

School Strategic Plan 2024-2028

Glen Park Primary School (1135)



Awaiting for review by School Principal
Awaiting endorsement by Senior Education Improvement Leader
Awaiting endorsement by School Council President

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School vision	At Glen Park Primary School, we promote a nurturing, inclusive learning environment where every student is empowered to reach their fullest potential. Our mission is to foster academic achievement, critical thinking, creativity, and social responsibility, preparing our students to become compassionate global citizens and lifelong learners. Through innovative teaching, personalized learning experiences, and a commitment to diversity and collaboration, we strive to inspire students to pursue their passions, challenge themselves, and contribute positively to their school and communities.
School values	<p>1. Happiness and Well-Being</p> <p>At the heart of our school community is the belief that happiness is essential for a fulfilling and successful education. We are committed to creating an environment where students, staff, and families feel happy, safe, and supported. We believe that joyful, positive experiences enhance learning and personal growth. Through a focus on emotional well-being, mental health, and a balanced approach to academic and extracurricular activities, we strive to cultivate a sense of happiness and fulfillment in every student's journey.</p> <p>2. Community and Collaboration</p> <p>We value the strength of our small, close-knit school community where relationships are built on trust, kindness, and collaboration. By fostering a happy and harmonious school culture, we encourage students, teachers, and families to work together with a shared sense of purpose. In this small school environment, students feel connected and supported, helping them develop strong interpersonal skills and a sense of responsibility to each other. Together, we celebrate each other's successes and provide a foundation where happiness thrives through positive, cooperative interactions.</p> <p>3. Growth and Positivity</p> <p>We are dedicated to promoting a growth mindset, where students are encouraged to face challenges with optimism and resilience. A happy, positive attitude toward learning helps students embrace their mistakes as opportunities to grow. We nurture this positive approach through encouragement, constructive feedback, and celebrating progress. By maintaining a happy, positive school environment, students feel confident in their abilities and motivated to take risks and achieve their best, both academically and personally.</p>

Context challenges	<p>Our key challenges at Glen Park Primary School are the same challenges faced by all small rural schools. Those challenges include restricted access to support personnel, enrolment pressures, problems attracting and retaining qualified teaching and administrative staff, unreliable internet and pressures associated with managing/balancing administrative responsibilities. Some schools also have to contend with the factors associated with geographic isolation, aging infrastructure and insufficient operational budgets.</p> <p>Many of these challenges impact on Glen Park Primary School but on balance the advantages of having a dedicated teaching staff, responsible budget management and a unique, engaging personalised learning approach outweigh the challenges confronting most small rural schools.</p> <p><i>(Small rural schools in Victoria face a myriad of challenges, from geographic isolation and financial limitations to socio-economic and cultural issues. These challenges are compounded by the lack of resources and opportunities available to rural students compared to their urban peers. Addressing these issues requires targeted policies, innovative approaches, and greater investment in rural education to ensure that all students, regardless of location, have access to high-quality learning.)</i></p>
Intent, rationale and focus	<p>School Vision Statement:</p> <p>At Glen Park Primary School, our intent is to provide an enriching, personalized educational experience that nurtures the whole child—academically, socially, and emotionally. As a small school, we are uniquely positioned to create an inclusive learning community where every student is known, valued, and supported on their individual journey to success. The focus of our new Strategic Plan will be to build on these strengths and to ensure children are able to set goals for their learning in a safe and trusting environment.</p> <p>Intent</p> <p>Our intent is to foster a learning environment where students can thrive both academically and personally. We aim to cultivate curiosity, creativity, and a lifelong love of learning while ensuring that each student is equipped with the critical thinking, problem-solving, and collaboration skills necessary for the future. Our approach is student-centered, allowing for differentiated instruction that meets each learner’s unique needs, interests, and potential. (These are the potential strengths of a small rural school education)</p> <p>Rationale</p> <p>We believe that having a smaller learning cohort and a more personalized learning environment are essential to the success of our students. In a small school, meaningful relationships between students, teachers, and families can flourish, creating a strong foundation for trust and collaboration. This allows for a deep understanding of each student’s</p>

strengths, challenges, and aspirations, enabling us to provide tailored support and guidance. Research shows that students in smaller schools often feel more connected and engaged, leading to better academic outcomes and emotional well-being. By prioritizing close relationships and individualized attention, we ensure that each child's unique voice is heard and celebrated.

Focus

Our focus is on creating a well-rounded educational experience within the constraints of being a small rural school that integrates academic excellence with emotional intelligence, resilience, and global citizenship. We are committed to developing students who are not only knowledgeable but also empathetic, confident, and equipped to contribute meaningfully to their communities. Through a balanced curriculum that includes priority areas such as English and Mathematics, the arts, physical education opportunities, and social-emotional learning, we aim to prepare students for success in a turbulent world.

In addition, we are dedicated to fostering a culture of happiness and well-being. We understand that a happy student is a motivated student, and we prioritize creating an environment where students feel safe, supported, and excited to learn. Our small-school setting allows for a focus on student well-being, ensuring that each child's emotional needs are addressed alongside their academic development.

Through this holistic approach, we are committed to preparing our students not just for the next stage of their education but for a future of lifelong learning and positive social interactions.

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Goal 1	Maximise the learning growth of every student.
Target 1.1	By 2028, maintain or increase the percentage of Year 1-6 students achieving at or above expected growth against the Victorian Curriculum according to Teacher Judgement in: English <ul style="list-style-type: none">• Reading and viewing at 86% (3-year average for 2021 - 2023)• Writing to be increased from 67% to 75% (3-year average for 2021 - 2023)
Target 1.2	By 2028, increase the percentage of Year 1-6 students achieving at or above expected growth against the Maths 2.0 Curriculum, according to teacher judgements from XX% (2025) to XX% - to be confirmed when further data is available.
Target 1.3	By 2028, increase the percentage of student achieving their growth learning goals as identified in their personalised learning plans based on local school assessments (summative and formative assessments, checklists and anecdotal notes), from XX% (2024) to 100%.
Key Improvement Strategy 1.a The strategic direction and deployment of resources to create and reflect shared goals and values; high	Update, document and implement the Victorian Teaching and Learning Model (VTLM) 2.0

expectations; and a positive, safe and orderly learning environment	
Key Improvement Strategy 1.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	
Key Improvement Strategy 1.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Build the consistency of teacher assessment
Key Improvement Strategy 1.b 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 The strategic direction and deployment of resources to create and reflect shared goals and values; high	Strengthen teacher knowledge and practice to implement literacy and numeracy goals (Victorian Curriculum F-10 2.0)

expectations; and a positive, safe and orderly learning environment	
Key Improvement Strategy 1.c Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	
Key Improvement Strategy 1.c Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	
Key Improvement Strategy 1.d 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 teacher knowledge and practice to activate learner agency.
Key Improvement Strategy 1.d Documented teaching and learning program based on the Victorian Curriculum and senior secondary	

pathways, incorporating extra-curricula programs	
Goal 2	Develop the capacity of students to be active and engaged learners.
Target 2.1	By 2028, the percentage of positive endorsement responses to the SWVR student and parents small school's priority surveys will improve from XX% (to be collected in Term 4, 2024) to XX%
Target 2.2	By 2028, decrease the average annual absence days for F-6 students from 20.0 (2022-23) to 15.0
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	Promote and engage students in programs to develop their mental and physical health and social-emotional wellbeing
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 support student learning, wellbeing and inclusion	
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	Build student capacity to set challenging learning goals and monitor their own growth.
Key Improvement Strategy 2.b Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	