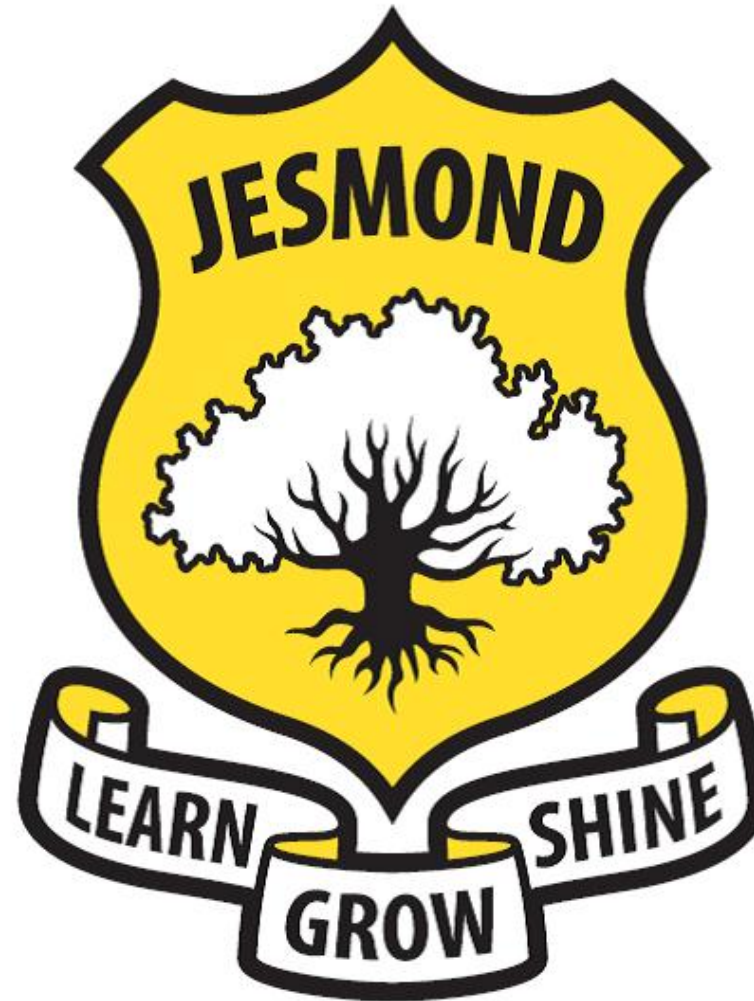


Strategic Improvement Plan 2021-2024

Jesmond Public School 2234



School vision and context

School vision statement

Diversity, Opportunity, Success - A diverse and inclusive culture promoting opportunity and excellence.

School context

Jesmond Public School was established in 1887 on Awabakal land and has a current enrolment of 202 students. The school FOEI is 141. The school and its community is culturally, linguistically and socio-economically diverse and boasts an inclusive school climate and high expectations for all. The school has nine mainstream classes and a regional support class. 11.8% of students identify as Aboriginal or Torres Strait Islander and 69% of students speak English as an Additional Language/Dialect (EAL/D) and are from 29 different cultures. Jesmond Public School is committed to and collaborates with the Aboriginal Education Consultative Group (AECG) and Callaghan Education Pathways Aboriginal Education Team (CEPAET) to strengthen relationships.

Jesmond Public School applies current research and evidence-based practice to ensure continuous improvement. Teaching staff have a strong focus on explicit teaching, differentiation, embedding Aboriginal perspectives, strong assessment practices, collaboration and high expectations to ensure continual improvement for all students.

Teachers effectively monitor student learning and plan learning opportunities based on student need. Specialised staff work with EAL/D and Aboriginal and Torres Strait Islander students in order to increase student achievement and engagement and achieve school targets in literacy, numeracy, attendance and wellbeing.

The school is well-resourced with technology and concrete learning materials to improve student outcomes. A wide range of academic and extra-curricular learning opportunities are available for students, including our Multicultural Ambassador Team, Didge Group, STEM groups, debating, public speaking, performing arts and sporting activities, both at a local and regional level.

Jesmond Public School is part of the Callaghan Network of schools in Regional North. Staff work collaboratively with schools across the network to ensure consistency and to build the capacity of all staff. The school has a strong affiliation with the University of Newcastle to provide expertise in best practice for academic and social and emotional learning.

A small but dedicated Parents and Citizens Association as well as the wider school community promote an inclusive environment and work together in order to ensure that every student grows every year. The school works closely with the wider school community to support the development and needs of each individual student with the vision of diversity, opportunity and success.

