Gilmore Primary School Strategic Plan 2016-2019
Tuggeranong Network

Endorsement by School Principal

Name: Vicki Lucas

Signed _____   Date: _23 / 05 / 16_

Endorsement by School Board Chair

Name: Lauren Conron

Signed _____   Date: _23 / 05 / 16_

Endorsement by School Network Leader

Name: Kerrie Heath

Signed _____   Date: _30/05/16_

School Profile

Gilmore Primary School is a dynamic, well-resourced small school catering for students from preschool to year 6. The school has strong historical links within the Caroline Chisholm School cluster and supports student transition. In partnership with the home and the community, Gilmore Primary School strives to provide a caring, supportive learning environment to enable every child to reach their potential.

The school has several long-standing community partnerships providing enrichment opportunities for students. These include the Tuggeranong RSL Sub-branch, Communities at Work sailing, Warehouse Circus, Smart Start for Kids, Tuggeranong Child and Family Centre, and the Salvation Army. The school participates in a range of ACT Government initiatives including the Chief Ministers Reading Challenge, and the Active Kids Challenge, Aussie Schools, Fresh Tastes and Ride or Walk to School programs.

At the commencement of the 2015 school year, staff engaged in a process known as Engoori, developed by the Mithaka Aboriginal people of south western Queensland to develop common heritage values upon which to base all practices. In 2016, the three values are: courage, relationships and respect. These values connect with those underpinning the school's social and emotional learning curriculum: confidence, cooperation, organisation, persistence and resilience. They are reviewed annually to ensure their currency.

School Improvement

Opportunities are provided for staff, students and families to contribute to annual school improvement processes. Data from these is triangulated with School Satisfaction Surveys, the Australian School Climate and School Identification Measurement Tool, NAPLAN, PIPS and a range of school-based data to assess progress towards our collective school improvement goals.

To connect all staff to our school's strategic plans, 'Reflect and Project' sessions are used as an audit tool once a term. The focus of these professional discussions is drawn from community feedback via the P&C, questions from the School Board; observations during instructional rounds, annual professional discussions, system needs tabled at network meetings; and from the children whose learning must remain at the centre of all that we do. Within these sessions, successful practice is acknowledged and results across the teaching and learning, leading and managing, student environment, and community involvement domains of the school improvement process are interrogated. Time within subsequent staff meetings is allocated to discuss our collective progress towards shared goals and reinforce the school vision and goals. This model of continuous school improvement translates information gathered through formal review processes into daily practice by challenging individual teachers and teaching teams to commit to actions throughout the coming term. This process enables us to monitor progress towards the goals of our evidence-based improvement plans throughout the year and positions our school-based policies as active and responsive documents.

National School Improvement Tool

During 2015, the school community engaged in conversations guided by the National School Improvement Tool (NSIT) to consider the success of the school against the nine domains.

- Embed an explicit improvement agenda across the school
- Embed a culture of data analysis to inform teaching
- Develop a culture that promotes learning for all
- Strategically target school resources to meet the needs of our students
- Develop an expert teaching team
- Embed systematic curriculum delivery across the school
- Differentiate teaching and learning to meet needs of all
- Embed effective pedagogical practices
- Develop effective school community partnerships.

Staff, families and the executive team contribute to the assessment of the school's performance in each domain throughout the year. This School Plan contains strategies to ensure the rigour and validity of these processes.

National Quality Standard for Early Childhood Education and Care
Based upon assessment in 2014, Gilmore Primary School currently has a rating of 'Meeting National Quality Standard' for its provision of preschool education. Within this, five Quality Areas were rated as 'Meeting National Quality Standard' and two as 'Exceeding National Quality Standard' as detailed below.

QA 1	Education Program and Practice	Meeting National Quality Standard
QA 2	Children's health and safety	Meeting National Quality Standard
QA3	Physical environment	Meeting National Quality Standard
QA4	Staffing arrangements	Exceeding National Quality Standard
QA5	Relationships with children	Meeting National Quality Standard
QA6	Collaborative partnerships with families and communities	Meeting National Quality Standard
QA7	Leadership and Service Management	Exceeding National Quality Standard

Within this process Gilmore Primary School's preschool philosophy of education is reviewed annually to include the voice of all staff and families and documented in the Information Handbook provided to families.

