

School Strategic Plan 2019-2023

Gardenvale Primary School (3897)



Submitted for review by Janine Hall (School Principal) on 03 December, 2019 at 11:48 AM
Endorsed by Coralee Pratt (Senior Education Improvement Leader) on 05 December, 2019 at 03:25 PM
Endorsed by Simeon Goldenberg (School Council President) on 05 December, 2019 at 07:16 PM

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School vision	<p>VISION STATEMENT - Challenge, Engage, Inspire</p> <p>MISSION STATEMENT - Gardenvale is a vibrant school community, providing a rich and dynamic learning environment where lifelong learning is fostered.</p> <p>Our values are integral in supporting learners to become curious and critical thinkers who contribute actively and responsibly as global citizens.</p>
School values	<p>HONESTY Being truthful to yourself and others</p> <p>EMPATHY A sincere attempt to understand someone else's feelings</p> <p>RESPECT Treat everyone as you would like to be treated</p> <p>RESILIENCE The ability to bounce back</p> <p>RESPONSIBILITY Taking appropriate action when required</p> <p>Be Yourself</p>
Context challenges	<p>Gardenvale Primary School is located in Landcox Street Brighton East and was opened in 1922. We have a proud history being the school of choice over 97 years. The school motto of 'Onward and Upward' continues to reflect our striving for excellence in all areas. This is done through quality teaching and the delivery of programs that encourage a love of learning. Our vision is 'Challenge, Engage, Inspire' and our mission is that 'Gardenvale is a vibrant school community, providing a rich and dynamic learning environment where lifelong learning is fostered'.</p> <p>Our values of Honesty, Empathy, Respect, Resilience and Responsibility are integral in supporting learners to become curious and critical thinkers who contribute actively and responsibly as global citizens. Our HERRRby Values Program has been embedded in our school's culture and is a common language shared between our student, staff and parent community. In 2019 the Attitudes to</p>

School Survey indicates the high level of Connectedness (92%) and School Safety (95%), showing a strong desire of students to learn and achieve high expectations (97%) and do their best (94%).

The school will develop Individual Education Plans (IEP) for Koorie students once enrolled. Acknowledgement of Country is now included in assemblies and meetings.

The school operates across two campuses situated 260 metres apart on Landcox Street, the Prep to Year 2 students on the Junior Campus and the Years 3 to 6 students on the Senior Campus. Specialist Programs are provided across both campuses, ensuring that all students spend part of the week on each campus. The school has a current enrolment of 647 students. There is a strong demand for enrolment at all levels of the school, so it is necessary to adhere to the school's enrolment boundary. The gender breakdown is 51% males and 49% females. The current Student Family Occupation (SFOE) index is 0.0903. The equity funding we receive is \$5,000. The number of students on disability is 1.7%. There are two Principal class members, 29 classroom teachers, 7 equivalent teaching specialists, 11 literacy support or integration staff and a team of 6 education support staff who operate our dual campus offices or maintain our developing IT infrastructure.

The school continues to be the school of choice within the local community based on its high quality teaching and learning programs, student academic achievement, student wellbeing programs and its outstanding specialist programs. The school maintains a stable enrolment rate, this is a reflection of the high levels of student outcomes and achievement and the tremendous regard for the school held in the local community. Over the last two years however, we have had a number of students leave at the end of Year 4 largely due to scholarship offers from private schools.

Each of the two campuses contains a mixture of buildings including the original substantial brick building of three stories on the Senior Campus and the original brick building on the Junior Campus. In 2018 the newly built Year 6 Learning Hub was opened. This space allowing our Year 6 classes to operate closely with an adjoining, internal learning space. This Year 6 learning environment greatly assists our students with their transition to secondary school. Our facility development is supported by our Parents Association and Buildings and Grounds School Council sub-committee as we endeavour to provide optimal learning and teaching and playground spaces.

The school offers a range of well-resourced specialist subjects including Language Other Than English (LOTE) Japanese, Visual and Performing Arts, Library and Physical Education. An extensive outdoor education program of camps, excursions, bike education and swimming is provided as well as an annual ski camp and a biannual trip to Japan. In 2018 one of the major highlights for the year was the whole school musical production of 'One Little Cup', this was written, produced and directed by school staff.

With the new Principal Class team commencing in 2019, we look forward to a consistent leadership structure as we move into our next Strategic Plan period. We will continue to aspire for Gardenvale Primary School students to be fully engaged, challenged and inspired to aim high and realise their full potential.

