

# School plan 2018-2020

## Jiggi Public School 2235



# School background 2018–2020

## School vision statement

At Jiggi Public School the students are the highest priority. Every decision is, and always will be in the best interests of the students. Jiggi Public School strives to keep students safe, happy and engaged in explicit, meaningful learning. Our vision is for our 'Jiggi Gems' to be respectful, responsible, caring students who achieve their full potential. We will do this in close partnership with parents and carers.

## School context

Jiggi Public School has an enrolment of 33 students, drawn exclusively from the local area and travel to school by bus or car. The school attracts outstanding levels of support and involvement from parents and community members.

The school students are known as Jiggi Gems. There are two classes— Diamonds (K–3) and Opals (4–6). The school has a computer room a library, canteen, play equipment and Interactive Whiteboards in every room.

Jiggi Public School is also a proud member of the Big Scrub and First North Community of schools and Rivers P–12 which enhances our quality teaching and learning while providing a diverse range of experiences and opportunities for our students.

## School planning process

Our school has consulted with our Big Scrub and First North Community of Schools in deciding directions for our planning. All School Community members have participated in consultative processes such as annual surveys, evaluation and planning opportunities and Student Representative Council and P & C meetings. Staff have participated in ongoing planning, assessment, analysis and evaluation processes. Our 3 strategic directions reflect the identified needs of our students, the preferences of the families and the requirements of the community, organised within the NSW Department of Education and Training School Excellence Framework.

A survey was issued via the newsletter and our private school Facebook site in term 4 2017 asking for parent opinions on strengths and areas for improvement of the school and aspirations for their children.

In week 3 Term 1, 2018 the staff looked at jointly constructing a list of beliefs and assumptions regarding student learning.

Draft plans from these meetings were distributed via the newsletter for comment.

# School strategic directions 2018–2020



## STRATEGIC DIRECTION 1

Quality teaching and learning

### Purpose:

To sustain and develop a school culture focused on on-going learning and quality teaching, a planned approach to whole school wellbeing, and high levels of individual student academic performance.



## STRATEGIC DIRECTION 2

Effective communication and connections

### Purpose:

To strengthen and sustain a school culture of high expectations, community engagement and continuous improvement.

# Strategic Direction 1: Quality teaching and learning

## Purpose

To sustain and develop a school culture focused on on-going learning and quality teaching, a planned approach to whole school wellbeing, and high levels of individual student academic performance.

## Improvement Measures

Moving from *sustaining and growing* to *excelling* in all 4 themes of the wellbeing element of the School Excellence Framework.

All students are supported and challenged to effectively use negotiated learning goals to show growth in Literacy and Numeracy.

## People

### Staff

Model and promote positive behaviour for learning.

Assess and reflect on student wellbeing to plan for optimal engagement in learning.

### Students

Students have positive and respectful relationships with each other, their teachers and the community so that all are supported to learn.

### Parents/Carers

Parents / caregivers communicate with and support staff to support their child's

### Leaders

Effectively manage and improve school systems to support and improve the learning environment.

### Staff

Staff know their students and how best to support their learning, with a focus on Literacy and Numeracy.

Collegially assess and consider research on how best to support student learning.

Plan, effectively implement, and monitor the impact of their teaching.

When appropriate, collaborate with district staff and parents to adjust teaching strategies to meet student's individual learning need.

## Processes

Student wellbeing for optimal learning.

A whole school, strengths based approach to supporting wellbeing where each child known and cared for to support their learning.

Research informed pedagogy.

Draw on research to refine and implement high quality teaching and learning in Literacy and Numeracy.

Colleagial design and evaluation of learning programs, both within the school and the wider community of schools and partner high schools.

## Evaluation Plan

Progress will be evaluated as detailed in the milestone document. Data sources include:

### Wellbeing

- Jiggi PS wellbeing tracking sheet
- teacher observations
- parent and student interviews and surveys
- Other internal school data

### Research informed pedagogy

- Document analysis
- PDPs
- Meeting minute
- Observations
- Internal and system data on student achievement in Literacy and Numeracy.

## Practices and Products

### Practices

Wellbeing:

Every teacher knows and confidently applies PBL.

Every teacher knows every child and connects with their family to support learning.

All staff know and effectively use the Jiggi PS tracking sheet.

Parents/carers confidently communicate with the school using various mediums.

Students monitor their own wellbeing and that of their peers.

Research informed pedagogy:

All students develop and monitor their own learning goals.

All teachers interpret and extrapolate data and collaboratively use this to inform planning, identify interventions and modify teaching practice.

All parents/carers are consulted and contribute to the planning to support their child's individual learning.

### Products

Wellbeing:

All students are respected, valued, encouraged, supported and empowered to succeed.

Research informed pedagogy:

# Strategic Direction 1: Quality teaching and learning

**People**

**Students**

Students strive toward and achieve meaningful learning goals in Literacy and Numeracy.

**Leaders**

Effectively manage and improve school systems to support the learning in Literacy and Numeracy.

**Processes**

Self assessment with School Excellence Framework.

**Practices and Products**

The school demonstrates a high performance culture, with a clear focus on student progress and achievement and high quality service delivery.

# Strategic Direction 2: Effective communication and connections

## Purpose

To strengthen and sustain a school culture of high expectations, community engagement and continuous improvement.

## Improvement Measures

Increased parent involvement in student learning. There are at least 2 meaningful, learning focussed interactions, between parents and teachers each year.

Moving from *delivering* to *excelling* in the Parent Engagement theme of the Learning Domain of the School Excellence Framework.

## People

### Staff

Communicate regularly and effectively with all parents, of students in their class, regarding their learning and wellbeing.

Know their students well and how best to support them in their learning.

Embody a growth mindset to challenge and extend student learning.

### Students

Value and contribute to their learning goals and communicate their achievements.

Supported by the school, seek opportunities to extend their learning.

### Parents/Carers

Contribute to learning plans for their children.

Value and take the opportunity to share their experience with the school community.

## Processes

Implement a whole school approach to reporting to parents on their child's academic progress.

## Evaluation Plan

Progress will be evaluated as detailed in the milestone document. Data sources include:

- Focussed interviews and student/parent self-assessment.
- Self assessment on the School Excellence Framework.
- Meeting minutes
- Parent communication tracking sheet.

## Practices and Products

### Practices

Every teacher maintains documentation regarding communication with parents and actions taken.

Every teacher seeks out input from parents regarding learning goals using a semi-structured interview process.

### Products

The school is recognised as excellent and responsive by its community because it uses best practice to embed a culture of high expectations, and effectively caters for the range of equity issues in the school.

The school collaborates with the local community where appropriate on decisions about and access to school assets and resources, delivering benefit to both the school and the community.

There is a whole school approach to improving service delivery and customer (parent and/or student) experience.

Teachers directly and regularly engage with parents to improve understanding of student learning and strengthen student outcomes. Reporting to parents has been enhanced in response to feedback received

Parents and the broader school community actively participate in the school and in helping students to develop positive connections.