

School plan 2018-2020

Jilliby Public School 2236



School background 2018–2020

School vision statement

Jilliby Public School is a dynamic learning community where every student is known, cared for and valued. We aim to engage and challenge our students to prepare them to be successful and responsible citizens. Our students thrive on creative, collaborative and innovative opportunities.

Success, Engagement, Connections

School context

Jilliby Public School is a small school on the Central Coast on the outskirts of Wyong, NSW. The school is situated in the Dooralong Valley with a current enrolment of 59 students, including 7% Aboriginal. History and culture are important to the school and community with the school celebrating 130 years of operation in 2019.

The school is a member of the Wyong Learning Community and the partnership between Wyong High School, Hopetown, Wyong, Tuggerah, Tacoma, Wyong Creek and Jilliby Public Schools is an important relationship for engaging whole school community learning. The school also is a member of the Central Coast Small Schools Network which includes professional learning of staff and learning opportunities for students.

Partnerships with the community are continually being fostered as pathways to provide opportunities and a well-rounded education for our students. The Parents and Citizens Association at Jilliby Public School is an active support of the school and the School Parliament is an avenue for student voice. The school continues to strengthen its relationship with the Wyong Aboriginal Educational Consultative Group. As a Kidsmatter school, student wellbeing programs and support structures have and continue to be implemented.

Since its beginning in 1889, school programs have had an environmental focus. The Bunya Bunya Pine planted by the first principal when the school started operating, remains in pride of place in the front of the school and is the school's emblem. Today the school continues its tradition and interest in the environment through its involvement in the "Stephanie Alexander Kitchen Garden" program.

The school continues to successfully engage students in learning with ongoing value added results at and above state growth in NAPLAN 3–5 Writing and Punctuation and Grammar which were focus areas of the 2015–2017 plan. This current plan aims to maintain these successes with an additional focus of improving Numeracy.

School planning process

The school vision was developed through consultation with students, staff, parents and carers.

In 2017 Jilliby Public School participated in External Validation. This evaluation was a consultative process with staff, principals from other primary schools and the Director Public Schools, acknowledging successes and future planning for the school using the School Excellence Framework.

The Wyong Learning Community Principal meetings are vibrant occasions where discussions focus on the learning needs and opportunities for our students. Strategic planning for professional learning of staff and maximising learning opportunities for students are key areas.

The Central Coast Teaching Principals network provides ongoing opportunities to evaluate school practices and plan for supporting staff development and student opportunities.

Students: School Parliament Ministers and student representative councillors provide ongoing feedback and input into school decision making and planning.

Staff: The staff participate in workshops where they present their ideas, thoughts and objectives for the school, acknowledging where the school is now and where they would like it to be in three years' time.

Parents/Carers: The P & C and school community provide ongoing feedback on the way they want the school to be in the areas of physical features, learning, welfare, extra-curricular and other.

At the end of 2017, student leaders, staff and parents met together to celebrate the successes of the 2015–2017 plan with a sit down, three course dinner. This was cooked by the students. After the dinner, we implemented a school evaluation using six hat thinking.

Information from these processes and the analysis of school internal and external data has been used in the development of the 2018–2020 School Plan.

School strategic directions 2018–2020



STRATEGIC DIRECTION 1 Success

Purpose:

To ensure all students have a strong foundation in Literacy and Numeracy, supported by high quality evidence based practices.

Major School Excellence Framework 2 links (not limited to this Strategic Direction) –

Learning: Learning Culture, Curriculum, Assessment, Reporting, Student Performance Measures

Teaching: Effective Classroom Practice, Data Skills and Use, Professional Standards, Learning and Development

Leading: Educational Leadership, School Planning Reporting and Implementation, School Resources



STRATEGIC DIRECTION 2 Engagement

Purpose:

To ensure that every student is an engaged, responsible and informed citizen, prepared to lead rewarding and productive lives in an ever changing world.

Major School Excellence Framework 2 links (not limited to this Strategic Direction) –

Learning: Learning Culture, Wellbeing, Curriculum

Teaching: Effective Classroom Practice

Leading: School Resources



STRATEGIC DIRECTION 3 Connections

Purpose:

To enhance strong consultative partnerships that promote high expectations in the pursuit of excellence for all.

