### School vision statement

Work Jubilation  Pride Success

### School context

Wee Jasper Public School was established in 1899 and has always been a one-teacher school.

The buildings are attractive and well maintained. Nestled on nine acres in the picturesque Goodradigbee Valley, the old school house and school grounds are often the regular subject of tourist photos. We are proud of our school and make it a priority to present it in the best possible way. The school services an area in which farming and tourism are the predominant industries. Students at Wee Jasper Public School aim to be adaptable, community minded lifelong learners. Our students are encouraged to work hard and make the mental effort to learn.

They are actively nurtured to be achievers, set long and short term goals and approach life with an optimistic outlook. They will leave the school with strong numeracy, literacy and technology skills. They will be equipped with the skills to participate confidently in society and lead a healthy, sporting and active life.

Interest is nurtured in: flora and fauna, landforms, camping, fishing, gardening, playing, tennis, golf, touch football and athletics.

Our students are taught and encouraged to adopt an understanding and empathetic approach in all dealings with family, friends, community members and look to suggest and create positive outcomes for all where possible.

The parents find teachers are accessible and approachable.

### School planning process

Principal consulted with parents focussed on improvements that could be made to the teaching program and ways in which RAM equity money could be spent.
## Purpose:
Successful students are able to understand their world through words and numbers.

## Purpose:
To produce learning which is personalised and responsive to each student.

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**STRATEGIC DIRECTION 1**
Numeracy and Literacy
Develop consistent, high quality educational practices and student achievement in both Literacy and Numeracy.

**STRATEGIC DIRECTION 2**
Whole school practices which enable all students to become 21st century learners.
**Strategic Direction 1: Numeracy and Literacy**

### Purpose

Successful students are able to understand their world through words and numbers.

### People

#### How do we develop capabilities of our people to bring about transformation?

- Develop understanding of how they learn and plan for the future.
- Develop student skills in working collaboratively and independently to develop their personal learning goals.
- Students develop appropriate/high expectations for fostering belief in themselves.

**Staff:**

- Create individual professional learning schedules.
- Familiarise staff with the quality teaching framework including the assessment strategies K-6.
- Establish a learning support team to coordinate learning programs.
- Staff value and use mentoring across the stages using specialist teachers to support whole school initiatives.

**Leaders:**

- Participate in professional learning and assist teaching staff through mentoring.

### Processes

#### How do we do it and how will we know?

- **Establish school Professional Learning Team** to lead improvement of quality teaching & learning with a focus on learning continuums.
- **Establish staff professional learning plan & goals based around School Plan to promote expertise in assessment and tracking of students on continuum K to 6.**
- **School Learning Support Team** to study and create school wide visual tracking of student achievement.
- **Teachers to undertake in-service training in the use of the visual tracking and how to update it each term.**
- **School Learning Support Team** to monitor student progress and develop PLPs for students not progressing to expectation or exceeding expectations.
- **Teachers make transparent learning outcomes and**

### Products and Practices

#### What is achieved and how do we know?

**Products:**

- Growth at or above expected rates (Twelve months’ worth of personal growth and development)
- Whole school data reflects improved learning outcomes for all students through diagnostic testing and NAPLAN results.
- Teachers collaborate in whole school data analysis to inform teaching & learning programs.
- Teaching and learning driven by Assessment data and differentiated to meet the needs of all students.

**Practices:**

- Consistent measurement and recording of where students are at against the standard
- Strands of Mathematics and English taught in like ability groups.
- Establish and weekly use of student learning log (goals set and comment on achievement)
- Parent engagement through

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**In PM benchmarking:**

- 80% of K at or above level 7
- 80% of Y1 at or above level 14
- 80% of Y2 at or above level 22
- 80% of Y3 at or above level 28
- 80% of Y5 at or above level 30
- 80% of Y6 reading at independent level

In NAPLAN: 40% of Year 3 and 5 students will achieve bands 5 & 6 in NAPLAN literacy and numeracy.
| External validation – Engage the services of a critical friend to review the quality and effectiveness of the implementation of numeracy and literacy groups across the school. |
| Analysis of all data to determine future improvement and ongoing progress. |
| Seek feedback from all students, teachers, staff and parents. |
| Involve staff in continuous conversations as to the effectiveness of our processes. |

- Participate in professional development to understand the learning continuum so as to plot student development.
- All stage three students know where they are and how they learn.
- Visit other schools to gather ideas and see processes in action.

success criteria providing feedback to students on achievement and areas for improvement.

monitoring of learning log

Quality feedback

| Planning template – V2.0 |
| Wee Jasper Public School 3412 |
| Page 5 |
Strategic Direction 2: 21 Engaged Learners

<table>
<thead>
<tr>
<th>Purpose</th>
<th>People</th>
<th>Processes</th>
<th>Products and Practices</th>
</tr>
</thead>
</table>
| To produce learning which is personalised and responsive to each student. | **How do we develop capabilities of our people to bring about transformation?**  
**Students:**  
Need to know the learning continuum and how to locate where they are at and where they want to go  
Students are given an outline of how to develop their expectations of themselves  
Students are given opportunities to develop their creativity through art music programs  
Students develop their mindset and capabilities to be creative, critical thinkers and be able to communicate and collaborate effectively  
**Staff:**  
Be proficient in the use of ICT to enhance learning programs  
Have a sound understanding of the learning continuum in numeracy and literacy  
Understand the needs of a 21st century learner  
Staff have sound knowledge and understanding of their stage content and the NSW syllabus documents | **How do we do it and how will we know?**  
- Develop ICT learning scope and sequence using New Australian Curriculum  
- Specifically program the integration of ICT in the classroom in accordance with the new Australian Curriculum  
- Appropriate numeracy and literacy programs for each student.  
- Excursion program to support creativity in learners  
- Students take responsibility for their learning through tracking their learning on the continuum  
- Students and teachers have high expectations for themselves and others  
- Students receive regular and specific feedback on how to achieve their set learning goals  
- Use rich learning tasks to engage learners and evoke higher order thinking  
- **Introduce Class dojo** to engage parents in their child’s | **What is achieved and how do we know?**  
**Products:**  
- Improved NAPLAN results (increase in students performing above the state average)  
- Students moving along the learning continuum- this will be evident through diagnostic assessments  
- Students are able to use technology independently  
**Practices:**  
- Develop the mindset and capabilities of our students to analyse their overall learning progress and performance.  
- Students and staff reflect and report on their achievement of their own learning goals.  
- Students map their learning on the learning continuum and track their learning goals  
- Students take responsibility for their learning and behaviour |

**Improvement Measures**
- All students have learning goals and can map their progress  
- Parents are actively engaged in supporting the learning activities of their children
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<thead>
<tr>
<th>Leaders:</th>
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<tbody>
<tr>
<td>Develop and impart consistent learning expectations</td>
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<td>Develop and initiate the implementation of <strong>Differentiated Learning Groups</strong></td>
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<td>learning and enable enhanced communication between school and home</td>
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<td>Encouraging engagement of parents in their child’s learning through parental information sessions in numeracy and literacy</td>
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