External Validation
In 2015, the school engaged in the External Validation process. The panel noted the following recommendations.

- Refine and strengthen the drive toward an explicit and detailed improvement agenda.
- Embed effective pedagogical practices across the school.
- Establish systems for collecting and analysing data.
- Strengthen the focus on a culture that promotes learning.
- Extend coaching throughout the school.

Strategic Priority 1: Enhance the school's environment and culture to ensure the wellbeing of students, staff and families

Outcomes to be achieved:
As a result of our improvement strategies:

- Students will feel safe and supported at school;
- Staff feel safe and supported in relation to their work at Gilmore Primary School; and
- Parents/Carers believe that their children are safe at school and that their opinions are taken seriously.

Targets
By the end of 2019 the school will achieve:

- annual improvement of three percentage points on the percentage of student satisfaction related to the their feelings of safety at the school from 67% in 2015;
- annual improvement of five percentage points on the percentage of staff satisfaction related to feeling safe and supported at the school from 57% in 2015;
- annual improvement of five percentage points on the percentage of parent satisfaction related to the effectiveness of student management at the school from 38% and student safety from 56% in 2015; and
- annual improvement of three percentage points on the percentage of parent satisfaction related to their opinions being taken seriously from 63% in 2015.

Key Improvement Strategy 1	Develop a culture that promotes learning for all students, preschool to year 6
Outcome to be achieved	• The school has high expectations that all students will learn successfully • Relationships between staff, students and parents are caring and inclusive • Support for a student's wellbeing is provided to address the individual needs of students • Students and families feel connected to the school • Positive behaviour is evident across the school • Inclusivity is a key element of the school.

Key Performance Indicators	• Proportion of staff, students and parents who believe the school has high expectations in all that it does.
	• Proportion of staff who agree:
	   o teachers at the school motivate students to learn
	   o student behaviour is well managed at the school
	   o the school works with families to support students' learning
	• Proportion of staff highly satisfied in relation to the domain Staff and Student Relations(ASCIMT)
	• Proportion of students who agree:
	   o their school takes students' opinions seriously
	   o their teachers motivate them to learn
	   o they feel safe at school
	   o teachers treat students fairly
	• Level of staff, student and parent satisfaction related to academic emphasis (ASCIMT)
	• Level of staff satisfaction related to:
	   o staff have a consensual approach to managing issues
	   o the Leadership Team creates a sense of cohesion
	   o there is school spirit and pride (ASCIMT).

Key Improvement Strategy 2	Implement and embed a whole school social and emotional learning program that is aligned with the KidsMatter Framework
Outcome to be achieved	• Staff understand the importance of mental health and wellbeing,

	and its impact on learning • School planning, policies and practices support collaborative working relationships with parents and carers. • The school provides opportunities for parents and carers to connect with each other and develop support networks, and actively seeks to minimise barriers to participation. • The school has effective working relationships and clear referral pathways with services to support families.

Key Performance Indicators	• Level of parent satisfaction related to:
	  o parent involvement at school
	  o school and family connections (ASCIMT)
	• Level of student satisfaction related to:
	  o behavioural engagement
	  o staff and student relations (ASCIMT)
	• Level of parent satisfaction (KidsMatter surveys).

Key Improvement Strategy 3	**Develop effective school - community partnerships**
Outcome to be achieved	• Community partnerships are effective and contribute to improving student outcomes • The school works with representatives of their community to achieve the best outcomes for students • Effective governance and parents and citizens relationship within the school.

Key Performance Indicators	• Proportion of parents who agree community partnerships are valued
	• Proportion of partnerships which have been evaluated
	• Level of parent satisfaction related to:
	  o School Identification
	  o School and Family connections.

National Quality Standard Area covered by this priority

QA 1   Education Program and Practice
QA 2   Children's health and safety
QA3   Physical environment
QA4   Staffing arrangements
QA5   Relationships with children
QA6   Collaborative partnerships with families and communities
QA7   Leadership and Service Management

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Strategic Priority 2: Improve student learning outcomes for all students, preschool to year 6

Outcomes to be achieved:
As a result of our improvement strategies, all students will demonstrate growth, specifically:

- higher levels of achievement in NAPLAN literacy and numeracy assessment;
- greater growth in PIPS assessment;
- increased achievement of Individual Learning Plan goals for students with disability, learning difficulties and/or participating in enrichment programs;
- increased achievement of Personalised Learning Plan/Individual Learning Plans goals by Aboriginal and Torres Strait Islander students; and
- improved levels of parent/carer and student satisfaction with the education provided at our school.

