

School Strategic Plan 2022-2026

Glengarry Primary School (2888)



Submitted for review by Brianna Simpson (School Principal) on 08 March, 2024 at 12:30 PM

Endorsed by Kevin Mealing (Senior Education Improvement Leader) on 08 March, 2024 at 04:39 PM

Endorsed by Belinda Gathercole (School Council President) on 13 March, 2024 at 08:02 AM

School Strategic Plan - 2022-2026

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School vision	At Glengarry Primary School, we are empowered learners and respectful community members who embrace challenge and celebrate growth.
School values	<p>Respect – caring for yourself, others and the environment and taking responsibility for your actions</p> <p>Resilience – being able to problem solve and progress through challenges</p> <p>Collaboration – working effectively to achieve a common goal</p> <p>Progress – growing as a person and as a learner</p> <p>Joy – finding your own happiness and helping others find theirs</p>
Context challenges	<p>Glengarry Primary school is located in the regional town of Glengarry in the City of Latrobe. It is 165 kilometres from Melbourne. The school was established in 1888.</p> <p>The current school grounds include five building structures including the original building 1888, a double portable, a building with 3 classrooms and a shared open area, a multi-purpose building with art room, classroom, assembly, and kitchen areas. The office and staff building are separate. The grounds include three separate adventure playgrounds, a basketball court, and a cricket pitch. There is a Kitchen Garden in one corner of the school grounds. The school has 4 storage sheds/ shipping containers for sports equipment and garden equipment.</p> <p>Enrolments at the time of the review were approximately 135 students. Over the past four years, enrolments decreased by 45 students.</p> <p>The 2023 staffing profile of Glengarry Primary School includes a Principal and Assistant Principal, 9.6 EFT teachers, 2 EFT Education Support (ES) staff, 1 EFT office administration staff and a 0.4 Student Wellbeing Officer.</p> <p>The school's F-10 curriculum framework incorporated the eight learning areas required by The Education and Training Reform Act 2006 aligned with the Victorian Curriculum. Glengarry Primary School currently has a LOTE exemption. Glengarry PS offers before and after school care with an external provider. The school has a specialist Kitchen Garden program that aligns with dimensions from the science and health curriculum. A school musical is scheduled every second year.</p> <p>The review of previous SSP identified through the school's NAPLAN and school-based benchmarking data a lower proportion of students demonstrating high growth in reading. The percentage of students in the top two bands in Year 3 were not retained into Year 5. The Panel identified percentages of students achieving low benchmark growth, and achieving above age expected level teacher judgements as areas requiring focus for the next SSP.</p> <p>An analysis of the school's NAPLAN and school – based benchmarking data identified a low proportion of students demonstrating</p>

	<p>high growth in number and algebra. The percentage of students in the top two bands in Year 3 were not retained into Year 5. The Review Panel found inconsistency in the development and implementation of student agency in learning. This was specifically related to self-regulation in learning and the development of goals, success criteria and feedback. It was also felt that with an increased focus on self-regulation in learning and resilience there should also be a focus on student engagement and wellbeing factors.</p> <p>The Panel concluded that it will be important for the school to:</p> <ul style="list-style-type: none"> • Revisit the frequency and effectiveness of moderation and the correlation of NAPLAN and teacher judgement data. • tracking kids from Year 3-5 in terms of staying in top-two bands • Review the use of assessment in PLCs to both inform instructional strategies as well as knowing the impact. • Revisit HITS within the instructional model. <p>It was also suggested the focus on high impact teaching strategies could be strengthened.</p> <p>The Panel suggested that the use of student friendly learning continuums that elevated student agency with authentic targeted goal setting would provide a greater level of student engagement, agency and voice and the provision of greater opportunities for students to reflect on their learning.</p>
<p>Intent, rationale and focus</p>	<p>Our school vision looks towards developing 'empowered learners, respectful community members who embrace challenge and celebrate growth'. . By empowering students, we enhance student engagement and enrich their participation in the classroom, school and community. We help students to 'own' their learning and development and create a positive climate for learning. When students have a strong sense of agency, starting with more commitment and a strengthened focus on their learning, a positive cycle of learning is generated. Students who are empowered to take ownership of their learning understand and contribute to the development of learning intentions, are invested in the assessment processes and monitor their own learning and improvement. As students become invested in their own learning, they gain a better understanding of what good learning is and the purpose of it. This enables them to evaluate their own work, and to more purposefully discuss progress and achievement with teachers, each of which has a significant effect size on achievement (Hattie, 2009). If we build a culture where teachers and students work together, and student voice is heard and respected then we can enable students build their confidence and self-efficacy. Teachers and school leaders receive valuable feedback that can lead to improved teaching practice and contribute to school improvement. Students feel more positive and connected to their school, see themselves as learners and better understand their learning growth.</p> <p>We want to build teacher and leader capacity to implement high impact teaching strategies to support student agency in their learning. The HITS are 10 instructional practices that increase student learning when applied with fidelity. While the HITS specifically focus on teacher behaviours, they acknowledge the positive impact of bringing student voice, agency and leadership into the classroom. For example, when the first strategy, Setting Goals, is implemented with fidelity in the classroom, students actively engage with the learning goals, monitor their own learning progress, and frame future learning goals.</p> <p>We want to achieve higher gains in literacy and numeracy with greater impact on growth targets of students at higher levels of achievement. It will be important to build understanding of literacy curriculum areas, particularly reading.</p>

