

# Strategic Improvement Plan 2021-2024

## Jerrabomberra Public School 4633



# School vision and context

## School vision statement

*In partnership with parents, our aim is to provide a vibrant and responsive school environment that produces confident, well-educated and community-conscious students.*

Jerrabomberra is a true community school, benefiting from strong community support and serving the needs of the local community. We have a proud tradition of excellence in many areas and as our motto says, we are *"Building Our Future Through Education"*.

Every student has the opportunity to achieve their personal best through engaged, active learning in a safe, respectful and supportive school.

At JPS, we strive for excellence in an inclusive environment where students, teachers and leaders improve every year. Students reach their potential and remain connected through continuity of learning, high expectation and strong community connection. We provide contemporary and future-focused learning to provide success for all our students.

At JPS, data informs quality teaching programs and provides strong foundations in Literacy and Numeracy through explicit teaching, high expectation, collaboration and effective feedback in a safe and nurturing environment. Students are challenged to reach their learning goals.

We celebrate the diversity of all abilities, beliefs, opinions and traditions by treating each other with respect, safety and honesty. We are committed to building the capacity of all staff and students.

At Jerrabomberra, we also believe in the Moral Purpose of NSW Public Education:

*"The commitment 'to prepare young people for rewarding lives as engaged citizens in a complex and dynamic society' underpins the moral purpose of the NSW public education system. Public education is the enabler of equality and opportunity for all young people. Across NSW, diverse communities of learners are nurtured within the richness and values of a large, complex system - a system that is driven by a deeply held belief that every child can improve every day 'no matter where they live or what kind of learning challenges they may face.'"*

*The catalyst for achieving the 'Educational Goals for Young Australians' is an urgent, unwavering focus on "excellence and equity" through the continuous improvement in the quality of teaching and learning in public schools. We enact this moral purpose by placing every child and young person at the centre of all decisions."*

## School context

Jerrabomberra Public School is a relatively new school in the Queanbeyan District. It has grown from 240 to 950 students in 20 years. The school may have reached a plateau but we anticipate that we will maintain numbers in the coming years. In 2021, there are 38 classes.

The school enjoys strong community support and has a dedicated staff who work as a team to achieve the best for the students. Every teacher is responsible for every student in the school and they all contribute to their wellbeing and progress. We endeavour to ensure that every child is known, cared for and valued.

The school has endeavoured to develop a true K-6 ethos with a warm, friendly and welcoming environment where students, staff and parents feel valued. This is built on the concept of mutual respect and an inclusive culture. We strive for excellence in Literacy, Numeracy, Public Speaking and Creative Arts, especially Music. The school has high expectations of student progress and performance. We have a full-time school Learning Support Teacher to support student progress.

We are also in our eighth year of Reading Support (formally known as Reading Recovery) for Year 1 students which has now been increased to a 1.26 position. This implementation is to give younger students the best start that we possibly can in the early years. Of our student population, 22% of students are from Defence families and we have a Defence School Mentor to support these families. The high mobility rate of our Defence students affects our planning, budgeting, school operation and culture.

A very successful Federal Chaplaincy Program has been in operation for 11 years. This is our GLAD (Good Living and Development) program.

Our school benefits from a high level of P&C funding support and is highly regarded in the local area.

# Strategic Direction 1: Student growth and attainment

## Purpose

To achieve **student growth and attainment in Literacy** for every student - at least one year's growth in each year. We also aim to move the "middle to the top" two NAPLAN bands by 8%. To achieve this, we aim to also increase teacher growth and capability through supportive professional learning, collaborative practices, regular data collection and analysis, consistent teacher judgement and explicit teaching practices.

## Improvement measures

### Target year: 2022

A minimum of 62% of Year 3 and 5 students achieve in the top two bands in NAPLAN reading. (Lower bound system-negotiated target).

### Target year: 2023

A minimum of 65% of Year 3 and 5 students achieve in the top two bands in NAPLAN numeracy. (Lower bound system-negotiated target).

### Target year: 2024

Increase the percentage of students achieving expected growth in NAPLAN reading to be between the system negotiated lower and upper bound target range. (62%-67%)

### Target year: 2024

Increase the percentage of students achieving expected growth in NAPLAN numeracy to be between the system negotiated lower and upper bound target range - 74% - 79%

### Target year: 2024

SEF assessment indicates improvement in SEF theme 'whole school monitoring of student learning' (learning, assessment) from **Sustaining and Growing to Excelling**.

