

School Strategic Plan 2022-2026

Glen Katherine Primary School (5260)



Submitted for review by Gerard Fay (School Principal) on 21 October, 2022 at 11:07 AM

Endorsed by Clare Read (Senior Education Improvement Leader) on 21 October, 2022 at 04:20 PM

Endorsed by Chris Cunliffe (School Council President) on 24 October, 2022 at 09:16 AM

School Strategic Plan - 2022-2026

Glen Katherine Primary School (5260)

School vision	<p>Glen Katherine Primary School is a school that values and embraces community at its core. We are committed to fostering a partnership that sees our students, staff and parents learning from each other in a safe, supportive and inclusive environment. By placing the child at the centre of all that we do, we ensure a focused and committed community approach in growing our students.</p> <p>Our vision is for every child to develop knowledge, skills, character and learning qualities that evoke a passion for lifelong learning, equipping them to engage and contribute fully in the 21st Century world.</p> <p>We want our students to have:</p> <p>Knowledge - a balance of traditional knowledge (Maths, Science, Literacy, Social Studies, Arts and Wellness) and modern knowledge (Digital Literacy, Information Literacy, Environmental Literacy and Design Thinking).</p> <p>Skills - the ability to apply skills to content knowledge so that each enhances each other. Creativity, Critical Thinking, Communication and Collaboration skills bring knowledge to life.</p> <p>Character Qualities - developed mindsets that build foundations for lifelong learning, support successful relationships and develop personal values. Mindfulness, curiosity, courage, resilience, strong ethics and leadership shape how we behave and engage in the world.</p> <p>Learning Qualities - the ability to learn, unlearn and relearn using a Growth Mindset and meta-cognition (thinking about thinking) tools.</p> <p>We believe that high expectations and a visible values enriched teaching and learning philosophy compliment this and must be a minimum expectation within our learning community.</p> <p>At Glen Katherine Primary School every child has the right to engage daily in a world of possibility and exploration, encouraged and supported by adults to unearth and exceed their individual potential.</p>
School values	<p>Glen Katherine Primary School recognises the importance of the partnership between schools and parents to support student learning, engagement and wellbeing. We share a commitment to, and a responsibility for, ensuring inclusive, safe and orderly environments for all students, staff and members of our community. The 'Statement of Values' document sets out our behavioural expectations of all members in our school community, including the principal, all school staff, parents, students and visitors.</p>

	<p>It respects the diversity of individuals in our school community and addresses the shared responsibilities of all members in building a safe and respectful school community. Discrimination, sexual and other forms of harassment, bullying, violence, aggression and threatening behaviour are unacceptable and will not be tolerated in this school.</p> <p>Aligned to our vision, 'Children, Teachers, Parents: A partnership for the future', our Statement of Values acknowledges that parents and school staff are strongly motivated to do their best for every child. Everyone has the right to differing opinions and views and to raise concerns, as long as we do this respectfully as a community working together.</p> <p>A key aspect of our school community is a values oriented culture which is as much about character building as it is about equipping students with specific skills, knowledge and understandings. It is our belief that a sound values-based learning culture can strengthen students' self esteem, optimism and personal commitment, at the same time, develop their sense of ethical judgement and social responsibility.</p> <p>Glen Katherine PS's values are Acceptance, Respect, Resilience, Responsibility and Excellence.</p> <p>We model and demonstrate acceptance, understanding and tolerating difference in others We respect self, others and the environment We build resilience using grit and a growth mindset, never giving up We take responsibility for our actions, making safe and sensible choices We strive for excellence, which means trying our hardest and doing our best.</p> <p>We believe that values education is an integral part of our school and as such needs to be clearly reflected in school policies, codes of conduct and school documentation. These core values are the cornerstone on which we build our vision and underpin all that we do.</p> <p>A COMMUNITY WORKING TOGETHER Glen Katherine PS acknowledges that the behaviour of staff, parents, carers and students has an impact on our school community and culture. We acknowledge a shared responsibility to create a positive learning environment for the children and young people at our school.</p> <p>As principals and school leaders, we will:</p> <ul style="list-style-type: none"> • model positive behaviour and effective leadership • communicate politely and respectfully with all members of the school community • work collaboratively to create a school environment where respectful and safe behaviour is expected of everyone • behave in a manner consistent with the standards of our profession and meet core responsibilities to provide safe and inclusive environments • plan, implement and review our work to ensure the care, safety, security and general wellbeing of all students at school
--	---

