Strategic Improvement Plan 2021-2024

Jordan Springs Public School 4669

School vision and context

School vision statement

THE VISION: *Children are always the only future the human race has; teach them well.*

- **Provide** them with love and belonging.
- **Enable** them to be powerful.
- **Create** freedom for them to choose.
- **Inspire** them to have fun.
- **Ensure** they have everything they need to survive.

School context

Jordan Springs Public School was established on 20 July 2020. The school is located in Western Sydney in a new housing estate known as Jordan Springs. The opening of the school was greatly anticipated and the completion of Stage One of the school has welcomed an enrolment of 340 students which has grown significantly in 2021 with over 730. Currently, we have 11% of our student population identifying as Aboriginal and 55% of our population where the students have a language background other than English.

The school has 33 learning spaces including three support classes for students living with a disability. The school incorporates an innovative and future focused educational model, including open and flexible teaching and learning areas alongside modern specialist teaching spaces. Boasting device access of 1:2, our students engage in a green learning platform with minimal impact on our environment and maximum impact on future focused pedagogies and practices.

As the school community evolves, the creation of leadership, sporting and creative arts programs will develop to reflect the students and the teachers working together in harmony. We are closely aligned with our neighbouring schools and networks which support our inclusion within the wider Cambridge Park network of schools.

In our foundation year we are collecting baseline data to develop our school community and culture focusing on all strategic directions to determine areas of improvement against the School Excellence Framework.

Strategic Direction 1: Student growth and attainment

Purpose

To maximise student learning outcomes in reading and numeracy and to build strong foundations for academic success, we will further develop and refine data driven teaching practices that are responsive to the learning needs of individual students and their wellbeing.

Our School Excellence Framework focus area is:

- **Learning - Learning Culture - Attendance**
- **Learning - Assessment - Formative Assessment**
- **Learning - Student Performance Measures - Value-add**

Improvement measures

Target year: 2024

85% or more transition to school reports provided to support Kindergarten students

Reading

Students in Kindergarten and Yr 2 enrolled in 2020 will be achieving the same or higher data results in 2023 as our current Years 3& 5 in reading (understanding texts and vocabulary)

60% Kindergarten 2021 students are achieving in the top 2 bands in NAPLAN 2024

60% of students in Yr 3 and Yr 5 2024 achieving in the top 2 bands in NAPLAN - which is an increase of 20%

Numeracy

50% of students in Yr 3 and Yr 5 achieving in the top 2 bands which is an increase of 20%

Target year: 2024

Glasser Accreditation

Initiatives

Transition programs

Pre School to Kindergarten

Create a systemic process and practice for embedding a transition to school in the early years framework. We are building continuum between the Early Years Learning Framework (EYLF) and the curriculum to support students transitioning to school. As teachers engage preschool transition to school reports and assess students using Best Start, we will use this knowledge to create an integrated play based learning program using the pedagogical theory of the Walker Learning Approach (WLA).

Underpinning this initiative is the research and theories of the Walker Learning approach and CESE What Works Best (WWB), referencing the elements of Using Data to Inform Practice, High Expectations, Effective Feedback

K-6 Progressions in reading and numeracy

Developing our school teaching faculty to read and interpret the data we have relating to specific target areas and making on balanced programming decisions to pin point the narrative that exists as a result of our data to informed practices within the teaching and learning cycle.

Underpinning this initiative are the research and theories of Sharratt, Hattie and Wiliam and CESE WWB referencing, Assessment, Use of Data to Inform Practice

Personalised Learning Pathways

Establishing and implementing processes that support the creation of cultural and academic goals through consultations between students, parents/caregivers and teachers that personalises the approach to learning and engagement for all students who identify as Aboriginal or Torres Strait Islander (ATSI).

Underpinning this initiative are the research and theories of Aboriginal Education policies and procedures, consultation with AECG and CESE WWB referencing Collaboration and High Expectations.

Success criteria for this strategic direction

Learning - Learning Culture - Attendance

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

Learning - Assessment - Formative Assessment

Teachers collect and use assessment data that monitors achievements and identifies gaps in learning to inform planning for particular student groups and individual students.

Learning - Student Performance Measures - Value-add

The school's value-add is not significantly lower than the value added by the average school*.

*cese.nsw.gov.au/publications-filter/value-added-measures

Evaluation plan for this strategic direction

Transitions

Preschool to Kindergarten - The initiative will be monitored by progress of students in Best Start, Phonemic Awareness Assessment and PLAN data & early learning observation assessments during program implementation.

