School plan 2018-2020
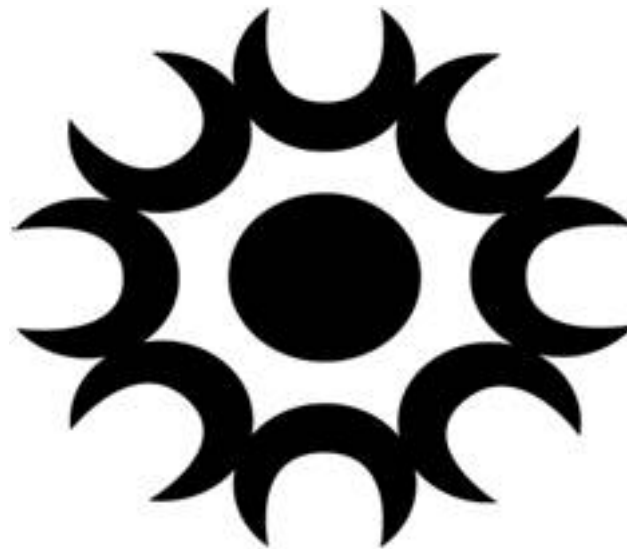
Jannali East Public School 4004

School vision statement

We will prepare our students to lead rewarding and productive lives in the world community by inspiring and celebrating the achievement of personal best.

School context

Jannali East Public School is situated in the Sydney suburb of Jannali and has an enrolment of 370 students. There are 15 classes and students come from diverse socio–economic and cultural backgrounds. Additional programs are provided in a number of areas .

The school has highly dedicated staff members who provide quality educational programs to meet the needs of all students. Excellence is promoted across all areas of the curriculum and the school is committed to continuous improvement in teaching and learning. An emphasis is placed on providing students with a range of opportunities and the embedding of technology to enhance learning. A range of performing arts and sporting programs are offered, giving students the opportunity to participate in extra–curricular activities and represent the school. Promoting student voice and Positive Behaviour for Learning are priorities, and students are given opportunities to develop leadership skills through programs such as the Student Representative Council, Peer Support, Student Leadership in Public Schools (SLiPS), Buddies and in elected school–based positions. The school is well supported by an active School Council and Parents and Citizens Association who contribute a significant amount of funding to the school on an annual basis, and work to promote a sense of community.

School planning process

The consultation process that our school has followed to identify key strategic directions involved:

Referring to the Melbourne Declaration and Department's priorities

Collection and analysis of qualitative and quantitative data from surveys, focus group meetings, stakeholder meetings, and data from internal and external sources

Collaboration with staff members regarding achievement of previous targets and identification of areas on which to focus

Consultation to discuss strategic directions

Collaboration to develop plan

Revision of draft plan with reference to the School Excellence Framework 2

Draft plan presented to the Director, PSNSW, for endorsement

Presentation of draft plan to School Council

Final draft

Presentation of plan to P&C

Plan uploaded onto website

School strategic directions 2018–2020

STRATEGIC DIRECTION 1
Excellence in Teaching and Learning

Purpose:

The purpose of **excellence in teaching and learning** is to ensure the delivery of quality teaching in literacy and numeracy by expert teachers who are responsive to individual needs and able to effectively integrate digital technologies so that every student achieves their personal best

STRATEGIC DIRECTION 2
Engaging the Community

Purpose:

The purpose of **engaging the community** is to develop a culture of trust based on quality communication and deep parent/carer awareness of curriculum, school processes and our goal to improve learning for all students.

STRATEGIC DIRECTION 3
Engaging and empowering learning

Purpose:

The purpose of **engaging and empowering learning** is to improve the learning capacity of students, staff and leaders. Developing a growth mindset empowers all learners to engage positively with their own learning so that improvement is continuous, responsive to assessment and feedback, and motivated by student needs and individual learning goals.

