

School Strategic Plan 2019-2023

Goonawarra Primary School (5248)



Submitted for review by Carla Gillespie (School Principal) on 02 December, 2019 at 02:19 PM

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School Strategic Plan - 2019-2023

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School vision	All students are confident, curious learners who feel supported and able to meet the challenges at school and beyond.
School values	<p>The core values of the school are encapsulated in the phrase 'Goonawarra is G.R.E.A.T!'. These values are designed to encourage students to achieve their best in all areas and to be positive, well respected and thoughtful members of the community.</p> <p>The values are:</p> <ul style="list-style-type: none">GenerousResponsibleEnthusiasticAmbitiousTrustworthy
Context challenges	<p>Goonawarra Primary School is located in the City of Sunbury, established to service the Goonawarra and Rolling Meadows Estates; approximately 39 kilometres from the Melbourne Central Business District. The school was founded in 1987. The school grounds are set on four hectares and include three large adventure playgrounds, a vegetable garden and outside facilities. The original school building includes ten classrooms, a gymnasium, visual arts and performing arts venue and a library. This building is complemented by three mod-five relocatable classrooms and a BER brick construction which contains seven teaching areas. Enrolments at the time of the review were approximately 443 students. Over the past four years, enrolments increased by 58 students.</p> <p>The Student Family Occupation (SFO) index was 0.4899 and the Student Family Occupation Education (SFOE) index was 0.4348 in 2017–18. The staffing profile of Goonawarra Primary School consists of 28.9 fulltime equivalent (FTE) members, including a Principal, and an Assistant Principal, two Learning Specialists and a Wellbeing Coordinator, 24.6 teachers and there are also eight full time equivalent Education Support (ES) staff. The school provides an approved curriculum framework differentiated to meet student needs. The school also offers an Out of Hours School Care Program (Before and After hours).</p> <p>The Pre Review Self Evaluation demonstrated that GPS is predominantly sitting in emerging with four dimensions in evolving when assessed against the FISO continua of practice. The priority areas for the new Strategic Plan will be Excellence in Teaching and Learning and Positive Climate for Learning. The self evaluation process and our data confirm the relevance of continuing to focus on these priority areas.</p> <p>Based on the findings of the review, there is a need for the development for staff curriculum knowledge, data literacy and instructional strategy. A narrow focus on reading and numeracy in the listed areas will build a depth of knowledge and skills that will</p>

	<p>be a foundation for further learning that transfers into other curriculum areas. There are several factors in the department surveys with regard to Engagement and Wellbeing that indicate the need for attention and action.</p>
<p>Intent, rationale and focus</p>	<p>Goal 1: To improve student learning outcomes in Reading. Rationale: There is a need for the development for staff curriculum knowledge, data literacy and instructional strategy. A narrow focus on reading will build a depth of knowledge and skill that will be a foundation for further learning that transfers into other curriculum areas. FISO: Priority – Excellence in Teaching and Learning Dimension –</p> <ul style="list-style-type: none"> • Building Practice Excellence (BPE) • Curriculum Planning and Assessment (CPA) • Evaluating Impact on Learning (EIL) <p>Key Improvement Strategy (KIS): aligned to FISO</p> <ul style="list-style-type: none"> • To embed a whole-school approach to reading. (BPE) • To build teacher capability to utilise data and a range of assessment strategies to teach to a student’s point of learning (EIL) • To build teachers’ knowledge of curriculum and learning sequences. (CPA) • To build collaborative practice across the school. (BPE) <p>Goal 2: To improve student learning outcomes in Numeracy. Rationale: There is a need for the development for staff curriculum knowledge, data literacy and instructional strategy. A focus on numeracy will build a depth of knowledge and skill that will be a foundation for further learning that transfers into other curriculum areas. FISO: Priority – Excellence in Teaching and Learning Dimension -</p> <ul style="list-style-type: none"> • Building Practice Excellence (BPE) • Curriculum Planning and Assessment (CPA) • Evaluating Impact on Learning (EIL) <p>KIS: aligned to FISO</p> <ul style="list-style-type: none"> • To build teachers’ knowledge of curriculum and learning sequences. (CPA) • To embed a whole-school approach, for planning and instruction in numeracy, based on contemporary evidence based research. (BPE) • To build teacher capability to utilise data and a range of assessment strategies to teach to a student’s point of learning (EIL) • To build collaborative practice across the school. (BPE) <p>WELLBEING:</p>

Goal: To develop school community members who display resilience, positive behaviours and attitudes that reflect the school values.
Rationale: There are several factors in the department surveys with regard to Engagement and Wellbeing that indicate the need for attention and action.

FISO:

Priority: Positive Climate for Learning

Dimension:

- Setting Expectations and Promoting Inclusion (SEPI)
- Health and Wellbeing (HW)

KIS: aligned to FISO

- To embed SWPBS across the curriculum in Years P – 6 (HW)
- To embed Resilience, Rights and Respectful Relationships across the curriculum in Years P – 6 (SEPI)
- To activate our values into the daily life of the school community (SEPI)

What are you prioritising? How will the Strategic Plan unfold over 4 years:

2020- Year 1 of implementation- focus will be on:

Goal 1: To improve student learning outcomes in Reading. An Instructional Model will be developed to support a whole school approach to reading. professional learning and PLCs will be utilised to build collaborative practices across the school, building teacher capacity to utilise data and assessment practices as well as build teachers knowledge of the curriculum and high impact teaching strategies.

