

2014-2017

# School Strategic Plan for Glendal Primary School 5010 2014 – 2017

## Endorsements

<p>Endorsement by School Principal</p>	<p>Signed.....</p> <p>Name Deborah Grossek</p> <p>Date.....</p>
<p>Endorsement by School Council</p>	<p>Signed.....</p> <p>Name Constance Szabo</p> <p>Date.....</p> <p>School Council President's endorsement represents endorsement of School Strategic Plan by School Council</p>
<p>Endorsement by the delegate of the Secretary</p>	<p>Signed.....</p> <p>Name.....</p> <p>Date.....</p>



## School Profile

<p><b>Purpose</b></p>	<p>Glendal Primary School ~ Learning for Life</p> <p>Glendal Primary School promotes a high standard of teaching and student wellbeing programs which foster a spirit of inquiry and a love of learning. Our school's vision is to prepare our students so that they thrive within a global community in the challenging, complex 21st-century world.</p> <p>Our dynamic and professional learning environment is underpinned by a sense of energy and purpose, with highly engaged students and a motivated and caring staff. We aspire to the provision of a positive and supportive environment with high expectations and personalised care for all students and staff.</p> <p>Our curriculum has a strong emphasis on literacy and numeracy with structures and practices that promote successful individualised learning outcomes for students. Our aim is to extend knowledge, challenge thinking, provide choices and opportunities and ignite passions across the AusVELS curriculum.</p>
<p><b>Values</b></p>	<p>We value the extension of all children's social, emotional and intellectual growth by providing a range of special programs and expert teacher support to the learning of our gifted and talented students, as well as those that need additional help.</p> <p><b>We value</b></p> <ul style="list-style-type: none"> <li>• Diversity and inclusion</li> <li>• Respect for others and the environment</li> <li>• Excellence and the celebration of success and achievement for all students</li> <li>• The development of self-confidence, pro-social skills and persistence</li> <li>• Friendships and appreciation of our similarities and differences – on a local, national and international level</li> </ul>
<p><b>Environmental Context</b></p>	<p>The school was opened in 1971 and since 2007 has been largely rebuilt. It is situated on 2.5 hectares of land in Glen Waverley, an eastern residential suburb of Melbourne approximately 20 km from the central business district. Whilst many of the 880 students live in the neighbourhood area, some families travel from many other surrounding suburbs to attend the school. Enrolments are currently limited to families living in our immediate neighbourhood to ensure the ample provision of resources and curriculum opportunities.</p> <p>We employ a high quality and dedicated staff who all work together to ensure that we maintain our high standards for the benefit of our students.</p> <p>Our very modern facilities include recently built classrooms and an Administration building housing a Conference Room, Community Room (Mi Café – Meet and Inform), Health Centre and Staffroom. Our school also features an Arts Centre, Library and Computer Lab and a new Science building incorporating six classrooms and literacy spaces for Reading Recovery and English as an Additional Language (EAL).</p> <p>The full-sized gymnasium and Performing Arts centre accommodates weekly assemblies, concerts, a Year 6 Graduation ceremony and musical performances as well as Music and Physical Education classes.</p>

