School plan 2015 – 2017

Jannali East Public School  4004

STRATEGIC DIRECTION 1
Excellence in Student Learning

STRATEGIC DIRECTION 2
Outstanding Educators & Leaders

STRATEGIC DIRECTION 3
Supporting the development of caring, respectful future citizens
### School vision statement

We have high expectations for our whole school community…  
We provide quality teaching and learning with challenging and creative learning opportunities…  
We develop partnerships to support student wellbeing…  
We build confidence and capacity through professional learning and working together on projects to meet targets…  
We inspire, motivate and celebrate the achievement of personal best!

### School context

Jannali East Public School is situated in the Sydney suburb of Jannali and has an enrolment of 340 students. There are 14 classes and students come from diverse socio-economic and cultural backgrounds. Additional support programs are provided in the areas of Reading Recovery, Learning and Support, and Enrichment. 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 Restorative Practices is a priority and students are given opportunities to develop leadership skills through programs such as the Student Representative Council, Peer Support, Buddies and in elected 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 the 3 key strategic directions involved:

1. Referring to the Melbourne Declaration  
2. Collection and analysis of qualitative and quantitative data collected from surveys, focus groups, stakeholder meetings, interviews, student results and data collected from various in-school sources  
3. Collaboration with staff members regarding achievement of previous targets and identification of areas on which to focus  
4. Consultation to discuss plan (staff members, community)  
5. Collaboration to develop plan (executive, community, staff members, students)  
6. Revision of plan (post consultation) with reference to the School Excellence Framework  
7. Draft plan presented to staff  
8. Plan presented to Director for endorsement  
9. Presentation of draft plan to School Council  
10. Final draft  
11. Presentation of plan to P&C  
12. Plan uploaded onto website
Jannali East Public School’s long term goal is to excel in all areas of the School Excellence Framework – Culture, Curriculum & Learning, Wellbeing, Assessment and Reporting, and Student Performance Measures.

**Purpose:**
To improve student outcomes and achieve academic excellence in English and Mathematics. Through reflection on current practices and analysis of qualitative and quantitative data, teachers will embed evidence-based teaching and learning, delivering consistently high quality educational practices in line with the NSW syllabus documents for the Australian Curriculum.

**STRATEGIC DIRECTION 1**
Excellence in Student Learning

**Purpose:**
To build the individual and collective capabilities of all staff members and provide opportunities for staff members to work with and learn from each other. Curriculum innovation, creativity, feedback and reflection supported by timely, high quality professional learning will assist the staff in further creating and sustaining a learning environment founded on excellence, inclusivity and respectful relationships.

**STRATEGIC DIRECTION 2**
Outstanding Educators & Leaders

**Purpose:**
To embed positive student welfare practices which enhance student wellbeing and support the development of caring, respectful citizens of the future. This will be achieved by strengthening our partnerships with families and local education bodies, streamlining systems, sustaining our positive culture and improving organisational effectiveness.

**STRATEGIC DIRECTION 3**
Supporting the development of caring, respectful future citizens
## Strategic Direction 1: Excellence in Student Learning

### Purpose - why

To improve student outcomes and achieve academic excellence in English and Mathematics. Through reflection on current practices and analysis of qualitative and quantitative data, teachers will embed evidence-based teaching and learning and the use of technology, delivering consistently high quality educational practices in line with the NSW syllabus documents for the Australian Curriculum.

### Improvement Measures

- NAPLAN growth from Year 3 – 5 in numeracy increased from 48.5% of students to 80% of students with greater than or equal to expected growth
- NAPLAN growth from Year 3 – 5 in Spelling increased from 28.6% of students to 80% of students with greater than or equal to expected growth
- Survey data shows 100% of students are utilising formative assessment methods.
- ACER assessment shows growth of 15% between pre and post test data
- PLAN data shows students progressing a minimum of 1 cluster each year

*Note: this links to the first bullet-points (✔️) in the Products and Practices column*

### People - who

**Students:**
- will develop skills in self-reflection and self-assessment.
- participate in lessons that build capacity as well as develop the ability to take on feedback

