JENNINGS PUBLIC SCHOOL PLAN 2012 -2014

SCHOOL CONTEXT
Jennings Public School is a small PP5 school with 18 students, 10% being Aboriginal. It is located 18 km north of Tenterfield on the New England Highway on the NSW and QLD border.

Jennings Public School receives funding from National Partnership, Low SES Communities, Country Areas Program and Priority Schools Program. We have two full time teachers and one part time teacher operating two literacy and numeracy groups K-6. Individual programs are in place to maximise opportunities and improve outcomes for all students.

Jennings Public School is well resourced with a full connected classroom package, an additional interactive whiteboard and laptops for each student. The spirit of a small school community fosters individuality allowing input from the students which creates responsibility for their learning and respect of others thus creating an environment of relevance and enjoyment.

<table>
<thead>
<tr>
<th>SCHOOL IDENTIFIED PRIORITY AREAS</th>
<th>INTENDED OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literacy</td>
<td>To improve student outcomes in Literacy.</td>
</tr>
<tr>
<td>Numeracy</td>
<td>To improve student outcomes in Numeracy.</td>
</tr>
<tr>
<td>Student Engagement</td>
<td>To improve and promote Student Engagement.</td>
</tr>
<tr>
<td>Aboriginal Education</td>
<td>To implement the Aboriginal Education and Training Policy.</td>
</tr>
<tr>
<td>Teacher Quality</td>
<td>To improve Teacher Quality.</td>
</tr>
</tbody>
</table>

TARGETS

2012
Students achieve their expected growth in NAPLAN Spelling between Year 3 and Year 5.
Students achieve their expected growth in NAPLAN Numeracy between Year 3 and Year 5.
To improve the annual attendance rate from 92.8% to 94%.

2013
Students achieve their expected growth in NAPLAN on strand to be determined from 2012 data between Year 3 and Year 5.
Students achieve their expected growth in NAPLAN Numeracy between Year 3 and Year 5.
Attendance target is dependent on 2012 data but the aim is to be at state level or higher.

2014
Students achieve their expected growth in NAPLAN on strand to be determined from 2013 data between Year 3 and Year 5.
Students achieve their expected growth in NAPLAN Numeracy between Year 3 and Year 5.
Attendance target is dependent on 2013 data but the aim is to be at state level or higher.
### SCHOOL IDENTIFIED PRIORITY - **Literacy**

<table>
<thead>
<tr>
<th>OUTCOME</th>
<th>TARGET/S</th>
<th>TIMEFRAME</th>
<th>INDICATORS</th>
<th>RESPONSIBILITY</th>
<th>FUNDING SOURCE/BUDGET</th>
</tr>
</thead>
</table>
| To improve student outcomes in Literacy. | 2012: Students achieve their expected growth in NAPLAN Spelling between Year 3 and Year 5.  
2013: Students achieve their expected growth in NAPLAN on strand to be determined from 2012 data between Year 3 and Year 5.  
2014 Students achieve their expected growth in NAPLAN on strand to be determined from 2013 data between Year 3 and Year 5. | 2012 2013 2014 | Teacher programs reflect Quality Teaching Framework.  
Technology is included in all teaching and learning programs.  
Interactive whiteboards used as daily classroom practice.  
Engage students through the use of a variety of software and hardware.  
Students use technology to help achieve literacy outcomes.  
Students participate in literacy based video conferences. | Principal/CRT | Reform 3,5  
1,3,4  
4  
Principal/CRT  
4  
$3000 ($1 680  
NP |