	<p>Glendal is proud of its rich history, tradition of educational excellence and outstanding facilities.</p> <p>We extend all children’s emotional and intellectual growth, supporting the learning of our gifted and talented students as well as those that need additional help, with a range of special programs, teacher aides and expert teacher support.</p> <p>We have very strong specialist programs including a specialist Science and Technology program. In addition our Year 2, 3 and 4 students are all involved in a Robotics program with a pre-robotics ‘Simple Machines’ program being offered to all Year 1 students. Children in Years 4 to 6, with special talents and interests in Robotics, are able to extend their learning further and, where the opportunity exists, compete against other schools locally, nationally and internationally. Other specialist programs include PE 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). These are the languages provided by our local secondary colleges.</p> <p>Opportunities are provided for students to excel in programs such as the Science Talent Search, Chess, Robotics, the RACV Energy Breakthrough Competition; a wide range of sports, film making, choir, Senior and Junior Band and Performing Arts productions. Most importantly, each student’s learning needs are catered for in every classroom every day.</p> <p>Our Global Relations program includes regular student exchanges with our sister schools in the USA (Pennsylvania and Hawaii), St Petersburg and New Zealand. Our students also have the opportunity to work with other students and teachers from Our Joint Environmental Mission (JEM) sister schools every four to five years at the Earth Summit in Pennsylvania (2009 and 2014). The JEM program is an integral part of our school wide Sustainability and the Environment program. In addition we offer an immersion program to Noumea to enrich our senior school French program.</p>
<p><b>Service Standards</b></p>	<p><u>General</u></p> <ul style="list-style-type: none"> <li>• The school fosters close links with parents and the broader school community through its commitment to open and regular communications.</li> <li>• The school commits to the active sharing of its vision and goals to ensure school community engagement in the school’s strategic plan.</li> <li>• The school aims for all students to access a broad, balanced and flexible curriculum, including both learning and life skills.</li> <li>• The school provides a safe and stimulating learning environment.</li> <li>• The school’s differentiated curriculum provides instruction that is adapted to cater for a wide range of student abilities and needs.</li> </ul> <p><u>Specific</u></p> <p>In line with the school’s policies:</p> <ul style="list-style-type: none"> <li>• Open communication will be provided to parents and caregivers as appropriate</li> <li>• Parents will be engaged by the school with regard to their child’s behavior where necessary</li> <li>• Teachers will provide timely and targeted feedback to students about their work.</li> </ul>

## Strategic Direction

	Goals	Targets	Key Improvement Strategies
<b>Achievement</b>	To improve literacy outcomes with a particular focus on Speaking and Listening and Writing competencies.	<p>Improving Speaking and Listening and Writing across the school with a particular focus on Years 2, 3 and 4</p> <p><u>Targets :</u> 80% above AusVELS expected level in 2017 in Writing across the school</p> <p>80% above AusVELS expected level in 2017 in Speaking and Listening across the school</p>	<p>Further develop teacher capacity to make objective judgements of student achievement.</p> <p>Further strengthen the use of data to drive learning.</p> <p>Build the capacity of students to self-evaluate.</p>
<b>Engagement</b>	To improve student engagement and motivation to learn.	<p>Improvement to current Student Engagement in Years 5 and 6 with regard to the Student Attitude to School survey.</p> <p><u>Targets:</u></p> <p>Increase Student Motivation from 4.54 in 2013 to 4.65 in 2017</p> <p>Increase Stimulating Learning from 3.84 in 2013 to 4.84 in 2017</p>	<p>Enhance the physical, social, emotional and academic experiences provided for students.</p> <p>Strengthen student engagement, creativity and self-expression.</p> <p>Build on teacher capacity to implement agreed pedagogy related to increased student engagement.</p>

		Increase Teacher Effectiveness from 4.25 in 2013 to 4.55 in 2017	
<b>Wellbeing</b>	To enhance the wellbeing of all students.	Improvement in the wellbeing of students as demonstrated by increases in the following:  In Years 5 and 6, Student morale goal is 5.95  In Years 5 and 6, Student distress goal is 6.2	Enhance social connectedness and emotional resilience by improving communication with the community about school wellbeing programs
<b>Productivity</b>	To improve the Performance and Development culture in the school.	Budgets allocated to support professional development of staff  Documented school PD plan and individual staff Performance and Development plans  All new staff involved in documented induction program  Staff opinion data shows improvement to 67 <sup>th</sup> percentile, or better, in Feedback area of staff opinion survey data	Structure a professional development program, including induction, which addresses priority learning areas and aligns with goals in Staff Performance and Development Plans (P&D Plans).