### Target year: 2024

## Initiatives

### Explicit Teaching Practices in Literacy

- Development of a whole school approach to ensure the most effective evidencebased teaching methods optimise learning progress for all students, across the full range of abilities.
- Teachers will employ evidencebased effective teaching strategies.
- Through Instructional leadership, teachers will identify effective teaching methods to ensure students' learning improvement is monitored and demonstrates growth.

### Use of Data to Inform Practice in Teaching of Literacy

Build teacher capabilities to ensure data collection is used to inform teaching practice and provide feedback to students so that learning is maximised for all.

- Systematic analysis and use of Literacy Progressions to personalise teaching for all students.
- Develop school-based methods for tracking progress and growth of students.
- Staff will employ reflective strategies to assess their practice and engage in professional discussion within and between stages.

### Collaboration & Curriculum Implementation in Literacy

Collaborative practices that explicitly aim to improve teacher practice and student outcomes are embedded into the school environment in order to produce a shared vision of quality teaching and learning. This will be achieved through:

- Creating an understanding of collective efficacy where there is a belief that staff can have a positive impact on student achievement.
- Embedding a culture for observation and feedback in which specific goals will be observed, reviewed and implemented between teachers within and across

## Success criteria for this strategic direction

- The school identifies expected growth for each student. Students are achieving higher than expected growth on internal school progress and achievement data.
- There is effective, evidence-based teaching which impacts measurable student learning progress and gaps in student achievement decrease.
- The school's curriculum provision supports high expectations for student learning. The curriculum is enhanced by learning alliances with other schools or organisations.
- Lesson observation and feedback drives ongoing school wide improvement in teaching practice and student results.
- School data demonstrates that student progress and achievement is equal to students at statistically similar schools on external measures. This is consistent with strong student progress and achievement on internal measures.
- Staff analyse, interpret and extrapolate data on a regular basis and use this to inform planning, identify interventions and modify teaching practice.
- Learning goals are known to students and are informed by internal and external data with progress monitored regularly.
- Teachers use assessment data to determine explicit teaching required, future directions, monitor and assessing students progress and achievement and reflect on teaching effectiveness.

## Evaluation plan for this strategic direction

### Question:

How do we know that student growth and attainment outcomes have been met?

### Data:

# Strategic Direction 1: Student growth and attainment

## Improvement measures

SEF assessment indicates improvement in SEF theme 'student growth' (learning, student performance measures) from **Sustaining and Growing to Excelling**

**Target year: 2024**

SEF assessment indicates improvement in SEF theme '**Data literacy**' (teaching, data skills and use) from **Sustaining and Growing to Excelling**

## Initiatives

schools.

- Reviewing learning programs, including the use of data to inform, and adjust programs to cater for student learning needs.
- Reflection on own practice, gather evidence and identify ways to improve.
- Working in partnerships with colleagues within school and across schools to achieve shared goals.

## Evaluation plan for this strategic direction

NAPLAN data, student work samples, Scout- value added data, Literacy and Numeracy PLAN 2 data, student PLP and ILPs, student focus groups, executive and whole staff evaluation sessions, Check-In Assessments, whole-school assessment regime.

### Analysis:

\* Regular analysis of data sources to ensure that we are making progress towards achieving the intended improvement measures.

\* Regular conversations and staff meetings around the School Excellence Framework elements and criteria.

\* Are the initiatives and activities meeting the improvement measures? What needs to be changed?

### Implications:

Following data triangulation and analysis determine where to next.

Which elements of literacy needs additional support? How? What worked well and how can we use this success to apply to other learning areas?

## Strategic Direction 2: Student growth and attainment in Mathematics

### Purpose

To achieve student growth and attainment in Numeracy for every student - at least one year's growth in each year. We also aim to move the "middle to the top" two NAPLAN bands by 10%. To achieve this, we aim to also increase teacher growth and capability through supportive professional learning, collaborative practices, regular data collection and analysis, consistent teacher judgement and explicit teaching practices.

### Improvement measures

#### Target year: 2022

A minimum of 40% of Year 3 and 5 students achieve in the top two bands in NAPLAN Numeracy. (Lower bound system-negotiated target). Data kept by the Instructional Leader Mathematics reflects individual growth of the students within the extension and boost groups.

