School Strategic Plan - 2020-2024

Gladstone Views Primary School (5093)

School vision	At Gladstone Views Primary School, we are committed to providing a safe and welcoming environment that promotes engaged and curious learners who can achieve their full potential and become empowered life-long learners. We maintain an inclusive environment which acknowledges and respects students from diverse family and cultural backgrounds.
School values	The school values are: Integrity, Kindness, Resilience and Wellbeing. Our school values are embed in all the work we do at GVPS: - We show INTEGRITY by being responsible, courageous, respectful and honest. - We show RESILIENCE by being determined, appreciative, self-managing and optimistic. - We show KINDNESS by being patient, inclusive, caring and forgiving. - We care for our WELLBEING by participating, communicating, connecting and protecting.
Context challenges	Gladstone Views has a proud tradition of providing a caring and nurturing environment for students while at the same time providing best practice to ensure students have the skills to become productive and caring citizens. We are committed to providing a high-quality education that challenges, stimulates and enables all students to achieve personal success. The school is organised into four Professional Learning Communities: Foundation, Years 1/2, Years 3/4 and Years 5/6. Out of School Hours Care is provided both before and after school on a daily basis by the school, and the school gymnasium is hired by School Council to outside users. Our school is committed to providing a safe, secure and stimulating environment for all students. Students can reach their full educational potential only when they are happy, healthy and safe and when there is a positive school culture to engage and support them in their learning. Our school acknowledges that student wellbeing and student learning outcomes are inextricably linked. The February 2021 enrolment of 388 students had a Student Family Occupation (SFO) Index of 0.4851 and SFOE Index of 0.4124. The staffing profile of the school includes: a Principal, Assistant Principal, a Leading Teaching and two Learning Specialists (for Literacy and Numeracy).18 classroom teachers and equivalent 5.2 specialist/support teachers. Administrative staffing consists of a Business Manager and equivalent 1.6 office staff. Students and programs are supported by equivalent 4.1 Education Support Staff. All curriculum programs are based on the Victorian Curriculum. Team planning has a focus on the identification of student needs through data, the sharing of best practice and the evaluation of teaching and learning.

	The daily timetable is arranged around 5 teaching sessions of 60 minutes each. Students have one 60 minute session each week in the following specialist subjects: Visual Arts, Performing Arts, Physical Education and LOTE (Italian).

Gladstone Views Primary school has a diverse population. We have 51 EAL students enrolled. The school caters for the EAL students through classroom program and targeted teaching where necessary. Areas to focus on in regards to EAL: EAL students to be assessed against the EAL continuum, monitor and track EAL progress and to improve the connection between home and school. We have five Koorie students at the school. The school has regular care team meetings and student support group meetings. Individual education plans and progress is monitored.

14 students are currently on the PSD list with a large number of students diagnosed with specific needs, or exhibiting behaviour that requires assistance. PSD students are on an Individual Learning Plan and students who are funded for Severe Behaviour also have a behaviour management plan. Student Support Group meetings occur throughout the year.
Five students are currently in Out of Home Care. All students have regular care team meetings (including external support services). Individual education plans and progress is monitored. There are 97 students with varying medical conditions which the school has medical plans as needed. Monitoring and tracking attendance and lateness is also a challenge. A Well Being committee was established at the start of the 2021, however a full time Well Being Leader will be assigned in 2022 to oversee the role.

Students with high academic ability have been participating the High Abilities program in 2020 and 2021, however more of a focus is required in extending and challenging those students working at or above the expected level in all areas of the curriculum.

Gladstone Views Primary School prides itself on its commitment to building a safe and inclusive learning environment for all students. Student Wellbeing will continue to be explored and improved in order to ensure that all students feel safe, are learning and are happy at our school. |
| **Intent, rationale and focus** | Gladstone Views Primary School has undergone a number of changes over the past four years and in the past 12 months, a strong focus on building leadership teams, developing clear and consistent documentation and building practice excellence has allowed us to build a strong foundation for the future. The focus for the next four years is on the areas of Evaluating the Impact on Learning; for the whole school to use student achievement data to inform planning for the next steps in teaching and learning and to monitor student progress, Building Practice Excellence; to improve the PLC process to improve school practices and build staff capacity, and empowering students and building school pride; to build student voice and agency.

Through the school review process, it was evident that there is a need to further develop teachers ability to work collaboratively in evaluating student data and improve data literacy skills. A greater focus on using student achievement data to inform planning and to monitor student progress will be developed through an improved PLC process. Through PLC training (DET), we will build PLC leader knowledge of leading PLC teams. PLC's will continue to develop a data-driven inquiry approach to effectively link professional learning and instructional planning to the learning needs of our students. PLCs will document regular cycles of inquiry for continuous improvement. |

During PLCs and weekly planning time, teams will work collaboratively to develop differentiated tasks that cater for the different learning needs of all students based on the data collected and discussed during PLC meetings. This will be evident in term and weekly planners, during learning walks and peer observations and be reflected in improved student outcomes.

