



Gowrie Primary School Strategic Plan 2015-2020 Tuggeranong Network

Endorsement by School Principal

Name: Gareth Richards

Signed

G. Richards

Date:

4/2/2016

Endorsement by School Board Chair

Name: Kristen Watts

Signed

K. Watts

Date:

4 Feb 16

Endorsement by School Network Leader

Name: Kerrie Heath

Signed

Kerrie Heath

Date:

30 May 16

School Profile

Established in 1983, Gowrie Primary School is a small, but growing school situated within the Chisholm cluster, in Tuggeranong. The school motto, adopted at the time the school was established, "*Today Prepares Tomorrow*" is just as relevant for the community now as it was in the foundation years. The school vision focuses on excellence, innovation and inclusivity and the staff strive to create learning environments where academic excellence is valued and encouraged. A personalised approach to teaching and learning is used both in the mainstream, special needs and specialist classrooms. There are three learning support units for students with autism, one learning support centre, students accessing integrated support programs, a two class preschool on the school site and specialist classes in the Arts and Japanese Languages.

Our preschool statement of philosophy at Gowrie articulates high expectations for all students, family and staff, as we are a preschool affiliated with a primary school. We believe that our transition program into Kindergarten is important and we value our role in early childhood education. Our philosophy is based on quality education and care as is the Gowrie school culture. We believe in fostering relationships with families and community, in creating safe learning environments that inspire and spark enthusiasm in children. We are an important part of the school community, working as a team to plan for the preschool program, respecting children's individuality and valuing their growth and the sound of laughter and having fun together.

Following the School Validation process in 2015 our new strategic plan aims to grow concepts of inclusivity across the school P-6, embed quality teaching methods and assessment practices, embed and develop the use of ICT and improve the capacity of our teaching and support staff to deliver high quality educational programs. This strategic plan also aims to align ETD strategic goals (as stated in the ACT ETD 2014-2017 plan) and align priorities and pathways for students as listed within the Tuggeranong School Network plan.

The strategic plan outlined in this document has been formed through critical self-reflective assessment practices seeking staff, student and parent consultation. Information about the school's performance was evaluated from School Satisfaction Surveys, evidence of achievement against the nine inter-related domains in the National School Improvement Tool (NSIT) that informed our commendations and recommendations in the School Validation Report, feedback against the NSIT tool from the School Board, NAPLAN data, PIPS data and school managed student data sets. The preschool was evaluated recently as 'Exceeding' in all domains of the National Quality Standards and is incorporated within both school strategic priorities.

Strategic Priority 1: Improve Student Learning Outcomes P-6 Inclusive of Special Needs Classes and Specialist Classes.

Outcomes to be achieved:

Improve the proportion of students achieving at or above National benchmarks in NAPLAN assessment with an additional focus for ATSIE students, early years education and students with individual learning plans.

Targets:

By the end of 2020 the school will achieve:

- Year 3 and Year 5 NAPLAN mean scores remain at or above the Tuggeranong Average in 60-80% of testing areas (Numeracy, Writing, Grammar and Punctuation, Spelling, Reading Comprehension)
- Year 5 NAPLAN Reading at 516 and Numeracy at 503 as indicated in the ACT Directorate Action Plan
- ATSIE students to increase reading and numeracy skills to halve the gap – proportion at or above national minimum standard in NAPLAN (4% of student population in 2016)
- 90% of students with special needs achieve 90% of their learning goals
- PIPs data reflecting at or above the ACT system average for each years value added growth 2016-2020

- Maintain the 'Exceeding' rating in the Preschool against all National Quality Standards (NQS)