#### Target year: 2023

A minimum of 45% of Year 3 and 5 students achieve in the top two bands in NAPLAN numeracy. (Lower bound system-negotiated target).

#### Target year: 2024

NAPLAN Data - An improvement of 10% in both Year 3 and Year 5 would bring us above the State average in both cohorts and closer to our SSSG. Our aims are as follows:

Year 3 Numeracy - 47% in the top two bands

Year 5 Numeracy - 45% in the top two bands (Upper bound system-negotiated target).

#### Target year: 2024

PAT Mathematics data - keep clear records of the percentage of students in each Stanine. Aim for a higher number of students with a Stanine of 7+.

#### Target year: 2024

### Initiatives

#### Explicit Teaching Practices in Mathematics

- Development of a whole school approach to ensure the most effective evidencebased teaching methods in Mathematics optimise learning progress for all students, across the full range of abilities.
- Teachers will employ evidencebased, effective teaching strategies.
- Through Instructional leadership and targeted TPL, teachers will identify effective teaching methods to ensure students' learning improvement is monitored and demonstrates growth in Mathematics improves.

#### Use of Data to Inform Practice in Mathematics

Build teacher capabilities to ensure data collection is used to inform teaching practice and provide feedback to students so that learning is maximised for all in Numeracy.

- Systematic analysis and use of Numeracy Progressions to personalise teaching for students.
- Develop school-based methods for tracking progress and growth of students.
- Staff will employ reflective strategies to assess their practice and engage in professional discussion within and between stages.
- Staff will refine their collection of data in mathematics and, through analysis, use it to guide and improve their teaching to achieve better student outcomes.

#### Collaboration & Curriculum Implementation in Mathematics

Collaborative practices that explicitly aim to improve teacher practice and student outcomes are embedded into the school environment in order to produce a shared vision of quality teaching and learning in Maths. This will be achieved through:

- Creating an understanding of collective efficacy

### Success criteria for this strategic direction

Growth in data results, particularly in NAPLAN and Check-In Assessment, with continual growth towards the targets by 2024 as per our improvement measures.

A high number of middle to top students participating in our Maths Boost Groups and Maths Extension program, demonstrating growth in mathematical skills and reasoning.

Teachers collaborating to implement teacher professional learning through both the teachers participating in the NSW Maths Professional Learnings Strategy and the use of our Instructional Leader Mathematics.

A quality Scope & Sequence document being implemented, including collaboratively planned teaching and learning units as well as quality follow-up assessments.

TTFM responses indicate a positive outlook towards maths and individual improvement as per improvement measures.

### Evaluation plan for this strategic direction

#### Question:

How do we know that student growth and attainment outcomes have been met?

#### Data:

Analysis of data including: NAPLAN, Check-In Assessment, PAT Mathematics, TTFM survey of students, teachers and parents, student work samples, Scout- value added data, Numeracy PLAN 2 data, student PLP and ILPs, student focus groups, executive and whole staff evaluation sessions.

#### Analysis:

\* Regular analysis of data sources at stage and whole-school levels to ensure that we are making progress

## Strategic Direction 2: Student growth and attainment in Mathematics

### Improvement measures

TTFM survey indicates a positive response to Maths initiatives and improvements - 85% positive comments.

#### Target year: 2024

Check-In Assessment - An improvement of 5% in both Year 3 and Year 5 would take us clearly over the State average and very close to our SSSG. Our aims are as follows:

Year 3 Numeracy Average - 67% (2019: State 62.8% and SSSG 68.2%)

Year 5 Numeracy Average - 66% (2019: State 60.0% and SSSG 67.6%)

### Initiatives

where there is a belief that staff can have a positive impact on student achievement in Maths.

- Embedding a culture for observation and feedback in which specific goals will be observed, reviewed and implemented between teachers within and across schools.
- Reviewing learning programs, including the use of data to inform and adjust programs to cater for student learning needs in Maths.
- Reflection on own practice, gather evidence and identify ways to improve.
- Working in partnerships with colleagues within school and across the district to achieve shared goals.

### Evaluation plan for this strategic direction

towards achieving the intended improvement measures.

\* Regular conversations and staff meetings around the School Excellence Framework elements and criteria.

\* Are the initiatives and activities meeting the improvement measures? What needs to be changed?

