relationships are evident and widespread among students and staff, which promote student wellbeing and ensure optimum conditions for student learning across the whole school.

So that: There is a strategic and planned approach to develop whole school wellbeing processes that support the wellbeing of all students so they can connect, succeed, thrive and learn.

Initiative 2: Visible Wellbeing

Need: To use collaborative strategies across the school in support of the Visible Wellbeing Project.

If: There is school-wide, collective responsibility for student learning and success, which is shared by parents and students.

And: Planning for learning is informed by sound holistic information about each student's wellbeing and learning needs in consultation with parents/carers.

Then: A positive learning environment in each classroom will be characterised by supportive relationships and regular contact with each student.

So that: Wellbeing practices that promote social, emotional, behavioural and intellectual engagement, are

Success criteria for this strategic direction

Initiative 1: Wellbeing and engagement

- There is a strategic and planned approach to develop whole school wellbeing (SEF Wellbeing).
- All students have regular opportunities to meet with an identified staff member who can provide advice, support and assistance to help students fulfil their potential (SEF Wellbeing).
- There has been evidence-based change to whole school practices, with measurable improvements in wellbeing and engagement (SEF Wellbeing).
- Individual learning needs are met through a school-wide, collective responsibility for student learning and success (SEF Wellbeing).
- Student learning is informed by holistic information about wellbeing and learning needs, in consultation with parents and carers (SEF Wellbeing).
- Positive, respectful relationships are evident and widespread among students and staff (SEF Wellbeing).
- The optimum conditions for student learning have been established across the whole school (SEF Wellbeing).

Initiative 2: Visible Wellbeing

- Students demonstrate increased understanding that strengths are positive personal characteristics, that feel natural and enjoyable to use (VWB Strengths).
- Students are comfortable being present with their emotions and are able to identify, understand and manage their emotions (VWB Emotional Management).
- Students and staff are aware of, and consciously directing their attention and ability to focus (VWB Attention and Awareness).
- Students understand and manage their relationships with others (VWB Relationships).
- Students have resilience to cope with adversity (VWB Coping).

Initiatives

fostered across the school community.

Success criteria for this strategic direction

- Students know how to break bad, and create good habits to progress towards their goals (VWB Habits and Goals).

Evaluation plan for this strategic direction

Initiative 1: Wellbeing and engagement

Question: Did we maintain high levels of positive wellbeing across the school?

Data: Teaching Programs, Classroom Observations, TTFM Wellbeing data.

Analysis: We will focus our analysis on Sense of Belonging, Expectations for Success and Advocacy at School.

Implication: Is the school trending upward or downward in any measure?

Initiative 2: Visible Wellbeing

Question: Did we successfully implement and embed the VWB Search framework?

Data: Teaching Programs, Classroom Observations, TTFM Wellbeing data.

Analysis: We need to identify the relevant elements within the SEARCH framework.

Implication: Students are equipped with tools, strategies and practices to help bolster their wellbeing, and to support their learning capacity, focus and engagement in class.

Strategic Direction 3: Effective Community and System Partnerships

Purpose

To solidify high levels of community engagement at Jerrys Plains Public School, and to improve teaching and learning within and across the system.

Improvement measures

Target year: 2024

Parents as Learning Partners

- 'Partners in Learning' Tell Them From Me data identifies that the school is rated above the NSW Government Norms in all seven domains.

Target year: 2024

Parent and Carer engagement

- Increase the percentage of parents attending P and C meetings and school assemblies to 10%.

Target year: 2024

Parent and Carer support of school activities

- Increase the percentage of parents attending school assemblies to 25%.
- Increase the percentage of parents attending noteworthy school events to greater than 25%.

Target year: 2024

Singleton Small Schools Teachers Actively Networking (TAN)

- The TAN is well supported, meets regularly and provides access to high quality and relevant resources and professional learning.

Initiatives

Initiative 1: Community Engagement

Need: Effective partnerships in learning with parents and students, so that students are motivated to attend, achieve their best and continually improve.

If: The whole school community demonstrates aspirational expectations of learning progress and achievement for all students, through a commitment to the pursuit of excellence.

And: The school engages in strong collaborations between parents, students and the community that inform and support continuity of learning for all students.

Then: Teachers, parents and the community will work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes.

So that: The school culture is strongly focused on learning, the building of educational aspiration and ongoing performance improvement throughout the school community.

Initiative 2: Partnerships with other schools

Need: To ensure that the school's curriculum provision supports high expectations for student learning.

If: The curriculum is enhanced by learning alliances with other schools.

And: Teaching and learning programs are dynamic, showing evidence of revisions based on feedback on teaching practices, consistent and reliable student assessment and continuous tracking of student progress and achievement.

Then: Teaching and learning programs across the school will show evidence that they are adjusted to address individual student needs, ensuring that all students are challenged and all adjustments lead to improved learning.

Success criteria for this strategic direction

Initiative 1: Community Engagement

- Tell Them From Me 'Partners in Learning' Parent Survey identifies that parents feel the school supports learning and positive behaviour and promotes a safe and inclusive environment.
- Positive relations between the school and the community have been established, as identified by 10% or more of parents attending at P and C meetings, and 25% or more of parents attending weekly assemblies.
- The school measures parent and student satisfaction, and shares its analysis and actions in response to the findings with the community (SEF Management Practices and Processes).
- The school regularly solicits and addresses feedback on school performance from students, staff, parents and the broader school community (SEF Educational Leadership).
- Teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes (SEF Learning Culture).

Initiative 2: Partnerships with other schools

- The school team establishes a professional learning community across the Singleton Small Schools network, which is focused on continuous improvement of teaching and learning (SEF Educational Leadership).
- The school identifies expertise within its staff and draws on this to further develop its professional learning community (SEF Learning and Development).
- Teachers seek professional learning opportunities to share and gain expertise in evidence-based teaching practices (What works best in practice).
- Teachers regularly dedicate time throughout the school year for working with colleagues to plan, develop and refine teaching and learning programs (What works best in practice).

Initiatives

So That: An integrated approach to quality teaching, curriculum planning and delivery, and assessment promotes learning excellence and responsiveness in meeting the needs of all students.

Success criteria for this strategic direction

- Teachers work in partnership with colleagues to achieve shared collaboration goals (What works best in practice).

Evaluation plan for this strategic direction

Initiative 1: Community Engagement

Question: Did the school achieve more effective partnerships in learning with parents and students, so that students were increasingly motivated to attend to achieve their best, and to continually improve?

Data: Attendance data, TTFM student reports, TTFM 'Partners in Learning' Parent Survey reports.

Analysis: The school will gain insight and meaning from the data, once it becomes available.

Implication: Specific modifications to learning partnerships with parents and students will be made after careful review of the available datasets.

Initiative 2: Partnerships with other schools

Question: Did the school ensure that the curriculum supports high expectations for student learning?

Data: PLAN2 data, Upper Hunter Virtual School student achievement data, TTFM student reports, TTFM 'Partners in Learning' Parent Survey reports, Teaching programs, Teachers Actively Networking (TAN) engagement and participation data, Visible Wellbeing data, Teacher Performance & Development Plans, What Works Best In Practice implementation data, School Excellence Framework Self-Assessment survey, Teaching Standards.

Analysis: Jerrys Plains Public School, and the Upper Hunter Virtual School will gain insights and meaning from their datasets when they becomes available.

Implication: Specific modifications to the school's

Evaluation plan for this strategic direction

curriculum provision that supports high expectations for student learning will be made after careful review of the available datasets.