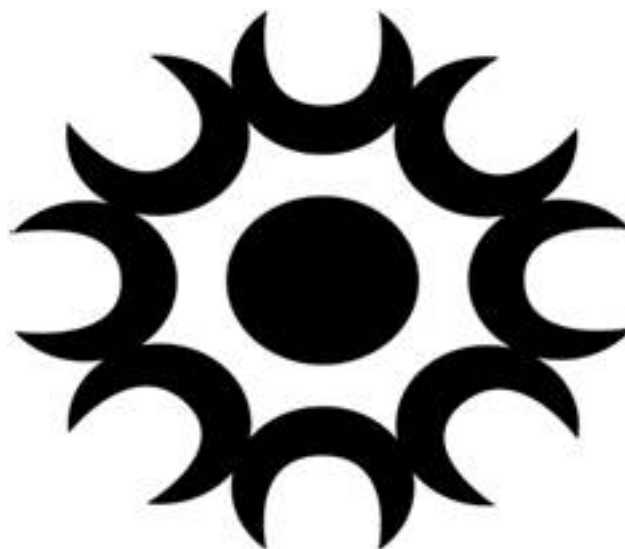


# Strategic Improvement Plan 2021-2024

## **Jannali East Public School 4004**



# School vision and context

## School vision statement

**At Jannali East Public School, our vision is to be recognised as a school that inspires academic excellence and personal best. Through quality teaching we foster inclusivity and nurture respectful relationships.**

## School context

Jannali East Public School provides a safe and inclusive educational environment where every student is known, valued and cared for. Located in the Sutherland Shire, the school has a "country school in the city" feel with original school buildings surrounded by natural bush which the children explore as a part of their playground.

The school has a current enrolment of 352 students. There are 14 classes and students come from diverse socio-economic and cultural backgrounds. The student body is predominantly English-speaking. Approximately 2% of students come from an Aboriginal or Torres Strait Islander background, and 16% of students come from a background where English is the second language or dialect (EALD).

The school has dedicated staff members who provide quality educational programs to meet the needs of all students. Genuine collaboration and collegiality are highly valued and key factors contributing to our school's success and positive learning environment. Excellence is promoted across all areas of the curriculum and the school is committed to continuous improvement in teaching and learning, and the embedding of technology to enhance learning. The school is fortunate to be well supported by an active School Council and Parents and Citizens Association who focus on bringing our families together and all work to promote a sense of community. With their support we have been able to provide our students with additional resources both in and out of the classroom.

Student wellbeing continues to be central to all decision-making. Promoting respectful relationships, student voice and Positive Behaviour for Learning are priorities. Students are given opportunities to build self-confidence in supportive class activities and to develop leadership skills through programs such as the Student Representative Council, Peer Support, Buddies and in elected school-based positions. A number of creative and performing arts and sporting programs are offered, giving students the opportunity to participate in extra-curricular activities. Transition to and from Jannali East Public School is integral to students beginning their education feeling safe and supported, and we maintain close associations with neighbouring schools and preschools as a proud member of the Heart of the Shire Community of Schools.

Our comprehensive situational analysis and external validation process led us to understand that our focus needs to be student growth and attainment achieved through quality teaching and a deeper understanding of contextual aspects that impact student wellbeing. Provision of opportunities for teachers to collaborate to undertake data analysis, evidence-based lesson planning and peer observation will be essential in achieving our targets and improving student learning outcomes, as well as increasing students' sense of belonging.

# Strategic Direction 1: Student growth and attainment

## Purpose

In order to maximise student learning outcomes in reading and numeracy, we will ensure that all teachers understand and explicitly teach literacy and numeracy to students at all levels.

## Improvement measures

### Target year: 2023

An increase from 2019 of 21% in the percentage of students achieving expected growth in NAPLAN Reading Year 5.

### Target year: 2023

An increase from 2019 of 23% in the percentage of students achieving expected growth in NAPLAN Numeracy Year 5.

### Target year: 2022

An increase from 2019 of 10% in the percentage of students achieving expected growth in NAPLAN Reading Year 3.

### Target year: 2022

An increase from 2019 of 11% in the percentage of students achieving expected growth in NAPLAN Numeracy Year 3.

### Target year: 2024

To move from delivering in Data Use and Skills to excelling.

### Target year: 2024

To move from sustaining and growing in Assessment to excelling.

### Target year: 2024

To move from sustaining and growing in Curriculum-Differentiation to excelling.

## Initiatives

### Improving Reading and Numeracy

We will improve reading and numeracy through:

#### Assessment

- Collaborate with colleagues to develop and deliver assessment tasks that assess intended learning outcomes from the syllabus, ensuring that the tasks accessible to all students
- Use assessment to provide students with opportunities to reflect on their progress to inform future learning goals
- All teachers will use systematic and reliable assessment information to evaluate student learning over time, ensuring that this data is used to reflect on teaching effectiveness and to determine future teaching directions with the aim of creating a positive value-add trend.