Our school has completed a Situational Analysis that has identified three areas of focus for this Strategic Improvement Plan. We have identified a need to focus on personalised learning and data driven practices to ensure growth and attainment is maximised for each student. The Situational Analysis also highlighted the need to increase opportunities for staff to deepen their knowledge of teaching and learning practices by embedding a culture of explicit teaching, current research and evidence-based teaching strategies to ensure continuous improvement for all students. The Situational Analysis also indicated the strengthening of attendance and engagement, including social and emotional wellbeing and opportunities for student leadership and voice. Lastly, our ability to connect with the

School vision and context

School vision statement

School context

Muloobinbah AECG, Callaghan Education Pathways schools and Centre for Education Statistics and Evaluation will also be key focus areas to improve our relationships across the community to sustain whole school improvement.

Strategic Direction 1: Student growth and attainment

Purpose

In order to continually improve student learning outcomes in literacy and numeracy, we will further develop explicit and targeted teaching practice that is responsive to the diverse learning needs of each student.

Improvement measures

Target year: 2022

The percentage of students in Year 3 and Year 5 achieving in the top 2 bands for NAPLAN Reading is 21.9%.

Target year: 2022

The percentage of students in Year 3 and Year 5 achieving in the top two bands for NAPLAN Numeracy is 18.4%.

Target year: 2023

The percentage of students achieving expected growth in NAPLAN Reading is 72.6%.

Target year: 2023

The percentage of students in Year 3 and Year 5 achieving expected growth in NAPLAN Numeracy is 66.4%.

Target year: 2024

The percentage of Aboriginal students in Year 3 and Year 5 achieving in the top three bands in NAPLAN Reading and Numeracy will be above progress achieved by all students in both cohorts and trends are consistent from 2023 to 2024 and beyond.

Initiatives

Embed a learning culture that enables students to create, receive feedback and achieve their learning goals.

- Differentiate personalised learning goals in literacy and numeracy for every student and communicate these with parents
- Implement collaborative systems and processes for specialised staff and classroom teaching staff to work in partnership to differentiate teaching and learning
- Amplify the use of Learning Walks and shared responsibility to target explicit teaching and align whole school practices.

High impact professional learning supports the growth of all teachers and leaders to deepen teaching practice for continuous improvement of outcomes for all students.

- Analyse and use literacy and numeracy progressions to personalise learning and differentiate teaching for all students as well as track progress and growth
- Deliver professional learning in data literacy, data analysis and data use in teaching for all staff
- Collaborate and mentor teachers in using data to monitor and assess student progress and design future learning on a whole class, group and individual level
- Develop effective school practices to support and monitor the progress and growth of Aboriginal and Torres Strait Islander students, resulting in teaching and learning programs which are updated to embed explicit teaching strategies supporting Aboriginal students and Aboriginal perspectives.

Success criteria for this strategic direction

SEF - Learning Domain - Assessment:

Teachers effectively use consistent teacher judgement to determine achievements and areas of development for each student.

SEF - Teaching Domain - Feedback: All students receive regular feedback on their learning and can articulate, understand and achieve their literacy and numeracy learning goals.

SEF - Learning Domain - Curriculum:

All teaching and learning programs show evidence of effective differentiation to meet the needs of students, ensuring they are appropriately challenged and improved learning is evident.

SEF - Teaching Domain - Data literacy:

Teachers analyse, interpret and collaboratively use data to inform planning and modify teaching practice.

SEF - Teaching Domain - Data use in teaching:

Teachers understand and apply a range of consistent assessment strategies in determining teaching directions and teacher effectiveness.

Evaluation plan for this strategic direction

Question:

To what extent has Jesmond Public School achieved impact and improvement measures in literacy and numeracy by effectively using initiatives? Is teaching and learning explicit and targeted to meet the needs of each student and data used to inform teaching practice and achieve learning outcomes?

Data:

The following data sources will highlight student growth:

1. NAPLAN data including expected growth, value add and top two bands

Evaluation plan for this strategic direction

2. Scout distribution across bands/Check In Assessment data
3. Student progress monitored and analysed through PLAN 2 data
4. Student work samples demonstrating growth and where to next.
5. Monitoring Seesaw to record student goals, initiate learning conversations and develop partnerships between home and school.
6. Teaching and learning programs show evidence of differentiation which informs class practice with ongoing adjustments.
7. Goal setting and impact meetings, PLSP and PLPs for our Aboriginal students.

Analysis:

Using multiple data sources through ongoing analysis will measure continuous improvement and identify where to next in learning, teaching and leading. Analysis will determine if Jesmond Public School is on track for achieving improvement measures and provide clarity.