Major School Excellence Framework 2 links (not limited to this Strategic Direction) –

Learning: Learning Culture, Curriculum

Leading: Educational Leadership, School Resources, Management Practices and Processes

Strategic Direction 1: Success

Purpose

To ensure all students have a strong foundation in Literacy and Numeracy, supported by high quality evidence based practices.

Major School Excellence Framework 2 links (not limited to this Strategic Direction) –

Learning: Learning Culture, Curriculum, Assessment, Reporting, Student Performance Measures

Teaching: Effective Classroom Practice, Data Skills and Use, Professional Standards, Learning and Development

Leading: Educational Leadership, School Planning Reporting and Implementation, School Resources

Improvement Measures

The percentage of Year 3 and 5 students in the top 2 skill bands in NAPLAN Reading has improved by 10% to 53.2%, 31.8% respectively. (Baseline 2015 to 2017 NAPLAN rolling average)

The percentage of Year 3 and 5 students in the top 2 skill bands in NAPLAN Numeracy has improved by 10% to 40.9%, 21.4% respectively. (Baseline 2015 to 2017 NAPLAN rolling average)

The percentage of Year 3, 5 and 7 Aboriginal students in the top 2 bands for Literacy and Numeracy increases by 35%, reportable where student numbers are statistically significant. (Baseline 2015–2017 NAPLAN not significant for Jiliby Public School)

People

Students

Understand the importance of the foundation of Literacy and Numeracy, with the confidence to set personal learning goals and provide effective feedback to teachers.

Staff

Have the capacity to collaboratively develop and implement flexible and differentiated teaching programs, based on data and feedback.

Value opportunities to engage in professional learning opportunities that broaden their skills and expertise, to improve student outcomes and build upon their own capacity as life long learners.

Leaders

Have the capacity to manage and lead school wide Literacy and Numeracy best practice and resourcing.

Parents/Carers

Value the importance of their involvement in their child's learning, with a Literacy and Numeracy focus.

Community Partners

Understand the contribution they make to student learning and value the pursuit of excellence.

Processes

Implement and embed evidence based practices in Literacy.

Implement and embed evidence based practices in Numeracy.

Build capacity of all staff for continuous improvement to support the school's vision and strategic directions.

Evaluation Plan

Classroom observation

Internal student performance data

External student performance data

Personalised learning goals

Student reports

Marking rubrics and criteria

Australian Early Development Census data

Business Intelligence Student Performance Reports

Lesson plans

Teacher professional development plans and reviews

Staff meetings agenda and minutes

MyPL records

Internal and external surveys

School plan milestone reporting

SBAR reports

Practices and Products

Practices

Students set learning goals with a Literacy and Numeracy focus in consultation with teachers and parents, based on their assessments and class conversation.

Teachers analyse, interpret and extrapolate data to collaboratively plan and deliver research based learning experiences that are differentiated to optimise the learning for all students.

Constructive conversations and planned learning is used to build the capacity of staff and community to support the provision of high quality educational opportunities for each child.

Products

Teaching programs and learning plans are data driven, collaboratively developed and designed to meet student learning needs with the provision of students' input.

Centralised systems are used to monitor, analyse and report on student and school performance.

Teacher professional learning focuses upon improvement in Literacy and Numeracy and is linked to Australian Professional Standards for teachers.

Broader staff and community learning supports educational needs and the delivery of quality systems.

Strategic Direction 2: Engagement

Purpose

To ensure that every student is an engaged, responsible and informed citizen, prepared to lead rewarding and productive lives in an ever changing world.

