SCHOOL STRATEGIC PLAN 2012 – 2015

Curriculum
- Implement the Australian National Curriculum across all year levels via C2C.
- Continue to provide an inclusive school.
- Address the Academically Talented agenda across the school’s curriculum offerings.
- Continue to address the commendations and recommendations from the school’s 2011 Teaching and Learning Audit.

Teaching Practice
- Continue to develop a whole school approach to differentiation and plan for the teaching implications of this agenda.
- Develop the work commenced in goal setting and feedback loops to address the school’s improvement agenda in literacy, numeracy and science.
- Continue to improve the links between student achievement and the implications for our teaching and learning (e.g. Moderation). Data informs practice.
- **Promote positive school culture through Jinibara State School’s Responsible Behaviour Plan for Students. (Reconceptualised in 2014)**

Staff Performance and Development
- Engage a Head of Pedagogy (HoP) to develop and mentor pedagogical skills of the academic staff.
- Develop strategies to build upon and extend the collegial sharing of classroom practice and associated feedback loops (e.g. Action Research for staff, learning goals for students, data leaders in year level teams).
- Evolve professional performance conversations and planning for all staff informed by school and EQ priorities and individual needs.
- Embed Oneschool as the data repository for the school.

School and Community Partnerships
- Community links- High school/Primary school and cluster schools- renewed focus on Year 7 transition to high school.
- Encourage links with early childhood providers and extend the range of early years initiatives provided at the school/community.
- Enhance the involvement of parent volunteers and build upon the dynamic Jinibara P&C Association.
## Addendum 1: 2014 Discipline Audit Recommendations and The Principal’s Response

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<td><strong>1.</strong> Continue to ensure data is collected in a systematic way and is regularly analysed by all staff members.</td>
<td>Deputy Principal (Management and Operations) maintains responsibility and vigilance in data gathering and sharing.</td>
<td>Student responsibility for their behaviour and learning remains central to our school’s purpose.</td>
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<td><strong>2.</strong> Engage with specialist teachers to ensure the school’s RBPS is consistently applied in all subjects.</td>
<td>Deputy Principal (Management and Operations) maintains responsibility and over-sight of specialist teachers and their management of student behaviour. Deputy continues to work with specialist teachers supporting and aligning their management of students in accordance with RBP4S.</td>
<td>This will be delivered as part of ongoing PD and supervision.</td>
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<td><strong>3.</strong> Continue to ensure new staff members are fully trained in the school’s behaviour management processes.</td>
<td>Deputy Principal (Curriculum) will maintain responsibility and ongoing management of the school’s induction processes.</td>
<td>This will be delivered as part of ongoing school induction processes.</td>
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<td><strong>4.</strong> Monitor the school’s School Disciplinary Absence data regularly to ensure the RBPS is working effectively for all students, including those newly enrolled, and Students with Disability.</td>
<td>Deputy Principal (Management and Operations) maintains responsibility and vigilance for OneSchool behaviour data entry, analysis and school enrolments in partnership with the HoSES for students in the SWD target group..</td>
<td>This will be delivered as part of ongoing school enrolment processes and OneSchool data entry and analysis.</td>
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ADDENDUM 2: PRINCIPAL’S AFFIRMATIONS

- Parent and community engagement remains a strategic priority for our school community. Significant improvements have taken place and our efforts in this regard will continue.

- The school will persist with clear and consistent messages about High Expectations of student behaviour.

Kind regards,

Dr. Ray Bloxham

PRINCIPAL