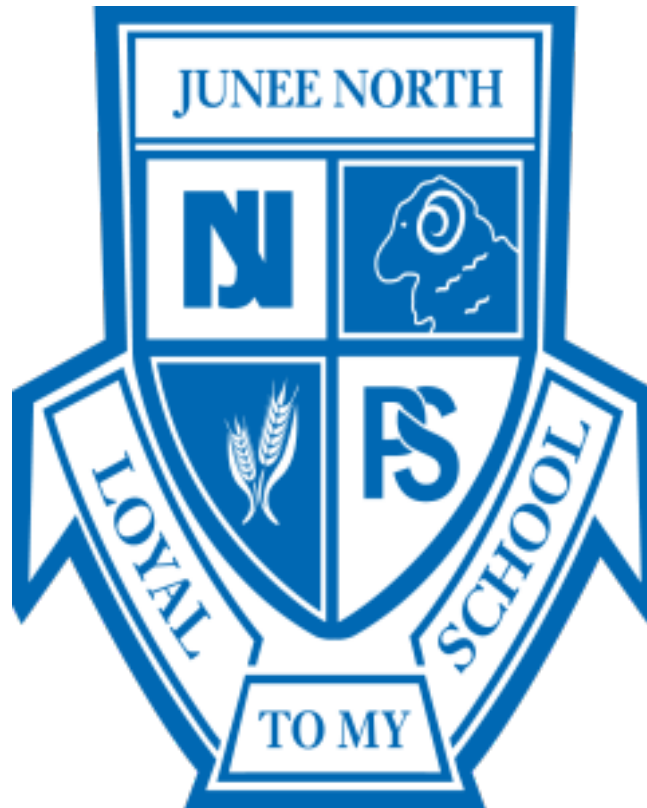


Strategic Improvement Plan 2021-2024

Junee North Public School 2248



School vision and context

School vision statement

Junee North Public School strives to achieve excellence and growth in all student learning outcomes, with students continually improving and challenged to learn in an inclusive and engaging environment. Our vision is to foster a culture centred around student wellbeing and effective teaching, targeting individualised learning with authentic partnerships and consultation with the community.

School context

Junee North Public School is situated on the northern edge of Junee. The school has over 130 students enrolled and fosters strong community relationships. We are a proud member of our local Ngumba-Dal learning community.

Within the Junee community, Junee North Public School is viewed as a school which cares about the students and seeks the best educational outcomes for all students, including our integrated funded students. Our students are all from the Junee district, with families having a very strong connection to the school and town. Our Aboriginal population sits at 14%.

Junee North Public School provides quality educational, social, cultural and sporting opportunities for all students. The school operates stage-based classes. In 2017, we became part of the Early Action for Success initiative, focused on early intervention and explicit teaching practices in literacy and numeracy for Kindergarten to Year 2.

Collegiate and whole school professional development will focus on embedding quality assessment tasks and data collection practices, creating greater consistency of teacher judgement within the school. A focus on wellbeing is maintained through training in the Berry Street Education Model. A positive behaviour ethos is shared by all students, staff and parents.

The school has substantially invested in new technology to assist in literacy and numeracy development and to support critical thinking and design approach towards learning. Extra curricula opportunities in Sport, Science, Technology, and Creative and Performing Art, enable our students to excel through a range of experiences.

The whole school community, including the local Aboriginal Education Consultative Group, students, staff, parents and local learning community was consulted in a thorough the Situational Analysis. Through our Situational Analysis, we have identified a need to use data driven practices that ensure all students have access to appropriate learning. Professional development supporting teachers to successfully plan for and deliver quality, differentiated instruction will occur. The expertise of both Departmental support staff and teaching staff will be utilised to build understanding.

The involvement of the whole school community in the delivery and evaluation of school initiatives will assist in determining future areas of need and the success of all students, school and community.

Strategic Direction 1: Student growth and attainment

Purpose

To maximise the reading and numeracy outcomes of every student, all staff will use data to understand the individual learning needs of their students and support them to achieve success.

Improvement measures

Target year: 2022

Reading

Improvement in the percentage of students achieving in the top 2 bands by 5.5% or more.

