

# School Strategic Plan 2020-2024

Glenroy West Primary School (4809)

Glenroy West Primary School



Inspire, Grow, Achieve

Submitted for review by Pamela Streete (School Principal) on 04 March, 2021 at 05:19 PM  
Awaiting endorsement by Senior Education Improvement Leader  
Awaiting endorsement by School Council President

# School Strategic Plan - 2020-2024

Glenroy West Primary School (4809)

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| <b>School vision</b>      | Glenroy West Primary School Kindergarten to Year 6 aspires to create a challenging, safe, inclusive learning environment that will develop internationally-minded young people who will achieve their greatest potential and make a positive contribution to a diverse global society.   |
| <b>School values</b>      | Respect<br>Responsibility<br>Integrity<br>Excellence   |
| <b>Context challenges</b> | <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. The school has an 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 Kindergarten to Year 6, and there are 30 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 66% of the school population.</p> <p>There is a strong focus on teaching and learning through the consistent use of the Instructional Practice Model, including gradual release of responsibility, underpinned by the FISO model.</p> <p>The curriculum provides for explicit teaching and learning in literacy and numeracy based on the Victorian Curriculum. The school is an authorised International Baccalaureate Primary Years Programme school (PYP), 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.</p> <p>All students have access to devices and the BYOD program operates in Years 3-6. There is an EAL program, and literacy and numeracy intervention programs for students requiring additional assistance. Specialist programs included Visual and Performing Arts, Physical Education, LOTE and STEM. Student Voice and Agency is central to all classroom activities and through opportunities such as school captains, buddy program, student leadership group, a student representative council and student action groups.</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 Foundation program.</p> <p>Parent communication is centred around COMPASS and Seesaw platforms with an emphasis on ongoing assessment and reporting accessibility for families. Students receive Individual Learning Plan Progress Report at the end of each unit (end of 6 weeks).</p> |

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| <p><b>Intent, rationale and focus</b></p> | <p>Intent: To maximise student outcomes in literacy and numeracy.<br/> Rationale: 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.<br/> Focus: Excellence in teaching and learning - building practice excellence</p> <p>Intent: To increase student voice and agency to improve student outcomes.<br/> Rationale: 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.<br/> Focus: Positive climate for learning - setting expectations and promoting inclusion: intellectual engagement and self-awareness.</p> <p>Intent: To build leadership across teams to improve student engagement in their learning.<br/> Rationale: If the school builds strong partnerships with families and the local community then students' sense of belonging and participation<br/> Focus: Building instructional leadership that embeds vision and values.</p> |



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| <b>Goal 1</b>     | To maximise student outcomes in literacy and numeracy.   |
| <b>Target 1.1</b> | Increase the percentage of students above expected level (teacher judgement) in: <ul style="list-style-type: none"><li>• Reading and Viewing from 29 per cent (2019) to 41 per cent (2024). Using 2019 as baseline.</li><li>• Speaking and Listening from 8 per cent (2019) to 15 per cent (2024)</li><li>• Writing from 13 per cent (2019) to 25 per cent (2024)</li><li>• Number and Algebra from 17 per cent (2019) to 25 per cent (2024)</li></ul> |
| <b>Target 1.2</b> | Increase the percentage of students in the top 2 bands in NAPLAN in: <ul style="list-style-type: none"><li>• Year 3 Writing from 55 per cent (2019) to 60 per cent (2024)</li><li>• Year 5 Writing from 13 per cent (2019) to 20 per cent (2024).</li></ul>  |
| <b>Target 1.3</b> | Increase the percentage of students above benchmark growth in: <ul style="list-style-type: none"><li>• Numeracy from 17 per cent (2019) to 28 per cent (2024)</li><li>• Reading from 37 per cent (2017-19) to 40 per cent (2024)</li><li>• Writing from 22 per cent (2019) to 28 per cent (2024).</li></ul>  |
| <b>Target 1.4</b> | To decrease the percentage of students below benchmark growth in:  |

