State Government Victoria — Department of Education & Training

School Strategic Plan for Gladstone Park Primary School 5007

2016 - 2019

Endorsements

Endorsement by School Principal	Signed…………………………………….. Name: TONY MALGIOGLIO Date………………………………………
Endorsement by School Council	Signed…………………………………….. Name: NICOLE BELL Date……………………………………… **School Council President's endorsement represents endorsement of School Strategic Plan by School Council**
Endorsement by the delegate of the Secretary	Signed……………………………………. Name…………………………………….. Date……………………………………..

School Profile

Purpose	Gladstone Park Primary School believes in a co-operative approach between its students, staff and parents. Through working together, students will develop positive attitudes, skills and the abilities to confidently meet the challenges in front of them.
Values	The school's motto *"Achieving Excellence"* reflects our core values: • **Respect** • **Honesty** • **Responsibility** • **Cooperation** • **Unity**
Environmental Context	Gladstone Park Primary School was opened in 1970 and is situated in a residential estate in the northwestern suburb of Gladstone Park, close to Melbourne Airport and next to Gladstone Park Secondary School. The main buildings are set in well-developed, spacious and functional surroundings. The grounds include spacious asphalted areas and two well-equipped playgrounds. All school buildings and teaching spaces are fully heated and air-conditioned and teaching spaces are equipped with a range of resources for students. Over recent years, the school has made substantial investments in ICT, including the installation of interactive Smart boards in every classroom, the replacement of desktop computers with notebooks, the purchase of class sets of notebooks and the upgrade of school servers and wireless network. The school population at the 2015 census date was 416, with the actual enrolment at time of review being 428. Between 2012 and 2014 enrolments ranged from 407 to 427. Although the majority of students were born in Australia, many of their parents were born in other countries and another language, as well as English, is spoken at home. There are more than 28 different nationalities represented at Gladstone Park and approximately 60% of families received the Education Maintenance Allowance in 2014. Despite a slight dip in 2013, the SFO density has continued to rise from 0.66 in 2012 to 0.68 in 2015. There are currently 121 English as an Additional Language (EAL) students' and 16 students on the Program for Students with Disability (PSD) program. The dedicated and committed staff team work very well together in Professional Learning Teams to support the children in their social, emotional, academic and physical development. The School Council provides outstanding leadership and support for the staff and parents of the Gladstone Park community.

	Gladstone Park Primary School provides a balanced curriculum featuring quality, sequential programs. AusVELS is used as the framework for teaching and learning programs. Specialist programs are offered in Performing Arts, Visual Arts, Physical Education, Languages (Italian), Library and English as an Additional Language (EAL). There are literacy intervention programs to enhance the students' abilities in reading. The Arts represents a major curriculum focus; involving, specialist programs, annual concerts, violin lessons, senior and junior choirs and a chamber choir, and the annual concerts are particularly successful. The challenge the school faces is to continue to strive for excellence in outcomes for the students by ensuring programs remain relevant, age-appropriate and effective. The School Strategic Plan identifies improved Student Learning as a major improvement area. The school has placed a great emphasis on developing consistent high-level teaching and learning strategies in literacy and numeracy, supported by significant professional development.
Service Standards	Gladstone Park Primary School Council expects the school community to uphold the goals and policies of the school. It encourages parental involvement in the life of the school and the educational development of the children through a range of opportunities, including: - School Council - Parents and Friends Association - Parent Helpers program - Three-Way Conferences - Community Information Sessions - Community Concerts & Performances - Play Group We are committed to ensuring that our school mantra 'Achieving Excellence' pervades all aspects of school life for our students and staff and that all individual learners achieve their best.

Strategic Direction

	Goals	Targets	Key Improvement Strategies
ACHIEVEMENT	**To continually improve student achievement.**	• To increase the school mean in Teacher Judgments for all dimensions of English and Maths • All children deemed capable to achieve at least 12 months growth every year in English and Maths, as indicated by EOL, Teacher Judgments, On Demand and school based maths test data. • NAPLAN matched cohort school mean to be at or above the state mean, particularly in Numeracy. • Greater percentage of students achieving high relative growth in each NAPLAN band, particularly bands 5-8 *(high achievers).*	• To focus on learning growth across the school and expect all students deemed capable to make a minimum of 12 months progress every year. • To build the capacity of staff to deliver consistent high level teaching and learning
ENGAGEMENT	**To reduce student absenteeism and strengthen school-parent relationships.**	• Student absence rates reduced to an average of 12 days or less per student by 2019. Prep absence to decrease by an average of 3 days. • Overall mean scores for all variables in the *'Student Relationships'* and *'Teaching & Learning'* dimensions of the **Attitudes to School Survey** will be consistently above State Means. • Mean scores for all variables in the *'School Climate'* and *'Student Engagement'* dimensions of **the Parent Opinion Survey** will be consistently in the top quartile ranking against Primary School means.	• To strengthen the message to families about It's Not OK to be away • To continue to build on the strengths of school and parent relationships and teacher and parent relationships