With the outstanding Naplan results gained in 2019 we are constantly challenged to develop the capacity of staff to teach all students

	<p>at their point of need to ensure 12 months or more growth within the year. The introduction of programs that allow for a common language to be used across the school and that ensure staff have a clear understanding of where students have come from and where they are headed is essential.</p> <p>Through the use of High Impact Teaching strategies and the development of a whole school instructional model, we ensure a consistent approach across the school.</p> <p>A Professional Learning Community (PLC) culture will be implemented in 2020 with all staff having Professional Development in this area, working towards a clear understanding of PLC's and their impact on student outcomes.</p>
<p>Intent, rationale and focus</p>	<p>Over the period of the strategic plan Gardenvale Primary School is trying to:</p> <p>Improve student engagement in their learning: The panel found that there are embedded HERRRby values throughout the school that enable student input and leadership in partnership with staff, however pedagogical practice was predominately teacher centered in the classroom. There was lack of clarity of understanding of student voice and agency among the staff. The school's focus will be to provide professional learning to improve capacity of staff to engage in student voice and agency in teaching and learning. The school will develop a consistent use of language to set learning goals for a lesson and ensure that the learning intention and success criteria are aligned. Students will be able to articulate the goal of the lesson, know when they have achieved that goal and what their next stage of learning is. Staff will develop a whole school scope and sequence of learning intentions and success criteria linked to reading and number aligned with Victorian Curriculum Standards and this will be evident in weekly planning documents. The school will develop a consistent approach to allow students to monitor and evaluate their own progress and achievement in their learning as currently this practice is teacher dominated. Staff will develop and use rubrics to support student goal setting. To further develop student voice and agency within the classroom, the 'going further' element of inquiry will be audited and improved throughout the school to allow for a more student centered approach.</p> <p>To improve student literacy and numeracy outcomes: In 2019 in reading we started working toward developing a common language using the CAFE reading strategies, a whole school scope and sequence of strategies, a common instructional model and redoing the assessment schedule. The panel heard from staff that in the teaching of reading there was inconsistent practices and this had limited the capacity to align reading data. The panel found different reading models were being partially implemented or were blended with existing teaching of reading practices and professional learning to build teacher capacity and analysis of data was needed.</p> <p>The staff have clearly indicated that they need another year to focus on reading, strengthen the use of data and assessment to plan and teach students at their point of learning need, develop a school wide consistent criteria aligned to Victorian Curriculum to determine teacher judgments and refine the assessment schedule to ensure triangulation of data. The HITS and Peer Observation will continue to support this process. Coaching and modelling among staff will continue to ensure consistency in pedagogical practice within and across classroom that aligns with out instructional model for reading.</p>

The panel reported that a consistent, whole school instructional model was needed in mathematics and writing. A whole school instructional model and a consistent language will be developed in literacy and numeracy. The panel also noted there was no protocol for data analysis and not all learning areas focused on data and shared ownership of the learning progress of year level cohorts as common practice was yet to be achieved inconsistency of data management. A data specialist will be appointed from the staff, data collection methods audited and a consistent method agreed upon and implemented. Staff will receive professional learning in this area.

The school will focus on:

Increasing the teacher capacity through professional development of a PLC structure and enhance teacher capacity to collaborate professionally.

Developing the capacity of teachers to engage student voice and agency in teaching and learning.

Further developing the capacity of teachers to use the assessment schedule and data from literacy and numeracy assessment for planning of student learning as a cohort,.

Auditing current writing practice, investigate different pedagogical approaches and develop a whole school instructional model and writing moderation process that ensures consistency in assessment and teaching to point of need.

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Goal 1	To improve student engagement in their learning.
Target 1.1	By 2023, increase the percentage of positive endorsements on AToSS: Student voice and agency from 88% to 92% Increase teacher student relationships: sense of concern (yr 6 boys) from 71% to 80%.
Target 1.2	By 2023 increase the percentage of positive endorsements on SSS: Use student feedback to improve practice from 60% to 72%
Target 1.3	By 2023 increase the percentage of positive endorsements on POS result: Student voice and agency result from 82% to 85%
Key Improvement Strategy 1.a Intellectual engagement and self-awareness	Develop capacity of teachers to engage student voice and agency in teaching and learning
Key Improvement Strategy 1.b Empowering students and building school pride	Develop student capacity to monitor and evaluate their own progress and achievement in their learning

Goal 2	To improve student literacy outcomes.
Target 2.1	<p>By 2023, reduce the percentage of students with low relative gain in NAPLAN:</p> <ul style="list-style-type: none"> • Writing from 18% (2018) to 16% • Reading from 21% (2018) to 16%
Target 2.2	<p>By 2023, increase the percentage of students with high relative gain in NAPLAN:</p> <ul style="list-style-type: none"> • Writing from 32% (2018) to 38% • Reading from 28% (2018) to 35%
Key Improvement Strategy 2.a Evaluating impact on learning	Build teacher capacity to utilise data, evidence and a range of assessment strategies to plan and teach students at their point of learning need
Key Improvement Strategy 2.b Building practice excellence	Develop and embed an effective Professional Learning Community (PLC) culture
Goal 3	To improve student Numeracy outcomes.
Target 3.1	<p>By 2023, increase the percentage of students with high relative gain in NAPLAN:</p> <ul style="list-style-type: none"> • Numeracy from 30% (2018) to 38% <p>By 2023, SSS result: 'Teacher collaboration' to increase from 62% to 72% (TBC)</p>

Target 3.2	By 2023, SSS result: 'Monitor effectiveness using data' to increase from 65% to 75%.
Key Improvement Strategy 3.a Curriculum planning and assessment	Build teacher capacity to use data to inform teaching and learning at each student's point of need.
Key Improvement Strategy 3.b Evidence-based high-impact teaching strategies	Embed a consistent approach to instructional practice.
Key Improvement Strategy 3.c Building practice excellence	Enhance teacher capacity to collaborate professionally.