**School Strategic Plan 2023-2027**

Glenferrie Primary School (1508)



Submitted for review by Tanya Gurney (School Principal) on 13 December, 2023 at 01:17 PM  
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Awaiting endorsement by School Council President

**School Strategic Plan - 2023-2027**

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| School vision | Glenferrie Primary School’s mission is to place students at the centre of their learning. As a PYP school we aim to develop inquiring, knowledgeable and caring young people who will help to create a better and more peaceful world through intercultural understanding and respect.  Students understand that excellence is a result of effort and perseverance. They are taught to take responsibility for their own learning. Students set and achieve goals and regularly reflect on their progress. They are equipped with strategies and skills to enable them to tackle different tasks confidently. Students are active learners who are encouraged to be curious, creative and innovative and to apply their knowledge in different ways. The school fosters fun and enjoyment. It develops positive relationships between students, staff and the broader community. Resilience is valued, and students are encouraged to manage themselves and show empathy for others. Student well-being is paramount. Restorative practice is used to build strong relationships and a sense of community. Students are encouraged to take responsibility for their actions and approach all situations with a positive mindset. |
| School values | VALUES Glenferrie Primary School’s values are respect, excellence, confidence and resilience.  Respect: We respect ourselves, others and the environment  Excellence: to have high expectations of self and others Confidence: attempting new challenges and being prepared to have a go Resilience: maintaining a positive attitude |
| Context challenges | Glenferrie PS is committed to: Developing middle leaders- to support at a whole school and cohort level  Ongoing development of PLC in each team.  Collaboration: continued focus on collaborative practices in PLCs  Building community: parent involvement in classroom/learning, connecting and developing partnerships with local community groups  Continuing to develop consistency in practices and expectations for students and staff in positive behaviours.  Enrolments- developing an action plan to increase student numbers  PLC - ongoing development- changes in teams- development in teacher capacity  High abilities focus- identification of students, professional learning and planning of learning tasks,   Disabilities and Inclusion- planning, gathering evidence and writing plans - new process  Teacher growth- peer observations/ learning walks  Wellbeing: wellbeing leader appointment 2026  School Wide Positive Behaviour- investigation |
| Intent, rationale and focus | Intent:  Instructional Model: embedding a consistent instructional model across the school, HITS as foundation Numeracy: developing a consistent approach to teaching numeracy across the school, numeracy leaders Writing: to develop a consistent approach to teaching writing across the school, planning and assessment Wellbeing: Developing a consistent positive behaviour model across the school- setting clear and high expectations. Support teachers, students and families to develop strategies for resilience  Rationale: Instructional model: All teachers need to have a common understanding of what is the structure of a good lesson. Establishing core elements- SC/LI- Engagement, Modelling, Independent work, Reflection/ Connection  Numeracy: Maintaining/improving student outcomes in numeracy Writing: Embedding a consistent approach to teaching writing (skills based)- moving away from genre based approach Wellbeing: AToSS indicates student resilience is low- focus on building and improving student resilience with not only students but also their families.  Focus: Instructional model: refined, implemented and embedded consistently across the school.  Numeracy: developing scope and sequence, consistent pedagogy, developing stronger assessment practices Writing: implementing writers notebook, consistent assessment practices, deeper analysis of data Wellbeing: consistent positive behaviour expectations, SWPBS |