- identify and support students who are or may be at risk
- do our best to ensure every child achieves their personal and learning potential
- work with parents to understand their child's needs and, where necessary, adapt the learning environment accordingly
- respond appropriately when safe and inclusive behaviour is not demonstrated and implement appropriate interventions and sanctions when required
- inform parents of the school's communication and complaints procedures
- ask any person who is acting in an offensive, intimidating or otherwise inappropriate way to leave the school grounds.

As teachers and non-teaching school staff, we will:

- model positive behaviour to students consistent with the standards of our profession
- communicate politely and respectfully with all members of the school community
- proactively engage with parents about student outcomes
- work with parents to understand the needs of each student and, where necessary, adapt the learning environment accordingly
- work collaboratively with parents to improve learning and wellbeing outcomes for students with additional needs
- communicate with the principal and school leaders in the event we anticipate or face any tension or challenging behaviours from parents
- treat all members of the school community with respect.

As parents and carers, we will:

- model positive behaviour to our child
- communicate politely and respectfully with all members of the school community
- ensure our child attends school on time, every day the school is open for instruction
- take an interest in our child's school and learning
- work with the school to achieve the best outcomes for our child
- communicate constructively with the school and use expected processes and protocols when raising concerns
- support school staff to maintain a safe learning environment for all students
- follow the school's processes for communication with staff and making complaints
- treat all school leaders, staff, students, and other members of the school community with respect.

As students, we will:

- model positive behaviour to other students
- communicate politely and respectfully with all members of the school community.
- comply with and model school values
- behave in a safe and responsible manner
- respect ourselves, other members of the school community and the school environment.
- actively participate in school

	<ul style="list-style-type: none"> • not disrupt the learning of others and make the most of our educational opportunities. <p>As community members, we will:</p> <ul style="list-style-type: none"> • model positive behaviour to the school community • treat other members of the school community with respect • support school staff to maintain a safe and inclusive learning environment for all students • utilise the school's processes for communication with staff and submitting complaints. <p>Our Statement of Values and School Philosophy ensures that everyone in our school community will be treated with fairness and respect. In turn, we will strive to create a school that is inclusive and safe, where everyone is empowered to participate and learn.</p>
Context challenges	<p>KEY CHALLENGES : TEACHING & LEARNING</p> <p>Panel discussions, the Pre-Review Self-Self-Evaluation and Fieldwork identified the need to focus on improving the learning growth of every student in Literacy and Numeracy. A guaranteed and accountable approach to curriculum planning and a differentiated teaching and learning approach across the school was deemed to be inconsistent. While there were some pockets of sound knowledge and practice, the panel agreed inconsistencies in the implementation of instructional models across the school remained a key area of challenge in achieving all goals and targets for student achievement. Work in further developing agreed processes and expectations that support school cohesion as well as individual and team efficacy needs to occur. Developing a consistent team planning approach is seen to be the next step in further developing knowledge of the curriculum and in knowing specifically what approach to take to move every child along their developmental, scaffolded learning path. The panel recommended teacher observation, learning walks, as the driver in further developing teacher knowledge and practice, using Numeracy in particular as the focus for developing pedagogical and instructional understandings. Building on our current work in implementing and embedding high impact teaching strategies and data literacy in all team goals and planning has also been recommended through this review process. The review highlighted the need for further development of student voice and agency processes to be strengths of the school programs.</p> <p>KEY CHALLENGES : STUDENT ENGAGEMENT</p> <p>Panel discussions aligned to Student Focus Group findings identified challenging all students in their learning as a key focus area. Improving student engagement in learning through the use of student voice and agency is to be explored by teachers, which aligns directly to our second Strategic Plan goal to improve student agency and voice in learning and wellbeing. Students articulated a desire to feel challenged in learning tasks and panel agreed that further development of the current approach to student goal setting could assist this. The direct correlation between explicit, easily understood learning intentions and success criteria and our students being able to articulate their next level of work to improve in learning is clear. Teacher learning alongside student learning needs to occur with a focus on feedback, to students and from students, driving learning discussions and reflection. Clarity about what Student Voice and Student Agency is and how this runs parallel to our teaching and learning approach is a barrier to overcome.</p>

