<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 693 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.</td>
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</tbody>
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Purpose: To ensure high standard education through increased combination of curriculum, resources, ICT infrastructure, teaching and learning programs which inspires every teacher and student to excel, to learn to their full potential and ensure learning is personalised, appropriate and differentiated for every student.

Purpose: Build capacity in all teaching staff K-12 to identify the individual learning needs of each student to ensure that differentiation becomes a standard practice for all students and staff.

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: Create a high performing and dynamic school learning community

### Purpose
To ensure high standard education through increased combination of curriculum, resources, ICT infrastructure, Teaching and learning programs which inspires every teacher and student to excel, to learn to their full potential and ensure learning is personalised, appropriate and differentiated for every student.

### Improvement Measures
- To ensure growth in Literacy/Numeracy
- Ensure student growth in NAPLAN between Years 3,5,7,9 with a focus on the second bottom quartile and highest performing students (moving the middle to the top)
- All stages/faculties have teaching and learning programs that effectively

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| **Students**: engage students in being a quality learner of literacy and numeracy in the class and home environments | **Engaged and Accomplished Community of Learners**;  
- Build staff capacity to teach the new NSW syllabuses.  
- Collaborative curriculum and assessment/reporting planning to support school-wide systems and dynamic learning environment  
**Evidence Seeking Knowledge Generation**;  
Use of qualitative and quantitative student assessment data to inform and improve school curriculum and assessment practices  
**Culture of Collaboration and Connectedness**;  
Consistent exchange of educational and student wellbeing data across the school to improve teacher | **Product**: to ensure growth in Literacy/Numeracy  
**Product**: To increase the number of students in the top bands in NAPLAN Literacy and Numeracy by 5%  
**Product**: To ensure quality pedagogy and consistency in teacher judgement with curriculum program design, scope and sequences and assessment benchmarks for K-12 whole school evaluation, professional learning and strategic planning  
**Practices**: Quality teaching and learning practices K-10 (12) including differentiated learning (literacy/numeracy) lessons (teaching and learning programs) and assessments to improve student achievement. |
| **Staff**: develop staff capabilities by designing PL and school-wide systems and structures to support and extend low-performing students, as well as laterally and vertically extend other students.  
**Parents**: develop understanding amongst the community that parents are partners in their child’s learning.  
**Students**: will be explicitly taught 21 Century capabilities using HOW2Learn Strategies in order to become critical thinking, productive, global citizens.  
**Students**: the school promotes |
deliver the Australian Curriculum.

a culture of inquiry and innovation, where creative exploration and independent learning are valued

- **Staff**: through the provision of engaging and innovative teaching and learning programs catering for individual student learning needs, teachers will deliver quality 21st Century Learning.

- **Parents**: through the provision of collaborative and inclusive partnership opportunities, parents will develop confidence and ability to contribute to the school learning community.

- **Community**: collaborative partnerships will be strengthened with community support networks such as school council to provide real world learning opportunities and experiences for students through mutually beneficial programs and initiatives.

- **Staff, students and community**: implementation of BYOD. Establish habits of reliability and responsibility for bringing equipment, its maintenance and effective use.

- **Professionals**: through the provision of engaging and innovative teaching and learning programs catering for individual student learning needs, teachers will deliver quality 21st Century Learning.

- **Parents**: through the provision of collaborative and inclusive partnership opportunities, parents will develop confidence and ability to contribute to the school learning community.

- **Community**: collaborative partnerships will be strengthened with community support networks such as school council to provide real world learning opportunities and experiences for students through mutually beneficial programs and initiatives.

- **Staff, students and community**: implementation of BYOD. Establish habits of reliability and responsibility for bringing equipment, its maintenance and effective use.

- **Collaboration, student knowledge and community connection**: collaborative, student knowledge and community connection.

- **Professional Learning**;
  - Develop staff understanding and quality pedagogy using the QT framework

- **Differentiated Learning and Support**;
  - Build staff capacity to collaboratively plan and differentiate programming in Literacy and Numeracy
  - Develop targeted programs to improve in these areas as required.
  - Building 21st Century Learning Skills through the Australian Curriculum General Capabilities.
  - Build student capability to be self-directed, independent learners who apply 21st Century learning skills - literacy, numeracy, ICT, learning habits through targeted (literacy and numeracy) learning programs.
  - Survey of laptop use of staff, students and community to

- **Practices**: Proactive, responsive and dynamic professional learning teams across stages/curriculum areas K-10 that are focused on using best evidence-based practice and data analysis to result in consistent quality teaching and achievement of Professional Teaching standards.