#### Data

- Prioritise *High Impact Professional Learning* in effective and efficient use of data including professional learning on the use of literacy and numeracy progressions to personalise learning and understanding.
- Use consistent methods when collecting data between classes and over time so that comparisons of student progress are accurate.
- Use data to evaluate the effectiveness of teaching practice and moderate practice to meet the learning needs of students across the full range of abilities and monitor for growth.

#### Differentiation

- Teachers identify the needs of individual students through data analysis and differentiating teaching accordingly to provide additional support or opportunities for extension.
- Teachers use a range of data to improve individual and collective teaching practice by modifying

## Success criteria for this strategic direction

### 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.
- Teachers develop and analyse assessments collaboratively to ensure consistent teacher judgement.
- Assessments are developed/sourced and used regularly across stages/year levels/ subject areas or the whole school to help promote consistent and comparable judgement of student learning, monitor student learning progress, identify skill gaps for improvement and areas for extension, determine teaching directions, and reflect on teaching effectiveness.

### Data

- The learning goals for students are informed by analyses of internal and external student progress and achievement data.
- Student data is used to determine teaching directions, monitoring and assessing student progress and achievement and reflect on teaching effectiveness.

### Differentiation

- 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

### Question

Have student learning outcomes in reading and numeracy been maximised?

# Strategic Direction 1: Student growth and attainment

## Improvement measures

### Target year: 2024

To increase the percentage of targeted students meeting their individual learning goals/stage benchmarks so that equity gaps are closing.

### Target year: 2022

To increase the percentage of students in the top 2 bands in reading and numeracy, with each requiring an uplift of 10%

## Initiatives

teaching programs and implementing classroom strategies as part of an ongoing improvement cycle.

- *High Potential and Gifted Education Policy* implementation.

## Evaluation plan for this strategic direction

What has been the impact of data and assessment on our value-added trend?

Is there an increased percentage of students in the top 2 bands in reading and numeracy?

### Data

- NAPLAN
- Progressions
- Australian Centre for Educational Research (ACER) Maths assessments
- Reading Levels
- Count me in
- Growth Data
- Value-added trend data
- Internal School Assessment
- Individual Learning Goals

### Analysis

Analysis will be embedded in the processes of delivering and planning. The school will gather data twice a term to be collaboratively analysed for progress and achievement to inform the implementation of the plan.

### Implication

The school will adjust the plan and implementation monitoring as informed by the evidence collected to ascertain "where to next?"

## Strategic Direction 2: Classroom Practice

### Purpose

To ensure that all teachers are committed to identifying, understanding and implementing the most effective explicit teaching methods, a whole-school approach based on evidence-informed practice will be adopted. All teachers follow a systematic approach to collaboratively planning, ensuring that programs are centred on student information, including progress and achievement data.

### Improvement measures

#### Target year: 2024

To move from sustaining and growing in Classroom Practice to excelling in explicit teaching and feedback.

#### Target year: 2024

To move from sustaining and growing in Learning and Development - collaborative practice and feedback to excelling.

#### Target year: 2024

To move from sustaining and growing in professional standards literacy and numeracy focus to excelling.

### Initiatives

#### Improving Classroom Practice

##### Explicit Teaching

- Use a range of data from different types of assessment to review prior learning, plan, modify and deliver lessons to meet the learning strengths and needs of students.
- Provide opportunities for guided, modeled and independent practice using high quality exemplars where students understand the learning intentions and success criteria.

##### Feedback

- Provide students with detailed specific feedback using a combination of strategies that ensures they know how to improve their learning and enhance their understanding.
- Facilitate opportunities for students to reflect on quality of their learning against success criteria, allowing time to review and refine their work.

##### Collaboration

- Draw on the collective expertise of teachers within the school through regular discussion and peer review of programs, assessment and interpretation of data.
- Regularly dedicated time to work with colleagues to plan, develop and refine teaching and learning, putting in place processes to share ideas, classroom success and initiate and engage in ongoing professional dialogue.

##### Professional Standards/Curriculum - Literacy/Numeracy Focus

- Revise the scope and sequence of lessons in literacy and numeracy using the syllabus to systematically build student understanding of skills, concepts and content knowledge.

### Success criteria for this strategic direction

#### Explicit Teaching

- Teachers employ evidence-based effective teaching strategies and methods
- Students' learning improvement is monitored, demonstrating growth.

#### Feedback

- Teachers routinely review learning with each student both in class and on work submitted, ensuring all students have a clear understanding of how to improve.
- Student feedback is elicited by teachers and informs their teaching.
- Student errors and misunderstanding are explicitly addressed until teachers and students are confident that differentiated levels of mastery are demonstrated.

#### Collaboration

- All lessons are systematically planned as part of a coherent program that has been collaboratively designed.
- The school uses embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation and the modelling of effective practice and the provision of specific and timely feedback between teachers.

