School background 2015 - 2017

School vision statement

Our vision at Jindera Public School is to empower students to acquire, demonstrate, articulate and value knowledge and skills that will support them, as 21st Century learners, to participate in and contribute to the global world and practise the core values of NSW public schools.

School context

Jindera Public School serves a diverse and changing school community in a pleasant rural setting 20 kilometres from Albury on the NSW/Victorian border. Current enrolments are around 200 students, with strong projections of enrolment growth into the future.

The school provides a range of programs that equip 21st century learners, with a recent shift in the educational approach and focus to how students learn and the scaffolding they require to become independent, resilient, responsible learners.

Along with the general capabilities the school promotes high level expectations of student performance in academic, social, cultural and sporting endeavours. School and class programs reflect an integrated approach to learning, collaboratively designed and taught by all classroom teachers and support officers.

Parents take an active interest in their children’s education and seek ongoing involvement in the life of the school.

Jindera Public School is a member of the Durakar Learning Community which closely links the school with other local primary schools, Murray High School and local universities. This sharing provides additional opportunities for enrichment and diversity of educational programs.

School planning process

The Jindera Public School planning process has been authentic, collaborative and consultative.

The school executive led school improvement teams of parents, staff and community representatives to establish the school’s strategic directions and vision statements. The teams examined student achievement data, demographic changes, parent/staff/community and student perceptions and feedback. The teams also interrogated current school practice and beliefs, alongside extensive professional learning around the new reforms and DEC strategic directions, based on the Melbourne Declaration and the extensive work from John Hattie and Michael Fullan.

The suggestions and feedback were used to develop the plans and vision statements. The teams utilised:

- Analysis of student and school outcomes against performance measures and targets
- Assessment of the achievements and directions of previous school plans and initiatives.

The teams re-examined the school context, curriculum, pedagogy, student diversity and resource management. Furthermore, the team considered all resources within the context of school planning. The school held a series of evidence based training sessions with officers from Albury Office and the Executive explored the data trends over the last three years. All teachers, in their professional learning teams, further interrogated PLAN, Best Start and NAPLAN data to determine trends, areas of need and future directions.

All students, K – 6, were actively involved in the data collection through surveys and focus group discussions.

Parents/carers and community representatives were regularly updated through the newsletter, P&C and School Council meetings and were involved with small focus groups.
Purpose:
At Jindera Public School we want to improve student achievement and engagement through challenging, innovative, inclusive curriculum and quality teaching. We want to raise student, staff and community learning expectations and provide increased opportunities for student participation, to develop lifelong learners who are confident, generous, responsible, resilient and optimistic global citizens.

Purpose:
At Jindera Public School we promote student wellbeing, a culture of respect and excellence and strong core values as the cornerstone of our direction. Policies, procedures, activities and structures are designed to protect and promote the health and wellbeing of students and staff. We use data driven decision making with the aim of developing confident, competent, compassionate and curious lifelong learners who actively contribute to society and possess the skills, understanding and values to engage responsibly as global citizens.

Purpose:
At Jindera Public School we value the role of school leaders in improving student outcomes and building an ethos of high expectations and commitment to excellence. We believe that strong leadership leads to the development of high levels of pedagogy which leads to high expectations from students, parents and staff. High expectations provide clarity about what teachers are to teach, what students are striving to achieve and ways that parents/carers can support the learner at home. We strive to provide ongoing opportunities for staff and students to develop their leadership skills.
**Strategic Direction 1: Student learning**

**Purpose**

At Jindera Public School we want to improve student achievement and engagement through challenging, innovative, inclusive curriculum and quality teaching. We want to raise student, staff and community learning expectations and provide increased opportunities for student participation, to develop lifelong learners who are confident, generous, responsible, resilient and optimistic global citizens.

**People**

**Students:**
- Know themselves as learners, set and monitor goals and strive for excellence.
- Think deeply and critically and make relevant connections across all learning areas.

**Staff:**
- Intensive professional capacity building focused on the Australian Professional Standards for Teachers. In particular, features of high quality programming, assessment design and implementation of the general capabilities and enduring concepts within and across learning areas.
- All teachers, identified as Proficient, will be able to demonstrate skills in programming, assessment, literacy and numeracy continuums, lesson sequences, lesson designs and assessment.

**Parents/Carers:**
- Parents/carers are active participants in their child’s education, supporting school and class initiatives.