School Strategic Plan 2014- 2017: Indicative Planner

Key Improvement Strategies		Actions	Achievement Milestone
<p><b>Achievement</b></p> <ul style="list-style-type: none"> <li>• Further develop teacher capacity to make objective judgements of student achievement.</li> <li>• Further strengthen the use of data to drive learning.</li> <li>• Build the capacity of students to self-evaluate.</li> </ul>	Year 1	<ul style="list-style-type: none"> <li>▪ Provide more opportunities for the moderation of achievements in literacy across levels</li> <li>▪ Set up student achievement data tracking on Accelerus to assist teacher assessment</li> <li>▪ Introduce online objective tests – ACER</li> <li>▪ EAL professional development for staff</li> <li>▪ Leadership representatives undergo training in NAPLAN data analysis and use of samples of work for moderation</li> <li>▪ Develop ILPs for identified students in literacy</li> </ul>	<ul style="list-style-type: none"> <li>▪ Timetable / calendar of moderation meetings</li> <li>▪ Student achievement data recorded on Accelerus program to enhance tracking of student outcomes</li> <li>▪ ACER test results</li> <li>▪ Timetabled EAL PD</li> <li>▪ Leadership representatives trained in NAPLAN data analysis – PD records</li> <li>▪ ILPs in literacy documented</li> </ul>
	Year 2	<ul style="list-style-type: none"> <li>▪ Staff PD in Speaking and Listening, Writing</li> <li>▪ Review Assessment schedules</li> <li>▪ Develop triangulation of data spreadsheets</li> <li>▪ Develop Speaking and Listening skill assessment rubrics</li> <li>▪ Moderation meetings for staff</li> <li>▪ Develop student self-assessment program including students reporting to parents</li> <li>▪ Involve teachers in NAPLAN data analysis professional development</li> <li>▪ Use NAPLAN samples of work to support moderation program</li> </ul>	<ul style="list-style-type: none"> <li>▪ Staff demonstrating use of literacy professional development ideas in classrooms / PD records</li> <li>▪ Documented assessment schedule</li> <li>▪ Staff using data spreadsheets and speaking and listening rubrics in assessment</li> <li>▪ Team moderation groups meeting regularly</li> <li>▪ Performance and Development plans of staff include literacy improvement</li> <li>▪ Student self-assessments recorded</li> <li>▪ Teachers using NAPLAN data analysis to inform teacher judgements on student achievement</li> </ul>
	Year 3	<ul style="list-style-type: none"> <li>▪ Revise use of ICT and purchasing of ICT equipment to support literacy and assessment program</li> <li>▪ Review and improve student self-assessment program including students reporting to parents</li> </ul>	<ul style="list-style-type: none"> <li>▪ ICT used regularly in literacy and assessment programs</li> <li>▪ Documented student self-assessment program, students reporting to parents eg: at parent teacher interviews</li> </ul>

		<ul style="list-style-type: none"> <li>▪ Continue Staff PD in Speaking and Listening, Writing</li> <li>▪ Review Assessment schedules</li> <li>▪ Further improve triangulation of data spreadsheets</li> <li>▪ Improve Speaking and Listening skill rubrics</li> <li>▪ Moderation program reviewed and improved</li> <li>▪ Use NAPLAN samples of work to support moderation program</li> <li>▪ Continue to involve teachers and new teachers in NAPLAN data analysis professional development</li> <li>▪ Align Performance and Development Plans to literacy goals and targets</li> </ul>	<ul style="list-style-type: none"> <li>▪ Staff demonstrating use of literacy professional development ideas in classrooms</li> <li>▪ Continued use of documented assessment checklists being used for Speaking and Listening across the school each term</li> <li>▪ Staff utilising range of data sets and rubrics to inform assessment of student achievement levels</li> <li>▪ Team moderation groups meeting regularly including the use of NAPLAN samples of work</li> <li>▪ New staff involved in NAPLAN data analysis PD</li> <li>▪ Professional Development program and records</li> <li>▪ Performance and Development plans of staff include literacy improvement</li> </ul>
	Year 4	<ul style="list-style-type: none"> <li>▪ Revise use of ICT and purchasing of ICT equipment to improve literacy</li> <li>▪ Continue Staff PD in Speaking and Listening, Writing</li> <li>▪ Review and improve moderation program</li> <li>▪ Review Assessment schedules</li> <li>▪ Update triangulation of data spreadsheets</li> <li>▪ Improve Speaking and Listening skill rubrics</li> <li>▪ Use NAPLAN samples of work to support moderation program</li> <li>▪ Continue to involve teachers in NAPLAN data analysis professional development</li> <li>▪ Further review and refine student self-assessment program including students reporting to parents</li> </ul>	<ul style="list-style-type: none"> <li>▪ ICT used across the school in literacy and assessment</li> <li>▪ Professional Development undergone is reflected in a shift towards improved teaching practice in literacy</li> <li>▪ Team moderation groups meeting regularly</li> <li>▪ Staff following updated assessment schedule and using a range of data to inform teaching programs</li> <li>▪ Continued use of documented assessment checklists and rubrics for Speaking and Listening across the school</li> <li>▪ NAPLAN data and moderated samples of work used in assessment of student achievements</li> <li>▪ Documented student self-assessment program to include student reporting to parents</li> <li>▪ Staff Performance and Development Plans incorporate improved student achievements in literacy</li> </ul>
<b>Engagement</b>	Year 1	<ul style="list-style-type: none"> <li>▪ Investigate Student Engagement and Wellbeing survey (SEWS) - ACER tool (trial in Semester 2)</li> <li>▪ Learning Community program reviewed and improved</li> <li>▪ Promote rich learning and hands-on learning tasks across the curriculum</li> </ul>	<ul style="list-style-type: none"> <li>▪ SEWS used to obtain benchmark data (years 3-6)</li> <li>▪ All students engaged in Learning Community program</li> <li>▪ Planning documents and work programs include rich learning tasks</li> </ul>

