

School Strategic Plan 2018-2022

Glenroy Central Primary School (5542)



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School vision	To provide a safe, inspiring and challenging learning environment that promotes collaborative, engaged and curious learners who can achieve excellence by contributing positively as global citizens.
School values	Our school values curiosity, collaboration, character, citizenship and caring. We encourage our students and staff to be curious about the world and to ask lots of questions to build their knowledge. Our school is organised and structured to provide time and opportunities to collaborate and all teachers and integration aides are part of a collaborative teaching team within a learning community. All students are also placed in a three person collaborative team each year. There is a documented and clear set of teaching and learning protocols to ensure that the expectations are shared and consistent across the school. As part of our focus on inquiry we provide opportunities for students and staff to be creative and to think both creatively and critically about the world and their place in it. We want our students to be caring global citizens who understand their responsibility to each other and to the world around them. We want them to be kind, inclusive and respectful.
Context challenges	<p>Glenroy Central Primary School is located on the northern edge of the City of Moreland in the North West Victoria Region. The school is a 21st Century facility located in Logan St Glenroy that opened on the current site in April 2012. The school consists of five buildings: an Administration building, Junior and Senior Learning Communities, a full sized Gymnasium/ Performing Arts facility and a kindergarten. The current enrolment is about 260 students with an anticipated enrolment of 300 over the coming few years as well as 50 children in kindergarten programs. We currently have 21 teaching staff with a mixture of full time and part time staff. There are also 5 staff in the kindergarten. We have 13 Education Support Staff, also a mixture of full and part time, who work in a variety of capacities including office staff, integration aides, a Library technician, IT support, speech therapist, a Primary Welfare Officer and a School Chaplain. An Out of Hours program is run in conjunction with the nearby catholic school Corpus Christi through Extend Australia that provides both before and after school care.</p> <p>The school is located in a disadvantaged community that is challenged by many issues. We have a multicultural community with 65% of our population being Arabic. Our most recent arrivals have included immigrants, asylum seekers and refugees from Nepal, Iran, Pakistan and India. We have about 78% of our families who are on Health Care cards and 80% who have a language background other than English.</p> <p>Our school works in Learning Communities and is therefore very team focused. Each of the four Learning Communities (Foundation, 1/2, 3/4, 5/6) has an allocated team of teachers who are collectively responsible for providing programs that meet the needs of all students and for ensuring that all students reach their full potential. There is one Leading Teacher allocated to each of the Junior and Senior Learning Communities whose job is to coach, mentor and lead the teams in their Collaborative Teaching Teams. These two</p>

	<p>leading teachers are also members of the Leadership Team of the school - The School Improvement Team.</p> <p>At Glenroy Central Primary School Numeracy, Literacy and Investigations form the core of our curriculum and our daily work. Oral language forms a major part of our focus and is the foundation for student learning. Student talk is encouraged and promoted across the curriculum in both structured and unstructured ways. Successful use of language is critical for student well being. An EAL teacher supports the students with limited English as well as the teachers with strategies and knowledge. Mathematics is the first session and Reading is the second session of every day across the school from Foundation to Year 6. These two sessions have clear structures that must be followed. Maths includes sessions based on Number, Tool Box and Problem Solving and covers the three strands of the maths curriculum – Number and Algebra, Measurement and Geometry, Statistics and Probability. The afternoon sessions consist of curiosity based Investigation topics that cover the other key areas of the Victorian Curriculum such as Science, History, Geography, Civics and Citizenship, Health, Economics and Business. Writing sessions are based around these Investigations and cover a wide range of text types. Grammar and Punctuation and Spelling are included in writing sessions with explicit sessions for these areas also done across the week. THRASS is used as the basis for our spelling program.</p> <p>Our specialist programs consist of Physical Education, Performing Arts, Visual Arts and our LOTE is Indonesian. All specialist teachers are allocated to a Learning Community for the first two sessions of each day when Mathematics and Reading are conducted across the school. Each Learning Community has one afternoon per week for the specialist programs while the Collaborative Teaching Team from that community has planning time together.</p>
<p>Intent, rationale and focus</p>	<p>It is important for all students to have strong literacy and numeracy skills to ensure their positive participation in the world around them. Over the next four years we intend to continue our strong work in reading and maths and to have a particular focus on writing to ensure that more students have both medium and high growth in this area. We will do this through utilising the Practice Principles for Excellence in Teaching and Learning as well as implementing a range of High Impact Teaching Strategies. We will work on our assessment rubrics and our moderation protocols to ensure a balanced and equitable judgement of student work that is more consistent across the school and better aligns to external assessments such as NAPLAN.</p> <p>We also intend to develop a greater emphasis on global citizenship and building student understanding of the key universal rights of peace, sustainability and upholding the rights and dignity of all people. Through carefully designed 'Investigation' units of work we want our students to have greater agency and voice in their own learning and have opportunities to work with a range of community groups to broaden their perspectives of the world around them. We will utilise the different aspects of the Global Citizenship Priority area of FISO to ensure we are providing experiences that facilitate and develop all five essential elements.</p> <p>Our third goal relates to the building of the social and emotional capacity of our students. This comes under the Health and Well-being area of the FISO Priority Positive Climate for Learning. In this increasing complex world, students need to be aware of and manage their emotions. They need to develop empathy for others and have strong relationship skills in order to successfully navigate the world. By developing comprehensive health and well-being programs that specifically meet the needs of certain cohorts of students we hope to have a positive and significant impact on their attitudes to learning, their social relationships and in turn</p>

