

Glendal Primary School 5010 Strategic Plan 2018-2021

Endorsement	Re-Endorsement (if a Goal, KIS or Target is changed)	Re-endorsement (if a Goal, KIS or Target is changed)
Principal: Deborah Grosse [date][name] [date][name] [date]
School council :David Yong..... [date][name] [date][name] [date]
Delegate of the Secretary: [date][name] [date][name] [date]

School vision	School values	Context and challenges	Intent, rationale and focus
<p>We educate and empower children to achieve their personal best and thrive in our changing worlds.</p> <p>Mantra: 'I am part of the team which inspires life-long learning'.</p>	<p>Respect, underpinned by a focus on teamwork, resilience, community, creativity and responsibility.</p>	<p>Glendal Primary School, established in 1971, is situated on two and one half hectares of land in Glen Waverley an eastern residential suburb of Melbourne, approximately 20km from the CBD. Students are drawn primarily from the neighbourhood area, with some families travelling from near-by suburbs to attend the school. New enrolments are currently limited to families living in the school zone, unless vacancies exist. The 2017 enrolment is around 877 students. The student population reflects the characteristics of the surrounding community with a diversity of backgrounds and an increasing EAL enrolment.</p> <p>Facilities include classrooms in main buildings and portables, an Administration building, Arts Centre, Library and Computer Lab, Science building and literacy spaces for Reading Recovery and English as an Additional Language (EAL). A full-sized gymnasium and a Performing Arts Centre accommodate assemblies, musical performances as well as music and physical education classes.</p> <p>The 2017 staffing profile consisted of 48.9 full time equivalent (FTE) teaching staff and a with a complementary support staff. Teaching staff comprised of a Principal, two Assistant Principals and five Leading Teachers.</p> <p>The school's curriculum framework incorporated the eight learning areas required by the <i>Education and Training Reform Act 2006</i>, aligned with the Victorian Curriculum and incorporating an emphasis on Literacy and Numeracy. An integrated approach to learning is also aligned with the Victorian Curriculum incorporating the explicit teaching of thinking and problem solving skills and a well-resourced digital technologies program.</p> <p>Specialist programs include Physical Education and Sport, Music and Performing Arts, Visual Arts and two Languages Other Than English (Mandarin in Prep to Year 6 and French in Years 5 and 6) and a specialist Science and Technology/Robotics program across the school.</p> <p>Support and enrichment programs are offered both within and outside school hours and our Global Relationships program includes a range of overseas sister schools.</p>	<p>Our school aims to achieve the following goals in the three areas of student achievement, student engagement and student wellbeing:</p> <ol style="list-style-type: none"> Student achievement - To optimise learning growth for every student in English and Mathematics. <p>Rationale The school's Pre-Review Self-Evaluation, identification of unfinished business from the previous strategic plan and the Panel Day 1 discussion identified <u>growth</u> in student learning in English and Mathematics as an essential goal, with an initial emphasis on Writing, vocabulary and comprehension.</p> <p>The FISO curriculum planning and assessment initiative indicates that curriculum and assessment for learning have been shown to have a significant impact on student outcomes over time. Thus, a rationale is IF an evidence-based differentiated teaching and learning model is embedded in every classroom THEN consistently high quality teaching focused on each student's point of need will occur AND every student will demonstrate at least targeted learning progress.</p> <ol style="list-style-type: none"> Student Engagement - To develop the capabilities of the whole child as described by the Victorian Curriculum. <p>Rationale The school's Pre-Review Self-Evaluation, identification of unfinished business from the previous strategic plan and the Panel Day 1 discussion identified student engagement in learning as an essential goal.</p> <p>If students are cognitively, emotionally and behaviourally engaged with schooling then their outcomes will improve.</p> <p>Promoting increased opportunities by building the social capital of the school community through fair and inclusive practices involving students, educators, families, and other stakeholders will result in success for every student.</p> <p>The rationale concurs with the FISO empowering students and building school pride initiative evidence base that shows 'schools that build a culture where teachers and students work together, and where student voice is heard and respected, contribute to students building their confidence (a sense of self-worth and mastery) and having a sense of self-efficacy (belief in one's capacity to succeed).' The FISO also suggests 'students feel more positive and connected to their school, see themselves as a learner, better understand their learning and growth and feel confident in expressing this to teachers and parents/carers who value their views and opinions. Giving students the ability to influence their learning through collaborative decision-making engages them as educational decision-makers.</p> <ol style="list-style-type: none"> Student Wellbeing - To develop healthy, happy and resilient students who display behaviours and attitudes that reflect the school values. <p>Rationale Children and young people with higher resiliency are more likely to thrive in learning and achieve greater educational outcomes.</p>