<ul style="list-style-type: none"> <li>Enhance the physical, social, emotional and academic experiences provided for students.</li> <li>Strengthen student engagement through rich tasks, hands-on learning and the development of creativity.</li> </ul>		<ul style="list-style-type: none"> <li>Expand the use of ICT as a learning tool across the curriculum</li> <li>PD for staff in ICT</li> <li>All classroom teachers develop and document engaging rich maths tasks</li> </ul>	<ul style="list-style-type: none"> <li>Planning documents and work programs reflect consideration of ICT as an effective learning tool</li> <li>Increased resources in ICT</li> <li>Staff demonstrating use of wider range of learning strategies involving ICT, in particular the use of iPads</li> </ul>
	Year 2	<ul style="list-style-type: none"> <li>Updated Learning Community Program</li> <li>Implement Student Engagement and Wellbeing survey (SEWS) - ACER tool (semester 1)</li> <li>Use SEWS data to inform wellbeing program</li> <li>Use You Can Do It PD for staff on goal setting and time management strategies for students</li> <li>Promote the use of engaging rich learning and hands-on learning tasks across the curriculum</li> <li>Incorporate the use of ICT as a learning tool</li> <li>PD for staff in ICT</li> <li>All classroom teachers develop and document engaging rich tasks across the curriculum</li> <li>Provision for staff to participate in PD for the development of engaging learning for students</li> <li>Ascertain feedback from student focus groups</li> </ul>	<ul style="list-style-type: none"> <li>All students engaged in updated annual Learning Community / student wellbeing program</li> <li>Analysis of SEWS data – teachers demonstrating identification of improvement areas in planning documents and strategies to address these areas</li> <li>PD records document teachers’ involvement in professional development in student wellbeing</li> <li>Planning documents and work programs include rich learning tasks</li> <li>Planning documents and work programs reflect consideration of ICT as an effective learning tool</li> <li>Increased resources in ICT</li> <li>PD records showing ICT as a focus</li> <li>Planning documents and work programs show evidence of engaging learning for students</li> <li>Staff discuss and take on feedback from students</li> </ul>
	Year 3	<ul style="list-style-type: none"> <li>Review Learning Community program</li> <li>Implement Student Engagement and Wellbeing survey (SEWS) - ACER tool</li> <li>Use SEWS data to inform wellbeing program</li> <li>Continue to promote engaging rich learning and hands-on learning tasks across the curriculum</li> <li>Incorporate the use of ICT as a learning tool</li> <li>PD for staff in ICT</li> <li>All classroom teachers develop and document engaging rich tasks across the curriculum</li> </ul>	<ul style="list-style-type: none"> <li>All students participate in Learning Community Program</li> <li>Staff using year level data from Student Engagement and Wellbeing survey (SEWS) - ACER tool to inform teaching and learning and wellbeing program</li> <li>Planning documents and work programs include rich learning tasks</li> <li>Planning documents and work programs reflect consideration of ICT as an effective learning tool</li> <li>Increased resources in ICT</li> <li>PD records showing ICT as a focus</li> </ul>

