

# School Strategic Plan 2020-2024

Glen Iris Primary School (1148)



Submitted for review by Garry Collins (School Principal) on 02 December, 2021 at 12:57 PM

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# School Strategic Plan - 2020-2024

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<b>School vision</b>	Glen Iris Primary School strives to provide a relevant, engaging and differentiated teaching and learning program in a supportive environment that fosters deep thinking, creativity, collaboration and independence. Our aim is to nurture and develop individuals to become resilient and adaptable and will acquire a lifelong love of learning and the skills and attitudes necessary to function successfully in a sustainable global society.
<b>School values</b>	Our school values are Gratitude, Resilience, Honesty, Respect and Empathy. As a community we understand that we are responsible for ensuring that we try our best and have a positive impact on the learning of others, that a safe learning environment is provided for everyone and that we treat others fairly and with respect.
<b>Context challenges</b>	The key challenges for the school are: To redefine teacher teams as Professional Learning Communities with a focus on building teacher capacity in data and assessment literacy and continue to develop a consistent approach to implementing the Glen Iris PS instructional model in literacy and numeracy to ensure teaching and learning at students' point of need, To develop a whole school approach to the teaching of mathematics. To embed the whole school approach approach to the teaching of reading comprehension strategies and refine the teaching of Writing. To develop and implement a common language, understanding and practice of student voice and agency within the school community. To develop a whole school approach to student goal-setting and feedback to enable the students to be inquiring, self-reflecting and resilient learners. To recognize the need to continue to develop the social and emotional wellbeing of all students.
<b>Intent, rationale and focus</b>	Intent: Goal 1 - To optimise literacy and numeracy outcomes for all students. Goal 2 - To build student agency to maximise learning growth. Goal 3 - To develop the social and emotional wellbeing of all students.  Rationale: Analysis of the school's NAPLAN data showed that while the percentage of students achieving above benchmark growth for Reading was above the levels for Similar Schools, this was not the case for the domain of Writing. Numeracy data is very strong but there is a

need to develop a whole school approach to the teaching of mathematics to ensure consistency across the school. By strengthening PLC practices and staff data literacy combined with the refinement of teacher instructional practice (to teach to student point of need) would support improved outcomes for all students in literacy and numeracy. A whole school focus on developing a clear and documented approach to student learner agency, combined with a consistent school approach to student goal setting and feedback, would support, and enhance the school's positive learning environment by empowering students to have greater agency in their learning. An evaluation of the effectiveness of the school's existing wellbeing processes and an investigation into measures that could further enhance the current approach to wellbeing would have an impact on improving the school's positive climate for learning.

Focus:

2022 -

1. Develop effective and efficient PLCs and data literacy practices.
2. Develop a whole school approach to the teaching of mathematics.
3. Review the school's current writing program.
4. Review of school's existing wellbeing processes.

2023 -

1. Continue to refine PLCs using data to differentiate teaching and learning across the school.
2. Embed whole school approach to the teaching of mathematics.
3. Develop a consistent school approach to student goal setting and feedback to enhance student agency.
4. Devise scope & sequence of wellbeing programs across the school.

2024

1. Embed whole school PLC model.
2. Review reading, writing & maths programs.
3. Embed agreed whole school approach to student agency so students can track own progress and inform goal setting.
3. Review the implementation of the wellbeing scope & sequence across the school.

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<b>Goal 1</b>	To optimise literacy and numeracy outcomes for all students.
<b>Target 1.1</b>	By 2024 the percentage of students above benchmark growth in Reading to increase from 46 % (3-year average 2017-2019) to 50% (average 2021 - 2024).
<b>Target 1.2</b>	By 2024 the percentage of students above benchmark growth in Writing to increase from 32 % (3-year average 2017-2019) to 35% (average 2021 - 2024).
<b>Target 1.3</b>	By 2024 the percentage of students above benchmark growth in Numeracy to increase from 41 % (3-year average 2017-2019) to 45% (average 2021 - 2024).
<b>Target 1.4</b>	By 2024 the percentage of students above age expected level from foundation to year 6 in reading and viewing as measured by Victorian Curriculum teacher judgements to increase from 50% (2017-2019, 3-year average) to 55% (average 2021-2024).
<b>Target 1.5</b>	By 2024 the percentage of students above age expected level from foundation to year 6 in speaking and listening as measured by Victorian Curriculum teacher judgements to increase from 42% (2017-2019, 3-year average) to 47% (average 2021-2024).

