

School plan 2015 – 2017

Jugiong Public School - 2245



*It nestles in the valley, not far from my home,
A small and scattered village, where Ben Hall used to roam.
The hills rise steep around it, the river flows slowly by,
It's on the Hume Highway, twenty miles from Gundagai.
The scenery all around it, and for many miles beyond,
It's something to remember, if you come to Jugiong.*





School vision statement

Jugiong Public School strives to create a culture of learning that empowers, motivates and strengthens the capacity of all students to aspire to reach their true potential every day.

School context

The village of Jugiong is situated on the Murrumbidgee River, along the Hume Highway between Yass and Gundagai.

Jugiong Public School is a small, isolated rural school in the Cootamundra Principal's Network. It is a proud member of the Murrumbidgee Learning Community. The school provides an education for students drawn predominantly from the rural areas surrounding the village.

Jugiong Public School encourages, and enjoys a strong community and parent partnership to provide meaningful and relevant learning opportunities for the students.

The community is supportive of the school and value the opportunities provided in a small school setting.

Students at Jugiong Public School are involved in learning experiences that foster active learning and establish confident, creative individuals who are active and informed citizens.

The school has a commitment to maximising the numeracy and literacy outcomes of students, to the use of technology to support the wider curriculum and to the development of music and dance as a school initiative.

School planning process

In 2014 a comprehensive process was undertaken across our school to collect evidence, review current practices, and evaluate our strengths, opportunities and areas for development.

The school has been involved in a variety of consultative decision making processes to ensure community collaboration and engagement in the development of this plan.

Staff, students, parents and the wider community have been invited to participate in discussion groups and formal and informal meetings.

A variety of surveys for parents, students, staff and community members have been collated and analysed.

The staff has conducted a review of our previous school plan and its' achievements, studied NAPLAN and PLAN data and milestones to determine our direction.

As a result, three key strategic directions have been identified as a basis for a shared commitment for future developments across the school.



STRATEGIC DIRECTION 1

Student Learning

Motivated and engaged high performing learners.

Purpose:

To ensure all students are empowered to develop and use strategies that will engage, challenge and support their learning and enable them to reach their potential as a learner.

STRATEGIC DIRECTION 2

School Culture

Building an inclusive collaborative, engaged school community.

Purpose:

The school community will work together to build a positive culture that has learning at the centre of decision-making and actions so everyone has a sense of engagement and collective well-being.

STRATEGIC DIRECTION 3

Leader/Teacher Learning

Innovative, responsive and dynamic educational practice, leadership and management.

Purpose:

To build a dynamic, collaborative culture of innovation and best practice through developing leadership capacity, quality professional learning and collegiality. To ensure learning for students is based on consistent, sustainable quality educational delivery.

Strategic Direction 1: Motivated and engaged high performing learners.

Purpose

To ensure all students are empowered to develop and use strategies that will engage, challenge and support their learning and enable them to reach their potential as a learner.

Improvement Measures

- 100% students are at, or beyond expected clusters for their Year level on the Literacy and Numeracy Continuum
- 100% of students will achieve growth from Yr3 to Yr5 as evidenced by NAPLAN and standardised data.
- 100% of students are engaged in learning that is personalised to meet their needs and enables them to achieve their SMART goals.

People

Students:

- Students are engaged and actively participate in learning programs to build their capacity to take ownership of their learning so that they can reach their potential.

Staff:

- Develop teacher's knowledge and deep understanding of curriculum programs and teaching practices.
- Build capacity of staff to differentiate curriculum delivery to meet the needs of individual students.
- Staff increase their ability to use VC and connected classroom strategies to support their teaching and learning programs.

Parents:

- Engage in collaborative partnerships between students, teachers and parents to learn about the teaching and learning opportunities available to the students.

Processes

- Professional learning will build capacity of staff to create quality programs and use effective teaching strategies leading to improved student engagement and learning outcomes.
- Staff develop and implement processes to collect and utilise data from school and external assessments and use the Literacy and Mathematics continuums to develop personalised (SMART) goals.
- Staff develop and implement a systematic approach to provide targeted learning support and intervention that is appropriate, timely and specific to the needs of small groups or individual students.

Evaluation Plan:

- Regular reporting against milestones by all staff and reflection on areas of greatest need.
- Termly monitoring of school based assessment, progress on the continuums and benchmark data to track student progress.
- Programming will reflect differentiated teaching and learning activities with reference to the Quality Teaching model.

Products and Practices

Products:

- All students are at, or beyond expected clusters for their year level on the Literacy and Numeracy Continuum.
- All students will achieve growth in literacy and numeracy from Yr3 to Yr5 as evidenced by NAPLAN and standardised data.
- All students are engaged in learning that is personalised to meet their needs and enables them to achieve their SMART goals.

Practices:

- Staff access a broad range of student achievement and wellbeing data and use it for analysis to diagnose students' needs to ensure differentiated learning.
- All teachers direct the future focus on learning for all students by consistently and effectively using literacy and numeracy continuum data to track and monitor student progress.
- Students will demonstrate an understanding of the level of learning they are operating at and will use an increasing variety of strategies to improve learning outcomes.
- Students and staff use the connected classrooms and VC's to communicate and collaborate increasing learning opportunities for the students.

