

School plan 2018-2020

Junee North Public School 2248



School background 2018–2020

School vision statement

At Junee North we will learn, teach and lead for excellence. We will ensure that EVERY student is connected and engaged. We aim to empower them to be successful learners, confident and creative individuals and respectful, responsible citizens.

School context

Junee North Public School is a school situated on the northern edge of Junee. The school has over 180 students enrolled and fosters strong community relationships and support. Within the Junee Community, Junee North Public School is viewed as a school which cares about the students and seeks the best educational outcomes for all students. Our students are all from the Junee district, with families having a very strong connection to the school and town. Our Aboriginal population has grown from 12 to 24% in the past year. The school focus is on quality educational, social and sporting outcomes for all students. An inclusive culture exists within the school, which ensures that all students are given opportunities to achieve success. The school promotes a culture which is based upon continuous student improvement and learners operating collaboratively with their classmates. Learning is becoming ever increasingly student-centred with teachers becoming facilitators ensuring that knowledge is generated not just delivered. Our students are seen as lifelong learners. Our curriculum has been reshaped so that it is progressively more connected to students' interests, experiences, talents and the real world. ICT is a growing focus in curriculum delivery with learning centring around growth mindset and visible learning practices. The school has substantially invested in new technology with class sets of iPads and laptops to assist in literacy and numeracy lessons. This has been done in conjunction with on-going professional learning for staff in the areas of information technology and ensuring these capabilities are threaded through all learning programs. The school implements Learning, Language and Literature (L3) into the K–2 grades and Focus on Reading in years 3–6. Our school operates stage-based classes. In 2017 we became part of the Early Action for Success strategy focused on early intervention and explicit teaching practices in literacy and numeracy. A Positive Behaviour ethos is shared by all students, staff and parents.

School planning process

The writing of the school plan commenced in 2017 with the executive preparing a draft template.

As part of the Annual School Report process students, teachers and the community were surveyed using a variety of instruments. Following on from this the P&C and Junee North Public School teaching staff formulated three strategic directions. Through regular meetings involving staff, parents and students on the SRC we were able to identify the 3 strategic directions.

These directions articulate the school's priorities over the next three years for high expectations, teacher quality and quality leadership. The directions are future-focused and will drive a whole school culture of educational excellence and collaborative practice. The directions are:

Excellence in Learning

Excellence in Teaching

Excellence in Leading

The strategic directions show how Junee North Public School will move forward with a collaborative, considered and consistent approach to delivering the curriculum. They show the school's commitment to academic and social progress. The directions also maintain the commitment to an inclusive and equitable whole school learning environment that encourages and supports a range of learning styles, sparks curiosity and passion for knowledge and understanding.

School strategic directions 2018–2020



STRATEGIC DIRECTION 1 Excellence in Learning

Purpose:

Inspire, challenge and engage ALL students to be successful, creative and active partners in learning. The learning needs of all students are catered for through a school culture that focuses on high expectations, meaningful learning and ongoing improvement. Students are encouraged to take responsibility for their learning in an environment that supports their overall wellbeing.



STRATEGIC DIRECTION 2 Excellence in Teaching

Purpose:

Quality teachers committed to developing the skills and talents of EVERY student in our care. Embed and sustain a culture of continuous school improvement through evidence-based and data-driven practices, personalised professional learning, high expectations and collaboration.



STRATEGIC DIRECTION 3 Excellence in Leading

Purpose:

Effective leadership fostering a school-wide culture of high expectations and shared responsibility. Maintain our focus on student-centred, future-focused priorities. Strong whole school, student and community engagement and genuine opportunities for collaboration and feedback will strengthen our collective responsibility and continued school improvement.

Strategic Direction 1: Excellence in Learning

Purpose

Inspire, challenge and engage ALL students to be successful, creative and active partners in learning. The learning needs of all students are catered for through a school culture that focuses on high expectations, meaningful learning and ongoing improvement. Students are encouraged to take responsibility for their learning in an environment that supports their overall wellbeing.

Improvement Measures

The school has identified what growth is expected for each student and students are achieving higher than expected growth in literacy and numeracy.

High levels of student engagement and sense of belonging.

People

Students

Enhance their capacity to self-monitor their learning goals and take responsibility for their learning.

Demonstrate increased knowledge and demonstration of behaviours that contribute to their own wellbeing and the wellbeing of others.

Staff

Will maximise student learning through identifying and analysing data (SMART, attendance, Learning Progressions etc) to plan and target explicit individualised, integrated and differentiated learning.

Engage in professional learning to ensure enhanced engagement, sense of belonging and high expectations for every student.

Parents/Carers

Will collaboratively develop and support their child in the implementation and monitoring of PLP's, ensuring their child's engagement, wellbeing and aspirations are met.

Leaders

Will plan and promote school practices that support the cognitive, emotional, social and physical wellbeing of all students.

Processes

WELLBEING

Whole school plan is developed to implement strategies that promote student wellbeing and success.

VISIBLE LEARNING

Visible learning practices including learning intentions, success criteria and feedback are embedded across the school.

ASSESSMENT

Teachers systematically use formative assessment practice through the use of learning progressions and PLAN 2 to monitor student progress and provide differentiated learning at point in need.

Evaluation Plan

'Tell Them From Me' student surveys. Evaluation of Learning Progression data in Literacy & Numeracy. NAPLAN growth & achievement data. Evaluation of personalised learning plans & achievement of learning goals. Self-evaluation of School Excellence Framework.

