School plan 2015 – 2017

Junee Public School 2247

- Students as Engaged Successful Learners
- High Quality Teaching
- Enhanced Community Linkages
**School background 2015 - 2017**

<table>
<thead>
<tr>
<th>School vision statement</th>
<th>School context</th>
<th>School planning process</th>
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<tbody>
<tr>
<td>To deliver high quality educational opportunities that support the needs of every child in a dynamic environment that nurtures, guides, inspires and challenges students for future success and wellbeing in the 21\textsuperscript{st} Century.</td>
<td>Junee Public School has a proud history, serving the community of Junee and outlying rural areas for over 130 years. Junee is a small rural township (population approximately 3700) found in the Riverina, 40 kilometres north of the large regional centre of Wagga Wagga. Enrolments at Junee Public School increased in 2015 to 142 with 17 percent of students of Indigenous background. The school services students from a wide variety of backgrounds with a large representation from the low socio-economic status. The school has a committed and experienced staff and has a well-established tradition of prioritising the development of literacy and numeracy skills in its students. The current implementation of the Positive Behaviour for Learning (PBL) program strongly supports Junee Public School’s strategic direction of student welfare and the inclusion of the HOW2Learn initiative provides an innovative and engaging environment in which we are preparing students to become effective 21\textsuperscript{st} Century Learners.</td>
<td>In 2014 a comprehensive process commenced with the review of current practices within Junee Public School involving the collection of data including attendance, behaviour and participation data as well as results from parent staff and student surveys. Professional learning was accessed by the school planning team and staff and parents were informed through meetings on how the planning process had changed and were consulted for the development of the school’s vision and strategic directions. In Term 4 the Ngumba-Dal community of schools met for a day to share ideas and identify common threads in our individual schools’ strategic directions and to co-ordinate milestone opportunities. Consultation continued during Term 1, 2015, in P&amp;C and focus group meetings, communication by phone to local Aboriginal community members as well as regular staff and planning team meetings. Departmental support was also accessed through the Cootamundra Network Director and Learning, High Performance and Accountability, Principal School Leadership.</td>
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</table>
Purpose:
To ensure all students in Junee Public be actively engaged in relevant and challenging future focused learning experiences that build their capacity and capability to play an active part in their learning, to have a sense of self-worth and to act with moral and ethical integrity.

Purpose:
To provide high quality teaching, building capacity and practice through focused professional learning that is ongoing, relevant and evidence based at an individual and collaborative level.

Purpose:
To work collaboratively in a strong supportive learning environment, building community partnerships promoting a culture of excellence and equity, enhancing connection with the Ngumba-Dal Learning Community, enriching and sustaining learning opportunities.
# Strategic Direction 1: Students as Engaged Successful Learners

## Purpose
To ensure all students in Junee Public are actively engaged in relevant and challenging future focused learning experiences that build their capacity and capability to play an active part in their learning, to have a sense of self-worth and to act with moral and ethical integrity.

## People

<table>
<thead>
<tr>
<th>Students</th>
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<tbody>
<tr>
<td>Students engaged in quality learning designed to cater to individual learning needs and social wellbeing across all KLAs using skills necessary to build 21st Century Learning</td>
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<table>
<thead>
<tr>
<th>Staff</th>
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<tbody>
<tr>
<td>Staff engaged in the development of high quality teaching and learning programs to cater to individual learning goals. To access professional learning in new curriculum programs and quality teaching practice.</td>
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<table>
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<th>Parents</th>
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<tr>
<td>Parents have regular communication with staff, are informed of the school’s focus on the social wellbeing and intellectual development of the students and play an active part in setting personal goals of their children.</td>
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## Processes

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<tr>
<td>Students are actively engaged in curriculum programs that are challenging and stimulating, to develop knowledge, understanding and skills. They can reflect upon their learning and provide feedback to drive further progress.</td>
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| Strong support systems target individual learning goals of students, differentiating learning programs and provide opportunity for excellence. |

| School team focus on effective programs that build on whole child wellbeing and capacity to learn, with clearly defined behavioural expectations to create a positive, respectful teaching and learning environment which allows each individual to excel and reach their full-potential. |

## Products and Practices

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<td>Curriculum programs and teaching practices effectively develop the knowledge, understanding and skills of all students, using evidence based teaching practices to ensure all students are at or above stage appropriate targets.</td>
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| All students are achieving success in all areas of wellbeing. |

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<td>21st Century Learning is embedded in dynamic and challenging teaching and learning programs that are informed by assessment data and differentiated to meet the needs of the individual student.</td>
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| Staff actively commit to comprehensive and inclusive framework through programs that support the cognitive, emotional, social, physical and spiritual wellbeing of students, which improves individual and collective wellbeing. |

## Improvement Measures

- Curriculum programs and teaching practices effectively develop the knowledge, understanding and skills of all students, using evidence based teaching practices to ensure all students are at or above stage appropriate targets.

