

# School Strategic Plan 2019-2023

Gembrook Primary School (2506)



Submitted for review by Brendan Fitzpatrick (School Principal) on 18 September, 2020 at 12:27 PM  
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Awaiting endorsement by School Council President

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<p><b>School vision</b></p>	<p>A View To The Future - Gembrook Primary School is a vibrant and aspirational education community, providing a safe and supportive learning environment that enables a personalised, engaging and challenging learning program. Our objective is for students to achieve the academic, social, emotional and physical growth to thrive in a global society.</p>
<p><b>School values</b></p>	<p>The core values of RESPECT and HIGH EXPECTATIONS supports the teaching and learning programs throughout the school, guide relationships and form the foundation of our school community. At Gembrook Primary School our core values are:</p> <p>Respect</p> <ul style="list-style-type: none"> <li>• By showing respect for others including adults and fellow students, we treat them the way we would like to be treated.</li> <li>• By showing respect we have a high regard for everyone’s feelings, wishes and rights.</li> <li>• By showing respect for ourselves as learners we will do our best and be successful learners.</li> <li>• By showing respect for our peers, we assist each other by sharing our knowledge, to do our best and be successful learners.</li> <li>• By showing respect for our environment, we will create an organised and well maintained learning space.</li> <li>• By showing respect for our personal and school belongings, we will create an organised and well maintained learning space.</li> </ul> <p>High Expectations</p> <ul style="list-style-type: none"> <li>• By having high expectations we give ourselves and our peers increased opportunities to learn and to reach our full potential.</li> <li>• By having high expectations we commit to trying our best at all things.</li> <li>• By having high expectations we continue to strive to improve.</li> <li>• By having high expectations we embrace a growth mindset and have a positive attitude towards our learning and daily challenges.</li> <li>• By having high expectations we have a belief that anything is possible.</li> </ul>
<p><b>Context challenges</b></p>	<p>Gembrook Primary School is a vibrant and aspirational education community located in the township of Gembrook in the semi-rural eastern end of the Dandenong Ranges approximately 75 kms from the Melbourne CBD. Our modern and well-resourced learning centres provide highly engaging learning spaces. Our school commits to providing an outstanding education for our students that promotes academic achievement, independence, resilience, perseverance and a love of learning. We have a clear focus on improving student learning outcomes with a particular emphasis on literacy and numeracy. Targeted and high quality professional learning for teachers aims to improve classroom practice and student learning outcomes.</p>

Our school values are 'Respect' and 'High Expectations' while our school motto is 'A View To The Future'. The school's vision is to provide every student with every opportunity to be the best they can be. Our aim is to assist our students to become higher order thinkers, effective problem solvers, and valued and conscientious contributors to society. We are a growing school (enrolments have increased from 169 in 2016) and provide our 225 students with an engaging, challenging, safe and secure learning environment that specifically targets individual student learning needs, learning goals and where excellence in teaching and learning is both supported and promoted. The current Student Family Occupation and Education (SFOE) index is 0.3723.

During the course of this School Strategic Plan, our school has initiated a whole school instructional model based on the Gradual Release of Responsibility. Teachers have also embraced the Reader's and Writer's Workshop Model. Teachers now plan collaboratively using Google Docs.

Staff and students approach teaching and learning with a growth mindset, believing that we can all improve our learning by trying our best and that mistakes are simply part of the learning process.

We are very proud of the excellent home-school partnership that exists at our school. As partners in the learning process, parents are encouraged to actively participate in their child's education and in extra curricula events and programs.

Student Voice is a priority and student leadership roles exist for School Captains, Eco Warriors, eSmart, Art Monitors and Media Team. Our school also has an active Student Representative Council.

Our staffing profile consists of 2 principal class (1 x FT and 1x 0.6), 14.56 EFT teachers, 0.4 EFT School Wellbeing Officer and 2.96 EFT Educational Support Staff.

In 2019 we have 10 classes run by 11 teachers. The school is organised into single classes for Foundation and composite classes in 1/2, 3/4 and 5/6. We have 2 Literacy Coordinators, 1 Numeracy Coordinator and 2 ICT Coordinators. Our leadership team (Gembrook Improvement Focus Team – GIFT) are currently completing the DET PLC initiative and are leading change across the school to support student learning and improvement.

The school is well resourced in terms of technology with sets of 25 netbooks in each of three learning centres, as well as, 46 additional iPads spread throughout the school that further supports pedagogy. This technology complements our teaching and learning program, which is informed by latest research, targeted professional learning and leads to high levels of engagement across the school.

We have a number of innovative intervention programs in place for both Literacy and Numeracy that are highly effective and popular with our students. These programs include Levelled Literacy Intervention, and QuickSmart Literacy and Numeracy.