#### Professional Standards/Curriculum - Literacy/Numeracy Focus

- All teachers understand and explicitly teach literacy and numeracy to students at all levels of achievement, demonstrating knowledge of the curriculum content.
- Executive team continually monitors the impact of programs and approaches used by all teachers, and improves practice as required.
- Teaching and learning programs are dynamic,

## Strategic Direction 2: Classroom Practice

### Initiatives

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- Use explicit teaching methods to effectively ensure student growth in literacy and numeracy.
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### Success criteria for this strategic direction

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showing evidence of revisions based on feedback on teaching practices, consistent and reliable student assessment and continuous tracking of student progress and achievement

### Evaluation plan for this strategic direction

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#### Question

What has been the impact of teachers using the most effective explicit teaching methods on student learning and achievement?

How well are teachers using explicit teaching practices in literacy and numeracy to support students at all levels?

What has been the impact of collaborative planning?

#### Data

- Lesson Plans
- Scope and Sequence
- Observations
- Collaboratively Develop Plans
- Individual Education Plan Goal Progress
- NAPLAN results
- Australian Centre for Educational Research tests
- Student movement on Progressions
- Benchmarking
- Schedule Early Numeracy Assessment data
- Internal School Assessment

#### Analysis

Analysis will be embedded in the processes of planning, implementation, analysis and evaluation to inform future directions. The school will gather data twice each term to

## Strategic Direction 2: Classroom Practice

### Evaluation plan for this strategic direction

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be analysed for progress and achievement to inform the implementation of the plan.

#### Implication

The school will adjust the plan and implementation monitoring as informed by the evidence collected.

# Strategic Direction 3: Wellbeing

## Purpose

To ensure that students are in the optimal zone for learning we will create an increasing positive sense of self through building stronger connections with the school community. By creating a sense of belonging for all students, they will each be known, valued and cared for. The school will promote social, emotional, behavioral and intellectual engagement and fostering positive relationships across the school community.

## Improvement measures

### Target year: 2022

Tell Then From Me survey responses to increase the percent of students with a positive sense of belonging from 2020 to our lower bound target requiring an uplift of 5%.

### Target year: 2022

Increase the percentage of students attending school 90% of the time from 2019 to our lower bound attendance target requiring an uplift of 11%.

### Target year: 2024

To move from sustaining and growing towards excelling in wellbeing.

### Target year: 2024

TTFM responses show students valuing their learning outcomes move from 90% to 96% requiring an uplift of 6%.

## Initiatives

### Wellbeing

#### Positive sense of belonging

- Focus on opportunities that allow students to confidently build relationships with their new peers and teachers and become accustomed to school routines.
- Recognition of student progress and achievements to ensure that all students are known, valued and cared for across the school.
- Model healthy coping strategies and support the development of self-regulation
- Establish teacher mentors who can work with students to build strategies that foster resilience and help students feel that they have an adult at school that they can turn to for support.

### Attendance

- Demonstrate responsiveness in all communications with parents and carers to provide support for students both at school and at home.
- Initiate and take responsibility for implementing health, safety, child protection, and school and departmental wellbeing policies. Consult with other agencies as required in response to identified well being needs of students.

### Students Value Learning Outcomes

- Establish opportunities for the development of student voice to encourage students to feel connected to their learning. For example, ask for student feedback, conduct surveys, listen to self-evaluations, encourage suggestions and regular teacher check ins.
- Encourage students to express any areas of confusion or concern during lessons. Act on this information to support students to develop as learners.

## Success criteria for this strategic direction

### Positive sense of belonging

- Positive, respectful relationships are evident and widespread among students and staff and promote student well being to ensure optimum conditions for student learning across the whole school
- Tell Them From Me survey responses and Positive Behaviour for Learning data will show an increase in students' feeling a sense of belonging.
- The school has implemented evidence based change to whole school practices, resulting in measurable improvements in well being and engagement to support learning

### Attendance

- Attendance data will continue to be regularly analysed and used to inform planning.
- Whole of school and personalised attendance approaches are improving regular attendance rates for all students, including those at risk.

### Students Value Learning Outcomes

- The school has implemented evidence based change to whole school practices, resulting in measurable improvements in well being and engagement to support learning
- Effective partnerships in learning with parents and students mean students are motivated to deliver their best and continually improve.

## Evaluation plan for this strategic direction

### Question

Have students developed a greater sense of well being?

How has wellbeing impacted on student learning?

### Evaluation plan for this strategic direction

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Do students demonstrate improved, social emotional behavioural and intellectual engagement?

#### Data

- TTFM
- PBL
- Focus group interviews
- Attendance
- Suspension
- Academic performance

#### Analysis

The school will gather data twice each term to be analysed for progress and achievement to inform the implementation of the plan.

#### Implication

The school will adjust the plan and implementation monitoring as informed by the evidence collected to ascertain "where to next?"