Implications:

The result of the analysis will inform where to next and future directions of teaching and learning.

Strategic Direction 2: Professional Practice

Purpose

In order to maximise the learning outcomes for every student, every teacher and every leader, we will develop a culture of high expectations and quality teaching practice driven by collaboration, formative assessment, research-based pedagogy and curriculum.

Improvement measures

Target year: 2024

Value-add from Kindergarten to Year 3: Excelling

Value-add from Year 3 to Year 5: Excelling

Value-add from Year 5 to Year 7: Excelling

Target year: 2024

All staff achieve their PDP goals which align to the Strategic Improvement Plan and use DoE System negotiated targets for continuous improvement in teaching, learning and leading.

All staff will be excelling in demonstrating contemporary content knowledge and effective teaching practices for embedding Aboriginal and Torres Strait Islander perspectives.

Target year: 2024

All staff systematically identify, understand and implement effective explicit teaching practices based on evidence using a collaborative whole-school approach.

Initiatives

Instructional leadership and assessment data is implemented to support a culture of high expectations and evidence based teaching and learning.

- Implement Impact Meeting cycle to ensure all staff are collaborating and using consistent teacher judgement to track and monitor student learning.
- Drive consistent school-wide practices for formative assessment to monitor, plan and report on student learning across all curriculum areas.
- Model instructional leadership by the principal and the school leadership team through mentoring, coaching and working shoulder-to-shoulder with staff to build capacity.

High impact teaching and learning and current research deepens professional growth and informs teaching and learning.

- Embed professional development processes which value and support a high-performance culture with a clear focus on building capacity of staff.
- Apply evidence-based research to inform effective teaching practices. Cultural perspectives are embedded across all key learning areas to value Aboriginal and Torres Strait Islander heritage and diverse backgrounds.
- Engage in high quality professional learning aimed at achieving school targets.
- Effectively participate in appropriate DoE Aboriginal and Torres Strait Islander Quality Assured professional learning program and deliver to all staff. Includes cultural awareness and scheduled at point of need for staff. May be delivered in a school or as a collective of schools.

Success criteria for this strategic direction

SEF - Learning Domain - Assessment:

Teachers effectively use consistent teacher judgement to determine achievements and areas of development for each student.

SEF - Leading Domain - Educational Leadership:

The leadership team develop a culture of effective, evidence-based teaching and ongoing improvement.

SEF - Leading Domain - Educational Leadership:

The leadership team establishes a professional learning community focusing on continuous improvement in teaching and learning.

SEF - Leading Domain - Educational Leadership:

All students are taught by high performing teachers and leadership team support capacity building in all teaching and non-teaching staff and are committed to improving their performance.

SEF - Teaching Domain - Learning and Development:

Systems and procedures facilitate professional dialogue, collaboration, classroom management, classroom observation and the modelling of effective practices between teachers to drive continuous improvement.

SEF - Teaching Domain - Effective Classroom Practice:

All lessons are systematically planned and collaboratively designed to include accommodations and adjustments, curriculum requirements and cultural safety to provide continuous improvement for all students across a range of abilities and culturally diverse backgrounds.

SEF - Teaching Domain - Learning and Development:

Teachers engage in professional learning and collaborate to implement the most effective strategies to improve teaching and learning.

Evaluation plan for this strategic direction

Evaluation plan for this strategic direction

Question:

To what extent have teachers and leaders at Jesmond Public School demonstrated a culture of high expectations and quality teaching practice?

Data:

The following data sources will highlight student growth:

1. NAPLAN data including expected growth, value add and top two bands
2. Scout distribution across bands/Check In Assessment data
3. Student progress monitored and analysed through PLAN 2 data
4. Student work samples demonstrating growth and where to next
5. Teaching and learning programs show evidence of differentiation which informs class practice with ongoing adjustments
6. Impact wall and impact meetings
7. Individual learning goals for all students, PLSPs and PLPs for our Aboriginal students
8. NCCD evidence of adjustment to teaching programs
9. DoE phonics assessment (Year 1)
 - 1 Kindergarten Best Start Assessment
 - 0.
 - 1 Learning walks and talks
 - 1.
 - 1 Visible learning (What are you learning? How are you going? How do you know? How can you improve? Where can you go for help?)
 2. going? How do you know? How can you improve? Where can you go for help?)
 - 1 Professional Learning - Embedding Formative
 3. Assessment (Dylan Williams), evidence on MyPL
 - 1 Collaborative Planning Days.
 - 4.

Evaluation plan for this strategic direction

Analysis:

Using multiple data sources through ongoing analysis will measure continuous improvement and identify where to next in learning, teaching and leading. Analysis will determine if Jesmond Public School is on track for achieving improvement measures and provide clarity.

