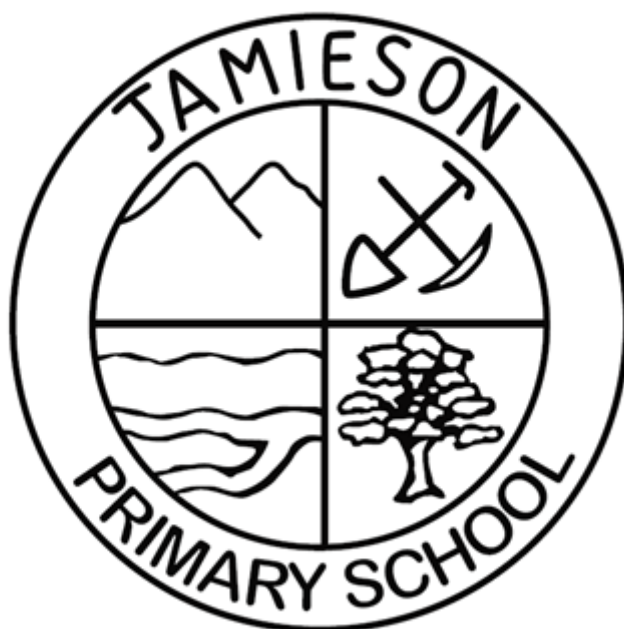


School Strategic Plan 2020-2024

Jamieson Primary School (0814)



Submitted for review by Hannah Madin (School Principal) on 26 January, 2022 at 10:44 AM

Endorsed by Albert Freijah (Senior Education Improvement Leader) on 01 April, 2022 at 02:50 PM

Endorsed by Kate Berg (School Council President) on 30 April, 2022 at 07:56 AM

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School vision	<p>Jamieson Primary School's vision is to work together respectfully to achieve our very best.</p> <p>The school's mission is to provide students with a love of learning, a sense of self and a commitment to community.</p> <p>Our objective is to ensure all students are provided with the conditions to thrive academically, personally and socially.</p>
School values	<p>Jamieson Primary School's values are respect, collaboration, persistence and confidence.</p> <p>We respect ourselves, our school and each another and understand that our attitudes and behaviours have an impact on the people around us.</p> <p>We work together with the knowledge that many heads, hearts and hands make light work.</p> <p>We try our hardest and never give up.</p> <p>We have a strong sense of self and a firm belief in and commitment to our own abilities.</p>
Context challenges	<p>Jamieson Primary School is located in the small township of Jamieson in the Shire of Mansfield, approximately 193 kilometres north east from the Melbourne Central Business District. The school was founded in 1865. The school facilities include a main building which accommodates the administrative centre, a classroom and a smaller learning space. A second building accommodates a multi-purpose room and kitchen. The school grounds include a basketball court, a covered courtyard and a range of adventure play equipment. An adjacent block of land is utilised for major games and sporting activities. Enrolments at the time of the review were approximately eight students. Over the past four years, enrolments declined by 10 students. The Student Family Occupation (SFO) category was 0.4688 in 2021 and 0.2500 in 2022. The Student Family Occupation Education (SFOE) index was 0.4282 in 2021 and 0.2875 in 2022. The 2022 staffing profile of Jamieson Primary School includes a principal (with a 0.6 teaching role), a 0.8 classroom teacher with a 0.2 tutor role and a 0.3 office administration staff member.</p> <p>The school provides an approved curriculum framework based on the Victorian Curriculum. Specialist subjects are accessed via external coaches (eg, swimming, skiing and tennis) or online teachers (eg, Japanese). The school accesses the Mobile Area Resource Centre (MARC) library once a fortnight. An intensive instrumental music program is provided by nearby Year 9 secondary school students in collaboration with their teacher, which culminates in a community concert.</p> <p>The small enrollment at JPS translates to a small staff who need to work very closely together to create the conditions for innovation,</p>