**Leaders:**
- Provide effective TPL in relevant pedagogies that support learning and capabilities for 21st century students.
- Support staff to develop systems for monitoring and tracking student evidence of use of 21st Century skills.

**Processes**

- Authentic learning opportunities across the key learning areas that encourage problem solving and collaboration and demonstrate writing and mathematical concepts explicitly.
- Implement How 2 Learn in all classrooms.
- Build staff capacity to collaboratively plan and differentiate programs and pedagogies to create school wide systems and structures which support student needs across the curriculum.
- Literacy and Numeracy coordinators analyse data, develop specific criteria for marking and team teach to improve pedagogy and classroom practices to improve student learning across all KLAs.

**Evaluation:**
- All teaching teams collect, analyse and interpret a variety of data from school and external assessments to inform teaching and whole school planning.

**Products and Practices**

**Products:**
- 100% of teacher teams are collecting, analysing and interpreting data from our school assessments to inform their teaching practice.
- Common assessment tasks used in Stage teams for data analysis and future planning (including pedagogy and interventions) in writing and working mathematically and demonstrated across the Key Learning Areas.
- Contemporary/effective/explicit pedagogy is evident in all classrooms, where students are engaged in learning that is authentic, challenging and develops learning capabilities and positive learning habits.
- Individual learning is supported by the effective use of school, system and community expertise and resources through contextual decision-making and planning.

**Practices:**
- Students reflect and report on the achievement of their own learning, using reflection on assessment, reporting processes and feedback to plan learning.
- Qualitative and quantitative data is utilised to inform further student learning.
- Feedback to students is regular, timely and scaffolds further student learning.
- All teachers regularly review learning with each student to ensure all students have a clear understanding of how to improve their learning.

**Improvement Measures**

- Data analysis over three years demonstrates sustained, value adding to Year 5 cohorts of students.
- School based assessment data will show an increase in students achieving at or beyond state benchmarks for writing to 50% by the end of 2017.
## Strategic Direction 2: Wellbeing, culture and values

### Purpose

At Jindera Public School we promote student wellbeing, a culture of respect and excellence and strong core values as the cornerstone of our direction. Policies, procedures, activities and structures are designed to protect and promote the health and wellbeing of students and staff. We use data driven decision making with the aim of developing confident, competent, compassionate and curious lifelong learners who actively contribute to society and possess the skills, understanding and values to engage responsibly as global citizens.

### Improvement Measures

- Data collected via student wellbeing and engagement survey will demonstrate a 20% improvement in student engagement and attitude towards school.
- 100% of school staff is committed to positive behaviour management and school cultures through modelling expectations and use of school values as common language.

