

# School Strategic Plan 2019-2023

Gladstone Park Primary School (5007)



Submitted for review by Tony Malgioglio (School Principal) on 22 October, 2019 at 09:12 AM

Endorsed by Rachelle Hedger (Senior Education Improvement Leader) on 25 October, 2019 at 12:12 PM

Awaiting endorsement by School Council President

# School Strategic Plan - 2019-2023

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<b>School vision</b>	<p>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. The school aims to provide a teaching and learning environment that effectively supports students to reach their potential, including high achieving and special needs students.</p> <p>Gladstone Park Primary School is committed to the safety and wellbeing of children. Our school community recognises the importance of, and a responsibility for, ensuring our school is a safe, supportive and enriching environment, which respects and fosters the dignity and self-esteem of children, and enables them to thrive in their learning and development.</p>
<b>School values</b>	<p>At GPPS, 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. The mantra is supported by the following core values:</p> <ul style="list-style-type: none"><li>• Respect</li><li>• Honesty</li><li>• Responsibility</li><li>• Cooperation</li><li>• Unity</li></ul>
<b>Context challenges</b>	<p>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 grounds include spacious asphalted areas and two well-equipped playgrounds. Whilst school buildings are showing their age, all teaching spaces are heated and air-conditioned and equipped with a range of resources for students. Over recent years, the school has made substantial investments in ICT, including the provision of interactive screens in every classroom, the replacement of desktop computers with notebooks, the purchase of class sets of notebooks and Ipads and the upgrade of school servers and wireless network.</p> <p>In 2019, the school is set to benefit from recent State Government spending on school infrastructure. A three-stage Master Plan for the modernisation of the school has been developed, construction of the first stage starting in term 4. New and bigger classrooms with associated withdrawal and meeting spaces will permit much greater flexibility in the organisation of teaching and learning and the location of dedicated support programs. The Master Plan also includes a specialist hub with the focus on STEM.</p> <p>The school population at the 2019 census date was 466.2. Although the majority of students were born in Australia, many of their</p>

	<p>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. In 2019 the SFOE index is 0.4861, there are 163 English as an Additional Language (EAL) students and 16.4 students on the Program for Students with Disability (PSD) program. The staffing profile consists of 36.20 equivalent full time staff, including a Principal, an Assistant Principal, a Leading Teacher, 23.70 Classroom Teachers and 9.5 Education Support Staff.</p> <p>The key challenges for the period of the 2019 – 2023 Strategic plan, as identified in the school self-evaluation and review include:</p> <ul style="list-style-type: none"> <li>• Need for greater consistency and explicit teaching, particularly in Reading;</li> <li>• Need to develop a more consistent understanding of essential learnings at GPPS;</li> <li>• Continue to work with families to address the importance of student attendance, particularly for those students with high absenteeism.</li> </ul>
<p><b>Intent, rationale and focus</b></p>	<p>Intent: To optimise learning growth of every student, particularly in Reading by:</p> <ul style="list-style-type: none"> <li>• ensuring a guaranteed, viable and inclusive curriculum;</li> <li>• enhancing student engagement, reducing student absenteeism and strengthening school/parent relationships</li> </ul> <p>Rationale: An analysis of the school's NAPLAN and school-based benchmarking data for the period of the previous Strategic Plan identified a high proportion of students demonstrating low to medium growth in Reading. Additionally, the school's Panorama Report indicated lower growth compared to like schools. The school review fieldwork days demonstrated a lack of confidence and inconsistencies with the teaching of Reading.</p> <p>The review panel determined a need for improved curriculum knowledge and understanding of the sequences of learning to inform practice and build teacher capability. Teacher forums revealed a lack of clarity around the school's instructional model. It was also identified that there was a segmentation of learning areas, therefore increasing complexity of planning and teaching across the school. The panel found a lack of consistency in the understanding of the essential learning at GPPS.</p> <p>The student voice and agency section of the Attitudes to School Survey demonstrated a relatively low positive response rate of 70% compared with other sections of the survey. The review panel observed a need to strengthen school/parent relationships. This was evident through the staff, student and parent forums. This was also evident in the Staff Opinion Survey where 68% of responses were positive in the trust in students and parent's section. Whilst student attendance remains relatively high compared to like schools, there was an increase in student absenteeism during the period 2016-2018.</p> <p>Focus: The priorities for the next four years include:</p> <ul style="list-style-type: none"> <li>• Embedding an Instructional model consistently across the school.</li> </ul>