	<p>improvement and success. Collapsing the school into one classroom means structuring whole-school programmes that can be differentiated according to age-appropriate content, ability and interest. Navigating the curriculum to suit this challenge will be a large piece of work for our school.</p> <p>Identified areas for improvement include:</p> <ul style="list-style-type: none"> - increasing clarity and rigor around monitoring student achievement data in order to collectively identify student and staff learning needs and resource requirements - providing dedicated and targeted professional learning and understanding of student voice and agency and improving students' perceptions of this concept - working with teachers to ensure comparison of NAPLAN and teacher judgement data show consistency in the measurement of student performance - improving student writing outcomes through regular moderation of student writing samples against Victorian Curriculum achievement standards and formative assessment during writing lessons to the identify and document the next steps to progress each student's learning. - consistent and purposeful individual learning goals across the curriculum, co-constructed by students and their teachers.
<p>Intent, rationale and focus</p>	<p>We aim to improve literacy and numeracy outcomes for all students as recent data trends for the school suggest a decline in achievement and growth across reading, writing and numeracy. We will prioritise teacher development using a whole-school instructional model with embedded high impact teaching strategies to make the most effective use of teaching time as well as the robust and purposeful collection, analysis and application of student data to inform targeted teaching programs. We will:</p> <ul style="list-style-type: none"> - Strengthen the interrelated layers of curriculum planning to integrate the Victorian Curriculum and enable a guaranteed and viable curriculum. - Embed consistent literacy and numeracy instructional models that incorporate the HITS to enable high quality instruction. - Build teacher capability to utilise data and a balanced assessment approach to diagnose student learning needs, monitor learning growth and inform future planning. <p>Additionally, we aim to improve wellbeing and engagement outcomes for all students as 2017–19 AToSS data showed a decline in students' perceptions of Student voice and agency and Sense of confidence. We will strengthen staff knowledge and skills to fully implement the school's wellbeing programs. Furthermore, the school aims to increase student voice and agency in order for students to become self-regulating learners. This will be achieved through the development and implementation of strategies to enable students to exercise authentic agency in their own learning, such as individual learning goals, timely and relevant feedback and embedded opportunities for peer- and self-assessment.</p>

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Goal 1	To improve literacy and numeracy outcomes for all students.
Target 1.1	By 2024, increase the percentage of Year 5 students in the top two NAPLAN bands in: <ul style="list-style-type: none">• Reading from 8% (2017–19 average) to 40% (2022/24 average)• Writing from 0% (2017–19 average) to 40% (2022/24 average)• Numeracy from 17% (2017–19 average) to 40% (2022/24 average)
Target 1.2	By 2024, increase the average percentage of students who achieve at or above expected growth in the Victorian Curriculum in: <ul style="list-style-type: none">• Reading from 73% (2017–19 average) to 90% (2022–24 average)• Writing from 51% (2017–19 average) to 80% (2022–24 average)• Number and algebra from 56% (2017–19 average) to 90% (2022–24 average)
Target 1.3	By 2024, increase the average percentage of students who achieve at or above expected level in the Victorian Curriculum in: <ul style="list-style-type: none">• Reading from 79% (2017–19 average) to 90% (2022–24 average)• Writing from 79% (2017–19 average) to 90% (2022–24 average)• Number and algebra from 59% (2017–19 average) to 90% (2022–24 average)

Key Improvement Strategy 1.a Curriculum planning and assessment	Strengthen the interrelated layers of curriculum planning to integrate the Victorian Curriculum and enable a guaranteed and viable curriculum.
Key Improvement Strategy 1.b Building practice excellence	Embed consistent literacy and numeracy instructional models that incorporate the HITS to enable high quality instruction.
Key Improvement Strategy 1.c Evaluating impact on learning	Build teacher capability to utilise data and a balanced assessment approach to diagnose student learning needs, monitor learning growth and inform future planning.
Goal 2	To improve wellbeing and engagement outcomes for all students.
Target 2.1	<p>By 2024, improve positive endorsement on the Year 2–6 internal student survey, based on the AToSS Social engagement, Student safety and Learner characteristics and dispositions domains.</p> <p>To be finalised by the school:</p> <ol style="list-style-type: none"> 1. Internal survey to be developed and administered in Term 4, 2021 2. Benchmarks and targets to be determined in Term 4, 2021
Target 2.2	By 2024, reduce the average number of student absence days from 11.9 (2017–19 average) to 10 (2022–24 average).
Target 2.3	By 2024, retain average positive endorsement above 90 per cent (based on the 2017–19 average of 96 per cent) on the POS for the Student development domain (Student agency and voice and Confidence and resiliency skills).
Key Improvement Strategy 2.a	Develop and implement strategies to enable students to exercise authentic agency in their own learning.

Empowering students and building school pride	
Key Improvement Strategy 2.b Health and wellbeing	Strengthen staff knowledge and skills to fully implement the school's wellbeing programs.