School Plan 2015 – 2017

JERRABOMBERRA PUBLIC SCHOOL - 4633
School Background 2015 - 2017

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| **In partnership with parents, our aim is to provide a vibrant and responsive school environment that produces confident, well-educated and community-conscious students.** | **Jerrabomberra Public School is a relatively new school in the Queanbeyan District. It has grown from 240 to 890 students in 13 years. The school may have reached a plateau but we anticipate that we will maintain numbers in the coming years. In 2015, there will be 36 classes. The school enjoys strong community support and has a dedicated staff. The school has endeavoured to develop a true K-6 ethos with a warm, friendly and welcoming environment where students, staff and parents feel valued. This is built on the concept of mutual respect and an inclusive culture. We strive for excellence in Literacy, Numeracy, Public Speaking and Creative Arts, especially Music. The school has high expectations of student progress and performance. We have a full-time school Learning Support Teacher to support student progress. We are also in our fourth year of Reading Recovery which has now been increased to a 1.26 position. 24% of students are from Defence families and we have Defence School Transition Aides to support these families. The high mobility rate of our Defence students affects our planning, budgeting, school operation and culture. A very successful Federal chaplaincy program has been in operation for 6 years. This is our GLAD program. Our school benefits from a high level of P&C funding support.** | **The school planning process at Jerrabomberra Public School is consultative at all levels – students, staff and community. Think Tank sessions were held at P&C and staff meetings and the thoughts of all were collated and gathered into like groups. This was underpinned by the concepts of the Melbourne Declaration.**

Other sources of data came from our annual school surveys conducted in Term 4, 2014, of which the collated results have been taken into consideration. Directions for the use of Aboriginal RAM funding have been discussed at the local AECG meeting and further discussions will lead to a sign-off by this group.

The participation in the Tell Them From Me Survey in 2015 will also strengthen our planning and provide valuable data and direction.

Staff teams have then been build to progress our strategic directions, to monitor progress and to report against regular milestones.

Evaluation processes are embedded in the plan and will be linked to school improvement cycles utilising the School Excellence Framework.** |
**PURPOSE:**

To implement the NSW curriculum (including the National Curriculum) through strong planning and professional support and including the use of learning continuums and differentiation to enhance students’ learning outcomes.

**PURPOSE:**

To ensure high quality teaching, learning and leadership practices are consistently implemented across the school through strong professional development and the embedding of 21st Century skills across the broad curriculum.

**PURPOSE:**

To develop a safe and supportive learning environment, with strong partnerships between teachers and parents, including working collegially with other schools in the local Queanbeyan educational network.
### Strategic Direction 1: CURRICULUM IMPLEMENTATION

#### Purpose

To implement the NSW curriculum (including the National Curriculum) through strong planning and professional support and including the use of learning continuums and differentiation to enhance student outcomes.

#### People

**How do we develop the capabilities of our people to bring about transformation?**

**Students:** Students are engaged in the teaching and learning process to become reflective and successful learners through the use of the continuums. Students actively engage in quality learning to develop a clear understanding of scientific processes.

**Staff:** Staff understand the impact of reflective practice and provide individual feedback to their learners aligned with the Literacy & Numeracy continuums. Staff focus on giving and receiving feedback, self-evaluation and sharing of professional practice. Staff develop confidence with the new Science curriculum and the teaching of scientific process.

**Parents/Carers:** Parents become partners in learning through sharing pedagogy, processes & practices and new curricula.

#### Processes

**How do we do it and how will we know?**

- Shared programming and planning practices to inform scope and sequence development and implementation.
- Collaborative development of assessment tasks and schedules to inform planning and programming.
- Opportunities provided for the sharing of continuums and curriculum initiatives with the parents.
- Staff identify professional learning goals as per new Performance & Development Plan (PDP) and are supported by peers and mentors.
- Scheduled opportunities for sharing professional practice, peer & self-reflection and the giving and receiving of feedback for staff.
- Strategic professional learning & practice opportunities through coaching/mentoring process.

#### Products and Practices

**What is achieved and how do we measure it?**

**Products:**
- All students show academic growth and meet school-based benchmarks as measured through NAPLAN, PLAN and a variety of school data.
- 90% of students achieve at or above grade expectations (Baseline data suggests about 85% are at end 2014)
- Teaching and learning programs demonstrate inquiry based learning, differentiation, ICT and Personalised Learning Plans.
- Clearly defined, well-designed and resourced scope and sequences that map learning and assessment exist for Science and English.

**What are our newly embedded practices and how are they integrated and in sync with our purpose?**

**Practice:**
- Staff plan, design and implement effective teaching and learning programs which demonstrate appropriate modifications for personalised learning.
- Stage-based sharing of practice and developing assessment criteria for consistency when tracking students. Through this, a culture of shared reflective practice amongst staff will exist.

