

School Strategic Plan for GLADSTONE PARK SC Northern Region 2013-2016

<p>Endorsement by School Principal</p>	<p>Signed..... (Principal's signature)</p> <p>Name.....</p> <p>Date.....</p>
<p>Endorsement by School Council</p>	<p>Signed..... (School Council President's signature)</p> <p>Name.....</p> <p>Date.....</p>
<p>Endorsement by Regional Director or nominee</p>	<p>Signed..... (Regional Director or nominee's signature)</p> <p>Name.....</p> <p>Date.....</p>

School Profile

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

Environmental Context

Gladstone Park is a single campus, co-educational Year 7 to 12 College of around 1600 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 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) program. 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.

A Select Entry Accelerated Learning program (SEAL) has operated since 2007 and there is now a SEAL class in each year level 7 – 10. Gladstone Park is the first school in Victoria to offer Italian using the Content and Language Integrated Learning (CLIL) form of bilingual education. It was trialled at year 8 and 9 level in 2011 and 2012 respectively, and in 2013 it was introduced on a select entry basis at year 7 – 10.

Gladstone Park provides a significant extra-curricular and enrichment program including a large instrumental program with several school bands; debating and public speaking; drama and musical productions; 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 Improve learning for all students in the College 	<ul style="list-style-type: none"> In 2016 the proportions of students in the lower two NAPLAN bands are at, or better than Reading 15%; Writing 18%; Numeracy 18% In 2016 the VCE Allstudy mean is 30.1 or better In 2016 the Stimulated Learning variable means on the SATSS¹ are at, or better than: Year 9 3.19; Year 11, 3.28 In 2016 the Quality Teaching variable mean on the SOS² is 71.0 or better 	<ul style="list-style-type: none"> Continue to develop teacher instructional practice capacity Continue to develop structures and resources to support student learning Improve student work ethic across the College
Student Engagement and Wellbeing	<ul style="list-style-type: none"> Enable and empower all students to grow and learn socially, emotionally and intellectually, within a school culture that promotes positive relationships, values diversity, and places the student at the centre of learning 	<ul style="list-style-type: none"> In the 2016 SATSS, the Year 7 to 12 variable means for Student Morale and Student Distress are 5.06 and 5.42 respectfully In 2016, there is no more than 5% difference between the perceptions of male and females in relation to SATSS variables between males and females 	<ul style="list-style-type: none"> Focus on improving student wellbeing Years 9 – 12 Focus on improving student engagement in Years 9 – 12

¹ SATTS – Student Attitudes to School Survey

² SOS – Staff Opinion Survey

		<ul style="list-style-type: none"> ➤ In 2016 POS³, the mean for the variable Student Motivation is 5.10 ➤ In 2016 the average days absent for Year 12 students is no more than 10 days 	
Student Pathways and Transitions	<ul style="list-style-type: none"> • For all students to experience highly successful transitions into, through and out of the College, leading to sustainable education, training or employment pathways 	<ul style="list-style-type: none"> ➤ In the 2016 POS, the mean for the Transitions variable is 5.70 ➤ In 2016, the proportion of Year 12 completers with an Unknown destination is no more than 2%, and for Year 11 exits, no more than 5% ➤ Real Retention for Year 10 – Year 11 in 2016 is 85% or better ➤ In 2016, the proportion of Year 12 completers with university entrance is 48% ➤ In 2016, data associated with school-based and constructed surveys of student experience of key transition points confirms 95% satisfaction 	<ul style="list-style-type: none"> ➤ Continue to provide a high level of pathways and transitions support for all students Years 6 to 12

³ POS – Parent Opinion Survey

School Strategic Planner 2013- 2016: Indicative Planner

Key Improvement Strategies (KIS across the three student outcomes areas)	Actions	Achievement Milestones (Changes in practice and behaviours)
<p>Continue to develop teacher instructional practice skills</p> <p>Continue to develop structures and resources to support student learning</p> <p>Improve student work ethic across the College</p>	<ul style="list-style-type: none"> ▪ Ensure the Performance and Review process continues to emphasise highly effective teaching ▪ Continue with teacher visits to classrooms for observation, team teaching collaboration for sharing of experience, so that it is a usual occurrence ▪ Make use of a range of feedback sources, including student feedback in relation to the quality of teaching ▪ Allocate resources, promote and seek out relevant PD for staff in the areas identified in individual PD plans ▪ Ensure that the range of policies and practice introduced in this SSP, to lift student work ethic, continue to be supported and refined as needed into the new SSP ▪ Ensure consistence in application and performance requirements 	<ul style="list-style-type: none"> ▪ Improved results in NAPLAN and VCE results
<p>Focus on improving student wellbeing Years 9 – 12</p> <p>Focus on improving student engagement Years 9 - 12</p>	<ul style="list-style-type: none"> ▪ In planning for 2013, ensure a specific focus for understanding the persistent comparative weaknesses of student morale and student distress in the Middle and Senior Schools ▪ Audit the outcomes of such understanding against current strategies for improving student morale and student distress ▪ Continue to up-skill staff in the use of ICT in providing rich tasks and engaging lessons ▪ Continue to use a range of data, including data from available state and national sources as well as local sources, to refine strategies to improve student perceptions of Teacher Effectiveness, Teacher Empathy and Stimulating Learning 	<ul style="list-style-type: none"> ▪ Improved trend in the Student Attitude to School survey results in the areas of Morale, Student Motivation and Student Distress ▪ Attendance data showing improvement
<p>Continue to provide a high level of pathways and transitions support for all students Years 6 - 12</p>	<ul style="list-style-type: none"> ▪ Collect various data and other information from parents, teachers, students and graduates to evaluate the quality of transitions experience at key points as a means of informing future improvement strategies ▪ Monitor and review for effectiveness and comprehensiveness the advice, counselling and management associated with supporting student transitions and pathways to ensure the continuation of it's quality 	<ul style="list-style-type: none"> ▪ Improvement trend in the Transitions variable in the Parent Opinion survey ▪ Declining trend in the proportion of Year 12 completers with an Unknown Destination ▪ Increased trend in the proportion of Year 12 completers with university entrance ▪ Increased trend in the data associated with student transition satisfaction