Target year: 2022

Numeracy

Improvement in the percentage of students achieving in the top 2 bands by 6.3% or more.

Target year: 2022

Aboriginal Student Achievement

Increase the percentage of Aboriginal students achieving in the top 3 NAPLAN bands in reading and numeracy.

Target year: 2023

Expected Growth in Reading

Improvement in the percentage of students achieving expected growth in NAPLAN reading to be above the school's lower bound system-negotiated target of 76.1%.

Target year: 2023

Expected Growth in Numeracy

Improvement in the percentage of students achieving expected growth in NAPLAN numeracy to be above the school's lower bound system-negotiated target of 61.1%.

Initiatives

Curriculum Differentiation

An integrated approach to quality teaching, curriculum planning and delivery, promoting learning excellence and responsiveness in meeting the needs of all students.

- Use student assessment data to reflect on teaching effectiveness and provide individualised explicit differentiated and responsive learning opportunities.
- Embed high impact professional learning in literacy and numeracy strategies to build teacher capabilities and collective pedagogical practice.
- Teaching programs are fluid documents, shared with all stakeholders, that show individual adjustments addressing learning needs and challenging students to improve learning outcomes.
- Ensure the individual learning needs of Aboriginal students are met through an integrated approach to quality teaching, curriculum and assessment.

(What Works Best Links - High Expectations, Assessment, Classroom Management)

Assessment and Data Driven Practices

School wide practices for assessment are used to monitor, plan and report on student learning across the curriculum. Teachers use data to check and understand student achievement in learning and what to do next. Data is used to understand student progress and determine appropriate teaching practices.

- Ensure a whole school approach to assessment, collection and analysis to inform practice and methods of delivery is maintained.
- Provide high impact professional learning in data practice (data literacy, data analysis and data use in teaching), for all staff.
- Review and adapt practice to ensure reliable formative and summative assessment tasks are used to analyse student progress, evaluate growth over time and report student achievement.

Success criteria for this strategic direction

Curriculum

- Evidence based and dynamic teaching and learning programs that address individual student learning needs are developed and maintained.
- Adjustments target improvement in student learning outcomes.
- Teachers involve students and parents in planning to support learning.
- Implement changes in teaching that lead to measurable improvement.

Assessment

- Teachers have a sound understanding of student assessment and data concepts which they use to inform planning, identify interventions and modify teaching practice.
- Whole school processes to support teachers consistent, evidence based judgement.
- A full range of assessment strategies are used across the school.
- Progress and achievement of equity groups within a school is equivalent to the progress and achievement of all students in the school.
- The school analyses student progress and achievement data in relation to a range of internal and external measures. Teachers respond to student achievement at individual, group and whole school levels.

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. This analysis will guide the school's future directions.

- NAPLAN data

Strategic Direction 1: Student growth and attainment

Improvement measures

Target year: 2024

JNPS 1 - Reading and Comprehension

At the end of Year 2, 90% of students are achieving reading level expectations. At the end of Year 6, 90% of students are achieving year level expectations in Essential Assessment reading comprehension assessment.

Target year: 2024

JNPS 2 - Mathematics

90% of students at the end of Year 2 are achieving Facile (Planning Literacy and Numeracy - PLAN2 additive strategies Level 6 and 7). 80% of students in Years 3-6 achieving expected year level results in number and algebra through Essential Assessment.

Initiatives

- Ensure appropriate assessment and reporting practices are used consistently to monitor Aboriginal students' learning outcomes across the curriculum.

