

School Strategic Plan 2023-2027

Garrang Wilam Primary School (5574)



GARRANG WILAM
PRIMARY SCHOOL TRUGANINA

Submitted for review by Natalie Nelson (School Principal) on 11 December, 2023 at 09:21 AM

Endorsed by Sandra Eglezos (Senior Education Improvement Leader) on 12 December, 2023 at 08:48 AM

Endorsed by Quenton Walsh (School Council President) on 30 January, 2024 at 12:45 PM

School Strategic Plan - 2023-2027

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School vision	<p>Vision Our students excel in the vibrant, positive and connected community we create together.</p> <p>Mission We invite all students to come and learn, to belong and work collaboratively in their pursuit of learning. Our people are invested in deliberate practice to create a community that truly makes a difference. Our community will develop over time through shared experiences and an aligned focus on what matters; learning.</p>
School values	<p>A respect of all cultures and beliefs is an essential characteristic of global citizens, thus we live by a set of values that underpin this. We want our students, staff, parents and community members to show;</p> <p>Together -Be a team player Focus - Be a learner Strength - Be courageous Leadership - Be influential</p>
Context challenges	<p>Equity Funding At the time of the school review there were approximately 74 equity funded students representing 12.9 per cent of the enrolled students in 2023. The panel found that student absence for 20+ days was significantly higher for Equity funded students than Not equity funded students. The panel found that the percentage of Equity funded students in the Bottom 2 bands was noticeably higher than Not equity funded students for Year 3 and 5. The panel recommended the school consider conducting an evaluation and review of strategies currently implemented to improve attendance for equity funded students, and to improve NAPLAN Top 2 bands outcomes, particularly for those achieving in the Bottom 2 bands in Reading, Writing and Numeracy.</p>
Intent, rationale and focus	<p>INTENT Our goals Student learning growth Empowering student voice, leadership and agency</p>

Building pride and confidence

Our imperatives are

Safety, people, culture

Organisational capacity and capability

Consistent teaching and learning framework

Our Metrics

Student achievement, student voice, goal development and wellbeing outcomes

Parent opinion and contribution

Staff development and wellbeing

The success of our outcomes is due to our collective approach to

Positive education

High expectations

Clear instructional framework for teaching and learning

Using evidence and research to make decisions

Partnerships

RATIONALE

The panel wanted to see improved student learning growth and outcomes for all students. This included the consistent and ongoing use of student assessment data and the use of the PLC cycle of inquiry approach to underpin further work to refine teacher practice, improve consistency of instructional practice, differentiation, feedback, assessment, and monitor and evaluate the effects of teaching on student achievement.

The panel noted that student engagement was an ongoing priority for the school. The panel considered that student engagement would be enhanced through the development and focus on increasing learner agency. The panel noted that partnerships with families, community groups, agencies and networks were strong and recommended this continue to enable a supportive and engaging learning environment for all students and result in improved outcomes.

FOCUS

The school review panel recommends the following areas of focus be captured

Numeracy

Writing

Differentiation

Feedback

Student agency

Attendance for equity funded students

The Panel agreed on the following areas of practice to be strengthened or adapted:
further reflection and examination of the effectiveness of instructional practices.
encourage staff to observe classrooms at neighbouring schools and promote networking.
develop student voice in the Junior School.
develop learner agency across all year levels.
utilise students to develop and or refine policies such as uniform, homework and cultural diversity.
increase student involvement in developing inquiry units.

The Panel agreed on the following areas of practice to be strengthened or adapted:
explicitly plan for the high-impact teaching strategies, have more visuals for teachers to refer to when planning.
teachers collaborate with students to design and create learning intentions and success criteria to increase student agency.
embed social and emotional capabilities across all subjects.
develop and implement whole school expectations on guided reading groups, maths groups and writing groups.
embed modelled practice and classroom observations to improve teacher practice.
develop a continuum for 'I can' statements, scope and sequences, and essential learnings.
include student voice in creating and designing learning intentions.
provide stimulating programs and experiences for students who are well above the expected level or well below.

The Panel agreed on the following areas of practice to be strengthened or adapted:
student self and peer assessments.
student led conferences.
ensuring that all staff are adept in analysing and interpreting different data sets to triangulate and confirm student data.
further developing the ability of staff to use formative assessment to inform teaching and ensure learning is differentiated.

The Panel agreed on the following areas of practice to be strengthened or adapted:
expand student leadership involvement in classrooms across the year levels to build a stronger school connection between the leaders and the students they represent.
ensure all staff have knowledge and awareness of the various supports that are available for individual students and families.
continue to expand Tier 2 support and intervention across the school; developing networks and communities at several different levels for students Prep - Year 6 and for individual students to further support their wellbeing.
develop staff awareness and knowledge of the SWPBS tiered model of support.

