

Strategic Improvement Plan 2021-2024

The Junction Public School 2246



School vision and context

School vision statement

The Junction Public School strives for successful learners and leaders, embracing opportunities to shape lifelong learning and become responsible, engaged, and ethical, global citizens. Staff and parents are committed to working in partnership for ongoing academic growth and an environment where all students are known, valued and cared for.

We aspire to focus on evidence based teaching and learning strategies which support positive value add trends across our school. All students and staff learn and work in a culturally safe environment.

School context

The Junction Public School strives to be a progressive, dynamic educational environment. It is located in inner city Newcastle with a proud history and traditions dating back to 1860.

In 2020, the school has an enrolment of 547 students, including 23 Aboriginal students in 21 classes. Our school culture is also enriched with 21 students from a wide range of countries and cultures. There is strong academic performance of students which is generally above state and national benchmarks in literacy and numeracy. The Junction Public School has a family and occupation education index (FOEI) of 25.

In 2020, our school's situational analysis revealed a need to focus on increased academic growth in years 3, 5 and 7. To achieve this the school will embed collaborative assessment practices, evidence based teaching pedagogy, collective efficacy of staff and respectful relationships across the school community.

Our school is set in very attractive grounds, with the buildings blending old and new. We enjoy the advantages of an inner-city location close to the Newcastle Regional Art Gallery, Regional Museum, Conservatorium of Music, Christ Church Cathedral and a working harbour providing our students unique opportunities to greatly enrich teaching and learning programs. We enjoy a close partnership with the Conservatorium of Music which includes the provision of tutors for our Years 2- 6 band program.

We have a dynamic staff including a deputy, 4 assistant principals, class teachers, school learning support officers and administrative staff who are focused on helping our students strive for excellence. We are able to attract teachers with a wide range of special interests to lead learning projects within the school. The high level of support and co-operation of staff and community members adds to an enriching, differentiated and diverse curriculum including outdoor adventure play, environmental projects, science, technology, education, art and mathematics learning.

The school has an outstanding creative and performing arts program as well as many sporting and cultural opportunities. A values framework, underpinned by restorative practices, forms our whole school wellbeing program. Learning dispositions required for critical and creative thinking are an integral part of this program. We believe these values, skills and dispositions are essential in a rapidly changing world.

We are well supported by a range of Department of Education officers as well as the University of Newcastle who support us in our ongoing improvement plan, Quality Teaching Rounds and Aboriginal Education initiatives. The Muloobinbah Local Aboriginal Education Consultative Group (LAECG) provide guidance and support to staff in supporting learning through Aboriginal and Torres Strait Islander culture.

Our P&C represent a highly invested community who are active and enthusiastic around support of school projects which connect to our students' wellbeing and learning.

Strategic Direction 1: Student growth and attainment

Purpose

All student learning is underpinned by collaboratively established assessment opportunities so that every student has the opportunity to demonstrate a wide range of achievement.

Improvement measures

Target year: 2022

% of students in top two NAPLAN Bands for numeracy in Years 3 and 5 is above 55.5%. (Baseline 47.7%)

% of students in top two NAPLAN Bands for reading in Years 3 and 5 is above 68.3%. (Baseline 61.7%)

Target year: 2023

% of students achieving expected growth for numeracy Year 3 to 5 is above 57.4%. (Baseline 49.8%)

% of students achieving expected growth for reading in Year 3 to 5 is above 73.9%. (Baseline 71.4%)

Target year: 2024

Student learning goals are informed by analysis of internal and external student progress and achievement data.

Initiatives

Reading practices

In reading, we will embed sustainable whole school processes for collecting and analysing data in order to design and deliver needs-based, culturally inclusive practices, with a focus on explicit teaching in inferential comprehension.

- Use PLAN2 software to efficiently track student growth across K-6 using learning progressions.
- Use evidence-based high impact teaching strategies that support literacy development, specifically comprehension skills, evident in class programming.
- Supply and promote advanced rich texts for talented readers in Stage 3.

Numeracy practices

In numeracy, we will embed sustainable whole school processes to ensure the development and application of numeracy skills in mathematics, across key learning areas and Aboriginal and Torres Strait Islander perspectives.

- Engage with literacy, numeracy and general capabilities to guide growth in mathematical knowledge, skills, and understandings.
- Develop student capacity for logical thought, reflection, explanation and justification in mathematics (reasoning).
- Develop and utilise rich assessment tasks with a specific focus on working mathematically outcomes which allow all students to demonstrate their level of understanding and identify their next steps.

Success criteria for this strategic direction

The school analyses student progress and achievement data and a range of other contextual information. Teachers respond to trends in student achievement at individual, group and whole school levels.

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.

Students and parents understand the assessment approaches used in the school and their benefits for learning. Feedback from students on their learning derived from assessments informs further teaching.

All lessons are systematically planned as part of a coherent program that has been collaboratively designed. 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.

Evaluation plan for this strategic direction

The school will use the following data sources to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of the strategic direction.