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Goal 1	To improve student outcomes in literacy
Target 1.1	By 2026 increase the % of year 3 students achieving Exceeding or Strong for NAPLAN Reading from, 22% (2023) to 64% By 2026 increase the % of year 5 students achieving Exceeding or Strong for NAPLAN Reading from, 50% (2023) to 73%
Target 1.2	By 2026 Increase % of students achieving high and medium NAPLAN Relative Growth (Interim) reading from 31% (2023) to 40%
Target 1.3	By 2026 increase the percentage, based upon a 3-year rolling average benchmark, of Year F –6 students assessed against the Victorian Curriculum (VC) Levels F–10 in Reading as being at or above level from 78% in 2022 to 88%
Key Improvement Strategy 1.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	

<p>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</p>	<p>Establish a professional learning strategy to enhance and embed teachers' capabilities to effectively implement high impact teaching strategies (HITS)</p>
<p>Key Improvement Strategy 1.c Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	<p>Develop a high-quality evidence -based whole school curriculum for Literacy</p>
<p>Goal 2</p>	<p>To improve student outcomes in numeracy</p>
<p>Target 2.1</p>	<p>By 2026 increase the % of year 3 students achieving Exceeding or Strong for NAPLAN Numeracy from, 56% (2023) to 76%</p> <p>By 2026 increase the % of year 5 students achieving Exceeding or Strong for NAPLAN Numeracy from, 71% (2023) to 77%</p>
<p>Target 2.2</p>	<p>By 2026 Increase % of students achieving high and medium NAPLAN Relative Growth (Interim) Numeracy from 70% (2023) to 80%</p>
<p>Target 2.3</p>	<p>By 2026 increase the percentage, based upon a 3-year rolling average benchmark, of Year F –6 students assessed against the Victorian Curriculum (VC) Levels F–10 for Number and Algebra as being at or above level from 89% in 2022 to 90%</p>

<p>Key Improvement Strategy 2.a 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</p>	<p>Build capabilities of middle leadership to improve high quality instructional practices</p>
<p>Key Improvement Strategy 2.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	
<p>Key Improvement Strategy 2.c Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	<p>Build teachers understanding of continuums of learning and use this knowledge to articulate next step learning to students</p>
<p>Goal 3</p>	<p>Develop and embed a whole-school approach to engagement, well-being and inclusion which is reflective of school values.</p>
<p>Target 3.1</p>	<p><i>By 2026 increase the percentage of Year 4-6 students reporting positive endorsement on the Attitudes to School Survey (AToSS) for the following measures:</i></p> <ul style="list-style-type: none"> • Student voice and agency from 76% in 2022 to 84% • Resilience from 62% in 2022 to 70% • School safety domain, managing bullying factor from 72% in 2022 to 85%. • Social engagement domain, sense of connectedness factor from 70% in 2022 to 85%

Target 3.2	By 2026, the percentage of F-6 students with 20+ days of absence will decrease from 20 per cent in 2022 to at or below 18 per cent
Target 3.3	<p>By 2026, increase <i>the percentage of parents reporting positive endorsement in the following Parent Opinion Survey (POS) measures:</i></p> <ul style="list-style-type: none"> • Student agency and voice 74% in 2022 to 82% • Respect for diversity 82% in 2022 to 89% • Managing Bullying 77% in 2022 to 85%
Key Improvement Strategy 3.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	
Key Improvement Strategy 3.b Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	
Key Improvement Strategy 3.c Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Establish a school culture that values diversity and inclusion

