

Gordon Primary School Strategic Plan 2017-2021

For schools in the 2016 review cycle, the SSP must finish in 2020. School in the 2017 review cycle will finish in 2021.

Endorsement		Re-Endorsement (if a Goal, KIS or Target is changed)		Re-endorsement (if a Goal, KIS or Target is changed)	
Principal: Russel Cowan.....	[name] [date]	.....	[name] [date]	.....	[name] [date]
School council: Joanne Goss.....	[name] [date]	.....	[name] [date]	.....	[name] [date]
Delegate of the Secretary: Tony Simpson	[name] [date]	.....	[name] [date]	.....	[name] [date]

School vision	School values	Context and challenges	Intent, rationale and focus
<p>VISION</p> <p>“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”.</p>	<p>Respect, Resilience and Responsibility</p> <p><i>These core values are promoted and referenced in the wider school community through Student of the Week awards, school principal messages in the newsletter and other means. In addition, clearly articulated high expectations for students, staff and parents are also a central condition for the school success.</i></p>	<p>Gordon Primary School serves the educational needs of families in the rural area of Gordon situated approximately 20 min from Ballarat and Bacchus Marsh. The school was established in 1882.</p> <p>The Student Family Occupation at 0.31 in 2017 has remained relatively stable over the past four years.</p> <p>The school has changed over the past four years. Enrolments are up from 67 in 2013 to 111 students in 2017. Students live in Gordon and the surrounding towns of Mt Egerton, Bungaree, Ballan, Wallace, Springbank, Millbrook, Mollonghip, Bullarook, Warrenheip and Spargo Creek . Strong relationships with both kindergartens at Wallace and Ballan are working well.</p> <p>Our challenge at present is to maintain the high academic and ATS data, with a strong focus on improving the “top band” learner. A consistent approach to the home – school communication will also be a focus.</p> <p>The school teaching team comprises 7.6 full time equivalent (EFT) teaching staff, including a principal, and support staff numbering 1.6 EFT. Parents support the school through various roles including assisting in SAKG, excursions, the School Council and book club.</p> <p>The school’s curriculum framework incorporates the eight learning areas required by the Education and Training Reform Act 2006 and is aligned with the new Victorian Curriculum. In addition, a broad range of opportunities are provided to students. These include specialist programs in Performing Arts, SAKG Woodwork, Physical Education / Health and Indonesian. A range of extra-curricular activities complement the program, including: Choirs, Bands , Dance, house sports activities, and a wide range of sporting activities.</p>	<p><i>The school’s learning focus is the core belief that every student can learn and every student’s potential can be fulfilled. The school will strive to ensure that there is quality teaching in every classroom.</i></p> <p>Over the next four years we will focus on embedding and excelling in the:</p> <ul style="list-style-type: none"> • Four FISO excellence in teaching and learning priority dimensions • FISO Professional Leadership Priority Shared and Instructional Leadership dimension.

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)
<p>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>FISO Priority Excellence in teaching and learning.</p> <p>FISO initiatives/dimensions</p> <ul style="list-style-type: none"> • Building practice excellence initiative • Evidence-based high impact teaching strategies. 	<p>Continue to refine and consistently embed the Gordon Primary School instructional model in all classrooms</p> <ul style="list-style-type: none"> • Curriculum planning - aligned to Instructional model. PLT leaders to monitor • Learning intentions and success criteria – further develop proficiency scales (aligned to Vic Curriculum) where students can provide feedback on their progress. Explore how these will be commutated to parents. • Revise the assessment schedule to ensure it is fit for purpose and provides accurate and timely assessment about student learning – teachers to use formative and summative assessment to track student progress and inform practice. • Instructional responses/strategies – incorporate and embed HITS to the instructional model. <ul style="list-style-type: none"> ○ Explicit teaching of vocabulary ○ Develop teacher capacity to improve reading outcomes from grades 3 – 6. F and P, Literacy Pro and other programs to be use together to focus on this issue ○ Building capacity of teachers to plan and deliver writing processes within their classrooms <p>Build teacher capacity for practice excellence through Refined professional learning team processes. Focus on embedding the school’s instructional model and monitoring student progress</p> <ul style="list-style-type: none"> • Focus on improving instructional practice through collaborative approaches to teacher observation and effective feedback: • GPS instructional model consistently implemented across the school. PLT to meet regularly with a regular focus on whole PLT assessment, intervention and extension. • Build collective responsibility for the outcomes of every student through further development of the PLT structure’ • All staff to include a collective responsibility goal within the PLT as part of their PDP process. <p>Implement a distributed instructional leadership model – review leadership structure. PLT leaders to focus on instructional model.</p> <ul style="list-style-type: none"> • Investigate appointment of a literacy teaching and learning improvement coach with an initial focus on vocabulary • Provide leadership training programs 	<p>Targets</p> <ul style="list-style-type: none"> - Each student deemed capable, to make at least one Victorian Curriculum level of learning progress in each school year during the strategic plan period in English and Mathematics. (as measured by teacher judgement and other school assessments identified in the school assessment schedule) - The NAPLAN Year 3 to 5 Relative Gain measures to consistently show: <ul style="list-style-type: none"> • Greater than 25 per cent of students making high relative gain (or at least maintaining the average percentage reported in the Supplementary school level report in Numeracy, Writing, Reading). • 15 per cent or less of students making low relative gain. • Increasing the percentage of Year P-6 students receiving A and B grades based on the average of the past three years’ proportions • 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>Goals – Student Engagement To develop students who are engaged and connected to their learning.</p>	<p>FISO Priority Positive climate for learning Priority.</p> <p>FISO initiatives Empowering students and building school pride initiative</p>	<p>Investigate, develop and implement an integrated curriculum model and pedagogical approach to the STEM learning areas and Victorian Curriculum capabilities (for example, critical and creative thinking)</p> <ul style="list-style-type: none"> • Investigate appointment of a S.T.E.M coordinator with an initial focus on whole school implementation 	<ul style="list-style-type: none"> a. Maintain and/or attain ninety per cent or greater positive responses in the following teaching and learning factors. <ul style="list-style-type: none"> • ‘effective teaching practice for cognitive engagement’ • ‘learner characteristics and dispositions’ b. Attendance rates to increase to 95%
<p>Goal – Student Wellbeing To build resilient students who display behaviours and attitudes that reflect the school values.</p>	<p>FISO Priority Positive climate for learning Priority.</p>	<p>Continue to refine and implement agreed whole school approaches to student wellbeing aligned with the Gordon Primary School values.</p> <ol style="list-style-type: none"> Establish a working group to investigate possible approaches Develop a consistent language across the school Implement whole school approach 	<p>Maintain and/or attain ninety per cent or greater positive responses in the following teaching and learning factors.</p> <ul style="list-style-type: none"> • ‘social engagement’ • ‘experience of bullying’ (decrease in percentage) and • ‘teacher-student relationships’

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