

School Strategic Plan 2023-2027

Grovedale West Primary School (5076)



Submitted for review by Gretta Lynch (School Principal) on 22 October, 2023 at 09:36 PM

Endorsed by Brendan Bush (Senior Education Improvement Leader) on 23 October, 2023 at 03:56 PM

Awaiting endorsement by School Council President

School Strategic Plan - 2023-2027

Grovedale West Primary School (5076)

School vision	<p>The Grovedale West Primary School vision is based on the Education Goals for Young People (Mparntwe Education Declaration 2019).</p> <p>The school will be guided by the Mparntwe Education Declaration principles.</p> <p>Grovedale West Primary School is committed to improving educational outcomes for all students to position them to live fulfilling, productive and responsible lives.</p> <p>The school will promote Excellence and Equity and will educate students to become:</p> <ul style="list-style-type: none">• Confident and creative individuals who have a sense of self-worth, self-awareness and personal identity with values that enable them to manage their emotional, mental, cultural, spiritual and physical wellbeing• Successful lifelong learners who have the character and motivation to learn• Active and informed members of the community with moral and ethical integrity
School values	<p>Our school values are integral to our School Wide Positive Behaviour approach and all that we do as a learning community at Grovedale West Primary School.</p> <p>The RISE values form the basis to acknowledge and celebrate student learning, social engagement and citizenship.</p> <p>The school values are based around the principals of 'RISE'</p> <ul style="list-style-type: none">• Responsible - We are responsible for making good choices and being reliable.• Inspiration - We lead by example, sharing creative ideas.• Strength (of Character) - We are resilient, and use a growth mindset.• Empathy - We are inclusive and respect and care for others and our world.
Context challenges	<p>The school has identified that student resilience and stamina needs to be developed, to strengthen student learning character.</p> <p>Teachers require further knowledge in supporting students with mental health and wellbeing needs which can impact</p>

	<p>their social and emotional wellbeing and learning. Such needs are now more frequent in presentation and can also impact attendance.</p> <p>The school has a broad range of students with varied inclusion needs which require the education and wellbeing team to have high level skills in differentiating learning and supporting social and emotional wellbeing.</p> <p>Differentiated practice is required to meet targeted intervention in addition to catering for many high ability students across each level.</p> <p>As the school values engaging students in authentic learning experiences and collaborative problem-solving tasks, effective collaborative planning and measuring of teaching impact is required, to meet the needs of all students.</p> <p>Student attendance needs to be continuously monitored to ensure positive engagement and learning growth for all students.</p>
Intent, rationale and focus	<p>The School Review process in Term 3 2023 indicated that the school had a broad range of quality processes and practices in place. This was evident through Literacy and Numeracy data and positive endorsement in Parent, Staff and Attitude to School Survey Data. A strength of the school was the focus on student agency and voice and student active engagement in learning.</p> <p>The panel also noted that there was a calm and orderly learning environment with engaged students.</p> <p>The Professional Learning Community practices were identified of high quality and there was cohesion in teaching practice across the school. The panel recommended the continued professional development of middle leader instructional leadership, to strengthen collective responsibility for implementing data driven inquiry cycles, aligned with the FISO improvement cycle.</p> <p>The school has undertaken professional learning and research to establish the instructional model for Mathematics, which will include an inquiry, problem solving focus. The aim is to strengthen deep learning along with teaching and learning confidence. This will continue to be implemented and refined during the new Strategic Plan period.</p> <p>A continued focus on strengthening data literacy and moderation practices were considered future work to achieve continued improvement and higher growth outcomes in Literacy and Numeracy.</p> <p>Key to this improvement focus will be teachers measuring the impact of their practice to ensure that differentiated practice will enable learning growth, supporting more students to achieve high growth.</p> <p>In 2023 an additional Inclusion Leader was appointed to strengthen inclusion processes and practices in response to several students within the inclusion Tier 2 and Tier 3 Inclusion category. This focus will continue to be refined going</p>

forward with a focus on strengthening the educational team capacity to differentiate learning and provide tiered support to meet the educational needs of all students.

In 2023 the school also appointed a Mental Health and Wellbeing Leader who undertook professional learning through the Mental Health and Wellbeing in Schools program, providing extensive support for the school community. This role will also continue to be aligned over the period of the new Strategic Plan with the focused work of the School Chaplain and the Resilience, Rights and Respectful Relationships and School-Wide Positive Behaviour directions. To further improve students' learning dispositions, the panel agreed that strengthening teachers' capacity to respond to students' wellbeing needs and building students' resilience, self-efficacy, and learning confidence were key directions for the next SSP.

Given the impact of Covid on student resilience and learning stamina the panel agreed that a future focus would be to use a proactive whole school approach in nurturing resilient students with strong learning character.

Through the new Strategic Plan, our school's intent is to connect the wellbeing of students to their learning, maximising their social, emotional and academic potential while further developing the professional knowledge and practice of our educational team.

School Strategic Plan - 2023-2027

Grovedale West Primary School (5076)

Goal 1	Maximise learning growth for all students in Literacy and Numeracy.
Target 1.1	NAPLAN - Reading and Writing targets to be determined.
Target 1.2	NAPLAN - Numeracy targets to be determined.
Target 1.3	<p>By 2027, maintain the percentage of Year 1–6 students achieving at or above expected learning growth according to teacher judgement (Semester 2) for:</p> <ul style="list-style-type: none">• Reading and viewing from 89% (2022)• Writing from 86% (2022)
Target 1.4	<p>By 2027, maintain the percentage of Year 1–6 students achieving at or above expected growth according to teacher judgement (Semester 2) for Number and Algebra from 83% (2022).</p>
Target 1.5	<p>By 2027, increase the percentage of positive endorsement (Principal & teacher class) for School Staff Survey for:</p> <ul style="list-style-type: none">• Teacher collaboration from 65% (2022) to 75%• Moderate assessment tasks together from 78% (2022) to 85%• Understand how to analyse data from 78% (2022) to 85%

Key Improvement Strategy 1.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Strengthen practices that support PLCs to continuously evaluate the effectiveness of Literacy and Numeracy teaching strategies and to respond to students' learning and engagement needs.
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	
Key Improvement Strategy 1.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Embed the whole school evidence-based approach to Numeracy.
Key Improvement Strategy 1.c Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Strengthen teaching strategies that support, challenge and engage students in their learning.
Key Improvement Strategy 1.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	
Goal 2	Improve students' engagement and wellbeing.
Target 2.1	By 2027, increase the percentage of positive endorsement for Attitudes to School Survey factors: <ul style="list-style-type: none"> • Teacher concern from 78% (2022) to 82% • Sense of confidence from 76% (2022) to 80% • Perseverance from 75% (2022) to 80%
Target 2.2	By 2027, increase the percentage of positive endorsement for School Staff Survey (all staff) factor Trust in students and parents from 75% (2022) to 80%.
Target 2.3	By 2027, decrease the percentage of students with 20 to 29.5 days absence from 25% (2022) to 20%.
Key Improvement Strategy 2.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Strengthen students' self-confidence, resilience and self-efficacy as learners.
Key Improvement Strategy 2.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary	

pathways, incorporating extra-curricula programs	
Key Improvement Strategy 2.b Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Strengthen teachers' capacity to respond to the diverse learning and wellbeing needs of students.
Key Improvement Strategy 2.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	
Key Improvement Strategy 2.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 structures and processes that support a collaborative approach to improving students' learning and wellbeing.