The Panel agreed on the following areas of practice to be strengthened or adapted:
Develop a productive relationship with the various community service groups to maximise support opportunities for the school.
Utilise compass to increase awareness and develop a shared understanding of how parents, carers, and community members can

	<p>support and enhance learning and wellbeing that is in synchrony with the school's culture and context.</p> <p>Utilise experts from the department and external agencies to ensure learning and wellbeing are improved and supported using an inclusive and culturally appropriate approach.</p> <p>Ensure newly employed staff have understanding and clarity to implement the inclusive and culturally appropriate approaches.</p> <p>Develop a transition program for Year 6 students transitioning to Year 7 at the new Bemim College.</p>
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Goal 1	To improve student learning growth in literacy and numeracy.
Target 1.1	<p>NAPLAN to increase the percentage of students achieving in the Strong and Exceeding proficiency:</p> <p>Year 3</p> <p>Reading from 66 % (2023) to 74% by 2027</p> <p>Writing from 76% (2023) to 84% by 2027</p> <p>Numeracy from 59% (2023) to 67% by 2027</p> <p>Year 5</p> <p>Reading from 73% (2023) to 81% by 2027</p> <p>Writing from 67% (2023) to 75% by 2027</p> <p>Numeracy from 61% (2023) to 69% by 2027.</p> <p>NAPLAN to increase the percentage of students achieving in the Exceeding proficiency:</p> <p>Year 3</p> <p>Reading from 15% (2023) to 23% by 2027</p> <p>Writing from 7% (2023) to 15% by 2027</p>

	<p>Numeracy from 7% (2023) to 15% by 2027</p> <p>Year 5</p> <p>Reading from 8% (2023) to 16% by 2027</p> <p>Writing from 4% (2023) to 12% by 2027</p> <p>Numeracy from 6% (2023) to 14% by 2027</p>
Target 1.2	<p>By 2027 increase the percentage of F–6 students displaying at or above expected growth in teacher judgement in:</p> <ul style="list-style-type: none"> • Reading from 84% (2022) to 88% • Writing from 80% (2022) to 85% • Number and Algebra from 85% (2022) to 90%
Target 1.3	<p>By 2027 increase the percentage of positive endorsement in the School Staff Survey factors:</p> <ul style="list-style-type: none"> • Academic emphasis from 71% (2022) to 81% • Collective efficacy from 78% (2022) to 85% • Understand how to analyse data from 74% (2022) to 80%
Target 1.4	<p>By 2027, increase the percentage of positive endorsement for students in Years 4–6 in the Attitudes to School Survey for:</p> <ul style="list-style-type: none"> • Perseverance from 81% (2022) to 86%

	<ul style="list-style-type: none"> • Sense of confidence from 83% (2022) to 87%
<p>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</p>	Build the capability of all staff to use a multi-tiered support system, improving teaching and learning.
<p>Key Improvement Strategy 1.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	
<p>Key Improvement Strategy 1.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	Build teacher understanding and capacity to embed practices that empower students to have agency and influence in their learning.
<p>Key Improvement Strategy 1.b Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	
<p>Key Improvement Strategy 1.c The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a</p>	

positive, safe and orderly learning environment	
Key Improvement Strategy 1.c 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.c Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	
Goal 2	To enhance student engagement and wellbeing.
Target 2.1	By 2027, increase P-6 attendance rate from 86.4% (2023) to 90%.
Target 2.2	By 2027, increase the percentage of positive endorsement for students in Years 4–6 in the Attitudes to School Survey for: <ul style="list-style-type: none"> • Effective classroom behaviour from 84% (2022) to 88% • Sense of connectedness from 85% (2022) to 89%
Target 2.3	By 2027, increase the percentage of positive endorsement in the School Staff Survey for: <ul style="list-style-type: none"> • Seek feedback to improve practice from 58% (2022) to 65%

	<ul style="list-style-type: none"> • Believe peer feedback improves practice from 58% (2022) to 65%
Target 2.4	<p>By 2027, increase the percentage of positive endorsement in the Parent Opinion Survey (POS):</p> <ul style="list-style-type: none"> • Student motivation and support from 79% (2022) to 85% • Not experiencing bullying from 77% (2022) to 83% • Teacher communication from 72% (2022) to 77%
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	Effectively mobilise resources to support students wellbeing and mental health, particularly the most vulnerable.
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.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	
Key Improvement Strategy 2.a Responsive, tiered and contextualised approaches and strong relationships to	

<p>support student learning, wellbeing and inclusion</p>	
<p>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</p>	<p>Embed inclusive practices to enhance our learning climate.</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.b Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	