School plan 2015 – 2017

Gordon East Public School 3985
### School background 2015 - 2017

#### School vision statement

Gordon East Public School - a welcoming and collaborative school community that supports high quality learning. Quality teachers inspire students to be creative and critical thinkers enabling them to become active and informed global citizens.

#### School context

Gordon East Public School is a high performing school situated on spacious, picturesque grounds in Gordon. An outstanding feature of our school is the sense of shared purpose by the school community and the supportive relationships that underpin this. We value high expectations for student learning, enabling all students to strive for and experience success. Highly professional and dedicated teachers implement quality learning programs across all key learning areas. Gordon East provides innovative and well-resourced programs that engage, motivate and inspire students to achieve excellence. As well as undertaking a rigorous academic program students also participate in a variety of extra curricula opportunities including robotics, chess club, Maths Olympiad, representative sport, string ensembles, bands, choirs and dance groups.

#### School planning process

This plan is the result of a rigorous process of whole school communication and collection of data. Parents during P&C executive meetings and P&C meetings during 2014 were introduced to the Melbourne Declaration of Educational Goals for Young Australians as well as Great Teaching, Inspired Learning. They were also informed about the new school planning process schools are mandated to undertake. Parents provided their views on where they perceive their children’s needs would be best met and where they would like our school to be in 3 years based on the goals and commitments to action in the Melbourne Declaration. The group identified practices that are successful in our school as well as identify areas for improvement. Parents, students and staff within our community were asked to complete online surveys and provide feedback on learning, well-being and future directions. This combined information was collated to develop our schools shared vision and direction.
School strategic directions 2015 - 2017

**Purpose:**
To ensure student learning experiences result in the development of students to think critically and creatively and who are literate, numerate, socially, environmentally and culturally aware. Thus ensuring their ability to become contributing citizens of our global community.

**Purpose:**
To implement quality learning programs that adopt best practice and develop leadership capabilities. All staff will be life-long learners, developing their capacity, understanding and ability to deliver high quality educational practice. In doing so they will be best placed to fully support the learning needs of all students.

**Purpose:**
To build stronger relationships by leading and inspiring a culture of collaboration within our community, driven by engaged communication, empowered leadership and organisational practice. This partnership will provide the best foundation possible to support of the needs of every child at GEPS.

**STRATEGIC DIRECTION 1**
Student success as learners, leaders and active citizens.

**STRATEGIC DIRECTION 2**
Teachers, learning leading and implementing innovative practice.

**STRATEGIC DIRECTION 3**
Collaborative partnerships.
Strategic Direction 1: Student success as learners, leaders and active citizens.

### Purpose

**Why do we need this particular strategic direction and why is it important?**

To ensure student learning experiences result in the development of students to think critically and creatively and who are literate, numerate and socially, environmentally and culturally aware.

### People

**How do we develop the capabilities of our people to bring about transformation?**

**Students:**
Develop student understanding of, and capacity to solve problems through real world open-ended learning opportunities.

Students are confident and resilient learners. They have positive self-esteem, stretch themselves and take risks in their learning. They demonstrate self-discipline and effort toward their learning.

**Staff:**
Building on curriculum knowledge implementing evidence-based quality teaching practices that includes the staff setting success criteria and providing feedback to inform learning planning.

**Parents/Carers:**
Encourage parents to be involved in stage-based learning opportunities for literacy and numeracy, assuming a shared responsibility for their child’s learning.

**Community Partners:**
Create network partners between schools and with relevant community organisations to broaden professional learning around the implementation of quality teaching practices.

### Processes

**How do we do it and how will we know?**

**Develop student understanding of a variety of forms of success criteria through class lessons and demonstrations.**

**Develop through a tailored PL program staff capacity and understanding of the use of assessment and tracking strategies using PLAN data, formative, summative and standardised assessment tasks, to inform teaching and learning programs K-6.**

**Support successful learning through student project based/ action learning, teacher mentoring and professional learning.**

**Staff develop processes monitoring developing and implementing evidence-based teaching practices by setting clear learning intentions, explicit quality criteria, descriptive feedback and questioning, self and peer assessment and reflection.**

**Evaluation Plan**

Review and analysis of assessment data including NAPLAN, ACER - PAT tests, Best Start, ICAS and diagnostic interviews.

Review and monitor teaching programs and practices.

### Products and Practices

**What is achieved and how do we measure it?**

**Products:**
98% of students achieving continuum cluster level benchmarks, in literacy and numeracy using PLAN.

Students’ achievement in literacy and numeracy as evidenced by NAPLAN and PAT results, PLAN data and school based assessment data.

Growth of students in literacy and numeracy is above DEC average in NAPLAN assessment.

**What are our newly embedded practices and how they integrated and in sync with our practices.**

Teachers understanding of the use of student assessment data is evidenced in documentation, peer observations, and differentiated learning programs.

Students will critically and creatively reflect on their achievement using explicit quality criteria and feedback.

Staff will embed quality teaching into their documentation and organisation building on their capacity to embed quality teaching practices, strategies for differentiation and consistency of teacher judgement.
### Strategic Direction 2: Teachers learning, leading and implementing innovative practice.