	<p>KEY CHALLENGES : PROFESSIONAL LEARNING COMMUNITY</p> <p>Classroom observations and discussions with leaders and teachers confirmed an introduction the learning walks and an opportunity for school improvement in team efficacy and collaboration. SIT improvement actions need to be further refined so that collective efficacy can be guided and supported across the school. The panel strongly suggested that regular peer observation and feedback opportunities needed to take place to encourage a school wide learning model. Identifying best practice and using this agreed approach to model, observe and elicit feedback for all teachers is our challenge. The panel agreed that further developing a structured approach in PLT expectations and peer observation will build teacher capacity and enable strengthened implementation of the School Strategic Plan Goals (SSP) and Key Improvement Strategies (KIS).</p>
<p>Intent, rationale and focus</p>	<p>OUR INTENT: Glen Katherine PS is intent on trying to achieve the following aspects within this School Strategic Plan:</p> <p>TEACHER ALIGNED</p> <ul style="list-style-type: none"> - Establish clear, agreed processes and procedures across the school that supports all staff to focus on and work towards agreed school goals and targets - Develop a guaranteed and viable curriculum that can be clearly articulated by all staff and is transparent to parents - Develop a high level of data literacy that allows teachers to confidently and accurately identify student achievement needs - Embed a whole school approach to differentiated teaching and learning <p>STUDENT ALIGNED</p> <ul style="list-style-type: none"> - Building an understanding of student voice and agency and planning a whole-school approach to embed in practice - Increase the active participation of all students in their learning <p>OUR RATIONALE: Our school vision articulates our belief that every child needs to develop knowledge, skills and learning qualities that allow them to exceed potential. We are confident that by establishing a strong professional learning community where our teachers are supported by processes, structures and learning plans to build their individual and collective capacity, an increase in student learning growth and achievement will be realised. By maintaining strong partnerships with parents and partnering students visibly in the learning process, we will provide the best opportunity for students to experience a level of challenge that engages them in achieving personal goals. Building self-efficacy for both teachers and students will ensure that the foundations for collaborative goal achievement are supported within our professional learning community.</p> <p>OUR PRIORITIES</p>

GOAL 1 To optimise the learning growth of all students in literacy and numeracy
GOAL 2 To improve student agency and voice in learning and wellbeing
GOAL 3 Strengthen the resilience and confidence of all students

We aim to engage deeply in developing a professional learning community that uses the above three goals to direct teacher learning and collaboration.

Actions that align to our KIS and Targets:

Student Achievement

- Actively engage a whole school plan to develop an agreed understanding of what Student Agency and Student Voice is
- Build the capacity of teachers to use student goal setting and feedback in planning and classrooms to engage and challenge student in their learning process
- Further implement the established SEL Program
- Finalise a student lead school values evaluation/reflection process to ensure our vision, values and pedagogical principles align fully to our Vision Statement and Strategic Plan intent
- Strengthen opportunities for parent input in student learning and communication strategies

Teaching & Learning

- Implement an inquiry approach to develop the indicators and measures (benchmarks) we are expecting students to achieve in a standard year and throughout this timeframe
- Develop a consistent approach to planning, including the documentation of common planning formats and the inclusion of non-negotiables that support and structure classroom practice
- Implement High Impact Teaching Strategies (HITS) across the school to guide planning and practice
- Develop a peer observation and feedback process (Learning Walks) that supports teacher learning and reflective practices
- Build the data literacy capacity of teachers in analysing, evaluating and acting on findings to target student learning needs
- Build teacher capacity to transfer assessment and data findings into targeted, differentiated learning tasks and sequences
- Align a whole school assessment schedule that focuses on the use of relevant, timely, informative data