Four-year goals (for improving student achievement, engagement and wellbeing)	Improvement Priorities, Initiatives and/or Dimensions	Key improvement strategies AIP actions – The strategies would involve phased work on the following actions during the SSP timeframe	Targets (for improving student achievement, engagement and wellbeing)
<p>Student achievement</p> <p>To optimise learning growth for every student in English and Mathematics.</p>	<p>FISO Priority - Excellence in teaching and learning priority</p> <p>FISO initiative</p> <ul style="list-style-type: none"> Curriculum planning and assessment <p>FISO dimension</p> <ul style="list-style-type: none"> Evidence-based high impact teaching strategies <p>FISO Priority</p> <ul style="list-style-type: none"> Excellence in teaching and learning <p>FISO initiative</p> <ul style="list-style-type: none"> Building practice excellence <p>FISO dimension</p> <ul style="list-style-type: none"> Evaluating impact on learning <p>FISO Priority</p> <ul style="list-style-type: none"> Professional Leadership <p>FISO initiative</p> <ul style="list-style-type: none"> Building leadership teams <p>FISO dimension</p> <ul style="list-style-type: none"> Instructional and shared leadership 	<p>1. Consistently embed explicit and differentiated evidence-based whole school approaches to literacy and numeracy.</p> <p>a. Spelling, vocabulary and writing (and phased in common language for Reading)</p> <p>a) <u>Curriculum Planning</u></p> <p>i) Develop scope and sequence, and build into planning</p> <p>b) <u>Assessment</u></p> <p>i) Including whole school monitoring system in place of learning outcomes, being utilised by all year levels</p> <p>ii) Provide support and moderation sessions to ensure that teachers are able to make accurate and consistent judgements</p> <p>c) Evidence-based <u>instructional practices</u> and classroom routines</p> <p>i) VCOP and extending students in Writing</p> <p>ii) Develop agreed whole-school approach to Spelling</p> <p>b. Implement the DET Literacy and Numeracy strategy</p> <p>2. Continue to use collaborative team-based professional learning approaches to support teachers in building practice excellence to consistently implement the school's whole school approaches to literacy and numeracy</p> <p>a. Ongoing refinements to team practices and linkage with coaching / observing / feedback arrangements PDPs, observations, coaching, as appropriate</p> <p>3. Continue to provide distributed instructional leadership focused on improving teacher practice and student outcomes</p> <p>a. Develop a school leadership profile which will deliver on the Strategic Plan goals of student achievement</p> <p>b. Identify a school literacy leader in addition to the leading teacher / literacy</p> <p>c. Employ Learning Specialist teachers (linked with professional practice days)</p>	<p>Targets</p> <ul style="list-style-type: none"> Each deemed capable student to make at least one Victorian Curriculum level of learning progress in each school year during the strategic plan period in English and Mathematics. (as measured by teacher judgement and other school assessments identified in the school assessment continuum/schedule) Targeted average percentage of students making high relative NAPLAN learning growth from Year 3 to 5 during the strategic plan period: <ul style="list-style-type: none"> Numeracy, 50 per cent Reading, 38 per cent Writing, 48 per cent.
<p>Student engagement</p> <p>To develop the capabilities of the whole child as described by the Victorian Curriculum.</p>	<p>FISO Priority- Positive climate for learning</p> <p>FISO initiatives</p> <p>Empowering students and building school pride initiative</p> <p>FISO dimensions</p> <p>Intellectual engagement and self-awareness dimension</p> <p>FISO essential elements</p> <p>Student voice, leadership and agency in own learning activated so students have positive school experiences and can act as partners in school improvement</p> <p>Whole-school approach to health, wellbeing, inclusion & engagement</p>	<p>3. Activate student voice, leadership and agency in own learning (FISO essential element #4)</p> <p>a. Explicitly articulate the role of students in the school instructional model (in Curriculum planning, Assessment and classroom routines) including;</p> <p>a. Goal setting</p> <p>b. Feedback (teacher, self, peer)</p> <p>c. Student 'guided' inquiry (inquiry model within a structure that provides student choice)</p>	<p>Targets</p> <ul style="list-style-type: none"> attain at least ninety per cent positive responses to the measures of (Learner characteristics and disposition domains) <ul style="list-style-type: none"> stimulated learning, learning confidence, motivation and interest, self-regulation and goal setting attain ninety per cent or greater positive responses to the measures of (Social engagement domain) <ul style="list-style-type: none"> Student Voice and Agency (78 per cent in 2017 survey) <p>Investigate how to measure student problem-solving capacities, including use of the Victorian Curriculum progressions</p>
<p>Student Wellbeing</p> <p>To develop healthy, happy and resilient students who display behaviours and attitudes that reflect the school values.</p>	<p>FISO Priority - Positive climate for learning.</p> <p>FISO initiatives</p> <p>Setting expectations and promoting inclusion</p> <p>FISO dimensions</p> <p>Health and wellbeing dimension</p> <p>FISO essential elements</p> <p>Whole-school approach to health, wellbeing, inclusion and engagement</p>	<p>4. Develop a consistent whole-school approach to health, wellbeing and inclusion (FISO essential element #5)</p> <p>a. Investigate strategies to further develop a coherent and consistent approach including a Student Wellbeing program review (FISO -Positive Climate for Learning) to include the Resilience, Rights and Respectful Relationships program, healthy minds, growth mindsets.</p>	<p>Targets</p> <ul style="list-style-type: none"> in the Social engagement domain, maintain the school connectedness factor agreement response at ninety per cent or more in the Student Safety domain, maintain the Advocate at school factor agreement response at ninety per cent or more