#### Purpose
To implement quality learning programs that adopt best practice and develop leadership capabilities. All staff will be life-long learners, developing their capacity, understanding and ability to deliver high quality educational practice. In doing so they will be best placed to fully support the learning needs of all students.

#### People
**How do we develop the capabilities of our people to bring about transformation?**

**Students:**
Students will be taught the skills necessary to learn collaboratively in order to develop independently substantive communication, self-regulation and a deep understanding of concepts is evident.

**Staff:**
Staff will be shown processes and techniques to build their capacity to deliver new curriculum and utilise continuums and assessment tasks.

**Parents:**
Parents will have opportunities to participate in workshops for literacy and numeracy developing collaborative understanding of curriculum implementation supporting student learning.

#### Processes
**How do we do it and how will we know?**

Strengthen staff performance by:
- providing, building and sustaining the professional learning and goal setting of all staff members through the regular provision of TPL.
- creating systems for teachers and leaders to learn from each other through weekly staff and stage meetings.
- developing opportunities for collaborative planning for a shared purpose to enhance students outcomes through focused professional learning.

Staff will demonstrate and share quality teaching based on best pedagogical practice through Quality Teaching Rounds, shared practice at team meetings.

**Evaluation Plan**
Parent, staff and student satisfaction surveys to be completed yearly through Tell Them From Me survey as well as other DEC and school surveys.

Whole school assessment schedule combined with consistency in administration and analysis of results to target improvements and prioritise learner and teacher understanding.

Innovative practice driven by CTJ through collegial professional learning.

Consistent Teacher Judgement clear links established between assessment programing and regular grade/stage discussion.

#### Products and Practices
**What is achieved and how do we measure it?**

All teachers utilising literacy and numeracy continuums to ensure consistency when tracking students using PLAN.

All teachers reflect on Best Practice and demonstrate leadership capabilities through participation in Quality Teaching rounds and the Performance and Development Framework annually.

All teachers participate in a personalised professional learning program with ongoing, evidence-based practice at an individual, stage/grade and collective level.

Mapping student progress on literacy and numeracy continuums to inform teaching and learning programs.

Learning programs demonstrate differentiated units of work for all students.

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**Improvement Measures**
- All teachers utilising literacy and numeracy continuums to ensure consistency when tracking students using PLAN.
- All teachers reflect on Best Practice and demonstrate leadership capabilities through participation in Quality Teaching rounds and the Performance and Development Framework annually.
- All teachers participate in personalised professional learning with ongoing, evidence-based practice at an individual, stage/grade and collective level.
### Strategic Direction 3: Collaborative partnerships.

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| **Students:**
Students aim to be self-aware, build positive relationships and actively contribute to the school, the community and the society in which they live.  
Students demonstrate their understanding of Being Safe, Being Respectful and Being a Learner.  
Students have positive and respectful relationships with each other, their teachers and the community. |

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| **How do we do it and how will we know?**
All staff will participate in positive behaviour strategies through PBEL and social skills programs. Data collected to monitor student behaviour needs will be analysed to provide evidenced based forward planning.  
All staff, students and parents are committed to the DEC Code of Conduct and the Wellbeing Framework for Schools. Promoting dignity and respect in the workplace by supporting a collaborative and collegial environment and at all times modelling respectful interactions and positive relationships. |

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| **What is achieved and how do we measure it?**
The school acknowledges and celebrates a wide diversity of student, staff and community achievements.  
The school has in place a clear and concise process of analysing the need to meet community feedback.  
**What are our newly embedded practices and how they integrated and in sync with our practices.**
Students taught to accept responsibility for their own behaviour through Positive Behaviour Engaging Learners (PBEL)  
Students encouraged and empowered to take on leadership responsibilities including Student Representative Council, Captains/ Sport Captains, transition programs, leadership camps and buddies.  
Collaboration between our local secondary and primary schools to engage teachers and students beyond our school context through QTR, GATE programs, joint staff development days and music enrichment programs.  
Partnerships are developed with parents and community members from culturally and linguistically diverse backgrounds. Regular meetings (milestone) will be held to identify aspirations, issues and support opportunities for cultural differentiation within the schools learning pathways.  
School website regularly updated to inform the community of school related activities and events. |

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| Parents will actively contribute to school decision making through:  
- High completion of school surveys  
- Strong attendance at P&C meetings  
- Strong patronage of school events  
- High levels of attendance at curriculum information sessions |
| Increase the number of students who are involved, facilitating or leading school programs within and beyond the school. |

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<td>GEPS participates within communities of schools, other educational providers and other organisations utilising a community of practice process to identify needs to support the school’s programs.</td>
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<td>Collaborative partnerships are built with students, staff, families, communities and other organisations to support and develop students and school communities.</td>
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**Evaluation Plan**
Track and evaluate student behaviour through school PBEL data collection, creating a positive learning environment.  
Provide parent, staff and students opportunities for feedback annually. To drive and sustain ongoing, school wide improvements.