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| Goal 1 | Maximise learning growth for every student. |
| Target 1.1 | By 2027, improve the proportion of students in the ‘exceeding’ proficiency level of NAPLAN in:  - Reading from 47% in Year 3 (2023)  - Reading from 44% in Year 5 (2023)  - Writing from 9% in Year 3 (2023)  - Writing from 44% in Year 5 (2023)  - Numeracy from 44% in Year 3 (2023)  - Numeracy from 31% in Year 5 (2023)  By 2027, maintain or improve the percentages of Year 5 students achieving above benchmark growth in NAPLAN from:  (Baseline NAPLAN targets to be identified in 2025)  - Reading from \_\_\_% (2025)  - Writing from \_\_\_% (2025)  - Numeracy from \_\_\_% (2025) |
| Target 1.2 | Teacher Judgments   * increase the percentages of students from Foundation to Year 6 achieving above expected growth in Reading and Viewing from 16% in Semester 2, 2022 to 30% in Semester 2, 2026 * increase the percentages of students from Foundation to Year 6 achieving above expected growth in Writing from 16% in Semester 2, 2022 to 30% in Semester 2, 2026 * increase the percentages of students from Foundation to Year 6 achieving above expected growth in Number and Algebra from 23% in Semester 2, 2022 to 30% in Semester 2, 2026. |
| Target 1.3 | School Staff Survey   * improve the positive endorsement for Teacher collaboration from 61% in 2022 to 75% in 2027 * improve the positive endorsement for Professional learning through peer observation from 38% in 2022 to 55% in 2027 * improve the positive endorsement for Seek feedback to improve practice from 69% in 2022 to 80% in 2027 * improve the positive endorsement for Time to share pedagogical content knowledge from 69% in 2022 to 80% in 2027. |
| Key Improvement Strategy 1.a Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities | Strengthen the whole school approach to planning, assessment and collaboration. |
| Key Improvement Strategy 1.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs |
| Key Improvement Strategy 1.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs | Strengthen teacher instructional capability through reflective practices including peer observations, Learning Walks, coaching and mentoring. |
| Key Improvement Strategy 1.b The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment |
| Key Improvement Strategy 1.c Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs | Build teacher pedagogical content knowledge in literacy and numeracy in the Victorian Curriculum. |
| Goal 2 | Enhance the wellbeing of all students. |
| Target 2.1 | Attitudes to School Survey   * improve the positive endorsement for Teacher concern from 73% in 2023 to 85% in 2027 * improve the positive endorsement for Perseverance from 85% in 2023 to 90% in 2027 * reduce the percentage of students with low resilience from 21% in 2022 to 10% in 2027. |
| Target 2.2 | Parent Opinion Survey   * improve the positive endorsement for Non-experience of bullying from 69% in 2022 to 80% in 2027 * improve the positive endorsement for Promoting positive behaviour from 82% in 2022 to 90% in 2027. |
| Key Improvement Strategy 2.a Activation of student voice and agency, including in leadership and learning, to strengthen students’ participation and engagement in school | Develop, implement and embed a whole school approach to wellbeing. |
| Key Improvement Strategy 2.a Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion |
| Key Improvement Strategy 2.b Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion | Build teacher capability to support students to strengthen resilience and well-being. |
| Key Improvement Strategy 2.b The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment |
| Goal 3 | Build family and community partnerships to enhance student engagement with learning. |
| Target 3.1 | Staff Opinion Survey   * improve the positive endorsement for Parent and community involvement from 79% in 2022 to 85% in 2027. |
| Target 3.2 | Parent Opinion Survey   * improve the positive endorsement for Parent participation and involvement from 58% in 2022 to 75% in 2027 * improve the positive endorsement for General school improvement from 54% in 2022 to 65% in 2027 * improve the positive endorsement for General school satisfaction from 64% in 2022 to 80% in 2027 |
| Target 3.3 | Attitude to School Survey   * improve the positive endorsement for Student voice and agency from 83% in 2023 to 90% in 2027. |
| Key Improvement Strategy 3.a Activation of student voice and agency, including in leadership and learning, to strengthen students’ participation and engagement in school | Build student capacity to set challenging learning goals and monitor own growth. |
| Key Improvement Strategy 3.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs |
| Key Improvement Strategy 3.b Activation of student voice and agency, including in leadership and learning, to strengthen students’ participation and engagement in school | Strengthen opportunities for students to enrich learning through community and family partnerships. |
| Key Improvement Strategy 3.c The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment | Strengthen school pride and connectedness through a variety of measures including enhanced communication and community promotion. |