(What Works Best Links - Use of data to inform practice, Effective Feedback)

Evaluation plan for this strategic direction

- SCOUT - Value added data
- Student work samples
- Planning Literacy and Numeracy (PLAN2) data
- Student Personalised Learning Plans and Individualised Learning Pathways
- Student equity groups
- Essential Assessment
- Teaching and learning programs
- Phonological Awareness Diagnostic Assessment
- Best Start Kindergarten Assessment
- Year 1 Phonics Screener
- Running Records
- Schedule for Early Number Assessment (SENA) testing
- Targeted Early Numeracy (TEN) assessments
- Magic Word assessments
- Hearing and recording sounds in words assessment (HARSIW)
- Vocabulary assessment

The evaluation plan will involve:

- Start of year initial assessments to plot, group and plan individualised teaching and learning.
- Five-weekly monitoring of student growth and achievement to inform teaching and learning programs and practices (Weeks 4 and 9)
- Weekly executive meeting monitoring progress of initiatives specified in the Strategic Improvement Plan and related and related strategic directions.
- Quarterly whole staff discussions focusing on the Strategic Improvement Plan and improvement measures.
- Weekly collegiate and executive reflective sessions, focusing on curriculum and assessment.

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

- Term by term review and triangulation of data sources including quantitative and qualitative, internal and external data, to validate conclusions.

Finding of the analysis will inform future actions.

Strategic Direction 2: Building Teacher Capacity

Purpose

To improve whole school practice, staff will engage in professional learning targeting effective teaching strategies to improve student learning outcomes.

Improvement measures

Target year: 2024

School Excellence Framework - Professional Learning

Within the element of 'Learning and development', in the Teaching domain, the school self-assesses in the theme of 'Professional Learning' from Sustaining and Growing to Excelling.

Target year: 2024

High Impact Professional Learning - Collaboration

Positive response in internal survey data generated from self-reflection in school generated High Impact Professional Learning self-assessment tool.

Target year: 2024

Tell Them From Me - Collaboration

Increasing positive response in our teacher's Tell Them From Me survey data in the area of collaboration.

Initiatives

Explicit Teaching and Feedback

Teachers are committed to identifying, understanding and implementing the most effective, explicit teaching methods, with students given opportunities for clear, effective feedback.

- High impact professional learning in explicit teaching methods and effective feedback strategies.
- Classroom teaching and learning programs reflect explicit teaching practices based on data analysis.
- Student feedback is elicited by teachers and informs their teaching.

(What Works Best Links - Collaboration, Explicit Teaching, Effective Feedback, Use of data to inform practice, Classroom Management)

Effective collaborative practice

High impact professional learning opportunities develop staff expertise in evidence based teaching practices. Explicit systems for collaboration and feedback are evident across the school to sustain these quality teaching practices.

- Embed the practice of regular collegiate time focusing on lesson observations that identify teaching effectiveness and on different approaches to student learning.
- High impact professional learning provides staff with the capabilities to implement different teaching strategies, responsive to student needs.
- Work in partnership with colleagues and community to achieve shared collaboration goals and improve teaching practices.
- Develop high impact professional learning opportunities designed to increase knowledge about how to support the identity and diversity of Aboriginal students and how they learn.

Success criteria for this strategic direction

Explicit Teaching and Feedback

- A whole school approach ensures the most effective evidence based teaching methods optimise learning progress for all students, across the full range of abilities.
- Teachers routinely review learning with each student, both in class and through learning submitted, ensuring all students have a clear understanding of how to improve.
- Student errors and misunderstandings are explicitly addressed until teachers and students are confident that mastery is demonstrated.

Effective Collaborative Practice

- The staff evaluate high impact professional learning activities, identifying and systematically promoting and implementing the most effective strategies to improve teaching and learning.
- Teachers collaborate with staff in other schools to share and embed good practice.
- The school uses embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers.
- The leadership team establishes a professional learning community, which is focused on continuous improvement of teaching and learning.

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. This analysis will guide the school's future directions.

- Evidence of five-weekly professional development cycle

Strategic Direction 2: Building Teacher Capacity

Initiatives

(What Works Best Links - Collaboration)

Evaluation plan for this strategic direction

- Teaching and learning Programs
- Ngumba-Dal meeting minutes
- Timetables
- Collegiate meeting times/minutes
- Learning data
- Professional learning evaluations
- NSW Education Standards Authority professional development hours
- Professional Development Plan meeting minutes
- Tell Them From Me survey data
- High Impact Professional Learning Google form survey
- Australian Institute for Teaching and School Leadership Self-Assessment Tool

The evaluation plan will involve:

- Termly Professional Development Plans meeting revising teachers professional development.
- Five-weekly professional development/collegiate cycles.
- Termly Ngumba-Dal meeting minutes reflective of school collaboration.
- Five-weekly timetable reflection at executive staff meetings.
- Weekly executive meeting monitoring progress of initiatives specified in the Strategic Improvement Plan and related strategic directions.
- Term by term review and triangulation of data sources including quantitative and qualitative, internal and external data to validate conclusions.
- Five-weekly data collection and analysis by executive presented to teaching staff.

