

Jells Park Primary School 2023 AIP Summary



<p>Goal 1a</p> <p>DET – Priority Goal</p>	<p><i>In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.</i></p> <p>Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy</p>
ACTIONS	SUCCESS INDICATORS
<p>Literacy:</p> <ul style="list-style-type: none"> * Resource the introduction of the new Soundwaves program * Provide Professional Development refresher on our writing platform and new Soundwaves spelling * Consistently undertake Learning Walks and provide feedback to staff to support student learning in the classroom * Restructure the Learning Specialist timetable to provide opportunity for Peer-Peer observations and feedback and for PLC leader to attend Planning sessions. * Introduce a new Spelling platform - Soundwaves, across the school * Increase writing moderation workshops across the school * Monitor more closely the 'Home Talks' Writing strategy * Shift our focus onto writing IEPs to target growth of middle band students * Use PLC Framework and data investigation to target specific students <p>Students will:</p> <ul style="list-style-type: none"> * Engage with explicit face-to-face teaching on - Character development, Vocabulary specific to the text type, Punctuation, Cohesion & sentence structure and spelling when writing * Develop strategies to build writing stamina <p>Numeracy:</p> <p>Leadership will:</p> <ul style="list-style-type: none"> * Resource the re-introduce of Quicksmart * Resource the expansion the High Abilities Program to challenge student learning. * Provide Professional Development refresher on Maths Fluency activities * Consistently undertake Learning Walks and provide feedback to staff to support student learning in the classroom * Restructure the Learning Specialist timetable to provide opportunity for Peer-Peer observations and feedback * Engage with local secondary college to address issues of growth 5-8. <p>Staff will:</p>	<ul style="list-style-type: none"> * PAT, Progression Point and Curriculum Tracker data used to identify students for tailored supports. * Differentiated resources used in tailored supports. * Agreed assessment data (PAT) and student surveys from Boost and Quicksmart groups. * Re-appointment/staffing of Boost program, restart of Quicksmart program. * Identified progress against Individual Education Plans. * PAT, Progression Point and Curriculum Tracker data used to inform of student progress.

<ul style="list-style-type: none"> * Collaborate to identify what a Numeracy lesson structure looks like * Develop their skills for increased explicit teaching on Number Fluency * Identifying Numeracy Common language and present consistently * Expand on available resources and making them accessible * Create sharing folders for Numeracy on the share drive * Use data to target specific students <p>Students will:</p> <ul style="list-style-type: none"> * Use student Goal setting in Numeracy consistently * Become more active agent in their learning through the Improvement Group model 	
<p>Goal 1b</p> <p>DET – Priority Goal</p>	<p>In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.</p> <p>Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable</p>
<p>ACTIONS</p>	<p>SUCCESS INDICATORS</p>
<p>* Develop a focus on student Resilience as an extension of the SWPBS framework.</p> <p>Leadership will:</p> <ul style="list-style-type: none"> * Facilitate Professional Development for staff * Provide a 'cheat sheet' for staff to link resilience to the SWPBS tokens * Lead discussion and staff understanding on what resilience looks like in the classroom * Support consistency across the school with Learning Walks and Peer assessments * Facilitate the expected 'Common Language' across the school * Engage with families to support at risk students <p>Staff will:</p> <ul style="list-style-type: none"> * Introduce the 'Zones of Regulation' in all classrooms to address resilience strategies * Engage with parents to ensure there is 3-way engagement to support student wellbeing * Continue to use the SWPBS framework and the 4 R's resource to engage students * Effectively plan to use SEL time to address student wellbeing and resilience issues * Develop IEP's for the most vulnerable students (academic and wellbeing) <p>Students will:</p> <ul style="list-style-type: none"> * Become active agents in their own wellbeing by creating their own 'resilience' toolbox * Engage in their own wellbeing by developing goals with strategies that work for them * Gain a better understanding of how to get help for resilience issues 	<ul style="list-style-type: none"> * Students engagement in wellbeing programs (feedback, participation, classroom observations) * Resilience strategies evident with anchor charts in all classrooms * Teacher Opinion surveys on effectiveness of programs, referral process * Teacher reports of student wellbeing concerns - SENTRAL * Data used to identify students in need of targeted support * Data of counselling services with Welfare accessed by teachers, students and families to support students in class * Documentation of strategies students will use in classes and at school * Student engagement and assessment data from AtoSS improves
<p>Goal 2a</p> <p>JPPS goal</p>	<p>Improve learning growth for all students.</p> <p>Develop and embed an agreed understanding of an effective lesson structure</p>

