

School Strategic Plan 2021-2025

Gormandale And District Primary School (5442)



Submitted for review by Leanne Sinnadurai (School Principal) on 23 February, 2022 at 07:40 AM

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School vision	Gormandale and District Primary School fosters a community learning environment in which each and every member is nurtured to become a confident life long learner.
School values	<p>Our Core Values of Be a Learner, Be Respectful, and Be Safe, combine with our Eagle mascot to promote School Wide Positive Behaviour Scheme in all classes and learning spaces. We promote the development of Growth Mindset, with a focus on embracing challenge, modelling the benefits of making mistakes, developing life-long learning skills, working in teams, and learning together.</p> <p>Our core values are used to drive our students to be enthused and curious about their learning. This provides a common language and culture for our school community. We promote respect for selves as well as each other as we move forward together in a learning focused, physically and psychologically safe environment. This provides a quality foundation throughout the life of each and every learner.</p>
Context challenges	<p>COVID-19 has significantly impacted the continuity of shared and distributed leadership practices that were in their infancy in 2019. The impacts of the pandemic have included staff stress, increased workload, physical distance impacting collaboration, and staff turnover. Staff turnover due to retirement, inability to provide graduate support in 2020 (COVID), recruitment processes (DET processes), the identified need for full time (all part time staff in 2019 created difficulty for effective meeting schedules with all staff present, which resulted in communication difficulties), DET requirements for ongoing teaching staff. The 2020 focus was not able to remain with maintaining a shared and distributed leadership model. The difficulties of the pandemic necessitated a top down approach in order to achieve consistency and in an attempt to reduce stress on staff, or comparison of staff by parents. The 2020 focus on PLC and curriculum/ planning was shifted sharply to accommodate the high need for a wellbeing focus. This was accompanied by a shift to a manageable curriculum that could be delivered through the remote and flexible learning model. In the school demographic, the disadvantaged nature of families played a role in the inability of teachers to effectively deliver the program of remote and flexible learning via video classes. The need to slowly introduce an online model was reported to be very stressful to staff wellbeing and morale. The shared and distributed leadership focus was also shifted to enable teacher workload to be manageable.</p> <p>The impact of high staff turnover has provided a barrier to the consistent implementation of professional learning and school wide process development. This has meant that each year from 2019-2021, processes have been re-introduced to new staff to gain consistency. The impact of the COVID-19 pandemic in 2020 saw a shift in focus from improvement in reading and maths to a high focus on providing a remote and flexible learning program that could be engaged with by the entire school. There was also a large shift to a focus on wellbeing for both staff and students as a result of the pandemic. Remote and flexible learning made the</p>

	<p>assessment of reading and maths difficult, and collaborative data analysis was impacted due to the online meetings (also focused on wellbeing and teacher difficulties in remote and flexible learning). Small numbers of students have provided a hurdle in creating structured programs for boys, or fostering friendship groups. Not all staff participated in each survey, each year. Academic emphasis may have been impacted by; improved staff understanding of expectations as a result of professional development, all classes having team teaching in 2019, the difficult 2020 year. An improvement from 63% in 2017, to 80% in 2020 is a large increase target for academic emphasis. This was addressed by the introduction of school wide processes, and significant professional learning for staff. It was impacted in 2020-2021 by the COVID-19 pandemic, and the shift in priority to well being. An improvement of 4% for collective efficacy is a small target increase, however, staff cohorts have demonstrated an inconsistent rating for this factor. Structures to address this were implemented in 2020, with the staffing focus of having one full time teacher for each class, rather than a shared model across all grades, were impacted by the remote and flexible learning schedule. The school was only staffed by the minimum number of staff members possible, with all other work and meetings being conducted over video conference.</p> <p>Small cohort sizes, with low numbers of male students, making it difficult to cater to gender needs. Greater emphasis of inclusion, that removes the social appropriateness of using gendered stereotypes. Family holidays are taken at off peak times, according to discussion with parents around family holidays (families are encouraged to take learning while on holidays). The 3 target areas will fluctuate, as will any assessed area of curriculum, due to the differences in strengths between each student cohort.</p>
Intent, rationale and focus	<p>GDPS aims to improve reading learning growth for all students. An analysis of the school's NAPLAN and school-based benchmarking data identified a high proportion of students demonstrating low to medium growth in Reading. Additionally, the school's Panorama Report indicated lower growth compared to like-schools. Therefore the new SSP will prioritise developing and implementing evidence-based processes for the teaching of reading, supported by the PLC framework. GDPS will establish a collaborative focus on the documentation of school-wide guaranteed and viable curriculum; and develop a school-wide instructional model to establish shared pedagogical practice across the school.</p> <p>GDPS will aim to improve numeracy learning growth for all students. NAPLAN numeracy benchmark growth from Years 3–5 was zero per cent. Students in the top two bands dropped from 57 per cent in Year 3 to zero per cent in Year 5. Teachers also expressed the need to use data to challenge all students. Therefore the new SSP will prioritise improving the use of data practices to guide the teaching and learning process for numeracy. GDPS will implement a school improvement cycle to monitor and evaluate teaching and learning for numeracy; and establish the use of observational protocols and feedback processes to improve consistent teacher practice (implement HITS) using the PLC framework for numeracy.</p> <p>GDPS aims to improve engagement in learning for all students. The school was concerned at the impact of the last two years on students' engagement in their learning and wanted to maintain a focus on this area. Student voice and agency was the lowest score on the AToSS and was seen as an important area to develop, to enhance engagement. Therefore the new SSP will prioritise develop whole school practices for social and emotional wellbeing, and build staff capacity to implement, embed and document these practices. GDPS will develop whole school practices for increasing student agency, and build staff capacity to implement, embed and</p>

