

Glen Huntly Primary Strategic Plan 2017-2020
Approved 10/2/17

Endorsement	Principal:	School council:	Delegate of the Secretary:	Re-Endorsement (if a Goal, KIS or Target is changed)	Re-endorsement (if a Goal, KIS or Target is changed)
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	13/02/17	13/02/17	[date]	[date]	[date]

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School vision	School values	Context and challenges	Intent, rationale and focus
Our vision is to optimise student learning growth across all curriculum areas and levels of ability.	Staff and students demonstrate pride in the values, culture and community of GHPS. Respect, pride, resilience and teamwork are the core values that staff and students strive to achieve.	Maximising Student Achievement levels in Writing on a whole school basis will be a principle focus. The development of a whole school assessment tool and schedule will need to be embedded for Foundation to Year 6. A future area for improvement will be to integrate Mathematics and Science using a STEM or STEAM approach. In light of an increasing number of students making high levels of learning growth, particularly in Years 4- 6, the provision of measurable student enrichment programs will be a focus. With increasing enrolments and a higher proportion of EAL students, GHPS will focus on transitions, stronger EAL links, including entry testing procedures and student extension. Develop student empowerment through involving students in Teaching and Learning developments and improvement in eLearning. Student punctuality and attendance will continue to be improved and unexplained absence rates will be decreased through new initiatives.	Intent: Implement a shared vision of a high performance learning culture where students are academically engaged and there are higher levels of student performance. Rationale Learning Outcomes and student learning growth will improve. Students will work in a positive school climate. Focus: Provide consistent strong accountability, embed a consistent and challenging teaching program with less in-class variability. Develop a common assessment tool to lead to greater opportunities for point of need teaching. Reduce average non-attendance for 11 days or less and improve punctuality.

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 optimise student learning growth across all curriculum areas and levels of ability.	Excellence in teaching and learning Curriculum planning and assessment Evidence-based high-impact Strategies	Develop a whole school instructional model and program in the teaching of English Writing	Increase the number of students rated level A or B in English Writing by 10 per cent from 28 to 38% based on the Victorian Curriculum teacher judgements.
		Initiate a common assessments tool in Mathematics for Foundation to Year 6.	Increase the number of students rated level A or B in Mathematics: Number and Algebra by 10 per cent from 34 to 44%, Measurement & Geometry from 24 to 34 % and Statistics and Probability from 41 to 51% based on the Victorian Curriculum teacher judgements.
		Document a Scope and Sequence Plan in STEM (Science, Technology, Engineering and Mathematics) or STEAM integrating Mathematics and Science.	Increase the number of students rated level A or B in Science Inquiry Skills by 10 per cent from 24% to 34% and Science Understanding from 22% to 32%. Implement the Victorian Curriculum Technologies Learning Area and set targets in 2018 based on the teacher judges in Semester 2 2017.
		Review school programming in regard to extension and enrichment and develop programs and Individual Learning Plans in order to extend highly able students.	Increase the number of students making high NAPLAN growth by 10% in Maths from 63% to 73 % and in Reading by 11 percent from 39 to 50% and Writing from 39 to 49% over the period of the SSP.
		Review student tracking systems and programming for EAL students based on point of need teaching and improving learning growth.	Increase the number of students rated A1 to B3 based on the EAL P-2 and 3-6 levels. by 10 % to be A2.3 and B3.3. Track and monitor the % of students moving from the EAL continuum to the Victorian Curriculum teacher judgements.
To enhance the leadership profile and strengthen instructional and shared leadership aligned to the high performance culture of the school.	Professional leadership Building leadership teams Instructional and shared leadership	Review the school workforce plan in regard to clearly designed Teaching and Learning targets and role statements.	Principal/Teacher percentage endorsement of Instructional Leadership and Visibility on the School Leadership Module of the Staff Opinion Survey to increase by 10 % from 82 per cent to 92%.
		Build leadership capacity on a whole school basis based on the strengthened Performance and Development Process	Principal/Teacher percentage endorsement of Leading Change to increase by 10% from 80 to 90 percent.
		Establish professional learning communities, using the protocols based on the 'DuFour' model.	Principal/Teacher percentage endorsement of Staff trust in colleagues to be above state mean annually and increase by 10% from 86% to 96% and Teacher collaboration to be above state mean annually and increase by 10% from 84% to 94% and Collective responsibility to be above state mean annually and increase from 95% to 98%.
		Enhance staff skills, expertise and resources to successfully educate the students with a focus on Numeracy and Writing.	Principal/Teacher percentage endorsement of Collective Efficacy to be above state mean annually increase by 10% from 85 to 95 percent and Collective focus on student Learning to be above state mean annually and maintain 99% and Guaranteed & viable Curriculum to be above state mean annually and increase by 10% from 86% to 96%
		Continue to build community links particularly based on the school's multi-cultural	Principal/Teacher percentage endorsement of Parent and Community Involvement, Engagement and Outreach to increase from 91 to 95% and be above State mean.

		profile.	Parent percentage endorsement of Parent and Community Involvement in the Approachability variable to be above state mean annually and increase from 6.28 to 6.5 or higher. Parent Input to be above state mean annually and increase from 5.78 to 6.5. General Satisfaction to be above state mean annually and increase from 5.95 to 6.5.
To create a stimulating and safe learning environment in order to maximise Student Engagement, Wellbeing and Transitions	Community engagement in learning Parents and carers as partners Intellectual engagement and self-awareness	Implement a School Transitions and Transient Program for all new arrivals and departing students. (Includes an Intraschool transitions program). Document entry testing procedures for the whole school.	Over the SSP period Parent Opinion in the area of School Transitions to reach 6.0 or more and 95% of parents are satisfied with the school overall.
		Implement a new school Every Day Counts program and review processes in this domain.	Student absence levels average 11 days or fewer annually and the number unexplained absences is below State means each year
		Review the school Student Wellbeing programs in line with the Positive Behaviours /Restorative Practices /The Resilience Project	Maintain Attitudes to School Survey scores to be above state mean annually and be in the 95th or greater percentile. School Connectedness to be above state mean annually and increase from 92% to 95% and Student Safety to be above state mean annually and increase from 92% to 95%. Parent percentage endorsement of Parent satisfaction for Student Safety to be above state mean annually and increase from 5.55 to 6. Classroom Behaviour to be above state mean annually and increase from 4.91 to 5.5.
		Teachers empower students to set high expectations for themselves and their peers and support each other to reach these.	Collective focus variable on Student Learning to be above state mean annually and maintain 99% . Academic emphasis variable to be above state mean annually and increase by 10% from 80% to 90%. Staff Opinion In the area of Shielding and buffering to be above State means annually and to increase from 63% to 73% having the response as positive.

