School plan 2018-2020

Jindabyne Central School 2237
### School background 2018–2020

<table>
<thead>
<tr>
<th>School vision statement</th>
<th>School context</th>
<th>School planning process</th>
</tr>
</thead>
<tbody>
<tr>
<td>Our school values are aimed at developing resilient individuals who confidently, actively and in a socially responsible manner; participate positively in society, valuing lifelong learning. Our purpose is to deliver a quality learning experience through a student centred learning environment which fosters life skills and a passion for learning. Our school motto is Leadership and Citizenship and the school banner statement is ‘Educating the Future’. Jindabyne Central School will develop leadership systems and practices that focus on enabling conditions for improved learning outcomes so as to ensure our students become successful learners, confident and creative individuals and active and informed citizens.</td>
<td>Jindabyne Central School is situated in the Snowy River Shire, an expanding population area located at the base of the Snowy Mountains in New South Wales. Our 822 students Kindergarten to Year 12 come from a range of cultural and socio-economic backgrounds and provide a vibrant, inclusive and every changing school community. Each year we have a number of families that return to Jindabyne Central School as part of our winter program and we continue to build strong connections with their home schools. Jindabyne Central School offers a strong focus on Literacy and Numeracy across all year groups. The K to 12 curriculum is responsive and flexible, with a strong academic focus and specialised cultural and sporting programs. The school has middle and whole school programs in music, sport, science, visual arts, dance, languages and technology. There is an emphasis on creating a culture of creativity, enquiry and engagement.</td>
<td>The School Executive has led the development of the School plan in collaboration with the School Council, School P&amp;C and staff. The process has included a strong focus on student outcomes and allocation of resources to assist in bringing about growth and transformation across the K–12 setting with an emphasis on ensuring the school continually engages students in quality learning experiences with optimum learning outcomes. Our planning for the 2018–2020 cycle will include professional learning communities with each having a targeted focus as part of the three strategic directions. Each team leader will drive the improvement through the development of milestones and evaluate the progress against each milestone through evaluation and the gathering of evidence and which indicates specific improvement.</td>
</tr>
</tbody>
</table>
**School strategic directions 2018–2020**

**STRATEGIC DIRECTION 1**
High Expectations

*Purpose:*
To ensure high expectations, where proficiency is the minimum standard for all students, teachers and the school. High expectations is premised on the philosophical and pedagogical belief that a failure to hold all to high expectations effectively denies them access to a high-quality education.

**STRATEGIC DIRECTION 2**
Personalised learning

*Purpose:*
Learning is personalised, appropriate and differentiated for every student ensuring growth for all students, based on data to inform learning goals, teaching and learning activities and assessment for learning.

**STRATEGIC DIRECTION 3**
Leadership

*Purpose:*
To empower staff and students to take initiative and develop skills for continuous improvement in teaching, learning and school culture leading to consistent high standards and shared practice which builds capacity in all facets of school.
### Strategic Direction 1: High Expectations

#### Purpose
To ensure high expectations, where proficiency is the minimum standard for all students, teachers and the school. High expectations is premised on the philosophical and pedagogical belief that a failure to hold all to high expectations effectively denies them access to a high–quality education.

#### Improvement Measures
- A powerful learning culture is evidenced across the school by the practices that accelerate learning for all students.
- Aligning Professional Development Plans to the Australian Professional Teaching Standards to measure professional growth with an explicit system of collaboration and feedback to drive individual performance improvement.
- Embedded literacy and numeracy strategies.
- All students plotted and tracked on the progressions.
- Students consistently perform at high levels on external and internal school performance measures.

#### People

<table>
<thead>
<tr>
<th>Role</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students</strong></td>
<td>Students will be engaged in a learning environment with high expectations and will contribute to the wellbeing of everyone in the learning community.</td>
</tr>
<tr>
<td><strong>Staff</strong></td>
<td>Build a culture of trust and collegiality with each other and work as a team to deliver high expectations and improved outcomes for all students.</td>
</tr>
<tr>
<td><strong>Parents/Carers</strong></td>
<td>Be engaged with school based programs and value the culture of high expectations.</td>
</tr>
<tr>
<td><strong>Community Partners</strong></td>
<td>Supportive of whole school approaches aimed at achieving high expectations.</td>
</tr>
<tr>
<td><strong>Leaders</strong></td>
<td>Work collaboratively in partnership with students, parents, staff, the community and outside agencies to access resources to enrich the school’s standing in the community and improve student outcomes.</td>
</tr>
</tbody>
</table>

