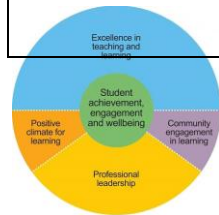


**Gladstone Park Secondary College Strategic Plan 2017-2020**

<b>Endorsement</b>	<b>Re-Endorsement</b> (if a Goal, KIS or Target is changed)	<b>Re-endorsement</b> (if a Goal, KIS or Target is changed)
Principal: ..... <i>Lynne Gutterson</i> ..... Lynne Gutterson 28/3/17	<b>Lynne Gutterson</b> 17/7/17	.....[name].....[date]
School council: ..... <i>Luciano Markesich</i> ..... Luch Markesich 28/3/17	<b>Luciano Markesich</b> 17/7/17	.....[name].....[date]
Delegate of the Secretary: ..... Viv Tellefson [date]	.....[name].....[date]	.....[name].....[date]

School vision	School values	Context and challenges	Intent, rationale and focus
<p>The vision for Gladstone Park is to provide a first class education for local students, rivalling 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. We aim to provide and maintain an environment that is conducive to learning and develops teacher capacity to maximise student growth.</p>	<p>Gladstone Park values respect, diversity, persistence and endeavour.</p> <p>Students at Gladstone Park are rewarded for effort and excellence in all areas of school.</p> <p>Developing student leadership and student voice is a priority.</p>	<p>Gladstone Park is a single campus, co-educational year 7-12 college of around 1625 students that services a large resident community in the North Western suburbs of Melbourne. We have a culturally diverse enrolment and a SFO of 0.619. Our staffing profile has 107.3 EFT teachers and 23.6 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 current numbers sit at (2017 Feb census) 1632. We have waiting lists at each year level.</p> <p>We run a Select Entry Accelerated Learning class at each year level and teach languages using the CLIL methodology for select Languages Immersion classes at each year level. A significant proportion of students come from non-English speaking background therefore we have EAL classes at every year level.</p> <p>There are around 20 PSD funded students at each year level and we run reading and maths programs, including after-school tutorial classes for students in need.</p> <p>Student welfare support is a priority and the school employs 2 full time social workers to complement the DET supplied SSSO staff. Specialist welfare programs and extra-curricular programs support the education of our students.</p>	<p>Our main priority is to maintain or exceed 12 months learning gain in each school year, which we currently fall short of achieving. The recommended strategies from the panel and School Self-Evaluation data are:</p> <ul style="list-style-type: none"> <li>To focus on improving teacher capacity in curriculum development and to have a high quality, high impact; consistent approach to teaching, learning and assessment across the college.</li> <li>To increase the capacity of teachers to be able to assess accurately, identify and track the growth of students and</li> <li>To support teachers to learn to differentiate</li> <li>To review the practices that identify and support students at risk of disengaging from school.</li> <li>To develop and update ILPs for at risk students.</li> <li>To track and analyse the achievement of all students including identified cohorts such as EAL, SEAL and CLIL students</li> </ul>

Four-year goals (for improving student achievement, engagement and wellbeing)	Improvement Priorities, Initiatives and/or Dimensions	Key improvement strategies	Targets (for improving student achievement, engagement and wellbeing)
<p>To maximise individual student learning growth in all areas of curriculum.</p> <p>Build knowledge and expertise; develop, test and strengthen teaching and assessment approaches.</p>	<p><b>Excellence in Teaching and Learning</b></p> <ul style="list-style-type: none"> <li><b>Building Practice Excellence</b></li> </ul>	<ul style="list-style-type: none"> <li>Further develop the instructional practice of every teacher to ensure a consistent approach to teaching and learning across the College.</li> </ul>	<ul style="list-style-type: none"> <li>Students maintain or exceed 12 months learning gain each school year using NAPLAN data, Teacher judgements and reporting against the VIC Curriculum to measure.</li> </ul>
		<ul style="list-style-type: none"> <li>Maintain and further develop effective team planning across all curriculum areas to ensure every student is appropriately challenged and extended in each class – personalised learning, differentiation.</li> </ul>	<p><b>Years 7 to 10</b></p> <ul style="list-style-type: none"> <li>At least 85% of students achieve medium or high growth annually.</li> </ul>
		<ul style="list-style-type: none"> <li>Develop whole school approaches to assessment, moderation, tracking and data analysis to ensure the curriculum is differentiated and to measure the growth of each student.</li> </ul>	<p><b>VCE</b></p> <ul style="list-style-type: none"> <li>Achieve and sustain a mean study score of 31</li> <li>Achieve and sustain at least 6% of study scores greater than 40.</li> <li>Annually 25% of students achieve ATAR scores &gt;80</li> <li>Annually 25% of students achieve ATAR scores &lt;50</li> </ul>
<p>To develop a positive learning environment where there are high levels of student cognitive engagement.</p>	<p><b>Positive Climate for Learning</b></p> <ul style="list-style-type: none"> <li><b>Setting Expectations and Promoting Inclusion</b></li> <li><b>Intellectual Engagement and Self Awareness</b></li> <li><b>Empowering students and building school pride</b></li> </ul>	<ul style="list-style-type: none"> <li>Build the capacity of teachers to increase student engagement and active participation in learning.</li> </ul>	<p>Exceed the School Staff Survey module component mean for School Leadership to be in line with All Secondary Schools score</p>
		<ul style="list-style-type: none"> <li>Strengthen opportunities to promote student voice, feedback and direct influence on classroom learning, engagement and assessment.</li> </ul>	<p>Exceed the School Staff Survey module component mean for Professional Learning to be in line with All Secondary Schools score</p>
		<ul style="list-style-type: none"> <li>Strengthen opportunities for students to increase their cognitive engagement and be actively involved in their learning to fully and proudly participate in school life and have a greater say in the decisions that affect their learning and their lives at school.</li> </ul>	<p>Exceed 2016 Student Attitudes to School survey outcomes in Learning Confidence mean factor score of 3.78</p>



<p>To foster a safe and supportive environment and a culture that promotes respectful relationships, resilience, values diversity and is inclusive.</p>	<p><b>Positive Climate for Learning</b></p> <ul style="list-style-type: none"> <li>• <b>Setting expectations and promoting inclusion</b></li> </ul>	<ul style="list-style-type: none"> <li>• Review the practices that identify and support students at risk.</li> </ul>	<p>Exceed 2016 Student Attitudes to School survey outcomes in Student Morale mean factor score of 4.56.</p>
		<ul style="list-style-type: none"> <li>• Audit the internal resources and external partnerships available to support and manage students at risk.</li> </ul>	<p>Establish baseline data with the new Student Attitudes to School Survey 2017 results</p>
		<ul style="list-style-type: none"> <li>• Improve the capacity of teachers to contribute to student wellbeing and respectful relationships</li> </ul>	<p>Baseline data for Respectful Relationships audit established</p>
		<ul style="list-style-type: none"> <li>• Communicate to students, staff and parents, the schools practices that identify and support students at risk.</li> </ul>	

