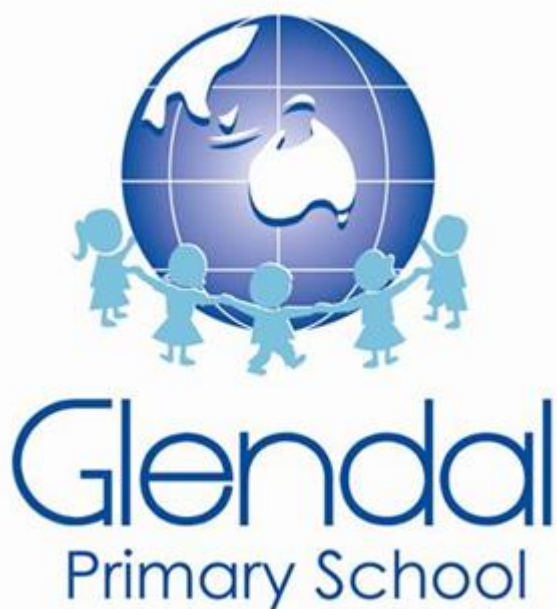


School Strategic Plan 2021-2025

Glendal Primary School (5010)



Submitted for review by Deborah Grossek (School Principal) on 14 December, 2021 at 02:44 PM
Endorsed by Rhys Coulson (Senior Education Improvement Leader) on 17 December, 2021 at 01:11 PM
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School vision	We educate and empower children to achieve their personal best and thrive in our changing worlds. Mantra: 'I am part of the team which inspires life-long learning'.
School values	The school's overall value is Respect, underpinned by a focus on teamwork, resilience, community, creativity and responsibility.
Context challenges	<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 2022 enrolment will be maintained at around 900 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. Recent improvements to the school grounds and facilities make Glendal PS a very attractive facility which is used by the community outside of school hours.</p> <p>The 2021 staffing profile consisted of 59.8 full time equivalent (FTE) staff. The school Leadership Team is comprised of the Principal, three Assistant Principals, two Leading Teachers and three Learning Specialists.</p> <p>The school's curriculum framework incorporates the eight learning areas required by the Education and Training Reform Act 2006, aligned with the Victorian Curriculum and including an emphasis on Literacy, including EAL and Reading Recovery, and Numeracy. An integrated and differentiated approach to learning is also aligned with the Victorian Curriculum incorporating the explicit teaching of thinking and problem solving skills supported by a wide range of digital technologies devices and the SMART learning suite. Delivery of the curriculum and wellbeing programs, and a very positive and supportive school culture, are supported to a high level of consistency across the school and staff professional learning.</p> <p>The extensive Specialist Program includes Physical Education and Sport, Music and Performing Arts, Visual Arts, 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 and a French immersion experience in Noumea.</p> <p>The school hosts an accredited Out of School Hours (OSCH) program, managed by Camp Australia.</p>

	<p>Students are supported by additional professionals including Education Psychologists, Visiting teacher and Occupational Therapist.</p>
<p>Intent, rationale and focus</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"> 1. Student achievement - To optimise learning growth for every student in English and Mathematics. <p>Rationale</p> <p>The recent School Review identified improvement areas in student wellbeing and student agency. Specifically, improvements can be made for students monitoring their learning and planning the next steps in their learning.</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 that an evidence-based differentiated teaching and learning model embedded in every classroom, with consistent high quality teaching focused on each student's point of need, will allow every student to demonstrate at least targeted learning progress. Reviewing the school's links to support learning, including those with families, local and global partners would ensure the school's provision for students was optimised into the future and students would be given authentic and relevant experiences to develop their broad skills and further academic success.</p> <ol style="list-style-type: none"> 2. To strengthen the wellbeing of all students. <p>Rationale</p> <p>Continued success in wellbeing/mental health can be achieved through evaluating the current processes, and revising these where needed to ensure a tiered approach, responsive to student needs. This will be supported by building the capacity of teachers to identify and provide support and intervention for students, whilst being aware of, and responsive to staff wellbeing needs. Students who are cognitively, emotionally and behaviorally engaged with schooling will demonstrate improved learning and connection to school.</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>

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Goal 1	To maximise learning growth for all students.
Target 1.1	By 2025 increase the percentage of all students ‘above’ benchmark growth in NAPLAN: <ul style="list-style-type: none">• Reading to increase from 27% (2021) to 35% or above• Writing to increase from 53% (2021) to 55% or above• Numeracy to increase from 41% (2021) to 51% or above
Target 1.2	By 2025 increase the percentage of students working ‘above’ expected level based on Victorian Curriculum Teacher Judgement data: <ul style="list-style-type: none">• Reading and viewing to increase from 69% (2021) to 73% or above• Writing to increase from 61% (2021) to 65% or above• Number and algebra to increase from 71% (2021) to 75% or above
Target 1.3	By 2025 increase the percentage of positive endorsement in the student AToSS: <ul style="list-style-type: none">• Student voice and agency from 79% (2021) to 85% or above• Self-regulation and goal setting from 89% (2021) to 91% or above• Sense of confidence from 85% (2021) to 90% or above

Key Improvement Strategy 1.a Empowering students and building school pride	To further embed a whole–school approach to student agency.
Key Improvement Strategy 1.b Empowering students and building school pride	To empower students to identify and evaluate their next steps in learning.
Key Improvement Strategy 1.c Building communities	To enhance authentic learning partnerships between students, families, the school community and global affiliations.
Goal 2	To strengthen the wellbeing of all students.
Target 2.1	By 2025 increase the percentage of positive endorsement in the student AToSS: <ul style="list-style-type: none"> • Teacher concern from 81% (2021) to 85% or above • Emotional awareness and regulation from 84% (2021) to 88% or above • Perseverance from 84% (2021) to 89% or above
Target 2.2	By 2025 increase the percentage of positive endorsement in the SSS <ul style="list-style-type: none"> • Parent and community involvement from 82% (2020) to 86% or above
Key Improvement Strategy 2.a Health and wellbeing	To develop a whole–school tiered approach to wellbeing and mental health.
Key Improvement Strategy 2.b Health and wellbeing	To build staff capacity to support the wellbeing of all students.