#### Implications:

Following data triangulation and analysis determine, where to next?

Which elements of Numeracy needs additional support? How? What worked well and how can we use this success to apply to other learning areas?



## Strategic Direction 3: Wellbeing for all students and staff

### Purpose

Our purpose is to support the physical, social and mental wellbeing of all students and staff. We aim to ensure all students are engaged in their learning, their school and community as a developing citizen. We also aim to support our Aboriginal students to achieve their best personal levels and to enhance whole-school understanding and commitment to valuing our unique Aboriginal culture.

### Improvement measures

#### Target year: 2022

Students display a greater level of self-regulation with behaviours within the classroom and playground. Teacher satisfaction with behaviours is heightened. Surveys reflect at least an 90% positive response to these practices. Less behaviour referrals to executive staff.

#### Target year: 2024

TTFM wellbeing student data for advocacy, belonging and high expectations reflects 90%+ in all areas.

#### Target year: 2024

Attendance remains steady at 95% - 96% and is above the state average.

#### Target year: 2022

Community Engagement increases through greater attendance at events and parent/ teacher evenings.

#### Target year: 2024

TTFM data from parent/carer data reflects they they feel welcomed, informed, school supports positive behaviour and communicates well and is at or above state norms in this area.

#### Target year: 2024

The SEF shows improvement in **Learning Domain:**

### Initiatives

#### Wellbeing for All

Embedding practices to support a sense of belonging, which values student voice, encourages a high level of engagement and attendance in a safe and supportive learning environment.

This will be achieved by:

- Using evidence-based practices
- High expectations in relation to personal responsibility and behaviours
- Giving opportunities for student voice to be heard
- Effective monitoring of attendance and working with families to improve areas of concern
- There is a school-wide collective responsibility for student learning and success which is shared by students, teachers and parents.
- All members of our school community have positive and respectful relationships with each other.
- The school is focused on building individual wellbeing through a climate of care and positivity.

#### Connecting With Community

Promotion of a culture where community engagement is valued and there is a mutual respect between all participants in the educative process. We want to build stronger partnerships with students, staff, families and community by working and learning together.

This will be achieved through:

- Whole-school training and engagement around Aboriginal culture
- Offering of parent and teacher courses around child wellbeing, mental health and resilience
- Effective communication systems exist between staff and staff and parents.
- Building post-COVID practices to once again have a high level of parental engagement.

### Success criteria for this strategic direction

The school has implemented evidence-based change to whole-school practices resulting in improvements to well-being and engagement in school.

Positive, respectful relationships are widespread and evident among students and staff which promotes a strong learning environment and optimum conditions for success and personal growth, both academically and socially.

A complete Scope and Sequence for the PD, Health and PE syllabus is in place at all year levels and is being implemented.

More students with emotional and behavioural needs are being supported by our welfare programs. Our wide-ranging Wellbeing Policy is updated to include all practices.

Staff are more knowledgeable and confident to include more Aboriginal perspectives into their units of work. There has been a review of Aboriginal inclusion and content in our HSIE, History and Geography units. Our engagement with the local AECG has been strengthened. There is an increase in the number of Aboriginal children in leadership roles within the school.

Mindfulness and resilience attributes are clearly visible attributes displayed by students in the everyday life of the school.

TTFM responses attribute a high level of satisfaction and engagement with the school and its programs.

### Evaluation plan for this strategic direction

#### Questions:

To what extent do we have evidence to show the positive impact of programs on students' social and emotional wellbeing?

#### Data:

## Strategic Direction 3: Wellbeing for all students and staff

### Improvement measures

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**Learning Culture** from **Sustaining and Growing** to **Excelling**.

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### Evaluation plan for this strategic direction

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TFM survey feedback from students, parents and teachers. Data reflects greater parent engagement with school initiatives especially in the area of student welfare programs.

Playground data collection reflects less reporting of incidents and indicates greater self-regulation due to 1,2,3 Magic implementation by all staff.

Aboriginal parent engagement in PLP process reflects 100% of families.

#### **Analysis:**

Delving into the data at regular intervals to monitor progress. Refining practices to ensure continuous growth and student wellbeing.

#### **Implications:**

Data analysis will inform future directions through an annual review and adjustments will be made. Annual reporting of progress will be included in the Annual School Report in Term 1.