## School Profile

### Purpose

The purpose of the Gembrook Primary School team is to develop students as lifelong learners.

### Values

- By showing respect for others including adults and fellow students, we will be treating them the way we would like to be treated.
- By showing respect for ourselves as learners we will be doing our best and be successful learners.
- By showing respect for our environment we will create an organised and well maintained learning space.

### Environmental Context

Gembrook Primary School is located in the township of Gembrook on the eastern side of the Dandenong Ranges. The school fosters links with the community. The current enrolment for the school is 201 students. Sub-division of land on the outskirts of the town would suggest that the enrolment will increase in subsequent years. The student family occupation (SFO) density index for 2011 was 0.51. There are few Language Background Other Than English (LBOTE) students or Koorie students at the school. The school has a program for PSD students, including intervention programs to support student learning. In addition to 11 teaching staff, the school also has 5 educational support staff and 2 support staff in the office. The school was rebuilt in 2007 with the latest buildings added as part of the BER project and National Schools Pride Grant provided funding for a new environmental learning. The school buildings include an original building which is currently the library, the Junior Learning Centre, Senior Learning Centre and Middle Learning Centre, a Multipurpose room, Administration Building and a Performing Arts room which is used for After School Care. The grounds have had extensive plantings and gardens added including vegetable garden, composting facilities and orchards. The school is a sustainable school with buildings featuring energy efficient technology for lighting, heating and cooling and water tanks. Learning spaces incorporate technology, including interactive whiteboards, IPods, laptops and desk top computers.
<table>
<thead>
<tr>
<th>Student Learning</th>
<th>Goals</th>
<th>Targets</th>
<th>Key Improvement Strategies</th>
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<tbody>
<tr>
<td></td>
<td>To improve student outcomes in literacy and numeracy</td>
<td>VELS Teacher Judgements</td>
<td>Build a whole school culture for high expectations of student learning and enhanced teacher practice</td>
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<td></td>
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<td>• Increase the percentage of students above the expected VELS level P-6 to at least 50% (current: reading 44%, writing 38%, speaking and listening 28%, number 37% and measurement, chance and data 28%)</td>
<td>Develop whole school planning and assessment practices that support explicit teaching to address the range of student needs</td>
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<td>NAPLAN</td>
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<td>• Reduce the percentage of students deemed capable below National Minimum Standards (NMS) to zero and the percentage of students at the NMS to be no greater than 5%</td>
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<td>• Improve the percentage in the top two bands for reading, writing and number to at least 50%</td>
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<td>Student Engagement and Wellbeing</td>
<td>To foster a vibrant and supportive school community that engages students in their learning and promotes student wellbeing</td>
<td>Attendance By 2015 the average days absent per student to be 12.4 days or less. (current 14.4)</td>
<td>Build the capacity of teachers to engage students in stimulating student centred learning</td>
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<td>Student Attitudes to School By 2015 the following combined years 5 and 6 means to improve:</td>
<td>Promote and embed positive relationships within the school community</td>
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<td>• Stimulating learning to 4.24 (current 3.34)</td>
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<td></td>
<td></td>
<td>• School connectedness to 4.49 (current 3.79)</td>
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<td>• Student safety to 4.46 (current 3.34)</td>
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<td>• Classroom behaviour to 3.55 (current 2.53)</td>
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<td>Student Pathways and Transition</td>
<td>To improve transitions and pathways for students as they enter and progress through the school</td>
<td>The mean for the transition variable on the parent opinion survey to be 5.90 or greater by 2015 (current 5.26). School surveys could be devised to gauge student opinion of transitions at key points.</td>
<td>Plan transition programs and enhance pathways to support and track each students progress</td>
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</table>
### Key Improvement Strategies
(KIS across the three student outcomes areas)

### STUDENT LEARNING

Build a whole school culture for high expectations of students learning and enhanced teacher practice

Develop school planning and assessment practices that support explicit teaching to address the range of student needs

