

# Strategic Improvement Plan 2021-2024

## Jannali Public School 3829



# School vision and context

## School vision statement

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Our vision is to be partners in learning to enhance student growth through building a culture of collaboration and high expectations. Empowering all students to become confident, resilient, self-directed and successful learners.

## School context

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Jannali Public School is situated in the Sutherland Shire area of Sydney. It is a small school that has steadily increased in enrolments to its current enrolment of 149 students. 14.28% of the student enrolment come from an EAL/D (English as an additional language or dialect) background. The school is supported by an actively involved P & C, who work in partnership with the school to provide facilities such as Before and After School Care (BASC), canteen, uniform shop and to support programs to enhance student learning and Wellbeing.

The school has a community based culture where students, staff and parents work together with the wider community. Our teaching staff are committed to building School Excellence and our vision is to be partners in learning to collaboratively empower all students to become confident, resilient, self-directed and successful learners.

The whole school community was consulted in a thorough situational analysis followed by the development of the Strategic Improvement Plan. Through our situational analysis, we have identified a need to use data driven practices to inform teaching and learning. Further work will need to occur around how teachers can successfully plan for and deliver quality differentiated instruction to students with additional needs including those identified as high potential and gifted. Through the NAPLAN gap analysis, the school has identified system-negotiated target areas in reading and numeracy. Work will take place on developing what works best practices and developing quality assessment tasks and data collection practices and developing greater consistency of judgement within the schools.

# Strategic Direction 1: Student growth and attainment

## Purpose

Our purpose is to maximise student learning outcomes in reading and numeracy and to build strong foundations for academic success. We will further develop and refine data enhanced teaching practices that are responsive to the learning needs of individual students.

## Improvement measures

### Target year: 2022

Increased percentage of students achieving in the top 2 bands of NAPLAN reading from 2019 to at or above the lower bound target.

uplift =12.4%

### Target year: 2022

Increased percentage of students achieving in the top 2 bands of NAPLAN Numeracy from 2019 to at or above the lower bound target.

uplift =20%

### Target year: 2023

Increased percentage of students achieving expected growth in NAPLAN reading from in 2019 to at or above the lower bound target.

uplift =17%

### Target year: 2023

Increased percentage of students achieving expected growth in NAPLAN numeracy from 2019 to at or above the lower bound target.

uplift =12%

### Target year: 2024

Increased 10% of targeted students meeting their individual learning goals/ stage benchmarks targets so that equity gaps are closing

## Initiatives

### Increasing reading and numeracy growth and attainment

We will achieve this through:

**Assessment:** Teachers will make student assessment a part of everyday practice and use assessment to provide students with learning opportunities. They will design and deliver high-quality assessment tasks.

**Data informed practice:** Teachers will collect meaningful data and regularly dedicate time to using data effectively. Teachers will make teaching decisions based on data analysis.

**Curriculum expertise:** Teachers will use curriculum expertise in reading and numeracy, foster high expectations of their students, know their students well, value them as learners, and understand how to support their learning. In the classroom, teachers will promote high expectations of their students when they differentiate instruction through personalised learning, provide individualised feedback and engage in ongoing and meaningful classroom interactions, in order to challenge their students and encourage continuous improvement.

## Success criteria for this strategic direction

### Assessment-monitoring

The school uses systematic and reliable assessment information to evaluate student learning over time and implements changes in teaching that lead to measurable improvement. The school has processes in place to support teachers' consistent, evidence-based judgement and moderation of assessments. Teachers will make student assessment part of everyday practice and use assessment to plan and provide students with enhanced learning opportunities.

### Data use and skills

The learning goals for students are informed by analysis of internal and external student progress and achievement data. Progress towards goals is monitored through collection of quality, valid and reliable data. Data is used to plan teaching directions, monitoring and assessing student progress and achievement, and reflecting on teaching effectiveness.

### Curriculum-Differentiation

Students' learning in reading and numeracy are monitored longitudinally to ensure continued challenge and maximum learning. Teaching and learning programs across the school show evidence that they are adjusted to address individual student needs, ensuring that all students are challenged and all adjustments lead to improved learning.

## Evaluation plan for this strategic direction

**Q:** What has been the impact of our strategies on student growth and attainment?

What has been the impact of teachers focusing on assessment and data for differentiation?

What has been the impact of strengthened Assessment processes?

# Strategic Direction 1: Student growth and attainment

## Improvement measures

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### Target year: 2024

To move towards excelling in assessment and data use and skills

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### Target year: 2024

To move towards excelling in curriculum- curriculum provision reading, numeracy and differentiation

## Evaluation plan for this strategic direction

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**D:** \* NAPLAN (National Assessment Program -Literacy and Numeracy) data \* Scout (School assessment tool )- Value added data \* Learning sprint data analysis \* Student work samples \* Literacy and numeracy PLAN2 (Planning Literacy and Numeracy) data \* Student PLPs (personalised learning plans) \* Student focus groups. Sentral Attendance data, TTFM (Tell Them From Me) student survey.

**A:** Data is analysed and triangulated regularly (twice a term) to determine the extent to which the purpose and improvement measures have been achieved.

**I:** Rigorous analysis of the data to determine impact will guide both ongoing implementation as well as future school planning to provide continuous improvement, ensuring students grow in their learning.

# Strategic Direction 2: Building a culture of High Expectations

## Purpose

Our purpose is to focus on building a culture of High Expectation that will further strengthen teaching practices. Through the implementation of the high potential and gifted education policy (HPGE) ,We will enhance student learning to support continuous improvement and challenge. Through explicit teaching and feedback we will ensure maximum learning opportunities for all students.

