

School Strategic Plan for Jells Park Primary School Eastern Metropolitan Region 2015-2018

<p>Endorsement by School Principal</p>	<p>Signed.....</p> <p>Name..... Gillian Brookes.....</p> <p>Date..... 18/12/14.....</p>
<p>Endorsement by School Council</p>	<p>Signed </p> <p>Name Nathan Bower</p> <p>Date 18/12/14</p> <p>School Council President signs indicating that the School Strategic Plan has been endorsed by School Council</p>
<p>Endorsement by Regional Network Leader</p>	<p>Signed.....</p> <p>Name.....</p> <p>Date.....</p>

School Profile

Purpose	Jells Park Primary School's purpose is: "To nurture and develop individuals to become adaptable in a changing environment and to acquire a lifelong love of learning and the skills and attitudes necessary to function successfully in a sustainable, global society.
Values	<p>Respect:</p> <ul style="list-style-type: none">• Treating others with empathy, compassion and dignity• Valuing yourself and the environment <p>Honesty</p> <ul style="list-style-type: none">• Behaving in a trustworthy manner• Demonstrating integrity and fairness <p>Excellence</p> <ul style="list-style-type: none">• Taking pride in the efforts and achievements of ourselves and others• Accepting the challenge to realise our full potential <p>Resilience</p> <ul style="list-style-type: none">• Maintaining a positive attitude• Demonstrating persistence and flexibility

Environmental Context

Jells Park Primary School has a population of approximately 515 students and there is a ceiling of 530 which so far has been managed well to keep our enrolment fairly consistent. Our families are from predominantly Anglo European backgrounds although this is gradually changing with more students enrolling from Asia in general. Our community is fairly stable with only 5% -7% change-over per year, however we frequently get enrolments during the year from families of students with challenging needs. We have strong links with our local kindergarten and have regular communication with all our feeder centres. Our year 6 students go predominantly to Caulfield Grammar or Brentwood SC, with a few going to Wheelers Hill SC. We have established transition processes with each of these schools.

Our student profile is mostly middle to high socio economic with a low SFO of 2.23 but we have an increasing number of families claiming EMA and an increasing number of EAL students. This has required the employment of a part time EAL teacher. In addition we have eight students on our PSD program and another three in the process of being assessed for funding. We also have an increasing number of students with special needs who often do not qualify for funding but really need aide support to operate effectively within the classroom setting. This presents challenges for the school and impacts on learning outcomes.

The facilities at Jells Park have always been adequate but the stimulus package provided the school with a large gymnasium, new canteen and a meeting room, as well as \$200 000 for building maintenance which enabled us to enlarge the staffroom, create a teacher resource room, refurbish the Art Room, refurbish the staff and student toilets, create two new staff toilets, improve the First Aid Room and remodel the front entrance. This made a significant difference to the functionality of the school and provided significant opportunities for improved student learning opportunities in Health and Physical Education.

In 2012, the school commenced a self-funded, major refurbishment of the four old Prep classrooms and created an innovative Early Learning Centre with its own junior toilets. This was operational for the start of the 2013 school year and has facilitated the delivery of exciting 21st century learning practices. Together with the 4 self-funded classrooms built in recent years, this has allowed for smaller class sizes, straight grades and the ability to locate each year level in the same area. This facilitates strong teamwork and the cross grouping of our students for Literacy and Numeracy. All classrooms are open which encourages professional sharing and peer coaching. The open classrooms have contributed significantly to the culture of sharing and trust that is a feature of Jells Park. Our Facility Development Plan aims to complete the same type of refurbishment with the Grade 1/2 classrooms in the future.

The new gymnasium provided an opportunity for us to develop community links with local sporting clubs and to share facilities with our neighbouring school. Other community links are through our well-established out of school hours care provider, instrumental music providers, Active After School Sport providers and a developmental outdoor education program. Regular excursions connect learning to the broader community. Extra curricula activities like the RACV Energy Breakthrough forged links with local businesses through sponsorship and training support and special school events have brought the community together to celebrate student talent.

