

# School plan 2018-2020

## Jerrys Plains Public School 2231



# School background 2018–2020

## School vision statement

To provide an inclusive educational environment where every student and every teacher improves every year.

## School context

Jerrys Plains Public School is a small school situated 37 kilometres west of Singleton. The school and its building date back to 1881. We are a dynamic and caring educational environment, providing students with access to quality programs within a varied and balanced curriculum. We have two mainstream multi age classes, and various part–time specialist support staff, including an Early Action for Success Instructional Leader. All of our students are seen as individuals, and the curriculum is planned accordingly to cater for each child's specific needs. Our school is well resourced with excellent facilities for its students, including stimulating classrooms, a library, covered playground equipment and large playground areas. Twenty–five percent of our students identify as Aboriginal. Jerrys Plains Public School is part of the Singleton Learning Community, where collegial practices among the nine schools ensure all students in our public education system benefit from improved outcomes, through strategic and targeted planning. The school has a strong community bond and this continues to grow. Parents, staff, students and community members share a strong sense of ownership and commitment to the ongoing development of Jerrys Plains Public School. All staff are committed to continuous, sustainable school improvement, with a focus on professional development and individualised learning for all students, within a framework of high expectations. The local school community highly values the positive partnerships that exist with the school and willingly cooperates in order to assist in a variety of authentic learning experiences for their children.

## School planning process

Jerrys Plains Public School is committed to authentic consultation with all stakeholders. As such, during Term 4 2018, and Term 1 2019, students, staff, the Parents & Citizens Association, the Kunarr Ngarrama Aboriginal Education Consultative Group and members of the wider community were canvassed on a wide range of issues affecting the school, and how education is offered at Jerrys Plains. All stakeholders were presented with three questions: 1. What do we do well, and why? 2. What could we do better, and how? 3. What would I like others to say and think about our school? There was a term–long process of data collection, discussion and refinement, resulting in affirmation of the new in–class and whole school directions, combined with an extensive refreshing of the 2018–2020 School Plan. The new school vision statement not only encapsulates the new school directions, but also embodies the collective desires of everyone associated with Jerrys Plains Public School.

# School strategic directions 2018–2020



**STRATEGIC  
DIRECTION 1**  
Teaching and Learning

**Purpose:**

To further develop a stimulating learning environment in which evidence based pedagogies produce high levels of student growth.



**STRATEGIC  
DIRECTION 2**  
Wellbeing

**Purpose:**

To empower the students and staff to connect, succeed and thrive emotionally, physically, socially and academically.



**STRATEGIC  
DIRECTION 3**  
Community

**Purpose:**

To form stronger relationships with the wider community in order to maximise learning opportunities, so that our students grow into confident, creative and resilient life long learners.

# Strategic Direction 1: Teaching and Learning

## Purpose

To further develop a stimulating learning environment in which evidence based pedagogies produce high levels of student growth.

## Improvement Measures

All students achieve expected growth in literacy and numeracy.

Formative assessment practises embedded in all teaching and learning programs.

All students are highly engaged in their learning.

## People

### Students

Build literacy and numeracy capabilities and competence.

### Staff

Build the capacity of teachers to use data to adjust teaching strategies to maximise student achievement of outcomes. Staff will build their knowledge of social and emotional environmental factors.

### Leaders

Establish a culture where all staff are encouraged to have a growth mindset around their practice.

### Parents/Carers

Supportive of whole school approaches aimed at improving student outcomes.

## Processes

Targeting literacy and numeracy priorities using evidence informed pedagogy.

Establish a quality learning environment which supports risk taking, promotes student engagement and acknowledges student effort and achievement.

Deep knowledge and understanding of the syllabus, National Learning Progressions and how to effectively implement these into the classroom using the Australian Professional Standards for Teachers as a guide.

## Evaluation Plan

- NAPLAN
- PLAN 2
- Internal student performance data
- Observations
- Tell Them From Me
- Teacher PDPs linked to school plan

## Practices and Products

### Practices

Teachers will implement effective, evidence-based practices in literacy and numeracy.

Principal instructional leadership to include mentoring, coaching and strengthening pedagogy to improve student achievement.

Every teacher uses data to inform and differentiate their teaching and learning.

Teachers provide timely and effective feedback to students.

All students will be engaged in their learning.

Teachers routinely review the learning environment, ensuring all students are productive and have a clear understanding of how to improve.

### Products

100% of Teaching and Learning programs are data based, differentiated for individual student learning needs and demonstrate syllabus content measured by program review and student work samples.

A culture of mentoring and coaching established.

Students feel safe and secure in a productive learning environment.

Teaching and learning programs are dynamic, showing evidence of revisions, based on feedback on teaching practices.

# Strategic Direction 2: Wellbeing

## Purpose

To empower the students and staff to connect, succeed and thrive emotionally, physically, socially and academically.

## Improvement Measures

Students and staff will express increasing levels of satisfaction.

## People

### Students

Understand the emotional, physical and social expectations of positive wellbeing programs.

### Staff

Staff realise the importance of self care to allow effective performance of their duties.

### Parents/Carers

Develop an understanding of and value the systems and processes that underpin the school's approach to student wellbeing.

## Processes

Implement a whole-school integrated approach to student wellbeing in which students can connect, succeed and thrive at each stage of their schooling.

## Evaluation Plan

- Tell Them From Me surveys
- Learning and Support Team referrals
- Wellbeing Self-Assessment Tool
- Suspension and attendance reports
- Positive reward systems
- VALID Performance data

## Practices and Products

### Practices

All staff implement wellbeing initiatives and policies to ensure that every student is known and cared for.

Staff model growth mindset and positive behaviours.

Students demonstrate the emotional, physical and social behaviours of positive wellbeing programs.

Principal leads a collaborative approach towards the implementation, delivery and support of the school's wellbeing programs.

### Products

The Wellbeing Framework underpins our practice and support for students by increasing social, institutional and intellectual engagement.

Whole-school wellbeing interventions prevent undesirable behaviours and increase the likelihood of academic success by creating positive learning environments for all.

All staff are engaged and actively supportive of the delivery and implementation of the school's wellbeing programs through a consistent approach to student learning and behaviour.

Students are succeeding emotionally, physically, socially and academically.

# Strategic Direction 3: Community

## Purpose

To form stronger relationships with the wider community in order to maximise learning opportunities, so that our students grow into confident, creative and resilient life long learners.

## Improvement Measures

Increase engagement of parents and community members.

All staff make links with other schools and external agencies.

## People

### Students

Understand the importance of clear communication between school and home.

### Staff

Develop capacity to build stronger relations with other schools and networks, including AECG participation.

### Leaders

Foster a school-wide culture of high expectations and a shared sense of responsibility for student and parent engagement.

### Parents/Carers

Parents understand the importance of a strong home/school partnership.

### Community Partners

Community Partners are acknowledged for their contributions and commitment, and are invited to appropriate school events.

## Processes

Strengthen community engagement to build positive home/school partnerships.

## Evaluation Plan

- Tell Them From Me surveys
- Discussion and planning with external agencies
- Social media interactions

## Practices and Products

### Practices

Staff strengthen collaborative relationships with the community to support student learning.

Parents provide quality feedback to the school.

Access a variety of technology to keep informed and up to date.

Parents participate in and attend school events when time and opportunity allows.

The wider school community is actively engaged and connected to the school demonstrating a strengthened partnership between school, home, universities and other outside agencies.

### Products

A strengthened home school partnership enhanced by strong connections with the wider school community to promote actively engaged and aspirational learners.