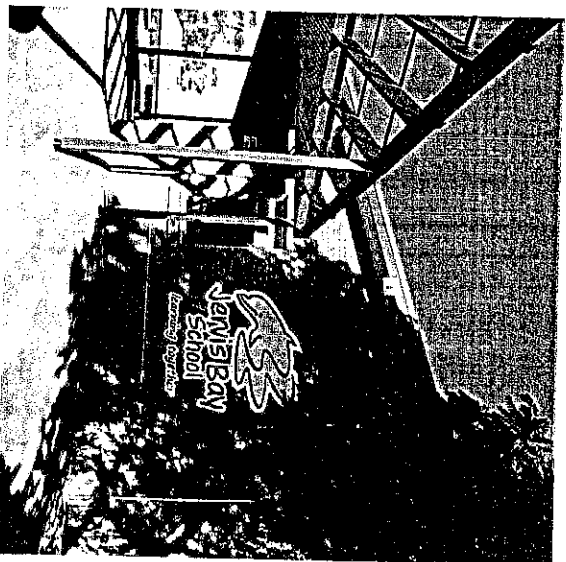


Jervis Bay School

Network: North/Gungahlin

Strategic Plan 2018-2022



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School Profile

Vision

We envisage a school that supports happy, confident, independent, creative, reflective and engaged learners in a safe, secure and community environment. Students will be supported to implement a growth mindset as actively resilient school citizens, part of an inclusive and caring school culture with learning and wellbeing at the core of all we do. Students will be able to reflect and articulate their strengths as well as identify their own areas for improvement and future focus. All members of our school community will embody our school PRIDE values. Staff will support students to achieve success and reach their potential in a challenging and diverse, high quality learning environment. We will have high expectations and engage in critical, high order and creative thinking to prepare our students for a diverse and ever changing society. Parents and community will be engaged and actively involved in our continuous school improvement journey and be valued partners in supporting student success. Our school will provide opportunities for students to engage in 21st century learning and be a school recognised for our leading pedagogies and outstanding student achievement.

Mission

“We develop and deliver educational services to empower each young person in the ACT to learn for life.” –ETD Strategic Plan Mission, 2018
Jervis Bay School is committed to excellence and success for all in a safe, caring, challenging and inclusive school environment which provides relevant learning to develop self-directed, independent learners and global citizens who can positively contribute to their local and wider communities.

Values

Our Jervis Bay School values are demonstrated by the acronym *PRIDE*. These values are **Positive Relationships, Respect, Identity, Determination and Expectations**. These five values, when they come together as PRIDE, embody our values in regards to self, others and school. We strive for all students to feel a sense of PRIDE in all they do and enact these values towards others and in regards to self in all actions. In this strategic plan one of our Priorities, Improved Social and Emotional Competencies is focused on bringing our ‘Values into Action’. This priority will focus on creating a social and emotional program under the organisers of our School Values to align all learning in this area to strengthen and build on our School Values.

Beliefs

“We are an education system that empowers our young people to thrive in ways that foster a democratic, equitable, diverse and prosperous society” – Melbourne Declaration on Educational Goals for Young Australian, 2008
At Jervis Bay School we believe that high expectations, close school/Family partnerships and excellent teaching lay the foundations for our students to thrive in Australian society today and in the future.

School Improvement Planning

Priority One: Improved Academic Outcomes

Student Outcome: Improved Reading Outcomes

Targets:

By the end of 2022 we will achieve:

- Results in years 3 and 5 NAPLAN reading at or above National mean.
- All students to be at or above ACT PM Benchmark levels in Reading
- Increase of 5% per year to 85% of students achieving Australian Curriculum standard or above in reading

Student Outcome: Improved Writing Outcomes

Targets:

By the end of 2022 we will achieve:

- At least 90% of students to be at National average in NAPLAN writing
- Increase of 5% per year to 85% of students achieving Australian Curriculum standard or above in writing

Student Outcome: Improved Number Outcomes

Targets:

By the end of 2022 we will achieve:

- At least 90% of students to be at National average in NAPLAN Numeracy
- Increase of 5% per year to 85% of students achieving Australian Curriculum standard or above in Numeracy
- 85% of students to be working at year level in PAT Maths assessment

National School Improvement Tool – Domain focus: Domain 1 - An explicit improvement agenda

National Quality Standard – Quality Area focus: Quality Area 1 - Educational program and practice

Education Directorate Priorities: *Informed decision making, Foster our learning culture, Create schools where each student loves to learn*