		<ul style="list-style-type: none"> <li>▪ Provision for staff to engage in PD for the development of engaging learning for students</li> </ul>	<ul style="list-style-type: none"> <li>▪ Teachers are explicit in the documentation of rich tasks within their planning documents</li> </ul>
	Year 4	<ul style="list-style-type: none"> <li>▪ Review Learning Community program</li> <li>▪ Implement Student Engagement and Wellbeing survey (SEWS) - ACER tool</li> <li>▪ Review the use of SEWS data to inform wellbeing program</li> <li>▪ Continue to promote engaging rich learning and hands-on learning tasks across the curriculum</li> <li>▪ Incorporate the use of ICT as a learning tool</li> <li>▪ PD for staff in ICT</li> <li>▪ All classroom teachers develop and document engaging rich tasks across the curriculum</li> <li>▪ Provision for staff to engage in PD for the development of engaging learning for students</li> </ul>	<ul style="list-style-type: none"> <li>▪ All students participate in Learning Community Program</li> <li>▪ Staff using year level data from Student Engagement and Wellbeing survey (SEWS) - ACER tool to inform teaching and learning and wellbeing program</li> <li>▪ Planning documents and work programs include rich learning tasks</li> <li>▪ Planning documents and work programs reflect consideration of ICT as an effective learning tool</li> <li>▪ Increased resources in ICT</li> <li>▪ PD records showing ICT as a focus</li> <li>▪ Teachers are explicit in the documentation of rich tasks within their planning documents</li> </ul>
<p><b>Wellbeing</b></p> <ul style="list-style-type: none"> <li>• Enhance social connectedness and emotional resilience by improving communication with the community about school wellbeing programs.</li> </ul>	Year 1	<ul style="list-style-type: none"> <li>▪ Investigate Mindfulness tool 4 - 6</li> <li>▪ Develop eSmart policy</li> <li>▪ Complete the implementation stage of eSmart</li> <li>▪ Updated newsletter format</li> <li>▪ Newsletter to include articles on social connectedness and emotional resilience</li> <li>▪ New updated Student of the Week awards to include 'Values' statements</li> <li>▪ Review and improve Prep. transition program to incorporate better communication with parents</li> </ul>	<ul style="list-style-type: none"> <li>▪ Selected year level Staff using mindfulness strategies</li> <li>▪ eSmart policy ratified by School Council and communicated to school community</li> <li>▪ eSmart staff team leading implementation of eSmart policy</li> <li>▪ Articles placed in newsletter</li> <li>▪ Newsletter updated to reflect parent feedback</li> <li>▪ Positive feedback from the community on newsletter and student awards</li> <li>▪ Teacher and parent positive feedback on transition</li> <li>▪ New awards distributed and utilised throughout the school</li> <li>▪ Positive parent feedback on Prep. transition program</li> </ul>
	Year 2	<ul style="list-style-type: none"> <li>▪ Revise the whole school Student Wellbeing program Prep – 6</li> <li>▪ Complete the Scope and Sequence for eSmart and ICT</li> <li>▪ Newsletter to continue to include articles on social connectedness and emotional resilience</li> </ul>	<ul style="list-style-type: none"> <li>▪ Documented and implemented school student wellbeing program</li> <li>▪ Documented eSmart scope and sequence implemented</li> </ul>