- **STRATEGIES**
  - Integrate the Quality Teaching Framework in literacy programs.
  - Include technology as a regular part of teaching and learning activities.
  - Students link with other schools in the learning community, region, state and world.
  - Regional contribution to support NP staff for Literacy and whole school planning.
<table>
<thead>
<tr>
<th>STRATEGIES</th>
<th>INDICATORS</th>
<th>TIMEFRAME</th>
<th>RESPONSIBILITY</th>
<th>Reform</th>
<th>FUNDING SOURCE/BUDGET</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff attend professional development activities and engage in ongoing</td>
<td>Staff attend at Accelerated Literacy and regional literacy workshops.</td>
<td>2012</td>
<td>Principal/CRT</td>
<td>4</td>
<td>$2000 CAP</td>
</tr>
<tr>
<td>learning in literacy leading to improved teaching.</td>
<td>Staff participation in L3 Initiative.</td>
<td>2013</td>
<td>CRT</td>
<td></td>
<td>$2500 PSP</td>
</tr>
<tr>
<td>Staff collaboratively develops a structured, school based Writing and</td>
<td>Staff utilise NAPLAN marking criteria within explicit teaching and learning.</td>
<td>2014</td>
<td>Principal/CRT</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spelling Scope and Sequence.</td>
<td>Staff produce quality teaching and learning programs, which address areas</td>
<td></td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Employ extra teacher. Staff monitor students’ achievements using regular in</td>
<td>Students produce quality documents.</td>
<td>2012</td>
<td>CRT</td>
<td></td>
<td>$18 214 (2012) NP</td>
</tr>
<tr>
<td>class assessments for all grades.</td>
<td>Staff use Stage outcomes and structured small learning groups to teach</td>
<td>2013</td>
<td>CRT</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Employ SLSO.</td>
<td>Staff teach writing and spelling skills in a structured, scaffolded</td>
<td>2014</td>
<td>Principal</td>
<td>1,4</td>
<td>$5 000 PSP</td>
</tr>
<tr>
<td>Students participate in a variety of competitions and submit writing</td>
<td>Students conduct community interviews</td>
<td>2012</td>
<td>CAP/PSP Initiative</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>samples to publications (eg Jetsetter magazine).</td>
<td></td>
<td>2013</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Develop parent workshops to assist students at home and school.</td>
<td></td>
<td>2014</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Investigate community expertise.</td>
<td></td>
<td>2015</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>STRATEGIES</td>
<td>INDICATORS</td>
<td>TIMEFRAME</td>
<td>RESPONSIBILITY</td>
<td>Reform</td>
<td>FUNDING SOURCE/BUDGET</td>
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</tr>
<tr>
<td>Integrate the Quality Teaching framework in Numeracy programs.</td>
<td>Teacher programs reflect Quality Teaching Framework.</td>
<td>2012 ✓</td>
<td>Principal/CRT</td>
<td>3, 5</td>
<td>$1000 CAP</td>
</tr>
<tr>
<td>Staff participate in professional learning and professional development activities in Numeracy.</td>
<td>Attendance at CAP or regional Numeracy workshops.</td>
<td>2013 ✓</td>
<td>CRT</td>
<td>3, 4</td>
<td>$500 CAP</td>
</tr>
<tr>
<td>Students participate in engaging, innovative Numeracy activities and initiatives.</td>
<td>Attendance at student workshops such as CAP “Amazing Maths Race”.</td>
<td>2014 ✓</td>
<td>CRT</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Monitor student achievements using regular in class assessments.</td>
<td>Staff develop assessment tasks across school and Community of Schools.</td>
<td>2012 ✓</td>
<td>Principal/CRT</td>
<td></td>
<td>$16,563 NP</td>
</tr>
<tr>
<td>Employ extra teacher. Staff to use Stage outcomes and structured small learning groups to teach number skills.</td>
<td>Staff produce quality teaching and learning programs, which address areas of need.</td>
<td>2013 ✓</td>
<td>CRT</td>
<td>1, 3</td>
<td>$5000 Global</td>
</tr>
<tr>
<td>Employ SLSO.</td>
<td>Staff implement Exemplary Maths K-6 Program.</td>
<td>2014 ✓</td>
<td>Principal/CRT</td>
<td></td>
<td></td>
</tr>
<tr>
<td>STRATEGIES</td>
<td>INDICATORS</td>
<td>TIMEFRAME</td>
<td>RESPONSIBILITY</td>
<td>Reform</td>
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<td>---------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------</td>
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</tr>
<tr>
<td>Identify a staff member with Numeracy expertise to lead professional</td>
<td>Technology is included all teaching and learning programs.</td>
<td>2012</td>
<td>Principal / CRT</td>
<td>1, 2,</td>
<td></td>
</tr>
<tr>
<td>learning in pedagogy and student assessment and provide in-class professional learning through team teaching.</td>
<td></td>
<td>2013</td>
<td>CRT</td>
<td>3, 4</td>
<td></td>
</tr>
<tr>
<td>Include technology as a regular part of teaching and learning activities.</td>
<td>Learning objects, websites and a variety of software used to support explicit and systematic teaching.</td>
<td>2012</td>
<td>CRT</td>
<td>6</td>
<td>$3 000 Global</td>
</tr>
<tr>
<td>Ensure that a variety of appropriate numeracy resources are available.</td>
<td>Engage students through the use of a variety of software and hardware.</td>
<td>2012</td>
<td>CRT</td>
<td></td>
<td>$926 NP</td>
</tr>
<tr>
<td>Release Principal to coordinate Numeracy video conference and Bridgit sharing between Community of Schools.</td>
<td>Students use technology to help achieve numeracy outcomes.</td>
<td>2012</td>
<td>CRT</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Develop parent workshops to assist students at home.</td>
<td>Attendance by parents at CAP / PSP Numeracy Workshop.</td>
<td>2012</td>
<td>CAP / PSP</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### SCHOOL IDENTIFIED PRIORITY - Student Engagement

