

School Strategic Plan 2020-2024

New Gisborne Primary School (0467)



Submitted for review by Andrew Kozak (School Principal) on 29 December, 2020 at 01:38 PM

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School vision	New Gisborne Primary School's vision is "To provide a high quality, balanced and challenging curriculum that allows students to perform to the best of their ability in an atmosphere of mutual respect and cooperation".
School values	<p>Underpinning and informing our school vision are the school values:</p> <ul style="list-style-type: none">• Respect and Integrity in all dealings with others• Providing the skills and knowledge to become life-long learners• Using initiative and taking responsibility for actions• Effective partnerships between teachers, students, parents, and the broader community• Setting high expectations and striving for excellence while recognising, understanding and catering for a diversity of needs across the school. <p>These values have been reviewed in 2020 and have been used to create a 'Behavioural Expectations' document which will be used as part of the school's Positive Start Program and revisited constantly throughout the year. This document abbreviates our School Values to - Be Respectful, Be a Learner, Be Safe and Show Integrity. These four expectations will be applicable inside the classroom, outside in the yard, when using digital technologies and at all other times.</p>
Context challenges	<p>An analysis of the school's NAPLAN data as part of the Pre-Review Self-Evaluation, identified a higher than expected proportion of students demonstrating low to medium benchmark growth in Reading and Spelling. Additionally, the School Performance Report indicated lower Reading growth when compared to similar schools. It was therefore identified through the school review process that Literacy was an area requiring emphasis in the new SSP. This emphasis is to be across all year levels, Foundation to Year 6, and defined by the following Key Improvement Strategies:</p> <ul style="list-style-type: none">• Build staff and student capacity to use multiple sources of data and feedback to move literacy learning forward.• Collaboratively develop, document and implement a whole school approach to the teaching of reading.• Embed a whole school approach to the teaching of spelling. <p>A similar analysis of the school's NAPLAN data identified a higher than expected proportion of students demonstrating low to medium growth in Numeracy. Similarly to Literacy, the School Performance Report indicated lower Numeracy growth when compared to similar schools. It was therefore identified that a focus on Numeracy was to be a key priority in the new SSP. It was determined that there was a need to strengthen teacher and team capacity to use data and assessment practices in order to focus on more explicit point of need teaching. This will be done by:</p>

	<ul style="list-style-type: none"> • Collaboratively develop, document and implement a whole school approach to the teaching of numeracy. • Build staff and student capacity to use multiple sources of data and feedback to move numeracy learning forward. • Challenge and support teachers to improve their numeracy instructional practice. <p>The school review process also established that outcomes for students would be enhanced through the strengthening of a focus on student wellbeing and engagement. Although there were many good examples of learner agency across the school, there was no common or shared understanding of the meaning of learner agency and how it might be harnessed to improve student engagement and wellbeing. The school will prioritise developing and implementing a plan to empower students to become more reflective, more self-aware and more independent learners. In order to do this the school will:</p> <ul style="list-style-type: none"> • Embed a culture that fosters intellectual engagement and self-awareness. • Develop and implement a school-wide approach to continuous reporting. • Build staff capacity to enable students to be active participants in their learning. <p>These challenges are all outcome based and, following a generally very positive review process, articulate the path ahead for the school.</p>
<p>Intent, rationale and focus</p>	<p>Over the 2016 - 2020 period, New Gisborne Primary School aimed to:</p> <ul style="list-style-type: none"> • embed a rich, relevant, challenging and stimulating learning program that meets all students' point of need • improve each student's capacity to create and maintain excellent working relationships, both in and outside the classroom and • improve communication and transparency between staff and parents. <p>In 2019 the school was deemed to be an 'influence' school based on solid student achievement outcomes and very positive endorsements by students, teachers and parents in annual surveys. Even after undertaking the School Review in Term 4 2020, these goals still reflect the desired direction of the school's teaching and learning program.</p> <p>In order to continue to work to achieving our long term goals, the school needs to address specific challenges which will allow us to move from being a very good school to being a great school. Under the new School Strategic Plan, New Gisborne PS will prioritise:</p> <ul style="list-style-type: none"> • student intellectual engagement • student agency over their learning • Numeracy and Literacy • transition from Year 2 to Year 3 • students' progression and growth • data literacy. <p>Each of these priorities will allow the school to continue to move forward and address any shortcomings highlighted by the School Review.</p> <p>The 2020 - 2024 SSP will build on the successes of the previous four years. The school will further embed the use of the whole-school Instructional Model and common planning documents. It will continue to emphasise and refine the use of Learning Intentions</p>