Implications:

The result of the analysis will inform where to next and future directions of teaching and learning.

Strategic Direction 3: Attendance and Engagement

Purpose

In order to maximise student outcomes, it is essential that we increase student attendance and engagement in learning.

Improvement measures

Target year: 2022

The percentage of students attending school 90% of the time is greater than 72.2%.

Target year: 2022

The percentage of students with positive wellbeing is at least 92.9% including Aboriginal and Torres Strait Islander and refugee students.

Target year: 2022

The percentage of students demonstrating positive behaviour, sense of belonging and advocacy at school and expectations for success increases over a four year period.

Target year: 2022

The Tell Them From Me survey element of Parents Feel Welcome at School increases to 7.4.

Target year: 2024

Improvement measured by the School Excellence Framework

On balance judgement assessed at Excelling in the following areas:

Learning

Learning Culture Key focus: Attendance

Wellbeing Key focus: Behaviour

Teaching

Initiatives

Systematic processes and monitoring of attendance leads to a culture of increased student attendance

- Embed a whole-school approach to increase student attendance through strong connections and active participation in student learning by the broader school community.
- Strengthen relationships with Aboriginal and Torres Strait Islander families and English as an Additional Language/Dialect families to promote exemplary attendance and engagement.

High student engagement maintains a safe, positive, supportive and inclusive school culture.

- Implement whole school approach to student wellbeing and engagement where there is a collective responsibility for students to connect, succeed, thrive and learn.
- Initiate well-developed and evidence-based practices to strengthen partnerships between home and school to meet student wellbeing and learning needs.
- Consolidate systems and procedures to implement a culture of consultation and responsive decision making.
- Deliver key DoE Aboriginal policies and 2020 Partnership Agreement to embed CEPAET vision 'Shared Histories, Empowered Futures' to develop effective strategies to improve community and student engagement, learning and social and emotional wellbeing.

Success criteria for this strategic direction

SEF - Learning Domain - Learning Culture:

High functioning processes to analyse non-attendance to assist staff in correct procedures.

SEF - Learning Domain - Learning Culture:

Strong connections with students, families & community engagement around valuing attendance.

SEF - Learning Domain - Learning Culture:

Regular and ongoing planning, monitoring and evaluation of the whole school approach to student attendance.

SEF - Learning Domain - Learning Culture:

School data identifies ongoing improvement towards and exceeding targets.

SEF - Learning Domain - Wellbeing:

The school evidences systems of work that are culturally appropriate and have the flexibility to positively contribute to individual and cohort wellbeing where students can identify with curriculum content.

SEF - Learning Domain - Wellbeing:

There is school wide collective responsibility for student learning and wellbeing.

SEF - Leading Domain - Educational Leadership:

The leadership team and staff engage with the community and are responsive to implementing opportunities to cater for a range of diverse needs, both culturally and academically.

SEF - Leading Domain - Educational Leadership:

The staff and leadership team are responsive to community needs by supporting external involvement and feedback from parent, carers and the wider community.

Strategic Direction 3: Attendance and Engagement

Improvement measures

Effective Classroom Practice Key focus: Effective classroom management

Leading

Educational Leadership

Key focus: High expectations culture & Community engagement

Evaluation plan for this strategic direction

Evaluation plan for this strategic direction

Question:

To what extent have we increased student attendance and engagement in learning?

Data:

The following data sources will highlight student growth and engagement:

1. Attendance data monitored by Attendance team and mantra impact
2. SCOUT/Sentral attendance data
3. Monitoring of Seesaw for engagement and the development of partnerships between home and school.
4. Sentral data showing teachers are communicating with parents in relation to attendance
5. NAPLAN data including expected growth, value add and top two bands, three bands Aboriginal students
6. Scout distribution across bands/Check In Assessment data
7. Student progress monitored and analysed through PLAN 2 data
8. Student work samples demonstrating growth and where to next
9. Learning walks and talks
 - 1 Visible learning (What are you learning? How are you going? How do you know? How can you improve? Where can you go for help?)
 - 1 Attendance logs for school events, parent/teacher conferences, PLSP meetings and PLP meetings for our Aboriginal students.
 - 1 Sentral behaviour incident data
 - 2.

Analysis:

Evaluation plan for this strategic direction

Using multiple data sources through ongoing analysis will measure continuous improvement and identify where to next in learning, teaching and leading. Analysis will determine if Jesmond Public School is on track for achieving improvement measures and provide clarity.

Implications:

The result of the analysis will inform where to next and future directions of teaching and learning.