Professional Learning Teams

- Further develop clarity of individual and team roles and expectations with aligned accountability measures in place
- Develop a staff structure that allows roles to be efficiently performed and a distributive leadership structure to be fostered
- Further develop consistent practices within the agreed Code of Conduct to ensure school cohesion and clear intent is maintained
- Develop agreed achievement measures that can be used to celebrate and measure collective impact

School Strategic Plan - 2022-2026

Glen Katherine Primary School (5260)

Goal 1	To optimise the learning growth of all students in literacy and numeracy
Target 1.1	<p>By 2026, increase the percentage of Year 5 students assessed in the top two NAPLAN bands:</p> <ul style="list-style-type: none">• Reading from 47 per cent in 2021 to 60 per cent• Writing from 38 percent in 2021 to 40 per cent• Numeracy from 27 per cent in 2021 to 50 per cent.
Target 1.2	<p>By 2026, increase the percentage of Year 3 students assessed in the top two NAPLAN bands:</p> <ul style="list-style-type: none">• Reading from 61 per cent in 2021 to 70 per cent• Writing from 38 percent in 2021 to 70 per cent• Numeracy from 32 per cent in 2021 to 70 per cent.
Target 1.3	<p>By 2026, increase the percentage of students in Year 5 assessed as at and above benchmark growth in NAPLAN:</p> <ul style="list-style-type: none">• Reading from 76 per cent in 2021 to 88 per cent• Writing from 59 per cent in 2021 to 90 per cent.• Numeracy from 75 per cent in 2021 to 82 per cent.
Target 1.4	By 2026, improve the percentage positive endorsement in the School Staff Survey for the following measures:

	<ul style="list-style-type: none"> • Guaranteed and viable curriculum will increase from 39 per cent in 2021 to 78 per cent • Understand how to analyse data will increase from 30 per cent in 2021 to 69 per cent • Understand curriculum will increase from 59 per cent in 2021 to 81 per cent.
Key Improvement Strategy 1.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	To develop and implement a Glen Katherine guaranteed and viable curriculum
Key Improvement Strategy 1.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Build teacher capability and confidence to use data to accurately differentiate the learning for all students
Key Improvement Strategy 1.c Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Build staff capability to collaboratively engage in the PLC cycle
Goal 2	To improve student agency and voice in learning and wellbeing
Target 2.1	By 2026, increase the percent positive responses score on AtoSS for the following factors: <ul style="list-style-type: none"> • Student voice and agency from 68 per cent in 2021 to 80 per cent • Goal setting and self-regulation from 86 per cent in 2021 to 90 per cent

Target 2.2	By 2026, improve the percentage positive endorsement in the Parent Opinion Survey for <i>student voice and agency</i> from 75 per cent in 2021 to 85 per cent.
Target 2.3	By 2026, improve the percentage positive endorsement in the School Staff Survey for the following measures: <ul style="list-style-type: none"> • Promote student ownership of learning will increase from 52 per cent in 2021 to 85 per cent • Student feedback to improve practice will increase from 56 per cent in 2021 to 85 per cent.
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	Develop staff understanding of voice and agency at Glen Katherine PS
Key Improvement Strategy 2.b Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Build student capabilities to enhance self-regulation and goal setting
Key Improvement Strategy 2.c Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Staff and students build a range of strategies to support and develop student agency.

Goal 3	Strengthen the resilience and confidence of all students
Target 3.1	<p>By 2026, increase the percent positive responses score on AtoSS for the following factors:</p> <ul style="list-style-type: none"> • Resilience from 5 per cent in 2021 to 15 per cent • Sense of confidence from 76 per cent in 2021 to 85 per cent • Emotional regulation and awareness from 82 per cent in 2021 to 85 per cent • Perseverance from 83 per cent to 85 per cent.
Target 3.2	By 2026, improve the percentage positive endorsement in the Parent Opinion Survey for <i>confidence and resilience</i> from 83 per cent in 2021 to 88 per cent.
Key Improvement Strategy 3.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Develop and document multi-tiered systems of support that enhance student well-being, engagement, and inclusion
Key Improvement Strategy 3.b Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Embed a whole school approach to strengthening students' mental health