WELLBEING	To continue whole school focus on high expectations and student care and safety.	• Overall mean scores for all variables in the *'Student Relationships'* and '*Wellbeing* dimensions of the **Attitudes to School Survey** will be consistently above State Means. • Mean scores for all variables in the *'School Climate'* and '*Student Behaviour'* dimensions of **the Parent Opinion Survey** will be consistently in the top quartile ranking against Primary School means.	• To ensure induction for new staff includes mentoring in the area of class room management • To continue to conduct twice yearly student surveys across the whole school • To continue to embed school values and resilience programs.
PRODUCTIVITY	To maximize the use of existing resources and funding and to build teacher and school capacity.	• High performing teams are to be developed by providing time to support teachers to plan, learn and assess together. • Improved student learning outcomes to reflect the investment in additional support programs • The Professional Learning budget maintained to support high quality instructional practice • Improved continuity of teaching and learning to reflect the uncluttering of the curriculum. • Mean scores for all variables in the *'School Climate'* and '*Professional Learning'* components of the **School Staff Survey** will rank at or above Primary School means.	• Analyse and strategically direct a broad range of resources to maximise student learning outcomes, engagement and wellbeing

School Strategic Plan 2016- 2019: Indicative Planner

Key Improvement Strategies		Actions	Achievement Milestone

ACHIEVEMENT
 	
• **To focus on learning growth across the school and expect all students deemed capable to make a minimum of 12 months progress every year.**
 	
• **To build the capacity of staff to deliver consistent high level teaching and learning**
	Year 1
	
	2016
		• Implementation of the **Education State** high-improvement strategies…
		  – *Building practice excellence*
		  – *Curriculum planning and assessment*
		• School Improvement Team (SIT) to drive and support improved student learning.
		• Develop and implement a common instructional model across the school.
		• Investigate monitoring learning growth across the school and developing Learning logs individual learning plans to target high growth.
		• Investigate *'Insight'* – new online assessment platform.
		• Align the whole school curriculum program to the New Victorian Curriculum, ensure that all key learning areas are substantially addressed and learning is consistent with student needs at the school.
		• Employ external maths consultant to provide expert modelling and coaching in the development of high level instructional practice.
		• Target whole school PD on higher order questioning, deeper learning, independent learning and effective student feedback.
		• Establish structured peer feedback processes linked to the school's peer observation program.
			• Teachers build knowledge and capacity in the planning, delivery and assessment of high level teaching and learning, reflected in PLT minutes, Peer Observation Program.
			• Planning teams meet weekly to analyse student achievement data and plan for differentiated learning, as evidenced by documented curriculum, learning logs and effective organisation of the instructional program.
			• Classroom programs across the school show greater consistency and alignment to a whole school approach.
			• Teachers' assessments in Feb and Dec show at least 12 months growth for all students deemed capable.
			• Evidence of consistently applied assessment practices including the use of internal and external assessment tools and systematic moderation of teacher judgments.
			• Curriculum policies and planning documents reflect the new Victorian Curriculum.
			• Teachers articulate and demonstrate effective practice that supports differentiation within the classroom- particularly in mathematics.
			• Staff participation in professional learning programs and activities.

