

Jervis Bay School

Annual Action Plan Report 2017



Context

Jervis Bay School is a small preschool to year 6 community school situated in the heart of Booderee National Park and on the outskirts of the HMAS Creswell Naval College grounds. Although on the New South Wales coastline, the school is located in Jervis Bay Territory and is therefore part of the Australian Capital Territory and the ACT Education Directorate. The school provides education to the Wreck Bay Aboriginal Community, Jervis Bay Village, HMAS Creswell and a range of NSW areas. The school offers a Koori three-year-old preschool program, a four-year-old preschool program and classes from kindergarten to year 6. The programs are informed by the Early Years Learning Framework and the Australian Curriculum. The school has a strong connection to the local Aboriginal community, with the highest Aboriginal enrolment of any ACT school. Students learn about the land, country and culture through the local environment and a range of partnerships including the Booderee Junior Rangers Program.

Our school vision aligns with the priorities of improving student achievement and learning opportunities, and meeting the needs of all students. Our School values are PRIDE. They include Positive Relationships, Respect, Identity, Determination and Expectations. Our school incorporates these values into a recognition and achievement process where students are awarded for demonstrating these values, in various ways.

The school currently comprises one preschool group, a kindergarten class, and multi-age classes of year 1/2, 3/4 and 5/6. We provide Indonesian as our school language, which is incorporated into each program from preschool - year 6 and Science as a whole school focus from kindergarten to year 6. We have an active kitchen garden program where students plant seasonal vegetables and engage in cooking these in their class.

In 2017 we underwent our School Review process, in the final year of our 2013- 2017 Strategic Plan. This process provided comprehensive feedback about the school's many achievements and successes and provided input and direction to inform our next cycle of strategic planning.

Methodology

In 2017, as part of our extensive school review process and strategic planning cycle we celebrated our many achievements through our Summative Report and engagement with the School Review process. Our school considers assessment, evaluation and reflection an ongoing and vital part of our school improvement and planning process. Class teachers and executive ensure that a broad range of assessments are administered and collated throughout the year to enable ongoing, regular analysis of achievement data and reflection to inform pedagogy, practice, resource allocation and intervention strategies and approaches. We use Directorate and school based targets and Minimum Achievement standards to track student growth and value add progress each year. We also utilise national and system assessments including PIPS and NAPLAN.

We actively reflect on satisfaction surveys, community conversations, staff planning days and regularly engage with a range of Self-Assessment and planning tools to ensure that we are reflective and responsive in developing effective operational plans and strategies to address our school priorities. We align each year's annual action plan to our Strategic Priorities and ensure that Key Improvement strategies are focused and aligned with our vision and improvement agenda.

Our executive team drive our whole school improvement agenda and guide the planning process. The school principal leads this process to ensure momentum and a clear, strategic direction and focus. We consult with stakeholders and work with staff to ensure that consultation and collaboration occur within our improvement and planning processes. We engage in regular discussion, reflection, evaluation and are responsive to our school priorities. Our school engages in a continuous process of monitoring, evaluation and making authentic adjustments to ensure our Annual Action Plan is relevant and dynamic.

We utilise the National School Improvement Tool to focus and strengthen our key improvement strategies and to ensure that we are implementing appropriate actions to take our school to the next level in each of the domain areas. Through the School Review process we engaged all staff with the National School Improvement tool, identifying areas of strength, collecting evidence to support this and determining areas to focus on in our next strategic planning cycle.

Evaluation of Performance

Priority One

Improve Student Learning Outcomes

Targets

- 65% of kindergarten students to make expected or better than expected growth in PIPS reading and mathematics.
- 50% year 5 students to achieve within the National Average band in NAPLAN writing
- 50 % Year 5 students to achieve Education Directorate performance target of 426+₋ 40 in reading
- 50% Year 5 students to achieve Education Directorate performance target of 416 +₋ 34 in numeracy
- Whole school reading growth of 35% as measured with PMAssessment tool

Progress

The school met or exceeded the targets in PIPS reading and numeracy, and year 5 reading and numeracy.

