Gordon Primary School Strategic Plan 2017-2021

Tuggeranong Network

Endorsement by School Principal

Name: Murray Bruce

Signed _MJBruce_   Date: 4 April 2017

Endorsement by School Board Chair

Name: Brendan Moon

Signed _BMoon_   Date: 4 April 2017

Endorsement by School Network Leader

Name: Kate Smith

Signed _KKSmith_   Date: 5-4-2017

School Vision and Values

Gordon Primary School strives to enable students to be confident, respectful and tolerant individuals who are joyful about their learning.

As a member of the Lanyon Cluster of Schools Gordon Primary School pursues the Cluster Vision of learning that;

· engages, motivates and values students as individuals,

· provides programs of high intellectual quality designed to challenge and support students

· is connected to real world issues and C21st skills which are relevant to students' lives

Four key values are emphasized at Gordon Primary School, responsibility, honesty, tolerance and respect. Additional values emphasized include, striving for personal best, integrity, understanding, care, compassion and inclusion. Also Gordon Primary School accords high priority to promoting warm, courteous relationships in which the rights and needs of all are respected and resilience is developed.

Gordon Primary School Context and Assessment Process

An important element of the improvement process at Gordon Primary School is the application of the Plan-Do-Study-Act (PDSA) cycle. This process involves staff collaboratively developing and adopting the annual improvement plan, undertaking actions in accordance with the strategic priorities of that plan, studying the outcome of the actions and acting on the findings of their study. Teachers undertake formal Action Research (also known as Action Learning) projects as part of this process.

To obtain an overall understanding of the success of continuous improvement efforts, the Executive Team, in consultation with staff, formally reviews whole school performance each semester noting achievements against the priorities of the Annual Action Plan. The Gordon Primary Data and Assessment Plan guides the gathering and analysis of student learning and wellbeing data. Each year the Executive Team conducts a comprehensive review of performance in Term 4. Data analysed in this end-of-year comprehensive review is utilised to develop the subsequent Annual Action Plan.   Annual Action Plans are approved by the School Board.

In 2016, as well as conducting self-assessment, the school underwent the ACT Education Directorate's External Review process. The National School Improvement Tool (NSIT) was extensively used in both self-assessment and the external assessment.

The External Review panel found evidence of outstanding performance in five of nine domains of the NSIT and evidence of high performance in all nine domains. Thus the school's performance was primarily rated as outstanding or high.

The school's self-assessment and the Report of the External Review were used to determine the priorities, strategies, actions and targets that comprise the 2017 - 2021 Strategic Plan and the 2017 Annual Action Plan.

Strategic Priority 1 – Improve Learning Outcomes in Literacy and Numeracy
Student outcomes to be achieved: Increase the proportion of students exceeding expected growth in Reading, Writing and Numeracy

Targets:
- By the end of 2021 the school will achieve:

  o 70% of within school matched students demonstrate expected growth, or better, in Year 3 to Year 5 NAPLAN Numeracy (improved from 55% in 2016)
  o Of all within school matched students, 80% achieve 60% of expected growth or better in NAPLAN Numeracy
  o 85% of Kindergarten students achieve expected growth or better in PIPS Numeracy (improved from 82% mean 2013-16)
  o 75% of Kindergarten students achieve expected growth or better in PIPS Reading (improved from 70% mean 2013-16)
  o 65% of students demonstrate expected growth in Writing in the Gordon Primary School Writing Assessment (K-Y6)
  o   80% of student achieve at least 60% of the expected growth in the Gordon Primary School Writing Assessment (K-Y6)

National Quality Standard Area covered by this priority
- QA 1. Educational Program and Practice- embed a framework of critical reflection and systematic planning on students learning and progress to develop and implement programs
- QA 7. Leadership and Service Management- Ensure that effective self-assessment and quality improvement processes support Teachers implementation of programs and learning outcomes

Key Improvement Strategies	Timelines and milestones	Lead roles/ Accountabilities/ Delegations	Targeted Resources	Key Performance Indicators
Refine and Expand the Response to Instruction (RTI) approach to include Tier 2 and Tier 3 Instructional strategies for Numeracy	Term 3 2017 Milestone – Data informed system is in place to regularly identify students requiring Tier 2 interventions. Term 2 2018 – review of Numeracy RTI process. Term 1 2019 – Use of RTI approach in Numeracy is normalized within the	Deputy Principal to lead Gordon Primary's School Improvement Team which will have oversight of the delegation of required tasks to develop Tier 2 and 3 Instructional Strategies. Deputy Principal to lead Gordon Primary's Data and Assessment Team which will have oversight of the delegation of required tasks to develop systems to identify students not achieving expected growth.	Provision of iPad with Evidence for Learning App to all teaching staff. Provide regular Google / Data Tracker orientation for staff. Provide access to Count Me in Too and Middle Years Mental Computation professional learning. Regularly scheduled	Gordon's Assessment and Data plan clearly outlines the mechanism for identifying students who are not achieving expected growth in Numeracy potentially requiring Tier 2 or 3 interventions. Implementation of this will be evidenced by regular use of the Evidence for Learning App and the Gordon Data Tracker. There are specific school wide strategies in place to identify and extend highly capable students. This will be evidenced through the implementation of a range of documented programs in