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Actions</th>
<th>Achievement Milestones</th>
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<tbody>
<tr>
<td></td>
<td>▪ Revise the school vision and embed values for interactions between all members of the school community</td>
<td>▪ Visual displays around the school demonstrating the school vision and values</td>
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<td></td>
<td>▪ Define roles and responsibilities</td>
<td>▪ Flow chart of communication channels for staff is published</td>
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<td></td>
<td>▪ Establish and implement an agreed culture of high expectations for student learning</td>
<td>▪ Trademark behaviours of communication, respect and have-a-go are practiced by staff during all interactions</td>
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<td></td>
<td>▪ Embed consistent whole school curriculum planning including learning intentions and success criteria</td>
<td>▪ Published clearly defined roles and responsibilities for each staff member</td>
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<td>▪ Plan and implement professional learning that supports whole school improved teaching and learning practices</td>
<td>▪ High expectations defined in behavioural terms, for all areas of the school, on visual display</td>
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<td></td>
<td>▪ Develop school wide assessment practices that inform teaching and track student progress</td>
<td>▪ Planning documents saved on the school network and on visual display</td>
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<td></td>
<td>▪ PLT structure will incorporate using data to inform planning for a differentiated curriculum</td>
<td>▪ Professional learning sessions documented</td>
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<td></td>
<td>▪ Use feedback for students to improve their learning and for teachers to improve practice</td>
<td>▪ School wide assessment schedule developed that informs teaching and tracks student progress</td>
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<td>▪ Build a culture that expects instructional leadership, learning walks, coaching and peer observation and feedback</td>
<td>▪ Feedback practices incorporated in planning documents</td>
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<td>▪ Embed CAFE reading and spelling</td>
<td>▪ Peer observation and feedback is included in timetables and in practice around the school</td>
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<td>▪ Develop teacher practice of teaching foundational numeracy skills through explicit teaching</td>
<td>▪ Planning takes into account and references student data</td>
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<td></td>
<td></td>
<td>▪ Planning documents include learning intentions and success criteria</td>
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<td></td>
<td></td>
<td>▪ PMIs are used for decision making discussions</td>
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<td></td>
<td>▪ Student goal setting is incorporated in planning</td>
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<td></td>
<td></td>
<td>▪ CAFE reading and spelling evident in planning</td>
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<td></td>
<td></td>
<td>▪ Teachers participate in numeracy coach training</td>
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<td>Year 2</td>
<td>Year 3</td>
<td>Year 4</td>
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</table>
| ▪ Develop a whole school writing program including a scope and sequence. Include strategies for engaging boys as writers  
▪ Embed the culture of high expectations for student learning  
▪ Embed consistent whole school curriculum planning including learning intentions and success criteria  
▪ Revise school wide assessment practices that inform teaching and track student progress  
▪ Embed PLT structure  
▪ Embed a culture that expects instructional leadership, learning walks, coaching and peer observation and feedback  
▪ Embed CAFE reading and spelling  
▪ Develop foundational numeracy skills through explicit teaching with numeracy coaches | ▪ High expectations defined in behavioural terms, for all areas of the school, on visual display  
▪ Planning documents saved on the school network and on visual display  
▪ School wide assessment schedule developed and revised that informs teaching and tracks student progress  
▪ Planning takes into account and references student data  
▪ Planning documents include learning intentions and success criteria  
▪ CAFE reading and spelling evident in planning  
▪ Coaches work with teachers on explicit teaching practices | ▪ Whole school writing program is used for planning.  
▪ Foundational numeracy skills incorporated in planning  
▪ Assessment practices are documented and incorporated in planning |
| ▪ Whole school writing program is used for planning.  
▪ Foundational numeracy skills incorporated in planning  
▪ Assessment practices are documented and incorporated in planning |
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<th><strong>Student Engagement and Wellbeing</strong></th>
<th>Year 1</th>
<th>Year 2</th>
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| Build the capacity of teachers to engage students in stimulating student centred learning | - Build teacher capacity through shared planning, professional learning and multiple sources of feedback.  
- Effectively use ICT to engage students in their learning  
- Develop a scope and sequence for eLearning  
- Plan for student collaboration on the Ultranet  
- Embed a consistent whole school stepped approach to positive behaviour management  
- Develop common understanding of the school’s approach to teaching and learning with parents  
- Enhance the expression of student voice  
- Enhance community involvement with the school  
- Skill teachers to engage in higher order questioning and thinking. | - A broadened range of opportunities to involve parents in the school  
- Authentic leadership roles with mentoring for student leaders and leadership training  
- Whole school planner is used to develop higher order thinking  
- Student goal setting and self-assessment in student portfolios  
- POLT surveys used to review student learning  
- eLearning scope and sequence published  
- Ultranet used for student collaboration  
- Student Engagement and Wellbeing policy published for parents  
- Restorative practices incorporated in professional learning  
- Classroom management revised and republished  
- Social development programs are happening  
- Leadership opportunities available for students with development and training  
- Lunchtime activities available for students  
- Students involved in school council  
- Information sessions are provided for parents  
- Classroom helpers roles defined for all classrooms |
| Promote and embed positive relationships within the school community | | |
| Year 3 | Use e5 to skill teachers to engage in higher order questioning and thinking. | Embed the use of eLearning in teacher planning.  
- Embed a consistent whole school stepped approach to positive behaviour management.  
- Embed a common understanding of the school's approach to teaching and learning with parents.  
- Enhance community involvement with the school.  
- Embed the use of e5 to skill teachers to engage in higher order questioning and thinking. | A broadened range of opportunities available to involve parents in the school.  
- Planning incorporates higher order questioning and thinking.  
- eLearning evident in planning.  
- Restorative practices incorporated in professional learning and classroom practice.  
- Classroom management revised and republished.  
- Classroom helpers roles defined for all classrooms and published for parents. |
| Year 4 | Review eLearning plan.  
- Review Behaviour management processes.  
- Review community involvement in school.  
- Review the use of higher order thinking skills and questioning. | Documented review processes. |

