School Strategic Plan for Gladesville Primary School

5066
2016 - 2019

Endorsements

Endorsement by School Principal	Signed……………………………………. Name: Nicole Wood Date: 8th December 2015
Endorsement by School Council	Signed……………………………………. Name……………………………………. Date 8th December 2015 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	
	Inspiring all learners to be thriving, resilient, ethical citizens who contribute to their global community.
Values	
	As a TRIBES Learning Community school, Gladesville "engages all teachers, students and families in working together as a learning community; one that is dedicated to caring and support, active participation and positive expectations for all students." Six TRIBES agreements form the basis of all that we do. These are Mutual Respect, Attentive Listening, Appreciation/No Putdowns, Right to Pass, Safety First and Personal Best.
Environmental Context	
	Gladesville Primary School is a suburban school located in the outskirts of Kilsyth in Eastern Melbourne. The school facilities are situated in a bushland setting with six classrooms, a large modern library, computer lab, multipurpose room, Visual Arts space and undercover Physical Education. The grounds contain an amphitheatre, sand pit, active playgrounds, an oval, basketball courts and cricket nets.
	Gladesville Primary School is 40 years old. The school grounds and buildings have been well maintained. However, there are a number of maintenance issues that will need addressing over the life of this Strategic Plan. These include repair and repainting of external window frames, air-conditioning to the BER facility, replacing carpet in the main building hallway and an upgrade to the toilet facilities.
	The average school enrolment between 2011 and 2014 was 125 students and the enrolment at the start of the 2015 school year was 130 students. The school continues to develop excellent links with local early learning facilities, including Pre Schools. In 2015, Gladesville continued to be an active member of the Montrose Early Learning Network.
	The Student Family Occupation Index for Gladesville Primary School signifies that the students enrolled at the school are from families with lower socio-economic backgrounds than the state average. The school has low numbers of students with language backgrounds other than English and some students who receive additional funding as part of the Program for Students with Disabilities.
	This school has a Principal, eight teachers (including two part time teachers) and five Educational Support Staff. The staffing profile is that of a very experienced staff.

	Students are arranged into six classes The school follows the AusVELS curriculum in the key learning areas and will be working to implement the Victorian Curriculum in 2016/17. Specialist programs include Visual Arts, Languages (Italian) and Literacy and Numeracy Support. The Performing Arts and Physical Education programs are taught by the classroom teachers, with the support of external professionals as required. The school implements the Doorways into Practical Literacy (DiPL) program. This whole school literacy program is an explicit and sequential program and directly focusses on literacy teaching of spelling and grammar and punctuation. Student Engagement and Wellbeing has been a focus of the previous Strategic Plan and has led to the implementation of a Tribes Learning Community.
Service Standards	
	General • The school fosters close links with parents and the broader school community through its commitment to open and regular communications. • The school commits to the active sharing of its vision and goals to ensure school community engagement in the school's strategic plan. • The school guarantees all students access to a broad, balanced and flexible curriculum including skills for learning and life. • The school provides a safe, orderly and stimulating learning environment to ensure all students can achieve their Personal Best • All students will receive instruction that is adapted to their individual needs. **Specific** • The school will respond to all communication by parents and caregivers within 2 working days. • Parents will be engaged regularly when their child does not behave in a socially acceptable manner. • Students will play an active part in the development and review of the school's behaviour policies. • The school will run as a Tribes Learning Culture, the outcome of the Tribes process is to develop a positive environment that promotes human growth and learning. • All teachers will plan and document high quality teaching and learning programs. • All teachers will provide timely and targeted feedback to students on their work.

Achievement

		Key improvement strategies
Goals	To improve Literacy and Numeracy outcomes for all students.	To build teacher capacity to plan, assess and deliver Literacy and Numeracy programs.
Targets	• Student learning is to average one year's growth annually across the period of the strategic plan. • Increase the percentage of students achieving high growth on NAPLAN relative growth reports • Growth in the Staff Opinion Survey in the dimensions of Academic Emphasis, Guaranteed and Viable Curriculum and Teacher Collaboration	To develop, document and implement a consistent and sequential whole school curriculum for Literacy and Numeracy.
Theory of action	The rationale behind this improvement focus is that a consistent, whole school approach to teaching and learning and the collection and analysis of data is necessary for improving student learning outcomes.	

