School Strategic Plan for Gembrook Primary School
2506
2016-2019
## Endorsements

| Endorsement by School Principal | Signed: 
Name: Kym Peterson 
Date: |
|-------------------------------|---------------------------------|
| Endorsement by School Council | Signed: 
Name: Daniel Mc Coey 
Date: 
School Council President's endorsement represents endorsement of School Strategic Plan by School Council |
| Endorsement by the delegate of the Secretary | Signed: 
Name: 
Date: |
## School Profile

### Purpose

**Vision:** To provide every student with every opportunity to be the best they can be.

**Mission Statement:** A view to the future: Gembrook Primary School is a welcoming and respectful community that provides modern, flexible learning spaces that support a personalised, engaging and challenging learning program so that students will achieve the social, emotional, academic and physical growth to succeed in a global society.

### Values

**Value:** RESPECT

### Environmental Context

Gembrook Primary School is located in Gembrook in the semi-rural area of the Dandenong Ranges approximately 50 kilometres from the city of Melbourne. The school is part of the Dandenong Ranges Network with close ties to EDEC (Emerald District Education Community). The school also has strong links and extensive transition programs with Gembrook Pre-School and Emerald Secondary College. A before and after school bus service operates for around 30 students who live in the outskirts of the town. Gembrook is a town in transition with land use previously used for potato farming and flower growing. This type of farming is no longer viable and it is anticipated that in the future the land in the area will be rezoned.

The school has strong links with local community organisations and businesses including the local RSL (Returned Service League), support groups of the local national park, Gembrook Market Committee, the local IGA and other local businesses. The school has had consistent support from local banks and Land Care groups.

Gembrook Primary School has an Out of Hours School Care program providing before and after school care each day for the students at the school. The demand for this program is increasing. The current enrolment is around 160 students. It is anticipated that this enrolment will be steady for the next few years. Historically the school has a relatively high mobility rate. There are approximately 50% female students and 50% male students. The percentage of families receiving the Camps, Sports and Excursion Fund is 25%. The SFO index is .4083 and there are a few students with Koori backgrounds. There are no students from non-English speaking backgrounds. In 2015 there are seven students supported by the Disability and Impairment Program. In 2016 there will be four. The school provides classroom support and an extensive transition program for the students on this program.
<table>
<thead>
<tr>
<th>Service Standards</th>
<th>General</th>
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<tbody>
<tr>
<td></td>
<td>- The school fosters close links with parents and the broader school community through its commitment to open and regular communications.</td>
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<td>- The school commits to the active sharing of its vision and goals to ensure school community engagement in the school's strategic plan.</td>
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<td>- The school guarantees all students access to a broad, balanced and flexible curriculum including skills for learning and life.</td>
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<td>- The school provides a safe and stimulating learning environment to ensure all students can achieve their full potential.</td>
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<tr>
<td>Specific</td>
<td>- Students will be actively involved in setting and monitoring their personal learning goals.</td>
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<td></td>
<td>- Student learning at home will be supported by resources on the school website.</td>
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**Strategic Direction**

**Achievement**
Achievement refers to both the absolute levels of learning attainment and growth in student learning that schools strive to support.

While recognising that literacy and numeracy are essential foundations for students’ success, achievement outcomes encompass a broader view of learning, spanning the full range of curriculum domains, as well as students’ co-curricular achievements.

**Key improvement strategies**
Key improvement strategies are the high-level actions that the school will undertake to achieve its goals and targets. They represent the sequential process of change that will need to occur if the goals and targets are to be realised. Key improvement strategies are broad and are likely to take several years to implement successfully and sustainably. Implementation of the key improvement strategies will be documented in detail through the school’s Annual Implementation Planning process.

<table>
<thead>
<tr>
<th>Goals</th>
<th>To maximise the learning growth of every student in literacy, numeracy and science</th>
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<tbody>
<tr>
<td>Goals are aspirational statements. They define what outcomes the school is striving to achieve. Goals evolve from the school’s purpose, values and context and build on the analysis of student outcomes undertaken through the self-evaluation and review processes.</td>
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**Targets**
Targets are defined measures of the successful achievement of the school’s goals. Targets can take a number of forms and may focus on the outcomes achieved by all students, such as the learning growth all students will be expected to achieve, or on the outcomes of a smaller group of students.

