

School Strategic Plan 2024-2028

Gladstone Park Secondary College (7858)



Submitted for review by Veronica Hoy (School Principal) on 24 November, 2024 at 09:23 PM

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Endorsed by Sharon Matuauto (School Council President) on 07 December, 2024 at 07:16 AM

School Strategic Plan - 2024-2028

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School vision	VISION Gladstone Park's vision is to develop: <ul style="list-style-type: none">• students with high academic aspiration and achievement, and personal responsibility• young people who hold themselves to high standards and who strive to achieve their potential• community members who carry a love of learning throughout their lives and are respectful and caring citizens, acting with integrity as leaders and contributors.
School values	VALUES At Gladstone Park, our values define how we interact and engage in school life. Respect Being respectful is to demonstrate respect for self, others and the school by being polite, thoughtful and considerate when working with others and representing the school. Learning Being a learner is to be actively engaged with and taking responsibility for one's own learning. It means being curious and open to new ideas. Safety Being safe is to value the safety of others, making school a safe space for all - physically safe and safe from intolerance and discrimination.
Context challenges	Building consistency in practices - both learning and wellbeing - will be mean students' experiences at school will be less varied and more effective for more students. Implementing the Disability Inclusion Profile processes will require professional learnign and Building consistency through Positive Behaviours for Learning and an Instructional Model will positively impact all students through increased student engagement and timely feedback for growth.
Intent, rationale and focus	We are aiming for improved consistency in the use of effective teaching teaching practices so that students have the best learning opportunities. We are aiming for greater engagement of students so that they can see their learning growth and achievement. We are aiming for a better understanding of learning and wellbeing data so that teachers meets the needs of individual

	<p>students.</p> <p>We are aiming for improved consistency in the use of Positive Behaviours for Learning principles so that students have the best social and emotional learning opportunities.</p> <p>We are aiming for improved consistency with tiered supports for students so they are supported to achieve their best.</p> <p>We are aiming to improve parent and community connections to better support our students.</p>
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Goal 1	To maximise the growth, achievement and engagement in learning for every student.
Target 1.1	By 2028, increase the percentage of students achieving: <ul style="list-style-type: none">• An ATAR of 80+ from 19.5% (2023) to 21%• VCE mean study score from 26.7% (2023) to 28%
Target 1.2	By 2028, increase the percentage of students achieving at strong and exceeding proficiencies in NAPLAN: <ul style="list-style-type: none">• Reading from 49% (2023) to 55%• Writing from 54% (2023) to 58%• Numeracy from 48% (2023) to 55%
Target 1.3	By 2028, increase the percentage positive endorsement in the Attitude to School Survey for: <ul style="list-style-type: none">• Stimulated learning from 37% (2023) to 42%• Differentiated learning challenge from 41% (2023) to 45%• Motivation & Interest from 46% (2023) to 49%• Effective teaching time from 50% (2023) to 53%
Target 1.4	By 2028, increase the percentage positive endorsement in the School Staff Survey for: <ul style="list-style-type: none">• Collective efficacy from 37% (2023) to 44%

	<ul style="list-style-type: none"> • Understand how to analyse data from 50% (2023) to 53% • Plan differentiated learning activities from 55% (2023) to 60% • Using student feedback to improve practice from 61% (2023) to 64%
Key Improvement Strategy 1.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Refine and embed a whole-school model to guarantee consistent evidence-based instructional practice
Key Improvement Strategy 1.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	
Key Improvement Strategy 1.b The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Strengthen capabilities of school leaders as instructional leaders
Key Improvement Strategy 1.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	

Key Improvement Strategy 1.c Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Develop the data and assessment literacy of staff
Key Improvement Strategy 1.c Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	
Goal 2	To foster wellbeing, connectedness and a culture of inclusion for every student
Target 2.1	By 2028, increase the percentage positive endorsement in the Attitude to School Survey for: <ul style="list-style-type: none"> • Sense of connectedness from 30% (2023) to 36% • Respect for diversity from 25% (2023) to 32% • Teacher concern from 24% (2023) to 32% • Student voice & agency from 28% (2023) to 35%
Target 2.2	By 2028, increase the percentage positive endorsement in the Parent Opinion Survey for: <ul style="list-style-type: none"> • Promoting positive behaviour from 44% (2023) to 55% • Student motivation and support from 41% (2023) to 50% • Confidence and resiliency from 51% (2023) to 60% • School communication from 47% (2023) to 60%
Target 2.3	By 2028, increase the percentage positive endorsement in the School Staff Survey for: <ul style="list-style-type: none"> • Parent and community involvement from 35% (2023) to 40%

	<ul style="list-style-type: none"> • Trust in students and parents from 30% (2023) to 32% • Support growth and learning of whole student from 54% (2023) to 56%
Key Improvement Strategy 2.a The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Strengthen school wide structures and processes that support student inclusion and embed multi-tiered levels of wellbeing support.
Key Improvement Strategy 2.a Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	
Key Improvement Strategy 2.b Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Embed Positive Behaviour for Learning approaches consistently in classrooms to provide a positive and inclusive school environment
Key Improvement Strategy 2.c The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Strengthen partnerships with parents and the wider school community
Key Improvement Strategy 2.c Activation of student voice and agency, including in leadership and learning, to	

strengthen students' participation and engagement in school	
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