

Glengala Primary School 5050 Strategic Plan 2017-2020



Endorsement			Re-Endorsement (if a Goal, KIS or Target is changed)		Re-endorsement (if a Goal, KIS or Target is changed)	
Principal:	Kris White	17/08/2017	.....[name].....	[date]	.....[name].....	[date]
School Council:	Albert Tan (Vice President)	17/08/2017	.....[name].....	[date]	.....[name].....	[date]
Delegate of the Secretary:	Jason Smallwood	17/08/2017	.....[name].....	[date]	.....[name].....	[date]

School Vision	School values	Context and Challenges	Intent, Rationale and Focus
From Around The World Learning Together - Every Child Achieves	Respect Responsibility Safety	<ul style="list-style-type: none"> 2017 Enrolment of 174 students Student Family Occupation of 0.86 Student Family Occupation Education of 0.72 110 students deemed as disadvantaged students 115 English as Additional Language students (EAL) 29 different languages spoken by families 14% Refugee Families 5% funded under the Program for Students with Disabilities 	<p>Intent –</p> <ul style="list-style-type: none"> To build staff and leadership capacity to develop a consistent approach to teaching and learning. To improve student achievement levels and deliver growth with a focus on literacy and numeracy. To build student confidence, resilience and engagement in learning. <p>Rationale –</p> <p>When there is a whole-school research-based approach to teaching and learning that is engaging and authentic, together with high impact teaching strategies, then student outcomes will improve. When a positive and collaborative climate for learning that includes all staff, students, parents and community is built, together with a clearly articulated and shared vision, then student achievement, engagement and wellbeing will be enhanced.</p> <p>Focus –</p> <ul style="list-style-type: none"> Excellence in Teaching and Learning - Building Practice Excellence Excellence in Teaching and Learning - Curriculum, planning and assessment Positive climate for learning - Empowering students and building school pride

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 build staff and leadership capacity to develop a consistent approach to teaching and learning.	Excellence in Teaching and Learning - Building Practice Excellence	Develop a whole school agreed vision	<p>Staff Opinion Survey:</p> <ul style="list-style-type: none"> Setting objectives and providing feedback – increase from 70.2% in 2016 to 75% in 2020 Cooperative learning – increase from 85.7% in 2016 to 90% in 2020 Collective focus on student learning – increase from 61.4% in 2016 to 66% in 2020 <p>Student Attitudes to School Survey:</p> <ul style="list-style-type: none"> Effective Teaming Time increases from 78% in 2017 to 83% in 2020 Teacher concern increasing from 70% in 2017 to 75% in 2020 Stimulating learning increases from 75% in 2017 to 80% in 2020 <p>Parent Opinion Survey:</p> <ul style="list-style-type: none"> Stimulating learning – increase from 6.03 in 2016 to 6.5 in 2020 Learning focus – increase from 5.62 in 2016 to 6 in 2020 																		
		Embed an evidence based instructional model at the school																			
		Ensure consistent use of co-teaching methodology in learning spaces across the school																			
To improve student achievement levels and deliver growth with a focus on literacy and numeracy.	Excellence in Teaching and Learning - Curriculum, planning and assessment	Implement a Professional Learning Community that will support staff to deliver and be accountable for quality education for all learners	<p>Teacher Judgement (Panorama):</p> <table border="1"> <thead> <tr> <th>Reading & Viewing</th> <th>2016</th> <th>2020</th> </tr> </thead> <tbody> <tr> <td>A&B</td> <td>25%</td> <td>30%</td> </tr> <tr> <td>C</td> <td>49%</td> <td>55%</td> </tr> <tr> <td>D&E</td> <td>26%</td> <td>15%</td> </tr> <tr> <th>Number & Algebra</th> <th>2016</th> <th>2020</th> </tr> <tr> <td>A&B</td> <td>13%</td> <td>20%</td> </tr> </tbody> </table>	Reading & Viewing	2016	2020	A&B	25%	30%	C	49%	55%	D&E	26%	15%	Number & Algebra	2016	2020	A&B	13%	20%
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Build the capacity of staff to analyse data to plan for and differentiate curriculum that is appropriate for all learners at the school																					