	<p>and Success Criteria from Foundation to Year 6 and embed the use of the phonemic awareness program Little Learners Love Literacy in Years F to 2, whilst also determining and implementing the best means of transitioning the phonemic skills from F to 2 into Years 3 and beyond. Teachers will further develop their skills in data literacy and be more competent, regular and discerning users of both formative and summative assessments in order to provide differentiated instruction at students' point of need. Students will also have greater agency into their learning, designed to both stimulate intellectual engagement and provide ownership and responsibility. All these priorities will revolve around the core curriculum areas of Literacy and Numeracy.</p>
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Goal 1	To improve learning outcomes in Literacy for all students.
Target 1.1	<p>NAPLAN Data</p> <ul style="list-style-type: none"> • Improve the percentage of students achieving above benchmark growth in NAPLAN Reading from 22 per cent in 2019 to 25 per cent in 2024. • Increase the percentage of students in the top two NAPLAN Writing bands at Year 3 from 53 per cent in 2019 to 66 per cent 2024. • Maintain the percentage of students achieving above benchmark growth in NAPLAN Writing at 36 per cent or above. • Improve the percentage of students achieving above benchmark growth in NAPLAN Spelling from 26% in 2019 to 29 per cent in 2024.
Target 1.2	<p>School Staff Survey (SSS)</p> <ul style="list-style-type: none"> • Increase the percentage of positive endorsement for Academic emphasis, from 77.6 per cent in 2019 to 85 per cent 2024. • Increase the percentage of positive endorsement for Teacher collaboration, from 67.6 per cent in 2019 to 75 per cent in 2024.
Key Improvement Strategy 1.a Evaluating impact on learning	Build staff and student capacity to use multiple sources of data and feedback, to move literacy learning forward.

Key Improvement Strategy 1.b Curriculum planning and assessment	Collaboratively develop, document and implement a whole school approach to the teaching of reading.
Key Improvement Strategy 1.c Building practice excellence	Embed a whole school approach to the teaching of spelling.
Goal 2	To improve learning outcomes in Numeracy for all students.
Target 2.1	<p>NAPLAN Data</p> <ul style="list-style-type: none"> • Improve the percentage of students achieving above benchmark growth in NAPLAN Numeracy from 17 per cent in 2019 to 25 per cent in 2024. • Increase the percentage of students at Year 5 in the top two NAPLAN Numeracy bands from 47 per cent in 2019 to 56 per cent in 2024.
Target 2.2	<p>SSS</p> <ul style="list-style-type: none"> • Increase the percentage of staff positive endorsement for Understand how to analyse data from 67 per cent in 2019 to 75 per cent 2024. • Maintain the percentage of staff positive endorsement for Guaranteed and viable curriculum, at or above 84 per cent.
Key Improvement Strategy 2.a Curriculum planning and assessment	Collaboratively develop, document and implement a whole school approach to the teaching of numeracy.
Key Improvement Strategy 2.b Evaluating impact on learning	Build staff and student capacity to use multiple sources of data and feedback, to move numeracy learning forward.

Key Improvement Strategy 2.c Building practice excellence	Challenge and support teachers to improve their numeracy instructional practice.
Goal 3	To improve student engagement and wellbeing.
Target 3.1	Student attendance <ul style="list-style-type: none"> • Decrease student absence Foundation–Year 6 from 14.1 days in 2019 to 12 days in 2024. • Decrease the percentage of students with 20 or more days of absence from 22 per cent in 2019 to 18 per cent in 2024.
Target 3.2	SSS <ul style="list-style-type: none"> • Increase the percentage of staff positive endorsement for Professional learning through peer observation from 59 per cent in 2019 to 65 per cent in 2024. • Maintain the percentage of staff positive endorsement for Using student feedback to improve practice, at or above 81 per cent.
Target 3.3	AToSS <ul style="list-style-type: none"> • Increase the percentage of student positive endorsement for Student voice and agency from 75 per cent in 2019 to 80 per cent in 2024. • Increase the percentage of student positive endorsement for Teacher concern from 79 per cent in 2019 to 82 per cent in 2024.
Key Improvement Strategy 3.a	Embed a culture that fosters intellectual engagement and self–awareness.

Intellectual engagement and self-awareness	
Key Improvement Strategy 3.b Evaluating impact on learning	Develop and implement a school-wide approach to continuous reporting.
Key Improvement Strategy 3.c Empowering students and building school pride	Build staff capacity to enable students to be active participants in their learning.