

School Strategic Plan 2018-2022

Grovedale Primary School (0283)



Submitted for review by Bradley Venn (School Principal) on 11 December, 2018 at 03:21 PM

Endorsed by Brendan Bush (Senior Education Improvement Leader) on 20 December, 2018 at 08:39 AM

Endorsed by Sally Harper (School Council President) on 20 December, 2018 at 09:32 AM

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School vision	<p>Theory of Action: Through the implementation of consistent practices which are based on current evidence and DET Initiatives, we will see students achieving improved outcomes academically, socially, personally and physically.</p> <p>Mission:</p> <ul style="list-style-type: none">• We are a community of learners where every child is provided with opportunities to develop academic, social, emotional and physical skills to achieve their potential. <p>Vision:</p> <ul style="list-style-type: none">• To provide a dynamic learning environment. We are a community of learners who value each other and strive to be the best we can <p>Motto:</p> <ul style="list-style-type: none">• A path to success
School values	<p>Through collaboration and consultation the students and staff at GPS are committed to the values of:</p> <p>RESPECT RESPONSIBILITY SAFETY</p> <p>These values are at the core of the positive culture of our school and are reinforced through the application of the School Wide Positive Behaviour Support program.</p>
Context challenges	<p>Grovedale Primary School is located 7km from the centre of Geelong just off the Surfcoast Highway. The school was established in 1854 and has seen different sites and upgrades over that time. In 2018, we had 255 student enrolments and our results in NAPLAN Reading were a particular highlight, with over 45% of students achieving results in the top two bands. This reflects our excellent teaching and learning culture.</p> <p>We utilise composite classes to cater for individual student needs and our students enjoy the vast space which comprises an oval, basketball courts and two playgrounds. A strong sense of community exists within the school with parents, staff and students working together in many contexts. Parents are involved in a wide range of school operations and activities. We also have a sister school in</p>

	<p>China, who have been visiting us for the past 4 years and recently sent our first group of students to China in September, 2018.</p> <p>Grovedale Primary School is strongly committed to the provision of a wide range of learning experiences for all students which endeavour to maximise their potential. We have an emphasis on continuous improvement of pedagogy across the school. Our literacy and numeracy leaders have attended Leading Literacy and Leading Mathematics courses respectively with principal class in the past two years. This has led to the implementation of a vocabulary cycle and also improved instruction in reading and the development of an instructional model. Mathematics practices have also improved through Professional Learning Team meetings and this will be enhanced through our involvement in the Primary Mathematics and Science Specialist program in 2019-20. Since 2016, there has been a strong emphasis on Science Technology Engineering and Mathematics (STEM) which has seen this area taught as a specialist subject and also integrated into the inquiry based learning program.</p> <p>All teachers are now adept at Creating the Environment for Learning using the Classroom Instruction That Works model. This involves setting clear goals and expectations for all learning, along with modelling success and reflecting upon learning. Learning goals have continued to be major focus across the school and they are supported through Student Led Conferences and the use of technology to track goals and develop digital portfolios. Our teaching teams actively participate in weekly Professional Learning Community meetings where they evaluate and diagnose student data and pedagogy, prioritise and set goals, develop and plan, and implement and monitor the outputs before recommencing the continuous cycle of improvement. We are also part of a Community of Practice with 3 neighbouring schools and meet once per term for a combined staff meeting where strategies and practices are shared.</p> <p>Join us, so we can work together to follow 'A Path to Success'.</p>
<p>Intent, rationale and focus</p>	<p>The School Review Panel recommended the following key directions for the next School Strategic Plan:</p> <ul style="list-style-type: none"> • maximising student learning outcomes, through a more deliberate identification of each student's next step in learning. This included further developing teacher's capacity to use assessments to determine student's point of need and refining practices for interventions for students both above and below the expected level. • continuing to build consistency of excellent teaching practices through defining the school's approaches to teaching specific aspects of the curriculum with a focus on literacy and numeracy and continued professional collaboration with other schools. • identifying and creating opportunities for students to be partners in their learning.