Our emphasis on educating the whole child involves a focus on Sustainability, LOTE (Italian), Science, Art, Sport and Physical Education. The three specialist classes are LOTE (Italian), Art and Physical Education.

Whole school musical and dance productions are also popular annual events. Other programs we offer include Human Powered Vehicles, Swimming, Music, Sustainable Days, Toastmasters Public Speaking and Produce Markets.

A before and after school care program is operated by OSHC Club to provide support for working parents.

Our beautiful grounds are a special feature of the school, along with the superb views and scenery that provide a stunning backdrop. We are an environmentally friendly school with features such as solar power, vegetable garden, native flora areas and rainwater tanks that provide the majority of water for daily use.

The school's key challenges include continuing to develop a student centred culture, increasing the capacity of teaching staff in relation to consistent and high quality pedagogical practice, improving student learning outcomes and student learning growth,

	<p>developing and promoting middle leadership skills and knowledge within our staff and improving results in relation to key survey data including NAPLAN, Attitudes To School Survey, Parent Opinion Survey and Staff Opinion Survey.</p>
<p><b>Intent, rationale and focus</b></p>	<p>What are we trying to achieve?</p> <p>Goal 1 To improve student achievement and growth in literacy and numeracy across Foundation to Year 6.</p> <p>Goal 2 To improve student engagement in learning.</p> <p>Goal 3 To develop students as active and caring contributors in a local and global community.</p> <p>Why is this important?</p> <p>Goal 1 NAPLAN data showed that percentage of students achieving high relative growth was below that for similar schools and state in 2018 in reading, writing and numeracy and had declined in each area between 2017 and 2018. The percentage of students in the top 2 bands of NAPLAN decreased significantly between Years 3 and 5 in reading and writing. Teacher judgement data showed less than the school did not meet its target of 50% of students above expected level in writing.</p> <p>Goal 2 The Attitudes to School survey showed a declining trend in the percentage positive responses for stimulated learning, motivation and interest, student voice and agency and self-regulation and goal setting. Observations in classrooms during fieldwork and PRSE findings found that teacher ability to enable student voice and agency in learning was developing although not strongly evident. Access to tools to support students to self-regulate were not evident.</p> <p>Goal 3 The student Attitude to School survey data showed a declining trend between 2017 and 2019 in the percentage of positive responses for advocate at school, respect for diversity and sense of inclusion. Parent and student focus groups held during the fieldwork reported a need to educate the whole child as important to them. Percentage positive responses on the Parent Opinion survey showed a declining trend for student motivation and support and stimulating learning environment.</p> <p>What are our priorities and how will the SSP unfold over the next 4 years? Priorities for our 2020 AIP will be Goal 1 and Goal 2 of our SSP 2019 - 2023:</p> <p>Goal 1 To improve student achievement and growth in literacy and numeracy across Foundation to Year 6.</p> <p>Priority Area:</p> <ul style="list-style-type: none"> <li>• Professional leadership</li> <li>• Excellence in teaching and learning</li> </ul>

	<p>Dimension/s:</p> <ul style="list-style-type: none"> <li>• Instructional and shared leadership</li> <li>• Curriculum planning and assessment</li> </ul> <p>Goal 2 To improve student engagement in learning.</p> <p>Priority Area:</p> <ul style="list-style-type: none"> <li>• Positive climate for learning</li> </ul> <p>Dimension/s:</p> <ul style="list-style-type: none"> <li>• Empowering students and building school pride</li> </ul> <p>Work in relation to our third SSP Goal will be commenced in 2020 including the introduction of the GEM (Gratitude Empathy Mindfulness) Program and SWPBS (School Wide Positive Behaviour Support) Initiative.</p>
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<b>Goal 1</b>	To improve student achievement and growth in literacy and numeracy across Foundation to Year 6
<b>Target 1.1</b>	By 2023 increase the percentage of students achieving high relative growth in NAPLAN in: <ul style="list-style-type: none"><li>• reading from 21.2% (2019) to 27%</li><li>• writing from 18.2% (2019) to 25%</li><li>• numeracy from 19.4% (2019) to 25%.</li></ul>
<b>Target 1.2</b>	By 2023 increase the percentage of students achieving in the top two bands in NAPLAN in: <ul style="list-style-type: none"><li>• Year 3 reading from 60% (2019) to 65%, writing from 52% (2019) to 57% and in numeracy from 35% (2019) to 45%</li><li>• Year 5 reading from 42% (2019) to 50%, writing from 12% (2019) to 20% and in numeracy from 29% (2019) to 35%.</li></ul>
<b>Target 1.3</b>	By 2023 increase the percentage of students F-6 achieving above the expected level as assessed by teacher judgement in: <ul style="list-style-type: none"><li>• Reading and viewing from 51% (2018) to 55%</li><li>• Writing 31% (2018) to 40%</li><li>• Number and algebra from 50% (2018) to 55%.</li></ul>

