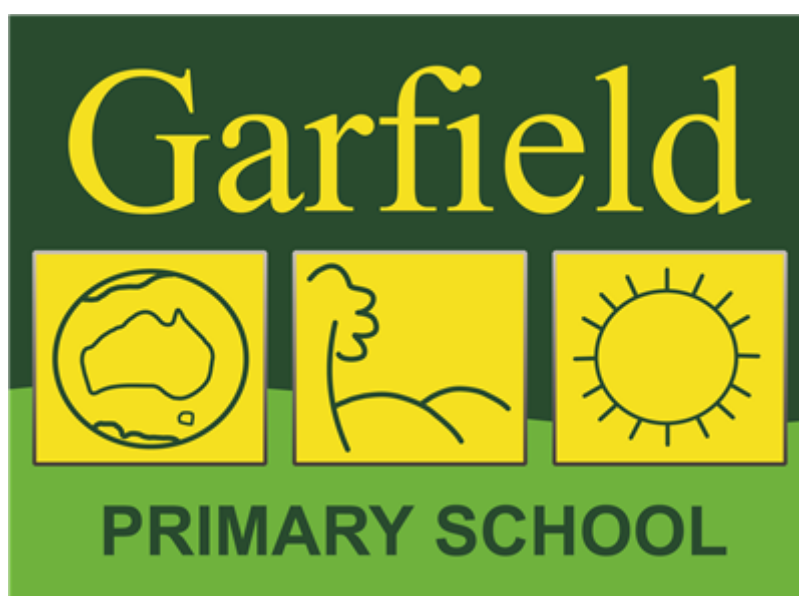


# School Strategic Plan 2024-2028

Garfield Primary School (2724)



Submitted for review by Daniel Forster (School Principal) on 19 February, 2025 at 10:30 AM

Endorsed by Wayne Chester (Senior Education Improvement Leader) on 24 February, 2025 at 12:55 PM

Awaiting endorsement by School Council President

# School Strategic Plan - 2024-2028

Garfield Primary School (2724)

<p><b>School vision</b></p>	<p>Our current mission statement is as follows:            Garfield Primary School will strive to ensure all students learn the necessary academic, social and emotional skills to become positive members of society and the community.            Our mission will be reviewed with input from the entire school community throughout Semester One. Through this process we will also draft a school vision that outlines our compelling future or our collective aspirations for Garfield Primary School.</p>
<p><b>School values</b></p>	<p>'I am SAFE'            'I am RESPECTFUL'            'I am a LEARNER'            These are our school values that form the basis of our School Wide Positive Behaviour Support Framework.            Our school values will also be reviewed with input from the entire school community throughout Semester One, to ensure that they are reflective of the collective values of our school community in 2025.</p>
<p><b>Context challenges</b></p>	<p>Garfield Primary School is considered a small, semi-rural school with a current student population of 131 and an SFOE of 0.3903 which places us in the medium band.            The school review in 2024 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 and increased capacity to differentiate instruction to meet the needs of all students.            In recent times, Principal and teacher turnover has been a challenge in ensuring consistency of approaches across the school. A now stable Leadership team of 3 people should be instrumental in achieving the Key Improvement Strategies identified throughout this next 4-year strategic period.</p>
<p><b>Intent, rationale and focus</b></p>	<p>At Garfield Primary School, throughout this next SSP period (2025-28), we aim to:            - Maximise student learning growth and achievement in literacy and numeracy.            - Strengthen the connectedness, engagement and wellbeing of all students.</p> <p>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,</p>

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.

Our early priorities during this period will include:

- Review our school mission and values, and to create a school vision
- Review and update our Instructional Model.
- Review and update our Literacy block.
- Upskill our staff in the use of our School Wide Positive Behaviour Support framework.
- Embed a professional learning communities model where staff use evidence and feedback to ensure learning growth for students.

Mathematics will be a stronger focus once we have established a strong Literacy block and will be somewhat guided through our involvement in the Primary Mathematics and Science Specialist Initiative (PMSSI) which has started in 2025. Student voice and agency will come into sharper focus in coming years and will require a staff member to be trained in leading this work.