Key Improvement Strategy 1	Develop and deliver to staff a common whole of school planning framework for English, Mathematics and Integrated Inquiry Learning.
Outcomes to be achieved	Outcomes: <ul style="list-style-type: none"> • All staff are aware of the school's plan for improvement • The schools explicit and coherent curriculum delivery plan is implemented across the school • Classroom learning experiences are visible, accessible, engaging and challenging for all students, including those with particular needs
Key Performance Indicators	<ul style="list-style-type: none"> • Core learning priorities are evident across the school • Peer observations reflect evidence of the delivery of planned curriculum in classrooms • Evidence of coherence of curriculum documents to Australian Curriculum and EYLF • Observations of reports which show progress over time and provide guidance for parents to support their child's learning
Key Improvement Strategy 2	Develop and deliver to staff a common whole of school data collection tool that links to our planning documents and assessment and reporting plans.
Outcomes to be achieved	Outcomes: <ul style="list-style-type: none"> • Staff use the school approved tools to collect data and identify student learning needs • Data is used systematically to reflect on practice • Individual student goals are being set • Explicit reporting to parents on the progress of their child occurs
Key Performance Indicators	<ul style="list-style-type: none"> • All staff use the school approved tools to track student progress (with particular attention to ATSIE students) • Proportion of staff agree teachers use system and school data to inform teaching • Proportion of staff are able to complete and implement ILP's
Key Improvement Strategy 3	Develop formal coaching and mentoring relationships with staff and identify areas of development for staff through targeted professional learning opportunities.
Outcomes to be achieved	Outcomes: <ul style="list-style-type: none"> • Teachers routinely adjust their practice based on effective feedback • Collaboration and teamwork is evident across the school to build teacher capacity • Teachers periodically engage with Cluster colleagues
Key Performance Indicators	<ul style="list-style-type: none"> • Evidence of effective feedback (Peer Observations, Coaching and Mentoring) • All teaching and non-teaching staff engage in regular Professional Learning Team (PLT) meetings to advance professional learning priorities • Proportion of staff develop a broad collegial network between Cluster schools

National Quality Standard Area covered by priority 1:

QA1 Educational Program and Practice

Strategic Priority 2: Embed a Whole School Culture that Supports Learning and Promotes Wellbeing.

Outcomes to be achieved:

Develop capacity within our school community to support and nurture student learning by developing self-motivated students and engaged parents and citizens.

Targets:

By the end of 2020 the school will achieve:

- 100% of students with a disability, students who access additional support, students in care arrangements and indigenous students have a yearly evaluated ILP or PLP
- 5-10% growth in school satisfaction survey parent data in the field of, ‘School relationships, connection and engagement’ – baseline data 2015 ‘Belonging to this school community is important to me’ 84%
- 5-10% growth in school satisfaction survey student data in the field of, “I like being at my school” – baseline data 2015 87% (agree and strongly agree)
- 5-10% growth in school satisfaction survey student data in the field of, “This school celebrates the achievements of students” – baseline data 2015 78% (agree and strongly agree)

Key Improvement Strategy 1	Develop work skills that promote independence and active engagement from students promoting inclusive practices.
Outcomes to be achieved	<p>Outcomes:</p> <ul style="list-style-type: none"> • Implement the Gowrie Inclusivity Policy to construct cross-school engagement with all students (especially LSUA and LSC students) • Support for a student’s wellbeing is provided to address the individual needs of students (School Psychologist, ETD Behaviour Support Team, Links to Community Services) • Student ownership of their learning is evident across the school
Key Performance Indicators	<ul style="list-style-type: none"> • Proportion of student satisfaction related to behavioral engagement and staff / student relations increases • Proportion of staff use an ILP to monitor student wellbeing where needed • Proportion of staff engage students in conferencing techniques to measure levels of independent learning
Key Improvement Strategy 2	Incorporate community partnerships with the school that promote learning opportunities and increase the capacity of our community to support learning outcomes for our students.
Outcomes to be achieved	<p>Outcomes:</p> <ul style="list-style-type: none"> • Students and families feel connected to the school • School and community partnerships are effective and contribute to improving student outcomes • Effective governance and parents and citizens relationships within the school
Key Performance Indicators	<ul style="list-style-type: none"> • Proportion of student and parent satisfaction related to school and family connections • Increased proportion of parent attendance at learning journeys, school developed parent support programs (reading, numeracy, ICT, NAPLAN) • Proportion of parents who agree community partnerships are valued

National Quality Standard Area covered by priority 2:

QA1 Educational Program and Practice | QA6 Collaborative Partnerships with Families and Communities