Jinibara State School

Jinibara First Strategy

One cannot believe in a messenger, if one does not know what the messenger believes.

(Kouzes & Posner, 2002)
Jinibara First Strategy

Our goal is a strong Jinibara State School – a state school that commands the respect of our community for the quality of the education it offers.

Jinibara will be a **great** school if we work together at making:

- Every student; **safe, engaged, successful**
- Every teacher; **effective, adaptive, high performing**.

To achieve this we need an integrated strategy with a clear educational rationale.

The Jinibara First strategy will do just that as we will use it as the framework for future school decision making.

1. It will underpin the schools ‘cascade’ planning;
   - three year operational plan (and TSR)
   - annual operational plans
   - sector/cohort plans
   - classroom plans
   - individual development plans for staff
2. It will provide the rationale for our school structures
3. It reflects our beliefs and commitment to quality state school education
4. It is consistent with the best evidence-based practise for effective teaching and learning
5. It will be implemented with the most effective change management practices.

The 6 point strategy is framed around the key elements of our core business; Students, Teachers and Curriculum.
A shared understanding

Before consideration of the 6 strategies, it is important to have a shared understanding of what is meant by successful students, effective teachers and quality curriculum.

Successful students
We want all students to leave this school well prepared for their future, as life long learners. This preparation will see them become active and informed citizens, able to contribute socially and economically to the wider community.

Our school programs must be designed to give each student the opportunity to achieve their academic potential. It is axiomatic that the mastery of basic literacy and numeracy skills is fundamentally important to competence.

For success in today’s world and more importantly tomorrow’s world, our students need more than just sound achievement in knowledge and understanding. They need high levels of achievement in ways of working; adaptable, resourceful and flexible ways of working. They also need to be technologically competent and adaptive, able to problem solve as a matter of course and demonstrate initiative and creativity.

Our students will be well placed to succeed if they have mastered self-discipline, hard work and a determination to achieve personal best. A strong concept of self and tolerance for others built around school values will develop student confidence, character, belonging and connectedness to Jinibara SS.

Welford’s 4 Cs for student success, April 2008.

Effective teachers
Inspiring a love of learning is at the heart of effective teaching. Effective teachers build positive relationships with students, getting to know them and displaying genuine interest in their overall development and progress.

Effective teachers have high expectations for their students both in learning and behaviour. Respect and courtesy for students and insisting on the same in return are also central to teacher success. A safe and orderly environment is built on firm but fair discipline.

Effective teachers are able to personalise learning, monitor student progress and stretch the learner to take the next step.
They constantly reflect on their practice, searching for better ways to make the difference for each learner.

**Quality Curriculum**

The most effective Whole School curriculum is built on **informed** prescription and is supported by **informed** teacher professionalism. The intended curriculum aims to achieve;

- Quality programs across the 8 KLAs
- Expert pedagogy both routine and adaptive (Luke, 2008)
- Strong parent/community support through consistent engagement.

Jinibara’s Whole School Curriculum is for teachers, in classrooms, to have clarity and certainty about what to teach. Content is detailed in the appropriate scope and sequence, to allow learners to access the KLA and build their knowledge and understanding in a manner consistent with constructivist theories of learning.

Expert pedagogy begins with routine expertise – the ability to implement school curriculum with precision and efficiency; moving to adaptive expertise that allows for innovative approaches, altering/adapting/modifying their practice to meet the needs of the learner.

Jinibara’s Whole School assessment planning allows for consistency of teacher judgements and comparability of reported results for both students and parents. Our assessment planning commits us to a shared language to describe student achievement and ensures meaningful reporting to parents.

Core to Jinibara’s Whole School curriculum is a commitment to Professional Learning for teachers. This is seen as the key driver to the school’s overall success. Supporting the learning of teachers and encouraging their sharing with colleagues will build a strong school ethos and sense of pride in Jinibara SS.

At the heart of public confidence in our school, is the open invitation and ongoing opportunities for parents to be involved and become partners in their child’s education.

The real strength of the Jinibara First Strategy is alignment of the key elements. Alignment will realise the synergy of this comprehensive strategy.
Six key elements of the strategy
Jinibara First acknowledges that classroom practice is the key point of leverage in a desire to improve student achievement. It is a fundamental truth that the quality of our school cannot exceed the quality of our teachers. Similarly, that improved outcomes for students requires improved instruction. And finally, that high performance requires every child to succeed.

For this strategy to succeed it must penetrate the classroom and target effective teaching and learning for students.

In order for this to be the case, Jinibara First aims to minimise the distractions which over time have complicated teachers’ work without adding value to students’ classroom experiences.

There are six key elements to the strategy.

1. Student achievement: SUCCESS for ALL
The values construct of our school sees that all actions, programs and decisions will be judged by their impact on student achievement, not merely management convenience.

Teacher’s attention will be focused on:

- Precise and efficient implementation of school programs
- Pedagogical expertise commensurate with their level of experience
- Monitoring student progress, evidenced against curriculum standards
- Student data to personalise learning and report student progress.

Student achievement goes beyond academic success to include the social and personal competencies necessary to be considered a well rounded individual. Measures of success need to encompass and celebrate these dimensions also.

