

Endorsement	Re-Endorsement (if a Goal, KIS or Target is changed)	Re-endorsement (if a Goal, KIS or Target is changed)
Principal: Brea Terris/Julie Soutter ..... [name] [date]	.....[name] [date]	.....[name] [date]
School council: Jo Markham ..... [name] [date]	.....[name] [date]	.....[name] [date]
Delegate of the Secretary: ..... [name] [date]	.....[name] [date]	.....[name] [date]

School vision	School values	Context and challenges	Intent, rationale and focus
<p>Gisborne Primary school has developed values that reflect a commitment to providing the best learning environment for students that enables them to be successful learners who are challenged to achieve their personal best.</p> <p>The school values are; Caring, Personal Best, Respect, Responsibility Resilience.</p> <p>The school has begun to redefine its vision and values with all stakeholders. The purpose is for a common, consistent vision for the school and to promote this in the everyday language used when teaching and learning, communicating with school community members and managing accountability processes. In particular daily interactions with students not demonstrating our school wide positive behaviours. It is imperative that this vision includes a common understanding of what the values look like in action look like so that consistency and behaviour expectations are clear, and can be regulated by students. The vision will be visible in classrooms, admin and staffroom areas.</p> <p>It is acknowledged that greater emphasis on the values and their meaning at our school requires a greater focus. Inviting student input into the embedding of these values would enhance the probability of its success.</p>	<p>During the self-evaluation period, exploration into our school vision and values uncovered significant deficits in our understanding and practices of these. Most pertinent was the obvious lack of a school vision statement as this was not created during the 2014-2016 period. The outcome of this was evident when analysing our school level surveys on school culture where only 7% of staff strongly agreed that 'staff have a shared vision on the direction of the school'. A decline in mean scores for collective efficacy (89.52-88.81%) was also evident from 2014-2015. As such, it has been identified that collective efficacy and understanding of our purpose at GPS is not strong and this requires actioning.</p> <p>Our values are acknowledged in positive behaviours and are reinforced through the awarding of 'positive play awards'. These are announced at assembly each week, reported in the school newsletter and displayed on the TV in our admin foyer. A 'Learning to Learn' program operates at the commencement of each year which includes a focus on the values as a means to support the establishment of safe and orderly classrooms. . Our student focus groups were unable to recall all values or accurately define what they mean.</p> <p>The values will be embedded through a focus on one value each term every year. The staff will also use 'values' language when they respond to positive and negative behaviours.</p> <p>The overarching value of caring is embedded across the school in everyday language and appears on our school uniform. The terminology is referenced at assemblies and when communicating with parents and children. 'Helping others' was rated by 100% of our Year 5 and 97% of Year 6 students as an important value in the Resilient Youth Australia survey. 'Caring' will continue to be a value in response to this and the other values: respect, responsibility, resilience and personal best will be displayed around the school.</p>	<p>Gisborne Primary School is situated in the picturesque country town of Gisborne, 53km from Melbourne. The school has a current enrolment of 450 pupils with 34 staff and applies an enrolment ceiling of 450 students in line with the Department of Education and Training (DET) guidelines.</p> <p>The school's beautiful grounds and facilities provide a stimulating and safe learning environment for children, where they are supported in their pursuit of excellence and in the realisation of their maximum potential. School facilities include a technology learning area, library, gymnasium, canteen, visual arts and music rooms and diverse play spaces. Our specialist programs include Physical Education, ICT (Information Communication Technology), Music, LOTE (Italian) and The Arts.</p> <p>A Bring Your Own Device (BYOD) iPad program operates across years 5 and 6 and the school is committed to continually evolving the technology infrastructure and resourcing throughout the school.</p> <p>The school's philosophy is based on the belief that every student has the ability to learn and that this occurs best in a safe, happy and positive environment. These values also tie in with our motto 'caring' and is featured on the school's uniform.</p> <p>This is achieved by:</p> <ul style="list-style-type: none"> <li>-Placing emphasis on the child as an individual</li> <li>-Positive partnerships between teachers, parents, students and the community</li> <li>-Empowering students to achieve their full potential</li> <li>-Approachable, committed teachers providing the best learning opportunities for - students</li> <li>-Effective teaching and learning aimed at providing successful outcomes in all - Victorian Curriculum areas</li> <li>-The staff's commitment to developing best practices through team planning and a strong performance and development culture</li> </ul> <p>Catering for children's individual needs Students at Gisborne Primary School are encouraged to share their 'voice' through the many leadership opportunities offered. Our School Captains lead school events, assemblies and represent the school at community events such as Anzac Day. Other leadership initiatives include Peer Support, Junior School Council, House Captains and each classroom is led by two Class Captains.</p> <p>Teachers at Gisborne Primary School work collaboratively by planning together in teams, using data to inform the direction of teaching and contributing to both 'in school' and 'out of school' activities. Our teachers differentiate the curriculum to suit the learning needs of students and incorporate mindfulness techniques into everyday teaching. Quality planning and assessment practices are considered high priority at our school.</p> <p>The focus of Professional learning for our staff is linked to the school's AIP and evidenced based teaching practices. Professional Learning Communities (PLCs) focus on refinements in teaching, goal setting and collegiate planning informed by data. The Leadership Team visits classrooms regularly and staff commit to collegiate visits and Learning Walks, guided by respectful protocols.</p> <p>Our School Council supports setting high expectations for student learning and teaching practices. Our parents are shared partners in student learning.</p> <p>Challenges:</p> <ul style="list-style-type: none"> <li>• To develop a consistent vision for Gisborne Primary School related to improving student outcomes; moving to a culture of challenge and feedback.</li> </ul>	<p>Over the course of the 2016 – 2020 Strategic Plan building a positive learning environment that promotes student agency and voice will empower students to be active learners.</p> <p>Increasing positive relationships between the school and parents will develop shared expectations with a focus on student engagement and high expectations for all students.</p> <p>Work will continue to ensure that the school is developing a culture that works towards achieving consistent, high quality instructional practice.</p> <p>Building Professional Learning Communities will enhance the capacity of all staff to link AIP targets and goals to classroom practice which will ensure all students achieve growth in their learning.</p>