PIPS data demonstrated that 90% of students in kindergarten made expected or better than expected growth in reading and numeracy, well above the target of 65%. Given that current research acknowledges that early literacy and numeracy are the keys to future academic success, this is very encouraging.

Year 5 students achieved the Education Directorate performance targets in both reading and numeracy, in both cases achieving in the higher end of the targets, demonstrating steady growth over the year.

In reading the result was 448 and in numeracy 445.

Growth was demonstrated in writing, however the target was not met in 2017.

A key improvement strategy to support the improvement of student learning outcomes for 2017 was to develop a culture that promotes learning and high expectations for students. To ensure this culture was maintained, Jervis Bay staff regularly engaged in high quality professional learning as a whole staff team and facilitated professional dialogue between staff and intervention services. Executive designed a streamlined professional learning team agenda for the year that focussed on student engagement, teacher peer coaching and feedback, with a focus on addressing student need. We incorporated differentiation, a focus on Writing and building a culture of staff observation and peer feedback.



As a teaching and executive team we engaged with the Education Directorate Publication *Great Teachers by Design*, in PLTs throughout the year. Staff engaged in professional discussion and activities focused on Parent Engagement, Collaboration, Data and Evidence, Engaging with Research and Professional Learning.

We provided whole staff professional learning to create a deeper understanding of student need in relation to Autism. This was delivered by ASPECT, Autism Australia. ASPECT also provided

individualised support for students with diagnoses through providing observation feedback and supportive strategies and ongoing liaison for classroom teachers.

2017 has seen a continued whole-school commitment to improvement in and a love for reading, with our now embedded home reading program. We continue to emphasise the importance of this program and maintain momentum in this important literacy consolidation tool. As evidenced by the introduction of the home reading program, Reading Rockstars, Kindles for years 5 and 6 students, a data wall for reading, 100 percent participation in the ACT Chief Minister’s Reading Challenge, consistent school-based assessment, and students demonstrating reading growth over the last three years, we have had high levels of success in student engagement.

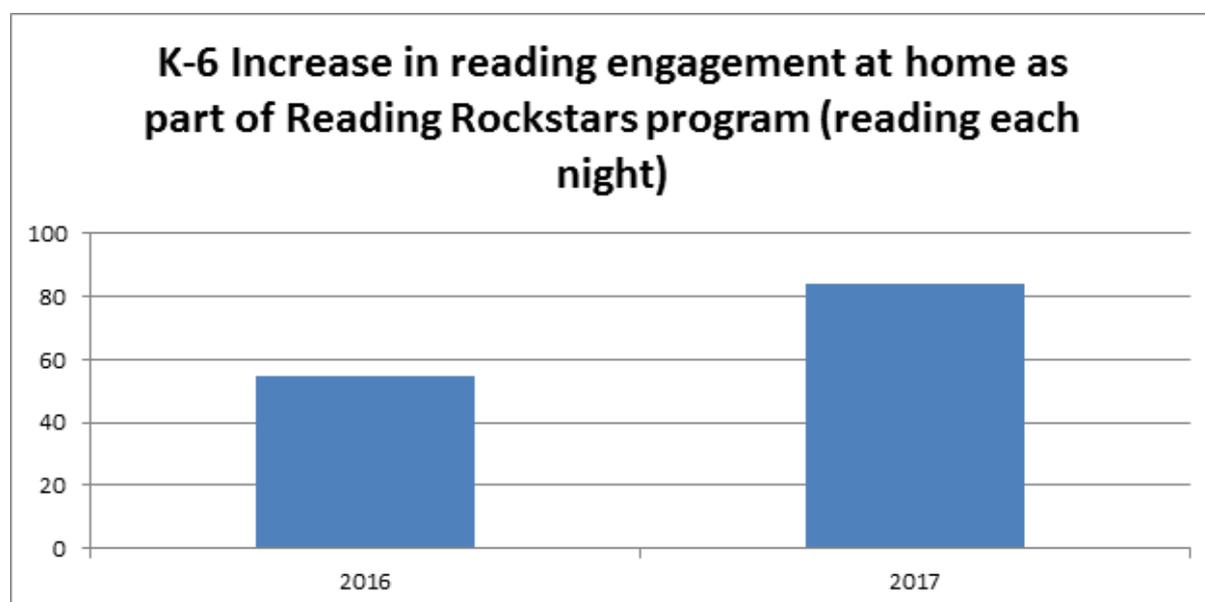


Table: Proportion of Kindergarten students achieving Expected growth in PIPS Literacy and Numeracy 2018