#### Processes

<table>
<thead>
<tr>
<th>Process</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students</strong></td>
<td>Strengthening the correlation between the Australian Professional Standards for Teachers, Quality Teaching Model and goal setting within Professional Development Plans.</td>
</tr>
<tr>
<td><strong>Staff</strong></td>
<td>Targeting literacy and numeracy priorities using evidence informed pedagogy, including developing and implementing high quality professional learning in literacy and numeracy teaching practices.</td>
</tr>
<tr>
<td><strong>Parents/Carers</strong></td>
<td>Draw on research to develop and implement high quality professional learning in literacy and numeracy teaching practices.</td>
</tr>
<tr>
<td><strong>Community Partners</strong></td>
<td>Strengthening the delivery quality learning experiences through a focus on High Expectations, Academic Rigour and effective implementation of QTF within classrooms.</td>
</tr>
<tr>
<td><strong>Leaders</strong></td>
<td>Monitoring of Implementation of Performance Development Framework for all teachers.</td>
</tr>
<tr>
<td><strong>Tell Them From Me—Staff Survey</strong></td>
<td>Tell Them From Me— Staff Survey</td>
</tr>
<tr>
<td><strong>Stage/Faculty and K–12 Meetings demonstrating collaboration to improve teaching practice.</strong></td>
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</tr>
<tr>
<td><strong>2018 – 2020: Conduct an annual cycle of evaluation to ascertain progress made and establish the consecutive year’s milestones.</strong></td>
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</tr>
<tr>
<td><strong>Feedback from the Professional Learning Communities as part of our High Performance Portfolio— G&amp;T, Self Select, Middle School.</strong></td>
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</tbody>
</table>

#### Practices and Products

<table>
<thead>
<tr>
<th>Practices</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Implementing effective, explicit teaching using evidence based teaching strategies.</strong></td>
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</tr>
<tr>
<td><strong>The professional standards and Quality Teaching are a reference point for whole school reflection and improvement.</strong></td>
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</tr>
<tr>
<td><strong>Data is used regularly to evaluate student achievement and progress to reflect on teacher effectiveness and inform future directions.</strong></td>
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</tr>
<tr>
<td><strong>Modelled and shared strategies for teaching and learning/classroom management that promote student engagement and responsibility for learning.</strong></td>
<td>Modelled and shared strategies for teaching and learning/classroom management that promote student engagement and responsibility for learning.</td>
</tr>
<tr>
<td><strong>Continually monitoring impact of programs and approaches used by all teachers.</strong></td>
<td>Continually monitoring impact of programs and approaches used by all teachers.</td>
</tr>
<tr>
<td><strong>All teachers understand and explicitly teach literacy and numeracy to students at all levels of achievement and all subject areas with success that is measured.</strong></td>
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</tr>
<tr>
<td><strong>Students are motivated to complete their personal, academic, sporting and cultural goals through recognition and acknowledgement.</strong></td>
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</tr>
</tbody>
</table>
Strategic Direction 1: High Expectations

<table>
<thead>
<tr>
<th>Processes</th>
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</thead>
<tbody>
<tr>
<td><strong>Literacy and Numeracy Portfolio</strong>–</td>
</tr>
<tr>
<td>Literacy and Numeracy Progressions, L3, TEN,</td>
</tr>
<tr>
<td>FoR, ALARM</td>
</tr>
<tr>
<td><strong>Quality Teaching Portfolio</strong>– QTR,</td>
</tr>
<tr>
<td>Curiosity and Powerful Learning, HOW2Learn,</td>
</tr>
<tr>
<td>Quality Assessment, Assessment and Reporting,</td>
</tr>
<tr>
<td>Future Focused Learning</td>
</tr>
</tbody>
</table>
## Strategic Direction 2: Personalised learning

### Purpose
Learning is personalised, appropriate and differentiated for every student ensuring growth for all students, based on data to inform learning goals, teaching and learning activities and assessment for learning.

### Improvement Measures
- 80% of students have expected growth in all NAPLAN results.
- All students have an individualised learning goals and are working to achieve them.
- The school’s value add trend is positive by 7.5%.
- Improvement in classroom management through a decrease in negative incidences.
- Students acknowledged and celebrated using a whole school student recognition system that promotes growth in personal goals.
- An increase of at least 30% of Aboriginal students in the top two bands in reading and numeracy NAPLAN assessments.
- Students in equity groups perform equal to other students at the school.
- Increased number of students who achieve stage appropriate cluster markers on the literacy and numeracy progressions.