Key Improvement Strategies	Timeline	Responsibility	Targeted Resources	Key Performance Indicators
1.1. Develop a five year strategic agenda, aligned with national and system wide improvement priorities, inclusive of clear targets and timelines	2018	School Executive School Board Teachers	Executive allocation for NSIT follow up	Strategic plan written, approved by School Board. Annual Action Plans written with clear, achievable targets
1.2. School Data Plan refined to include teacher judgements on achievement standards (moderation) and to utilise these judgements for planning, teaching and assessment	2018 Develop & refine 2019-2022 Utilise and embed	School Executive	Staff allocation to replace teachers/exec Staff allocation for PL opportunities for teachers & Exec	Data Plan published including teacher judgements on achievement standards. Achievement standards explicitly used to assess students' progress. Collection of baseline Data to create Appropriate systems for monitoring and tracking value add, growth and improvement Clear processes for monitoring learning across year levels including early years Assessment schedule evident
1.3. Develop a coherent, sequenced whole school Pedagogical & Curriculum Delivery Plan that includes scope and sequence and aligns with Australian Curriculum	2018-2019 Develop and refine 2020-2022 Implement and adjust	School Executive Teaching staff	Staff allocation to replace teachers/exec Staff allocation for PL opportunities for teachers & Exec	Curriculum Delivery & Pedagogical Plan developed Consistent teaching and learning expectations evident across the school Explicit pedagogical practices across the school Explicit agreed statement on the kinds of teaching that are most effective at Jervis Bay School, including a range of initiatives to enhance teaching and learning e.g. outdoor classrooms, Junior Rangers, ICT capabilities Evidence based programs identified and utilised
1.4. Refine, develop and formalise a professional learning plan, which includes classroom based learning, mentoring and coaching and aligns professional learning with school's strategic agenda	2018-2019 Develop 2019-2022 Implement	School Executive All school staff	Budget for PL in relevant areas Staff allocation for PL opportunities for teachers & Exec	Professional learning plan developed Teacher professional learning identified e.g. PL in data analysis implemented Culture of continuous professional improvement obvious in school Mentoring and coaching model embedded into plan and practice Professional learning to support effective differentiation and adjustments to progress student learning

Priority Two: Improved Social and Emotional Competencies (Values into action)

Student Outcome: High level ability to identify, demonstrate and maintain school P.R.I.D.E values

Targets

By the end of 2022 we will achieve:

- All students to achieve usually or always in the level of achievement in SEL reporting template
- 90% or more of students to achieve Social and Emotional outcomes from PBL
- Reduction in the number of incidents requiring executive intervention

Student Outcome: Improved participation, engagement and understanding in social and emotional learning

By the end of 2022 we will achieve:

- Social and Emotional Learning program embedded throughout the school
- 90% or more of students consistently displaying PBL and SEL values
- Increase of 5% per year of students consistently displaying school PRIDE values

National School Improvement Tool – Domain 3 - *A culture that promotes learning*
 National Quality Standard – Quality Area focus: *Quality Area 5 - Relationships with children*
 Education Directorate Priorities: *Foster our learning culture, Build a united leadership team, Create schools where each student loves to learn*

Key Improvement Strategies	Timeline	Responsibility	Targeted Resources	Key Performance Indicators
1.1 Whole school social and emotional wellbeing program implemented	2018-2019 Engage with program 2020-2022 Implement program	School executive Special Needs Team School staff	Cost of implementing program, buying supplementary resources	Program implemented and visible in planning documents and classrooms SEL program evident on whole school timetable Scope and sequence and topics consistently taught PRIDE values regularly demonstrated and acknowledged Systems for tracking students created
1.2 Baseline data in social and emotional learning collected and analyzed	2018-2019	Teachers School Executive Special Needs Team	Release from face to face teaching for analysis	Data collection formalised – clear process to chart growth Embedded actions in place to review data and address need

1.3 Strengthen School values program	2018 – Introduce and establish family poles and signage 2018-2022 -Share with community and develop opportunities for increased parental engagement to support the values program	School Executive School staff BSO	Cost of purchasing and erecting infrastructure	Poles and signs around school clearly demonstrate commitment to school values program Data on parental engagement in values program Common language of values program embedded in school with staff and students Staff engagement in PBL journey
1.4 Increase opportunities for parent/community engagement to support school values program	2018-Commence phase 2 of community garden project – planting and landscaping 2019-2021 – Continue community garden until completion 2022 – Community garden becomes an area utilised by staff & community and an interaction space for learning	School Executive School staff BSO		Data on parental engagement in community garden project Community garden thriving Regular open classroom days scheduled each term and one event scheduled per term e.g. Reading Cafe

Priority Three: Provide a preschool education that meets National Standard

Student Outcome: Engagement in high quality educational provision of a National Quality Standard

Targets

By the end of 2022 we will achieve:

- Service delivery and compliance that exceeds* the National Quality Standard

National School Improvement Tool – Domain focus: *Domain 9 - School-community partnerships*
 National Quality Standard – Quality Area focus: *Quality Area 1 - Educational program and practice*

Key Improvement Strategies	Timeline	Responsibility	Targeted Resources	Key Performance Indicators
1.1 Update Quality Implementation Plan	2018 review – update as necessary 2019-2022 update annually	School Executive and preschool staff	Release from face to face teaching for preschool staff	Quality Implementation Plan updated, approved by school board and on display
1.2 Ensure National Quality Standard Alignment	2018 review – update as necessary 2019-2022 update annually	School Executive and preschool staff	Release from face to face teaching for preschool staff	Alignment clear in all documents
1.3 Increase parent engagement in preschool education program	2018 – data collection of current engagement 2019 – develop plan for increased community engagement in preschool education program 2020-2022 – Implement plan, analyse data, review and refine	School Executive and preschool staff	Release from face to face teaching for preschool staff	Data available for planning Increased opportunities for community engagement Plan for increased community engagement developed. Increased engagement with preschool by parents and wider school community

Endorsements

School Principal

SIGNATURE

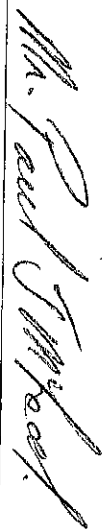


Rachel Burke

Name: Rachel Burke

Board Chair

SIGNATURE



Name: Paul McLeod