

Gladstone Park Secondary College 7858

School Strategic Plan 2009 -2012



Endorsement by School Principal	SIGNED..... NAME..... DATE.....
Endorsement by School Council	SIGNED..... NAME..... DATE..... School Council President signs indicating that the School Strategic Plan has been endorsed by School Council
Endorsement by Regional Director (or nominee)	SIGNED..... NAME..... DATE.....

School Profile

<p>Purpose</p>	<p><i>At Gladstone Park, our major purpose is to:</i></p> <ul style="list-style-type: none"> - <i>Support students in achieving academic success, which will give them the best possible chance in gaining entrance into University/Tertiary Education or employment.</i> - <i>Provide an invigorating learning environment which promotes merit, leadership and resilience and enables students to become valuable contributors to social, community and professional environments</i> - <i>Enhance success and encourage students to be involved in extra curricular activities</i> - <i>Develop students to become independent learners who are resilient, responsible and strive to reach their full potential.</i> <p><i>School Motto: "Knowledge is Power"</i></p>
<p>Values</p>	<p><i>We are committed to a culture of respect:</i></p> <ul style="list-style-type: none"> - <i>Respect of Staff/School/Parents</i> - <i>Respect of Peers</i> - <i>Respect of Self</i> <p><i>We value</i></p> <ul style="list-style-type: none"> - <i>Student leadership</i> - <i>Integrity, honesty, responsibility and cooperation and we believe in firm, fair discipline</i> - <i>Academic and individual success through persistence Diversity in all its forms</i> ▪ <i>We promote pride and connectedness to our school community and celebrate success.</i> ▪ <i>Our philosophy is to use the innate talent of students to lead our culture of respect.</i>

▪ **Environmental
Context**

Gladstone Park is a single campus, co-educational Year 7 to 12 College of around 1465 students that services a large residential community in the North Western suburbs of Melbourne. We have a culturally diverse enrolment.

The school operates using a Sub-School model with Junior School years 7-8, Middle School years 9-10 and Senior School years 11-12. Currently more than 30 primary schools provide students for entry at Year 7.

The school provides a core program in the Years 7-9. The Year 10 blocks are aligned with the Victorian Certificate of Education (VCE) blocks and VCE is the predominant course offered at Year 11-12, supplemented by a small and highly sought after Victorian Certificate of Applied Learning (VCAL). Vocational Education and Training in Schools (VETiS) is also offered to post compulsory students. A considerable proportion of Year 10 students undertake a VCE subject or pursue additional pathway options within the conventional curriculum program.

In 2007 a Select Entry Acceleration Program (SEAL) was introduced at Year 7. By 2012, it is anticipated that there will be a SEAL class at every year level, 7-10.

The school provides a significant extra-curricular and enrichment program including a large instrumental program and several school bands; debating and public speaking; drama and musical productions including the Rock Eisteddfod; and a large House competition program including, but not restricted to, swimming, athletics and debating.

Strategic Intent

	Goals	Targets	Key Improvement Strategies
Student Learning	<ul style="list-style-type: none"> To sustain improved performance in literacy and numeracy and VCE results. To improve teaching and learning outcomes through a quality Teacher Performance and Development program and the incorporation of Information and Communication Technology (ICT) skills 	<ul style="list-style-type: none"> Increase 'All Study Mean' by 2.0 by 2012 By 2012, increase average National Assessment Program Literacy and Numeracy (NAPLAN) English and Maths score by 0.25. Quality of Teaching variable – Parent Survey at or above state benchmarks To increase the combined percentage of A, B, and C grades in the VELS ICT domain at each year 7-10 level (using teacher judgement indicators and a specific % target set from a baseline established at the end of 2008) 	<ul style="list-style-type: none"> Continue senior school organisational reforms and improved structures to support student learning Enhance the use of ICT in curriculum design and classroom teaching Continue to enhance vibrant teacher performance review and professional development culture that emphasises improvement in instructional practice and student learning
Student Engagement and Wellbeing	<ul style="list-style-type: none"> To improve student engagement and student attendance To improve student connectedness and motivation to learning, particularly in the Middle School 	<ul style="list-style-type: none"> Reduce student absence in Years 7 to 10 by 20% (2012 compared to 2007) so the school's attendance is better than statewide mean Student Motivation score reported in the teacher opinion survey to be 60 on the 100 point scale by 2010 Increase Year 7-12 'connectedness to peers and to the college' result by 50% by 2012 (compared with 2007) 	<ul style="list-style-type: none"> Monitor impact of new attendance policy and procedures and refine as appropriate Implement enhanced student leadership program and extend extra-curricular activities Implement further initiatives to improve student work ethic and culture of respect