- **Practices**: Staff and Students reflecting on the achievement of their personal learning and leadership goals in the area of Literacy and Numeracy

- **Product**: all teaching and learning programs have embedded literacy strategies that engage students with authentic text.

- **Practice**: teachers deliver explicit literacy strategies that target authentic texts and meet the individual student literacy needs.

- **Product**: teaching and learning programs have embedded numeracy strategies which reflect real-world numeracy experiences.

- **Practices**: teachers will deliver explicit real-world numeracy
- **Staff**: build collaborative practices into learning and classrooms to enhance the development of teaching strategies and programs.

- **Evaluation Plan**: closely monitor NAPLAN and school based assessment results to analyse student performance in Literacy (Reading, Writing, Spelling, Grammar and Punctuation) and Mathematics (Numeracy, Measurement, Space and Geometry and Data).

- **Practice**: students will actively demonstrate 21 C learning habits and Australian Curriculum general capabilities across KLA’s and in different learning environments.

- **Product**: student academic reports align to the Australian Curriculum including the general capabilities.

- **Practice**: self-reliant students who take responsibility for their learning via their preferred device as determined by surveys, checklists and specifications.

- **Practices**: an established practice of development as well as review of programming and assessment.

- **Products**: the curriculum will target specific and identified learning needs.

- **Practice**: students will engage in their learning with greater confidence and independence using critical thinking skills to communicate in a purposeful and effective manner.

- **Practice**: students will engage in their learning with greater confidence and independence using critical thinking skills to communicate in a purposeful and effective manner.

- **Practice**: encourage cross class/faculty/stage and staff/student and parent collaboration in developing effective teaching, learning and assessment strategies that reflect the learning needs of JCS.

- **Products**: the curriculum will target specific and identified learning needs.
Strategic Direction 2: Differentiate teaching to meet the specific learning needs of students across the full range of abilities

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| Build capacity in all teaching staff K-12 to identify the individual learning needs of each student to ensure that differentiation becomes a standardised practice for all students and staff. | **Students:**  
- Become aware of their individual learning style  
- Engage and take responsibility for their learning  
**Staff:**  
- Implement innovative practices including higher order thinking skills aligned with the Quality Teaching Framework  
- Use data to inform teaching  
- Engage staff in 21st Century pedagogy  
**Parents/Community:**  
Provide information sessions relating to student achievement and teaching practices  
**Staff:** collaborate to differentiate curriculum K-12 that challenges and extends | **Develop personalised learning plans that incorporate 21st century learning and teaching showing innovative practices**  
**Ongoing mentoring and professional dialogue, reflection and monitoring**  
**Provide time for mentoring, professional dialogue, reflection and monitoring in K – 12 teams**  
**Professional Learning and training support on effective pedagogy including:**  
- HOW2LEARN, Bloom’s taxonomy, Quality Teaching Model  
- National Professional Teaching Standards  
- Differentiate the curriculum and assessment and | **Product:**  
- Teaching programs show explicit differentiation for all students  
- 100% teachers showing modified rich assessment/testing tasks  
- improvement in NAPLAN results  
**Practice:**  
- Quality teaching driving force for teaching observations and evaluative practice.  
- Shared vision of exemplary practice  
- Celebrate/acknowledge students with largest growth  
**Product:** collegially developed programs, within and across classes/stages/faculties together with cross-curricular activities to embed concepts of creativity and |
### Improvement Measures