		<ul style="list-style-type: none"> <li>Update school smartphone App and website to improve relevance to community, ease of access and improvements in parent friendly format</li> <li>include relevant information on resilience, connectedness and transition in communications to parents</li> </ul>	<ul style="list-style-type: none"> <li>Parent opinion survey reflects an improvement in communication with the broader community.</li> <li>Positive feedback from Glendal Parent Group / School Council and the wider community on the website, school App and newsletter</li> <li>Wellbeing articles published for school community</li> </ul>
	Year 3	<ul style="list-style-type: none"> <li>Continue to revise the whole school Student Wellbeing program Prep – 6</li> <li>Gain full accreditation in eSmart</li> <li>Newsletter to continue to include articles on social connectedness and emotional resilience</li> <li>Refine the school website to make it parent friendly and include updated and relevant information</li> </ul>	<ul style="list-style-type: none"> <li>Wellbeing program documented and staff demonstrating implementation</li> <li>Gain eSmart school status</li> <li>Parent opinion survey reflects an improvement in communication with the broader community.</li> <li>School newsletter, App and website are current, relevant and parent friendly</li> </ul>
	Year 4	<ul style="list-style-type: none"> <li>Evaluate the effectiveness of the whole school Student Wellbeing program Prep – 6</li> <li>Newsletter to continue to include articles on social connectedness and emotional resilience</li> <li>Refine the school website to make it parent friendly and include relevant information</li> </ul>	<ul style="list-style-type: none"> <li>Wellbeing program implemented</li> <li>School newsletter, App and website are current, relevant and parent friendly</li> <li>Parent opinion survey reflects an improvement in communication with the broader community.</li> <li>Parent feedback on communications with the community</li> </ul>
<b>Productivity</b>  Structure a professional development program, including induction, which addresses priority learning areas and aligns with goals in Staff Performance and	Year 1	<ul style="list-style-type: none"> <li>Analyse staff opinion survey results and identify areas for improvement</li> <li>Plan whole school PD program</li> <li>Review and update induction program</li> <li>Investigate peer-to-peer program to stimulate on-going professional learning/feedback for all teachers</li> </ul>	<ul style="list-style-type: none"> <li>Leadership team minutes include staff opinion survey analysis and areas for improvement</li> <li>Draft of school PD plan documented</li> <li>Induction program documented</li> <li>Staff Performance and Development Plans documented</li> </ul>
	Year 2	<ul style="list-style-type: none"> <li>Develop annual whole school PD program</li> <li>Document improvement plan for specific areas of staff opinion survey on professional learning – consultation with staff</li> <li>Review and improve school induction program to include staff commencing during the school year</li> </ul>	<ul style="list-style-type: none"> <li>Documented annual school PD plan</li> <li>Leadership team minutes include staff opinion survey analysis and areas for improvement</li> <li>All staff - documented Performance Plans to include PD on priority areas</li> </ul>

Development Plans (P&D Plans).		<ul style="list-style-type: none"> <li>▪ Introduce peer observation as on-going professional learning for all teachers</li> </ul>	<ul style="list-style-type: none"> <li>▪ Documented improvement / strategy plan for 'Feedback' area of staff opinion survey</li> <li>▪ Documented Induction program to include induction of new staff appointed during the school year</li> <li>▪ Staff opinion survey results</li> <li>▪ Documented peer observations / reflections</li> </ul>
	Year 3	<ul style="list-style-type: none"> <li>▪ Review and update annual whole school PD program</li> <li>▪ Review and improve induction program</li> <li>▪ Review and improve improvement plan for specific areas of staff opinion survey on professional learning – consultation with staff</li> <li>▪ Expand peer to peer program</li> </ul>	<ul style="list-style-type: none"> <li>▪ Documented annual PD plan to include peer to peer program</li> <li>▪ Leadership team minutes include staff opinion survey analysis and areas for improvement</li> <li>▪ All staff - documented Performance Plans to include PD on priority areas</li> <li>▪ Documented Induction program</li> <li>▪ Staff opinion survey results</li> </ul>
	Year 4	<ul style="list-style-type: none"> <li>▪ Review and document school PD plan for staff professional learning</li> <li>▪ Review and improve induction program</li> <li>▪ Analyse staff opinion survey results</li> <li>▪ Review and revise peer to peer program</li> </ul>	<ul style="list-style-type: none"> <li>▪ Documented annual PD plan to include peer to peer program</li> <li>▪ All staff - documented Performance Plans to include PD on priority areas</li> <li>▪ Documented Induction program</li> <li>▪ Staff opinion survey results</li> <li>▪ Leadership team minutes document improvement plan for areas of staff opinion survey</li> </ul>