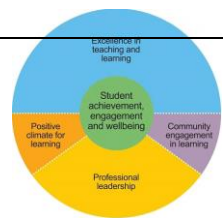


Glenroy West Primary School 4809 Strategic Plan 2017-2020

Endorsement	Principal:	Pamela Streete	[date]	Re-Endorsement (if a Goal, KIS or Target is changed)	[name]	[date]	Re-endorsement (if a Goal, KIS or Target is changed)	[name]	[date]
School council:	Naomi Moser	[date]	[name]	[date]	[name]	[date]	[name]	[date]	
Delegate of the Secretary:	[name]	[date]	[name]	[date]	[name]	[date]	[name]	[date]	

School vision	School values	Context and challenges	Intent, rationale and focus
<p>Glenroy West Primary School K- 6 aspires to create a challenging learning environment that will develop young people with active minds and ethical spirits who will be able to contribute compassion, empathy, integrity and leadership in a local and global society.</p> <p><b>Mission:</b> Glenroy West Primary School K-6 has <b>high expectations</b> of all students. We encourage them to strive to achieve their <b>greatest potential</b> and to make a positive contribution to a <b>diverse global society</b>. In embracing the school motto <b>‘Inspire, Grow, Achieve’</b> we will develop creativity and innovation and encourage all students to reach their intellectual and physical capabilities through their actions. We will provide a challenging education in a safe, supportive environment. We will strive to build positive relationships within a learning and <b>inclusive school community</b> in order to achieve the best possible educational experience for each student. Our ultimate aim is to develop personal qualities and attitudes that will enable students to face the challenges of the future with confidence.</p>	<p><b>School Motto: Inspire, Grow, Achieve</b></p> <p>As a community of learners, we welcome the future challenges of the 21st Century by developing in each of our students the capacity and ability to be:</p> <p><b>Inquirers</b> Their natural curiosity has been nurtured. They have acquired the skills necessary to conduct purposeful, constructive research. They actively enjoy learning and this love of learning will be sustained throughout their lives.</p> <p><b>Thinkers</b> They exercise initiative in applying thinking skills critically and creatively to make sound decisions and to solve complex problems.</p> <p><b>Communicators</b> They receive and express ideas and information confidently in more than one language, including the language of mathematical symbols.</p> <p><b>Risk-Takers</b> They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.</p> <p><b>Knowledgeable</b> They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.</p> <p><b>Principled</b> They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.</p> <p><b>Caring</b> They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.</p> <p><b>Open-minded</b> They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.</p> <p><b>Balanced</b> They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.</p> <p><b>Reflective</b> They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.</p>	<p>Glenroy West Primary School was built in 1958 and is located in a quiet suburban street in Glenroy. There are large and well maintained grounds that provide for active and passive play and indoor learning spaces which cater for student-centred learning. There is a strong relationship between the school and the on-site kindergarten which is administered by the Northern Schools Early Years Cluster.</p> <p>Enrolment numbers are trending up and a further increase is expected. The school caters for students from foundation (prep) to Year 6, and there are 27 different language backgrounds represented. The numbers of students with English as an additional language (EAL) background has been steadily increasing with EAL support provided to 15% of the school population.</p> <p>The curriculum provides for explicit teaching and learning in literacy and numeracy based on the Victorian Curriculum. The school is a candidate for the Primary Years Program (PYP) of the International Baccalaureate, which provides an inquiry-based, authentic approach to teaching and learning. As part of the PYP, a learner profile with a set of attributes and ideals that aim to inspire, motivate and focus learning is promoted. The school is intending to forge links with a sister school in Thailand as part of building global mindedness.</p> <p>All students have access to net books and iPads and a 1:1 net book program operates in Years 3-6. There is a literacy intervention program for students requiring additional assistance. Specialist programs included visual and performing arts, physical education, LOTE and maker space. A range of opportunities are also provided for student development through initiatives such as school captains, buddy program, student leadership and a junior school council.</p> <p>The school provides for a range of opportunities for students, parents and the community and actively encourages participation. These include a classroom helpers program, a playgroup and kindergarten program for pre-school aged children, a breakfast club and a preparation for prep program.</p>	<p><b>Intent:</b> To improve the learning growth of every student in literacy and numeracy across the school. <b>Rationale:</b> If the capacity of leaders, teachers and teams is built to effectively implement research based high impact teaching and learning practices then student learning growth and achievement will improve. <b>Focus:</b> Excellence in teaching and learning - building practice excellence</p> <p><b>Intent:</b> To ensure student engagement and ownership in their learning. <b>Rationale:</b> If there is a consistent whole school approach to goal setting, assessment, monitoring and feedback for students and teachers, then student engagement and ownership in learning will improve. If a student’s attendance at school improves then student learning and engagement will be enhanced. <b>Focus:</b> Positive climate for learning - setting expectations and promoting inclusion: intellectual engagement and self-awareness.</p> <p><b>Intent:</b> To provide opportunities to maximise student participation in learning to develop a sense of belonging and self-worth. <b>Rationale:</b> If the school builds strong partnerships with families and the local community then students’ sense of belonging and participation <b>Focus:</b> Community engagement in learning - building communities.</p>



