



**Serpentine Jarrahdale
Grammar School**

Strategic Plan

2018
to
2021



***“Give careful thought to the paths
for your feet and be steadfast in
all your ways.” Proverbs 4:26***





MESSAGE FROM THE CHAIR

Developing a new Strategic Plan is an important event in any organisation's life. In the case of Serpentine Jarrahdale Grammar School it has allowed the School Board time to reflect on the journey to date and to recall the founding principles of the school and discuss whether they remain relevant today.

The Serpentine Jarrahdale Grammar School journey to date is a relatively short but very successful one. The school was established by a group of local residents determined to have an independent Christian school available for their children. It commenced with 47 students in February 2006, in the old Mundijong Shire offices and hall.

The school flourished from the start as enrolments grew to over 250 students by the start of the 2009 school year and more recently has expanded to include enrolment of students in the early years. The school now caters for over 590 students from Pre-Kindergarten to Year 12 and has a reputation for being a place where every student can feel safe, experience a sense of belonging and be known by name and need.

Much has been achieved in the space of 12 years and yet there is still so much more we aspire to achieve. The priorities outlined in this plan capture our aspirations and are intended to:

- clearly articulate to all in our community, the overarching goals and direction being pursued
- build on our strong foundations and the progress we have made over recent years
- reinforce the actions required to advance the Mission of the school and our Core Values

Though the times have changed since our foundation, our vision remains true – to be a place where every child is empowered for their lifelong journey. I commend the Strategic Plan to you as our next step in that journey.

Mr Dave Gossage
School Board Chair



MESSAGE FROM THE PRINCIPAL

The concept of journeying and following your own path is well known at Serpentine Jarrahdale Grammar School. It is encapsulated in the school crest and Mission statement – *empowering every child for their lifelong journey*. It is therefore with pleasure that I present our Strategic Plan 2018 – 2021 which will guide the next stage of the school's journey.

In formulating this Strategic Plan, the School Board and Staff have assessed the relevant features of the school's journey - where we have come from, how well we are travelling as a school and what are the emerging challenges, trends and opportunities likely to be faced in the future.

This plan is organised around four key elements that have been identified through our community surveys and consultation sessions - maintaining our strong foundations, fostering an engaged community, enhancing our teaching and learning and resourcing to support teaching and learning. Actions to drive each of these elements will be implemented over the next four years.

Serpentine Jarrahdale Grammar School is recognised as a place where every student is known by name and need and is able to experience a sense of belonging. A strong and developing Pastoral Care system reinforces this element of our reputation. At the same time, a wide variety of learning opportunities are available to students including academic, sporting and cultural activities. This plan highlights the areas we are targeting for particular attention to enhance what we currently offer as we meet the challenges of providing a contemporary education for our students. It does not outline everything that we do. There are a number of very successful programs and initiatives that are not referred to in this plan that will continue on as important foci for the school.

I look forward to continuing to work in partnership with parents as we embark on this plan and the ongoing provision of an outstanding Christian education in the Serpentine Jarrahdale region.

Ms Patricia Rodrigues
Principal

OUR MISSION

We seek to develop young people who aspire to enjoy and value a life of learning and so our mission is:

Empowering each child for their lifelong journey

In undertaking this mission, it is our belief that an 'empowered child' will have the capacity to think critically and creatively, become confident, self-determined and entrepreneurial citizens, and will be an engaged learner for the rest of their studies and their working lives.

OUR CORE VALUES AND RESPECT ETHOS

The school's motto encapsulates the values that guide our journey, the way that we operate and the type of young people we are committed to developing. People of,

Integrity, humility and community

The core values of the school are expressed through a RESPECT ethos that is reinforced on a daily basis and is demonstrated through:

- ✓ Respect for God
- ✓ Respect for Self
- ✓ Respect for Others
- ✓ Respect for Learning
- ✓ Respect for the Environment

STRENGTHS & COMPETITIVE ADVANTAGE

We are focussed on maintaining our excellent name in the community which has been built on a number of strengths:

- ✓ Pre -Kindergarten to Year 12 continuous schooling
- ✓ Effective Pastoral Care program
- ✓ Maintaining a strong focus on meeting individual student needs
- ✓ Maintaining an environment that is safe and based on strong Christian values
- ✓ Developing experienced and dedicated staff



BIG PICTURE IN WESTERN AUSTRALIA

Western Australian society has changed and developed since our last Strategic Plan was prepared. It is important to understand the context in which the school operates as it provides an indication of the challenges and opportunities in the education sector.