The teaching staff of 30 is supported by 3 principal class members, 4 administration staff and 6 integration aides. Staffing is at a fairly consistent level with staff turnover being due to retirement, promotion or family leave. There has also been a significant change in the demographics of the teaching staff over this period. We now have 70% of teaching staff with less than 10 years of experience and only 10% of teaching staff with more than 20 years experience. This means that there is a significant need for extensive staff development and support. In addition, there has been significant change to the principal class and the Leadership Team during this period which has limited our ability to provide consistent leadership across all areas. In addition, a significant tragedy

impacted across the whole school early in 2013 and required all our efforts to lead the community through their grief.

Jells Park Primary School is a school with a strong commitment to encouraging all students to strive for excellence in a supportive environment, which recognises individual differences and different rates of learning. The school has used VELS to provide a comprehensive curriculum with the recent change to AusVELS still being implemented. This change in curriculum has affected teacher confidence in making accurate judgements as has effected teacher judgements during 2013. The school's learning program keeps in sharp focus the need for highly developed skills in Literacy and Numeracy as well as addressing all other curriculum areas through a well planned Integrated Studies program. Literacy and Numeracy Prep to 2 for over ten years have been delivered through a cross grouping approach with all teachers sharing responsibility for student achievement. This approach is now continued throughout the school as a result of community feedback. Whole school assessment practices have been a focus for this Strategic Plan and have resulted in a comprehensive scope and sequence for assessment that informs our teaching and learning as well as assessing student progress.

The Creative and Performing Arts Program is a special feature of the school with a talented Band and Choir who perform regularly for school events and a whole school concert each year that provides all students the opportunity to perform. Sport and Physical Education are important aspects of the school's program with students participating in inter-school sport, intensive swimming and specialist P.E. lessons. Many of our students have been successful at District, Regional and State levels.

Jells Park strives to develop the talents and skills of our students so that all students experience success and develop confidence. To support this, students are encouraged to participate in a large range of extracurricular activities including Wakakirri, TOM, RACV Energy Breakthrough, State School Spectacular, Youth Choir, many lunchtime clubs and to take on leadership roles within the school. Achievements are celebrated through the newsletter and at weekly assemblies. A Junior School Council plans and organises whole school fund raising activities to support many charities. A very successful Buddy program provides leadership opportunities for all our grade 5 and 6 students as well as easing the transition into school life for our new Prep students.

The importance of the partnership between students, staff and parents is well recognised and is evident in the high level of parent involvement in the learning programs and in a large range of school activities. Parents also support the school through the Friends of Jells Park, School Council, working bees and committees. The school has an open door policy and welcomes parent feedback and participation.

Student engagement and wellbeing are priorities at Jells Park. A number of programs including the You Can Do It Program, school values, Tribes and our Great Start Program support an agreed and consistently implemented student management policy. All teachers are positive role models for students and provide a safe, positive and nurturing environment. Our students are generally well behaved, cooperative and have a pride in the school. All students wear school uniform. Students are involved in decision making through the JPPS Junior School Council which has regular monthly meetings and class teachers regularly have class meetings where students are invited to provide feedback on class activities, processes and relationships. The second half of 2012 saw the introduction of a student welfare officer who provides support for students and families and offers social group activities in particular levels, however the funding for this program end in 2014, presenting new challenges for the ongoing welfare of students. A strong PSD Program cares for students with special needs and links with external, specialist welfare professionals.

