

School Strategic Plan 2020-2024

Gladstone Park Secondary College (7858)



Submitted for review by Lynne Gutterson (School Principal) on 09 October, 2020 at 01:23 PM

Endorsed by Vivienne Tellefson (Senior Education Improvement Leader) on 12 October, 2020 at 04:28 PM

Endorsed by Sharon Matuauto (School Council President) on 14 October, 2020 at 09:05 PM

School Strategic Plan - 2020-2024

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School vision	Gladstone Park Secondary College's vision is to provide a first-class education for local students, exceeding that of its non-government counterparts and that is safe and supportive for all students. Gladstone Park aims to equip students with the necessary tools to succeed through high school and beyond in whatever pathway they choose. Gladstone Park challenges students with high expectations in all areas of school life. Extra-Curricular programs offered at Gladstone Park aim to enrich the learning culture and make coming to school an enjoyable and safe experience for all.
School values	The values of the school community are 'be respectful', 'be a learner' and 'be safe'. Students at Gladstone Park Secondary College will be expected to demonstrate respect for themselves, others and the school. Demonstrating respect means being polite, thoughtful and considerate when working with others and representing the school. Being a learner means being actively engaged with and taking responsibility for one's own learning. It means being curious and open to new ideas. At Gladstone Park Secondary College students will learn to be safe and value the safety of others. Our concept of safety extends beyond physical safety and safety from intolerance and discrimination. All students will feel supported and included in learning environments, enabling them to thrive and achieve their goals.
Context challenges	<p>CONTEXT:</p> <p>Gladstone Park is a single campus, co-educational year 7-12 college of around 1650 students that services a large resident community in the North Western suburbs of Melbourne. We have a culturally diverse enrolment and a Student Family Occupation and Education (SFOE) Index of 0.4780. Our staffing profile has 111.1 Effective Full Time (EFT) teachers and 30.1 EFT support staff. The vast majority of students enrolled come from the 5 neighbourhood primary schools; however, more than 25 primary schools also feed our enrolments.</p> <p>There is pressure on our enrolments with our ceiling being 1575 and 2019 student numbers at 1640. We have waiting lists at each year level.</p> <p>Gladstone Park supports students' diverse needs through various programs. A significant proportion of students come from non-English speaking background and we have EAL classes at every year level and employ two Multicultural Aides. Across the school there are around 26 students funded under the Program for Students with a Disability (PSD), whose Learning Plans and Student Support Group Meetings are coordinated by a dedicated staff member. We provide academic support for low literacy students through Reading and English enhancement classes. Further academic supports available to students include after-school tutorial classes. To support students with high academic ability, we deliver a Select Entry Accelerated Learning (SEAL) program, and a select Language Immersion program where Italian language is taught using the Content Learning in Language (CLIL) methodology. Both these programs have classes at each year level for years 7 - 9, and continued supports through to VCE.</p>

Student welfare support is a priority and the school employs 2.5 EFT counsellors to complement the DET supplied SSSO staff and school nurse. Specialist welfare programs and extra-curricular programs support the education of our students. Student Pathways is well resourced with 2.0 EFT careers staff supporting all students from years 10-12.

The school supports teacher development through a peer-led weekly professional learning program and prioritising collaborative improvement of teaching strategies in staff and faculty meetings. Leadership development is fostered through a leadership structure that includes four assistant principals, 13 leading teachers, 6 learning specialists and a wide range of positions of responsibility. All staff are members of a Professional Learning Team. The roles of the assistant principals are Junior School Principal, Middle School Principal, Senior School Principal and Assistant Principal - School Performance.