Year 2 **2017**	• SIT and PLT's continue to support the work of the school as a learning community. • Continue to support capacity building by providing targeted professional development. • Investigate and implement a moderation program with other schools to assist teachers to make more accurate assessments of student work. • Review and strengthen the explicit teaching of reading, writing, and number for Prep-6. • Continue to review assessment practices and assessment schedule • Continue to review non-negotiable teaching and learning practices	• High quality instructional practice evidenced across the school. • Continued effective use of assessment tools and consistent use of data and evidence to inform teaching and learning- diagnosing students' zones of proximal development and the next steps in their learning. • Teachers tracking the growth of every student in their class. • Staff participation in professional learning programs and activities.
Year 3 **2018**	• SIT and PLT's continue to support the work of the school as a learning community. • Continue to support capacity building by providing targeted professional development. • Continue to review assessment practices and assessment schedule • Continue to review non-negotiable teaching and learning practices	• High quality instructional practice evidenced across the school. • Continued effective use of assessment tools and consistent use of data and evidence to inform teaching and learning- diagnosing students' zones of proximal development and the next steps in their learning. • Teachers tracking the growth of every student in their class. • Staff participation in professional learning programs and activities.
Year 4 **2019**	• SIT and PLT's continue to support the work of the school as a learning community. • Continue to support capacity building by providing targeted professional development. • Continue to review assessment practices and assessment schedule. • Continue to review non-negotiable teaching and learning practices.	• High quality instructional practice evidenced across the school. • Continued effective use of assessment tools and consistent use of data and evidence to inform teaching and learning- diagnosing students' zones of proximal development and the next steps in their learning. • Teachers tracking the growth of every student in their class. • Staff participation in professional learning programs and activities.

ENGAGEMENT • **To strengthen the message to families about Its Not OK to be away** • **To continue to build on the strengths of school and parent relationship and teacher and parent relationships**	Year 1 2016	• Maintain the current programs and procedures that lead to the excellent relationship between the parent community and the school and between teachers and parents. • Continue to administer the school based student surveys from Prep – year 6. *(Review the survey questions designed for Prep students to strengthen their responses.)* • Review student opinion data trends related to student engagement and conduct issues forums with student groups. • Review parent opinion data trends related to student engagement and run issues forums with parents. • Continue to promote attendance through positive reward programs and other attendance awareness strategies. • Continue the emphasis on tracking attendance and procedures to improve attendance. • Affirm the school's commitment to developing credible student leadership and encouraging student voice (*i.e. School and House Captains, Junior School Council*). • Continue to help engage high achieving students through the provision of the targeted 'Excel' program. • Continue to run community playgroup twice weekly.	• Evidence of increased parental support for school policies. • Teachers use data from the school based student survey to modify their teaching. • All teacher performance plans showing application of student engagement initiatives in practice. • Approval ratings in the Student Attitudes to School Survey (*Student Relationships* and *Teaching & Learning*) remain above state means. • Approval ratings in the Parent Opinion Survey (*School Climate* and *Student Engagement)* remain in the top quartile. • Decrease in student absenteeism • Improved punctuality • Student leaders continue to be visible and active throughout the school. • Increased student voice about their learning • High community participation in the Play Group.
	Year 2 2017	• Review current protocols in relation to consistent and clear school-wide approach to absence follow-up • Continue to monitor and track attendance and promote it through positive rewards and awareness programs. • Continue to administer the school based student surveys from Prep – year 6.	• Decrease in student absenteeism • Improved punctuality • Student and Parent Opinion approval ratings continue to be at above state means

		• Review student and parent opinion data trends related to *student engagement*, *school climate* and *teaching & learning* and conduct issues forums for student and parent groups. • Continue to help engage high achieving students through the provision of the targeted 'Excel' program. • Review Play Group program.	
	Year 3 2018	• Continue to monitor and track attendance and promote it through positive rewards and awareness programs. • Continue to administer the school based student surveys from Prep – year 6. • Review student and parent opinion data trends related to *student engagement*, *school climate* and *teaching & learning* and conduct issues forums for student and parent groups. • Evaluate the effectiveness of the Excel program • Continue to run community playgroup twice weekly.	• Decrease in student absenteeism • Improved punctuality • Student and Parent Opinion approval ratings continue to be above state means
	Year 4 2019	• Review current protocols in relation to consistent and clear school-wide approach to absence follow-up • Continue to monitor and track attendance and promote it through positive rewards and awareness programs. • Review the school based student surveys. • Review student and parent opinion data trends related to *student engagement*, *school climate* and *teaching & learning* and conduct issues forums for student and parent groups. • Continue to help engage high achieving students through the targeted 'Excel' program.	• Decrease in student absenteeism • Improved punctuality • Student and Parent Opinion approval ratings continue to be at above state means