**Staff**
- will understand assessment of, for and as learning and develop their expertise in using data to inform their teaching and deliver feedback as a result of targeted professional learning.
- will effectively implement the NSW syllabus documents for the Australian Curriculum through the ongoing engagement with the new syllabi and collaborative projects with partner schools

**Parents / Carers**
- will increase their knowledge and understanding of the new curriculum through parent workshops
- will develop a broader understanding of how technology is incorporated into student learning through information sessions on BYOD

**Leaders**
- will facilitate the implementation of new syllabus documents, lead teachers in effective assessment, working collaboratively, and planning effectively to implement change and improve student outcomes

### Processes - how

**Implementation of NSW Syllabus for the Australian Curriculum**
- staff will further develop a clear and thorough understanding of new syllabus content through professional learning initiatives
- implementation of BYOD and embedding of quality ICT into English and Mathematics

**Implementation of K – 6 Spelling Program**
- whole school analysis of data in spelling
- professional learning for staff in implementation of K – 6 Ants in the Apple Program
- staff develop consistency across K – 6 in the explicit teaching of spelling

**Assessment & Reporting Focus**
- analyse data from NAPLAN, ACER and PLAN
- use data to inform planning of quality teaching and learning experiences
- provide effective feedback to staff, students and parents

**Evaluation Plan**
- Individual project evaluations
- spelling data
- NAPLAN/ACER analysis
- Team planning
- PLAN

### Products and Practices - what

**Product**
- NAPLAN growth from Year 3 – 5 in numeracy increased from 48.5% of students to 70% of students with greater than or equal to expected growth
- NAPLAN growth from Year 3 – 5 in Spelling increased from 28.6% of students to 70% of students with greater than or equal to expected growth
- Survey data shows 100% of students are utilising formative assessment methods.
- ACER assessment shows growth of 15% between pre and post test data
- PLAN data shows students progressing a minimum of 1 cluster each year

**Practices**
- Students regularly tracked on the Literacy and Numeracy Continuums and all assessment data centrally located
- Technology is embedded in all Learning Areas, K-6
- Explicit feedback given to students and successfully utilised to improve outcomes
- Teaching and learning is driven by assessment data and individual student needs
- Consistent language and lesson content embedded into the teaching of spelling K-6
### Strategic Direction 2: Outstanding Educators & Leaders

<table>
<thead>
<tr>
<th>People</th>
<th>Processes</th>
<th>Products and Practices</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Staff</strong></td>
<td>Curriculum &amp; Learning Project</td>
<td>Product</td>
</tr>
<tr>
<td>- will reflect on their practice, set goals, collaborate and provide feedback to support professional growth and improved student outcomes</td>
<td>- Professional learning for staff in embedding ICT (incl. BYOD), the NSW Syllabus for the Australian Curriculum, assessment as/for and of learning, and differentiation / enrichment.</td>
<td>8% increase in the number of teachers seeking accreditation at the higher levels of the Australian Professional Standards for Teachers</td>
</tr>
<tr>
<td>- will understand assessment of, for and as learning and develop their expertise in using data to inform their teaching, develop PLPs, and differentiate curriculum through professional learning.</td>
<td>- Professional learning for staff regarding Performance Development Framework incl. goal setting, providing feedback and collaborative practice</td>
<td>100% of teachers meeting their professional goals at outlined in the Performance &amp; Development Framework</td>
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<tr>
<td>- are provided with opportunities to develop leadership capacity through distributive leadership practices</td>
<td></td>
<td>100% of teachers participating in classroom observations and providing quality feedback to colleagues</td>
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<tr>
<td><strong>Leaders</strong></td>
<td>Leadership Development Plan</td>
<td>TTFM survey shows increase to 95% from 67% in areas of “feedback”</td>
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<tr>
<td>- are trained in coaching to better support staff in career development.</td>
<td>- Professional learning on accreditation for all staff</td>
<td>Practices</td>
</tr>
<tr>
<td>- will increase their knowledge about all areas of accreditation.</td>
<td>- Quality training and leadership opportunities to facilitate the implementation of new syllabus documents and assessment practices.</td>
<td>Protocols established and collegial observations conducted to give and receive feedback</td>
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<tr>
<td></td>
<td>- Provide opportunities for all staff to access professional learning on coaching/mentoring to build their leadership capacity</td>
<td>Staff set goals, participate in peer observations, reflect on their practice, and communicate effective written feedback demonstrating collegial support</td>
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<td></td>
<td>Distributive leadership practices embedded in school culture to develop capabilities and learn as leaders, and create &quot;expert teams&quot;</td>
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**Improvement Measures**