KEY CHALLENGES:

1. Consistency of teaching practice and classroom observation
 - Big school and staff diversity.
 - Observation practices have not created for staff appropriate ways to undertake observation, there is a need for improved protocols.
 - Teachers did not buy in to the purpose of classroom observation. The connection between classroom observation and improving student learning needs to be made.
 - Timetable constraints.
 - The impact of the process was minimal, more work needs to be done to make this process effective. Consider using observed LS to do reciprocal observations, as a part of cycle in developing teacher learning.
 - What skills do teachers need to develop to provide effective feedback? Leaders have had limited opportunity to put into practice the Open to Learning training. We must learn how to build a culture of teacher learning through observation, feedback and other processes. We are all in this together, we can all improve our practice.
 - We need to implement a Teaching and Learning model, linked to appropriate observation processes
2. Whole school literacy strategy, numeracy achievement and differentiation of learning
 - Teacher confidence and teacher professional learning in differentiation.
 - We need to target support at year 7-9. Our current MYLNS teacher is focused on senior school.
 - There is little numeracy support for students with lower level skills. What can be learned from the 7-10 writing outcomes?
 - The culture of the Numeracy team is different to English
 - The full nature numeracy across the curriculum is yet to be fully examined.
 - The same summative assessments are used for all students in mathematics - providing data of questionable use. How does this data inform teaching and learning?
 - In sufficient use of formative assessment to inform teaching practice.
 - Data literacy of teachers to inform teaching responses to learning is insufficient.
 - Teacher inability to use year 7-9 learning data to inform teacher practice.

	<p>3. Student voice and agency / teacher knowledge of positive behaviours for learning / teacher concern for students.</p> <ul style="list-style-type: none"> • Not all teachers responded to the PIVOT surveys in the way's students would have hoped. • Some students described some teachers as not being interested in what students think. • Once the delay in training in SWPBL team will enable impact on teacher practice • Insufficient student voice and agency in classrooms.
<p>Intent, rationale and focus</p>	<p>INTENT The School Strategic Plan has the following key directions:</p> <ol style="list-style-type: none"> 1. Learning growth for all students 2. Developing learners who are active, creative and engaged in learning; have agency in their learning; are resilient and respectful; and display growth mindsets 3. Curriculum planning and formative assessment matched to student point of learning need and strongly aligned with the Victorian Curriculum 4. Teaching practices that differentiate teaching and learning - with an initial focus on English and Mathematics 5. Whole-school professional learning for assessing student point of need and differentiated teaching practices 6. Whole-school approaches to student management, wellbeing, resilience and engagement <p>RATIONALE Regarding learning growth, an analysis of the school's NAPLAN and school-based benchmarking data identified a high proportion of Year 9 students demonstrating low to medium growth in numeracy. Additionally, the school's Panorama Report indicated lower growth compared to like schools. Similarly, in NAPLAN Reading the proportion of students achieving high growth is lower than like schools. Regarding student voice and agency, when asked during the student focus groups on validation day, some students indicated that there was little or no opportunity to give feedback to their teachers. Even though the school uses the PIVOT survey tool, the students we spoke to felt that few teachers acknowledged the feedback. The student AtoSS shows that for across 7-9 and 10-12 student positive perception of student voice and agency is below 50%. When asked during the student focus groups on validation day, some students indicated that there was little or no opportunity to give feedback to their teachers. Even though the school uses the PIVOT survey tool, the students we spoke to felt that few teachers acknowledged the feedback. The student AtoSS shows that for across 7-9 and 10-12 student positive perception of student voice and agency is below 50%. Regarding teaching practice and curriculum, findings from the fieldwork informed the Panel that teaching practice needs to be more consistent. Many teachers discussed the need for more consistent practices, these included a common model for teaching and learning, improved classroom observation procedures and differentiated teaching to meet the needs of all learners. Findings from the fieldwork informed the Panel that there were few examples of strategies to differentiate learning based on a student's learning point of need. Regarding student engagement and wellbeing, findings from the fieldwork confirmed AtoSS data. Students largely felt positive about</p>

the school and teachers were positive in their responses to the calm and orderly environment that exists in the school. Areas the school identified from the 2019 AtoSS that require specific focus were: Teacher concern, Respect for diversity, and Sense of connectedness. The school's recent improvements in available student wellbeing resources can be enhanced and leveraged to better meet student needs.

PRIORITIES

1. Improve student learning by:

- researching, developing and embedding a teaching and learning framework that includes an instructional model and observational practices
- developing and embedding a whole school literacy strategy
- researching, developing and embedding a whole school numeracy strategy
- building teacher capability to understand and assess the point of learning need for all students.