Major School Excellence Framework 2 links (not limited to this Strategic Direction) –

Learning: Learning Culture, Wellbeing, Curriculum

Teaching: Effective Classroom Practice

Leading: School Resources

Improvement Measures

The percentage of Year 5 students' growth in NAPLAN Reading and Numeracy has improved to 60%. (Baseline 2015 to 2017 NAPLAN rolling average 33.5% and 36% respectively)

The percentage of Year 7 students' growth in NAPLAN Reading and Numeracy has improved to 60%. (Baseline 2015 to 2017 NAPLAN rolling average 42.61% and 54.1% respectively)

The "Sense of Belonging" aspect of the *Drivers of Student Outcomes*, continues to increase and exceed the NSW Govt Norm. (Baseline 86% for school compared to 81% for state in the 2017 Tell them from Me student survey)

People

Students

Value opportunities to meet with an adult to voice their ideas, including input into their learning, seeking advice, support and assistance, as required.

Staff

Understand the value of catering for individual student needs by using a flexible repertoire of strategies in collaboration with all stakeholders, in a positive and respectful environment.

Leaders

Understand the benefit of providing resources including people and time to support students' wellbeing and engagement.

Parents/Carers

Value opportunities to be involved in planning for their child's learning and wellbeing with the school and external service providers.

Community Partners

Understand the importance of working collaboratively with families and the school to provide complementary services to support students.

Processes

Continue to strengthen whole school practice that promotes student voice and leadership to ensure that all students are successful and responsible members of the school community.

Implement a whole school approach to student wellbeing where connections are created and nurtured to ensure every student is known, cared for and valued.

Evaluation Plan

Classroom observation

Individual /Personalised Learning Plans

Internal student performance data

External student performance data

Tell Them from Me surveys

Internal student surveys

Learning Support meeting minutes

School Parliament meeting minutes

Teacher professional development plans

Nationally Consistent Collection of Data on School Students with a Disability

Student participation in School Parliament

Practices and Products

Practices

Learning opportunities occur regularly to develop student leadership skills utilising support from the community including the Wyong Learning Community and Ngara Aboriginal Education Consultative Group.

Learning initiatives and programs are focused on the whole child and supported by active partnerships between students, staff and the wider community.

Products

Students confidently take on leadership roles: caring for and mentoring others; facilitating events, celebrations and learning opportunities; and engaging with students and adults within the school and broader context.

Learning plans, programs and support structures are systematically and collaboratively developed, implemented and reviewed to meet the needs of the whole child.

Strategic Direction 3: Connections

Purpose

To enhance strong consultative partnerships that promote high expectations in the pursuit of excellence for all.

Major School Excellence Framework 2 links (not limited to this Strategic Direction) –

Learning: Learning Culture, Curriculum

Leading: Educational Leadership, School Resources, Management Practices and Processes

Improvement Measures

The "Parents Feel Welcome" aspect of the *Two-way Communication with Parents*, continues to increase and exceed the NSW Govt Norm. (Baseline 8.7 for school compared to 7.4 for state in the 2017 Tell them from Me Partners in Learning Parent Survey)

The "Parents are Informed" aspect of the *Two-way Communication with Parents*, continues to increase and exceed the NSW Govt Norm. (Baseline 7.4 for school compared to 6.6 for state in the 2017 Tell them from Me Partners in Learning Parent Survey)

People

Students

Understand the importance of doing their best and continually improving and feel that their feedback is valued.

Staff

Value partnerships with parents and students that support clear improvement aims and planning for learning.

Leaders

Recognise the importance of strong collaborations between parents, students and the community and responding to feedback. Leaders have the capacity to establish and foster professional learning communities focused on continuous improvement in teaching and learning.

Parents/Carers

Feel welcome and understand the positive outcomes associated with engaging with the school as collaborative and valued partners in learning.

Community Partners

Understand their alliances and contribution enhance the curriculum and student learning, through the sharing of skills and expertise, and feel respected partners in the teaching and learning process.

Processes

Enhance learning community connections to ensure optimal learning opportunities for all.

Evaluation Plan

Focus groups

Tell Them From Me Surveys

Extra-curricular activities

Internal school community surveys

Parent teacher information sessions

P & C meetings

School Newsletters and other forms of communication

Practices and Products

Practices

Collaborative partnerships with open lines of communication exist to ensure the school and community have many opportunities to engage in experiences to best support all students and families in the school.

Products

Planned learning experiences motivate students, parents and families to engage in school life, where school is the focus of a small community.