		Improve data collation and management	C 57%	75%																												
		Develop and embed curriculum documentation based on the Victorian Curriculum, eg. GVC, planners, programs, etc.	D&E 30%	15%																												
To build student confidence, resilience and engagement in learning.	Positive climate for learning (Empowering students and building school pride)	Empower students to be part of their learning by setting aspirational goals	<p>NAPLAN (Panorama):</p> <table border="1" data-bbox="1567 289 2368 871"> <thead> <tr> <th>Top 2 Bands Reading</th> <th>2016</th> <th>2020</th> </tr> </thead> <tbody> <tr> <td>Yr 3</td> <td>20%</td> <td>25%</td> </tr> <tr> <td>Yr 5</td> <td>29%</td> <td>30%</td> </tr> <tr> <th>Numeracy</th> <th>2016</th> <th>2020</th> </tr> <tr> <td>Yr 3</td> <td>10%</td> <td>15%</td> </tr> <tr> <td>Yr 5</td> <td>25%</td> <td>30%</td> </tr> <tr> <th>Growth High Gain</th> <th>2012-2016</th> <th>2016-2020</th> </tr> <tr> <td>Numeracy</td> <td>23%</td> <td>30%</td> </tr> <tr> <td>Reading</td> <td>20%</td> <td>30%</td> </tr> </tbody> </table> <p>Staff Opinion Survey:</p> <ul style="list-style-type: none"> Collective efficacy – increase from 47.7% in 2016 to 55% in 2020 Guaranteed and Viable Curriculum – increase from 51.2% in 2016 to 65% in 2020 Academic emphasis – increase from 44% in 2016 to 60% in 2020 <p>Student Attitudes to School Survey:</p> <ul style="list-style-type: none"> Learning confidence increases from 81% in 2017 to 85% in 2020 			Top 2 Bands Reading	2016	2020	Yr 3	20%	25%	Yr 5	29%	30%	Numeracy	2016	2020	Yr 3	10%	15%	Yr 5	25%	30%	Growth High Gain	2012-2016	2016-2020	Numeracy	23%	30%	Reading	20%	30%
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		Develop models and structures for students to provide feedback to their peers and their staff about learning	<p>Staff Opinion Survey:</p> <ul style="list-style-type: none"> Staff trust in colleagues – increase from 53.4% in 2016 to 60% in 2020 Trust in students & parents – increase from 35% in 2016 to 50% in 2020 Setting objectives and providing feedback – increase from 70.2% in 2016 to 75% in 2020 <p>Students Attitudes to School Survey:</p> <ul style="list-style-type: none"> Sense of Voice & Agency increases from 61% in 2017 to 66% in 2020 Self-regulation & Goal Setting increases from 87% to 90% in 2020 School Connectedness to increase from 75% in 2017 to 80% in 2020 <p>Parent Opinion Survey:</p> <ul style="list-style-type: none"> Learning focus increase from 5.62 in 2016 to 6 in 2020 Parent input increase from 5.86 in 2016 to 6 in 2020 <p>Student Attendance: (Panorama)</p> <table border="1" data-bbox="1567 1543 2368 1785"> <thead> <tr> <th></th> <th>2016</th> <th>2020</th> </tr> </thead> <tbody> <tr> <td>20+ days absent</td> <td>31%</td> <td>25%</td> </tr> <tr> <td>10-19 days absent</td> <td>31%</td> <td>25%</td> </tr> <tr> <td>< 10days absent</td> <td>38%</td> <td>50%</td> </tr> </tbody> </table> <ul style="list-style-type: none"> No unexplained absences by 2020 down from an average of 8 in 2015* (2016 data not used due to omission of Yr6) 				2016	2020	20+ days absent	31%	25%	10-19 days absent	31%	25%	< 10days absent	38%	50%															
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