Strategic Direction 1: Excellence in Teaching and Learning

Purpose

The purpose of **excellence in teaching and learning** is to ensure the delivery of quality teaching in literacy and numeracy by expert teachers who are responsive to individual needs and able to effectively integrate digital technologies so that every student achieves their personal best

Improvement Measures

Increased proportion of students in top two bands in literacy and numeracy to sustain student growth on internal and external measures

Increased proportion of students in the top two bands in writing with a stretch goal of most students achieving in the top two bands in writing

Increased capacity of learners in being able to reflect, deliver, utilise and apply feedback to meet individual learning goals

Teacher observations reflections and programs show increasing expertise in evidence–based teaching practices, including the use of digital technologies, in literacy and numeracy

People

Staff

Teachers will approach all new learning with a growth mindset and be ready to trial new teaching practices and engage with feedback, data and information communication technology (ICT)

Leaders

Project leaders will collaborate to understand current research and lead professional learning as agents for change

Project leaders will participate in "Learning Sprints" to develop skills in leading and implementing change

Project leaders will provide instructional leadership to support staff in changing current practices to improve student achievement in literacy and numeracy

ICT leaders and skilled staff will collaborate to develop professional learning for all staff in embedding ICT across all learning areas, particularly English and Maths

Students

Students will engage positively and experiment with ICT, and take ownership of improving their learning by responding positively to feedback

Community Partners

Staff collaboration will lead to professional learning opportunities and sharing of expertise across schools (Learning Sprints)

Parents/Carers

Processes

Numeracy Project

Unpacking data to target specific improvement in numeracy and to develop teaching expertise to promote growth

Literacy Project

Enhance comprehension skills through engagement in Focus on Reading practices and developing vocabulary to ensure children are growing in their learning when cross–referenced to learning progressions

Learning Sprints Project – Writing

Community of practice project on Writing using the Learning Sprints protocol to build teacher expertise and enable students to achieve their personal best

Evaluation Plan

ACER – Pre/Post data

Writing rubrics

NAPLAN / Scout data

Formative assessment

Learning Sprints data

Learning Support data

Surveys

New PLAN data

Milestones

Work samples

Practices and Products

Practices

Students reflect on their work, are able to respond positively to feedback and use individual learning goals to map what they need to learn next

Teachers use a range of assessment and data sources to plan and effectively teach literacy and numeracy. Work samples are used to determine needs and individual growth in learning

Teachers use and refer to learning intentions and success criteria as a part of lesson planning and feedback to students on how to improve

Teachers teach content that is timely and relevant to individual student needs

ICT is effectively embedded into literacy and numeracy. Students and staff effectively use ICT to enhance learning opportunities, increase motivation and provide differentiation

The Learning Sprints protocol and associated tools are utilised as a strategy to support the implementation of explicit teaching and improving student growth

Products

Student work samples show they are meeting individual learning goals proving growth

School programs, scope and sequences, and internal and external assessment data show formative and summative assessment practices are embedded into the teaching of English and Maths

Strategic Direction 1: Excellence in Teaching and Learning

People

Parents and carers will value individual learning goals and be supportive of students in their aim to meet them

Processes

Teacher programs

Student voice / student focus groups

Practices and Products

Learning intentions and success criteria are evident in classroom observations and teacher programs

Student work samples demonstrate student skill in selecting and using ICT to record their learning

Learning Sprints methodology is evident in teaching across the curriculum clearly proving student growth

Strategic Direction 2: Engaging the Community

Purpose

The purpose of **engaging the community** is to develop a culture of trust based on quality communication and deep parent/carer awareness of curriculum, school processes and our goal to improve learning for all students.

Improvement Measures

Increased number of parents/carers participating in school/P&C community engagement activities

The school is recognised as responsive to local needs (through survey data, focus group meetings) by its community

Successful introduction and continuation of the Fathering Project

People

Staff

Will collaborate with community members on P&C/school projects (eg. working bees) and wellbeing projects (eg. Fathering Project) that engage parents/carers for the benefit of all students

Will lead community information sessions to build parent/carer confidence in engaging with the school and enhance learning outcomes for students

Parents/Carers

Parents/Carers will attend information sessions to build confidence in engaging with the school for the benefit of their children

Parents/Carers will develop stronger links between school and community and work towards shared goals

The School and P&C will work collaboratively to identify community members with particular skills/expertise

Leaders

Identify community leaders to assist with leading/coordinating P&C projects

Students

Students will see their parents/carers developing a greater understanding of school processes and curriculum so as to assist them in improving learning.