- **100% of teachers demonstrate evidence in teaching and learning programs**

<table>
<thead>
<tr>
<th>Students in a 21 C context by using;</th>
<th>Expand creativity, innovation, divergent thinking and inquiry-key capabilities of the Australian Curriculum into all teaching and learning programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>- pre-testing and assessing</td>
<td>Focus on the use of ICT to broaden and enhance learning and curriculum</td>
</tr>
<tr>
<td>- open-ended and challenging</td>
<td>Effective use of data analysis for assessment, teaching and strategic planning</td>
</tr>
<tr>
<td>questioning</td>
<td>to explicitly track student performance and identify where intervention and</td>
</tr>
<tr>
<td>- organisational and structural</td>
<td>acceleration is appropriate.</td>
</tr>
<tr>
<td>changes in lessons:</td>
<td>Teachers and schools use a range of information and tools to assess and understand</td>
</tr>
<tr>
<td>demonstrations, tutorials, lectures</td>
<td>the learning needs of their students including PLASST.</td>
</tr>
<tr>
<td>- flexible teaching and organisation</td>
<td></td>
</tr>
<tr>
<td>determined by the needs of the</td>
<td>** Product:** a curriculum that explicitly develops skills each year in a</td>
</tr>
<tr>
<td>student</td>
<td>sequential manner.</td>
</tr>
<tr>
<td>- teamwork, problem solving,</td>
<td>** Practice:** formative and summative assessment used collaboratively in a</td>
</tr>
<tr>
<td>enrichment, 21 C technology,</td>
<td>transparent manner to enhance and inform teaching and learning.</td>
</tr>
<tr>
<td>critical and creative thinking,</td>
<td>** Product:** application of differentiating the curriculum</td>
</tr>
<tr>
<td>ethical behaviour and social</td>
<td>** Practice:** collegially developed units of learning creating challenging,</td>
</tr>
<tr>
<td>conscience</td>
<td>appropriate and creative opportunity for the diverse range of learning,</td>
</tr>
<tr>
<td><strong>Staff and students:</strong> develop</td>
<td>differentiation and enrichment.</td>
</tr>
<tr>
<td>explicit learning strategies to</td>
<td>** Practice:** PLAST is utilised to assist in identifying the individual needs</td>
</tr>
<tr>
<td>embrace and enhance literacy,</td>
<td>of a student. The PLAST focuses on ways in which the student is unique and</td>
</tr>
<tr>
<td>numeracy, ICT, critical and</td>
<td>profiles the educational needs and strengths of students.</td>
</tr>
<tr>
<td>creative thinking, ethical</td>
<td>** Product:** Data from the PLAST student profile will contribute to evidence</td>
</tr>
<tr>
<td>behaviour and social</td>
<td>of assessed individual student need required for a student to be included in the</td>
</tr>
<tr>
<td>competence using a range of</td>
<td>NCCD (national disability data collection).</td>
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<tr>
<td>curriculum programs and projects.</td>
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</table>
Strategic Direction 3: Build leadership capacity of staff and students K-12 in order to develop a culture where all members of the school community take responsibility for continuous improvement.

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<td><strong>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.</strong></td>
<td><strong>Students:</strong> to provide a framework that will support students in contributing to progressive feedback on teaching practices within individual classes and whole school processes.</td>
<td><strong>Processes where all students are provided with the opportunity to develop capacity (informal leadership)</strong></td>
<td><strong>Practice:</strong> A performance and development culture of collaborative professional learning that is valued and builds the capability of all staff, inclusive of goal setting, reflection and feedback.</td>
</tr>
<tr>
<td><strong>To ensure the continued alignment of our schools’ primary purpose and student exit outcomes with our programs and practice through the expansion and increased development of leadership capability and succession planning using the Australian Principal Standard and the Australian Professional Standards for Teachers</strong></td>
<td><strong>K-12 students:</strong> take responsibility for their learning and continuous improvement. Student voice, collaboration for expectations, learning goals.</td>
<td><strong>K-12 leadership teams, class leaders/monitors, SRC secondary</strong></td>
<td><strong>Practice:</strong> all staff actively engage in Professional Learning Communities that are driven by teacher identified needs and share their Action Research/Inquiry</td>
</tr>
<tr>
<td><strong>To work across the school</strong></td>
<td><strong>Staff:</strong> will ensure that they have an understanding of the current achievement levels of students including students at risk of disengaging, ATSI students and students with disabilities and learning difficulties.</td>
<td><strong>Targeted training and development regional leadership camps, leadership programs, regional SRC, peer support programs, sports leadership with Kindy Gross Motor</strong></td>
<td><strong>Product:</strong> all staff has individual professional learning plans aligned to the Australian Professional Standards for Teachers which are designed collaboratively and supported by the Executive.</td>
</tr>
<tr>
<td></td>
<td><strong>Staff:</strong> using the Performance Processes where all students are provided with the opportunity to develop capacity (informal leadership)</td>
<td><strong>the school communicates clearly that it expects all students to learn successfully and has high expectations for student attendance, engagement and outcomes;</strong></td>
<td><strong>Product:</strong> a succession program</td>
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and Development Framework teachers will identify their own learning and development needs and the learning needs of their students linked to the schools strategic directions and the Australian Professional Standards for Teachers.