| Less than expected growth | Expected growth | Better than expected growth | Expected or better |
|---------------------------|-----------------|-----------------------------|--------------------|
| 10% | 90% | - | 90% |

Source: Planning and Analytics 2018

In 2017 we developed a whole-school assessment and monitoring schedule. This was supported by the development of a new draft whole-school data plan in 2017, articulating the collection and analysis of diagnostic and standardised testing and wellbeing data.

We introduced learning journeys and comprehensive student portfolios to share student learning examples with families and to ensure that assessment and wellbeing data and work samples are developed. Families were invited to attend the learning journey events following whole school events such as assemblies, performances or BBQs.

Our commitment to creating engaging outdoor classrooms and play spaces continued in 2017 with the addition of new playground equipment in the main playground and new play equipment pieces in the preschool. The school grounds are engaging, fun and have a variety of resources and activities available to students to utilise in sport and break times.



Reading Progress and Achievement

Table: Percentage of students at or above ACT Directorate Minimum Achievement Standard, end of year reading benchmark range

| Year level | 2013 | 2014 | 2015 | 2016 | 2017 |
|--------------|------|-------|------|------|------|
| Kindergarten | 50% | 37.5% | 14% | 57% | 87% |
| Year 1 | 71% | 55% | 75% | 67% | 60% |
| Year 2 | 62% | 75% | 44% | 60% | 75% |
| Year 3 | 66% | 100% | 30% | 30% | 75% |
| Year 4 | N/A | 40% | 33% | 71% | 43% |
| Year 5 | N/A | 50% | 50% | 88% | 71% |
| Year 6 | N/A | 22% | 60% | 75% | 88% |

Source: school-based data

The second key improvement strategy developed to support the improvement of student learning outcomes for 2017 was to actively build the capabilities of teachers. This was actioned through having a whole-school focus on improving teacher capacity and student engagement in writing, as evidenced by whole-school professional learning with Sheena Cameron and Louise Dempsey, engaging with the strategies from *The Writing Book*, the development of a draft scope and sequence, research being undertaken to identify a common assessment tool, and participation in the Directorate's Writing Fair 2017. We received wonderful feedback on our high quality presentation and the quality of student writing. This was strengthened through being a part of our Network focus as other schools were aligned to the same improvement agenda and a learning community provided support.

Our Whole school focus on Writing was evident in every classroom through the display of the Writers Toolkit and areas for focus, writing criteria in each classroom, bump it up walls, the high quality displays of student writing in the front office, at the writing fair, in our school hall and in students published portfolio pieces. This was celebrated in newsletters, through recognition at assemblies, principal awards and with the writing fair.

Jervis Bay School has had a clear professional learning agenda for teachers with the focus aligned to the 2017 school priorities. A successful working relationship with a range of stakeholders and external agencies enables us to strengthen and build teacher knowledge and capabilities; for example, Noah's Ark, school psychologist, Aboriginal medical services, Network Student Engagement Team and Autism Spectrum Australia (Aspect).

To support this key improvement strategy of building teacher capacity we have engaged with the Australian Institute for Teaching and School Leadership Australian Professional Standards for Teachers, setting goals aligned to school priorities and personal areas of need, and a mentoring program to support point of need growth. This had been addressed through the Professional Pathways/ appraisal process. Point of need sessions and peer modelling and coaching was identified through this process, with teachers self-selecting areas to focus on or to observe. Executive staff, including the Principal, modelled a range of leading practice pedagogies with a focus on spelling and writing. This was modelled in every classroom. Reading and scaffolding strategies were also modelled by the executive across the school.

