School plan 2015 – 2017

Jerilderie Public School
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| We will maximise learning to enable students to become successful, happy, motivated and lifelong learners who are able to be active, adaptable and informed global citizens. | Jerilderie Public School was first established in 1869. It is located in the south west plains of the Riverina, 160km west of Wagga. It is one of two primary schools in Jerilderie and provides education for students drawn from the township and the rural areas of the Jerilderie Shire. JPS is an attractive, happy and supportive learning environment. It is well-resourced and offers comprehensive and relevant academic, social and physical programs with a strong emphasis on improving students’ literacy and numeracy skills. The school receives equity funding that is strategically expended to deliver tailored learning that caters for the needs of students. The school is supported by an active Parents and Citizens Association. Parents and members of the community make valuable contributions to the school’s programs and extra-curricular activities. JPS is a member of the BiJOU Learning Community of Berrigan, Jerilderie and Urana schools. This partnership was formed in 2013 to provide staff professional development ensuring they are abreast of innovations in teaching and learning and ICT and to provide students with a rich and varied curricular and extracurricular program. | Our consultation processes included:  
- A short survey in the form of ‘3 Stars and a Wish’ was distributed seeking the opinions of parents, students and teachers about the school in terms of programs, activities and initiatives they felt were valuable and any they would like to see implemented over the next few years.  
- Parents were also asked how the school could better support their child’s learning at introductory Parent-Teacher Interviews and Class Information Sessions.  
- The Draft Vision, Strategic Directions and School Plan were presented to the school community via the newsletter, P&C Meetings and staff meetings for further consultation.  
- Collaboration and consultation with the BiJOU Learning Community of Berrigan, Jerilderie and Urana schools. |
School strategic directions 2015 - 2017

Purpose:
To maximise learning for every child through quality teaching and engagement practices.

Purpose:
Students, staff and parents understand and adopt the attitudes, behaviours and expectations that enhance wellbeing and lead to improved outcomes.

Purpose:
Our school will support a culture of positive community engagement and partnerships where everyone in the school community is aware of how we can all actively contribute to improving educational opportunities and learning for all students.
# Strategic Direction 1: Quality Teaching & Learning for Success

## Purpose
To maximise learning for every child through quality teaching and engagement practices.

## People

**How do we develop the capabilities of our people to bring about transformation?**

**Students:**
Engage students in being active learners across the curriculum both at school and in their broader community.

**Staff:**
Teachers provide and receive planned, constructive feedback from peers, school leaders and students to improve teaching practice.

**Parents/Carers:**
There is a broad understanding of, and support for, school expectations and aspirations for improving student learning across the school community.

**Community Partners:**
Curriculum provision is enhanced by strengthening learning alliances with other schools and organisations.

**Leaders:**
The school articulates a commitment to equity and high expectations for learning for each student and is responsive to changing needs.

## Processes (Overarching umbrella)

**How do we do it and how will we know?**

- Teachers acutely aware of individual learning styles and needs of all students and are able to grow their capacity to become creative, collaborative and self-reflective independent learners.

- Teachers have a good working knowledge of current ICT practices and are able to integrate these into teaching and learning programs.

- A Professional Development Team working across the BiJOU Learning Community will drive all aspects of quality teaching, innovative curriculum design and shared expertise.

## Products (Outcome) and Practices (Method)

**What is achieved and how do we measure?**

**Products:**
- Teachers understand and address professional standards and curriculum requirements.
- K-6 students plotted on the Literacy & Numeracy Continuum.

**Practices:**
- Students and staff confidently use a variety of technology and programs to improve learning outcomes.
- Students and staff are self-reflective.

**What are our newly embedded practices and how are they integrated and in sync with our purpose?**

**Practices:**
- Explicit, specific and timely feedback is embedded in all learning contexts across the school.

**Evaluation Plan**
Observations of teacher lessons and achievements in line with the Australian Professional Standards.

All teachers submit and share their learning reflections.

## Improvement Measures

- Teachers have a high level working knowledge of all NSW Syllabi.

- Students will know where they are working on all aspects of the continuums, will monitor their learning and be aware of the outcomes they are working towards.