<b>Target 1.4</b>	<p>By 2023, increase the percentage positive endorsement on the staff survey for:</p> <ul style="list-style-type: none"> <li>• Academic emphasis from 62% (2018) to 74%</li> <li>• Collective efficacy from 73% (2018) to 86%.</li> </ul>
<b>Key Improvement Strategy 1.a</b> Instructional and shared leadership	Build distributed and shared leadership to lead evidence-based professional learning for improvement in literacy and numeracy
<b>Key Improvement Strategy 1.b</b> Evaluating impact on learning	Develop a culture of collaboration to collect, analyse and use data to inform differentiation, monitor student learning and determine the impact of instruction on achievement and engagement
<b>Key Improvement Strategy 1.c</b> Curriculum planning and assessment	Build teacher knowledge and capacity to co-construct and implement a developmental curriculum continuum that integrates learning capabilities, standards, assessment and pedagogy
<b>Goal 2</b>	To improve student engagement in learning
<b>Target 2.1</b>	<p>By 2023 increase the percentage positive responses on the Attitudes to School Survey for:</p> <ul style="list-style-type: none"> <li>• connectedness to school from 79% (2019) to 89%</li> <li>• motivation and interest from 80% (2019) to 88%</li> <li>• stimulated learning from 74% (2019) to 85%</li> <li>• student voice and agency from 63% (2019) to 74% and</li> <li>• differentiated learning challenge from 83% (2019) to 88%</li> </ul>
<b>Target 2.2</b>	<p>By 2023 increase the percentage positive staff endorsement on the staff survey – Teaching and Learning Implementation module:</p> <ul style="list-style-type: none"> <li>• knowledge of high-impact teaching strategies from 75% (2019) to 84%</li> <li>• support growth and learning of whole student from 58% (2019) to 85%</li> </ul>

	<ul style="list-style-type: none"> <li>• focus learning on real life problems from 42% (2019) to 81%</li> </ul>
<b>Target 2.3</b>	<p>By 2023 increase the percentage positive response on the Parent Opinion survey for:</p> <ul style="list-style-type: none"> <li>• student voice and agency from 74% (2018) to 84%</li> <li>• school connectedness from 90% (2018) to 95%</li> <li>• effective teaching from 75% (2018) to 85%</li> </ul>
<b>Key Improvement Strategy 2.a</b> Building practice excellence	Build the capacity of teachers to gain a shared understanding of pedagogical approaches to increase student voice and agency in learning and implement them consistently in their practice
<b>Key Improvement Strategy 2.b</b> Intellectual engagement and self-awareness	Engage students in co-constructing a developmental curriculum continuum to make learning visible for them to assist them in goal setting and self-regulation
<b>Key Improvement Strategy 2.c</b> Empowering students and building school pride	Build a sense of pride in the school and its learning culture that is shared by teachers, students, parents and the community
<b>Goal 3</b>	To develop students as active and caring contributors in a local and global community
<b>Target 3.1</b>	<p>By 2023 increase the percentage positive responses on the Attitudes to School Survey for:</p> <ul style="list-style-type: none"> <li>• advocate at school from 87% (2019) to 93%</li> <li>• respect for diversity from 78% (2019) to 85%</li> <li>• sense of inclusion from 85% (2019) to 90%</li> </ul>



<b>Target 3.2</b>	<p>By 2023 increase the percentage positive staff endorsement on the Staff Survey – School Climate module</p> <ul style="list-style-type: none"> <li>• collective responsibility from 70% (2019) to 85%</li> <li>• trust in students and parents from 79% (2019) to 85%</li> </ul>
<b>Target 3.3</b>	<p>By 2023 increase the percentage positive response on the Parent Opinion Survey for:</p> <ul style="list-style-type: none"> <li>• student motivation and support from 74% (2018) to 84%</li> <li>• stimulating learning environment from 75% (2018) to 83%</li> </ul>
<b>Key Improvement Strategy 3.a</b> Health and wellbeing	<p>Investigate, research and implement a whole-school approach to health and wellbeing that empowers all students to realise their potential</p>
<b>Key Improvement Strategy 3.b</b> Curriculum planning and assessment	<p>Develop curriculum and shared pedagogical approaches to engage students in authentic learning that develops transferrable skills and builds their competencies to contribute to community</p>
<b>Key Improvement Strategy 3.c</b> Building communities	<p>Develop purposeful partnerships between the school, parents and community to support and enhance the education of the whole child</p>