Targets
By the end of 2019 the school will achieve:

- a five percentage point increase on the percentage of year 3 students achieving at the proficient standard in NAPLAN reading, writing and numeracy, from the 2015 four year average (35% reading, 14% writing, 30% numeracy);
- a five percentage point increase on the percentage of year 5 students achieving at the proficient standard in NAPLAN reading, writing and numeracy, from the 2015 four year average (33% reading, 9% writing, 26% numeracy);
- a five percentage point increase on the percentage of students achieving expected growth or better in PIPS reading and maths, based on the 2015 four year average (61% reading, 69% maths);
- annual improvement of 10 percentage points of the percentage of students achieving 75% of their short term Individual Learning Plan goals, increased from 47% in 2015;
- annual improvement of 10 percentage points of the percentage of Aboriginal and Torres Strait Islander students achieving 75% of their short term Personalised Learning Plan/Individual Learning Plan goals from 36% in 2015; and
- annual improvement of two percentage points on the percentage of parent satisfaction related to the education provided at our school from 69% in 2015.

Key Improvement Strategy 1	Develop an explicit improvement agenda
Outcome to be achieved	• All staff are aware of the school's plan for improvement • Staff are aware of the targets set for improvement • Staff understand their role in the improvement journey • School Board can articulate the school's journey and understand the successes and challenges • The school is seen as having high expectations • The school's improvement journey is guided by research and best practice.
Key Performance Indicators	• Proportion of students, staff and parents/carers who agree the school looks for ways to improve • Community feedback on school's improvement agenda.
Key Improvement Strategy 2	Develop an expert teaching team, preschool to year 6
Outcome to be achieved	• Systematic approach to developing staff skills • Collaboration and teamwork is evident across the school • The school has strong mentoring and coaching programs • Staff are committed to their own professional learning
Key Performance Indicators	• Proportion of staff who agree: o they get useful feedback about their performance

	o they are well supported at the school
	 • Level of staff satisfaction related to:
	  o Professional Development (ASCMIT)
	  o the Leadership Team models positive behaviour.

Key Improvement Strategy 3	**Embed a culture of data analysis to inform teaching across the school, preschool to year 6**
Outcome to be achieved	• Staff use a broad range of data to identify learning needs • Staff are experts in using data to inform teaching • Data is used systematically to reflect on practice • Academic and well-being data is used to systematically monitor performance • Data is disaggregated for gender, EALD, students with special needs, Aboriginal and Torres Strait Islander students.
Key Performance Indicators	• Proportion of staff who use a broad range of student achievement data to track student progress • Proportion of staff who agree teachers use system data and system processes to inform teaching • Proportion of staff who have received professional development in data analysis • Proportion of staff who agree they receive useful feedback about their practice. • Proportion of students who agree teachers provide them with useful feedback about their work • Self-evaluation is evident in teaching programs • Clear use of data for identification of special support.
Key Improvement Strategy 3	**Differentiate teaching and learning to meet needs of all students, preschool to year 6**
Outcome to be achieved	• Appropriate learning opportunities and necessary support is provided for all students • Teachers learning programs show differentiation based on assessment of need • Appropriate adjustments have been made for students with special needs • Explicit reporting to parents on the progress of their child occurs.
Key Performance Indicators	• Proportion of preschool to year 6 teaching programs showing evidence of differentiated learning • Evidence of Individual Learning Plans for identified students • Proportion of students achieving Individual Learning Plan goals, P-6 • Proportion of Aboriginal and Torres Strait Islander students achieving Personalised Learning Plan goals, P-6 • Proportion of parents/carers who agree their child's learning needs are being met.

National Quality Standard Area covered by this priority

QA1   Education Program and Practice
QA3   Physical environment
QA4   Staffing Arrangements
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QA7   Leadership and Service Management