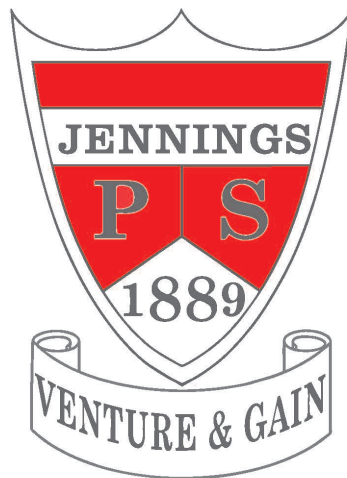


# School plan 2018-2020

## Jennings Public School 2223



# School background 2018–2020

## School vision statement

Every student that attends Jennings Public School will have the opportunity to achieve their personal best through engaged, active learning in a safe, respectful and supportive school environment.

This will be achieved through:

- High expectations of both students and staff.
- The delivery of high quality teaching and learning programs which are engaging and relevant to student's needs and prior learning.
- Innovative practices and classroom structures based on futures focussed learning.

## School context

Jennings Public School is located 18 km north of Tenterfield on the New England Highway on the NSW and QLD border. Jennings Public School is part of the Border Ranges community of schools, which includes schools in Mingoola, Deepwater, Wyaliba and Drake.

Jennings Public School is involved in the Early Action for Success program which is dedicated to early intervention for students who would benefit from additional support in literacy and numeracy. We have one teaching principal and one classroom teacher operating two literacy and numeracy groups K–6. Individual programs are in place to maximise opportunities and improve outcomes for all students.

Jennings Public School is well resourced with interactive whiteboards and video conferencing equipment in each classroom and laptops and iPads for each student.

The spirit of a small school community fosters individuality allowing genuine input from the students which develops responsibility for their learning and respect of others thus creating an environment of relevance and enjoyment.

## School planning process

A variety of formal and informal processes were used to develop the school vision and strategic directions for Jennings Public School.

- Information and consultation evening for parents and community members.
- A survey was sent home to parents asking them identify 3 areas of success, 3 areas of improvement and other suggestions parents wished to share.
- Informal meetings and discussions with parents at school drop off and pick up.
- Community meetings
- Staff consultation in the form of discussions during staff meetings.

As a result of these consultation processes the following strategic directions were developed:

Student Learning – Successful, motivated students engaged contributors in the 21st Century.

Staff Development – Staff implementing innovative teaching practice and building connections.

# School strategic directions 2018–2020

## STRATEGIC DIRECTION 1

Successful, motivated students engaged contributors in the 21st Century.

### Purpose:

To provide a stimulating learning environment to develop students with a high level of understanding and expertise in all areas of learning. To promote student engagement through innovative practices and futures focussed learning.

## STRATEGIC DIRECTION 2

Staff implementing innovative teaching practice and building connections.

### Purpose:

To promote a culture in which staff members are actively engaged in ongoing learning, strive for improvement and are utilising strong connections beyond the school.

# Strategic Direction 1: Successful, motivated students engaged contributors in the 21st Century.

## Purpose

To provide a stimulating learning environment to develop students with a high level of understanding and expertise in all areas of learning. To promote student engagement through innovative practices and futures focussed learning.

## Improvement Measures

100% of students show progress against the literacy and numeracy progressions. Students who do not meet this criteria are supported by individual interventions.

Increase the number of students demonstrating active engagement with their learning.

## People

### Students

Levels of achievement in all curriculum areas will be improved through the development of engaging, differentiated teaching and learning designed to meet the needs of all individuals.

K–6 students contribute to the direction of their learning to ensure focussed experiences and individualised learning.

### Staff

Teaching programs will demonstrate differentiated teaching and learning practices to meet individual student needs

Through engaging with research and evidence all staff will develop a deeper understanding of student directed learning and engagement.

### Leaders

School leaders ensure teachers are supported through professional learning to ensure they are equipped with the skills and knowledge to enable them to develop high quality engaging teaching and learning programs to meet student needs.

### Parents/Carers

Parents and carers are actively engaged partners in their child's learning.

## Processes

Implementation of the *Rural and Remote Careers Initiative* through collaborative planning with the Tenterfield schools network.

Explicit teaching of literacy and numeracy, through Early Action for Success and a focus on writing in years 3–6.

Develop a whole school approach which embeds visible learning practice into teaching and learning practices.

## Evaluation Plan

Student progression plotted 5 weekly using PLAN2

Regularly review data and reflect on areas of student need.

Monitor student learning goals in relation to syllabus general capabilities.

Use of formative feedback and student work samples.

## Practices and Products

### Practices

All students' literacy and numeracy achievements to be positioned and tracked on the learning progressions.

Teachers in collaboration with students set visible and challenging learning goals, negotiate and differentiate using success criteria.

Implementation of the Tenterfield Community of Schools Careers Initiative.

High quality formative feedback to students based on learning goals.

### Products

Students demonstrate an improved understanding of their learning and are more highly engaged in schooling.

Students are aware of a diverse range of careers and are giving thought to their future direction.

100% of students show progress against the literacy and numeracy progressions. Students who do not meet this criteria are supported by individual interventions.

Students are involved in transition programs both from Early Years settings to Kindergarten and Year 6 to High School.

# Strategic Direction 2: Staff implementing innovative teaching practice and building connections.

## Purpose

To promote a culture in which staff members are actively engaged in ongoing learning, strive for improvement and are utilising strong connections beyond the school.

## Improvement Measures

All staff are implementing visible learning practices in both their teaching and learning practices and day to day classrooms as evidenced by higher levels of student engagement in lessons and an improvement in student achievement.

Staff are actively collaborating with others to develop high quality teaching units and share knowledge and expertise.

## People

### Staff

Teachers are actively engaged in their own professional growth and this linked to the school plan.

Continue to develop teacher capacity to articulate and deliver effective teaching and learning practices.

Engage with Border Ranges Community of Schools to build capacity in quality planning, teaching, assessing and reporting.

Successfully implement innovative practices.

### Leaders

Organise, provide and/or support professional learning experiences.

Principals lead staff development through high quality instructional leadership utilising best practice models.

Investigate and implement a process to providing ongoing feedback and support to ensure best practice.

### Parents/Carers

Parents understand the importance of professional learning and the need to commit time and resources to this.

## Processes

Develop links with community of small schools and other schools for staff professional development.

Continue to develop staff understanding and quality pedagogy in literacy and numeracy to support at risk students

Staff successfully and effectively implement visible learning practices.

## Evaluation Plan

Classroom observations aligning with DOE and NESA standards.

Growth plans tracking professional learning and the effect this has had on achievement of goals and teaching practice.

Border Ranges Small Schools meeting minutes.

Minutes from staff meetings.

## Practices and Products

### Practices

Collaboration within the Border Ranges community of schools on teaching and learning practices and sharing of expertise and resources .

Staff attend professional learning in the implementation of the digital technologies curriculum and of STEAM.

Staff learning about effective teaching practices and successfully implementing these in classrooms.

All teachers monitor and reflect on the progress and achievement of their own learning goals and professional development.

### Products

Teachers are confidently implementing the digital technologies curriculum and STEAM initiatives leading to improved

Innovative teaching and learning practices lead to improved student engagement, motivation wellbeing and academic outcomes.

Staff effectively collaborate with teachers from other schools to develop programs, units of work, common assessments and critique teaching practice.

Staff are effectively implementing visible learning practices in all teaching and learning programs and day to day lessons.