	Actions	**Success criteria**
Year 1	• Whole school review of reading and writing. Work with a literacy coach to audit resources and processes and develop school wide approaches.	• Whole school developmental scope and sequence continuum based on Victorian Curriculum: English Reading and Writing and best practice. • Evidence in planning documents and classroom practice of high Quality Reading workshops and Writing workshops. • Evidence of high quality assessment as, of and for learning reflecting differentiation.
	• Professional learning for all staff on analysing data to inform teaching. Implement a student data tracking system – Compass	• Through consistent evaluation practices and regular data entry, teachers are gaining valuable, evidenced based data for each student. Data analysis is evident in Individual Learning Plans and in planning for targeted focus groups.
Year 2	• Whole school review of mathematic with a focus on number. Work with a mathematics coach to audit resources	• Whole school developmental scope and sequence continuum based on Victorian Curriculum Maths:

		Number and best practice.
	and processes and develop school wide approaches	• Evidence in planning documents and classroom practice of high Quality Reading workshops and Writing workshops. • Evidence of high quality assessment as, of and for learning reflecting differentiation.
Year 3	• Whole school review of spelling. Work with a literacy coach to audit resources and processes and develop school wide approaches	• Whole school developmental scope and sequence continuum based on Victorian Curriculum and best practice. • Evidence in planning documents and classroom practice of high Quality Reading workshops and Writing workshops. • Evidence of high quality assessment as, of and for learning reflecting differentiation.
Year 4	• Review of whole school processes in Literacy and Numeracy. Evaluate teacher capacity and curriculum effectiveness over the course of the SSP.	• A school wide cohesive approach to teaching and learning is documented and evident in classroom practice.
	• Review the effectiveness of resourcing commercial software to support the analysis of student achievement data.	▪ Data from NAPLAN relative growth reports shows an increased percentage of students achieving high relative gain.

Engagement

		Key improvement strategies
Goals	To ensure that all students are motivated and engaged in their learning.	To provide a stimulating learning environment where students are active learners who collaborate, explore and connect with the school and the wider community.
Targets	- Student engagement results in student, parent and teacher surveys to be at or above state mean. - School developed survey results to show an improvement in the mean scores. - Student engagement results, particularly in the variables of stimulating learning and school connectedness to show improvement.	
Theory of action (optional)	If there is an increase in student responsibility and ownership in their learning then student motivation will increase.	

	Actions	Success criteria
Year 1	• Using MAPPEN as an example of best practice, develop purposeful, rich units of inquiry where students are empowered, responsible learners.	• Evidence of MAPPEN units of inquiry learning embedded into planning and high quality teaching and learning.
	• Create flexible learning spaces with an emphasis on engaging students through ICT	• Staff visits to schools to explore examples of flexible learning spaces • Increase in the number and use of portable devices that support student learning
	• Establish a Wellbeing PLT to investigate student engagement in our school and in local cluster schools. Present findings to staff. • Whole staff analysis of current student engagement data determine specific areas for further focus	• All staff have the capacity to analyse student engagement data and have a comprehensive understanding of current trends. The PLT meets regularly to investigate and discuss and share best practice.
	• Whole school review of classroom management processes	• Consistent student management processes are evident and documented throughout the school
	• Develop a systematic referral process for Student and Family Wellbeing issues	• Clear and concise referral process

		documented and shared with all staff
Year 2	• Using MAPPEN as an example of best practice, embed purposeful, rich units of inquiry where students are empowered, responsible learners.	• Evidence of MAPPEN units of inquiry learning embedded into planning and high quality teaching and learning.
	• Continue to create flexible learning spaces with an emphasis on engaging students through ICT	• Staff visits to schools to explore examples of flexible learning spaces • Increase in the number and use of portable devices that support student learning
Year 3	• Using MAPPEN as an example of best practice, embed purposeful, rich units of inquiry where students are empowered, responsible learners.	• Evidence of MAPPEN units of inquiry learning embedded into planning and high quality teaching and learning.
	• Continue to create flexible learning spaces with an emphasis on engaging students through ICT	• Staff visits to schools to explore examples of flexible learning spaces • Increase in the number and use of portable devices that support student learning
Year 4	• Review the effectiveness of MAPPEN and Inquiry in relation to student engagement data over four years	• Increase in stimulating learning data through Student attitudes to School Survey
	• Whole School review of Student and Family Wellbeing Processes	• Streamlined processes where by issues are being addressed in a timely manner by experts in their field

Wellbeing		Key improvement strategies
Goals	To develop in each individual, a sense of wellbeing and connectedness to school, their peers, teachers and staff.	To create an inclusive, safe and orderly learning environment.
Targets	• Student wellbeing results in student, parent and staff surveys to be at or above state mean. • To improve parent survey variables (as a percentage rank against state wide school means) including: Stimulating Learning at or > 3rd Quartile (75%) Student Motivation at or > 3rd Quartile (75%) Classroom behaviour at or > 3rd Quartile (75%) • Growth in the Staff Opinion Survey in the dimensions of Academic Emphasis, Teacher Collaboration, Collective Efficacy and Trust in Parents and Students.	
Theory of action	Supporting improved wellbeing outcomes for students creates a connectedness for students to their school and community and supports their learning.	
	Actions	**Success criteria**
Year 1	▪ TRIBES training for all new and returning staff. Refresher training for all current staff. ▪ Audit the effectiveness and use of TRIBES and student management systems in classrooms to emphasise a positive approach.	▪ All staff are embracing TRIBES in their classrooms and practices. ▪ Evidence of TRIBES in planning documents and in the common language used across the school.
	▪ Professional learning driven by the Wellbeing Professional Learning Team on better understanding the effects of Trauma and Generational Poverty on children. ▪ Further support welfare approaches for students and families in need.	▪ Wellbeing data entered into the school's Student management system reflects an increased understanding of student wellbeing. More consistent school wide management of student wellbeing.

