

School Strategic Plan 2021-2025

Gordon Primary School (0755)



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School Strategic Plan - 2021-2025

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School vision	At Gordon Primary School our vision is to be a safe, caring and inclusive community who empowers all students to embrace learning, achieve their personal best and build their emotional, social and physical well-being.
School values	<p>At Gordon Primary School our mission is to provide a positive learning environment that challenges students to recognise their individual potential whilst placing a high value on life-long learning, through believing in and supporting students to achieve their personal best in all areas of the curriculum.</p> <p>The school values Responsibility, Respect and Resilience. Sitting as the foundation of its work, the school believes in high expectations in all students and a commitment to hard work.</p> <p>In everything that the school community does the vision of the school will be a strong foundation. There will be expectations about all work aligning with the school vision. Regular evaluation processes will be in place to measure performance in all areas of the school with respect to the implementation of the vision and values of the school</p>
Context challenges	<p>Gordon Primary School is located in the township of Gordon, which is 20 kilometres east from Ballarat. The school was established in 1882. The school consists of an administration building which houses one classroom, the office, a library and staffroom, and three additional portables housing two classrooms in each. In addition there is a science, technology, engineering and mathematics (STEM) room and a gymnasium with an artificial surface. An out of hours school care (OHSC) room is located next to the gymnasium.</p> <p>The grounds include three play equipment areas, as well as two sand pits. There are two oval areas in the main school grounds and another a short distance from the school. There is one artificial surface area for four square, hopscotch and other outdoor sport.</p> <p>Enrolments at the time of the review were 131 students. Over the past four years, enrolments increased by 20 students. The Student Family Occupation (SFO) category was 0.3590 and the Student Family Occupation Education (SFOE) index was 0.3094 in 2020.</p> <p>The staffing profile of Gordon Primary School includes a principal, a full time equivalent (FTE) learning specialist, eight FTE teachers, two FTE Education Support (ES) staff, and two office administration staff.</p>

	<p>The school provides an approved curriculum framework based on the Victorian Curriculum differentiated to meet student needs. Emphasis is placed on developing student knowledge and skills in literacy, numeracy and information and communication technology. Specialist subjects include AUSLAN language, STEM, woodwork, library, physical education and visual and performing arts. Intervention programs are provided in literacy and numeracy.</p> <p>The school provides an accredited OHSC program before and after school. The school provides a range of extra-curricular programs to meet students' talents and interests, which include: swimming programs, camps and excursions, bands, choir, arts festivals, school productions, inter-school sport and house sports, cross country, swimming and athletics.</p> <p>Key Challenges</p> <p>Goal 2: To develop students who are engaged and connected to their learning.</p> <p>Target 2: To increase attendance rates to 95%.</p> <p>Goal 1: To ensure the achievement of high quality educational outcomes and strong learning growth for all students with a focus on literacy, numeracy, and critical and creative thinking.</p> <p>Target 4: To at least maintain the percentage of Year 5 students assessed in the top two NAPLAN bands for their year level in reading, writing and numeracy at similar percentages to when they were in Year 3 two years earlier.</p>
<p>Intent, rationale and focus</p>	<p>1. Optimise literacy and numeracy achievement and learning growth for all students.</p> <p>Periods of remote learning over the past two years meant that teachers had not had the opportunities for ongoing professional learning and to fully embed the improvement strategies in their practice. Student outcomes data for literacy and numeracy indicated improvement in some areas, but not consistent improvement in all areas of the curriculum. Optimising literacy and numeracy achievement for all students would be a focus of the SSP.</p> <p>2. To enhance student engagement in learning.</p> <p>Teachers are building their knowledge and understanding of student voice and agency in learning, and are becoming more confident in enabling student voice and agency in the classroom. The school implements a range of strategies to improve teacher</p>

understanding and implementation of voice and agency in classroom practice. Student feedback identifies examples of effective empowerment in their learning, but this was not consistent across all classrooms. Staff acknowledge that further work is required to improve their understanding. Student voice and agency in learning would be a priority in the School Strategic Plan.

3. Optimise the health and wellbeing of all students.

Student wellbeing and engagement has been impacted by periods of remote learning, with key school traditions needing to be adapted or omitted from the school calendar. Students, parents and teachers remain positive regarding the school and teaching and learning programs, but acknowledged that the return to onsite learning would require proactive steps to fully reengage all school community members. A focus on the health and wellbeing of all students in the SSP is a priority.

