

# Strategic Improvement Plan 2022-2026

## Jerrys Plains Public School 2231



# School vision and context

## School vision statement

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To continue to build a collaborative and inclusive educational environment where teachers hold high expectations of their students, they know their students well, value them as learners, and support their learning. This will lead to teachers promoting high expectations of their students, differentiating instruction, providing individualised feedback and engaging in ongoing and meaningful classroom interactions, in order to challenge their students and encourage continuous improvement.

## School context

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Built on the land of the Wanaruah people, Jerrys Plains Public School opened in January 1881. The heritage listed buildings date back to 1879.

We are a dynamic and caring educational environment, providing students with access to quality programs within a varied and balanced curriculum. We see our students as individuals, and the curriculum is planned accordingly to cater for each child's specific needs.

Our school is well resourced with excellent facilities for its students, including stimulating classrooms, a library, covered playground equipment and large playground areas. Thirteen percent of our students recognise and celebrate their Aboriginal heritage.

The local school community highly values the positive partnerships that exist with the school and willingly cooperates in order to assist in a variety of authentic learning experiences for their children. Parents, staff, students and community members share a strong sense of ownership and commitment to the ongoing development of Jerrys Plains Public School.

All staff are committed to continuous, sustainable school improvement, with a focus on professional development and individualised learning for all students, within a framework of high expectations. Jerrys Plains Public School is a proud member of the Singleton Learning Community, where collegial practices among the nine schools ensure all students in our public education system benefit from improved outcomes, through strategic and targeted planning.

# Strategic Direction 1: Student growth and attainment

## Purpose

To maximise student learning outcomes for every student at Jerrys Plains Public School, all staff will further develop and refine teaching and learning through researched-based methods, as well as, using data driven practices in literacy and numeracy to build strong foundations for academic success.

## Improvement measures

### Improved reading outcomes

There is a whole school focus on demonstrating growth in reading to improve the achievement levels of all students.

Achieve by year: 2024

All students demonstrate growth and achievement in understanding texts over the year, tracked with the learning progressions.

### Improved numeracy outcomes

There is a whole school focus on demonstrating growth in numeracy to improve the achievement levels of all students.

Achieve by year: 2024

All students demonstrate growth and achievement in place value over the year, tracked with the learning progressions.

## Initiatives

### Student Progress and Performance

**Need:** To ensure progress and achievement of equity groups within the school is equivalent to the progress and achievement of all students in the school.

**If:** We identify what growth is expected for each student through systematic and reliable assessment information and we have processes in place to support teachers' consistent, evidence-based judgement and moderation of assessments.

**Then:** The school will achieve excellent value-added results, significantly above the value added by the average school, and most students will have high achievement in NAPLAN reading and numeracy as well as other assessment platforms.

**So that:** Students consistently perform at high levels on external and internal school performance measures and equity gaps are closing.

## Success criteria for this strategic direction

### Initiative 1: Student Progress and Performance

- Most students will have high achievement in NAPLAN reading, writing and numeracy (SEF Student Performance Measures).
- The school has identified what growth is expected for each student and students are achieving higher than expected growth on internal school progress and achievement data (SEF Student Performance Measures).
- The school achieves excellent value-added results, significantly above the value added by the average school (SEF Student Performance Measures).
- School data shows that student progress and achievement is greater than students at statistically similar schools on external measures, and this is consistent with strong student progress and achievement on internal measures (SEF Student Performance Measures).
- 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 (SEF Effective Classroom Practice).
- Teaching and learning programs are dynamic, showing evidence of revisions based on feedback on teaching practices, consistent and reliable student assessment and continuous tracking of student progress and achievement (SEF Assessment).

### Initiative 2: Assessment

- Assessment is used flexibly and responsively as an integral part of daily classroom instruction (SEF Assessment).
- Formative assessment is practised expertly by teachers (SEF Assessment). Teachers respond to trends in student achievement, at individual, group and whole school levels (SEF Assessment).
- Feedback from students on their learning derived from assessments informs further teaching (SEF

# Strategic Direction 1: Student growth and attainment

## Success criteria for this strategic direction

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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 (SEF Assessment).
- The school has processes in place to support teachers' consistent, evidence-based judgement and moderation of assessments (SEF Assessment).

## Evaluation plan for this strategic direction

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### Initiative 1: Student Progress and Performance

**Question:** To what extent has our use of Student Performance and Assessment Measures contributed to student growth in Reading and Numeracy?

**Data:** Check-In, NAPLAN, PLAN2, Best Start Kindergarten, PAT, Phonics Screener, School based assessment data, instructional decisions in programs.