Students not achieving at the age appropriate curriculum level will be supported through a case management approach with teaching and learning delivered at their instructional level, still within the scope of school programs. Intervention is delivered as early as possible in order to support them on a pathway to success.

Similarly students who are achieving beyond the age appropriate curriculum level are to be supported with enriched classroom learning framed within the school’s Gifted and Talented strategy.
Students within system identified target groups require more sophisticated levels of support, delivered more strategically. This remains a priority for our school.

2. Teacher professionalism: expert pedagogy
The focus of this strategy is to realise the expertise of the teacher. This is where the school’s purpose will be achieved. First and for most is to ensure current staff are treated with respect and acknowledged for the work they do every day with students.

It is the quality of interaction between teachers and students that counts. This interaction needs to be of the highest quality on a consistent basis to generate quality student outcomes and sustain this high performance.

Strong school leadership; whole school curriculum; processes and structures; are required to enable teachers to concentrate on effective teaching and delivering the learning opportunities that students deserve.

Teachers’ workload in curriculum has become increasingly complex due to low definition syllabus documents supplanting context specific, high definition school programs. In the recent past, schools have let go of the curriculum essentials, reluctant to spell out what teachers should do. Within the QCAR Framework, Jinibara will spell out what is to be taught, allowing teachers the professional discretion to engage students with stimulating pedagogy supported by contemporary Information Technologies.

Teacher professional development will acknowledge the tremendous expertise that exists within Jinibara’s teaching staff bringing them together as a professional learning team. Professional learning for teachers will focus on contemporary evidence-based expertise that directly informs teacher practice for the immediate benefit of the teaching and learning processes that support student achievement.

Our teachers will not strive for excellence if they feel undervalued and criticised. The leadership team will take strong action to protect staff from unfair criticism and build community respect for their work.

3. Context specific: Jinibara at its best
Rather than thinking Jinibara is just another state school, this strategy seeks to promote Jinibara as a distinctive school located in the Narangba context.
We want the local community to feel that Jinibara belongs to them, embedded in their community, reflecting the values and aspirations inherent to their children’s future success.

Quality education will increasingly feature technology as an enhancer. While traditional delivery through a teacher will predominate, the use of technology to value add to the learning experience for students, will be a distinctive feature of Jinibara.

We will continue to work closely with our feeder High School so that our community can feel confident of a smooth and seamless transition of students to their secondary schooling.

4. Practical support: making it possible
Jinibara will ensure there is practical support for teachers that acknowledges the realities of the classroom. Teachers’ work has become more complex than ever before. Teachers are not only dealing with students’ educational and behavioural needs but also a whole range of social, family and community issues which impact on their students.

School organisation, processes and resources are aligned to support teaching and learning in classrooms as the highest priority.

The teacher is the main player in the school. Those of us in non-teaching positions have important roles to play in supporting our teachers to teach well. Our job is to provide the best possible environment and minimise the ‘static’ that distracts our teachers from teaching. We ask ourselves: Under what conditions will teachers give of their best? How can we remove the obstacles to teachers teaching well?

5. Meaningful accountability: asking the hard questions
While we expect staff to exercise their professional judgement, we also expect them to be responsible for their actions. School accountability mechanisms require staff to ask the hard questions of themselves in regards to student achievement, and they enable others outside the school to have confidence in the school’s performance.

The Triennial School Review (TSR), associated verification process and subsequent Annual Operational Plans (AOP) approval process, allows for detailed scrutiny at the whole school level. The performance of our school is a key systems focus of accountability, just as performance conversations are for individual staff members.
Internal accountability in the form of staff professional discussions and classroom visits are crucial. Each teacher is provided the opportunity to demonstrate their achievements, examine areas of their work where they could improve and receive the support needed to achieve this. It is at the individual teacher level that the impact for students will be most felt.

6. Public confidence: trusting our school
We will ensure the community knows of our vision for a GREAT school, built around high performing teachers and successful students.

We will have a measured approach to change so that the community can be assured that we will only be adopting programs and approaches that have a proven track record of effectiveness. New initiatives will be trialled and evaluated on an appropriate set of performance indicators to determine suitability for our context.

The school will deal with problems and concerns in an open and transparent manner so that our community sees an organisation willing to face and address issues.

We will continue to encourage parent participation in our school. Parent involvement will not only benefit their students but will increase their awareness of the tremendous work that our teachers do every day at Jinibara.

Our community will see our school as a place were the interests of students and parents are of paramount concern.
What is Jinibara First?
The strategy sets out the values and commitments shared by teachers and community of Jinibara State School.

Why have Jinibara First?
The strategy is a unifying statement that draws together the different elements of teaching and learning, and affirms the high ideals that underpin teaching and school leadership in the Jinibara context.

How was the Jinibara First strategy developed?
The strategy was put forward by the Principal to front end and enhance teacher and community engagement as a result of the Triennial School Review process. Teachers and community will work together on the form, content and language of the strategy in order to maximise engagement and build an enduring partnership.

How will the strategy be used?
Jinibara First is a stand alone document. It is however foundational to the detailed articulation of student success, teacher professionalism and community expectation.

Jinibara First is designed to be aspirational and dynamic. It provides the framework for overall school renewal.

Ray Blosham
PRINCIPAL