- Increasing the percentage of students achieving above the expected level in Victorian Curriculum level F-6 to at least 50% (2014: reading 37.8, writing 28.2, speaking and listening 26.8, number 28.4, measurement and geometry 26.3, statistics and probability 13.3 and science 9).
- Increasing the percentage achieving high growth and decreasing the percentage achieving low growth on NAPLAN relative growth assessments to match state levels or above.
  - Reading 2015: low 15.38%, medium 61.54% and high
<table>
<thead>
<tr>
<th>Theory of action</th>
<th>If the school builds the capacity of each teacher to use and analyse data and the instructional practice and staff member through professional learning, regular feedback and the building of research-based professional learning, then student learning growth will improve</th>
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<tr>
<th>Actions</th>
<th>Success criteria</th>
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</table>
| **Year 1** | KIS 1. Build teacher capacity to use and analyse data collaboratively.  
- Review Assessment Schedule and include specific timelines.  
- Ensure PLTs are focused on analysing data and developing a focus for future teaching.  
- Incorporate data analysis and regular moderation of student work into PLTs – identifying misconceptions and developing consistency when making teacher judgements.  
- Teachers will use data collections to determine focused teaching groups.  
- Develop a plan for PLTs each term. |  
- A documented Assessment Schedule with timelines.  
- Minutes from PLTs will provided evidence of discussion of analysing data and future actions.  
- Work programs will provide evidence of focused teaching groups.  
- Documentation of a plan for PLTs linked to the Assessment Schedule. |
### Year 2

**KIS 1. Build teacher capacity to use and analyse data collaboratively**
- Review Assessment Schedule and include specific timelines.
- Teachers will use data collections to determine focused teaching groups.
- Investigate and develop an agreed pre and post-test process (Literacy, Numeracy and Science).
- Review the process of expectations of Individual Learning Plans (higher than expected levels).

**KIS 2. Build teacher capability through collaborative teams, shared professional learning, coaching and peer observations and a rigorous Performance and Development process**
- Have leaders observe teaching, provide feedback to teachers and develop professional learning around particular parts of the teaching model.
- Build the data Literacy and IT capabilities of every staff member.

### KIS 2

- Plan shared professional learning to link with needs determined from the data from PLT sessions.
- Continue to refine peer observations and feedback linked to the agreed teaching and learning practices.
- Continue with case studies in PLTs selecting students from low, medium and high ability.
- Teachers will use growth evidence from their case studies in their Performance and Development meetings.

### Year 2

- Documentation providing evidence of planned professional learning linked to student data.
- Documentation of peer observations.
- Documentation of case studies.
- Evidence of case studies in Performance and Development documentation.

- Documentation of a plan for PLTs linked to the Assessment Schedule.
- Documentation of trials undertaken of pre and post-testing (Literacy, Numeracy and Science).
- Documentation of Individual Learning Plans for students achieving at higher than expected levels.

- Documentation of observations undertaken by leaders including feedback and future actions.
- Evidence in teachers PDP of e-learning goal, action and achievement.
| Year 3 | KIS 1. Build teacher capacity to use and analyse data collaboratively  
- Review Assessment Schedule and include specific timelines.  
- Teachers will use data collections to determine focused teaching groups.  
- Integrating agreed pre and post-testing (Literacy, Numeracy and Science) to inform teaching.  
- Continue to implement Individual Learning Plans for students achieving at higher than expected levels. | KIS 2. Build teacher capability through collaborative teams, shared professional learning, coaching and peer observations and a rigorous Performance and Development process  
- Have leaders observe teaching, provide feedback to teachers and develop professional learning around particular parts of the teaching model.  
- Build the data Literacy and IT capabilities of every staff member. | A documented Assessment Schedule with timelines.  
- Work programs will provide evidence of focused teaching groups established from pre-testing.  
- Documentation of a plan for PLTs linked to the Assessment Schedule.  
- Documentation of pre and post-testing (Literacy, Numeracy and Science).  
- Documentation of Individual Learning Plans for students achieving at higher than expected levels.  
- Documentation of observations undertaken by leaders including feedback and future actions.  
- Evidence in teachers PDP of e-learning goal, action and achievement. |

| Year 4 | KIS 1. Build teacher capacity to use and analyse data collaboratively  
- Review Assessment Schedule and include specific timelines.  
- Review and evaluate PLT processes.  
- Review method of data collection analysis.  
- Evaluate pre and post-testing process.  
- Review and evaluate Individual Learning Plan processes. | KIS 2. Build teacher capability through collaborative teams, shared professional learning, coaching and peer observations and a rigorous Performance and Development process | Evidence of teachers using Assessment Schedule, focused teaching groups, pre and post-testing and Individual Learning Plans to improves student learning outcomes: all planning documents, PLT minutes, teachers’ assessment records, assessment schedule, peer observations, professional learning, PDP and student achievement data. |

- Evidence of teachers’ and students’ increased use of a range of IT devices and software in all curriculum areas in creative and innovative ways.
To have all students motivated and highly engaged in their learning.

