

School Strategic Plan 2020-2024

Glen Huntly Primary School (3703)



Submitted for review by Elizabeth Alessi (School Principal) on 18 August, 2021 at 03:55 PM

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School Strategic Plan - 2020-2024

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<p>School vision</p>	<p>Glen Huntly Primary School’s vision is to optimise student learning growth across all Learning Areas and levels of ability, enhance the leadership profile and strengthen instructional and shared leadership aligned to the high performance culture of the school. Students are at the heart of every decision we make and have a shared belief and understanding about student and staff success.</p> <p>Glen Huntly Primary has a deep commitment to:</p> <ul style="list-style-type: none"> *Inspire our students to be respectful, caring, and resilient citizens of the local and global community; Learning Today, Leading Tomorrow. *be a high performing school with embedded evidence informed best practice that is visible in each classroom
<p>School values</p>	<p>At GHPS, the school values:</p> <ul style="list-style-type: none"> *Respect and care for each other and the environment *Pride in our actions and striving for personal best for ourselves and our school *Resilience to accept and adapt to challenges, try hard and build positivity and self confidence *Teamwork and learning together with optimism and enthusiasm to achieve *Creativity to allow us to view and develop new possibilities to meet our goals
<p>Context challenges</p>	<p>School Context</p> <p>Glen Huntly has achieved high academic results whilst having social and emotionally connected students at the school. GHPS has a very welcoming and inclusive community that has focused on helping to build the resilience of students. The school’s challenge is to continue this work and strive for continued learning growth with highly proficient and capable students including students with English as an Additional Language.</p>
<p>Intent, rationale and focus</p>	<p>GHPS will continue to utilise the platform of a well-connected, happy, resilient community to continue to improve the excellent results achieved in student learning and growth. A focus on enriching literacy teaching to improve growth from the younger years to the senior years of primary school is of particular importance, along with teaching them further how to be self-directed learners and understand how they learn.</p> <p>GHPS would like to capitalise on the great work achieved so far. We will continue to foster an environment where students strive to be their best, can confidently understand their next steps in learning more independently and have teachers with the capacity to guide students to improvement.</p> <p>Further challenging high performing students will also be a focus. The percentage of students in the top two bands has increased over time and we need to continue to seek growth in these students.</p>

Students will be provided with scaffold work to track and celebrate their own learning growth and teachers will take pride in knowing how to support their students. The school will actively develop students' ideas about student-led learning, opportunities to practise these and persevere to facilitate point of need goal setting.

GHPS will have a particular focus on continuing to enrich the literacy program and engage in high level responses to rich texts to improve reading and writing outcomes, with a particular focus on writing. The school has implemented a consistent instructional model and will continue to build teacher's capabilities. To improve reading and writing results the school is developing a knowledge rich pedagogy to ensure Literacy Circles, Readers Notebook, Mentor Texts and the Gradual Release Model improve ideas, vocabulary and links to strategies when reading and writing.

At Glen Huntly Primary School, there is a focus on developing a whole school approach to Numeracy. The curriculum reflects the importance of building a strong foundation of mathematical concepts, skills and processes. Our program focuses on personalising the learning, to engage all students through open ended, exploratory, differentiated and real life authentic tasks. This also ensures that we are preparing our upper year students for secondary school and life.

The PLC challenge is to engage students in facilitating goal setting and monitoring to reflect on teaching practices that will enable students to be successful in reaching their targets. To do this effectively, GHPS needs to further develop a strong Professional Learning Community with the FISO improvement cycle as a core way of working.

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Goal 1	To improve student outcomes in Literacy
Target 1.1	<p>Writing</p> <ul style="list-style-type: none"> a. By 2024 the percentage of Year 3 students in the top two bands NAPLAN writing will increase from 69% (2019) to 75% b. By 2024 the percentage of Year 5 students in the top two bands NAPLAN writing will increase from 21% (2019) to 32% c. The percentage of students with above benchmark growth in NAPLAN writing will increase from 27% (2019) to 31% (2024) d. By 2024 the percentage of Non-EAL Funded students in the top two bands NAPLAN writing will increase from 32% (2019) to 38% (2024)
Target 1.2	<p>Reading</p> <ul style="list-style-type: none"> a. By 2024 the percentage of Year 3 students in the top two bands NAPLAN reading will increase from 67% (2019) to 73% b. By 2024 the percentage of Year 5 students in the top two bands NAPLAN reading will increase from 56% (2019) to 60% c. The percentage of students with above benchmark growth in NAPLAN reading to increase from 35% (2019) to 38% (2024) d. By 2024 the percentage of Non-EAL Funded students in the top two bands NAPLAN Reading and Viewing will increase from 35% (2019) to 41% (2024)
Key Improvement Strategy 1.a	Enhance teacher capability to utilize data and range of assessment strategies to teach to a student's point of learning

Evaluating impact on learning	
Key Improvement Strategy 1.b Building practice excellence	Embed the Instructional Model across the whole school
Key Improvement Strategy 1.c Curriculum planning and assessment	Build school capacity to evaluate the impact of teaching and learning practices on student learning growth
Goal 2	To enhance student voice and agency in learning
Target 2.1	The percentage of positive responses to the AtoSS factor Student voice and agency to increase from 71% (2019) to 77 % (2024)
Target 2.2	The percentage of positive responses to the AtoSS factor <i>Differentiated learning challenge</i> to increase from 71% (2019) to 80% (2024)
Target 2.3	The percentage of positive responses to the AtoSS factor <i>Effective teaching time</i> to increase from 82% (2019) to 88% (2024)
Target 2.4	The percentage of positive responses to the AtoSS factor <i>Sense of confidence</i> positive to increase from 78% (2019) to 84% (2024)
Key Improvement Strategy 2.a	Build teacher capacity to meet the students at their learning point of need

Setting expectations and promoting inclusion	
Key Improvement Strategy 2.b Intellectual engagement and self-awareness	Create a learning environment that engages students in purposeful and meaningful learning
Goal 3	To improve student outcomes in Numeracy
Target 3.1	By 2024 the percentage of students in the Top two bands Year 3 NAPLAN Numeracy will increase from 58% (2019) to 65%
Target 3.2	By 2024 the percentage of students in the Top two bands Year 5 NAPLAN Numeracy will increase from 46% (2019) to 53%
Target 3.3	The percentage of students with Above Benchmark Growth: Year 3 to 5 in Numeracy will increase from 43% (2019) to 46% (2024)
Key Improvement Strategy 3.a Building practice excellence	Build teaching practice and collaboration in the teaching of mathematics
Key Improvement Strategy 3.b Intellectual engagement and self-awareness	Build a culture where students become self-regulated and self-directed learners