#### OUTCOME
To improve and promote Student Engagement.

#### TARGET/S
- **2012:** Students achieve their expected growth in NAPLAN Numeracy between Year 3 and Year 5. To improve the annual attendance rate from 92.8% to 94%.
- **2013:** Attendance target is dependent on 2012 data but the aim is to be at state level or higher.
- **2014:** Attendance target is dependent on 2013 data but the aim is to be at state level or higher.

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<thead>
<tr>
<th>STRATEGIES</th>
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<th>TIMEFRAME</th>
<th>RESPONSIBILITY</th>
<th>Reform</th>
<th>FUNDING SOURCE/BUDGET</th>
</tr>
</thead>
<tbody>
<tr>
<td>Establish close links with neighbouring primary and secondary schools.</td>
<td>Students interact and work with different groups of children of the same age.</td>
<td>2012</td>
<td>✅</td>
<td>✅</td>
<td>✅</td>
</tr>
<tr>
<td>Provide a range of teaching and learning activities, directly and via video conferencing and the internet (Web 2 tools).</td>
<td>80% of students remain at Jennings Public School until the end of Year 6.</td>
<td>2012</td>
<td>✅</td>
<td>✅</td>
<td>✅</td>
</tr>
<tr>
<td>Provide the opportunity for all K-6 students to participate in a major excursion.</td>
<td>90% of students attend a major excursion.</td>
<td>2012</td>
<td>✅</td>
<td>✅</td>
<td>✅</td>
</tr>
<tr>
<td>Transition programs between Jennings Public School and the feeder high schools.</td>
<td>Student attendance at transition days.</td>
<td>2012</td>
<td>✅</td>
<td>✅</td>
<td>✅</td>
</tr>
<tr>
<td>Provide opportunities for students to lead school improvement projects.</td>
<td>The development of a student based school improvement project.</td>
<td>2012</td>
<td>✅</td>
<td>✅</td>
<td>✅</td>
</tr>
<tr>
<td>Provide access to a range of sporting activities and sports resources.</td>
<td>Students engaged in sporting activities promoting health and fitness.</td>
<td>2012</td>
<td>✅</td>
<td>✅</td>
<td>✅</td>
</tr>
<tr>
<td>Provide opportunities for students to participate in innovate, engaging initiatives.</td>
<td>Student attendance at initiatives such as Thinking Brain, CAP Art Gallery, CAP Chefs, PSP Engagement Days.</td>
<td>2012</td>
<td>✅</td>
<td>✅</td>
<td>✅</td>
</tr>
<tr>
<td>Provide an engaging, welcoming School Learning Environment.</td>
<td>Improvements to physical environment eg playground, gardens, front of school etc.</td>
<td>2012</td>
<td>✅</td>
<td>✅</td>
<td>✅</td>
</tr>
</tbody>
</table>
# SCHOOL IDENTIFIED PRIORITY - Aboriginal Education

## OUTCOME
To implement the Aboriginal Education and Training Policy.

## TARGETS
No target for Annual School Report

Indicators will be used for in school reporting.

## STRATEGIES
- Develop PLPs for all Aboriginal students in consultation with parents.
- Teachers’ individual professional learning plans will include a specific focus on bridging the gap in outcomes between Aboriginal and non-Aboriginal students.
- Participation in Aboriginal and Multicultural activities eg Harmony Day and the Digital Elder Project.
- Incorporation of Aboriginal content in curriculum programs across all key-learning areas.
- Promoting, recognising and celebrating Aboriginal and Torres Islanders Week and other significant occasions.
- Employ protocols for consultation, cultural practices and ceremonies e.g. Welcome to Country/ Acknowledgement of Country
- Maintain a collaborative partnership with the local AECG and sustain the Digital Elders Project.