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**Evaluation Plan**

- **Internal** – Regular reporting against milestones, feedback from staff teams, sharing sessions and staff surveys.
- **External** – Director of Schools & Principal Development Officer to review the quality & effectiveness of the implementation of plan across the school.
Strategic Direction 2: **QUALITY TEACHING, LEARNING AND LEADERSHIP**

**Purpose**

To ensure high quality teaching, learning and leadership practices are consistently implemented across the school through strong professional development and the embedding of 21st Century skills across a broad curriculum.

**People**

How do we develop the capabilities of our people to bring about transformation?

**Students:**
Engage in meaningful learning opportunities that incorporate digital literacy skills to become creative, responsible learners who think deeply and critically and make relevant connections.

**Staff:**
Explicitly teach digital literacy skills & knowledge to effectively develop students’ understandings & capabilities.

Staff actively engaged in goal setting through Performance Development Framework & collaboration with stage mentors. Develop capabilities of staff to demonstrate leadership and to support whole school initiatives.

**Parents/Carers:**
Parents are informed and involved in whole school digital practices that promote home school partnerships.

**Leaders:**
Stage supervisors to actively engage staff in coaching conversations to support personal teacher growth and develop leadership potential.

**Processes**

How do we do it and how will we know?

- Training of 4 teachers in How2Learn to facilitate whole staff TPL in 21st Century teaching and learning skills.
- Shared programming & planning practices to inform S & S development & implementation.
- Shared planning, team teaching and reflective practices to build teacher and student capacity that has strong focus on 21st century learning.
- Professional Learning around and opportunities to engage in coaching conversations and goal setting to improve practice (aligned to the Teacher Performance & Development Framework).

**Products and Practices**

What is achieved and how do we measure?

- 90% of students achieve at or above grade expectations (Baseline data suggests about 85% are at end 2014)
- Staff survey indicates 100% of staff actively engaged in coaching conversations and goal setting
- Staff survey indicates 75% of staff have the understanding and confidence to implement 21st century learning skills in their classrooms
- All staff indicate understanding of and commitment to Performance & Development – including accreditation aligned to National Standards

**Evaluation Plan**

Regular reporting against milestones, feedback from stage supervisors and project teams, focus group sessions and staff surveys.

**Improvement Measures**

- 90% of students achieve at or above grade expectations (Baseline data suggests about 85% are at end 2014)
- Data indicates 100% of staff actively engaged in coaching conversations and goal setting
- Staff survey indicates 75% of staff have the understanding and confidence to implement 21st century learning skills in their classrooms
- All staff indicate understanding of and commitment to Performance & Development – including accreditation aligned to National Standards
Strategic Direction 3: **WELLBEING AND PARTNERSHIPS**

### Purpose
To develop a safe and supportive learning environment, with strong partnerships between teachers and parents, including working collegially with other schools in the local Queanbeyan educational network.

### People
**How do we develop the capabilities of our people to bring about transformation?**

**Students:**
Students engage in programs to promote better mental health for all.

**Staff:**
Staff plan for, design and implement effective programs to promote the social and emotional learning of all students.

Staff work collegially with each other and staff from other schools for the betterment of the students in this area.

**Parents/Community:**
Parents and carers are provided with opportunities to engage and participate in all areas of school life and KidsMatter workshops.

**Leaders:**
School leaders are engaged and active members of Queanbeyan CoS, networks within the community and Ningimurra Professional Learning Community.

### Processes
**How do we do it and how will we know?**

- **Students:**
  - Continue professional learning to support the implementation of KidsMatter modules with staff, students and parents.
  - Incorporate Ningimurra Community of Schools initiatives into professional development to encourage strong collegial support amongst local schools.
  - Teachers develop protocols and strategies for professional dialogue to support enhanced teaching practice and student growth using the Teacher Performance and Development Framework.

- **Parents/Community:**
  - A S&S for social and emotional learning is developed with consultation of stakeholders.

**Evaluation Plan**
Regular reporting against milestones, feedback from project teams, focus group sessions and staff surveys.

### Products and Practices
**What is achieved and how do we measure?**

- **Evidence of increased involvement by the school community in school programs such as Parent/Teacher Interviews and survey returns.**
- **Collaborative and collegial links are made with the Ningimurra Educational group and combined events are held for TPL.**

**Product:**
- Increased communication with the school community.
- Increased involvement by school community members in school programs.
- KidsMatter practices are in place.
- A clearly defined S&S for social and emotional learning is taught by all staff.

**What are our newly embedded practices and how are they integrated and in sync with our purpose?**

**Practice:**
- Participation in the Ningimurra Community of Schools group.
- Teachers, parents and community members are involved in teaching, learning and student wellbeing programs.
- Maintain & strengthen transition processes between classes within the school.

### Improvement Measures
- Evidence of increased involvement by the school community in school programs such as Parent/Teacher Interviews and survey returns.
- Collaborative and collegial links are made with the Ningimurra Educational group and combined events are held for TPL.