A Professional Learning space was established, with a student data/ progress wall as part of the space. The area is used as Executive Office, Teacher planning space and PLT location. We fitted the space with a new dual touch Interactive Whiteboard, two standalone computers and a new conference table, shelves and pin board for the data wall. Teacher feedback has indicated that they value this space for professional learning and planning and enjoy the ability to reflect on whole school achievement data as a whole staff, collaborating on strategies to ensure student progress.

Priority Two

Improve Family and Community Connections

Targets

- 68% of families participate in school activities and celebrations
- 68% of families agree the school values community partnerships

Progress

Families demonstrated ongoing commitment to participating in school activities and celebrating with the school during 2017. Anecdotal data suggests a growth overall in numbers attending school based events and activities, with *****% attending Harmony Day activities early in the year and 82% of families working with the school to develop learning plans for students.

While the School Satisfaction Survey no longer specifically measures the percentage of families who agree that the school values community partnerships, the following questions reflect that families are overwhelmingly positive about parent/ carer and school relationships:

- 97% of families agree that the school takes parents' opinions seriously
- 100% agree that 'I can talk to my child's teacher about my concerns'
- 91% agree that 'the school works with me to support my child's learning.'

A key improvement strategy that was developed to improve family and community connections was to strengthen parental engagement in education. This strategy was incorporated through introducing learning journey walks through each classroom, where families were formally invited into the classrooms for the students to share their learning and pride in their work.

Jervis Bay School has seen a significant increase in the participation and engagement of parents/ carers in the development of Individual Learning Plans and Personalised Learning Plans from 44 percent in 2015 to 82 percent in 2017. This is achieved through teachers calling parents personally, sending drafts home for some families or our Indigenous Education Officer making further contact with families.

2017 saw the introduction of student work sample portfolios that were used successfully to communicate student success to families. They were available for families to look through to encourage discussions, questions and engagement in each student's personal learning. The students also demonstrated pride in the portfolios as their work was on display and they were able to mutually agree which work samples were displayed with their teachers.

To ensure Jervis Bay School improves family and community connections the key improvement strategy to build sustainable and relevant community partnerships was developed. In 2017 the Koori Garden Working Party was created to increase participation and engagement with the school community garden. Jervis Bay School has established strong connections with community groups and stakeholders including the Australian Defence Force, Australian Federal Police, Wreck Bay Aboriginal Community Council, Booderee National Park and Anglicare; in 2017, a new community program, Guramaa Global, was established and supported.

Hosting the 2017 school cross country in Wreck Bay was a success to continue to improve family and community connections as it gave families the opportunity to see their children participating in a school event that supports physical abilities, strength, endurance and commitment to participate. Families were encouraged to volunteer, participate with their children and be a spectator of the event, ensuring everyone felt valued and included.

We hosted our first Harmony Day multicultural feast early in 2017 with students writing personalised invitations to their families to come along and enjoy the food fair from each country. We had great attendance and community involvement at this fun, informal event and will continue this initiative as an annual event.

The Booderee Junior Rangers program continued in 2017, as in previous years. Each class was able to engage with the Booderee Junior Rangers Program for some learning during the year. The Junior Rangers Program experience is always extremely positive and incorporates cultural learning in authentic and meaningful ways. We will look to further strengthen this in our next Strategic planning cycle.

We utilise personalised approaches to each of our families and always consider context and make contact personal with phone conversations or inviting families in for meetings. Staff participated in Aboriginal Mental Health Training, given our unique context to strengthen our approaches to support, understanding, cultural sensitivity and engagement. The Leadership team also participated in the Directorate Cultural Integrity training which further strengthened and consolidated our cultural integrity and support to support our community and provide connection.

A number of dances were performed by students throughout the year, with a particular focus on Dance and celebration at our NAIDOC celebration which each class work with staff or community members to develop and perform a dance. Our senior students also participated in dance workshops at the high school with a local dance company. This was a great strengthening part of high school transition and a celebration of culture.

The completion of the Mural at the front of the school completed Phase one of our Koori Community Garden project. The signage and gifting of the mural to the school was launched at a school assembly. Phase two of the garden will commence in our next Strategic Planning cycle.

