Jannali Public School Plan
2015-2017

Successful Learners
Students will be successful, engaged learners and inclusive global citizens.

Professional Excellence
Staff will be nurturing, innovative and committed to professional excellence within a culture of high expectations.

Community Partnerships
The school will promote effective community partnerships with other schools, the parent body and the wider community.
School Background 2015-2017

SCHOOL VISION STATEMENT

At Jannali Public School our vision as quality educators is to inspire confident lifelong learners who have the ability to thrive and adapt to the demands of an ever-changing world.

Our school promotes excellence in teaching and learning to enable all students to realise their full potential in an inclusive and equitable environment. Students, staff and the community work collaboratively to encourage resilience, confidence, creativity and independence.

SCHOOL CONTEXT

Jannali Public School is a community based metropolitan school situated in the Sutherland Shire. The school is in a residential area in close proximity to The Jannali High School and surrounding preschools.

The Jannali Public School community values academic excellence that recognises progress, effort and achievement leading to lifelong learning; excellence in teaching through a commitment to continuous professional learning; equity for all; diversity where the whole school community values and respects individuals and their beliefs; a safe, happy and caring environment that is nurtured by all in the school community; and partnerships with the community to improve student learning.

The school provides comprehensive extra-curricular programs in sport, creative arts and public speaking. Jannali Public School has a dedicated staff comprised of, experienced SASS staff and both early career and experienced teachers. The staff is supported by a strong collegial approach to ongoing professional development. The parent community is actively engaged in the school and has high expectations for teaching and learning.

SCHOOL PLANNING PROCESS

The executive of the school had an initial planning day to determine the current practices and priorities at the school. These were placed on post it notes on butchers paper. Following consultation with each stage group, there were additional entries. These sheets were shown to all staff who then placed each point into common areas. The staff determined that all entries could be placed under seven headings. This was further refined in the whole staff planning session to three broader headings.

Under the three broad headings staff referred to the content of the Melbourne Declaration on Educational Goals for Young Australians, Great Teaching Inspired Learning, Local Schools Local Decisions and the DEC Five Year Strategic Plan 2012-2017 that the Department have issued over the last couple of years. The staff focused on the overarching broad ideas to use these three focus areas to assist to develop our first draft of the school vision statement. Following the brainstorming session three broad directions were identified as students, teachers and school community. The staff then worked together to drive the purpose for each of those strategic directions. This was followed by a parent forum and survey to seek feedback and input.

The school executive, staff and community had input and worked together over several planning days to develop and refine the school vision, the school context, the three strategic directions and the purpose for each of these directions. This was then communicated back to the whole staff for further comment and input. The whole staff then worked collaboratively to define the purpose behind the three strategic directions. The staff were then involved in the five Ps and developed milestones.
SUCCESSFUL LEARNERS
Students will be successful, engaged learners and inclusive, global citizens.

Our purpose is to provide quality teaching programs that build a solid foundation of knowledge, skills and understandings to prepare students to become confident, independent lifelong learners. Students will be nurtured to become resilient inclusive, resourceful, creative and responsible global citizens.

PROFESSIONAL EXCELLENCE
Staff will be nurturing, innovative and committed to professional excellence within a culture of high expectations.

Our teachers will demonstrate curriculum innovation, quality teaching and leadership capabilities that inspire learning. Staff will be committed to excellence and maintain a strong practice and culture of high expectations, collaborative practice and ongoing professional learning. Strong leaders will model research-based pedagogy and mentor colleagues to ensure development of best educational practice.

COMMUNITY PARTNERHIPS
The school will promote effective community partnerships with other schools, the parent body and the wider community.

Our school will build and maintain supportive and cooperative educational community networks. The school will develop and foster reciprocal and effective partnerships, which strengthen connections within the wider school community.
# Strategic Direction 1: Students will be successful, engaged learners and inclusive global citizens.

## PURPOSE

Our purpose is to provide quality teaching programs that build a solid foundation of knowledge, skills and understandings to prepare students to become confident, independent lifelong learners. Students will be nurtured to become resilient, creative, resourceful and responsible global citizens.

## PEOPLE

**Students:** Through quality teaching programs student will become empowered learners who are confident, reflective and independent.

**Teachers:** Develop staff knowledge understanding, skills and capabilities of evidence based quality teaching.

**Staff:** Develop capabilities of non-teaching staff to support and nurture student learning and engagement.

**Parents:** Parents are encouraged to participate and contribute in classrooms and whole school events that focus on learning.

**Community Partners:** Utilising and sharing the resources and skills available within the community to enrich and increase student engagement.

**Leaders:** Executive will lead and monitor negotiated expectations of staff and students.

## PROCESSES

**Quality Teaching Programs:**
- Evidence and research based teaching and learning: Use of qualitative and quantitative student data to inform all teaching programs to meet the individual needs of students

**Student Welfare:**
- Provision of a broad range of curricular and extra-curricular activities to support student engagement and learning
- Consistent implementation of the school student welfare policy by teaching and non-teaching staff.
- Implementation of the Student Wellbeing Framework.