### People

#### Students
Provide timely, respectful and meaningful feedback to teachers on the learning experiences.

#### Parents/Carers
Support the positive changes to the learning environments and encourage risk-taking and effort in learning.

#### Staff
Have skills to use data to adjust teaching strategies to maximise student outcomes.

#### Leaders
Establish a culture where all staff are encouraged to have a growth mindset around their practice.

#### Community Partners
Supportive of whole school approaches aimed at improving student outcomes.

### Processes
- Strengthening systems and protocols for teachers to collect and analyse data on student learning to differentiate practice.
- Targeting literacy and numeracy priorities using evidence informed pedagogy.
- Establish a quality learning environment which supports risk taking in learning, promotes student engagement and acknowledges student effort and achievement.
- Consistent whole-school approach to classroom management while implementing PBL systems.
- All teachers identify criteria to regularly acknowledge students using the Student Recognition System.

### Evaluation Plan
Progress toward improvement measures will be evaluated through: parent and community satisfaction surveys (for example TTFM); student behaviour data analysis; evaluation of consistent use of school processes and procedures; evaluation of classroom environments; evaluation of community participation in school events data; teaching and learning program supervision.

2018 – 2020: Conduct an annual cycle of evaluation to ascertain progress made and establish the consecutive year’s milestones.

### Practices and Products

#### Practices
- Differentiated teaching based on student learning priorities; what students know and what they can do, what do they need next to learn?
- Effort and risk-taking in learning are encouraged in all learning environments.
- Evidence-informed literacy and numeracy strategies are core aspects of our teaching practice, with teachers examining evidence that indicates success.
- Feedback is provided to students and parents to support learning.
- Behaviour data is regularly analysed and shared with staff and strategies to improve and prevent problem behaviour from occurring.
- Students regularly acknowledged through student recognition system and promoted to the school community
- Schoolwide behaviour expectations are explicitly taught to all students
- Personalised learning pathways are developed in a consultation process between the student, parents/carers and teachers, to identify, organise and apply personal approaches to learning and engagement for Aboriginal students.

#### Aboriginal Education
- Aboriginal Education is embedded. Authenticity of cultural knowledge is clearly articulated in all programs and practice to achieve the
## Strategic Direction 2: Personalised learning

<table>
<thead>
<tr>
<th>Processes</th>
<th>Practices and Products</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Every Student Portfolio:</strong> Aboriginal Education, Rural and Remote</td>
<td>aspirations and potential of all Aboriginal Students and Aboriginal Student Leaders.</td>
</tr>
<tr>
<td><strong>Products</strong></td>
<td>Differentiated curriculum informed by data including students identified as requiring extension, rigour and challenge.</td>
</tr>
<tr>
<td></td>
<td>Improved student outcomes in literacy and numeracy including specific targets for Aboriginal students and those not at proficient.</td>
</tr>
<tr>
<td></td>
<td>Students model the expected behaviours from the behaviour matrix</td>
</tr>
</tbody>
</table>
### Strategic Direction 3: Leadership

#### Purpose
To empower staff and students to take initiative and develop skills for continuous improvement in teaching, learning and school culture leading to consistent high standards and shared practice which builds capacity in all facets of school.

#### Improvement Measures
<table>
<thead>
<tr>
<th>People</th>
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<tbody>
<tr>
<td><strong>Staff</strong></td>
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</tbody>
</table>
Using the Performance and Development Framework, teachers will identify their own learning and development needs and the learning needs of their students linked to the school’s strategic directions and the Australian Professional Standards for Teachers.

**Staff**
Teachers will ensure that professional learning is aligned to improved classroom practice/student outcomes.

**Staff**
Teachers will ensure that they have an understanding of the current achievement levels of students as it relates to teaching and learning strategies and the development of personalised learning pathways leading to improvement.

**Staff**
Executive will engage in Growth Coaching to facilitate development of effective feedback and reflective practice.

<table>
<thead>
<tr>
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<tbody>
<tr>
<td><strong>Initial development of the PDP needs to be aligned to the Strategic Directions/APTS/QT/Student Cohort</strong></td>
</tr>
</tbody>
</table>

**PDF process is enhanced and there is greater alignment with evidence/data and student learning outcomes**

Coaching and mentoring, effective feedback, reflective practice is embedded regularly into PL sessions, both formal and informal

- **2018 Professional Learning Meeting Calendar** which clearly articulates the learning intentions/milestones to be achieved (evidences/artefacts may be developed)

- **Executive: develop administrative processes for monitoring and accountability of PL**

**Improve capability of students to provide effective feedback to improve their own learning**

- **Student survey issued**
- **Mentor program planned**
- **Mentors provided with training**
- **Mentor program implemented**
- **Program monitored and evaluated**
- **Success recognised through the Student Recognition System**
- **Communication of success**
- **Incidence of bullying survey and evaluation of current response to incidents**
- **Student/parent/teacher anti-bullying team developed**

**Students**
Staff and Students will seek improvement in providing greater scope for student voice in feedback for teaching and learning.