School Strategic Intent

	Goals	Targets	Key Improvement Strategies																																																			
Student Achievement	<p>1. To achieve high quality learning outcomes for all students with a strong focus on improving learning growth in literacy and numeracy.</p>	<p><i>Targets are to reflect improved student achievement measured against 2013 outcomes.</i></p> <ul style="list-style-type: none"> AusVels Levels Performance (A/B) – whole school (P-6) 70% achieving above (A/B), zero students achieving below expected level (C). Increase the percentage achieving high growth on NAPLAN relative growth assessments in Literacy. <table border="1"> <thead> <tr> <th>NAPLAN</th> <th>2013</th> <th>2018</th> </tr> </thead> <tbody> <tr> <td>- Reading</td> <td>32%</td> <td>35%</td> </tr> <tr> <td>- Writing</td> <td>29%</td> <td>35%</td> </tr> <tr> <td>- Spelling</td> <td>23%</td> <td>30%</td> </tr> <tr> <td>- Grammar & Punct.</td> <td>23%</td> <td>30%</td> </tr> </tbody> </table> <ul style="list-style-type: none"> Improve the difference between the top and bottom NAPLAN bands by using the NPS (Net Promoter Score) – Top 2 bands minus bottom 2 bands in Grades 3 and 5: <table border="1"> <thead> <tr> <th>Grade 3</th> <th>2013</th> <th>2018</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>32%</td> <td>35%</td> </tr> <tr> <td>Writing</td> <td>29%</td> <td>35%</td> </tr> <tr> <td>Spelling</td> <td>23%</td> <td>30%</td> </tr> <tr> <td>Grammar & Punct.</td> <td>23%</td> <td>30%</td> </tr> <tr> <td>Numeracy</td> <td>46%</td> <td>50%</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>Grade 5</th> <th>2013</th> <th>2018</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>47%</td> <td>50%</td> </tr> <tr> <td>Writing</td> <td>38%</td> <td>45%</td> </tr> <tr> <td>Spelling</td> <td>42%</td> <td>45%</td> </tr> <tr> <td>Grammar & Punct.</td> <td>59%</td> <td>60%</td> </tr> <tr> <td>Numeracy</td> <td>48%</td> <td>50%</td> </tr> </tbody> </table>	NAPLAN	2013	2018	- Reading	32%	35%	- Writing	29%	35%	- Spelling	23%	30%	- Grammar & Punct.	23%	30%	Grade 3	2013	2018	Reading	32%	35%	Writing	29%	35%	Spelling	23%	30%	Grammar & Punct.	23%	30%	Numeracy	46%	50%	Grade 5	2013	2018	Reading	47%	50%	Writing	38%	45%	Spelling	42%	45%	Grammar & Punct.	59%	60%	Numeracy	48%	50%	<p>1. Document and embed a consistent whole school approach to teaching and learning.</p> <p>2. Build teacher and student confidence in utilizing a range of assessment strategies to effectively plan for and assess teaching and learning.</p> <p>3. Build high quality teacher practice through collaborative teamwork, shared professional learning, peer observations and collective efficacy.</p>
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2. To promote excellence within a diverse curriculum that fosters self-motivated learners.

- Increase the percentage of students achieving above expected AusVELS level in:

AusVELS	2013	2018
Reading	65%	70%
Writing	54%	60%
Number/Algebra	57%	70%

- Increase the average (over 4 years) of students in the top two NAPLAN bands in Years 3 & 5 by 5%:

NAPLAN	Ave (2011-14)	Target Ave (2015-18)
- Reading (Grade 3)	58.2	63.2
- Reading (Grade 5)	47.7	52.7
- Writing (Grade 3)	71.9	76.9
- Writing (Grade 5)	34.2	39.5
- Spelling (Grade 3)	63.5	68.5
- Spelling (Grade 5)	43.5	48.5
- Gr & Punct.(Gr 3)	67.4	72.4
- Gr & Punct.(Gr 5)	53.2	58.5
- Numeracy (Grade 3)	56.5	61.5
- Numeracy (Grade 5)	48.3	53.3

- Increase the mean for Attitudes to School Survey in Years 5 & 6 for:

Attitudes to School	2013	2018
- student motivation	4.58	4.6
- learning confidence	4.03	4.4

