

School Strategic Plan 2020-2024

Garfield Primary School (2724)



Submitted for review by Renee Cotterell (School Principal) on 03 May, 2021 at 02:42 PM

Endorsed by Wayne Chester (Senior Education Improvement Leader) on 22 February, 2022 at 05:25 PM

Awaiting endorsement by School Council President

School Strategic Plan - 2020-2024

Garfield Primary School (2724)

School vision	Garfield Primary School will strive to ensure all students learn the necessary academic, social and emotional skills to become positive members of our community and society.
School values	'I am SAFE' 'I am RESPECTFUL' 'I am a LEARNER' These are our school values, represented and referred to as our school wide expectations, as they form the basis of our school wide positive behaviour support framework.
Context challenges	Garfield Primary School is considered a small, semi-rural school with a current student population of 151 and an SFOE of .4274. The school review in 2020 celebrated the achievements of Garfield Primary School and provided a clear direction for improvement to continue increasing student learning outcomes, with a particular emphasis on the consistency of practice through an embedded instructional model. A focus on genuine and authentic student voice, agency and leadership throughout the next strategic period will ensure students are actively engaged as joint leaders of their education. One of the key challenges our school will face during the course of this Strategic Plan will be managing the social and emotional impact of the COVID-19 Pandemic in students, families and staff. Embedding consistent practices will also be a challenge as the student population has increased since the last strategic period.
Intent, rationale and focus	<p>Our school's priorities over the course of this strategic plan are:</p> <ul style="list-style-type: none">* To improve Literacy outcomes for all students* To improve Numeracy outcomes for all students* To increase empowerment of students in their learning. <p>All of these goals focus on building the capacity of teachers to deliver a highly effective, differentiated learning program to maximise student learning outcomes. We will consolidate the approaches we have previously introduced in Literacy, build and develop highly effective practices in Numeracy and document and communicate the instructional model used by all teachers in all classes at Garfield Primary School. Throughout these key actions, we will actively involve students in their learning through goal setting, monitoring achievement and giving and receiving feedback.</p>

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Goal 1	To improve literacy outcomes for all students.
Target 1.1	To increase the percentage of students achieving in the top two bands in NAPLAN for: <ul style="list-style-type: none">• Year 3 Reading, from a three year average of 40 per cent in 2019 to a three year average of 45 per cent in 2024• Year 5 Reading, from a three year average of 34 per cent in 2019 to a three year average of 39 per cent in 2024• Year 3 Writing, from a three year average of 28 per cent in 2019 to a three year average of 40 per cent in 2024• Year 5 Writing, from a three year average of 5 per cent in 2019 to a three year average of 15 per cent in 2024.
Target 1.2	To increase the percentage of students making high relative benchmark growth in NAPLAN from Year 3 to Year 5 to be: <ul style="list-style-type: none">• Reading, from a three year average of 27 per cent in 2019 to a three year average of 32 per cent in 2024• Writing, from a three year average of 11 per cent in 2019 to a three year average of 16 per cent in 2024.
Target 1.3	To increase the percentage of students P-6 achieving above the expected level, according to teacher judgements for:

	<ul style="list-style-type: none"> • Reading & Viewing, from a three year average of 47 per cent in 2019 to a three year average of 52 per cent in 2024 • Writing, from from a three year average of 24 per cent in 2019 to a three year average of 30 per cent to 2024.
Key Improvement Strategy 1.a Building practice excellence	Embed the literacy instructional model consistently across the school (structure of lessons).
Key Improvement Strategy 1.b Curriculum planning and assessment	Build teacher capabilities in using a range of assessment strategies to teach each student at their point of need.
Key Improvement Strategy 1.c Instructional and shared leadership	Build the instructional teaching capacity of all staff (the content and teaching strategies we use in each phase of the instructional model).
Goal 2	To improve numeracy outcomes for all students
Target 2.1	<p>To increase the percentage of students achieving in the top two bands in NAPLAN for:</p> <ul style="list-style-type: none"> • Year 3 Numeracy, from a three year average of 25 per cent in 2019 to a three year average of 30 per cent in 2024 • Year 5 Numeracy. from a three year average of 22 per cent in 2019 to a three year average of 35 per cent in 2024.
Target 2.2	To increase the percentage of students making high benchmark relative growth in NAPLAN from Year 3 to Year 5, from the three year average of 25 per cent in 2019 to a three year average of 30 per cent in 2024.

Target 2.3	To increase the percentage of students P-6 achieving above the expected level in Number and Algebra, according to teacher judgements, from a three year average of 35 per cent in 2019 to a three year average of 40 per cent in 2024.
Key Improvement Strategy 2.a Building practice excellence	Develop a shared approach in teaching mathematics.
Key Improvement Strategy 2.b Building practice excellence	Develop and embed an instructional model in mathematics
Key Improvement Strategy 2.c Curriculum planning and assessment	Develop and strengthen teacher assessment practices
Goal 3	To increase empowerment of students in their learning.
Target 3.1	<p>To increase the positive endorsement of Year 4 to Year 6 students in the Attitudes to School Survey Survey for the factors of:</p> <ul style="list-style-type: none"> • Sense of connectedness from 86 per cent in 2019 to 91 per cent in 2024 • Student voice and agency from 71 per cent in 2019 to 80 per cent in 2024 • Stimulating learning from 68 per cent in 2019 to 75 per cent in 2024 • Differentiated learning challenge from 84 per cent to 90 per cent in 2024 • Sense of confident from 87 per cent to exceed 90 per cent in 2024 • Self regulation and goal setting from, 80 per cent to exceed 90 per cent in 2024.
Target 3.2	<p>To increase the positive endorsement of staff in the School Staff Survey for the domains of:</p> <ul style="list-style-type: none"> • Teaching and Learning – Implementation, with all factors exceeding 90 per cent by 2024

	<ul style="list-style-type: none"> • School Climate, with all factors exceeding 90 per cent by 2024.
Target 3.3	<p>To increase the positive endorsement of parents in the Parent Opinion Survey factors of:</p> <ul style="list-style-type: none"> • Stimulating learning environment from 90 per cent in 2019 to 95 per cent in 2024 • Student agency and voice from 91 per cent in 2019 to exceed 95 per cent in 2024
Key Improvement Strategy 3.a Empowering students and building school pride	Develop a common understanding of student agency, voice and leadership
Key Improvement Strategy 3.b Evidence-based high-impact teaching strategies	Co design approaches for student agency, voice and leadership
Key Improvement Strategy 3.c Empowering students and building school pride	Embed practices that promote a culture of student agency, voice and leadership.