ACTIONS		SUCCESS INDICATORS
<p>Leadership will:</p> <ul style="list-style-type: none"> * Facilitate time and resources to support staff collaboration in developing effective lesson structures in all subject areas * Provide professional support to assist in the process of developing sound lesson structure. * Provide agreement on the consistent language to be used in Literacy and Numeracy. * Resource programs and activities that will support the implementation of the Instructional Model * Provide opportunity for staff to engage in Peer observations to support personal learning and develop consistency in the school. * Conduct Learning Walks and attend PLC meetings <p>Staff will:</p> <ul style="list-style-type: none"> * Engage/collaborate in PLC teams to further develop Instructional practice * Undertake professional surveys to assess teacher practice * Share best practice in the classroom through Peer Learning Walks, Peer Observations and feedback * Commit to collaborative planning and the effective use of data to inform teaching practice. <p>Students will:</p> <ul style="list-style-type: none"> * Participate in feedback opportunities to inform teachers on effective lesson structures and areas for improvement. 		<ul style="list-style-type: none"> * Teachers understand the Instructional Model for Numeracy and Literacy (including Soundwaves Spelling program). * Multiple sources of data will be used to assess student progress, including NAPLAN Growth * Learning walks will assess the language being used and students ability to articulate what they are learning * Evidence of consistent practice in teacher's planning documents * Evidence of consistent lesson structures, teaching to the IM * Assessment and outcomes from PLC implementation in each years level.
Goal 2b	Improve learning growth for all students.	
JPPS goal		
ACTIONS		SUCCESS INDICATORS
<p>Leadership will:</p> <ul style="list-style-type: none"> * Resource access to different, but agreed, forms of data collection * Provide Professional Development on how to effectively use data. * Model the use of data by providing 'system' figures and engaging with all staff on how this impacts all schools. * Facilitate the regular activities of the PLC team and the Instructional Leaders to support this goal. <p>Liaise with DET regional teams for support and advice.</p> <p>Staff will:</p> <ul style="list-style-type: none"> * Commit to using data walls (digital) to collect, store and analyse student data. * Work collaboratively with their peers to review all data and plan effective lesson plans * Challenge all students in their learning with an aim to obtain growth. <p>Students will:</p> <ul style="list-style-type: none"> * Participate in feedback opportunities to inform teachers on areas for improvement. 		<ul style="list-style-type: none"> * Teachers understand the Instructional Model for Numeracy and Literacy (including Soundwaves Spelling program). * Multiple sources of data will be used to assess student progress, including NAPLAN Growth * Learning walks will assess the language being used and students ability to articulate what they are learning * Evidence of consistent practice in teacher's planning documents * Evidence of consistent lesson structures, teaching to the IM * Assessment and outcomes from PLC implementation in each years level.
Goal 3	Empower students to be active agents in their learning.	
JPPS goal		

ACTIONS		SUCCESS INDICATORS
<p>Staff will:</p> <p>Develop and implement common language, understanding and practices for student voice and agency.</p> <ul style="list-style-type: none"> * School Definition of Student Voice and Agency * Examples of what each looks like at JPPS * Develop common language to be used in the classroom <p>Build student agency in their learning by utilising goal setting and feedback (Student/Teacher/Peer).</p> <ul style="list-style-type: none"> * Develop a school wide approach to students goal setting * Develop rubrics for any assessment tasks for regular 3 way feedback <p>Students will:</p> <ul style="list-style-type: none"> * Build their capacity to identify, track and measure their own learning goals and growth. * Explore ways for student goals to be recorded, stored and reflected upon. * Participate in opportunities to use their voice and engage with their learning. 		<ul style="list-style-type: none"> * School Definition of Student Voice and Agency created * Exemplars for staff to work with on what it looks like at JPPS * Glossary of 'common language' created * A school wide approach to students goal setting determined * Rubrics for assessment tasks that use 3 way feedback (Student/Teacher/Peer) implemented regularly * Evidence that student have goals recorded, stored and reflected upon
<p>Goal 4</p> <p>JPPS goal</p>	<p>Strengthen student resilience and empower them to be active agents of their wellbeing.</p>	
ACTIONS		SUCCESS INDICATORS
<p>Leadership will:</p> <ul style="list-style-type: none"> * Provide staff with PD to better understand Resilience, identify what it looks like in the classroom and how to support students in being more resilient * Provide a Resilience Toolbox for teachers, including a glossary of terms so that we use consistent language * Develop a 'Scope & Sequence' for Resilience so every year builds on the skills students have <p>Staff will:</p> <ul style="list-style-type: none"> * Maintain a full and robust extra-curricular program for all students so they can be engaged, challenged and learn to take risks * Develop a 'cheat sheet' for staff to use to allow them to give SWPBS tokens for Resilience * Provide information sessions and updates to parents so they are in partnership with us * Provide Intervention Support to at -risk students <p>Students will:</p> <ul style="list-style-type: none"> * Participate in extra-curricular activity opportunities that provide engagement and encourage risk-taking * Engage with classroom activities that discuss resilience and identification of situations when greater resilience is needed 		<ul style="list-style-type: none"> * A full and robust extra-curricular program achieved (Wakakirri, JP Racing, MTQ, etc) * Resilience 'cheat sheet' for staff created * Staff PD on Resilience provided * Resilience Toolbox for teachers created * Resilience 'Scope & Sequence' created * Parent information sessions and updates undertaken