Jells Park Primary School

Strategic Plan

2007–2010
Part 1—School Profile

Purpose:
To nurture and develop individuals to become adaptable in a changing environment and to acquire a life-long love of learning and the skills and attitudes necessary to function successfully in a global society.

Values:
Respect:
- Treating others with empathy, compassion and dignity
- Valuing yourself and the environment
Honesty
- Behaving in a trustworthy manner
- Demonstrating integrity and fairness
Excellence
- Taking pride in the efforts and achievements of ourselves and others
- Accepting the challenge to realise our full potential
Resilience
- Maintaining a positive attitude
- Demonstrating persistence and flexibility

Environmental Context:
Jells Park Primary School is situated in the south-eastern residential area of Wheelers Hill, within five minutes walking distance of the Jells Park Reserve. Built in 1979, the school has immediate impact because of the unique contemporary design of the building which is complemented by the attractive treed setting and well-maintained school grounds with a range of facilities to engage the students and to encourage physical activity. Accommodation comprises seventeen classrooms with each double classroom being equipped with an electronic whiteboard, an Art and Craft Room and a superbly equipped, fully computerised library. The General Purpose Room is large enough to hold the whole school for assemblies and adjoins the canteen. A recently completed Performing Arts centre facilitates the delivery of an exciting music program. All teaching spaces are heated and have air-conditioning. The excellent facilities are well utilised by the School Community outside of school hours.

Student enrolment is approximately 370 but the numbers in P-2 are increasing which is providing significant challenges for the accommodation of extra classes. The student population is predominantly Australian born with predominantly European backgrounds. Less than 10% of families receive EMA and many families are professionals or business proprietors. There is a high level of parent support in all areas of the school.

The staff is very dedicated and professional, placing a great deal of effort into building strong relationships with all students. There has been a significant change in the age/experience profile of the staff over the past four years, enabling the employment of a number of graduate teachers. 30% of the teaching staff is male. Professional Development of staff has been an integral part of school improvement with the focus placed in ensuring staff keeps abreast of current best practices.
Jells Park has reviewed its entire curriculum with the introduction of VELS and has successfully applied the new assessment and reporting systems to all levels. This has been supported by the introduction of student portfolios. The school has been accredited in Performance and Development Culture this year with particularly high survey results. The granting of Teacher Professional Leave to a group of 4 teachers has resulted in a far greater use of ICT in all classrooms to support student learning. Academic achievement throughout the school is high.

Jells Park Primary School is a member of the Brentwood Innovations and Excellence Cluster. Other schools are Brentwood Secondary College, Pinewood, Glen Waverley South, Mulgrave and Amsleigh Park Primary Schools. The Cluster’s overall aim is to improve student engagement and outcomes through the development of Professional Learning Teams, which will operate in accordance with the Principles of the Learning and Teaching (PoLT) initiative, which models best practice and current educational research.

There is a strong focus on the health and wellbeing of all students and the ‘You Can Do It’ Program was introduced in 2004 to support the Values Program already in place. Our students are well behaved, cooperative and have a pride in the school. All students wear school uniform. Students are involved in the decision making through the Jells Park Primary School Junior School Council, negotiated class rules, class meetings and the setting of individual learning goals.
## Part 2 – Strategic Intent

<table>
<thead>
<tr>
<th>Goals</th>
<th>Student Learning Outcomes</th>
<th>Student Engagement and Wellbeing</th>
<th>Student Pathways and Transitions</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>To further develop student learning outcomes and teaching practices to enhance academic rigour and to encourage deep thinking in all students.</td>
<td>To provide a safe and stimulating learning environment that excites students to challenge and extend their thinking, social competencies, resilience and self esteem.</td>
<td>To extend our current transition practices to facilitate effective transition for all students from pre school to Year 7.</td>
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### Key Improvement Strategies

**Enhance teaching and learning by:**
- Developing a Scope and Sequence Chart for sequential implementation of thinking strategies Prep to Year 6.
- Imbedding the three V.E.L.S. strands of Physical and Personal Learning, Disciplinary and Interdisciplinary within planning frameworks.
- Extending strategies to cater for students who are achieving above expected VELS levels.
- Extending current Assessment and Reporting practices.
- Introducing aspects of student self assessment and goal setting
- Using coaching and mentoring to improve teaching practice.
- Embedding a school wide Performance and Development Culture
- Creating a Science Professional Learning Team to develop a deep understanding, in all staff, of the scientific content and processes outlined in VELS.

**Engage all students in learning by:**
- Regularly using P.M.I.’s, Prep to Year 6 to monitor and further develop positive student/teacher relationships.
- Providing staff professional development focussed on student needs and perspectives.
- Professional Learning Team leading improved ICT practices in classrooms.
- Developing a detailed School Policy to ensure an agreed and consistent approach to Student Wellbeing and discipline.
- Reviewing, monitoring and modifying programs to ensure that they provide rigour and challenge students to achieve their best.
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<tr>
<td><strong>Targets</strong></td>
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<td><strong>Student Learning Outcomes</strong></td>
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<tr>
<td>• 95% of Year 1 students reading with 90% or above accuracy at Level 15.</td>
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<td>• 85% of Year 1 students reading with 90% or above accuracy at Level 20.</td>
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<td>• Year 2 students at or above LSG percentage of students reading with 90% or above accuracy at Level 20.</td>
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<td>• 90% of students to be assessed by teachers at or above the indicative level in English and Mathematics, Prep to 6.</td>
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<td>• 30% of students in P-6 achieving above expected level in English and Mathematics</td>
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<td>• Year 3/5 matched cohorts in A.I.M. Reading and Number to have an average growth of 1.0 level.</td>
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<tr>
<td>• Year 1/3, 3/5 matched cohorts in Teacher Assessment (English and Mathematics) to have a School Mean average growth of 1.1 level or more</td>
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<td><strong>Student Engagement and Wellbeing</strong></td>
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<td>• School mean (Years 5-6) in each component of the Student Attitude to School Survey to be at or above 4.5.</td>
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<td>• School mean (Years 5-6) in the Classroom Behaviour component of the Student Attitude to School Survey to be at or above 3.5.</td>
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<td>• For the variables of Student Misbehaviour and Classroom Misbehaviour in Staff Opinion Survey to be at or above the 75th percentile of state primary schools.</td>
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<td>• Student absence Prep to Year 6 mean to be 10.0 or below</td>
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Part 3 – Signatures

SIGNED by the Principal

Name [INSERT NAME]
Date …./…./……..

SIGNED by the School Council President

Name [INSERT NAME]
Date …./…./……..

SIGNED by the Regional Director (or nominee)

Name [INSERT NAME]
Date …./…./……..