**Student Pathways and Transitions**

Plan transition programs and enhance pathways to support and track each student's progress.

| Year 1 | Build the cooperation between the pre-school and school and also the links with Emerald Secondary College.  
- Track student progress, regularly review to determine teaching needs and use to ensure smooth transitions.  
- Plan for transitions within the school.  
- Build parent and school partnerships.  
- Plan pathways for all students including students with special needs. | Regular review of ILPs intervention or support programs.  
- Provision of challenge for talented students evident in planning.  
- SPA data to review student learning and progress for transition.  
- Transition timetable developed for the end of the school year for all year levels.  
- Transition program provided for students with special needs.  
- Information nights provided for parents. |
| Year 2 | ▪ Build the cooperation between the pre-school and school and also the links with Emerald Secondary College  
▪ Track student progress, regularly review to determine teaching needs and use to ensure smooth transitions  
▪ Plan for transitions within the school  
▪ Build parent and school partnerships  
▪ Plan pathways for all students including students with special needs | ▪ Regular review of ILPs intervention or support programs  
▪ Provision of challenge for talented students evident in planning  
▪ SPA data to review student learning and progress for transition  
▪ Transition timetable developed for the end of the school year for all year levels  
▪ Transition program provided for students with special needs  
▪ Information nights provided for parents |
|---|---|---|
| Year 3 | ▪ Build the cooperation between the pre-school and school and also the links with Emerald Secondary College  
▪ Track student progress, regularly review to determine teaching needs and use to ensure smooth transitions  
▪ Plan for transitions within the school  
▪ Build parent and school partnerships  
▪ Plan pathways for all students including students with special needs | ▪ Regular review of ILPs intervention or support programs  
▪ Provision of challenge for talented students evident in planning  
▪ SPA data to review student learning and progress for transition  
▪ Transition timetable developed for the end of the school year for all year levels  
▪ Transition program provided for students with special needs  
▪ Information nights provided for parents |
| Year 4 | ▪ Review between the pre-school and school and also the links with Emerald Secondary College  
▪ Review pathway planning for students  
▪ Review tracking of student progress  
▪ Review plan for transitions within the school  
▪ Review parent and school partnerships  
▪ Review pathways for students with special needs | ▪ Documented review processes |