Processes

Fathering Project

Improve long–term wellbeing of students by increasing engagement of fathers and father figures in students' lives

Community Engagement

School communication methods, increase opportunities for families to engage in school activities, increase the number of parents/carers providing feedback to the school, and provide a range of opportunities for parent/carer involvement in student learning (including electronic mediums)

Evaluation Plan

Surveys

Focus groups

Attendance data from participation in school activities

Milestones

Practices and Products

Practices

Fathers/father figures and students participate in regular term 'get togethers' which enable them to develop stronger bonds and a deeper understanding of one another

Greater number of community members see value in being aware of, and participating in school activities, increasing their knowledge of educational programs, and providing feedback for the benefit of ongoing school improvement

Increased opportunities for teachers and community members to lead school and P&C projects

Products

Ongoing project (Fathering Project) commitment from parents/carers and staff

Improved school facilities (canteen, gardens, playground) as a result of community and school staff working together.

Strategic Direction 3: Engaging and empowering learning

Purpose

The purpose of **engaging and empowering learning** is to improve the learning capacity of students, staff and leaders. Developing a growth mindset empowers all learners to engage positively with their own learning so that improvement is continuous, responsive to assessment and feedback, and motivated by student needs and individual learning goals.

Improvement Measures

Teaching and learning programs show assessment is used flexibly and responsively as an integral part of daily teaching and learning

Staff and student data provides evidence of a change in practice

Data shows most students achieving stage outcomes and /or self–designed learning goals

Increased proportion of staff giving, receiving and reflecting on quality feedback from colleagues that improves professional practice and student learning outcomes

People

Staff

Teachers will collaboratively deliver professional learning on formative assessment in writing to improve student outcomes and have most students achieving in the top two bands by 2020

Teachers will approach new learning with a growth mindset, be ready to trial new assessment practices and engage with feedback to improve their own learning outcomes and the outcomes of their students

Teachers will embed formative assessment strategies across all learning areas by 2020

Students

Students will be empowered to engage in giving, receiving and reflecting on feedback with a growth mindset resulting in ongoing self–improvement

Leaders

Project leaders will guide staff in their collaborative responsibilities of providing professional learning in formative assessment

Executive team will use the Learning Sprints protocol and tools to support the implementation of changes in practice to improve student

Parents/Carers

Parents/Carers will broaden their understanding of various assessment strategies, including formative assessment

Processes

Formative Assessment Project

Teachers will use the Learning Sprints protocol to engage in implementing formative assessment strategies and collect evidence of student learning to teach/take students to where they need to go next

The Feedback Project

Professional learning for all staff (teachers, SASS) on developing Personal Development Plans, using feedback to improve practice and having difficult conversations. Staff will be empowered to engage in giving and receiving feedback with a growth mindset, resulting in ongoing self–improvement

Evaluation Plan

Staff and student surveys (triangulated data)

Lesson observations

Feedback and reflection discourse

PDPs

Assessment data

Milestones

Teaching and learning programs

Practices and Products

Practices

Teachers use assessment flexibly and responsively as an integral part of daily classroom instruction to inform their teaching and meet the needs of students

Students demonstrate a growth mindset, and articulate the difference between a fixed mindset and a growth mindset. Students reflect on, and respond positively to, quality feedback given by peers and their teachers

Staff members are giving, receiving and receptive to quality feedback provided by students and colleagues to achieve their own goals, and improve their own learning outcomes and/or the outcomes of their students

Teachers are using and referring to learning intentions to ensure students are clear about what they are learning and why, and what success criteria are expected for them to achieve the learning goal.

Products

Feedback provided by teachers and learners (staff and students) provides evidence of students having a clear understanding of what is expected and how to improve

Learning Sprints methodology is evident in the teaching of writing and shows evidence of student growth. Teaching and learning programs show formative assessment practices are embedded into the teaching of writing

Personal Development Plans provide

Strategic Direction 3: Engaging and empowering learning

People	Practices and Products
Parents will support students in developing learning goals	evidence that staff members are reflecting on feedback from colleagues resulting in ongoing improvement for themselves and their students