**Students**
Students will identify learning goals based on their prior achievements and learning needs.

<table>
<thead>
<tr>
<th>Products</th>
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<tbody>
<tr>
<td><strong>Executive</strong></td>
</tr>
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</table>

A performance and development culture of collaborative professional learning that is valued and builds the capabilities of all staff, inclusive of goal setting, reflection and feedback aligned to the PDF.

Teachers’ professional learning and development needs to centre first and foremost on students’ needs and improving learning outcomes

Students are provided with strategies to respond and report incidents of bullying to promote an improvement in student wellbeing

**Initiate and develop programs to support colleagues in applying a range of timely, effective and appropriate feedback strategies: teacher to teacher, student to teacher, student to student and teacher to student**

Supporting colleagues using assessment data to diagnose learning needs, comply with curriculum and use a range of assessment strategies.

All staff have individual professional learning plans aligned to the JCS School Plan/Australian Professional Standards for Teachers which guides continuous improvement.

All students demonstrate growth in their personal goals through a structured mentor program and are acknowledged through the school’s Student Recognition System

**Students wellbeing is improved through**

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**People**
- **Staff**
- **Processes**
- **Products**

**Improvement Measures**
- All staff have identified and monitored progress toward professional learning goals which are aligned to the school plan, APTS and the learning needs of their students.
- A shared school–wide responsibility of increased and regular feedback from students and teachers for improvement in learning, teaching and school culture.
- All students have identified goals and develop strategies with mentors to achieve improvement in learning, sporting and/or cultural achievements.
- A shared culture of identifying, reporting and responding to bullying and harassment to improve student wellbeing.
- A positive and focused learning environment developed from an improvement in student wellbeing.
- Teachers engage in a variety of collaborative practices and demonstrate an improved ability to reflectively justify their professional learning against the Australian Professional Standards for Teachers.
- Increased number of teachers demonstrate evidence of working at the level of ‘Highly Accomplished’ and ‘Lead.’

**Strategic Direction 3: Leadership**

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**Jindabyne Central School 2237 (2018-2020)**
### People
- **Students**: Identify staff, students, parents or community members who will work collegially to identify and accomplish personal academic, sporting and/or cultural goals.
- **Staff**: Be confident in responding to reports of bullying, follow the school and Department guidelines and assist students in developing resilience when experience bullying.
- **Students**: Will be able to identify, report and respond to bullying incidents.
- **Parents/Carers**: Provided with skills to assist students in dealing with incidents of bullying and harassment.
- **Students**: Year 10–12 students receive Mental Health First Aid Training to support the wellbeing of their peers.

### Processes
- Develop and detail the strategies planned to address bullying and cyberbullying, including strategies embedded in the curriculum and the procedures followed once incidents are reported.
- Promote and publicise the improvements in bullying incidents and strategies to respond to bullying.

- **Mental Health First Aid Training for Years 10–12 students**
- **Development and Implementation of Celebrating Safely program for Years 9–12 students**

### Evaluation Plan
- Analysis of PL, aligned to student improvement.
- TTFM Survey Data.
- Observational rounds.
- Regular gathering of data for analysis, reflection and reporting.
- Analysis of school-based and external assessment data.
- Student Survey.
- Student Mentee Evaluation.
- Mentor Evaluation.
- Acknowledgement in Student Recognition System.
- Improvement in bullying statistics from StopIt and SENTRAL.
- Improvement in response to bullying from student surveys.
- 2018 – 2020: Conduct an annual cycle.

### Practices and Products
- Decline in incidents in bullying and harassment.
Strategic Direction 3: Leadership

<table>
<thead>
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<td>of evaluation to ascertain progress made and establish the consecutive year's milestones.</td>
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</table>

Feedback from Professional Learning Communities in:

**Student Leadership Portfolio:** SRC, Peer Support, Leadership Framework Team

**Evaluative Practice Portfolio:** Data analysis, Systems Management

**Performance Development Portfolio:** Maintenance, Professional Learning,