	school's teaching and learning strategies.	Deputy Principal to lead Gordon Primary's Data and Assessment Team who will have oversite of the delegation of required tasks to develop systems to identify highly capable students. Deputy Principal to coordinate a review and updating of the Gordon NSIT Narratives.	meetings of the Gordon Primary School Improvement Team. Regularly scheduled meetings of the Gordon Primary Data and Assessment Team.	place to extend highly capable students. Gordon NSIT Narratives have are updated to include the developments to the RTI approach. Teachers are consistently demonstrating the Indicators of Success outlined in: • Gordon NSIT Narrative - Analysis and Discussion of Data • Gordon NSIT Narrative - Differentiated Teaching and Learning • Gordon NSIT Narrative - Expert Teaching Team • Gordon NSIT Narrative – Systematic Curriculum Delivery
Develop and Implement a Response to Instruction (RTI) approach for Reading and Writing (Tier 1, 2 and 3),	Term 4 2017 – initial implementation of Tier 1 strategies. Term 2 2018 – Implementation of Tier 2 and 3 strategies. Term 1 2019 – Use of RTI approach in Writing and Reading is normalized within the school's teaching and learning strategies.	Deputy Principal to lead Gordon Primary's School Improvement Team which will have oversight of the delegation of required tasks to develop Tier 2 and 3 Instructional Strategies. Deputy Principal to lead Gordon Primary's Data and Assessment Team which will have oversight of the delegation of required tasks to develop systems to identify students not achieving expected growth. Deputy Principal to coordinate a review and updating of the Gordon NSIT Narratives. Deputy Principal to lead Gordon	Provision of iPad with Evidence for Learning App to all teaching staff. Provide regular Google / Data Tracker orientation for staff. Provide access to First Steps Reading and Writing professional learning Provide Coaching support for teachers to implement Guided Reading and Cooperative Reading. Regularly scheduled meetings of the Gordon	Regular data on the achievements, progress, strengths and weaknesses of individual students are used in all classrooms to make judgements about individual needs, to identify appropriate starting points for teaching and to personalise teaching and learning activities. Implementation of this will be evidenced by regular use of the Evidence for Learning App and the Gordon Data Tracker. Gordon's Assessment and Data plan clearly outline the mechanism for identifying students who are not achieving expected growth in Writing and Reading potentially requiring Tier 2 or 3 interventions. Implementation of this will be evidenced by regular use

		Primary's Data and Assessment Team which will have oversight of the delegation of required tasks to develop systems to identify highly capable students.	Primary Data and Assessment Team.	of the Evidence for Learning App and the Gordon Data Tracker. There are specific school wide strategies in place to identify and extend highly capable students. This will be evidenced through the implementation of range of documented programs in place to extend highly capable students. Gordon NSIT Narratives have are updated to include the developments to the RTI approach. Teachers are consistently demonstrating the Indicators of Success outlined in: • Gordon NSIT Narrative - Analysis and Discussion of Data • Gordon NSIT Narrative - Differentiated Teaching and Learning • Gordon NSIT Narrative - Expert Teaching Team • Gordon NSIT Narrative – Systematic Curriculum Delivery

Strategic Priority 2 - Improve students' sense of satisfaction, enjoyment of learning and sense of wellbeing
Student Outcomes to be achieved: Increase and sustain student demonstration of Gordon values (Respect, Tolerance, Honesty, and Responsibility) and sense of satisfaction while at school.