1. Develop a whole school approach and opportunities for students to give and receive feedback, to set individual goals, to reflect, and evaluate their learning.
2. Build opportunities for increased student voice and understanding of their own learning process.
3. Support high expectations for all students

When students have challenging goals and timely feedback, they will have more ownership of their learning and then student motivation and engagement will be enhanced.
<table>
<thead>
<tr>
<th>Year 1</th>
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</table>
| KIS 1. | Develop a whole school approach and opportunities for students to give and receive feedback, to set individual goals, to reflect, and evaluate their learning.  
- Develop Learning Intentions that have the elements of know, understand and do (use Science as a model).  
- Develop Success Criteria using ‘I Can’ statements with increasing complexity based on know, understand and do.  
- Link Success Criteria to the reflection part of the Instructional Model.  
- Investigate a process for students setting individual goals. | - Numeracy Learning Intentions and Success Criteria will include the elements of ‘know, understand and do’ and will be included in work programs and displayed in the classroom.  
- Documentation of an agreed process for students setting individual learning goals. |
| KIS 2. | Build opportunities for increased student voice and understanding of their own learning process.  
- Investigate and trial ways for students to monitor their own learning growth.  
- Investigate and trial ways for students to monitor their effort with their learning. | - Evidence of teachers trialling, sharing and reflecting ways of students monitoring learning growth and effort. |
| KIS 3. | Support high expectations for all students.  
- Discuss school wide, ‘what does “high academic expectations” mean and look like?’  
- Generate examples for staff and students of low, medium and high expectations.  
- Establish ways to showcase academic success. | - Documentation developed by members of the school community describing what high academic expectations mean and look like.  
- Displays of academic success e.g. foyer, website, assembly, newsletter, classrooms, expo. |
<table>
<thead>
<tr>
<th>Year 2</th>
<th>KIS 1. Develop a whole school approach and opportunities for students to give and receive feedback, to set individual goals, to reflect, and evaluate their learning.</th>
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<tr>
<td></td>
<td>- Refine the use of Learning Intentions that have the elements of know, understand and do (use Science as a model).</td>
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<td></td>
<td>- Refine the use of Success Criteria using ‘I Can’ statements with increasing complexity based on know, understand and do.</td>
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<td></td>
<td>- Refine the use of linking the Success Criteria to the reflection part of the Instructional Model.</td>
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<td></td>
<td>- Trial a process for students setting individual goals.</td>
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<td></td>
<td><strong>KIS 2. Build opportunities for increased student voice and understanding of their own learning process.</strong></td>
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<td></td>
<td>- Develop agreed ways for students to monitor their own learning growth.</td>
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<td>- Develop agreed ways for students to monitor their effort with their learning.</td>
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<td></td>
<td><strong>KIS 3. Support high expectations for all students.</strong></td>
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<td>- Promote school wide, ‘what does “high academic expectations” mean and look like?’</td>
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<td>- Display examples for staff and students of low, medium and high expectations.</td>
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<td>- Establish ways to showcase academic success.</td>
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<th>Year 3</th>
<th>KIS 1. Develop a whole school approach and opportunities for students to give and receive feedback, to set individual goals, to reflect, and evaluate their learning.</th>
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</table>
|        | **KIS 2. Build opportunities for increased student voice and understanding of their own learning process.**  
**KIS 3. Support high expectations for all students.**  
**KIS 4. Numeracy and Literacy Learning Intentions and Success Criteria will include the elements of ‘know, understand and do’ and will be included in work programs and displayed in the classroom.**  
**KIS 5. Documentation of an agreed and used process for students setting individual learning goals.**  
**KIS 6. Agreed method for students monitoring their learning growth and effort.**  
**KIS 7. Documentation developed by members of the school community describing what high academic expectations mean and look like.**  
**KIS 8. Displays of academic success e.g. foyer, website, assembly, newsletter, classrooms, expo.**  
**KIS 9. In all curriculum areas Learning Intentions and Success Criteria will include the elements of ‘know, understand and do’ and will be included in work programs and displayed in the classroom.** |
- Implement Learning Intentions that have the elements of know, understand and do (use Science as a model).
- Implement Success Criteria using ‘I Can’ statements with increasing complexity based on know, understand and do.
- Implement linking Success Criteria to the reflection part of the Instructional Model.
- Develop a process for students setting individual goals.