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<b>Goal 1</b>	Maximise student learning growth and achievement in literacy and numeracy.
<b>Target 1.1</b>	<p>By 2028 increase the percentage of students achieving meeting or above NAPLAN benchmark growth in Year 5 for:</p> <ul style="list-style-type: none"><li>• Reading from xx% (2025) to xx%</li><li>• Writing from xx% (2025) to xx%</li><li>• Numeracy from xx% (2025) to xx%.</li></ul> <p>*To be a placeholder</p>
<b>Target 1.2</b>	<p>By 2028 increase the percentage of Year 1 to 6 students achieving at or above expected growth using Teacher Judgement Growth Times Series in:</p> <ul style="list-style-type: none"><li>• Reading from 82% (semester 2 2023 to semester 2 2024) to 88%</li><li>• Writing from 62% (semester 2 2023 to semester 2 2024) to 75%</li><li>• Numeracy from xx% (semester 2 2023 to semester 2 2024) to xx%.</li></ul> <p>*To be a placeholder</p>
<b>Target 1.3</b>	<p>By 2028 increase the percentage of positive endorsement on the School Staff Survey for the following factors:</p> <ul style="list-style-type: none"><li>• Collective focus on student learning from 48% (2024) to 75%</li><li>• Guaranteed and viable curriculum from 42% (2024) to 75%</li><li>• Instructional leadership from 38% (2024) to 75%</li></ul>

	<ul style="list-style-type: none"> <li>• Collective efficacy from 43% (2024) to 75%.</li> </ul>
<p><b>Key Improvement Strategy 1.a</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>	Embed a professional learning communities model where staff use evidence and feedback to ensure learning growth for students.
<p><b>Key Improvement Strategy 1.b</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>	Build capabilities of staff to ensure high-quality pedagogical and instructional practice.
<p><b>Key Improvement Strategy 1.b</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	
<p><b>Key Improvement Strategy 1.c</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	
<p><b>Key Improvement Strategy 1.c</b></p>	Build teacher capability to utilise data to teach students at their point of learning need.

<p>Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities</p>	
<p><b>Goal 2</b></p>	<p>Strengthen the connectedness, engagement and wellbeing of all students.</p>
<p><b>Target 2.1</b></p>	<p>By 2028 increase the percentage of positive endorsement on the Attitudes to School Survey for the following factors for:</p> <ul style="list-style-type: none"> <li>• Stimulating learning from 34% (2024) to 70%</li> <li>• Sense of connectedness from 43% (2024) to 70%</li> <li>• Student voice and agency from 40% (2024) to 65%</li> <li>• Effective classroom behaviour from 52% (2024) to 70%.</li> </ul>
<p><b>Target 2.2</b></p>	<p>By 2028 increase the positive endorsement on the School Staff Survey for the following factors and module:</p> <ul style="list-style-type: none"> <li>• Collective responsibility (factor) from 38% (2024) to 70%</li> <li>• Use student feedback to improve practice (factor) from 50% (2024) to 70%</li> <li>• Parent community involvement (factor) from 42% (2024) to 70%</li> <li>• School staff and wellbeing (module) from 47% (2024) to 70%.</li> </ul>
<p><b>Target 2.3</b></p>	<p>By 2028 increase the percentage of positive endorsement on the Parent Opinion Survey for the following factors for:</p> <ul style="list-style-type: none"> <li>• Managing bullying from 47% (2024) to 70%</li> <li>• Confidence and resiliency skills from 69% (2024) to 85%</li> </ul>

	<ul style="list-style-type: none"> <li>• Student voice and agency from 65% (2024) to 75%</li> <li>• Teacher communication from 39% (2024) to 70%.</li> </ul>
<b>Key Improvement Strategy 2.a</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Develop staff capabilities to activate student voice and agency.
<b>Key Improvement Strategy 2.a</b> Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	
<b>Key Improvement Strategy 2.b</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	Develop and implement a whole school approach to wellbeing and engagement.
<b>Key Improvement Strategy 2.b</b> Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	
<b>Key Improvement Strategy 2.c</b>	Strengthen active partnerships between students, staff and families to improve engagement.

<p>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><b>Key Improvement Strategy 2.c</b> Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	