1. Build on current Assessment practices that show progress to students.

2. Document and embed a consistent approach to the recognition of achievement, excellence & progress of all students.

<p>Student Engagement</p>	<p>1. To enhance student engagement in their learning within a differentiated curriculum designed to stimulate and challenge all students.</p>	<ul style="list-style-type: none"> Increase the mean for Attitudes to School Survey in Years 5 & 6 for: <table border="1" data-bbox="860 288 1550 448"> <thead> <tr> <th>Attitudes to School</th> <th>2013</th> <th>2018</th> </tr> </thead> <tbody> <tr> <td>- teacher effectiveness</td> <td>4.31</td> <td>4.4</td> </tr> <tr> <td>- teacher empathy</td> <td>4.39</td> <td>4.5</td> </tr> <tr> <td>- school connectedness</td> <td>4.47</td> <td>4.5</td> </tr> </tbody> </table> continue to provide the latest ICT technology to enhance the teaching and learning for all students <table border="1" data-bbox="860 549 1550 628"> <thead> <tr> <th>Attitudes to School</th> <th>2013</th> <th>2018</th> </tr> </thead> <tbody> <tr> <td>- stimulating learning</td> <td>4.13</td> <td>4.4</td> </tr> </tbody> </table> Decrease the school mean (F-6) for average days absent per year to under 10 day per year <table border="1" data-bbox="860 729 1550 809"> <thead> <tr> <th>Absences from School</th> <th>2013</th> <th>2018</th> </tr> </thead> <tbody> <tr> <td>- School Mean</td> <td>10.17</td> <td>under 10</td> </tr> </tbody> </table> 	Attitudes to School	2013	2018	- teacher effectiveness	4.31	4.4	- teacher empathy	4.39	4.5	- school connectedness	4.47	4.5	Attitudes to School	2013	2018	- stimulating learning	4.13	4.4	Absences from School	2013	2018	- School Mean	10.17	under 10	<ol style="list-style-type: none"> Develop personalised learning for students to stimulate interest, curiosity, promote questioning and connect learning to the real world. Embed the use of ICT across and between all levels using both existing and new technologies to enhance, stimulate & engage in their learning. Providing opportunities for students to challenge themselves across all curriculum areas through class and extra-curricular activities. Develop further strategies to build strong Teacher:Student relationships.
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<p>Student Wellbeing</p>	<p>1. To enhance student wellbeing in a learning community that is built on respectful relationships, agreed school values and high expectations.</p>	<ul style="list-style-type: none"> Increase the mean for Attitudes to School Survey in Years 5 & 6 for: <table border="1" data-bbox="860 1011 1550 1171"> <thead> <tr> <th>Attitudes to School</th> <th>2013</th> <th>2018</th> </tr> </thead> <tbody> <tr> <td>- peer connectedness</td> <td>4.33</td> <td>4.5</td> </tr> <tr> <td>- student morale</td> <td>5.78</td> <td>6.0</td> </tr> <tr> <td>- student distress</td> <td>5.98</td> <td>6.0</td> </tr> </tbody> </table> Increase the mean for Parent Opinion survey for: <table border="1" data-bbox="860 1240 1550 1394"> <thead> <tr> <th>Parent Opinion</th> <th>2013</th> <th>2018</th> </tr> </thead> <tbody> <tr> <td>- parent input</td> <td>5.03</td> <td>5.2</td> </tr> <tr> <td>- student safety</td> <td>5.03</td> <td>5.2</td> </tr> <tr> <td>- general satisfaction</td> <td>5.73</td> <td>5.9</td> </tr> </tbody> </table> 	Attitudes to School	2013	2018	- peer connectedness	4.33	4.5	- student morale	5.78	6.0	- student distress	5.98	6.0	Parent Opinion	2013	2018	- parent input	5.03	5.2	- student safety	5.03	5.2	- general satisfaction	5.73	5.9	<ol style="list-style-type: none"> Review and renew current school policies and programs designed to enhance student wellbeing. Document a consistent and relevant process to improve student safety and welfare. Strengthen communication and partnerships with parents and the wider community.
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<p>Productivity</p>	<p>1. Ensure the allocation of resources (human, financial, time, space and materials) maximise learning outcomes for students.</p>	<ul style="list-style-type: none"> Increase the mean for Parent Opinion Survey in: <table border="1" data-bbox="860 256 1547 341"> <thead> <tr> <th>Parent Opinion</th> <th>2013</th> <th>2018</th> </tr> </thead> <tbody> <tr> <td>- School Improvement</td> <td>5.44</td> <td>5.6</td> </tr> </tbody> </table> Increase the mean for Staff Opinion Survey in: <table border="1" data-bbox="860 408 1547 547"> <thead> <tr> <th>Teacher Professional Learning</th> <th>2014</th> <th>2018</th> </tr> </thead> <tbody> <tr> <td>- Overall Score</td> <td>584</td> <td>590</td> </tr> <tr> <td>- School Level Support</td> <td>539</td> <td>550</td> </tr> </tbody> </table> Adequate funding to facilitate the achievement of school priorities evidenced in annual Program Budget. 	Parent Opinion	2013	2018	- School Improvement	5.44	5.6	Teacher Professional Learning	2014	2018	- Overall Score	584	590	- School Level Support	539	550	<ul style="list-style-type: none"> Align resources to School Strategic Plan goals and school and DEECD priorities through an efficient and transparent annual program budget process. Build the school's capacity for strong and distributed instructional leadership.
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