

Jervis Bay School

Network: North/Gungahlin

School Improvement Plan 2023-2027



The purpose of school improvement planning

This plan establishes a strong improvement agenda to be driven by school leaders over the next five years. It was informed by the Directorate's [Future of Education](#) and [Set up for Success](#) strategies alongside system-level and school-based analysis of [Multiple Sources of Evidence \(MSoE\)](#). Analysis of MSoE is supported by an annual provision to each school of a data summary as a key enabler of our improvement planning and implementation.

Each school participates in School Review as an integral component of its five-year improvement planning cycle, providing valuable opportunities for self-reflection, planning and improvement. Reviews provide schools with quality and independent feedback, tailored to the school's context. The findings and recommendations of the Review in conjunction with school performance and perception data support the development of the annual Action Plan. The school improvement planning process is below. This representation is used in the footer of all school-based improvement documents to indicate the stage of planning or implementation:

Analysis ⇒ Priorities ⇒ Strategies ⇒ Actions ⇒ Impact (for students)

Our school improvement planning is grounded in evidence from research and practice and expressed in terms of improvements in measurable student outcomes. Explicit five-year targets for improvement have been set and will give life to monitoring, evaluation and communication of progress to teachers, families, and students.

Our school's improvement agenda positioned within the Directorate's Vision, Mission, and Values

Vision

Directorate's vision: We will be a leading learning organisation where people know they matter.

School's vision: School's vision statement to be revisited in 2023. Below is the current 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 will embody our school PRIDE values. Staff 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 school achievement.

Mission

Directorate's mission: We develop and deliver educational services to empower each child and young person in the ACT to learn for life.

Values

Directorate's Values: Respect, Integrity, Collaboration, Innovation.

School's values: Positive Relationships, Respect, Identity, Determination, Expectations. (PRIDE)

Education Directorate's *Future of Education* and *Set up for Success* Strategies

The *Future of Education* and *Set up for Success* Strategies outline the plan for education and care from birth to 18 years for all children and young people in the ACT. These two strategies are based on four foundations:

1. A fair start for every child, Students at the centre
2. Valuing educators, values children, Empowered learning professionals
3. Every child has a story, Strong communities for learning
4. Working together for children, Systems supporting learning

These foundations emphasise the importance of focusing on individual needs within a coordinated and collaborative context, supported by strong educators, community partners and families, and a service design approach.

Multiple Sources of Evidence

Evidence informing this School Improvement Plan includes:

- Findings and recommendations from School Review
- Analysis of system and school-based student learning data
- Analysis of perception data
- Consideration of school programs and processes
- Preschool setting - Quality Ratings from assessment against the National Quality Framework. The Quality Improvement Plan (QIP) is revised each year as part of the annual planning process.

Our improvement priority

Priority 1: Increase students' ability to demonstrate obligation to self and Country.

The statement below details our vision for how this priority will change the experience of school for our students

The word 'obligation' is of significance to Indigenous communities and places emphasis on the individual to make a positive contribution to Country. Learners will develop a strong sense of self, an understanding of the importance of relationships with others and their environment and endeavour to positively impact their community and the wider world.

Learners will demonstrate this through:

- Understanding factors of wellbeing and identity including, knowledge of Country, awareness of strengths, perceptions, self-regulation, physical health and how that has come to be.
"Who am I?"
- Developing and maintaining positive relationships with other people, with Country and with learning.
"Who am I in my relationships?" "Who am I with Country?"
- Connecting with their community (immediate and wider) and taking responsibility to positively impact all.

Targets/Measures to be achieved by 2027

Student learning data

Specific Country as Teacher learning targets are to be developed in consultation with stakeholders through community consultation as the Country as Teacher Program is developed in 2023.

Targets will be based on student capacity to demonstrate knowledge of lore, human and animal kinship, places, seasons, cosmos, bushfoods and medicines and language and ultimately, their capacity to (age-appropriately) lead in these areas.

Source: To be confirmed but will be linked to the development of a year 6 graduate profile, co-developed by staff and community and broken into 3 phase continua (Early childhood, middle primary and upper primary).

Starting point: Baseline data to be confirmed in 2023.

Perception data

Target or measure: Improvement in student self-perception against the 4 questions below.

- a) Who am I?
- b) Who am I in my relationships?
- c) Who am I with Country?
- d) How do I positively impact the world around me? (Kindness, gratitude, caring, growth mindset, etc)

Source: Student survey, locally developed and then implemented at end of each stage of learning. (i.e Years 2, 4 and 6)

Starting Point: Baseline to be collected in term 1, 2023.

School program and process data

Target or measure: 100% of teaching staff are interculturally responsive practitioners, operating at stages 5-6 on the capability framework.

Source: AITSL Capability Framework: Building a culturally responsive Australian teaching workforce. (2022).

- a) Self-reflection and AITSL survey
- b) PDP goal setting and PL
- c) Evidence of practice demonstrated individually and collectively.

Starting point: Averaged stage score of 4.54, November 2022.

	<i>November 2022 Baseline data</i>
<i>Stage 4</i>	<i>40%</i>
<i>Stage 5</i>	<i>60%</i>
<i>Stage 6</i>	<i>0%</i>

Priority 2: Improve student learning outcomes in Literacy and Numeracy

The statement below details our vision for how this priority will change the experience of school for our students.

Literacy influences an individual's ability to achieve goals, develop knowledge and potential and participate fully in society. Numeracy allows learners to problem solve in a continually changing world and confidently and effectively use mathematics to meet the everyday demands of life (UNESCO, 2004).

Learners will demonstrate the skills to use language and mathematics to learn, communicate with, problem-solve and transfer skills gained to successfully participate in the world around them.

Learners will demonstrate this through:

- reading, viewing, speaking, writing, and creating in different ways and contexts for different purposes.*
- Problem solving and applying mathematics to the world around them*

Targets/Measures to be achieved by 2027

Student learning data

Target or measure: A minimum of 80% of students are achieving expected outcomes for literacy and numeracy.

Source: Base (K only), NEALE, PAT maths (K-6).

Starting point:

BASE 2022 results:

	December 2022 Students in 40 th percentile or above
BASE	Literacy 80% Numeracy 60%
NEALE	32%
Pat Maths	46%

Perception data

Target or measure: Average Professional Development (PD) score of 4.5 or greater.

90% of staff report they get high quality feedback on their performance.

Source: Annual School Satisfaction and Climate Survey-Staff (SSS & CS)

	2022 SSS & CS
Average PD Score	4.0
Percentage of staff who get quality feedback on their performance.	53.8%

School program and process data

Target or measure: High quality teaching in all classrooms.

Source: School-based classroom observations and Learning Walks based on whole school agreed practices.

Measure to be developed by staff in term 1 2023. This will include a summary of agreed practices which are to be observed along with a measure of Academic Learning time (ALT).

Starting point: Baseline to be established Term 1, 2023.

Endorsement

This School Improvement Plan has been endorsed electronically by our Principal, Director School Improvement and Board Chair.

Principal

Name: Lana Read

Date: 01/03/23

Director School Improvement

Name: Stephen Gwilliam

Date: 14/03/23

Board Chair

Name: Alasdair Roy

Date: 01/03/23