Targets:
- By the end of 2021 the school will have sustained for 2 years a/an:

    - 82 % positive responses to the statement *'Teachers at my school treat students fairly'* within the Gordon Primary Yr 3-6 Student Satisfaction Survey having improved from a 76% positive response in 2016
    - 80 % positive responses to the statement *'I feel safe at School'* within the Gordon Primary Yr 3-6 Student Satisfaction Survey having improved from a 70% positive response in 2016
    - 80 % positive responses to the statement *'I can talk to teachers about my concerns'* within the Gordon Primary Yr 3-6 Student Satisfaction Survey having improved from a 67% positive response in 2016
    - 65% positive responses to the statement *'Student behaviour is well managed'* within the Gordon Primary Yr 3-6 Student Satisfaction Survey having improved from a 31% positive response in 2016
    - 85 % positive responses to the statement *'I like being at school'* within the Gordon Primary Yr 3-6 Student Satisfaction Survey having improved from a 72% positive response in 2016
    - 85 % positive responses to the statement *'The school celebrates the achievements of students'* within the Gordon Primary Yr 3-6 Student Satisfaction Survey having improved from a 70% positive response in 2016

National Quality Standard Area covered by this priority

- QA 5. Relationships with Children- through collaborative learning opportunities and social skills explicit teaching to enhance the social and emotional learning for the children
- QA 6. Collaborative Partnerships with family and communities- Enhance communication processes with families and community to ensure understandings and respectful partnerships that reflect the diversity and needs of the children

Key Improvement Strategies	Timelines and milestones	Lead roles/ Accountabilities/ Delegations	Targeted Resources	Key Performance Indicators
Plan for the explicit teaching and learning of social skills, values and Choice Theory concepts for all students.	Term 1 2017 – Create explicit units of work that cover Choice Theory concepts and Gordon Vales.	All staff implement and report to team leaders and Executive staff	PL- PBL, Kids Matter, Bounce Back, Glasser Quality School, Cooperative learning Dedicated time to implement strategic social skills in curriculum units. Social skills/Values incorporated in Integrated Curriculum Module and Literacy & Numeracy Placemat	Choice Theory concepts / Social Skills Units of work developed and are in use. Teachers are consistently demonstrating the Indicators of Success outlined in: • Gordon NSIT Narrative – Culture that promotes learning
Empower staff to support an optimal learning environment for every student all of the time (including social skilling, application of Choice Theory, Reality Therapy & restorative processes etc)	2017 – ongoing Provide Glasser PL Provide Restorative Practices PL Provide other targeted PL as required.	All staff with support of executive team	PL- PBL, Kids Matter, Bounce Back, Glasser Quality School, Cooperative learning Dedicated time to implement strategic social skills in curriculum units. Social skills/Values incorporated in Integrated Curriculum Module and Literacy & Numeracy Placemat	Relevant and Targeted PL is delivered on an annual basis. Walkthough focusing of social skill indicators are a regular feature of Gordon Primary's Assessment schedule as evidence by the regular feedback of this data to staff. Classrooms are calm but busy and interruptions to teaching time are kept to a minimum as evidenced by data collected during walkthroughs
Establish an ongoing system to monitor students' satisfaction and other student well-being information	2017 – Establish as system of monitoring student satisfaction on a Termly basis. 2018 – Develop a process of monitoring student well-being information via the	Deputy Principal to lead Gordon Primary's Data and Assessment Team who will have oversite of the delegation of required tasks to develop systems to monitor student well being.	Regularly scheduled meetings of the Gordon Primary Data and Assessment Team.	Student Satisfaction Data is gathered and reported on each term as evidence by regular sharing of PBL data, and termly sharing of Student Satisfaction Data.

	use of the Directorate's new School Information System.			Student Well Being Data is gathered and reported on each term.
Refine systems for student management processes	Term 2 2017 Term 2	Deputy Principal to lead Gordon's Well-Being and PBL Team which will have oversight of the delegation of required tasks to develop systems to enhance student well being, and student behavior management processes.	Positive Behaviours for Learning (PBL)-professional learning. Review policies and procedures within the PBL framework. Regularly scheduled meetings of the Gordon Primary PBL Team. Regularly scheduled meetings of the Gordon Primary Wellbeing Team.	Refined student management systems are in place and are widely understood and used as evidenced through the implementation of the new shared Executive on Call arrangements Gordon is recognized as a PBL school as evidenced through multiple ways that Gordon promotes itself as a PBL school. As evidenced by the regular collection and reporting of PBL based data.
The ongoing celebration of student demonstration of Gordon Values	Each Term	Deputy Principal to lead Gordon's Well-Being and PBL Team which will have oversight of the delegation of required tasks to develop systems to celebrate success.	Identify Facebook coordinator. Regularly scheduled meetings of the Gordon Primary PBL Team. Regularly scheduled meetings of the Gordon Primary Wellbeing Team.	A refined system is in place to recognise student achievement of the Gordon Values as evidenced by: - Year 6 Graduation with Merit system is in place - Regular Assembly Awards recognising Gordon Values - Facebook posts celebrating student achievement. - The regular sharing of examples of students' learning successes with parents / carers