Four-year goals (for improving student achievement, engagement and wellbeing)	Improvement Priorities, Initiatives and/or Dimensions	Key improvement strategies	Targets (for improving student achievement, engagement and wellbeing)
To improve the learning growth of every student in literacy and numeracy across the school.	Excellence in teaching and learning Building practice excellence Professional leadership Building leadership teams	Build the capacity of all staff by building instructional practice.  Build the capacity of the leadership team in order to drive school improvement across the school.  Build the professional learning teams to track and monitor student and teacher learning to ensure high quality and consistency of practice in every classroom.  Implement and embed agreed teaching and learning instructional practices.	For teacher judgements, all students to achieve a minimum growth annually (against the Victorian Curriculum) in all areas of literacy and numeracy. In NAPLAN literacy and numeracy in Years 3 and 5: <ul style="list-style-type: none"> <li>• Increase the percentage of students achieving in the top two bands of NAPLAN by 10 percentage points.</li> <li>• Decrease the percentage of students at or below the National Minimum Standard (NMS).</li> </ul> For NAPLAN Learning Growth <ul style="list-style-type: none"> <li>• Increase the percentage of students achieving high growth on all NAPLAN relative growth assessments from Year 3 to 5 to be equal or above the mean growth for government schools.</li> <li>• Decrease the percentage achieving low growth to below the state mean for all areas of literacy and numeracy.</li> </ul> Staff Survey results will show a 10% increase from 2016 in all factors in the Teaching and Learning and Leadership modules.
To ensure student engagement and ownership in their learning.	Building practice excellence Curriculum planning and assessment Positive climate for learning Intellectual engagement and self-awareness	Build a consistent whole school approach to the collection, use of data and evidence to track student learning and growth, analyse, and inform the next level of learning.  Develop and implement a systematic approach to challenging goals and effective feedback for all students and teachers.  Pursue the candidature and accreditation of GWPS as a PYP school of the International Baccalaureate, by implementing the PYP.  Document and implement a whole school approach to school attendance.	Staff Survey results will show a 10% increase from 2016 in: <ul style="list-style-type: none"> <li>• Teaching and learning module</li> <li>• Leadership module factors</li> <li>• Professional development of school staff</li> </ul> Improve the following variables in the Student Attitudes to School Survey data to above the 80 <sup>th</sup> percentile. <ul style="list-style-type: none"> <li>• School Connectedness</li> <li>• Student Motivation</li> <li>• Stimulating Learning</li> <li>• Learning Confidence</li> <li>• Teacher Effectiveness</li> </ul> Reduce student absence every year so that by 2020, student absence is at or below an average of 12 days per student at every level.
To provide opportunities to maximise student participation in learning to develop a sense of belonging and self-worth.	Community engagement in learning Building communities	Build the partnership between parents/families/community and the school.	Improve the following variables in the Parent Opinion Survey data to at or above the 75 <sup>th</sup> percentile <ul style="list-style-type: none"> <li>• School Connectedness</li> <li>• Approachability</li> <li>• General Satisfaction</li> </ul> Staff Survey results will show a 10% increase from 2016 in: <ul style="list-style-type: none"> <li>• Parent and community involvement</li> <li>• Trust in parents and students</li> </ul>