## Improvement measures

### Target year: 2022

To move towards excelling in High Expectations

### Target year: 2022

To move towards excelling in effective classroom practice

### Target year: 2023

To increase the rating by staff on use of effective feedback to beyond 3.94 from the What Works Best (WWB) survey tool.

### Target year: 2024

Increase the percentage of students who achieved in the top two bands of NAPLAN achieving or exceeding their expected growth.

## Initiatives

### What works Best-Focus on Teacher Practice

Focused professional learning around the **What works Best** themes of:

- **High Expectations**

In the classroom, teachers promote high expectations of their students when they differentiate instruction, provide individualised feedback and engage in ongoing and meaningful classroom interactions, in order to challenge their students and encourage continuous improvement.

- **Explicit Teaching**

Explicit teaching practices draw on research about how students effectively take in and retain information, and how they then use that knowledge and understanding to solve problems, pose questions, and synthesise and justify their reasoning.

- **Effective Feedback**

Effective feedback provides students with relevant, explicit, ongoing, constructive and actionable information about their performance against learning outcomes from the syllabus. Feedback to a student about aspects of performance or understanding can be provided by a teacher, peer, or through self-reflection.

### High Potential and Gifted Education

We will achieve this through.

Implementation of the HPGE Policy , teacher professional learning , Mentoring , the development of whole school systems

High expectations and effective, explicit, evidence-based teaching create optimal learning environments where all students are challenged and engaged to achieve their educational potential .

Student inclusion in extra curricular activities such as

## Success criteria for this strategic direction

### Educational Leadership-High Expectations

The principal and school leadership team model instructional leadership and support a culture of high expectations and community engagement, resulting in sustained and measureable whole school improvement.

### Effective classroom Practice-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 employ evidence-based effective teaching strategies. Effective methods are identified, promoted and modelled, and students' learning improvement is monitored, demonstrating growth.

## Evaluation plan for this strategic direction

What has been the impact of staff using explicit teaching and feedback?

What has been the impact of the implementation of the HPGE for students and staff?

Data = What works best feedback survey, NAPLAN individual growth chart.

Student voice - TTFM (Tell them from Me) survey (Staff and students).

**A:** Data is analysed and triangulated regularly (twice a term) to determine the extent to which the purpose and improvement measures have been achieved.

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## Strategic Direction 2: Building a culture of High Expectations

### Initiatives

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Tournament of Minds, debating ,Public Speaking and sport.

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# Strategic Direction 3: Collaboration for Learning and Wellbeing

## Purpose

Our purpose is to enhance collaboration between staff, the parent community, and other learning alliances. We will further strengthen communication and administrative processes, to promote collaborative partnerships and engagement for all stakeholders. Implementation of efficient and consistent processes will provide improved learning outcomes for all students.

## Improvement measures

### Target year: 2022

Increase the percentage of students attending school from 2019 to our lower bound target.

Uplift = 10%

### Target year: 2023

To move towards excelling in Learning and Development - collaborative practice and feedback, innovations and expertise

### Target year: 2024

To move towards excelling in management practices and processes

### Target year: 2024

Decrease in the number of negative incidents recorded in school data management (Sentral) and increase in the positive behaviours measured through tracking awards.

## Initiatives

### Collaboration for strengthened school practices

We will achieve this through.

- **Collaboration**

Teacher collaboration involves teachers working together to achieve a common goal through the sharing of evidence-informed practices, knowledge and problem solving. Effective collaborative practice improves teacher quality.

The school will establish partnerships built on trust and respect. Communication must work both ways so that all sources of support (school staff, specialist staff, parents and carers) for a student are kept informed and can act in a student's best interests at all times.

Effective collaborative practice improves teacher quality. Collaboration is most successful when it is frequent and ongoing, either through formalised communities of practice or as part of a school culture that promotes and values consultation with students, staff parents and community and the sharing of ideas and advice in non-threatening, encouraging ways.

Authentic communication and opportunities for parents to collaborate with staff and students will be put in place to meet the learning needs of students.

- **Contemporary Teaching**

The 4Cs: Creativity, Critical Reflection, Communication and Collaboration have long been present in education, but *Transforming Schools* demonstrates how schools can change teaching and leadership to embed and enact the 4Cs to make them central to dynamic and exciting learning.

### Positive Behaviour for Learning (PBL)

We will achieve this through

### Wellbeing

## Success criteria for this strategic direction

### Learning and development

#### - Collaborative practices and feedback

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. This drives ongoing, schoolwide improvement in teaching practice and student results

#### - Innovation and expertise

The school trials innovative practices and has processes in place to evaluate, refine and scale success.

### Management practices and processes

#### -Administrative systems and processes

The school evaluates its administrative systems and processes, ensuring that they are delivering anticipated benefits to the school community, and makes changes when required.

The leadership team collects information about the school's administrative practices in order to ensure their effectiveness.

### Educational leadership - Community engagement

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.

### Wellbeing - Behaviour (PBL)

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.

# Strategic Direction 3: Collaboration for Learning and Wellbeing

## Initiatives

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Further strengthen strategies to build a positive learning environment in the classroom and school characterised by supportive relationships and regular contact with each student.

As part of building and sustaining a culture of High Expectation, we will undergo a whole school review of the current PBL model. Staff, students and members of the parent community, will be instrumental in providing feedback towards this new PBL model.

The PBL framework assists schools to improve social, emotional, behavioural and academic outcomes for children and young people.

Staff will be involved in targeted Teacher Professional Learning focused on Behaviour management, to develop a consistent and streamlined approach to whole school practices.

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## Evaluation plan for this strategic direction

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What has been the impact of our collaborations for professional learning for staff and students?

What has been the impact of enhanced management practices and processes?

Data = staff feedback on teacher professional learning.

4C's outcome data, student voice 360 parent tool  
Reflection of number of student behaviour incidents recorded in Sentral.

Administration excellence framework

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