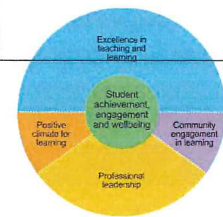


5093 Gladstone Views Primary School Strategic Plan 2016--2019

Endorsement	Re-Endorsement (if a Goal, KIS or Target is changed)	Re-endorsement (if a Goal, KIS or Target is changed)
Principal: Michael West.....[date]	.....[name].....[date]	.....[name].....[date]
School council: Andrew Cliff .....[name] [date]	.....[name].....[date]	.....[name].....[date]
Delegate of the Secretary: Claude Sgroi .....[date]	.....[name].....[date]	.....[name].....[date]

School vision	School values	Context and challenges	Intent, rationale and focus
<p>The Views has a proud tradition of providing a caring and nurturing environment for our students while at the same time providing world's best practice to ensure our students have the skills to become productive and caring citizens in our community</p> <p>We are committed to providing a high quality education that challenges, stimulates and enables all students to achieve personal success. Our vision is to embrace the following state initiatives across our school</p> <ul style="list-style-type: none"><li>• Excellence in teaching and learning</li><li>• Professional leadership</li><li>• Positive climate for learning</li><li>• Community engagement in learning.</li></ul>	<p>Our core set of values are</p> <ul style="list-style-type: none"><li>• responsibility,</li><li>• co-operation,</li><li>• respect,</li><li>• safety,</li><li>• honesty</li><li>• and learning.</li></ul> <p>Our FISH philosophy supports this through the following principles.</p> <ul style="list-style-type: none"><li>• Choose Your Attitude</li><li>• Be Present</li><li>• Make Their Day</li><li>• Play</li></ul>	<p>Gladstone Views is located in a residential setting in the north-western metropolitan suburb of Gladstone Park. The school is of contemporary design, with open plan facilities throughout .</p> <p>In 2011 funds were allocated for the complete refurbishment of the senior classrooms to improve the teaching and learning spaces. There are now 13 open plan classrooms dedicated areas for Science. All classrooms are heated, air-conditioned and equipped with a range of resources including networked computers at a ratio of 1:4. There is a basketball stadium with attached music room and shaded verandas and both passive and active play areas.</p> <p>The school population between 2012-2014 ranged from 277 to 287 students and there are 339 students enrolled in 2015 . Predicted numbers for 2016 are 380.</p> <p>The school is an economically, socially and culturally diverse community. The School Family Occupation (SFO) 0.61 is in the low-mid overall socio-economic range with a high proportion of students with English as a second language. The percentage of students from a language background other than English has increased during the past three years, with twenty languages currently represented. Some students are in the Program for Students with Disabilities in 2015.</p> <p>The staffing profile in 2015 consists of a Principal, Assistant Principal, a leading teacher and teaching staff.</p> <p>There are support staff, including office administrators and Out of School Care staff. Specialist programs include Physical Education, Art, Italian and Science. Extra-curricular activities include, dance, camps program from P-6, choir, Junior School Council and interschool sport. Strategies in place to support teacher practice include regular opportunities for classroom and peer observations and the provision of feedback. Professional Learning Teams meet weekly and are attended by the Assistant Principal and Leading Teacher to provide sharing of ideas between teams and drive consistency of practice.</p> <p>Gladstone Views Primary School has been recognised as a "School of Mathematicians" and has developed whole school models of teaching in Maths, Reading and Writing. In 2014 the school was accepted into the New Pedagogies for Deeper Learning project, involving both national and international schools. Student Engagement and Wellbeing have been a focus and have led to the implementation of the FISH philosophy.</p> <p>Other practices such as the extension of student leadership opportunities and classroom focus on relationships have been successful in supporting the development of students as individuals. Parents can be involved in supporting their children's learning in a number of ways at Gladstone Views Primary School. These include membership in School Council and its committees, contribution of ideas and feedback through school community surveys and the parent classroom support program. Programs that contribute to the school include the Prep transition program, Hook into School, Connection Club, Science and Discovery Centre, Literacy Learning Intervention, Peer Mediation and the Program for Students with Disabilities (PSD).</p>	<p><i>Building practice excellence:</i> <i>With an influx of graduates to our school and staff moving to new grade levels and areas of the school, it is important that we refocus on protocols and practices, develop and strengthen teaching and assessment approaches and integrate our new staff into our current culture of collaboration. Feedback and data is central to this process.</i></p> <p><i>Setting expectations and promoting inclusion:</i> <i>With the increasing need of our students with identified social and emotional needs it is imperative to establish a whole school framework to support the health, wellbeing, inclusion and engagement of all students, ensuring that parents, teachers and students have the skills and tools to develop positive behaviours.</i></p>