	document these practices; and develop whole school practices for student goal setting and feedback processes, and build staff capacity to implement, embed and document these practices.
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Goal 1	Improve reading learning growth for all students.
Target 1.1	<p>To improve the following factors on the SSS—School climate module:</p> <ul style="list-style-type: none">• Collective efficacy from 78% in 2021 to 85% by 2025.• Guaranteed and viable curriculum from 80% in 2021 to 88% by 2025.
Target 1.2	<p>To improve the following factors on the SSS—Teaching and learning module:</p> <ul style="list-style-type: none">• Teachers indicating a positive response to Use of pedagogical model from 80% in 2021 to 85% by 2025• Teachers indicating a positive response to Understanding curriculum from 80% 2021 to 85% by 2025
Target 1.3	<p>To improve the following factors in NAPLAN:</p> <ul style="list-style-type: none">• Increase the number of students meeting or above reading NAPLAN growth from 57% in 2021 to 75% by 2025• 85% of Year 3 students in the top two bands in reading by 2025 from 75% in 2021.• 50% of Year 5 students in the top two bands in reading by 2025 from 22% in 2021.

Target 1.4	<p>To improve the following factors on the AToSS</p> <ul style="list-style-type: none"> • Effective teaching time from 70% in 2021 to 85% by the end of 2025.
Key Improvement Strategy 1.a Building practice excellence	Develop and implement evidence-based processes for the teaching of reading, supported by the PLC framework.
Key Improvement Strategy 1.b Curriculum planning and assessment	Establish a collaborative focus on the documentation of school-wide guaranteed and viable curriculum.
Key Improvement Strategy 1.c Building practice excellence	Develop a school-wide instructional model to establish shared pedagogical practice across the school
Goal 2	Improve numeracy learning growth for all students.
Target 2.1	<p>To improve the following factors on the SSS—School climate:</p> <ul style="list-style-type: none"> • Teacher collaboration from 75% in 2021 to 90% by 2025. • Academic emphasis from 72% in 2021 to 85% by 2025.
Target 2.2	<p>To improve the following factors on the SSS—Teaching and learning module:</p> <ul style="list-style-type: none"> • By 2025, increase the positive response to Monitor the effectiveness of using data from 67% in 2021 to 85%.

	<ul style="list-style-type: none"> • By 2025, increase the positive response to Professional learning through peer observation from 33% in 2021 to 85%. • By 2025, increase the positive response to the Use of high impact teaching strategies (HITS) from 67% in 2021 to 85%. • By 2025, increase the positive response to Knowledge of HITS from 67% in 2021 to 85%.
Target 2.3	<p>To improve the following factors in NAPLAN</p> <ul style="list-style-type: none"> • Increase the number of Year 5 students meeting or above numeracy NAPLAN benchmark growth from 57% in 2020 to 75% in 2025 • By 2025, increase the percentage of Year 3 students in the top two bands in numeracy from 0% in 2021 to 40%. • By 2025, increase the percentage of Year 5 students in the top two bands in numeracy from 11% in 2021 to 30%.
Target 2.4	<p>To improve teacher judgements:</p> <ul style="list-style-type: none"> • By 2025, increase the percentage of students achieving high growth in number and algebra from 10% to 25%.
Key Improvement Strategy 2.a Curriculum planning and assessment	Improve the use of data practices to guide the teaching and learning process for numeracy.
Key Improvement Strategy 2.b Evaluating impact on learning	Implement a school improvement cycle to monitor and evaluate teaching and learning for numeracy.

Key Improvement Strategy 2.c Evidence-based high-impact teaching strategies	Establish the use of observational protocols and feedback processes to improve consistent teacher practice (implement HITS) using the PLC framework for numeracy.
Goal 3	Improve engagement in learning for all students.
Target 3.1	<p>To improve the following factors on the AToSS:</p> <ul style="list-style-type: none"> • Effective classroom behaviour from 75% to 84% by 2025. • Managing bullying from 73% to 84% by 2025. • Teacher concern from 70% to 84% by 2025. • Student voice and agency from 55% to 80% by 2025. • Self-regulation and goal setting from 81% to 89% by 2025.
Target 3.2	<p>To improve the following factor on the Parent Opinion Survey (POS):</p> <ul style="list-style-type: none"> • School satisfaction from 82% in 2021 to 85% by 2025.
Target 3.3	<p>To improve attendance:</p> <ul style="list-style-type: none"> • The number of absence days (+20 days) per student from 27% in 2021 to 18% by 2025.
Key Improvement Strategy 3.a Health and wellbeing	Develop whole school practices for social and emotional wellbeing, and build staff capacity to implement, embed and document these practices.

Key Improvement Strategy 3.b Empowering students and building school pride	Develop whole school practices for increasing student agency, and build staff capacity to implement, embed and document these practices.
Key Improvement Strategy 3.c Curriculum planning and assessment	Develop whole school practices for student goal setting and feedback processes, and build staff capacity to implement, embed and document these practices.