Whole school consistent practices for establishing student learning goals will be co-constructed, scaffold, regularly reviewed and evaluated. We will reintroduce peer observations and/or film lessons to discuss teaching practices and improvements at the team/school level. Planning documents will show greater evidence of differentiation and the development of learning intentions and differentiated success criteria focussed on a specific skill. Moderation will become a non negotiable across the whole school to allow teachers to build their understanding of the Victorian Curriculum. This will lead to a consistent approach to teacher judgments with the intent to better align teacher judgments with NAPLAN.

The school will also work on the collaborative development of a school based curriculum to build knowledge and ownership of the curriculum and for teachers to gain a deeper understanding of the depth and breadth of the English and Mathematics continuum of learning.

Student voice and agency is an area that requires further development. To build student voice and agency, it is essential that we provide authentic opportunities for students to be involved in making decisions about their teaching and learning, discuss student assessment outcomes with students to build their understanding of the next stage in their learning and to ensure student voice is evident in the development and implementation of the School Wide Positive Behaviour Support (SWPBS) framework. We aim to develop the skills of both teachers and students to enable them to co-develop learning goals to build the capabilities of students to be independent and self–directed learners. This will be further supported through co-constructed assessment rubrics based on differentiated success criteria for individual students. We want to develop the skills of both teachers and students to enable them to co-develop learning goals to build the capabilities of students to be independent and self–directed learners.

GVPS has a great sense of community, we aim to continue to build meaningful partnerships with parents/carers and the community through more school-based events/activities.

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Goal 1	Improve student outcomes in Numeracy.
Target 1.1	By 2023 the percentage of students achieving benchmark and above growth in NAPLAN Numeracy will increase from 71 per cent (2019) to 75 per cent (2023).
Target 1.2	By 2023 the percentage of Year 5 students assessed in the top two NAPLAN bands for Numeracy will increase by from 19 per cent (2019) to 25 per cent (2023).
Target 1.3	By 2023, the percentage of students (Prep–Year 6) assessed above the expected level in Number and Algebra (teacher judgments) will increase from 12 per cent (2019) to 18 per cent.
Target 1.4	By 2023, the percentage endorsement for the following factors in the SSS will improve. • Guaranteed and viable curriculum 68% (2019) to 75% (2023) • Understand formative assessment 35% (2019) to 66% (2023) • Monitor effectiveness using data 63% (2019) to 70% (2023)
Key Improvement Strategy 1.a Curriculum planning and assessment	Develop and embed a deep understanding of the Victorian Mathematics Curriculum.
Key Improvement Strategy 1.b Curriculum planning and assessment	Develop whole school data and assessment literacy for Mathematics.
Key Improvement Strategy 1.c Building practice excellence	Embed a consistent understanding and ensure rigorous implementation of the Gladstone Views PS instructional model for Mathematics.

Goal 2	Improve student outcomes in Literacy.
Target 2.1	By 2023 the percentage of students achieving benchmark or above growth in NAPLAN Writing will increase from 73 per cent (2019) to 80 per cent (2023).
Target 2.2	By 2023 the percentage of students achieving benchmark or above growth in NAPLAN Reading will increase from 73.5 per cent (2019) to 80 per cent (2023).
Target 2.3	By 2023 the percentage of Year 5 students assessed in the top two NAPLAN bands for Writing will increase from 12 per cent (2019) to 20 per cent (2023).
Target 2.4	By 2023, the percentage of Year 5 students assessed in the top two NAPLAN bands for Reading will increase from 35 per cent (2019) to 40 per cent (2023)
Target 2.5	By 2023, the percentage of students (Prep–Year 6) assessed above the expected level in Writing (teacher judgements) will increase from 12 per cent to 25 per cent (2023)
Key Improvement Strategy 2.a Curriculum planning and assessment	Develop and embed a deep understanding of the Victorian Writing curriculum.
Key Improvement Strategy 2.b Curriculum planning and assessment	Develop and embed a deep understanding of the Victorian Reading and Viewing curriculum.
Key Improvement Strategy 2.c Curriculum planning and assessment	Develop whole school data and assessment literacy for Writing and Reading.

Goal 3	Improve student engagement in learning.
Target 3.1	By 2023 the percentage endorsement for the following factors in AToSS will improve. • Learning confidence 65% (2019) to 85% (2023) • Motivation and interest 75% (2019) to 85% (2023) • Student voice and agency 63% (2019) to 80% (2023)
Target 3.2	By 2023, the percentage endorsement for the following factors in the SSS will improve. • Promote student ownership of learning 69% (2019) to 80% (2023) • Knowledge of high impact teaching 31% (2019) to 85% (2023) • Collective focus on student learning 53% (2019) to 85% (2023)
Target 3.3	By 2023, the percentage endorsement for the following factors in the POS will improve. • Parent participation and involvement 75% (2019) to 85% (2023) • School communication 79% (2019) to 89% (2023) • Teacher communication 74% (2019) to 84% (2023)
Key Improvement Strategy 3.a Empowering students and building school pride	Activate student voice, agency and leadership in learning.
Key Improvement Strategy 3.b Parents and carers as partners	Build meaningful partnerships with parents/carers and the community.