- **Staff:** take responsibility for their learning and continuous improvement 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.

- **Staff:** Through targeted professional learning programs, current and aspiring leaders will refine their skills in leadership. A range of staff to undertake leadership roles and opportunities K-12

- **Parents:** Create tools which will provide opportunity for parents/carers to give progressive feedback about the quality of teaching and learning at JCS. Support, encourage and respect for learning goals of the school community.

- **Performance Development Framework and implementation**
  - Learning around Quality teaching FRAMEWORK for all staff
  - Classroom practices
  - Aspiring leaders program developed
  - Capacity building – EOI, relieving
  - Succession training
  - Mentoring/coaching
  - Interschool visit – community of schools, professional learning communities, e.g. Monaro Ed Group. Exchange of learning
  - Building the capacity of non-teaching staff: to navigate the continuing changes driven by the LMBR and LSLD reform through professional learning, job sharing, mentoring and the establishment of a professional learning community.

- **Students:** Participate in community volunteering program which is supported through aspiring leaders, mentoring and shadowing program that encourages staff to expand their skills and leadership potential through clearly defined roles and responsibilities.

<table>
<thead>
<tr>
<th>Improvement Measures</th>
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<tbody>
<tr>
<td>❖ Teachers progression through the professional teaching standards from Proficient to Lead, registration to certification and mandatory to voluntary</td>
</tr>
<tr>
<td>❖ Decrease in negative incidents recorded on SENTRAL</td>
</tr>
<tr>
<td>❖ Increased student involvement in activities within the school and the wider community</td>
</tr>
<tr>
<td>❖ Increased in positive incidents recorded in SENTRAL, FOCUSED ON LEARNING, ACHIEVEMENT AND ENGAGEMENT</td>
</tr>
</tbody>
</table>

- **Product:** all NST, ECT and teachers undertaking accreditation at higher levels are successful in training and maintaining accreditation

- **Practice:** all teachers engage with performance appraisal procedures through the Performance Development Framework (PDF)

- **Practice:** explicit targets for improvement in student achievement levels have been set and communicated to parents, staff and the wider school community

- **Practice:** All SASS are confident with the new systems within LMBR

- **Practice:** Successful student led school assemblies or community functions

- **K-12 scope and sequence**

- **Acknowledgement, academic**
• **Parents and Community:** Joint collaboration, consideration and communication between P&C, school council and the whole school community

• **Non-teaching staff:** will identify their learning needs necessary for them to develop in the LMBR landscape.

**Students:**
- Show empathy to others and value diversity
- Understand the core values of being Respectful, Responsible Learner focused on Personal Best
- Have high expectations of themselves

**Staff**
- Demonstrate a consistent approach to reinforcing values and using common language of PBL
- Show a common understanding of appropriate student behaviours.
- Have high expectations of student work and behaviours

**Parents:** Support and reinforce the values promoted through the implementation of PBL both in school and outside of school

**Participate in school and community events that reinforce our shared values and citizenship**

**Have a voice in the ongoing development of PBL**

**Through SRC play an active role in the continued implementation of PBL**

- **Staff**
  - Actively engage in the teaching and promotion of the three PBL values in all settings
  - **Parents**
  - Respond to communication strategies to help support their involvement in PBL

**Evaluation Plan**

Evidence will be found in:
- reviews of the Professional Learning Team process by staff involved
- regular reviews of PDPs, Stage and KLA programs, HSC monitoring folders and assessment data by school Executive
- Data collection form PBL team

**Staff** role model expected behaviours
- **Staff** consistently communicate high expectations regarding student work and behaviour
- **Staff** use skills, language and strategies of PBL to reinforce the core values in all school settings
- **Staff** participate in future decision making that is informed through data analysis
- **Parents** participate in the promotion of student and school successes across all areas
- **Parents** increasingly acknowledge PBL values in communication with their students and the school

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