

Jingili Primary School



Education NT Strategy – Annual School Priority

Select one Education NT Strategy annual school priority that the school will focus its efforts on in 2020.

Grow: Improve students' two year gain in NAPLAN writing in Years 5, 7 and 9 (applies to Transition - Year 9)

Focus for Improvement in 2020

Where are we now?

For the past 3 years we have focussed on improving writing pedagogy through the Assessment Capable Writers Project, with support from Lisa Keskinen and within our own Professional Learning Teams. Our growth in relation to NAPLAN from Year 3-year 5 with continuing students has been encouraging (see Attachment A) although our school mean continues to track below the Australian mean. We have a Whole School Curriculum and Assessment plan but it is outdated and not relevant to our current context. Our school has a policy around wellbeing based on School Wide Positive Behaviour. Some of our processes and approaches have become inconsistent and require updating.

Where are we going?

We want to continue to see student's growth in writing but also raise the bar so that our school mean score is more in line with the Australian mean in NAPLAN. As part of our strategy to address this, we want to improve the relevance of our Whole School Curriculum and Assessment Plan by embedding the integration of literacy more deeply across all curriculum areas and enhancing an Inquiry approach to learning. We also want to ensure the climate for learning is inclusive and that the school is a place that students feel safe, supported and free to take risks.

Why are we going there?

While students have made significant gains in writing from year 3 to 5, NAPLAN data shows that the level of achievement could be improved. Staff feedback indicated a need to update our Whole School Curriculum and Assessment Plan to provide more clarity around what should be taught and when. School surveys have indicated that while 90% of parents say that their children feel safe at our school, only 60% of staff and 74% of students say that students feel safe at our school. We want to ensure a consistent approach to wellbeing with a focus on improving all students' self-regulation, growth and academic achievement. We hope that by re- focussing on Readiness to Learn and developing a Whole School Curriculum and Assessment Plan, achievement levels and engagement in writing will be lifted.

* This section may also describe an accompanying priority, in addition to the chosen annual school priority, that the school will focus on in 2020

2020 Annual School Improvement Plan

1. Signature Strategy and Actions

Outline the actions, timelines, professional learning strategies, roles, responsibilities and resources that the school will adopt to implement the signature strategy.

1. Signature Strategy	E3 - Whole school curriculum and assessment plan				
Goals <i>What are the changes you expect to observe in practice and student outcomes if the strategy has been successfully implemented?</i>	<i>Beginning with the HASS, Science and English Curriculum we intend to develop a coherent, sequenced plan for curriculum delivery determining the content and skills to be taught and a clear indication of how students are to be assessed from pre-school to year 6. Given the composite nature of our classes we will develop a biannual plan with an Inquiry approach at its core.</i>				
Actions	When	Professional learning strategies	Who		Resources
<i>Outline what the school will do to support the signature strategy.</i>	<i>Outline the start and end date for implementing the action.</i>	<i>What strategies will the school use to facilitate the professional learning?</i>	<i>Where will the expertise to lead this action be found?</i>	<i>Who is your contact that will assist in delivery of the action?</i>	<i>Outline the resources (facilities, staffing and budget) that will be allocated to the action.</i>
Identify key staff to lead the development of a HASS and Science Curriculum Plan guided by an Inquiry lens and integrate with an English Curriculum Plan.	August 2019 December 2020 going into 2021	Collaborative inquiry/action research team	Quality teaching and learning	Tania Tamatai Deb Hodgeson	Lisa Keskinen – Literacy Education Consultant. \$2000 Provide ERT days to release staff to undertake research.
		Focused professional learning at staff meetings	School leadership team		
		Targeted Sprints	School Leadership Team		
Consult with year level teachers to co-develop and trial the Curriculum Plan. Focus on year 3/4 then 5/6 & T-2	April 2020 December 2020	Formalised PLC/PLTs	Impact coach		2 staff to attend Impact Coaching workshops.
		CIP - Impact coaching	School leadership team	Tania Tamatai Deb Hodgeson	1 Staff to attend Kath Murdoch Inquiry Learning PD.
		Targeted Sprints	Impact coaches		