<table>
<thead>
<tr>
<th>People</th>
<th>Processes</th>
<th>Products and Practices</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students:</strong></td>
<td><strong>Students participate in peer support programs based on aspects of social and emotional development.</strong></td>
<td><strong>Products:</strong></td>
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<tr>
<td>- Develop communication, collaboration and critical thinking skills, confidently use creativity and innovation across all KLAs and use evidence and reasoning to support thinking and make ethical decisions.</td>
<td>- Staff collaboratively develop individual plans and whole school initiatives, involving the LST and LaST, that support student wellbeing and access to the curriculum, based on a variety of evidence about each child.</td>
<td>- 100% of Students’ cognitive, emotional, social and physical wellbeing is supported by a comprehensive and inclusive framework by 2017.</td>
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<tr>
<td>- Develop self-awareness, self-management, social awareness and social management capabilities.</td>
<td>- The school provides ongoing information, via newsletters, parent information sessions and shared teacher conferences.</td>
<td>- Student sense of school pride and wellbeing (safety, happiness, connectedness to peers and engagement) increases by 20% on baseline data and observable participation in sporting, cultural and extra curricula activities.</td>
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<tr>
<td><strong>Staff:</strong></td>
<td>- The school is committed to fostering a culture of high expectations and developing confident, competent, compassionate and curious lifelong learners who actively contribute to society and engage responsibility as global citizens.</td>
<td>- The school has in place a comprehensive and inclusive framework to support the cognitive, emotional, social and physical wellbeing of students, which measurably improves individual and collective wellbeing.</td>
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<td>- Demonstrate a commitment to fostering a culture of high expectations by modelling pedagogy that leads students to be active and cooperative learners in an engaging and productive learning environment.</td>
<td>- 100% of Students’ cognitive, emotional, social and physical wellbeing is supported by a comprehensive and inclusive framework by 2017.</td>
<td>- 100% of teachers implement cooperative learning, social skills and capabilities development.</td>
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<td>- Allow time to develop critical thinking skills and promote academic conversations and dialogue about critical thinking.</td>
<td>- The school is committed to fostering a culture of high expectations and developing confident, competent, compassionate and curious lifelong learners who actively contribute to society and engage responsibility as global citizens.</td>
<td><strong>Practices:</strong></td>
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<tr>
<td><strong>Parents/Carers:</strong></td>
<td>- The school provides ongoing information, via newsletters, parent information sessions and shared teacher conferences.</td>
<td>- Learning environments are established where intellectual risk taking is encouraged and teachers become partners in learning.</td>
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<tr>
<td>- Parents support students to become increasingly self-motivated learners with the personal resources for future success and well-being.</td>
<td>- The school is committed to fostering a culture of high expectations and developing confident, competent, compassionate and curious lifelong learners who actively contribute to society and engage responsibility as global citizens.</td>
<td>- Students show increased self-worth, self-awareness, confident socialisation and emotional well-being and display positive, safe and respectful relationships.</td>
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<tr>
<td>- Support and reinforce the values promoted in school programs.</td>
<td>- PLPs and IEPs are regularly reviewed and updated. Learning Support Team and SLSO meeting minutes are discussed with the whole staff and regularly reviewed for trends and newly identified areas of need.</td>
<td>- Values are embedded and evidenced across classrooms and playground.</td>
</tr>
<tr>
<td><strong>Leaders:</strong></td>
<td>- 100% of leaders have a commitment to fostering a culture of high expectations and a shared responsibility for student engagement, learning and development.</td>
<td><strong>Evaluation:</strong></td>
</tr>
<tr>
<td>- 100% of leaders have a commitment to fostering a culture of high expectations and a shared responsibility for student engagement, learning and development.</td>
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<td>- PLPs and IEPs are regularly reviewed and updated. Learning Support Team and SLSO meeting minutes are discussed with the whole staff and regularly reviewed for trends and newly identified areas of need.</td>
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### Evaluation:

- PLPs and IEPs are regularly reviewed and updated. Learning Support Team and SLSO meeting minutes are discussed with the whole staff and regularly reviewed for trends and newly identified areas of need.
# Strategic Direction 3: Teacher quality and Leadership Capacity

## Purpose

At Jindera Public School we value the role of school leaders in improving student outcomes and building an ethos of high expectations and commitment to excellence. We believe that strong leadership leads to the development of high levels of pedagogy which leads to high expectations from students, parents and staff. High expectations provide clarity about what teachers are to teach, what students are striving to achieve and ways that parents/carers can support the learner at home. We strive to provide ongoing opportunities for staff and students to develop their leadership skills.

## Improvement Measures

- 100% of staff have a professional learning plan that is shared with other staff and is based on active participation in explicit and sustained professional learning for each individual member of staff.

## People

### Students:

- Students develop leadership skills through training, mentoring, nurturing and encouraging.

### Staff:

- All teaching staff will undertake sustained professional learning to ensure they have the capacity to deliver innovations and improvements in curriculum, personalised learning and the achievement of the Australian Professional Standards for Teachers.
- Use a lesson study approach to improve pedagogy

## Processes

- All teachers regularly engage in lesson studies (and structured feedback) and evaluate pedagogy and current practice and the effectiveness on student achievement.
- Students develop leadership through participation in SRC, Peer Support, Wise Owls and Durakar leadership days.
- Teachers participate in professional learning that links reflection, professional practice, personal/professional aspirations and the goals of their professional development plan.

## Products and Practices

### Products:

- Children willingly accept and look for leadership roles and opportunities within the school and community.
- All teachers are committed to continuous improvement through ongoing feedback, appraisal and systematic professional learning, inline with our strategic directions and school vision, based on DEC policies.
- There is evidence of individual career growth and accreditation against the professional standards accomplished and lead career stages.
- The school is recognised for high quality observation, monitoring, supervision and professional learning, focused on improved curriculum delivery, capabilities, assessment and student learning.

### Practices:

- Assessment data monitors achievements and gaps in student learning are used extensively to inform planning for particular student groups and individual students.
- Staff and students display an increased willingness to take on leadership roles and observation of student initiative in the playground and classroom.

### Evaluation:

- Term meetings to review progress on individual professional learning goals and review of programs, individual practice through lesson studies and team meetings