Findings of the analysis will inform future actions.

Strategic Direction 3: Culture and Consultation

Purpose

Build a strong culture of high expectations and community engagement through embedding a school-wide collective responsibility for student learning and wellbeing.

Improvement measures

Target year: 2022

Whole School Attendance

Increased percentage of students attending school more than 90% of the time to be higher than 80.80% (Lower bound system negotiated target).

Target year: 2022

Wellbeing

Student response from Tell Them From Me Wellbeing data (advocacy, belonging, expectations) improves by at least 6.50%.

Target year: 2023

Aboriginal Student Attendance

Uplift in attendance data patterns of all Aboriginal student.

Target year: 2024

Aboriginal Student Advocacy

90% of Aboriginal students feel that teachers understand their culture from Tell Them From Me survey data.

Initiatives

Student Engagement

Teachers build quality positive relationships with each of their students, fostering a safe, positive and stimulating learning environment.

- Embed strategies to build a positive learning environment in the classroom, characterised by supportive relationships and regular contact with each student.
- Shared responsibility for student learning and success, with parents and carers, focusing on students wellbeing and learning needs.
- Work with local Aboriginal Education Consultative Group and community to plan and promote school practices to support the cognitive, emotional, social, physical and spiritual wellbeing of Aboriginal students resulting in improved educational outcomes, positive behaviour and more effective engagement.

(What Works Best Links - High Expectations, Classroom Management, Collaboration, Wellbeing)

Effective Partnerships

The school culture is strongly focused on learning, promoting teacher and parent partnerships, and fostering positive relationships across the school community.

- Teachers, parents and the community work together to ensure student absences do not impact student learning outcomes.
- Consultation with parents and carers informs planning for learning activities and adjustments for individual needs, encouraging them to have high expectations of their children and their learning.
- Ensure every Aboriginal student has a Personalised Learning Pathway that is developed in genuine partnership with Aboriginal students, their parents or carers and teachers.

Success criteria for this strategic direction

Student Engagement

- Positive, respectful relationships are evident and widespread among students and staff and promote student wellbeing, to ensure optimum conditions for student learning across the whole school.
- The school has implemented evidence based change to whole school practices, resulting in measurable improvements in wellbeing and engagement which support learning.
- Planning for learning is informed by sound holistic information about each student's wellbeing and learning needs, in consultation with parents/carers.

Effective Partnerships

- Teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes.
- Effective partnerships in learning with parents and students mean students are motivated to deliver their best and continually improve.
- There is school-wide, collective responsibility for student learning and success, which is shared by parents and students.
- 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.
- The leadership team measures school community (parent and student) satisfaction and shares its analysis and actions in response to the findings with its community.

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

Strategic Direction 3: Culture and Consultation

Initiatives

- Establishing a high impact professional learning community, focusing on continuous improvement to teaching and learning.

(What Works Best Links - Classroom Management, Wellbeing)

Evaluation plan for this strategic direction

purpose and improvement measures of the strategic direction. This analysis will guide the school's future directions.

- Tell Them From Me surveys
- SCOUT Wellbeing data
- SCOUT Attendance data
- Google Form surveys
- Wellbeing meeting minutes
- Sentral attendance data

The evaluation plan will involve:

- Half yearly analysis of Tell Them From Me survey data
- Fortnightly Wellbeing meeting monitoring of student behaviour.
- Weekly attendance monitoring by classroom teachers, with patterned, unexplained absences being referred to the Wellbeing team after parent contact does not achieve results.
- Verbal communication and feedback from community.
- Staff's Parent Contact register of contact made (phone/email/verbal) and feedback from parents.

Findings of the analysis will inform future actions.