Four-year goals (for improving student achievement, engagement and wellbeing)	Improvement Priorities, Initiatives and/or Dimensions	Key improvement strategies	Targets (for improving student achievement, engagement and wellbeing)
<b>Achievement</b> <b>To maximise the literacy and numeracy outcomes of every student in the school.</b>  <b>The annual learning growth of every student in literacy and numeracy is at least 12 months.</b> <b>Students demonstrate significant, measurable growth across all learning domains.</b>	Excellence in teaching and learning  Professional leadership  Positive climate for learning	Induction of all new staff to include professional learning based on our current Reading, Writing, Mathematics and Investigation Models . Maintain and expand current writing model Ongoing evaluation of current writing rubric for students and teachers. Evaluate and revise our current Models of Learning with an emphasis on Mathematics to ensure consistency of understanding and delivery with a focus on explicit teaching of skills and application of skills in engaging in purposeful real life situations. Infuse the NPDL philosophy of deep learning 6C's through all aspects of school planning and delivery. Provide Professional learning for appointed Maths leader. Embed current school protocols and practices Refine and develop our school based intervention program with a focus on LLI	Victorian Curriculum will show growth of at least 1.0 progression point per year in all areas of literacy and numeracy.  Greater alignment between teacher judgements (Victorian Curriculum) and NAPLAN data. No more than 0.5 difference in years 3 and 5.  The percentage of students achieving high growth on NAPLAN relative growth matched cohort reports to be at or more than 40% in each area.  The percentage of students achieving low growth on NAPLAN relative growth matched cohort reports to be at or less than 10% in each area.
<b>Engagement</b> <b>To enhance students' engagement by developing students' capacity to monitor, evaluate and guide their own learning.</b>	Community engagement in learning	Promoting student voice across the whole school community – NPDL (Broader Life Skills) - Collaboration, Communication, Creativity, Citizenship, Critical Thinking, Character To improve the Professional Learning Teams across the school To improve the use of data to drive school improvement . Develop and implement surveys for students for Foundation - 6 on student attitude. Develop the use of digital technologies to support student engagement.	Use the staff opinion survey data to monitor the relevant correlates. Student attitudes to school survey variables in the teaching and learning section. To maintain scores at or above state and regional means in: <ul style="list-style-type: none"> <li>• Learning confidence</li> <li>• School connectedness</li> <li>• Stimulated learning</li> <li>• Student motivation</li> <li>• Teacher effectiveness</li> <li>• Teacher empathy.</li> </ul>
<b>Well Being</b> <b>For every student to reach their full potential in a safe, stimulating and evolving learning environment.</b>	Positive climate for learning  Setting expectations and promoting inclusion:	To address needs of our students' emotional and social wellbeing. Build teachers' understanding of classroom behaviour and engagement strategies To develop tools and skills for students and parents to develop positive and self-regulated behaviours Investigate ways of obtaining parent feedback that is more relevant. Review format and use of improvement plans for students with specific needs. To continue and maintain the level of support currently in place. Induction process for new students.	Monitor and review relevant data from the student attitudes to school survey to ensure scores remain at or above the state and regional mean in: <i>Classroom behaviour      Connectedness to peer</i> <i>Student safety              Student distress</i> <i>Student morale              Learning confidence</i> <i>Stimulated learning      Teacher empathy.</i> <i>Student motivation        Teacher effectiveness</i> <i>School connectedness</i>  To improve parent opinion survey scores to at or above both the state and regional mean in the variables of: student safety, stimulating learning, social skills and transitions. To reduce unexplained absences to below the state mean and show evidence of decreasing late arrival data.
<b>Productivity</b> <b>To develop and optimise resources so that GVPS is a world class, inclusive and collaborative learning community.</b>	Community engagement in learning	To build an understanding of the strategic alignment of resources to achieve a systems view of whole school improvement.  To develop and implement a master plan for professional learning to ensure improved student outcomes for all students.	Expenditure is within budget. Student achievement data supports the effective allocation and expenditure of budgets.  Regular auditing to ensure effective, equitable allocation of resources across all budget areas.  To improve parent opinion survey scores to at or above both the state and regional mean in the variables of: student safety, stimulating learning, social skills and transitions.  To reduce unexplained absences to below the state mean and show evidence of decreasing late arrival data.