### KIS 2. Build opportunities for increased student voice and understanding of their own learning process.
- Develop and implement ways for students to monitor their own learning growth.
- Develop and implement ways for students to monitor their effort with their learning.

### KIS 3. Support high expectations for all students.
- Promote and actively use school wide, ‘what does “high academic expectations” mean and look like?’
- Promote and actively use examples for staff and students of low, medium and high expectations.
- Celebrate and showcase academic success across the school community.

### Year 4

<table>
<thead>
<tr>
<th>KIS 1. Develop a whole school approach and opportunities for students to give and receive feedback, to set individual goals, to reflect, and evaluate their learning.</th>
<th>Evidence of reviewing and making future plans.</th>
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<td>Review opportunities for students to give and receive feedback, to set individual goals, to reflect, and evaluate their learning.</td>
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<th>KIS 2. Build opportunities for increased student voice and understanding of their own learning process.</th>
<th>Evidence of reviewing and making future plans.</th>
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<tbody>
<tr>
<td>Review methods developed for increased student voice and understanding of their own</td>
<td>Evidence of reviewing and making future plans.</td>
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</tbody>
</table>
### KIS 3. Support high expectations for all students.
- Review and evaluate methods of promoting high expectations for all students.
- Celebrate and showcase academic success across the school community.
- Evidence of reviewing and making future plans in regard to promoting high expectations and high academic success.

### Wellbeing
Students’ health, safety and wellbeing are essential to learning and development. An inclusive, safe, orderly and stimulating environment for learning is critical to achieving and sustaining students’ positive learning experiences.

### Goals
To ensure every student thrives in a safe and supportive learning environment.

### Targets
- Attitudes to School Survey – 2015 Connectedness to School 4.48 to 4.5
- School Staff Survey 2015 Trust in students and parents 68.8% to 80%
- Parent Opinion Survey 2015 Learning focus 5.72 to 5.79 2015 School connectedness maintain at 5.98

### Theory of action (optional)
If there is a whole community wellbeing focus on fostering positive relationships and interpersonal skills for all members of the school community, greater community involvement will result and lead to improved student learning outcomes and connectedness to school.

### Key improvement strategies
Key improvement strategies are the high-level actions that the school will undertake to achieve its goals and targets. They represent the sequential process of change that will need to occur if the goals and targets are to be realised. Key improvement strategies are broad and are likely to take several years to implement successfully and sustainably. Implementation of the key improvement strategies will be documented in detail through the school’s Annual Implementation Planning process.

- Strengthen engagement with the whole school learning community
- Develop and implement an evaluation framework for well-being programs and practices
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<td></td>
<td>KIS 1. Strengthen engagement with the whole school learning community</td>
<td>• Evidence of parents and attending parent workshops, expos, assisting in classrooms, attending school events, attending 3 Way Conferences, using the website and Facebook.</td>
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<td></td>
<td>• Create and promote opportunities for parents to be involved in their child's learning and wellbeing.</td>
<td>• Progressing through elements of all wellbeing programs.</td>
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<td></td>
<td>• Celebrate student learning and wellbeing with parents and the wider community.</td>
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<td></td>
<td>KIS 2. Develop and implement an evaluation framework for well-being programs and practices</td>
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<tr>
<td></td>
<td>• Continue and expand KidsMatter, Health Promoting Schools, e-Smart Frameworks for student wellbeing.</td>
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<td></td>
<td>KIS 1. Strengthen engagement with the whole school learning community</td>
<td>• Evidence of parents and wider community attending parent workshops, expos, assisting in classrooms, attending school events, attending 3 Way Conferences, using the website and Facebook.</td>
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<td>• Create and promote opportunities for parents to be involved in their child's learning and wellbeing.</td>
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<td></td>
<td>• Expand opportunities for parents to be involved in their child’s learning and wellbeing.</td>
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<td>• Celebrate student learning and wellbeing with parents and the wider community.</td>
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<td>• Continue and expand KidsMatter, Health Promoting Schools, e-Smart Frameworks for student wellbeing.</td>
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<td>Year 4</td>
<td>KIS 1. Strengthen engagement with the whole school learning community</td>
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<td></td>
<td>• Evaluate and review parents on the elements that the school has implemented to strengthen engagement with the whole school learning community.</td>
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<td>KIS 2. Develop and implement an evaluation framework for well-being programs and practices</td>
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<td></td>
<td>• Evaluate and review the KidsMatter, Health Promoting School and e-Smart Frameworks</td>
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<td>• Evidence of parents and wider community attending parent workshops, expos, assisting in classrooms, attending school events, attending 3 Way Conferences, using the website and Facebook.</td>
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<td></td>
<td>• Progressing through elements of all wellbeing programs.</td>
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<td></td>
<td>• Survey parents on the elements that the school has implemented to strengthen engagement with the whole school learning community.</td>
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<td></td>
<td>• Gain Accreditation KidsMatter, Health Promoting School and e-Smart Frameworks.</td>
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**Productivity**
Productivity refers to the effective allocation and use of resources, supported by evidence and adapted to the unique contexts of each school.