- 8% increase in the number of teachers seeking accreditation at the higher levels of the Australian Professional Standards for Teachers
- 100% of teachers meeting their professional goals at outlined in the Performance & Development Framework
- 100% of teachers participating in classroom observations and providing quality feedback to colleagues
- TTFM survey shows increase to 95% from 67% in areas of “feedback”

*Note: this links to the first bullet-points (第一步) in the Products and Practices column*
## Strategic Direction 3: Supporting the development of caring, respectful future citizens

### Purpose
To embed positive student welfare practices which enhance student wellbeing and support the development of caring, respectful citizens of the future. This will be achieved by strengthening our partnerships with families and local education bodies, streamlining systems, sustaining our positive culture and improving organisational effectiveness.

### Improvement Measures
- 90% of staff state consistent student wellbeing practices are evident across the school
- data shows 70% of parents/carer respondents have an awareness of school goals and welfare initiatives
- TTFM data shows a 20% improvement in organisational effectiveness

### People

<table>
<thead>
<tr>
<th><strong>Students:</strong></th>
<th><strong>Staff:</strong></th>
</tr>
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<tbody>
<tr>
<td>- will understand what is expected of them as safe, respectful learners through targeted learning experiences</td>
<td>- will understand and consistently implement policies and practices that reflect positive school culture and respectful relationships by analysing data and reviewing current practices</td>
</tr>
<tr>
<td>- develop confidence and resilience as learners</td>
<td>- will gain knowledge and skills in the development and implementation of departmental systems and processes to improve organisational effectiveness</td>
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**Parents & Community Partners**
- will be informed about the school’s inclusive programs, expectations and goals in providing valuable wellbeing and learning experiences.

**Leaders**
- will support staff through the review of school wellbeing practices and in the implementation of new practices through professional learning, professional dialogue and the guidance of DEC personnel
- will be trained and provided with opportunities to coach and mentor staff to further develop their knowledge and capabilities.

### Processes

**Student Wellbeing Project:**
- Familiarise staff with Child Wellbeing Framework and implications at local level for child wellbeing practices
- Team established to lead revision of policies and practices
- explicit teaching of PBL expectations and values
- Professional learning - to develop consistent goals & and practices - to educate and inform staff on new departmental operational systems and requirements - to increase staff expertise in ICT to support the implementation of new DE software

**Increase community understanding of school wellbeing goals**
- Access support from experts within DE to review Learning Support Team practices and identify future actions / areas for development

**HOTSCOS**
- Heart of the Shire - Community of Schools projects & initiatives for students to build confidence and resilience
- Promotion of events to community
- Introduction of Asian language / cultural opportunities for students.

**Evaluation plan**
Project evaluations

### Products and Practices

**Product**
- 90% of staff state consistent student wellbeing practices are evident across the school
- data shows 70% of parents/carer respondents have an awareness of school goals and welfare initiatives
- TTFM data shows a 20% improvement in organisational effectiveness

**Practices**
- consistent, streamlined LST practices that utilise school data and reflect PBL Framework
- consistent implementation of revised Student Wellbeing and Discipline Policy and Award system
- increased understanding of school goals and wellbeing initiatives by parents, carers and community members
- LMBR practices are successfully integrated with school systems
- languages/culture program introduced that links with those of our local high schools

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*Note: this links to the first bullet-points (★) in the Products and Practices column*