**School Strategic Plan 2018-2022**

Gowrie Street Primary School Shepparton (4657)



Submitted for review by Timothy Warwick (School Principal) on 27 April, 2020 at 08:10 AM
Endorsed by Trent McCrae (Senior Education Improvement Leader) on 27 April, 2020 at 08:36 AM
Awaiting endorsement by School Council President

**School Strategic Plan - 2018-2022**

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| School vision | We are a community that takes strength from who we are: our diversity, our cultures, our histories. We will empower our students to seize life's opportunities and to overcome its challenges.  |
| School values | Our school's values are to Care for Yourself, Care for Others, Care for your Learning and to Care for your School. |
| Context challenges | Gowrie St Primary School is located in Northern Shepparton, just 200 metres from the Goulburn River. Our 2018 enrolment is 275 students, representing a diverse range of communities. This includes approximately 30% Indigenous students and 14% EAL students. Our SFO is 0.71. Our community provides a great richness to our school - it provides us with wonderful diversity and strength. At the same time, there are some challenges associated with this context, which include lateness and absenteeism, low levels of oral language and academic skills when commencing Foundation, a transient student population, and limited engagement and aspirations within the community. Each day we support our community to overcome these challenges and we to strive to provide our students with high impact and quality teaching and learning |
| Intent, rationale and focus | Our school is committed to achieving its vision, and believes it is essential that we achieve the best academic outcomes possible so that our students can take advantage of the opportunities available to them. In line with our vision, there are some key mindsets regarding how we view our school and the work we do, which are critical to us achieving success. These include that we take a strengths-based approach to both our students and our community. Instead of focusing on what is missing in our community or the gaps in our students' learning, we focus on what they can do and provide to our great school. This informs our work with our parents and families - they are our partners and are critical to the success of our students. It also ensures that we provide our students with a diverse and enriching curriculum that focuses on their strengths and interests, and that exposes them to new knowledge and opportunities. A further important mindset is the importance of culturally inclusive and responsive practices. We take great pride in the rich cultural diversity of our school and its community, including our strong and large Indigenous community. We seek to honour these communities and to ensure these students feel seen and heard through our curriculum, teaching and other school supports and practices.Finally, we ensure we take a School Wide Positive Behaviour Supports (SWPBS) and trauma-informed approach to the education we provide our young people. This approach is underpinned by the critical work we do with our paediatrician and our play therapist. This ensures we see children's behaviours from a developmental perspective, and put in place not only the relevant consequences for behaviour but also the necessary supports and education.These goals, mindsets and approaches underpin the important work of our Strategic Plan and lead to a number of priorities. At the curriculum level, these priorities involve the use of formative assessment and collaborative planning to ensure high impact teaching across our school. Student interests and strengths will be cultivated through prioritising goal setting and feedback, and designing curriculum experiences that connect our students to the outside world and the opportunities it contains. At a Student Engagement and Wellbeing level, it is critical that we continue to provide our students with a safe, calm and orderly learning environment: the ongoing implementation of SWPBS is fundamental to this. We will cultivate our students and families, through the provision of many opportunities and supports, including the provision of engagement opportunities within the school.  |

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| **Goal 1** | To maximise learning growth for all students in literacy F to 6.  |
| Target 1.1 | * By 2022 the percentage achieving medium to high relative learning growth on NAPLAN reading to increase from 61% to 75% or higher.
* By 2022 the percentage achieving medium to high relative learning growth on NAPLAN writing to increase from 64% to 75% or higher.
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| Target 1.2 | * By 2022 the percentage achieving in the top two NAPLAN bands to improve from the 2017 benchmark:
	+ Year 3 reading from 13% to 25%
	+ Year 5 reading from 5% to 15%
	+ Year 3 writing from 13% to 25%
	+ Year 5 writing from 2% to 8%
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| Target 1.3 | * By 2022 the percentage of positive responses on the School Staff Survey for the following factors to improve:
	+ Collective efficacy from 32% to 75%
	+ Academic emphasis from 36% to 75%.
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| Key Improvement Strategy 1.aBuilding leadership teams  | Build leadership capacity to lead school literacy improvement through distributed instructional leadership and data-driven strategic planning and resource management. (BLT) |
| Key Improvement Strategy 1.bCurriculum planning and assessment  | Build the capacity of professional learning teams to regularly collaborate to use formative and summative data to inform planning to meet individual learning needs. (CPA) |
| Key Improvement Strategy 1.cBuilding practice excellence  | Develop teacher knowledge and skills to embed high impact teaching strategies. (BPE) |
| Key Improvement Strategy 1.dIntellectual engagement and self-awareness  | Action Plan to accelerate improvement |
| **Goal 2** | To build student engagement in an orderly and safe learning environment.  |
| Target 2.1 | By 2022 improve the percentage of positive responses on the Attitudes to School Survey (Years 4-6) for the following factors:* Sense of connectedness from 62% to 80%
* Student voice and agency from 58% to 80%
* Effective classroom behaviour from 62% to 80%
* Managing bullying from 63% to 80%
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| Target 2.2 | By 2022 reduce the average days absent per student F-6 from 26.46 days to 18 days. (Nb. Average absence 2014-16 was 23 days) |
| Target 2.3 | By 2022 improve the percentage of positive responses on the Parent Opinion Survey for promoting positive behaviour from 52% to 75%.   |
| Key Improvement Strategy 2.aSetting expectations and promoting inclusion  | Embed an orderly learning environment with agreed, documented high expectations for learning and student behaviour management with staff, students and parents. |
| Key Improvement Strategy 2.bSetting expectations and promoting inclusion  | Build high expectations and strategies for regular attendance and punctuality. |
| Key Improvement Strategy 2.cEmpowering students and building school pride  | Harness student voice and agency to develop a rich, purposeful and engaging curriculum. |
| **Goal 3** | To maximise learning growth for all students in Numeracy F-6.  |
| Target 3.1 | * By 2022 the percentage achieving in the top two NAPLAN bands to improve:
	+ Year 3 numeracy from 13% to 25%
	+ Year 5 numeracy from 8% to 16%.
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| Target 3.2 | By 2022 the percentage achieving medium to high relative learning growth on NAPLAN numeracy to increase from 69% to 75% or higher. |
| Target 3.3 | * By 2022 the percentage of positive responses on the School Staff Survey for the following factors to improve:
	+ Collective efficacy from 32% to 75%
	+ Academic emphasis from 36% to 75%.
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| Key Improvement Strategy 3.aBuilding leadership teams  | Build leadership capacity to lead school numeracy improvement through distributed instructional leadership and data-driven strategic planning and resource management. (BLT) |
| Key Improvement Strategy 3.bCurriculum planning and assessment  | Build the capacity of professional learning teams to regularly collaborate to use formative and summative data to inform planning to meet individual learning needs. (CPA) |
| Key Improvement Strategy 3.cBuilding practice excellence  | Develop teacher knowledge and skills to embed high impact teaching strategies. (BPE) |