Key facts impacting education and families at present:

- Even the most conservative projections by the Australian Bureau of Statistics (ABS) show high levels of growth in the population of primary school aged children in the next 5 – 10 years. Secondary schools should start to experience this flow through from 2018.¹
- 351 additional classes of primary school students will be required in Western Australia each year over the next 10 years (84,240 students).¹
- Secondary Physics, Computing, Information Technology, Mathematics and Chemistry teachers (nationally) are predominantly male, with almost 50% of men aged over 50 years of age. These curriculum areas are likely to remain under supplied for the foreseeable future.¹
- Weak growth in wages, slower population growth and a softer outlook for the economy mean consumer spending is expected to remain subdued during 2017/18.³
- Results of the community survey of over 2000 Western Australian residents conducted by the Committee of Perth indicate – 72% of respondents have no expectation that their wages will increase; 59% of all households would struggle financially if costs increased by 5%; Redundancies in Mining/Construction has effected approximately 15-20% of households.⁴
- Perth has the lowest number of childcare places per capita compared to other Australian capital cities, with a particular deficit in the CBD.⁵
- By 2015, 88% of Western Australian households had internet access at home, up from 68% in 2007.⁶
- Western Australia is a destination point for numerous adventure and outdoor recreation pursuits. Stakeholders from the public, private and community sectors must engage collaboratively to satisfy and sustain the growing demand.²



¹ Australian Council for Education Research (2015), *The Teacher Workforce in Australia: Supply, Demand & Data Issues*, Canberra, Australia.

² State Government of Western Australia (2016), *SD6 – Strategic Directions for the Western Australian Sport and Recreation Industry*, Perth, Australia. Accessed from www.dsr.wa.gov.au

³ St George Bank – State Economic Outlook (28 June 2016)

⁴ Committee for Perth (2017), *Bigger and Better Beyond the Boom – Perth's Economic Future as a Region of 3.5 Million People*, Perth, Australia.

⁵ Committee of Perth (2017), *Filling the Pool*, Perth, Australia.

⁶ Australian Bureau of Statistics (2015), *Household Use of Information Technology, Australia 2014-2015*, Canberra, Australia.

GOAL 1

Maintain strong foundations

The outcomes we seek by the end of this plan are:

1. A strengthened Christian and faith culture throughout the school
2. A sustainable enrolment base of two streams per year group in the primary (50+ students) and three streams per year group in the secondary (75+ students)
3. Well qualified people that provide an experienced and diverse School Board, Leadership Team and Staff

OUR STRATEGIES TO ACHIEVE THIS INCLUDE...

CHRISTIAN AND FAITH CULTURE

- Foster an understanding of the beliefs and teachings of the Anglican Church through formal classes, role modelling in classrooms, involvement of the Parish and opportunities for prayer and reflection
- Identify and appoint a school Chaplain
- Actively engage staff in professional development on what it means to be a school in the Anglican tradition and provide opportunities for the growth of faith
- Actively engage students in the role modelling of the school's core values and establish reward structures that reinforce living out the school's Respect ethos

PEOPLE

- Attract, develop and retain experienced and well qualified people to the School Board, Leadership Team and staff
- Invest in the development of existing staff
- Provide appropriate mentoring and induction for new staff to the school

ENROLMENTS

- Promote and publicise individual student achievements and what the school does well
- Continue to develop a strong pre-Kindergarten program
- Continue to provide a range of scholarships and bursaries to support families deserving a Christian education.



GOAL 2

Foster an engaged community

The outcomes we seek over the life of this plan are:

1. Increased parental engagement and involvement in their child's learning
2. Development of significant partnerships that increase school resourcing and the breadth of curriculum opportunities available to students

OUR STRATEGIES TO ACHIEVE THIS INCLUDE...

PARENT ENGAGEMENT

- Continue to promote a culture of welcome and inclusion through the activities of the Parents and Friends Committee, communication between staff and parents and development of school policies
- Publicly welcome and encourage parent involvement in school initiatives such as: Early Learning centre help, Homework Club, Extra Curricular Program, Uniform Shop and the Parents and Friends Committee.
- Establish in conjunction with the Parents & Friends Committee at least one annual parent workshop on a topic linking to their needs
- Promote and publicise individual student achievements and what the school does well

STRATEGIC PARTNERSHIPS

- Identify and form partnerships with external organisations with a particular focus on Agriculture, VET certificates and those that enable alternative pathways to further study beyond school
- Establish partnerships with organisations focussed on assisting children and families who have or continue to experience socio-economic disadvantage
- Continue to develop opportunities, in partnership with the Parish, for students and staff to serve those in need in the wider community through, but not limited to, a Service Learning Program for students and staff



GOAL 3

Enhance teaching and learning

The outcomes we seek over the life of this plan are:

1. Raised academic standards and achievement
2. Increased curriculum breadth and opportunities
3. Increased student engagement in learning

OUR STRATEGIES TO ACHIEVE THIS INCLUDE...