- All students are achieving success in all areas of wellbeing.
## Strategic Direction 2: High Quality Teaching

### Purpose
To provide high quality teaching, building capacity and practice through focused professional learning that is ongoing, relevant and evidence based at an individual and collaborative level.

### People
- **Students**
  Students use reflection on assessment and reporting processes and feedback to plan learning.

- **Teachers**
  All teachers participate in Assessment “of”, “as” and “for” Learning professional development. All staff driven by improving literacy and numeracy through evidence-based teaching strategies, actively upskilling to provide quality teaching.

- **Executive**
  Increased capacity for principal to effectively lead professional learning and develop whole school culture by relief from teaching duties.

The school leadership team demonstrates instructional leadership, promoting and modelling effective, evidence based practice.

### Processes
Teachers actively engage in improved teaching methods in literacy, numeracy and 21st Century learning skills, with professional learning activities focused on building teachers’ understandings of effective teaching strategies in these areas.

Through professional learning, teachers clearly understand and utilise assessment “for”, “as” and “of” learning in determining teaching directions and collaboratively analyse data on student progress to ensure consistent teacher judgement.

21st Century teaching practice enhanced through professional learning facilitated by HOW2Learn team with practice embedded in teaching and learning programs.

### Products and Practices
#### Products
- All teaching staff demonstrate and share expertise, have very high levels of contemporary content knowledge and teaching practices and rely on evidence-based teaching strategies which will engaged and challenge students learning and enhance student outcomes as evidenced by school performance data.

- All teachers have extensive understanding of assessment “of”, “as” and “for” learning to monitor achievements and gaps in student learning to inform planning for student groups and individual students.

#### Practices
- High quality teaching and learning practices demonstrated and supported across the school through; professional learning, teaching and learning programs and assessment practices, to provide improved engagement and student learning outcomes.

- Teachers collaborate within and across stages and the learning community to ensure consistency of curriculum delivery and consistency of teacher judgement to inform learning.
## Strategic Direction 3: Enhanced Community Linkages

### Purpose
To work collaboratively in a strong supportive learning environment, building community partnerships promoting a culture of excellence and equity, enhancing connection with the Ngumba-Dal learning community, enriching and sustaining learning opportunities.

### Improvement Measures
- All staff engaged in professional learning opportunities and collaborations that build their capacity to enhance students’ learning outcomes.
- All parents are committed to the school’s strategic directions and practices to achieve the best educational outcomes for their children.

### People
- Students engaged in learning opportunities in a variety of contexts including interschool, secondary school, local community and university, developing skills in science, technology and PDHPE and building leadership capacity.
- Teachers participate in professional learning, collaborate and share expertise, developing mentoring capabilities and the capacity to lead, to optimise learning opportunities for both students and teachers.
- Leadership teams develop productive relationships with outside agencies to provide engaging, relevant learning opportunities for students.
- Parents engage in the school learning environment and share responsibility through provision of effective feedback.

### Processes
- Schools share resources for provision of professional learning, educational facilities and expertise within the Ngumba-Dal Learning Community.
- Transitional learning pathways optimised through linkages with preschool, kindergarten transition, year 4 taster days, Year 6 transition, agriculture programs and linkages to further education with partnerships with CSU and Future Moves.
- Enhanced engagement with community with combined school educational, cultural and performing arts events.

### Products and Practices
**Product**
- All staff engaged in professional learning opportunities and collaborations that build their capacity to enhance students’ learning outcomes.
- All parents are committed to the school’s strategic directions and practices to achieve the best educational outcomes for their children.

**Practices**
- School wide and inter-school relationships provide mentoring and coaching support to ensure the ongoing development and professional learning of all staff.
- The school leadership team makes deliberate and strategic use of its partnerships and relationships to access resources for the purpose of and improving student outcomes and enriching the school’s standing within the local community.