



DETE Strategic Plan 2014-2018	State Schools Strategy 2014-2018	Strategies	Performance Measures	Evidence Source
<p>Successful Learners</p>	<p>Successful Learners</p>	<p>Core Priority: Whole School Curriculum and Data Collection</p> <ul style="list-style-type: none"> Collaboratively develop, implement and embed Whole School Curriculum and Data and Assessment Plans. Continue to monitor and evaluate the use of Curriculum into the Classroom (C2C) for efficient and effective implementation. <p>Core Priority: Student Performance</p> <ul style="list-style-type: none"> Review and enhance student monitoring and goal setting for future learning. Refine, enhance and embed current processes for collecting, displaying and analysing student data. Refine, implement and embed case management processes for identified students. 	<ul style="list-style-type: none"> Whole School Curriculum Plan is enacted and embedded. Data and Assessment Plan is enacted and embedded. All teaching staff are effectively adopting and implementing the Australian Curriculum to suit our school context. All students can articulate their goal for reading, writing, maths and behaviour. 100% of students and parents are satisfied that, <i>'the school provides students with useful feedback about their work.'</i> 100% of parents and staff are satisfied that, <i>'students with disabilities are well supported at this school.'</i> 100% of students show improvement in PAT-R effect size by greater than 0.4 per year. 100% of non-verified students are at or above National Minimum Standard (NMS) in NAPLAN Reading. 25% of students are achieving Upper 2 Bands (U2B) in NAPLAN Reading. All staff are engaged in the formative assessment of writing. All students are able to identify distance travelled against their writing targets. 100% of non-verified students are at or above NMS in NAPLAN Language Conventions and Writing. 25% of students are achieving U2B in NAPLAN Spelling, Grammar and Punctuation and Writing. All staff are engaged in the formative assessment of number. All students are able to identify distance travelled against their number targets. Numeracy block embedded across the school. 100% of students show improvement in PAT-M effect size by greater than 0.4 per year. 100% of non-verified students are at or above NMS in NAPLAN Numeracy. 25% of students are achieving U2B in NAPLAN Numeracy. All teachers are confident in engaging all students in their learning at this school. All teaching staff use OneSchool as the point of analysis for diagnostic, formative and summative assessment. All staff participating in classroom observations, walkthroughs and data conversations. 	<ul style="list-style-type: none"> Whole School Curriculum Plan Data and Assessment Plan A-E standards SOS Staff – S2077 SOS Students – S2040 and S2051 SOS Parents – S2006 and S2019 SOS Staff – S2135 School PM data PAT results T4 NAPLAN results T3 School data profile Writing continuum – Australian Curriculum NAPLAN results T3 A-E Grades School data profile Number continuum – Australian Curriculum PAT results T4 NAPLAN results T3 School data profile SOS Teachers – S2118 and S2116 SOS Staff – S2082 Individual Performance Plans Learning and data walls
		<p>Great People</p>	<p>Teaching Quality</p>	<p>Core Priority: Reading</p> <ul style="list-style-type: none"> Continue to implement and embed suitable intervention programs for identified students. Develop, implement and embed a clear whole school reading plan based on current research on explicit instruction (Archer & Hughes – 2011). Ensure all staff receive training to implement school wide reading processes. <p>Core Priority: Writing</p> <ul style="list-style-type: none"> Develop, implement and embed formative assessment strategies for writing. Engage all students in a continuous writing cycle. Customise phonics program to cater for the needs of individual students in the early years. Investigate high-yield strategies for the teaching of grammar and punctuation. Review, implement and embed rigorous intra and interschool moderation processes to ensure alignment of A-E achievement data with Australian Curriculum standards. <p>Core Priority: Numeracy</p> <ul style="list-style-type: none"> Develop, implement and embed formative assessment strategies for numeracy. Embed dedicated numeracy block which incorporates mental mathematics and problem solving with sequenced, explicit teaching strategies.