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|  | <ul style="list-style-type: none"><li>• Building teacher capability to effectively use the Victorian Curriculum and learning sequences to plan and teach to a student's point of need.</li><li>• Improving teacher data and assessment literacy.</li><li>• Embedding the PLC model.</li><li>• Building teacher capability to use the Victorian Curriculum effectively.</li><li>• Identifying, defining and embedding the essential learnings for all students at GPPS.</li><li>• Increasing planning focus on student agency in their learning.</li><li>• Strengthening parent engagement.</li><li>• Reviewing and strengthening the school's school attendance strategy.</li></ul> |
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<b>Goal 1</b>	To improve reading outcomes for all students
<b>Target 1.1</b>	By 2023 the percentage of Year 5 students achieving low growth in NAPLAN Reading will decrease from 31.3% (average 2016-18) to 25%.
<b>Target 1.2</b>	By 2023 the percentage of students in Year 5 in the top two bands in NAPLAN Reading will be increased from 30% (average 2016-18) to 40%.
<b>Target 1.3</b>	By 2023 the percentage of students performing above level in Teacher Judgement for Reading and Viewing will increase from 38% (average 2016-18) to 45%.
<b>Key Improvement Strategy 1.a</b> Evidence-based high-impact teaching strategies	Embed an Instructional model consistently across the school
<b>Key Improvement Strategy 1.b</b> Curriculum planning and assessment	Build teacher capability to effectively use the Victorian Curriculum and learning sequences to plan and teach to a student's point of need
<b>Key Improvement Strategy 1.c</b> Evaluating impact on learning	Improve teacher data and assessment literacy
<b>Goal 2</b>	To ensure a guaranteed, viable and inclusive curriculum for all students at GPPS

<b>Target 2.1</b>	By 2023 the percentage of positive responses in the Staff Opinion Survey: Collective Efficacy factor will increase from 75% to 85%
<b>Target 2.2</b>	By 2023 the percentage of positive responses in the Staff Opinion Survey: Guaranteed and Viable Curriculum factor will increase from 76% to 85%
<b>Target 2.3</b>	By 2023 the percentage of positive responses in the Student Attitudes to School Survey: Effective teaching practice for cognitive engagement factor will increase from 88% to 92%
<b>Key Improvement Strategy 2.a</b> Building practice excellence	To embed the PLC model
<b>Key Improvement Strategy 2.b</b> Curriculum planning and assessment	To build teacher capability to use the Victorian Curriculum effectively
<b>Key Improvement Strategy 2.c</b> Curriculum planning and assessment	To identify and define and embed the essential learnings for all students at GPPS
<b>Goal 3</b>	To enhance student engagement, reduce student absenteeism and strengthen school/parent relationships
<b>Target 3.1</b>	By 2023 the percentage of positive responses in the Student Attitudes to School Survey: student voice and agency section will increase from 70% to 80%

<b>Target 3.2</b>	By 2023 percentage of positive responses in the Staff Opinion Survey: trust in students and parents' section will increase from 68% to 80%
<b>Target 3.3</b>	By 2023 the percentage of students with over 20 days absence will decrease from a three-year average of 27% to 23%
<b>Key Improvement Strategy 3.a</b> Empowering students and building school pride	To increase planning focus on student agency in their learning
<b>Key Improvement Strategy 3.b</b> Parents and carers as partners	To strengthen parent engagement
<b>Key Improvement Strategy 3.c</b> Health and wellbeing	To review and strengthen the school's school attendance strategy