

Glen Park Primary School 1135 Strategic Plan 2017-2020

| Endorsement | Principal: Anthony Shaw | 09/12/16 | Re-Endorsement (if a Goal, KIS or Target is changed) | Re-endorsement (if a Goal, KIS or Target is changed) |
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| School council: Tamara Vandenberg | | 09/12/16 |[name] [date] |[name] [date] |
| Delegate of the Secretary: | [name] | [date] |[name] [date] |[name] [date] |

| School vision | School values | Context and challenges | Intent, rationale and focus |
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| <p>In a small rural school the challenge is to provide a rich range of experiences that will enable students to reach their full potential.</p> <ul style="list-style-type: none"> The children should receive real individual care and guidance in their pursuit of knowledge. All children should have access to modern learning technology and an extensive library of books and learning resources All children should have access to camps, excursions and special programs. Parents should feel they are entering a real partnership with the school to provide the best possible opportunities for their children. | <p>The values of achieving personal best, empathy, Individuality and persistence are embedded in what we do. All members of Glen Park Primary School are asked to uphold these values and to always reflect on how they can influence their work habits and interactions. Our values are prominently placed at the front of our school for the school and wider community to see and they are on our weekly newsletter and community newsletter as a constant reminder of what we stand for.</p> | <p>Glen Park is a one-teacher rural school situated on the outskirts of Ballarat. It has been providing quality state school education since 1870. Glen Park sits on one-acre of land surrounded by pastures, native bush land and old gold mining mulloch heaps. Although a small rural school we are only a 15 minute drive from the centre of Ballarat. The dominant physical feature of our school is our BER mod 5 building which is a huge improvement on previous dilapidated infrastructure. We have a small enrolment which has fluctuated over the last 20 years from 15 to 4 students predominantly from our catchment area. According to the Student family Occupation index our over-all Socio-economic profile is 'high' which has not always been the case. We have a teaching principal who has been at Glen Park since 1997. We employ additional teaching support as required. (For example we have employed a LOTE teacher this year for 1.5 hours per week for 2 terms) Glen Park is very well-resourced with abundant teaching resources, learning tools, ICT and a library second to none. Our focus is predominantly and unashamedly on Literacy and Numeracy and on using ICT to support that learning. In our publicity material we always say that Glen Park is an ideal school for 'children who want to learn' A safe and supportive learning environment is the hallmark of Glen Park Primary School.</p> | <p>The biggest single issue (and the one I want to address in our new Strategic plan) effecting Glen Park Primary School is our unpredictable enrolment profile. It has always been a 'roller-coaster ride' regarding enrolments at Glen Park. Only a few years ago we had 13 students and now we are again in single figures. Part of our problem is our poor profile in the community regardless of us being here for over 140 years! We need to promote our school as a viable alternative school setting that can meet the needs of children who are as passionate about learning as we are about teaching. Glen Park has excellent student performance data and correspondingly high student and parent opinion data and we frequently engage students in learning opportunities and experiences outside of school, (although very expensive and heavily subsidized) providing these opportunities will continue to be a priority for us. To better respond to the needs of our students I also want to continue to develop a more systematic collection and use of key diagnostic data sets to better inform our teaching and learning and to judge the impact of our teaching. (Given our small size and individual learning approach we already respond promptly to student needs but a richer source of data, including from the children themselves will make already effective assessment practices even better.)</p> |

| Four-year goals (for improving student achievement, engagement and wellbeing) | Improvement Priorities, Initiatives and/or Dimensions | Key improvement strategies | Targets (for improving student achievement, engagement and wellbeing) |
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| <p>To achieve high levels of growth in all students across all capability levels and learning domains ensuring that each individual students is challenged and supported to achieve their personal best.</p> <p>To fully align with FISO to collectively build the capacity of the school to deliver more effective teaching, improved learning and improved schooling outcomes.</p> <p>To provide a stimulating learning environment where students have increased levels of challenge, exposure to stimulating learning and cultural experiences, improved cognitive engagement, independence and high expectations for their continued improvement.</p> <p>Progressive learning practices that increase student motivation, engagement and connectedness have the capacity to improve learning outcomes.</p> | <p><i>Excellence in teaching and learning</i> Building practice excellence</p> | <ul style="list-style-type: none"> Review assessment tools and our assessment schedule Investigate incorporating formative assessment strategies into the classroom and investigate directly linking assessment data with lesson planning and unit development. Work in conjunction with the small schools' network to consider the manner in which the framework and the Continua for school improvement can be incorporated into the Key Improvement Strategies and Targets in all of its student outcome areas in its next strategic plan. revise the student engagement strategy ensuring that that it remains focussed on building positive teaching and learning relationships and promoting the school values provide greater opportunities for self-guided learning and negotiated learning with the inclusion continue to provide students with opportunities for personal growth and improved knowledge and understanding through quality extra-curricular activities and the use of technology. | <ul style="list-style-type: none"> Documented whole of school teaching and learning plan with student personal learning plans aligned to our scope and sequence plan. NAPLAN results in Reading, Writing and Numeracy shows a high level of student growth above 25%) The State means are 25%) for cohorts such as year 3 in 2017 and year 5 in 2019. All students will demonstrate one year's growth for one year of instruction across all learning domains. Formative assessment strategies observable in the classroom with evidence of student goals and progress towards their achievement. |
| <p>The use of a broad range of internal and external assessment measures and observations best informs student progress and achievement to influence future learning.</p> | <p><i>Positive climate for learning</i> Building leadership teams Setting expectations and promoting Inclusion</p> | <ul style="list-style-type: none"> conduct a review of assessment tools and the assessment schedule which would include a comparative evaluation with other schools within the local network ensure a particular emphasis on incorporating formative assessment strategies into the classroom and directly linking assessment data to lesson planning and unit development enable additional professional learning opportunities for the teacher especially in relation to effective student goal-setting and feedback develop a whole-school curriculum document for a sequential and logical implementation of the Victorian Curriculum Foundation – 10 which would include the review and refinement of the school's Scope and Sequence documents align student personal learning plans to the revised Scope and Sequence plan. | <ul style="list-style-type: none"> Align NAPLAN results with teacher judgement. ensure NAPLAN results in Reading, Writing and Numeracy show a high level of growth to be above the State Mean maintain high SASS data of at least 4.0 on the five point scale for all factors within Student Relationships and Teaching and Learning maintain high POS data of at least 6.0 on a seven point scale for all factors within Student Engagement to reduce the already low student absence rate across the school. |



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| <p>To actively promote Glen Park Primary School as a small school alternative in the local area (including beyond our local catchment area)</p> | <p><i>Community engagement in learning</i> Parents and carers as partners]</p> | <ul style="list-style-type: none"> • update the school website and promote the school through improved signage, a school Facebook page, newspaper advertisements and community newsletters and brochures • ensure that local residents and those seeking a small school education make Glen Park their first port of call • ensure Glen Park Primary School has a reputation in the community for high student achievement and for a safe and engaging school environment • combine with other network schools to develop a combined small schools promotion package • strengthen school pride and resiliency • seek action research from trainees or university staff to highlight the benefits of small schools. | <ul style="list-style-type: none"> • increase enrolments and ensure they remain at a sustainable and consistent level toward the end of 2020 • Maintain high POS data of at least 6.0 on a seven point scale for all factors within School Climate, Student Behaviour and Student Engagement. |
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