Jarvisfield State School

2016 - 2019

Engaged Partners	<p>Core Priority: Culture of Aligned Professional Development for All Staff</p> <ul style="list-style-type: none"> Collaboratively review and update the roles and responsibilities of staff. Develop, implement and embed a professional learning plan that is aligned to the school priorities and the needs of staff. Review, implement and embed individual staff performance plans and align them to the improvement agenda and the needs of staff. Provide teachers with ongoing feedback through the teacher review process using the Australian Professional Standards for Teachers. <p>Core Priority: Principal Leadership</p> <ul style="list-style-type: none"> Embed and refine leadership attributes using the Australian Professional Standards for Principals. Develop, implement and embed a formalised program of mentoring, modelling and feedback. Engage and focus leadership learning through participation in Professional Learning Communities (PLCs). Align budget resources and regional resources to school priorities. 	<ul style="list-style-type: none"> All teaching staff engage in Annual Performance Review process aligned to the Australian Professional Standards for Teachers. All non-teaching staff engage in Development Performance Plans All staff clearly understand their roles and responsibilities within the school. All staff have opportunities to shadow and work with experienced and high performing peers. 100% of staff are satisfied that, 'they have access to quality professional development'. Annual completion of Principal Performance and Development Plan goals. Principal participation at Regional Leadership Forums, PLCs, Cluster Meetings and Learning Fairs. School budgets and spending clearly reflect key priorities identified in the School Strategic Plan and Annual Implementation Plans. 	<ul style="list-style-type: none"> SOS Principal – S2132 and S2133 SOS Staff – S2085 and S2086
High Standards	<p>Core Priority: Evidence Based Decision Making</p> <ul style="list-style-type: none"> Continue to develop and update data literacy skills of teachers. Develop, implement and embed a case management approach to student improvement, underpinned by individual student data and presentable evidence. <p>Core Priority: Positive Behaviour for Learning (PBL) and Student Engagement</p> <ul style="list-style-type: none"> Review and update the Responsible Behaviour Plan for Students (RBP45) to address current student behaviours and to raise the expectations of behaviour and learning. Develop, implement and embed processes for data to be entered on OneSchool. Develop, implement and embed processes for consistently making expectations and processes explicit to the school community. 	<ul style="list-style-type: none"> All teachers are data literate. Fullan and Sharratt practices evident in every classroom. RBP45 embedded PBL and Kids Matter frameworks are embedded. School expectations and behaviour matrixes are visible throughout the school. All staff follow school processes to record behaviour incidents and parent contact on OneSchool. All staff are engaged in weekly behaviour lessons to reflect areas of focus. All students with 93% attendance or higher. All teachers reporting to parents on students' progress. 100% of Parents are satisfied that, 'this school asks for my input.' 100% of students are satisfied that 'I would recommend my school to others' EATSIPs Framework is embedded. 93% or greater Indigenous attendance. Early Years Transition Program embedded. 75% of school enrolment will comprise students from inside catchment area. 	<ul style="list-style-type: none"> PPDP ARD Feedback SOS Principal – S2127 and S2128 SOS Principal – S2132 and S2133 SOS Staff – S2085 and S2086 SOS Teachers – S2116 SOS Students – S2040 and S2061 Responsible Behaviour Plan SOS Staff – S2074 SOS Students – S2041, S2044 P&C Minutes OneSchool Parent Contact Data SOS Parents – S2025 and S2029, S2024 SOS Student S2067 EATSIPs Framework SOS Teachers – S2114 SOS Parents – S2032 and S2034 SOS Students – S2067 SOS Staff – S2107
Principal Leadership & Performance	<p>Core Priority: School and Community Engagement</p> <ul style="list-style-type: none"> Communicate with parents and families to provide information in regards to where students are in their learning. Create opportunities to engage parents in P&C Committee and school events. Investigate the nature and level of support parents and caregivers wish to receive to engage in their children's education. <p>Core Priority: Develop and Embed and EATSIPs Framework to Improve Attendance</p> <ul style="list-style-type: none"> Maintain Closing the Gap strategies and develop, implement and embed the EATSIPs Framework. <p>Core Priority: Increase School Enrolment</p> <ul style="list-style-type: none"> Develop, implement and embed a formal transition to school program and work with early childhood providers to enhance Prep enrolments and their early learning. Investigate and implement strategies to increase enrolments within the local catchment area. 		
Local Decision Making			

The plan was developed in consultation with the school community and is a statement of direction that meets school needs and systemic requirements.


P & C President


Assistant Regional Director