## INDICATORS

<table>
<thead>
<tr>
<th>STRATEGIES</th>
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<th>TIMEFRAME</th>
<th>RESPONSIBILITY</th>
<th>Reform</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number of agreed and documented PLPs developed.</td>
<td>2012 ✓ 2013 ✓ 2014 ✓</td>
<td>Principal / CRT / Community</td>
<td>2, 6</td>
</tr>
<tr>
<td></td>
<td>Decrease the proportion of Aboriginal students achieving in the lower bands in accordance with State Plan targets.</td>
<td>✓ ✓ ✓</td>
<td>Principal / CRT / Community</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Increase the proportion of Aboriginal students achieving in the higher bands in accordance with State Plan targets.</td>
<td>✓ ✓ ✓</td>
<td>Principal / CRT / Community</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Student attendance at Aboriginal and Multicultural events (inter/intra school and via Video Conference).</td>
<td>✓ ✓ ✓</td>
<td>Principal / CRT / Community</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Number of units of work used which reflect Aboriginal perspectives.</td>
<td>✓ ✓ ✓</td>
<td>CRT</td>
<td>4, 6</td>
</tr>
<tr>
<td></td>
<td>Students display greater appreciation and knowledge of Aboriginal Australia.</td>
<td>✓ ✓ ✓</td>
<td>Principal / CRT / Community</td>
<td>4, 6</td>
</tr>
<tr>
<td></td>
<td>Welcome to Country/ Acknowledgement of Country is used at daily and weekly assemblies. Ceremonies involving Aboriginal people are included in school functions.</td>
<td>✓ ✓ ✓</td>
<td>Principal / CRT / Community</td>
<td>4, 6</td>
</tr>
<tr>
<td></td>
<td>Attendance of local Elders at Jennings Public School events.</td>
<td>✓ ✓ ✓</td>
<td>Principal / CRT / Community</td>
<td>4, 6</td>
</tr>
</tbody>
</table>

## TIMEFRAME
- 2012
- 2013
- 2014

## RESPONSIBILITY
- Principal / CRT / Community
- CRT
- Principal / CRT / Community
- Principal / CRT / Community
- Principal / CRT / Community
- Principal / CRT / Community

## FUNDING SOURCE/BUDGET
- $1000 Global
## SCHOOL IDENTIFIED PRIORITY - Teacher Quality

<table>
<thead>
<tr>
<th>OUTCOME/S</th>
<th>TARGET/S</th>
<th>STRATEGIES</th>
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<th>RESPONSIBILITY</th>
<th>Reform</th>
<th>FUNDING SOURCE/BUDGET</th>
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</thead>
<tbody>
<tr>
<td>To improve Teacher Quality.</td>
<td></td>
<td>Collaboration with staff to identify and prioritise professional learning needs.</td>
<td>Professional Learning activities and integrated into school planning and focused on addressing priority areas.</td>
<td>2012 2013 2014</td>
<td>Principal/CRT</td>
<td>1, 2</td>
<td>$2 300 TPL</td>
</tr>
<tr>
<td></td>
<td></td>
<td>School planning and timetabling incorporates Professional Learning needs.</td>
<td>Professional learning funds are expended on activities that address teacher’s need.</td>
<td>✓ ✓ ✓</td>
<td>Principal/CRT</td>
<td>1, 2, 5</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Staff are able to teach the curriculum confidently resulting in higher student achievement.</td>
<td>✓ ✓ ✓</td>
<td>CRT</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Development of staff training register.</td>
<td>✓ ✓ ✓</td>
<td>Principal/CRT</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Staff participation in Professional Development such as Smart and Sassy, Prioritising Grammar.</td>
<td>✓ ✓ ✓</td>
<td>Staff</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Provide opportunities for inter school visits for staff to engage in professional learning with experienced teachers.</td>
<td>Increased access of teachers and school leaders to professional learning for career development.</td>
<td>✓ ✓ ✓</td>
<td>Principal/CRT</td>
<td>3, 4</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Development of staff leadership.</td>
<td>✓ ✓ ✓</td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Use of technology across community of schools and at state level.</td>
<td>Number of professional development activities using connected learning.</td>
<td>✓ ✓ ✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>All staff trained in Smart Data Analysis including Ver. 2 Regional Support.</td>
<td>Smart Data Analysis Training completed and staff use data to inform planning.</td>
<td>✓ ✓ ✓</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>