		<ul style="list-style-type: none"> <li>NAPLAN trend data indicates a need for improvement in student learning growth and achievement in line with like schools.</li> <li>Develop consistent practice in PLCs.</li> <li>Develop staff capacity to foster effective communication with parents focusing on supporting their child's learning.</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)																																				
Build a positive school climate and community engagement in learning.	FISO Priority- Community engagement in learning.	<p>Create a positive learning environment with high expectations for all students.</p> <p>To build relationships with the school community and a shared school vision.</p>	<p>Reduce the number of students in the Year 4/5/6 cohort who report that they have bullied (2017 123% overall) to 10% or below with a reduction in Year 5 bullying from 19% to 13%.</p> <p>Student agency and voice 2017 66% with overall POS with a particular focus on 'My child is taught organizational skills to help him/her managing homework and school work load' , 35% in 2017 to 80%.</p> <p>Increase the measure of 'This school takes parents' concerns seriously' on the POS from 68% in 2017 to overall average of school support 80%.</p> <p>Improve the percentage of 'General satisfaction' measure on the POS from 62% in 2016 to 82% or above.</p> <p>Reduce the average absence rate of students to below 10 days per year or below.</p> <p>Reduce the proportion of students with more than 20 days absence from 23% in 2016 to 16%.</p>																																				
Enhance active student engagement in learning to stimulate and challenge all students.	FISO Priority – Building Practice excellence	<p>Build the capacity of teachers to use evidence based high impact teaching and learning strategies to improve student outcomes, driven by the data cycle.</p> <p>Promote and embed processes that focus on collective responsibility for measuring the impact of teaching and learning strategies.</p>	<p>Increase the percentage of students in the top two NAPLAN bands as below:</p> <table border="1"> <thead> <tr> <th>Year 3</th> <th>BM - 2016</th> <th>Target 2020</th> </tr> </thead> <tbody> <tr> <td>Grammar and Punctuation</td> <td>51%</td> <td>55%</td> </tr> <tr> <td>Numeracy</td> <td>27.2%</td> <td>35%</td> </tr> <tr> <td>Reading</td> <td>53.7%</td> <td>60%</td> </tr> <tr> <td>Spelling</td> <td>41.1%</td> <td>50%</td> </tr> <tr> <td>Writing</td> <td>68.1%</td> <td>70%</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>Year 5</th> <th>BM - 2016</th> <th>Target 2020</th> </tr> </thead> <tbody> <tr> <td>Grammar and Punctuation</td> <td>28.2%</td> <td>35%</td> </tr> <tr> <td>Numeracy</td> <td>28.1%</td> <td>40%</td> </tr> <tr> <td>Reading</td> <td>36%</td> <td>50%</td> </tr> <tr> <td>Spelling</td> <td>26.6%</td> <td>35%</td> </tr> <tr> <td>Writing</td> <td>25.5%</td> <td>35%</td> </tr> </tbody> </table> <p>BM Benchmark</p> <p>Reduce the percentage of students achieving low growth in NAPLAN in Year 3 to Year 5 to below 15% for each cohort.</p> <p>Increase the percentage of students achieving above level against the Victorian Curriculum (benchmark 2016 outcomes)</p> <p>Increase the measure of Stimulating Learning on the student Attitudes to School Survey from to 3.78 to 4.09.</p>	Year 3	BM - 2016	Target 2020	Grammar and Punctuation	51%	55%	Numeracy	27.2%	35%	Reading	53.7%	60%	Spelling	41.1%	50%	Writing	68.1%	70%	Year 5	BM - 2016	Target 2020	Grammar and Punctuation	28.2%	35%	Numeracy	28.1%	40%	Reading	36%	50%	Spelling	26.6%	35%	Writing	25.5%	35%
Year 3	BM - 2016	Target 2020																																					
Grammar and Punctuation	51%	55%																																					
Numeracy	27.2%	35%																																					
Reading	53.7%	60%																																					
Spelling	41.1%	50%																																					
Writing	68.1%	70%																																					
Year 5	BM - 2016	Target 2020																																					
Grammar and Punctuation	28.2%	35%																																					
Numeracy	28.1%	40%																																					
Reading	36%	50%																																					
Spelling	26.6%	35%																																					
Writing	25.5%	35%																																					
Build a professional learning culture which enhances the ability of teams to lead and implement change to improve student outcomes.	FISO Priority – professional Leadership	<p>Define a professional learning culture, including roles &amp; responsibilities of team leaders and all members.</p> <p>To embed a culture where data is collected, analysed and embedded in PLC and Year Level planning meetings, to drive teaching and learning using the HITS strategies.</p>	<p>Increase the measure of Teacher Collaboration on the School Staff Survey from 73.3 to 77.0</p> <p>Increase the measure of Teacher Effectiveness on the student Attitudes to School Survey from 4.11 to 4.3</p>																																				