Strategic Direction 2: Building an inclusive, collaborative, engaged school community.

Purpose	People	Processes	Products and Practices
<p>The school community will work together to build a positive culture that has learning at the centre of decision-making and actions so everyone has a sense of engagement and collective well-being.</p> <p>Improvement Measures</p> <ul style="list-style-type: none"> 100% of school community work towards building strong relationships as indicated by an increase in attendance at P&C, information sessions and community events. 100% of students surveyed agree that they make active contributions to their school and community. 100% parents surveyed agree that learning is at the centre of decision making and that working collaboratively has a positive impact on their child's education. 	<p>Students</p> <ul style="list-style-type: none"> Engage students in learning opportunities that build positive and respectful relationships leading to increased self-awareness and active contributions to the school, community and the society in which they live. <p>Staff</p> <ul style="list-style-type: none"> Build capacity of staff to develop a comprehensive and inclusive framework to support the cognitive, emotional, social, physical and spiritual well-being of students through the effective use of school, system and community expertise and resources. <p>Parents</p> <ul style="list-style-type: none"> Actively encourage parental participation in school professional learning to build community educational capacities. Establish a collaborative learning community by providing opportunities for parents and teachers to work together to improve the intellectual quality of educational programs in the school. 	<p>Processes</p> <ul style="list-style-type: none"> Staff will engage in professional learning such as HOW2Learn to create a culture that enables learning to be central in determining all school directions and decisions and is evident in every learning environment. Employ innovative practices using the language and behaviours of successful learners to encourage and build capacity in students to build aspirations and be self-aware in their learning success. Support student leadership development opportunities through the Student Representative Council and the Class Representative Program. Incorporate active student voice in whole school priorities and projects. <p>Evaluation Plan:</p> <ul style="list-style-type: none"> Regular analysis, feedback and reporting against milestones by all staff of school performance data and a range of other contextual information. Regular monitoring and reflection by staff and students of language, behaviours and strategies that demonstrate a positive, respectful relationship amongst students and staff. Regular monitoring and reflection of community engagement through parent consultation, feedback, participation and attendance at school events. 	<p>Products and Practices</p> <p>Products</p> <ul style="list-style-type: none"> The school community work towards building strong relationships as indicated by an increase in attendance at P&C, information sessions and community events. All students agree that they make active contributions to their school and community. All parents agree that learning is at the centre of decision making and that working collaboratively has a positive impact on their child's education. <p>Practices</p> <ul style="list-style-type: none"> Students will be engaged in opportunities that are relevant to their stages of learning, development and their community enabling them to connect, succeed and thrive as future focussed learners. The school and families share responsibility for student learning and wellbeing. Parents will develop a deep knowledge of the value of their child's education and how they can support them to reach their potential as learners.

Strategic Direction 3: Innovative, responsive and dynamic educational practice, leadership and management.

Purpose

To build a dynamic, collaborative culture of innovation and best practice through developing leadership capacity, quality professional learning and collegiality. To ensure learning for students is based on consistent, sustainable quality educational delivery.

Improvement Measures

- 100% of the staff participate in professional learning that aligns with the school's strategic directions and individual professional learning plans.
- 100% of teachers demonstrate evidenced professional growth against the Australian National teaching Standards and the NSW Performance Development Framework.
- 100% of staff, students and parents are able to indicate an awareness and understanding of the school's vision statement and strategic directions.

People

Students:

- Students will build capacity to achieve through learning experiences that reflect the school vision and are meaningful, challenging and future-focused.

Staff:

- Staff develop purposeful leadership roles based on professional expertise and will build capacity to use established processes to use data and evidence for strategic school improvement.
- Build a dynamic school culture through inspiring and motivating staff to focus on students' learning and participate in ongoing professional learning.
- Support a shared understanding of personal and collective efficacy, ensuring teaching and non-teaching staff have an alignment to the school plan and vision.

Parents:

- The school community develops and engages in a shared vision and is committed to the schools' strategic directions and practices to achieve educational priorities.

Processes

- Staff work collaboratively to contribute to their colleagues' learning and take on roles that guide, advise or lead others.
- Policies, programs and processes are developed to promote positive, respectful and collaborative partnerships across the school.
- Develop individualised professional learning plans explicitly targeted at building teacher capacity to cater for learner diversity and improving leadership capability.

Evaluation Plan:

- Teacher performance and Development Framework Annual review and self-assessment.
- Teacher surveys indicate an increase in work satisfaction and increase levels of support to achieve personal professional learning goals.
- Teachers are more willing to take part in leadership opportunities.
- Regular review of policies, programs and processes.

Products and Practices

Products

- Staff take responsibility for changes in pedagogy required to implement quality programs and innovative practices that engage and challenge students resulting in improvements in student outcomes.
- Staff demonstrate evidenced professional growth against the Australian National teaching Standards and the NSW performance Development Framework.
- Staff, students and parents are able to indicate an awareness and understanding of the school's vision statement and strategic directions.

Practices

- Staff work collaboratively, demonstrate and share expertise, having developed very high levels of contemporary content knowledge and teaching practices, relying on evidence-based teaching strategies to underpin their work.
- Staff will be supported in their professional learning, as well as being involved in performance and development processes that facilitate their professional growth and the provision of quality teaching and learning.