K-6 Progressions in reading and numeracy - This initiative will be monitored by regular assessments and tracking within the Microsoft Teams Tracker, Learning Support Team minutes and Student Adjustment Plans (SAP), Consistent Teacher Judgement Homebase meetings to moderate samples of student work and student performance in external assessments (NAPLAN and PAT)

Personalised Learning Pathways - This initiative will be

Strategic Direction 1: Student growth and attainment

Improvement measures

All staff will be engaged in a professional learning process with the Glasser Institute for classroom teachers to be trained at minimum Basic and the executive to be minimum Advanced level training.

The Principal will be endorsed as a senior faculty member and supporting the sustainability of the Quality School by capacity building staff to higher levels of Glasser training.

Initiatives

Quality School

Choice Theory Reality Therapy Lead Management (CT/RT/LM)

To support our wellbeing school culture platform, staff will partake in CT/RT/LM training to ensure a pedagogical understanding of the theory and practices of implementation. This will be realised through external training, internal practice and mentoring as well as personal learning within Performance and Development Plan (PDP) goals.

Quality wellbeing

Support the whole school implementation of CT/RT/LM within School Operations and Educational Delivery where every teacher, every student and every member of the community understand our systems and processes of positive internal psychology as a means of meetings their basic human needs of Love and Belonging, Power, Freedom, Fun and Survival.

Underpinning these initiatives are the research and theories of Dr William Glasser and CESE WWB referencing Wellbeing.

Click here to view our Quality School Vision.

Evaluation plan for this strategic direction

monitored by Personalised Learning Pathway (PLP) documents and ongoing reviews, student reflections, consultation meeting minutes, internal and external assessment data.

Quality School

Choice Theory Reality Therapy Lead Management - This initiative will be monitored by Professional Learning schedules, PDP Goals, meeting minutes and course completion.

Quality wellbeing - This initiative will be monitored by Sentral reports, attendance data, Tell Them From Me (TTFM), People Matter Survey and student engagement.

Analysis of this collective data will inform future directions.

Strategic Direction 2: Innovative professionals

Purpose

To support a vision of future focused educational delivery that promotes the conceptual understanding that every person in our school is a learner that is committed to knowing and understanding how to grow each year, every year. The purpose of this strategic direction is to build teaching and learning environments that can be sustainable as the school grows with people, spaces and innovation.

Our School Excellence Framework area is:

- **Teaching - Effective Classroom Practice - Lesson Planning**
- **Leading - School Planning, Implementation and Reporting - Continuous Improvement**
- **Leading - Educational Leadership - Community Engagement**

Improvement measures

Target year: 2022

Enrolments will continue to grow annually at the expected rate reflective of community participation and engagement.

Target year: 2022

All staff will lift in their engagement and application of collaborative teaching practices and reflect this in their Performance Development Plans.

Attendance

90% of students attending above 90%.

Initiatives

School learning environments and change

Operational management

In this foundation year, the school needs to support a positive school practices model so we can identify operational components of the school that enable it to function with the focus of students at the core, parents and community as partners and staff as leaders of their profession. Through the creation of task groups, working parties and home base teams, the school can make informed decisions that are owned by all stakeholders and hence implemented with autonomy, rigor and personal/team accountability.

Underpinning this initiative is the research and theories of tiered interventions of systems practice (PBL), CESE WWB High Expectations and Wellbeing and School Learning Environments and Change.

Community and partnerships

To engage the school community and build partnerships with them to form working parties, committees and teams to help build the school. We are hoping to create our P&C, PSSA networks and Arts Associations.

Underpinning this initiative is the research and theories supported through AITSL and CESE with regard to building a community.

Collaborative co teaching practices

Pedagogy and curriculum

The teaching, learning and assessment practices of the school need to be developed, implemented and reviewed using the formative and summative assessment strategies. We hope to enlist our systems of professional practice to include school wide curriculum implementation and professional learning.

Click here to view Thornburg's Learning spaces in action throughout our school.

Success criteria for this strategic direction

Teaching - Effective Classroom Practice - Lesson Planning

All lessons are systematically planned as part of a coherent program that has been collaboratively designed. Accommodations and adjustments are made to suit needs as they arise. 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.

Leading - School Planning, Implementation and Reporting - Continuous Improvement

The leadership team embeds clear processes, with accompanying timelines and milestones, to direct school activity towards effective implementation of the school plan. Staff understand what they need to do to help address the school plan's strategic directions and meet the school's improvement measures.

Leading - Educational Leadership - Community Engagement

Teaching and non-teaching staff proactively seek to improve their performance. The school supports collaborative performance development and efforts to continuously monitor improvement.

Evaluation plan for this strategic direction

School learning environments and change

Operational management - This initiative will be monitored by induction processes, action group evaluations, data tracking system effectiveness and SASS systems.