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Goal 1	To enhance point of need teaching to maximise student learning outcomes.																
Target 1.1	<p><i>Increase the percentage of students in the top two bands of NAPLAN in Years three and five to be at or above the baseline taken from the three-year average (2015–17) as indicated in below</i></p> <ul style="list-style-type: none"> • <i>Numeracy - year 3, 30% to year 5, 22%</i> • <i>Reading - year 3, 43% to year 5, 31%</i> • <i>Writing - year 3, 52% to year 5, 16%</i> 																
Target 1.2	<i>NAPLAN Year three to five relative growth percentages to indicate that 80 percent or more of students are showing medium or high growth.</i>																
Target 1.3	<p><i>Increase the percentage of students achieving above the expected level according to Teacher Judgements, compared to the three-year average (2014–16) as indicated in the table below:</i></p> <table border="1" data-bbox="667 1098 1637 1321"> <thead> <tr> <th></th> <th>Years P–6</th> <th></th> <th>Years P–6</th> </tr> </thead> <tbody> <tr> <td>Reading & viewing</td> <td><i>39 per cent</i></td> <td>Measurement & geometry</td> <td><i>13 per cent</i></td> </tr> <tr> <td>Writing</td> <td><i>21 per cent</i></td> <td>Number & algebra</td> <td><i>20 per cent</i></td> </tr> <tr> <td>Speaking & Listening</td> <td><i>12 per cent</i></td> <td>Statistics & probability</td> <td><i>10 per cent</i></td> </tr> </tbody> </table>		Years P–6		Years P–6	Reading & viewing	<i>39 per cent</i>	Measurement & geometry	<i>13 per cent</i>	Writing	<i>21 per cent</i>	Number & algebra	<i>20 per cent</i>	Speaking & Listening	<i>12 per cent</i>	Statistics & probability	<i>10 per cent</i>
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Key Improvement Strategy 1.a Evaluating impact on learning	Build teacher capacity to assess, monitor and analyse student data to inform teaching and learning.
Key Improvement Strategy 1.b Building practice excellence	Refine practices for interventions in literacy and numeracy.
Key Improvement Strategy 1.c Evaluating impact on learning	Develop the capacity of leaders to support teacher assessment and planning for individual student needs.
Goal 2	Embed and sustain excellence in teaching and learning to achieve student learning growth.
Target 2.1	<i>The Staff Opinion survey to show an increasing trend from 2017 baseline levels in the following factors: Collective focus on student learning and Teacher collaboration.</i>
Target 2.2	<i>The Student Attitudes to School survey to show an increasing trend from 2017 baseline levels in the following factors: Effective classroom behavior, Differentiated learning challenge, Stimulated learning, Motivation and interest.</i>
Key Improvement Strategy 2.a Evidence-based high-impact teaching strategies	Define and consistently implement a whole school instructional model, incorporating curricular approaches.
Key Improvement Strategy 2.b Building practice excellence	Continue to build teacher and leadership capacity, including through the implementation of Leading Literacy and Leading Numeracy (or similar) professional learning programs.

Key Improvement Strategy 2.c Evidence-based high-impact teaching strategies	Strengthen the implementation of high impact teaching strategies, including Classroom Instruction that Works (or similar) and continued participation in the Community of Practice.
Goal 3	To enhance student agency within a defined, whole school curriculum.
Target 3.1	<i>The Staff Opinion Survey to show an increasing trend from 2017 baseline levels in the following factors: Collective efficacy and Guaranteed and viable curriculum.</i>
Target 3.2	<i>The Student Attitudes to School survey to show an increasing trend from 2017 baseline levels in the following factors: Student voice and agency, Effective teaching time and Self regulation and goal setting.</i>
Target 3.3	<i>The Parent Opinion survey to show an increasing trend from 2017 baseline levels in the following factors: Agency and voice, Effective teaching, Teacher communication and School communication.</i>
Key Improvement Strategy 3.a Curriculum planning and assessment	Develop an agreed and consistently implemented curriculum framework, with a focus on student agency.
Key Improvement Strategy 3.b Building practice excellence	Develop the digital capabilities of students and staff.
Key Improvement Strategy 3.c Curriculum planning and assessment	Explore opportunities for increased inquiry and STEAM learning.
Key Improvement Strategy 3.d Curriculum planning and assessment	Further develop regular goal setting practices with students and sharing of progress with families.