Priority Three

Provide a Preschool Education that meets National Standards

Targets

- Service delivery and compliance exceeds and excels in National Quality Standards.

Progress

The National Quality Standard (NQS) sets a high national benchmark for early childhood education and care services in Australia. The NQS includes 7 quality areas that are important to outcomes for children. Jervis Bay School preschool was assessed and rated by the ACT regulatory authority against the NQS in 2015, and given a rating for each of the 7 quality areas, and an overall rating based on these results. Jervis Bay School preschool was rated **Exceeding** in all areas and an overall rating of **Exceeding** in our first cycle of assessment and rating. To continue to maintain this rating it is vital that all 7 areas are recognised, understood and improved upon to ensure the quality education is provided. Updates to the NQS and compliance regulations have been considered throughout the year and the change in staff in 2017 meant that many documents have needed to be updated and kept current. We are committed to providing a preschool education that Meets National Standards through promoting children's health and safety within the schools program.

In 2017, the healthy eating and physical activity program 'Munch & Moove' continued to be introduced to new children starting preschool and to their families. Staff were encouraged to participate in the online training offered through the program and encouraged to attend the Annual Munch & Move Conference, where professional discussions and ideas were explored. Providing children with the right to experience quality education in an environment safeguards and promotes their health, safety and wellbeing, this was continued through 2017. Our new Preschool teacher and preschool assistant attended this training and have ensured a full review of the Munch and Moove program occurred, enabling responsive and effective implementation of appropriate areas.

Our preschool focuses on healthy choices and works with students and families to encourage healthy eating habits and lunch box choices. Publications from Munch and Moove and Fresh Food Tastes go home with students on a regular basis, the students talk about healthy choices and celebrate good food and parent information is shared when available. This further demonstrates school/ community partnerships, as detailed above.

Ensuring that the physical environment is appropriate for the service to be provided is an integral aspect to providing a preschool education that meets national standards. The physical environment at Jervis Bay School preschool is safe, suitable and provides a rich and diverse range of experiences that promotes children's learning and development. In 2017, the purchase and implementation of new equipment to the outdoor environment was extremely successful. The learning spaces have opportunity for exploration, imagination and wonder whilst strengthening each student's physical development. A new playground equipment was installed, replacing an older playground and extra features were included including a large jeep, small car and small train and see-saw to add exciting pieces to this outdoor play area.

The collaboration with Early Start and the University of Wollongong was once again a strength of our program and staff worked together around creating literacy-rich classroom environment and the implementation of the Reconciliation Action Plan. Our preschool staff participated in the Lets Count program which provided staff with great training and opportunities to develop Maths packs for home use which will be launched and sent home in Term 1 at a Parents as Partners session in 2018.

In 2017 we delivered a four year old program. Our program, delivered by an experienced early childhood educator, provided an average of 30 hrs a fortnight, delivered across the year. We were supported by Early Intervention services and also employed an additional assistant to support students with disability access integration and intervention. We worked closely with Noahs, Early Start and a range of stakeholders to provide a comprehensive, supportive service for all students and families.

We provided a number of fun, engaging and age appropriate excursion experiences throughout the year, including to the Shoalhaven Entertainment Centre to watch the live performance of Room on the Broom, a book the students had been engaged with throughout the year. This brought the story to life for students and provided a meaningful experience outside of the preschool environment to enrich literacy learning. We also attended Matty's Playtime to provide a gross motor, fundamental movement experience where students had the opportunity to travel on the school bus, jump on inflatable trampolines and castles and slides. Our end of year celebration and AFP partnership involved a performance and BBQ at Greenpatch beach BBQ grounds and a special visit and gifts from AFP and Santa! Children shared their foundation literacy and oral language skills through reading the story Brown Bear. All families attended this special celebration.

The preschool Quality Improvement Plan was implemented and reviewed throughout the year. In 2018 the QIP will be reviewed and updated to align with the new National Quality Standards and new format. Our Compliance Audit visit in 2017 ensured we were still aligned with the NQS and will inform this review.