Year 2	• TRIBES training for all new and returning staff. Refresher training for all current staff. • Continue to develop TRIBES into a consistent school wide approach to wellbeing with an emphasis on a positive approach.	▪ All staff embracing TRIBES in their classrooms and practices. ▪ TRIBES is evident in school documentation and communications. Documentation has been updated as needed.
	▪ Source relevant professional learning and expert speakers to continue to build staff capacity to identify and promote student wellbeing. Continue to develop school wide management processes	▪ Wellbeing data entered into the school's student management package reflects an increased understanding of student wellbeing. ▪ Consistent school wide management of student wellbeing.
Year 3	• TRIBES training for all new and returning staff. Refresher training for all current staff. • Continue to develop TRIBES into a consistent school wide approach to wellbeing	• All staff are embracing TRIBES in their classrooms and practices. • TRIBES is evident in school documentation and communications. Documentation has been updated as needed.
	▪ Source relevant professional learning and expert speakers to continue to build staff capacity to identify and promote student wellbeing. Continue to develop school wide management processes	▪ Wellbeing data entered into the school's student management package reflects an increased understanding of student wellbeing. ▪ Consistent school wide management of student wellbeing.
Year 4	▪ TRIBES training for all new and returning staff. Refresher training for all current staff. ▪ Evaluate the effectiveness of TRIBES as a consistent school wide approach to wellbeing ▪ All staff are embracing TRIBES in their classrooms and practices.	▪ TRIBES documentation has been reviewed to best reflect the ongoing direction of the school. ▪ The school culture and philosophies reflect the TRIBES agreements.
	• Review school wide wellbeing management processes	• Evidence of long term, consistent wellbeing actions and strategies documented in the school's student management system.

Productivity

		Key improvement strategies
Goals	To effectively use school resources to support productivity and increase student learning.	Build processes and procedures that support role clarity, accountability and feedback between all members of the school community.
Targets .	• Student Resource Package reports provide evidence of a balanced staff profile, and a transparent financial plan to support the SSP. • Strategic Implementation of the SIPS ICT Plan	Build the capacity of staff to work together to identify, prioritise and maximise the effective use of ICT resources to support student learning, engagement and wellbeing.
Theory of action	The efficient management of school resources is critical to providing high quality outcomes for all students.	

	Actions .	Success criteria
Year 1	▪ Staff team to engage in the DET ICT planning workshop to develop and begin to implement an ICT strategy across the school.	• A four year plan is documented, has been communicated to the school community and implementation has started. Resourcing has become a priority in the school budget.
	▪ Review all processes and procedures in the school to incorporate accountability and feedback mechanisms.	• Develop effective program budgets • Strategically implement a Student Management System – Compass.
	▪ Audit the number of additional duties and the range of roles and responsibilities allocated to staff.	▪ All staff have a comprehensive understanding of the requirements of any additional duties
Year 2	▪ Continued implementation of the school's ICT strategy including in house training for staff.	▪ Evidence of continued implementation of the ICT strategy. Resourcing continues to be a priority in the school budget. Additional ICT resources are evident in classrooms and are being effectively used to support learning.
	▪ Development of a structured and collegial staff matrix identifying areas of strength, interest and seniority.	▪ An agreed upon matrix is on display in the staffroom. Strengths, interests and seniority of all staff have been identified.
Year 3	▪ Continued implementation of the school's ICT strategy including in house training and upskilling for staff.	▪ Evidence of continued implementation of the

		ICT strategy. Resourcing continues to be a priority in the school budget. Additional ICT resources are evident in classrooms and are being effectively used to support learning.
	▪ Review and further development of a staff matrix identifying areas of strength, interest and seniority	▪ An agreed upon matrix is on display in the staffroom. Strengths, interests and seniority of all staff have been identified.
Year 4	▪ Continued implementation of the school's ICT strategy including in house training and upskilling for staff.	▪ Evidence of continued implementation of the ICT strategy. Resourcing continues to be a priority in the school budget. Additional ICT resources are evident in classrooms and are being effectively used to support learning.
	▪ Review and further development of a staff matrix identifying areas of strength, interest and seniority	▪ An agreed upon matrix is on display in the staffroom. Strengths, interests and seniority of all staff have been identified.