2. Improve student engagement by:

- building teacher capability to understand and use Positive Behaviours for Learning and engagement
- building teacher capability to understand and use years 7-10 assessment for learning
- developing student voice and agency.

3. Improve student well-being by:

- implementing a Positive Behaviours for Learning framework
- embedding a coordinated support for students with additional needs
- building on our culture of respect and inclusion.

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Goal 1	Improve student learning
Target 1.1	By 2023 increase the percentage of Year 9 students meeting or above benchmark growth in NAPLAN Numeracy from 66% in 2019 to 75% or above.
Target 1.2	By 2023 increase the percentage of Year 9 students meeting or above benchmark growth in NAPLAN Reading from 71% in 2019 to 77% or above.
Target 1.3	By 2023 to achieve and sustain a mean VCE study score of 30 (28.27 2019), 12% of study scores at or above 37 (3%>40 2019), at least 25% of study scores above 80 (16% 2019) and no more than 25% of study scores below 50 (29%<50 2019).
Key Improvement Strategy 1.a Building practice excellence	Research develop and embed a teaching and learning framework that includes an instructional model and observational practices
Key Improvement Strategy 1.b Evidence-based high-impact teaching strategies	Develop and embed a whole school literacy strategy
Key Improvement Strategy 1.c Evidence-based high-impact teaching strategies	Research develop and embed a whole school numeracy strategy

Goal 2	Improve student engagement
Target 2.1	<p>Student AtoSS (Years 7-9) results in</p> <ul style="list-style-type: none"> • ‘Differentiated learning challenge’ to increase from 49% in 2019 to be at or above 55% positive response by 2023. • ‘Stimulated learning’ to increase from 48% 2019 to 55% or above positive response by 2023. • ‘High expectations for success’ to increase from 64% in 2019 to be at or above 70% positive response by 2023.
Target 2.2	<p>School Staff survey results in</p> <ul style="list-style-type: none"> • ‘Plan differentiated learning activities’ to increase from 45% in 2019 to be at or above 54% positive response by 2023. • ‘Use student feedback to improve practice’ to increase from 55% in 2019 to 70% positive response by 2023.
Target 2.3	Student AtoSS (All year levels) results in ‘Student voice and agency’ to increase from 46% in 2019 to be at or above 58% positive response by 2023.
Key Improvement Strategy 2.a Curriculum planning and assessment	Build teacher capability to understand and assess the point of learning need for all students
Key Improvement Strategy 2.b Evidence-based high-impact teaching strategies	Explicitly articulate and implement the roles of student agency in learning within the school instructional model
Key Improvement Strategy 2.c	Develop a school wide approach to student voice, leadership and agency

Empowering students and building school pride	
Goal 3	Improve student wellbeing
Target 3.1	<p>Student AtoSS (All year levels) results in</p> <ul style="list-style-type: none"> • ‘Teacher concern’ to increase from 36 per cent in 2019 to be at or above 40 per cent or above positive response by 2023 • ‘Respect for diversity’ to increase from 41per cent in 2019 to 45 per cent or above positive response by 2023 • ‘Sense of connectedness’ to increase from 50 per cent in 2019 to 53 per cent or above positive response by 2023
Target 3.2	<p>Parent Opinion Survey results in</p> <ul style="list-style-type: none"> • ‘Respect for diversity’ to increase from 74 per cent in 2019 to be at or above 80 per cent positive response by 2023 • ‘Sense of connectedness’ to increase from 82 per cent in 2019 to be at or above 85 per positive response by 2023 • ‘Promoting positive behaviour’ to increase from 68 per cent in 2019 to be at or above 72 percent positive response by 2023
Target 3.3	School Staff Survey results in the element ‘Believe student engagement is key to learning’ to increase from 65 per cent in 2019 to be at or above 74 per cent positive response in 2023.
Key Improvement Strategy 3.a	Develop and embed a whole school approach to Positive Behaviours to Learning

Intellectual engagement and self-awareness	
Key Improvement Strategy 3.b Health and wellbeing	Embed a coordinated support for students with additional needs
Key Improvement Strategy 3.c Setting expectations and promoting inclusion	Build upon an existing college culture based on the values of respect and inclusion