<p>Student Pathways and Transitions</p>	<ul style="list-style-type: none"> • To increase proportion of students going on to tertiary study and ensure those that don't have a sustainable education/training/employment pathway. • Improve transition from grade 6 to year 7 	<ul style="list-style-type: none"> • Increase proportion of year 12 going to tertiary study by 10%. • A decrease in the percentage of Year 10, 11 and 12 exit destinations in the unknown, unemployed, and part time employment categories by 2012 (using a specific % target derived from accurate 2007 baseline exit data) • An increase in VCE, VET & VCAL completion rates by five percentage points by 2010 • Improve communication and consultation between GPSC and feeder primary schools 	<ul style="list-style-type: none"> • Provide comprehensive counselling, support and managed pathways for each student transitioning from Years 6 -12.
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SCHOOL STRATEGIC PLANNER 2009 – 2012: INDICATIVE PLANNER

Key Improvement Strategies (Prioritised KIS across the three student outcomes areas)	Actions		Achievement Milestones (Changes in practice and behaviours)
<ul style="list-style-type: none"> Continue senior school organisational reforms and improved structures to support student learning 	Year 1	<ul style="list-style-type: none"> Introduce compulsory exams for VCE classes Introduce after-school tutoring program targeting VCE students Twilight forum including induction of new VCE teachers Introduction of staff to ACER and VASS data Begin informal meetings between staff and administration to interpret data 	<ul style="list-style-type: none"> Improved median/VCE study score Greater attendance at VCE after-school tutoring programs VCE staff have an understanding of ACER and VASS data
	Year 2	<ul style="list-style-type: none"> Twilight forum including induction of new VCE teachers Formalise data interpretation meetings with administration and on a peer basis and compare findings with Year 1 baselines KLA leaders to incorporate data into teaching practices of staff Targeted SAC development to identified weaknesses in student performance 	<ul style="list-style-type: none"> Continued improvement in median/VCE study score Culture of attending VCE after-school tutoring programs becoming the norm
	Year 3	<ul style="list-style-type: none"> Twilight forum including induction of new VCE teachers Student counselling to optimise ENTER score 	<ul style="list-style-type: none"> Culture of using data to drive improvement in teacher effectiveness has become the norm
	Year 4	<ul style="list-style-type: none"> Review success of organisational reforms in improving VCE results 	<ul style="list-style-type: none"> Higher percentage of students achieving 40+ VCE study scores Increased median study score
<ul style="list-style-type: none"> Continue to enhance a vibrant teacher performance review and professional development culture that emphasises improvement in instructional practice and student learning 	Year 1	<ul style="list-style-type: none"> Continue with teacher visits to classrooms for observation and sharing of best teaching practice Further develop existing 7 – 10 after-school tutoring program to provide academic support for struggling students Investigate successful Numeracy and Literacy programs 	<ul style="list-style-type: none"> Staff visits to each other's classroom a usual occurrence Students beginning to accept more than one teacher in classrooms as the norm
	Year 2	<ul style="list-style-type: none"> Review of after-school tutoring program to gauge success Begin to implement strategies based on research into Numeracy and Literacy 	<ul style="list-style-type: none"> Beginning to see an improvement in Numeracy and Literacy NAPLAN data for Years 7 and 9 students Increase in the amount of students attending after-school tutoring classes
	Year 3	<ul style="list-style-type: none"> Improve after-school tutoring program based on review Continue to implement Numeracy and Literacy strategies 	<ul style="list-style-type: none"> Large numbers of students attending after-school tutoring classes has become the norm Improved student performance in Numeracy and Literacy
	Year 4	<ul style="list-style-type: none"> Review success of Numeracy and Literacy strategies in improving student outcomes 	<ul style="list-style-type: none"> NAPLAN English and Maths scores increased by 0.25 from 2008 scores Staff sharing best of practice and resources through Performance and Development culture embedded across all KLAs