student achievement. We will have a particular focus on the ten elements of resilience as defined in the Youth Resilience Project as well as on Respectful Relationships and Child Safe Standards.

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Goal 1	To improve student achievement in literacy and numeracy, with a particular focus on writing.
Target 1.1	By 2022 the percentage of students Years 3 to 6 achieving above 'expected level' in Writing against the Victorian Curriculum will increase from an average of 15% to at least 22% of each year level cohort.
Target 1.2	By 2022 the percentage of Year 5 students assessed in the top two NAPLAN bands in Writing will increase from 6% in 2018 to 15% in 2022.
Target 1.3	Increase the alignment of Year 3 Semester 1 teacher judgements with NAPLAN writing bands from a 42% disparity in 2018 to within a 20% variable by 2022.
Key Improvement Strategy 1.a Building practice excellence	Build practice excellence in teacher judgement of student achievement against the Victorian Curriculum, including the EAL Developmental Continuum P-10 (BPE)
Key Improvement Strategy 1.b Building practice excellence	Build practice excellence, with a focus on enhancing teaching and assessment in writing to support all students (BPE)
Key Improvement Strategy 1.c Building practice excellence	Sustain commitment to action-research models of professional learning to enhance teaching skills. (BPE)
Goal 2	Enhance student engagement in global citizenship.

Target 2.1	Develop the 5 Global Citizenship essential elements of FISO so that the school will have clear evidence of progress from Evolving in 2018 to at least Embedding in 2022.
Target 2.2	By 2022, the percentage of positive responses for the 'Sense of connectedness' indicator in the Attitudes to School Survey Years 4–6, will have been sustained at or above 90%.
Target 2.3	By 2022, 'General satisfaction with the school' as measured by the Parent Opinion Survey will have been sustained at or above 90%.
Key Improvement Strategy 2.a Empowering students and building school pride	The school initiates, and students lead, collaborative action with its community and organisations locally, nationally and globally to address local and global issues (ESBSP)
Key Improvement Strategy 2.b Building communities	Use the knowledge and support of community members from different cultural and linguistic backgrounds to supplement and enrich the delivery of curriculum and support the teaching of intercultural capability (BC)
Key Improvement Strategy 2.c Building communities	Engage in networks and partnerships with other schools around global issues. (BC)
Goal 3	Build the social and emotional capacity of students F–6.
Target 3.1	Increase Youth Resilience Project Data in the areas of hope (69.5%), healthy mind (56.8%), positive identity (47.7%) and social skills (62.8%) by at least 10% by 2022.

Target 3.2	By 2022, improve the positive responses by 10% in the Social and Emotional Wellbeing (SEW) survey results for the statements 'I talk to someone when I feel bad' (72%), 'It's hard for me to describe how I feel' (50.8%), 'when I am angry I stop and think before I act' (74%) and 'I can calm down quickly when I feel bad' (73.6).
Target 3.3	By 2022, the percentage of positive responses for the 'Sense of connectedness' indicator in the Attitudes to School Survey Years 4–6, will have been sustained at or above 90%.
Key Improvement Strategy 3.a Building practice excellence	Strengthen the capacity of teachers and support staff to develop and implement student personal development programs (BPE).
Key Improvement Strategy 3.b Building practice excellence	Leverage the data from the Moreland City Council Youth Resilience Project (BPE) to inform social and emotional learning initiatives and strategies.
Key Improvement Strategy 3.c Building practice excellence	Targeted case management of identified students.