## PRODUCTS & PRACTICES

**Product**
- NAPLAN data shows growth at or above State means.
- Scope and Sequence developed school wide for KLAS 2015 in line with implementation guidelines.
- Student Wellbeing Framework is used to improve welfare practice and increase positive student welfare and behaviour as monitored through school based data.
- PLAN data shows 80% of students moving the expected number of cluster levels.
- Student attendance data improvements in partial and unexplained absences.
- Teachers seamlessly using technology as a tool for learning.

**Practices**
- Students have the opportunity to participate in a wide variety of curricular and extra-curricular learning experiences to develop their talents and interests to increase engagement.
- Teachers deliver explicit literacy/numeracy strategies across all KLAS that utilise engaging texts and meet the individual student literacy/numeracy needs.
- Promoting an environment that is inclusive, supportive and consistent across the school by the whole school community.
- Students display the qualities of being resilient, responsible lifelong learners through valuing their learning and the learning of others.
- Students engage in their learning with greater confidence and independence using creative thinking skills to communicate in a purposeful and effective manner.

## IMPROVEMENT MEASURES

- NAPLAN data shows growth at or above State means.
- Student Wellbeing Framework is used to improve welfare practice and increase positive student welfare and behaviour as monitored through school based data.
- PLAN data shows 80% of students moving the expected number of cluster levels.
- Student attendance data improvements in partial and unexplained absences.
Strategic Direction 3: The school will promote effective community partnerships with other schools, the parent body and the wider community.

**PURPOSE**
Our school will build and maintain supportive and co-operative educational community networks. The school will develop and foster reciprocal and effective partnerships, which strengthen connections within the parent body and the wider school community.

**IMPROVEMENT MEASURES**
Increase attendance of parents at workshop forums and P&C.
Community collaboration around the development of school planning and practices.
Smother transitions and links with preschools and high schools.
Increased enrolments due to improved communication, marketing strategies and community support.
School leaders engage in community of schools around the area of leadership and small school alliance.

**PEOPLE**

<table>
<thead>
<tr>
<th>Students:</th>
<th>Provide a range of curricular and extra-curricular opportunities for students to engage in the wider community and become active and informed citizens with moral and ethical integrity.</th>
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<tbody>
<tr>
<td>Staff:</td>
<td>Through quality teaching programs teachers make learning relevant to students, make cultural connections and engage in the local community.</td>
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<td>Parents:</td>
<td>Communicate with the wider school community to ensure understanding of transformational directions</td>
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<tr>
<td>Community Partners:</td>
<td>To continue to seek and build on community partnerships to foster key programs and to provide educational expertise and leadership in these partnerships.</td>
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<tr>
<td>Leaders:</td>
<td>To refine and review current communication practices with the parent body and the wider community.</td>
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**PROCESSES**
Community engagement projects including:
- Provide parent forums on a variety of topics to enhance parent and caregiver engagement.
- Strengthening reciprocal relationships within our community of schools and wider community.
- Promote parent participation in a variety of school activities to enhance student engagement.
- Enhancing a shared vision across community of schools for the development of quality professional development.

**PRODUCTS & PRACTICES**

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<td>Parent and teacher interviews are positive and involve co-planning for student development.</td>
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<td>Leaders are working to market the school through positive interactions with the community and creating more opportunities for community involvement.</td>
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<td>Community of Schools work towards collaboration and support to enhance transitions for students.</td>
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<tr>
<td>Parents and teachers working together in a common partnership to better the school and students.</td>
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Strategic Direction 2: Staff will be nurturing, innovative and committed to professional excellence within a culture of high expectations.

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<th>PROCESSES</th>
<th>PRODUCTS &amp; PRACTICES</th>
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| Our teachers will demonstrate curriculum innovation, quality teaching and leadership capability that inspire learning. Staff will be committed to excellence and maintain a strong culture of high expectations, collaborative practice and ongoing professional learning. Strong leaders will model research-based pedagogy and mentor colleagues to ensure development of best educational practice. | Students:  
- Student focused, innovative learning programs reflecting high expectations.  
- Nurturing student engagement and creativity.  
- Developing 21st century knowledge, understanding, skills and values for all students.  
- Engage student leaders in the development of student leadership capabilities. | Students will engage in quality teaching and learning programs that reflect 21st century learning.  
Implement a Performance and Development Project  
Streamlining school management administration processes to support student learning (LMBR, OLIVER and Student Welfare Programs) | Product  
Performance and Development Plan for all teaching staff reflecting evidence of achievement of professional goals aligned with the teaching standards.  
All staff have innovative teaching programs that have been developed collaboratively, that set high expectations for individual student learning.  
A professional mentoring program within strong collegial teams.  
All staff have written observations and feedback opportunities to further grow quality teacher practices. |

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<td>Through professional learning that explores their strengths and allows them to develop targeted areas, staff will build capability to deliver innovative, quality teaching and administrative practices.</td>
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<td>Engage in professional learning with colleagues in our community of schools.</td>
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<td>Through targeted professional learning programs, current and aspiring leaders will refine their skills in leadership.</td>
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<th>Evaluation Plan:</th>
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<td>Regular monitoring and modifying of milestone achievements.</td>
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