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|   | <ul style="list-style-type: none"> <li>• Reading from 26 per cent in 2019 to 15 per cent (2024)</li> <li>• Writing from 30 per cent in 2019 to 15 per cent (2024).</li> </ul>  |
| <b>Key Improvement Strategy 1.a</b><br>Curriculum planning and assessment | Develop a holistic approach to curriculum and assessment linked to pedagogy  |
| <b>Key Improvement Strategy 1.b</b><br>Evaluating impact on learning      | Build teachers' assessment capability to inform teaching   |
| <b>Key Improvement Strategy 1.c</b><br>Evaluating impact on learning      | Connect student assessment with learning   |
| <b>Goal 2</b>   | To increase student voice and agency to improve student outcomes.  |
| <b>Target 2.1</b>   | <p>To increase the AToS factors in:</p> <ul style="list-style-type: none"> <li>• Student Voice and Agency from 67 per cent (2019) to 85 per cent (2024)</li> <li>• Self-Regulation and Goal setting from 87 per cent (2019) to 93 per cent (2024)</li> <li>• Teacher Concern from 74 per cent (2019) to 80 per cent (2024).</li> </ul>                   |
| <b>Target 2.2</b>   | <p>To increase the School Staff survey factors:</p> <ul style="list-style-type: none"> <li>• Use student Feedback from 55 per cent (2019) to 75 per cent (2024)</li> <li>• Growth of the Whole Child from 55 per cent (2019) to 75 percent (2024)</li> <li>• Seek Feedback to Improve Practice from 36 per cent (2019) to 75 per cent (2024).</li> </ul> |

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| <b>Target 2.3</b>  | <p>To increase the Parent Opinion Survey factors in:</p> <ul style="list-style-type: none"> <li>● Student Voice and Agency from 83 per cent (2019) to 90 per cent (2024)</li> <li>● Stimulating Learning Environment from 81 per cent (2019) to 90 per cent (2024).</li> </ul>  |
| <b>Key Improvement Strategy 2.a</b><br>Empowering students and building school pride | Activate student voice, agency and leadership   |
| <b>Key Improvement Strategy 2.b</b><br>Intellectual engagement and self-awareness    | Develop student intellectual engagement   |
| <b>Key Improvement Strategy 2.c</b><br>Intellectual engagement and self-awareness    | Integrate metacognitive strategies in teaching and learning practices   |
| <b>Goal 3</b>  | To build leadership across teams to improve student engagement in their learning.   |
| <b>Target 3.1</b>  | <p>To increase the positive response in the School Staff survey factors:</p> <ul style="list-style-type: none"> <li>● Collective Efficacy from 59 per cent (2019) to 80 per cent (2024)</li> <li>● Teacher Collaboration from 39 per cent (2019) to 80 per cent (2023)</li> <li>● Professional Learning Through Peer Feedback from 36 per cent (2019) to 75 per cent (2024)</li> <li>● Understand How to Evaluate Data from 64 per cent (2019) to 80 per cent (2024)</li> <li>● Staff Trust in Colleagues from 57 per cent (2019) to 80 per cent (2024).</li> </ul> |

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| <b>Target 3.2</b>  | <p>To increase the positive response in the Student Attitudes to School survey in the factors:</p> <ul style="list-style-type: none"> <li>• Stimulated Learning from 78 per cent (2019) to 85 per cent (2024)</li> <li>• Student Voice and Agency from 67 per cent (2019) to 85 per cent (2024).</li> </ul>   |
| <b>Target 3.3</b>  | <p>To increase the positive response in the School Parent survey factors:</p> <ul style="list-style-type: none"> <li>• Student Voice and Agency from 83 per cent (2019) to 90 per cent (2024)</li> <li>• Student Motivation and Support from 83 per cent (2019) to 90 per cent (2024)</li> <li>• Parent participation and Involvement from 82 per cent (2019) to 90 per cent (2024).</li> </ul> |
| <b>Key Improvement Strategy 3.a</b><br>Instructional and shared leadership | School leaders lead teaching and learning to improve student engagement outcomes  |
| <b>Key Improvement Strategy 3.b</b><br>Vision, values and culture          | Embed the school's vision and values  |
| <b>Key Improvement Strategy 3.c</b><br>Vision, values and culture          | Build leadership within and across teams.   |