

VISION:

GHPS provides a safe & supportive learning environment encouraging ALL students to achieve their potential as learners & citizens.

We are committed to working in partnership with our community & providing quality learning programs to develop powerful learners.

GULFVIEW HEIGHTS PRIMARY SITE IMPROVEMENT PLAN 2016-2018



BELIEFS about QUALITY Teaching & Learning

- Effective Literacy and Numeracy teaching needs to be intentional, explicit & systematic across the curriculum.
- High expectations for ALL students. ALL students need to be intellectually challenged to reach their potential. Student potential is reached through a 'Growth Mindset.'
- Positive and safe relationships with peers, staff & families are central to student learning. The DECD safer schools document provides a framework for creating a safe environment.
- Differentiating learning experiences which value student interests, needs & abilities enhance student engagement.
- Students are actively engaged with all aspects of the curriculum through decision making in their learning and the setting of personal goals for achievement.

VALUES:

**Respect, Excellence, Integrity,
Empathy & Collaboration**

Effective Leadership & Building Staff Capacity School & Community Partnerships

- Professional learning that builds staff capacity to explicitly teach Literacy and Numeracy across the curriculum.
- Opportunities for staff to work highly collaboratively in the design and delivery of quality teaching and learning programs, and moderation of assessment to bring about consistency in teacher judgement.
- Strengthening school-home partnership and increasing parental engagement & involvement in school events, teaching & learning programs.
- Providing networking opportunities for teachers across Salisbury Partnership to promote the sharing of teaching & assessment practices across sites and levels of schooling.

Effective Teaching & Pedagogy

- Consistent R-7 approaches to assessing & reporting student learning are implemented, with a particular emphasis on Formative Assessment practices & Goal setting.
- Developing a strong evidence base, using a range of Literacy & Numeracy student achievement data to monitor & track individual student growth.
- Teachers collaboratively designing and implementing intellectually challenging learning experiences that are responsive to ALL student needs and interests.
- Developing students as powerful learners by providing opportunities for dialogue, reflection and decision making in their learning (Student voice / Student initiated learning)
- A whole school approach to implementing Literacy with a focus on explicit teaching of 'BIG SIX' of Reading (Comprehension, Phonics, Phonological awareness).
- A whole school approach to implementing Numeracy programs with a focus on the eight effective practices (Peter Sullivan) and Natural Maths methodology (Ann Baker).
- Targeted intervention programs in Literacy & Numeracy are reviewed and implemented annually (Quicksmart Maths, MiniLit, Reading Tutor).

School Improvement Planning & Review

- Site self-review processes support continuous review of Literacy & Numeracy practices and an improvement in student learning.
- A range of learner achievement, demographic, perception and system data is rigorously used to monitor and report on site performance.
- Measure effectiveness of intervention programs & improvements in student learning through ongoing analysis of student achievement data.
- PLC structures (Learning Teams, Learning Communities, Site Improvement Teams) are actively involved in review processes and decision making. Networking opportunities exist to promote sharing of effective practices within teams across levels of schooling.