<ul style="list-style-type: none"> Enhance the use of ICT in curriculum design and classroom teaching 	Year 1	<ul style="list-style-type: none"> Begin construction of computer labs across the school to provide spaces for ICT rich teaching and learning Begin skilling up staff in the use of ICT to develop ICT based lessons Continuing review and development of Numeracy and Literacy programs 	<ul style="list-style-type: none"> Students seen using ICT across most KLAs ICT use for teaching and learning is beginning to become a standard practice
	Year 2	<ul style="list-style-type: none"> Continued upgrade/expansion of computer facilities Staff continuing to be skilled-up in the use of ICT to develop ICT based lessons across the curriculum Ensure that 50% of timetabled classes are in ICT enriched environments with at least one computer per two students 	<ul style="list-style-type: none"> Students seen using ICT across all KLAs in ICT enriched classrooms All KLAs curriculum contain ICT components for teaching and learning
	Year 3	<ul style="list-style-type: none"> Ongoing construction of computer labs across the school Ensure that 50% of timetabled classes are in ICT enriched environments with at least one computer per student 	<ul style="list-style-type: none"> ICT rich teaching and learning practices achieved throughout the curriculum across all KLAs
	Year 4	<ul style="list-style-type: none"> Complete construction of computer labs across the school Perform an ICT audit of staff skills and curriculum content 	<ul style="list-style-type: none"> 90% of students have met the required progression points in ICT

<ul style="list-style-type: none"> Monitor impact of new attendance policy and procedures and refine as appropriate 	Year 1	<ul style="list-style-type: none"> Continue to monitor student absences in line with new 2008 attendance policy 	<ul style="list-style-type: none"> Improvement in student 'Connectedness to School and Peers' on survey results Drop in absence rates
	Year 2 and 3	<ul style="list-style-type: none"> Continue to monitor student absence rate and success of strategies 	<ul style="list-style-type: none"> Further drop in absence rates
	Year 4	<ul style="list-style-type: none"> Review attendance policy and procedures 	<ul style="list-style-type: none"> Increase in student 'Connectedness to School and Peers' on survey results by 50% (compared to 2007) Improve real retention rates by 5% for years 10-11 and years 11-12 (compared to 2007) Reduced student absence rate in Years 7 to 10 by 20% (compared to 2007)

<ul style="list-style-type: none"> Implement enhanced student leadership program and extend extra-curricular activities 	Year 1	<ul style="list-style-type: none"> Further development of Student Leadership and Activities coordinator role 	<ul style="list-style-type: none"> Increased involvement by students in extra-curricular and leadership activities
	Year 2 and 3	<ul style="list-style-type: none"> Further develop the Lunchtime Activities program Further develop the Student Leadership and SRC programs 	<ul style="list-style-type: none"> Further increased involvement in extra-curricular and leadership activities by school community
	Year 4	<ul style="list-style-type: none"> Review success of Student Leadership and Extra Curricular programs. 	<ul style="list-style-type: none"> Culture of student led extra curricular activities apparent Increase in student 'Connectedness to School and Peers' on survey results by 50% (compared to 2007)

<ul style="list-style-type: none"> Implement further initiatives to improve student work ethic and culture of respect 	Year 1	<ul style="list-style-type: none"> Investigate alternative/successful Year 9 and Year 10 programs focussed on student engagement, motivation and effectiveness using the Teacher Professional Leave program. 	
	Year 2 and 3	<ul style="list-style-type: none"> Develop strategies from research undertaken in 2009 to address student engagement, motivation and connectedness. 	<ul style="list-style-type: none"> Drop in incidences of bullying and behavioural issues recorded on the REX behavioural management program and Student Services data. Increase in the number of students utilising the after-school tutorial program
	Year 4	<ul style="list-style-type: none"> Review success of strategies developed to improve student engagement, motivation and connectedness. 	<ul style="list-style-type: none"> Increase in student 'Connectedness to School and Peers' on survey results by 50% (compared to 2007)

<ul style="list-style-type: none"> Provide comprehensive counselling, support and managed pathways for each student transitioning from Years 6 -12. 	Year 1	<ul style="list-style-type: none"> Create a tracking database to manage exiting students Initiate partnerships with local businesses/industry and City of Hume Survey Year 7 students and use data to target key improvement strategies for grade 6 – 7 transition Year 7 transition improvement areas identified 	<ul style="list-style-type: none"> Tracking man-hours minimized and more accurate statistical outcomes Two-way communication established, which has created meaningful dialogue and cooperation between local business/industry and Gladstone Park Secondary College.
	Year 2 and 3	<ul style="list-style-type: none"> Continue to maintain and enhance the student management database of all exiting students Further develop partnerships with local businesses and City of Hume Introduce key improvement strategies for grade 6-7 transition and continue to survey new Year 7 students 	<ul style="list-style-type: none"> Instantaneous access to student tracking information Notable presence within the school environment of industry representatives including representation on School Council Improvement in Year 6 – 7 transition as shown through survey results and anecdotal evidence
	Year 4	<ul style="list-style-type: none"> Tracking process and management reviewed Review relevance and sustainability of community partnerships Review the success of key improvement strategies for Year 6 - 7 transition 	