		• Continue to run community playgroup twice weekly.	
WELLBEING • **To ensure induction for new staff includes mentoring in the area of class room management** • **To continue to conduct twice yearly student surveys across the whole school** • **To continue to embed school values and resilience programs**	Year 1 2016	• Maintain the programs and procedures promoting wellbeing across the school, in particular the *'You Can Do It'* program. • Reinforce the school mantra- '***Achieving Excellence'*** • Explore the interdisciplinary capabilities in the New Victorian Curriculum, i.e. *Critical & Creative Thinking, Ethical, Cultural and Personal & Social.* • Continue to administer the school based student surveys from Prep – year 6. *(Review the survey questions designed for Prep students to strengthen their responses.)* • Continue to build on the leadership program for students in the school and the promotion of student voice. • Continue to implement a social skills program. • Ensure new staff receive induction in school procedures in the area of classroom management and dealing with student wellbeing concerns *(Assistant Prin., Leading Teacher, PLT Leaders, Area Managers)*	• Evidence of high expectations present throughout the whole school, as well as a safe, orderly and celebratory environment. • Evidence of common language around expected behaviours. • Evidence of positive interaction between **all staff** and **all students**. • Approval ratings in the Student Attitudes to School Survey (*Student Relationships* and *Wellbeing*) remain above state means. • Approval ratings in the Parent Opinion Survey (*School Climate, Student Engagement* and *Student Behaviour)* remain in the top quartile. • Student leaders continue to be visible and active throughout the school. • Increased student voice about their learning • Improved staff approval rating *(School Level Support)*
	Year 2 2017	• Implement the interdisciplinary capabilities in the New Victorian Curriculum, i.e. *Critical & Creative Thinking, Ethical, Cultural and Personal & Social.* • Continue to reinforce school values and the school mantra- '***Achieving Excellence'***	• Term planners and classroom practice reflect the implementation of the 'Capabilities' within the curriculum.
	Year 3 2018	• Revisit school values to ensure they continue to support student morale and attitude	• Whole school community involved in the review of school values
	Year 4 2019	• Evaluate all aspects of the Student engagement and Wellbeing policy.	• Updated policy

PRODUCTIVITY **To strategically direct a broad range of resources to maximise student learning outcomes, engagement and wellbeing**	Year 1 2016	• Monitor and evaluate progress of the school strategic plan for resourcing the key areas of achievement, engagement and wellbeing. Analyse existing pattern of resource allocation in terms of alignment to learning goals. • Ensure all new staff are inducted into GPPS in areas of classroom management, curriculum, and instructional practices. • Engage external maths consultant and put structures and processes in place to enable teachers to work with him throughout the year, drawing on Equity (Social Disadvantage) funding. • Continue to provide time for PLTs to work, plan, learn and assess together. • Continue to provide and facilitate targeted professional learning and leadership development. • Consider the extension of the Italian Language program to year 2 in 2017. • Review the provision of extra curricula programs and ways it can be coordinated to lessen its impact on the teaching and learning program in the classroom. • Ensure the effective and optimum use of school learning spaces.	• Positive impact of the maths consultant on teacher practice and the delivery of a differentiated mathematics program across the school. • Assessment tools showing ongoing student improvement • All learning spaces are used to their capacity to support student learning outcomes. • All staff have identified growth in their instructional practice through the support of professional learning and/or leadership development • Consistency in timetabling and maximised face to face teaching time. • New staff feel supported and aware of school programs, policies, processes and practices when they start at GPPS.
	Year 2 2017	• Monitor and evaluate progress of the school strategic plan for resourcing the key areas of achievement, engagement and wellbeing. Analyse existing pattern of resource allocation in terms of alignment to learning goals. • Ensure all new staff are inducted into GPPS in areas of classroom management, curriculum, and instructional practices. • Evaluate the impact the maths consultant has had on teacher development at GPPS and consider further engagement.	• Assessment tools showing ongoing student improvement • New staff feel supported and aware of school programs, policies, processes and practices when they start at GPPS. • All staff have identified growth in their instructional practice through the support of professional learning and/or leadership development. • Intervention programs effectively helping to

			cater for the learning needs of targeted students.
		• Continue to provide time for PLTs to work, plan, learn and assess together. • Continue to provide and facilitate targeted professional learning and leadership development. • Evaluate the impact of current intervention programs and explore alternatives. • Consider the extension of the Italian Language program to year 3 in 2018.	
	Year 3 2018	• Monitor and evaluate progress of the school strategic plan for resourcing the key areas of achievement, engagement and wellbeing. Analyse existing pattern of resource allocation in terms of alignment to learning goals.	• Assessment tools showing ongoing student improvement
	Year 4 2019	• Monitor and evaluate progress of the school strategic plan for resourcing the key areas of achievement, engagement and wellbeing. Analyse existing pattern of resource allocation in terms of alignment to learning goals.	• Assessment tools showing ongoing student improvement