<b>Target 1.6</b>	By 2024 the percentage of students above age expected level from foundation to year 6 in writing as measured by Victorian Curriculum teacher judgements to increase from 40% (2017-2019, 3-year average) to 45% (average 2021-2024).
<b>Target 1.7</b>	By 2024 the percentage of students above age expected level from foundation to year 6 in measurement and geometry as measured by Victorian Curriculum teacher judgements to increase from 44% (2017-2019, 3-year average) to 50% (average 2021-2024).
<b>Target 1.8</b>	By 2024 the percentage of students above age expected level from foundation to year 6 in number and algebra as measured by Victorian Curriculum teacher judgements to increase from 54% (2017-2019, 3-year average) to 60% (average 2021-2024).
<b>Target 1.9</b>	By 2024 the percentage of students above age expected level from foundation to year 6 in statistics and probability as measured by Victorian Curriculum teacher judgements to increase from 43% (2017-2019, 3-year average) to 50% (average 2021-2024).
<b>Target 1.10</b>	By 2024 to increase the percentage positive endorsement for the Teacher collaboration factor on the School Staff Survey from 64% (2019) to 80%.

<b>Key Improvement Strategy 1.a</b> Curriculum planning and assessment	Build teacher capacity in data and assessment literacy to ensure teaching and learning at students' point of need, through Professional Learning Communities.
<b>Key Improvement Strategy 1.b</b> Building practice excellence	Develop a whole school approach to the teaching of mathematics and embed the approach to teaching literacy. (Guidelines booklet)
<b>Key Improvement Strategy 1.c</b> Building practice excellence	Develop a consistent approach to implementing the Glen Iris PS instructional model in literacy and numeracy.
<b>Goal 2</b>	To build student agency to maximise learning growth.
<b>Target 2.1</b>	By 2024 to increase the percentage positive endorsement for the Student Agency and Voice factor on the Parent Opinion Survey from 79% (2019) to 85%.
<b>Target 2.2</b>	By 2024 to increase the percentage positive endorsement for the Student Voice and Agency factor on the Student Attitudes to School Survey from 73% (2019) to 85%.
<b>Target 2.3</b>	By 2024 to increase the percentage positive endorsement for the Use Student Feedback to Inform Practice factor in the Teaching and Learning Module (Evaluation) on the School Staff Survey from 75% (2019) to 85%.
<b>Key Improvement Strategy 2.a</b> Empowering students and building school pride	Develop and implement a common language, understanding and practice of student voice and agency within the school community.
<b>Key Improvement Strategy 2.b</b>	Develop a whole school approach to student goal-setting and feedback.

Evidence-based high-impact teaching strategies	
<b>Key Improvement Strategy 2.c</b> Setting expectations and promoting inclusion	Develop students to be inquiring, self-reflecting and resilient learners.
<b>Goal 3</b>	To develop the social and emotional wellbeing of all students.
<b>Target 3.1</b>	By 2024 to increase the percentage positive endorsement for the respect for diversity factor on the Student Attitudes to School Survey from 83% (2019) to 90%.
<b>Target 3.2</b>	By 2024 to increase the percentage positive endorsement for the resilience factor on the Student Attitudes to School Survey from 83% (2019) to 90%.
<b>Target 3.3</b>	By 2024 to increase the percentage positive endorsement for the respect for diversity factor on the Parent Opinion Survey from 88% (2020) to 90%.
<b>Key Improvement Strategy 3.a</b> Health and wellbeing	Evaluate the effectiveness and consistency of the current approach to wellbeing and investigate whole-school approaches to positive school behaviours and wellbeing.
<b>Key Improvement Strategy 3.b</b> Setting expectations and promoting inclusion	Implement strategies to promote inclusive education and respect for diversity.
<b>Key Improvement Strategy 3.c</b>	Develop and implement a consistent whole-school approach to wellbeing.

Health and wellbeing	
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