2020 Annual School Improvement Plan

Actions	When	Professional learning strategies	Who		Resources
<i>Outline what the school will do to support the signature strategy.</i>	<i>Outline the start and end date for implementing the action.</i>	<i>What strategies will the school use to facilitate the professional learning?</i>	<i>Where will the expertise to lead this action be found?</i>	<i>Who is your contact that will assist in delivery of the action?</i>	<i>Outline the resources (facilities, staffing and budget) that will be allocated to the action.</i>
Co-develop assessment tasks that reflect the content and skills taught.	April 2020 – into 2021	Collaborative inquiry/action research team	Instructional leaders	Tania Tamatai Deb Hodgeson	ERT days to release staff to co-develop.
		Focused professional learning at staff meetings	School leadership team		Staff meetings assigned
		Formalised PLC/PLT's	Impact Coaches		

2020 Annual School Improvement Plan

2. Signature Strategy and Actions (where applicable)

Outline the actions, timelines, professional learning strategies, roles, responsibilities and resources that the school will adopt to implement the signature strategy.

2. Signature Strategy	A1 - Readiness to learn				
Goals <i>What are the changes you expect to observe in practice and student outcomes if the strategy has been successfully implemented?</i>	<i>We want to create a safe, inclusive environment where everyone understands the expectations around positive learning and positive relationships then encourage and enforce them in a consistent manner. Our aim is to increase engagement and successfully improve student's self-regulation, growth and academic achievements, especially in writing through the implementation of the Berry Street model.</i>				
Actions	When	Professional learning strategies	Who		Resources
<i>Outline what the school will do to support the signature strategy.</i>	<i>Outline the start and end date for implementing the action.</i>	<i>How is the professional learning going to be delivered?</i>	<i>Where will the expertise to lead this action be found?</i>	<i>Who is your contact that will assist in delivery of the action?</i>	<i>Outline the resources (facilities, staffing and budget) that will be allocated to the action.</i>
Review our current processes and develop an agreed consistent approach by all.	November 2019 December 2020	Collaborative inquiry/action research team	School Wellbeing team	Wellbeing Officer	School Visits – ERT for release
		Shared and guided practice (scaffolding)	School Wellbeing Team		
Introduce the Berry Street model to all staff and the wider community. Module 1, 2 in 2020 Modules (3,4),5 in 2021	April 2020 Sem 2 2020	Workshops/conferences/courses etc	External provider	Stephanie Willison- Berry Street Model NEN Principals.	School budget in conjunction with NEN \$10000 over two years. Special Ed teachers from NEN schools to oversee and ensure sustainability
		Collaborative inquiry/action research team	Network / partner school	Larelle Gilbert NEN Principals	
		Investigate tools/ data to measure impact	Network / partner schools	Larelle Gilbert NEN Principals	

2020 Annual School Improvement Plan

Actions	When	Professional learning strategies	Who		Resources
<i>Outline what the school will do to support the signature strategy.</i>	<i>Outline the start and end date for implementing the action.</i>	<i>How is the professional learning going to be delivered?</i>	<i>Where will the expertise to lead this action be found?</i>	<i>Who is your contact that will assist in delivery of the action?</i>	<i>Outline the resources (facilities, staffing and budget) that will be allocated to the action.</i>
Introduce Classroom walkthroughs focussed on implementation of Berry Street	Sem 2- ongoing into 2021	Peer observation including feedback and reflection	School leadership team	Wellbeing Officer	ERT to release teachers for peer observations
		Demonstration classrooms of exemplary practice	Impact coach		Wellbeing budget
		Opportunities to visit other schools implementing Berry Street model			

Endorsement (can be completed by mid-Term 1 2020)



Principal
Carin Symonds



Senior Director School Improvement
and Leadership
Paul Nyhuis



Chair School Representative Body
Grant Dewsbury