**Analysis:** Use of Pre and Post data to demonstrate student growth and achievement, instructional decisions demonstrate targeted teaching and differentiated learning.

**Implication:** Teachers make informed instructional decisions based on ongoing data analysis.

### Initiative 2: Assessment

**Question:** To what extent can we confirm that students learn what is taught?

**Data:** Check-In, NAPLAN, PLAN2, Best Start Kindergarten, PAT, Phonics Screener, School based assessment data, instructional decisions in programs, Student work samples, Student voice.

**Analysis:** Formative assessments give teachers feedback about student progress, and summative assessments indicate student achievement levels against defined learning objectives.

# Strategic Direction 1: Student growth and attainment

## Evaluation plan for this strategic direction

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**Implication:** Student voice is evident in goal setting, knowledge and understanding of Learning Intentions and Success Criteria.

# Strategic Direction 2: Connect, Succeed, Thrive and Learn

## Purpose

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In order for the school to achieve excellence in supporting student wellbeing, strategies and practices will be planned to maximise the promotion of a supportive learning environment in the classroom and the fostering of positive relationships across the school community. As a result, respectful relationships will be evident and widespread among students, staff and community, ensuring optimum conditions for student learning across the whole school.

## Improvement measures

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### Attendance

There is a whole school focus on improving attendance to strengthen student sense of belonging, engagement and outcomes.

Achieve by year: 2027

Achieve an increase of 1.1% in the attendance rate, from 89.99% in 2023 to 91.0% in 2027.

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## Initiatives

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### Attendance & Wellbeing

#### Attendance

**Need:** To maintain high levels of attendance across the school.

**If:** The school implements processes to improve and maintain attendance of all students.

**And:** All staff are trained in and follow school attendance policy.

**Then:** Students will have a high level of engagement.

**So that:** Student learning outcomes are improved across the school.

#### Wellbeing

**Need:** To use collaborative strategies to maintain high levels of positive wellbeing across the school.

**If:** There is school-wide, collective responsibility to implement evidence-based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning

**And:** Planning for learning is informed by sound holistic information about each student's wellbeing and learning needs, in consultation with parents/carers.

**Then:** A positive learning environment in each classroom will be characterised by supportive relationships and regular contact with each student.

**So that:** Wellbeing practices that promote social, emotional, behavioural and intellectual engagement, are fostered across the school community.

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## Success criteria for this strategic direction

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### Attendance & Wellbeing

- All staff are competent in understanding and implementing the school attendance policy.
- There is a schoolwide approach to encourage high levels of attendance through incentive based initiatives (SEF Learning Culture).
- A common understanding among school staff on the requirements of the school attendance policy and procedures.
- There is a strategic and planned approach to develop whole school wellbeing (SEF Wellbeing).
- Positive, respectful relationships are evident and widespread among students and staff (SEF Wellbeing).
- The optimum conditions for student learning is established to enable individual learning needs to be met through a school-wide, collective responsibility for student learning and success (SEF Wellbeing).

### Community Connections

- Student learning is informed by holistic information about wellbeing and learning needs, in consultation with parents and carers (SEF Wellbeing).
- The school regularly solicits and addresses feedback on school performance from students, staff, parents and the broader school community (SEF Educational Leadership).
- The school identifies expertise within its staff and draws on this to further develop its professional learning community (SEF Learning and Development).
- Teachers work in partnership with colleagues to achieve shared collaboration goals (What works best in practice).

## Evaluation plan for this strategic direction

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### Attendance & Wellbeing

### Evaluation plan for this strategic direction

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**Question:** Did we improve and maintain high levels of attendance across the school?

**Data:** Attendance, roll marking, academic assessment data, TTFM

**Analysis:** Analyse the data to determine the extent to which the purpose has been achieved.

**Implication:** Is the school attendance data trending upward or downward in any measure?

#### Community Connections

**Question:** Did the school achieve more effective partnerships in learning with parents and students, so that students were increasingly motivated to attend to achieve their best, and to continually improve?

Did the school ensure that the curriculum supports high expectations for student learning?

**Data:** Attendance data, TTFM 'Sense of Belonging' Student Survey reports (Wellbeing), TTFM 'Partners in Learning' Parent Survey reports, School Excellence Framework Self-Assessment survey, internal data (e.g P&C attendance records)

**Analysis:** The school will gain insight and meaning from the data, once it becomes available.

**Implication:** Specific modifications to learning partnerships with the community, and a review of the school's curriculum provision that supports high expectations for student learning.