EFFECTIVE PEDAGOGICAL PRACTICES

- Provide time and structured opportunities for teaching staff to receive and consider feedback from peers, curriculum leaders and students on the effectiveness of their teaching
- Implement a consistent school-wide approach to the teaching of Literacy and Numeracy and the effective support of non-teaching staff
- Research, review and discuss contemporary approaches to teaching and learning being undertaken elsewhere and identify elements that are applicable to the SJGS context
- Develop a professional learning program that supports contemporary pedagogy development specific to the SJGS context and is targeted on the collective needs of staff as well as the specific skills of individuals
- Develop and implement consistent and innovative approaches to the use of digital technologies in the classroom to enhance learning
- Continue to implement practices specific to particular age cohorts of students (For example: K-3; Yr 4-6; Yr 7-9; Yr 10-12) whereby teaching staff routinely evaluate student academic performance and use these evaluations to make adjustments to practice
- Develop opportunities for students to have increasing autonomy in their learning, to monitor their own progress and to set future learning goals as they progress through the school
- Identify student learning issues in the primary school as early as possible to allow for timely intervention and support
- Continue to expand the use of data in departmental and year group meetings to guide program and lesson planning specific to the needs of individual students

CURRICULUM BREADTH AND OPPORTUNITY

- Continue the development of an AFL Academy on site, for both boys and girls, and integrate it into the curriculum of the school
- Identify and form partnerships with external organisations with a particular focus on Agriculture, VET certificates and those that enable alternative pathways to further study

STUDENT ENGAGEMENT

- Establish reporting systems that prioritise and focus on attitudinal excellence – habits, attitudes and effort

GOAL 4

Provide resources that support learning

The outcomes we seek over the life of this plan are:

1. Financial sustainability for the school whilst maintaining affordable access for families
2. Raised social and emotional resilience of students as an essential support to learning
3. Provision of quality facilities that support a contemporary approach to learning

SCHOOL RESOURCING

- Expand the number of scholarships and bursaries provided through the school and the Parish
- Continue to review programs to ensure that the school is responsive to demographic changes in the community, including: a growing number of families from low socio-economic backgrounds, increased number of students with special learning needs and new arrivals to Australia where English is not their first language
- Continue to support through annual budgets, programs that assist students with specific learning needs or learning plans
- Develop a focus on 'life skills' as a common thread to run through Pastoral Care Groups, camps and retreats
- Increase the use of support groups external to the school to meet the social and emotional needs of students
- Continue to foster the nature play philosophy in the primary school
- Continue to upgrade teaching facilities to ensure that they support a contemporary approach to teaching and learning and advance the curriculum goals espoused in this plan



TARGETS

Summary of targets

The measures of achievement for our strategic goals and their targets are summarised below. As we implement our plan in a constantly changing world, the targets indicate our aspirations but are by no means certain. Progress will be reviewed annually with any proposed changes endorsed by the School Board.

Maintaining strong foundations	Baseline (Nov 2016)	2021 target
Parent/staff survey (% whom agree or higher) indicates that SJGS is: <ul style="list-style-type: none"> A safe & caring place A welcoming place A place where high standards of behaviour are maintained A place where the respect ethos is important Striving for high academic standards 	88% 73% 81% 82% 73%	90% 85% 85% 85% 85%
Parent survey (% whom agree or higher) indicates that SJGS provides appropriate opportunities for students to: <ul style="list-style-type: none"> understand the Anglican tradition grow spiritually and morally care for and serve others 	Unknown 88% 90%	85% 90% 90%
Enrolments: <ul style="list-style-type: none"> Primary – number of year groups with 45 - 50 students Secondary – number of year groups with 70 - 75 students 	Nil Nil	4 (K - 2) 2 (Year 7-8)
School Board diversity (gender, experience, parents, age) has improved and a Succession Plan has been established	In progress	YES YES
Leadership Team diversity (gender, experience, curriculum areas, qualifications) is appropriate	In progress	YES
Fostering an engaged community	baseline	2021 target
Parent/staff survey (% whom agree or higher) indicates that SJGS: <ul style="list-style-type: none"> Provides appropriate choice of subjects in Year 11 and 12 An appropriate breadth of curriculum 	79% 70%	80% 80%
AFL Academy is established & functioning well	N/A	YES
Enhancing teaching and learning	baseline	2021 target
% of students graduating with a confirmed pathway into study or employment	Unknown	90%
% of students with an ATAR who were offered their first preference at University	86%	90%
Median ATAR to 75 th Percentile range for students who applied for University	76 - 87	90
% of Year 11 students passing Online Literacy & Numeracy Assessment (OLNA)	84%	100%
NAPLAN – Year 5 performance is at least equivalent to the national average in all (5) measures	2	5
NAPLAN – Year 9 performance is at least equivalent to the national average in all (5) measures	0	5
NAPLAN - student gains are better than those in similar schools in each measure – Reading, Writing and Numeracy: <ul style="list-style-type: none"> Year 3 – 5 gains Year 7 – 9 gains 	R: W : N NO (not N) NO (not R)	R: W: N YES YES
Resourcing that supports learning	baseline	2021 target
Operating surpluses are maintained	YES	YES
Parent/staff survey (% agree or higher) indicate that: <ul style="list-style-type: none"> Staff are up to date in their understanding of educational trends Technology is an important part of the teaching approach Facilities are attractive, contemporary & support the learning program 	61% 58% Unknown	80% 80% 80%

*“And your ears shall
hear a word behind
you, saying, “This is the
way, walk in it,”*

Isaiah 30:21





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