Community and partnerships - This initiative will be monitored by surveys, participation rates in working parties and surveys and enrolment data,

Initiatives

Underpinning this initiative is the research and theories outlined in CESE WWB, focusing on the elements of explicit teaching, classroom management, assessment and feedback, Lane Clark, David Thornburg and the work of Viviane Robinson, Theories of Action, 2018.

Culture

Enhancing the school culture through transparent and shared beliefs systems of collaboration, consultation and innovation to boost community engagement, leadership and school practices. This aims to reflect the community feedback of developing our school identity in the extra-curricular components of the school community including civics and citizenship, student voice, creative arts and sport.

Underpinning this initiative is the research and theories of Michael Fullan, Carol Dweck and William Glasser.

Evaluation plan for this strategic direction

Collaborative co teaching practices

Pedagogy and curriculum - This initiative will be monitored by PL enrolment, storyboard creation, student data collection and PL evaluation.

Culture - This initiative will be monitored by feedback from the community of the participation in events and festivals etc, student engagement, surveys and evaluation forms.

Analysis of this collective data will inform future directions.

Strategic Direction 3: Collaborative communities

Purpose

To create a school whose operation and educational delivery reflects future focused pedagogies and organisational systems that enable communication, clarity and transparency. Sharing our expertise, performance development and innovative technology skills to create our student centred, immersive and inclusive experiences. It is anticipated that this will inspire lifelong learning, stimulating future ready skills so students are empowered to achieve more.

Our School Excellence Framework focus area is:

- **Teaching - Learning and Development - Expertise and Innovation**
- **Teaching - Professional Standards - Professional Practice**
- **Leading - Educational Leadership - Performance Management and Development**
- **Leading - School Resources - Technology**

Improvement measures

Target year: 2022

Increase the number of staff members recognised as Microsoft Innovative Educator (MIE) to 3.

Reach Microsoft Showcase School status.

Target year: 2022

80% of staff identify favourably in the Learning and Development key survey topic of the People Matter survey

Initiatives

Microsoft Showcase School

Microsoft Teams platform

Create our online school presence engaging Microsoft Teams and utilise it across all facets of the school for both school operations and educational delivery.

We wish to build the school's professional capacity in Microsoft Innovation Experts (MIE) to enable an increase in colleagues that can support our rapid growth of staff and students.

Underpinning this initiative is the research and theories outlined in CESE WWB, focusing on the elements of collaboration and School Learning Environments and Change.

Future Focused T4L Foundation School

To establish a rubric of skills and strategies in collaboration with the T4L Team to identify a baseline of professional learning required by each staff member of a future focused foundation school. This imitative would then support other foundation and established schools who are working towards a hybrid system of operation.

Underpinning this initiative is the research and theories outlined by School Learning Environments and Change.

Contemporary Educational Leaders

Performance and Development Processes

Create a professional learning model that incorporates aspiring leaders, beginning teachers, central appointments and performance development as a basis for creating a workforce that is of the highest calibre.

Develop HR systems and process for ensuring every student, every staff member, every leader and our whole school improves every year.

Underpinning this initiative is the research and theories

Success criteria for this strategic direction

Teaching - Learning and Development - Expertise and Innovation

Teaching staff demonstrate and share their expertise within their school and with other schools. All teachers have expert contemporary content knowledge and deploy effective teaching strategies. The school trials innovative practices and has processes in place to evaluate, refine and scale success.

Leading - School Resources - Technology

Technology that supports learning is available and expertly integrated into lessons by teachers. Administrative staff are expert users of available technology and systems.

Teaching - Professional Standards - Improvement of Practice

Teachers' Professional Development Plans are supported by a coordinated whole school approach to developing professional practice, informed by research. Whole school analysis of the teaching staff identifies strengths and gaps, with planning in place to build capabilities and source teachers with particular expertise to improve student learning outcomes.

Leading - Educational Leadership -Performance Management and Development

The school demonstrates a high performance culture, with a clear focus on student progress and achievement and high quality service delivery. All students are taught by high performing teachers, and the leadership team supports the recognition of this through the teacher accreditation process.

Evaluation plan for this strategic direction

Microsoft Showcase School

Microsoft Teams platform - The initiative will be

Strategic Direction 3: Collaborative communities

Initiatives

outlined by the Aitsl and NESA in Great Teaching, Inspired Learning.

Evaluation plan for this strategic direction

monitored by staff engagement in JSPS Microsoft Teams platform, Microsoft OneNote student notebooks and Microsoft student tracker Teams.

Future Focused T4L Foundation School - JSPS Technology Skills rubrix and JSPS Sharepoint self paced TPL page.
Contemporary Educational Leaders Performance and Development Processes -
JSPS PDP procedures, annual staff PDPs and evidence, People Matter Survey, professional learning schedules, beginning teacher timetables & observations.

Analysis of this collective data will inform future directions.