- All students will show growth in their learning as evidenced by internal and external data and observable learning behaviours.

*Note: this links to the first bullet-points (˅) in the Products and Practices column*
## Purpose

Students, staff and parents understand and adopt the attitudes, behaviours and expectations that enhance wellbeing and lead to improved outcomes.

### Improvement Measures

- Students demonstrate resilience and positive behaviour techniques in the classroom and the playground.
- Surveys indicate continued growth in social/emotional outcomes.

**Note: this links to the first bullet-points in the Products and Practices column**

### People

**How do we develop capabilities of our people to bring about transformation?**

**Students:**
- Encourage and support our students in the PBL framework to enhance their learning.
- Students are taught to accept responsibility for their own behaviours as appropriate to their age and level of understanding, as expressed in the Behaviour Code.

**Staff:**
- School staff maintains currency of knowledge about requirements to meet student wellbeing needs.

**Parents/Carers:**
- Parents/Carers accept the diverse nature of our school population and interact positively and support one another.

**Community Partners:**
- Community partners are abreast of PBL values and language to support their interactions with students. Community partners actively support child wellbeing.

**Leaders:**
- The school consistently implements a whole-school approach to wellbeing that has clearly defined behavioural expectations and creates a positive teaching and learning environment.

### Processes

**How do we do it and how will we know? (overarching umbrella)**

A Wellbeing Team (students, staff and parents) develops structures and initiatives that will focus on everyone’s positive wellbeing needs.

The team will lead such things as Holistic Learning Support, PBL strategies, Interagency partnerships, Professional Learning and Evaluations via a comprehensive plan which is driven by the School Wellbeing Framework.

### Products and Practices

**What is achieved and how do we measure?**

**Product:**
- At least 90% of students demonstrate resilience and positive behaviour techniques in the classroom and the playground each term.

- PBL reflects consistency in practice across the school.

- Tell Them From Me Survey indicates continued growth on social/emotional outcomes.

**What are our newly embedded practices and how are they integrated and in sync with our purpose?**

**Practices:**
- Expectations of behaviours are explicitly taught to students and relate to the variety of school settings such as classroom, playground, canteen and assemblies.

- All positive behaviour interventions and teaching strategies reflected in class programs and playground procedures and supported by the Learning Support Team to ensure consistency across the school.

- Contribute regular good news articles to local media.

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Evaluation Plan:
- Closely monitor PBL data.
- School and community surveys.
- Involvement in school events.
Strategic Direction 3: Community Engagement for Success

**Purpose**

Our school will support a culture of positive community engagement and partnerships where everyone in the school community is aware of how we can all actively contribute to improving educational opportunities and learning for all students.

**People**

How do we develop capabilities of our people to bring about transformation?

**Students:**
Engage and support our students in the PBL framework to enhance their learning at school and in the community.

**Staff:**
Develop staff capacity to build stronger community relations with parents/carers from all cultural backgrounds.

**Parents/Carers:**
Parents/Carers have a broad understanding of, and support for school expectations and aspirations for improving student learning across the school community.

**Community Partners:**
The school community is positive about educational provision.

**Leaders:**

**Processes**

How do we do it and how will we know? (overarching umbrella)

- Implement the School Assessment Tool to assist members of the school community to assess current family and community engagement practices and evaluate their progress when implementing strategies to strengthen engagement.

**Products and Practices**

What is achieved and how do we measure?

**Products:**
The school will develop streamlined, flexible processes to deliver services and information to strengthen parental engagement.

The school will inform the wider community of our strategic directions and practices which are to be put in place to achieve educational priorities.

**Practices:**
Staff, students, parents and the broader school community are welcomed and engaged in the development of PBL and other school programs.

The school will provide opportunities for students and the community to give constructive feedback on school practices and procedures.

**Evaluation Plan:**
Closely monitor PBL data School and community surveys Attendance at school community events and parent-teacher interviews.

**Improvement Measures**

- 100% engagement of parents in Parent-Teacher interviews
- The school will be achieving ‘building’ in all dimensions of the ‘Strengthening Family & Community Engagement in Student Learning School Assessment Tool’

Note: this links to the first bullet-points (❖) in the Products and Practices column