In regards to 4 year plan. The SSP clearly outlines a path forward for the next 4 years. We will be implementing all KIS through AIP and PSP over the four year period. Where required this will be systematic / synthetic to ensure success. An example of this is 1a and B - we have hired a PLC leader to embed process but middle leader development will take place after embedding.

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Goal 1	Optimise literacy and numeracy achievement and learning growth for all students.
Target 1.1	<p>By 2025 the percentage of Year 3 students in the top two bands for NAPLAN reading will increase from 45% (2021) to 63%, for writing from 24% (2021) to 46% and for numeracy from 36% (2021) to 40%.</p> <p>By 2025 the percentage of Year 5 students in the top two bands for NAPLAN reading will increase from 52% (2021) to 55%, for writing from 29% (2021) to 30% and for numeracy from 18% (2021) to 29%.</p>
Target 1.2	By 2025 the percentage of students in Year 5 achieving at or above benchmark growth for reading will increase from 82% (2021) to 85%, for writing from 69% (2021) to 75% and for numeracy from 62% (2018, 2019 and 2021 three year average) to 85%.
Target 1.3	<p>By 2025 the percentage of positive responses for the School Staff Survey module factors will increase as follows:</p> <ul style="list-style-type: none">• Teaching and learning (practice improvement) – timetabled meetings to support collaboration 83% (2019) to 88%.• Teaching and learning (planning) – collaborate to plan curriculum from 83% (2019) to 88%.• Teaching and learning (implementation) – knowledge of high impact teaching strategies from 67% (2019) to 85%.• Teaching and learning (evaluation) - understand how to analyse data from 67% (2019) to 85%

Key Improvement Strategy 1.a Building practice excellence	Refine and embed the agreed instructional models across the school.
Key Improvement Strategy 1.b Building practice excellence	Embed the Professional Learning Communities model.
Key Improvement Strategy 1.c Curriculum planning and assessment	Build teacher capability to effectively utilise data to design learning to meet each student's point of need.
Key Improvement Strategy 1.d Building leadership teams	Develop the capacity of middle leaders to drive improvement in student achievement.
Goal 2	To enhance student engagement in learning.
Target 2.1	By 2025, the percentage of positive responses for the student Attitudes to School Survey factors: <ul style="list-style-type: none"> • student voice and agency to increase from 85% (2021) to 90% • perseverance to increase from 84% (2021) to 90% • motivation and interest to increase from 88% (2021) to 90% • self-regulation and goal-setting to increase from 88% (2021) to 90%.
Target 2.2	By 2025 the percentage of positive responses for the School Staff Survey module factors will increase as follows: <ul style="list-style-type: none"> • Teaching and learning (implementation) – focus learning on real-life problems from 83% (2019) to 88% • Teaching and learning (evaluation) - use student feedback to improve practice from 67% (2019) to 85%.

Target 2.3	By 2025 the percentage of positive responses for the Parent Opinion Survey module factor student motivation and support will increase from 88% (2019) to 90%.
Key Improvement Strategy 2.a Empowering students and building school pride	Build student and teacher understanding of authentic student voice and agency in learning.
Key Improvement Strategy 2.b Empowering students and building school pride	Build teacher and student capabilities to develop and achieve student learning goals.
Key Improvement Strategy 2.c Evaluating impact on learning	Build teacher and student capabilities to give and receive feedback to support improved teaching and learning.
Goal 3	Optimise the health and wellbeing of all students.
Target 3.1	By 2025 the percentage of positive responses for the student Attitudes to School Survey factor teacher concern will increase from 88% (2021) to 90%, school connectedness from 88% (2021) to 90% and respect for diversity from 88% (2021) to 90%.
Target 3.2	By 2025, increase the number of students, including those 12 months behind or ahead of the expected age level, with an Individual Education Plan from 23% in 2021 to 100%.

Target 3.3	<p>By 2025 the percentage of positive responses for the Parent Opinion Survey factor parent participation and involvement will increase from 83% (2019) to 90% and for teacher communication from 83% (2019) to 90%.</p>
Key Improvement Strategy 3.a Health and wellbeing	<p>Utilise evidence-based practices to support student mental health.</p>
Key Improvement Strategy 3.b Building practice excellence	<p>Enhance inclusive teaching practice to support diverse learning needs.</p>
Key Improvement Strategy 3.c Building communities	<p>Develop and embed strategies for community reconnection and enhanced engagement with student learning.</p>