Successful productivity outcomes exist when a school uses its resources – people, time, space, funding, facilities, community expertise, professional learning, class structures, timetables, individual learning plans and facilities – to the best possible effect and in the best possible combination to support improved student outcomes and achieve its goals and targets.

**Goals**
To enhance the human and physical resources in order to strengthen the school’s teaching and learning culture.

**Targets**
- Improvement in staff opinion of professional learning form 83.33 (2015) to 85.
- Improvement in parent opinion of school improvement from 5.96 (2015) to 6.0.

**Theory of action (optional)**
If resources are built through an investment in professional learning, and the provision of ICT school-wide is strengthened, then human and physical resources will be enhanced.

**Key improvement strategies**
Key improvement strategies are the high-level actions that the school will undertake to achieve its goals and targets. They represent the sequential process of change that will need to occur if the goals and targets are to be realised. Key improvement strategies are broad and are likely to take several years to implement successfully and sustainably. Implementation of the key improvement strategies will be documented in detail through the school’s Annual Implementation Planning process.

- 1. Build and optimise resources through investment in professional learning.
- 2. Strengthen the provision and use of ICT across the school.

**Year 1**
KIS 1. Build and optimise resources through investment in professional learning.
- Timeetable professional learning as part of the meeting schedule
- Promote attendance by teachers at the network professional learning network meetings and professional learning sessions
- Continue to refine the peer observation program

**Actions**
**Success criteria**
- Teachers attending professional learning sessions. Positive feedback from teachers on professional learning end of sessions’ feedback sheets.
- Record of teachers attending professional learning sessions facilitated by the network.
- Teacher feedback sheets recording peer observation sessions.
| Year 2 | KIS 1. Build and optimise resources through investment in professional learning.  
- Timetable professional learning as part of the meeting schedule  
- Promote attendance by teachers at the network professional learning network meetings and professional learning sessions  
- Continue to refine the peer observation program  

KIS 2. Strengthen the provision and use of ICT across the school.  
- Increase the number of ipads in the learning centres  
- Provide professional learning in ICT for teachers | Teachers attending professional learning sessions. Positive feedback from teachers on professional learning end of sessions’ feedback sheets.  
- Record of teachers attending professional learning sessions facilitated by the network.  
- Teacher feedback sheets recording peer observation sessions.  
- Increase in use of ipads across the school  
- Attendance by teachers at professional learning sessions and an increase in teacher confidence and capability of ICT in the epotential survey |
|---|---|
| Year 3 | KIS 1. Build and optimise resources through investment in professional learning.  
- Timetable professional learning as part of the meeting schedule  
- Promote attendance by teachers at the network professional learning network meetings and professional learning sessions  
- Review and refine the peer observation program  

KIS 2. Strengthen the provision and use of ICT across the school.  
- Teachers using ipads in the classrooms and at staff sessions  
- Attendance by teachers at professional learning sessions and an increase in teacher confidence and capability of ICT in the epotential survey | Teachers attending professional learning sessions. Positive feedback from teachers on professional learning end of sessions’ feedback sheets.  
- Record of teachers attending professional learning sessions facilitated by the network.  
- Teacher feedback sheets recording peer observation sessions.  

|
| Year 4 | KIS 1. Build and optimise resources through investment in professional learning.  
• Review professional learning and peer observation programs.  
KIS 2. Strengthen the provision and use of ICT across the school.  
• Review the use of ICT in the teaching and learning programs. | • Improvement in data in staff opinion survey in the professional learning variable.  
• Improvement in the data in the epotential survey. |
|---|---|---|
| | KIS 2. Strengthen the provision and use of ICT across the school.  
• Increase the number of ipads in the learning centres  
• Provide professional learning in ICT for teachers | • Increase in use of ipads across the school  
• Attendance by teachers at professional learning sessions and an increase in teacher confidence and capability of ICT in the epotential survey |

Valid as of August 2015