Goal 3: To develop school community members who display resilience, positive behaviours and attitudes that reflect the school values.

Focus will be on commencing work to build a shared understanding of School Wide Positive Behaviour Support as well as commence work on the essential features. Resilience, Rights and Respectful Relationships will be implemented across all grade levels.

2021- Year 2 of implementation- focus will be on:

Major focus will be Goal 2: To improve student learning outcomes in Numeracy.

Through a PLC approach and professional learning the focus will be on developing a whole-school approach, for planning and instruction in numeracy, based on contemporary evidence based research. Also to build teachers' knowledge of curriculum and learning sequences. (CPA)

Goal 3: To develop school community members who display resilience, positive behaviours and attitudes that reflect the school values.

Work will continue with regard to the essential features, building partnerships and understanding with the community.

Goal 1: To improve student learning outcomes in Reading. Embedding GPS Instructional Model will be developed to support a whole school approach to reading. Building knowledge of curriculum and learning sequences will be a focus.

2022- Year 3 of implementation- focus will be on:

Goal 2: To improve student learning outcomes in Numeracy.

Through PLCs and professional learning focus will be on embedding a whole school approach for planning and instruction in numeracy, based on contemporary evidence based research. Building teacher capacity to utilise data and a range of assessment strategies to teach to a student's point of learning.

Goal 3: To develop school community members who display resilience, positive behaviours and attitudes that reflect the school values.

Work will continue with regard to the essential features of SWPBS, building partnerships and understanding with the community.

2023- Year 4 of implementation

Goal 3: To develop school community members who display resilience, positive behaviours and attitudes that reflect the school values.

Embed School, Wide Positive Behaviour Support.

Goal 2- To improve student learning outcomes in Numeracy

Through PLC's and professional learning continue to build teachers' knowledge of curriculum and learning sequences. Utilise data and assessment practices as well as build teachers knowledge of the curriculum and high impact teaching strategies.

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Goal 1	To improve student learning outcomes in Reading
Target 1.1	Increase the percentage of students in Year 5 in the top two bands of NAPLAN Reading over a three year average from 44% (2018) to 50% (2023)
Target 1.2	Increase the three year average of the percentage of students meeting or above benchmarking growth in NAPLAN Reading from 79% (2018) to 84% in (2023)
Target 1.3	Improve teacher judgement for Years P – 6 students achieving at and above level in Reading (Victorian Curriculum) from 87% (2018) to 92% (2023) over a three year average.
Key Improvement Strategy 1.a Building practice excellence	To embed a whole-school approach to reading
Key Improvement Strategy 1.b Evaluating impact on learning	To build teacher capacity to utilise data and a range of assessment strategies to teach to a student's point of learning
Key Improvement Strategy 1.c Curriculum planning and assessment	To build teachers' knowledge of curriculum and learning sequences
Key Improvement Strategy 1.d Building practice excellence	To build collaborative practice across the school

Goal 2	To improve student learning outcomes in Numeracy
Target 2.1	Increase the percentage of students in Year 5 in the top two bands of NAPLAN Numeracy over a three year average from 35% (2018) to 40% (2023)
Target 2.2	Increase the three year average of the percentage of students meeting or above benchmarking growth in NAPLAN Numeracy from 89% (2018) to 91% (2023)
Target 2.3	Improve teacher judgement for P – 6 students achieving above level in Number and Algebra (Victorian Curriculum) from 24% (2018) to 28% (2023) over a three year average.
Key Improvement Strategy 2.a Building practice excellence	To embed a whole-school approach to numeracy
Key Improvement Strategy 2.b Evaluating impact on learning	To build teacher capacity to utilise data and a range of assessment strategies to teach to a student's point of learning
Key Improvement Strategy 2.c Curriculum planning and assessment	To build teachers' knowledge of curriculum and learning sequences
Key Improvement Strategy 2.d Building practice excellence	To build collaborative practice across the school
Goal 3	To develop school community members who display resilience, positive behaviours and attitudes that reflect the school values

Target 3.1	<p>To improve on the <u>2017 and 2018 average</u> percentage of positive endorsement in the following factors from the Attitudes to School Survey:</p> <ul style="list-style-type: none"> • Sense of Connectedness from 82.5% (average) to 87% (2023) • Resilience from 78% (average) to 83% (2023) • Self-regulation and goal setting from 88% (average) to 90% (2023) • Not-experiencing Bullying from 53% (average) to 60% (2023)
Target 3.2	<p>To improve on the <u>2017 and 2018 average</u> percentage of positive endorsement in the following factors from the Staff School Survey:</p> <ul style="list-style-type: none"> • Trust in students and parents from 71% (average) to 75% (2023) • Trust in colleagues from 81% (average) to 85% (2023)
Target 3.3	<p>To improve on the <u>2017 and 2018 average</u> percentage of positive endorsement in the following factors from the Parent Opinion Survey:</p> <ul style="list-style-type: none"> • Not experiencing bullying from 55% (average) to 61% (2023)
Key Improvement Strategy 3.a Health and wellbeing	<p>To embed SWPBS across the curriculum in Years P – 6</p>
Key Improvement Strategy 3.b Setting expectations and promoting inclusion	<p>To embed Resilience, Rights and Respectful Relationships across the curriculum in Years P – 6</p>
Key Improvement Strategy 3.c	<p>To activate our values into the daily life of the school community</p>

Setting expectations and promoting inclusion	
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