- PLAN2
- Scout - Value added data
- PAT-R and PAT-M data
- Running record and fluency assessment data
- Student work samples
- Student personal learning pathways and student goals

Data triangulation and analysis of evidence will inform future directions and annual reporting on school progress measures.

Strategic Direction 2: Teaching excellence impacting student learning

Purpose

Pedagogy draws upon evidence-based practices to enable collective efficacy of all staff so that students are provided with the optimal environment to support them to achieve.

Improvement measures

Target year: 2024

All staff have participated in Quality Teaching Rounds (QTR) and engage with the Quality Teaching domains and elements.

Staff understand and explicitly teach literacy, numeracy and the general capabilities to students with a focus on mathematics.

Target year: 2024

Increased number of students involved in high potential and gifted student programs.

Initiatives

Quality teaching, curriculum and high potential students

Build the capacity of teachers to engage in professional dialogue, collaboration, classroom observation, modelling of effective practice and provision of structured feedback. This will be achieved through engagement with the QTR program.

- Utilise QTR participants to lead future teams.
- Establish a QTR liaison officer.
- Place a mathematical lens over the QTR process (linked to SD1).
- Use data literacy skills to track student growth during QTR process (linked to SD1)

Embedding of information and technology skills across the curriculum

Build the capacity of teachers to identify opportunities for students to further develop their information and technology skills while exploring mathematical concepts.

- Develop a K-6 skills scope and sequence
- Co-design mathematics lessons with skills embedded.
- Support teachers to embed information and technology skills into mathematics lessons to cater for high performing students.

Primary mathematics specialist teacher Initiative

Utilise the Primary Mathematics Specialist Teacher Initiative (PMSTI) to train key school leaders. This will build the capacity of all teachers to deliver quality mathematics lessons.

Success criteria for this strategic direction

The school has a high performing teaching staff as measured against the Australian Professional Standards, whose capacities are continually enhanced to ensure every student experiences high quality teaching. The leadership team has participated in capacity development programs and implements principles of evaluative thinking; continually monitoring the impact of programs and approaches used by all teachers, and improving/adjusting practice as required.

All teachers understand and explicitly teach literacy, numeracy and the general capabilities to students at all levels of achievement, in all subject areas, with success that can be measured by improved student progress and achievement data.

All teachers have a sound understanding of student assessment and data concepts (e.g. causality, bias). They analyse, interpret and extrapolate data and they collaboratively use this to inform planning, identify interventions and modify teaching practice.

Evaluation plan for this strategic direction

The school will use the following data sources to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of the strategic direction.

- Staff surveys and focus groups - QTR impact (maths lens) (refer to High Impact Professional Learning Policy)
- Student surveys and focus groups
- Classroom program checks
- Student work samples

Strategic Direction 3: Equitable community engagement impacting student learning

Purpose

Respectful, high trust relationships exist across the school community to ensure communication, collaboration and cooperation provide the best opportunities for students to succeed and thrive.

Improvement measures

Target year: 2022

% of students attending school 90% or more of the time is above 88.8%. (Baseline 83.1%)

Proportion of students reporting expectations of success, advocacy, and sense of belonging at school is above 89.5%. (Baseline 85.9%)

Target year: 2024

Parents participate in student learning and wellbeing needs, as well as student goal setting throughout the year. (Baseline 2021)

Initiatives

Inclusive education

Develop teaching and learning experiences across key learning areas that enhance student voice and agency, and streamline parent communication platforms.

- Embed the general capabilities.
- Integrate 8 Ways learning framework to teach through Aboriginal and Torres Strait Islander culture, and other cultures as represented by students.
- Develop practices to engage parental voice equally and equitably across the school community

Aboriginal and Torres Strait Islander Culture, Language and Traditions

Enhance learning for all students through Aboriginal and Torres Strait Islander Culture.

- Embed Awabakal knowledge and practices with the guidance of Awabakal elders into curriculum and pedagogy.
- Establish a Junior LAECG
- Create integrated learning programs around sustainability, food and the environment underpinned by the Sustainable Schools Grant Environment Project; reviving the kitchen gardens and creating a yarning circle to build Aboriginal and Torres Strait Islander voice.
- Improve school internal data for a more granular approach to the progress of students who are Aboriginal and Torres Strait Islander and have English as an additional language/dialect (EAL/D).

Success criteria for this strategic direction

Teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes. The school is organised so that 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.

The school is recognised as excellent and responsive by its community because it uses best practice to embed a culture of high expectations, and effectively caters for the range of equity issues in the school. Progress and achievement of equity groups is equivalent to the progress and achievement of all students in the school.

Evaluation plan for this strategic direction

The school will use the following data sources to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of the strategic direction.

- Community - data triangulation using Tell them from Me data, student, teacher and parent focus groups, student voice team projects, general capabilities continuum and attendance data
- Student learning - PLAN2 - learning progressions, EAL/D and Aboriginal and Torres Strait Islander progressions, school writing spreadsheet, NAPLAN, teaching and learning programs, personal learning support plans and personal learning pathways,