Practices and Products

Practices

Whole school student wellbeing programs being implemented by all staff.

Visible learning strategies will be embedded in every teacher's program and classroom practices.

Learning across the school will be driven by assessment data and differentiated to meet the needs of all students. All teachers will use the Literacy and Numeracy Learning progressions to monitor student progress and to inform their teaching.

Products

The school has a comprehensive and inclusive framework to support the whole child that measurably improves individual and collective wellbeing.

All students will achieve expected growth each year in literacy and numeracy.

Personalised learning for all students as evidenced by assessment of, for and as learners.

Strategic Direction 2: Excellence in Teaching

Purpose

Quality teachers committed to developing the skills and talents of EVERY student in our care. Embed and sustain a culture of continuous school improvement through evidence-based and data-driven practices, personalised professional learning, high expectations and collaboration.

Improvement Measures

A whole school approach exists in embedding evidence-based practices to support student learning.

There are school-wide explicit systems that facilitate collaboration, classroom observation and feedback practices.

People

Students

Benefit from explicit and targeted teaching & learning informed by data.

Will provide timely and respectful feedback to teachers on their learning experiences.

Staff

Will incorporate data analysis in their planning and adjust their teaching strategies, to maximise impact on student learning.

Will collaborate within & across stages to ensure consistency of delivery and consistency in teacher judgement.

Parents/Carers

Will be engaged in creating a collaborative approach to educating the whole child in all areas through an increased understanding and involvement in school programs.

Leaders

Will sustain high quality professional learning and support for all staff in continuing to enhance their teaching practices.

Will provide continued opportunities for collaborative practices, mentoring and classroom observation processes.

Processes

PROFESSIONAL LEARNING FOCUS

Planned teacher professional learning in making learning visible to students, using the literacy & numeracy learning progressions and embedding IT into learning programs.

MAKING LEARNING VISIBLE

Ongoing evidence of learning is systematically collected, analysed and used effectively to inform and adapt teaching. Practical strategies will include the use of learning intentions, success criteria, teacher to student & student to teacher feedback and learning goals.

COLLEGIATE PRACTICE

Strengthen our professional growth through explicit systems of collaboration and observation practices and feedback.

Evaluation Plan

Collection & analysis of programs, pre & post survey results on VL teaching practices. PDP processes. Classroom observation & peer coaching notes. 'Tell Them From Me' staff surveys. School Excellence Framework self-analysis data.

Practices and Products

Practices

Continuous collaboration and action learning results in an explicit teaching approach to literacy and numeracy, which is research informed.

Teachers demonstrate and share expertise, have very high levels of contemporary content knowledge and teaching practices, and rely on evidence-based teaching strategies.

School-wide professional learning in Learning Progressions, Information Technology & Visible Learning practices.

Products

All teachers using visible learning strategies to achieve student learning outcomes.

Explicit teaching practices in using the literacy and numeracy learning progressions to drive teaching and learning are evident in every classroom.

All teachers demonstrating professional growth through participation in collegiate and classroom observation practices.

Strategic Direction 3: Excellence in Leading

Purpose

Effective leadership fostering a school-wide culture of high expectations and shared responsibility. Maintain our focus on student-centred, future-focused priorities. Strong whole school, student and community engagement and genuine opportunities for collaboration and feedback will strengthen our collective responsibility and continued school

Improvement Measures

There is a school-wide focus on developing effective instructional leadership and continuous performance improvement.

Increased opportunities for collaboration and learning for staff and students across our Ngumba-dal learning community.

People

Students

Will be engaged in leadership experiences and representative decision-making processes on behalf of the student body and within their classrooms.

Staff

Will implement targeted professional learning programs designed to develop leadership, management & excellence using the Teaching Standards and School Excellence Framework.

Parents/Carers

A clear articulation of the school targets and curriculum focus will be provided to parents and community members.

Encourage greater engagement with the school to be involved in processes and events.

Community Partners

Regular opportunities offered to discuss community links, learning opportunities and student engagement.

Leaders

Will demonstrate instructional leadership and model evaluative, evidence-based practice.

Processes

STUDENT LEADERSHIP

Students engaged in leading whole school and community initiatives.

EDUCATIONAL LEADERSHIP

Collective growth of teachers & principal using AITSL self-assessment tools and professional standards.

Distributed leadership through delegation, coaching and mentoring processes.

COMMUNITY CONNECTIONS

Build an awareness and understanding of new innovations and curriculum through workshops, forums and information bulletins.

Further develop our partnerships with Ngumba-dal schools, university and community groups to support pedagogy and promote inclusivity.

Evaluation Plan

'Tell Them From Me' student & parent survey data. Analysis of Performance Development Plans. Learning community survey data. Self-assessment tools pre & post data

Practices and Products

Practices

Teachers using the AITSL self-assessment tool, teaching standards and performance development framework to build individual capacity.

Staff and leaders effectively collaborating through coaching and mentoring processes to enhance program implementation and student outcomes.

Student leaders provided with leadership and leadership learning opportunities. Being active voices for their peers and regularly meeting with principal during student forums.

Products

All teachers demonstrate professional growth as evidenced by self-analysis tools.

Collaborative practices embedded within and between stage groups and partner schools.

Student leadership opportunities exist where every child has the opportunity to develop their leadership capacities and capabilities.