

School Strategic Plan 2023-2027

George Street Primary School - Hamilton (4777)



Submitted for review by Brad Smallman (School Principal) on 13 March, 2024 at 10:58 AM

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Endorsed by Jacinta Kimber (School Council President) on 26 April, 2024 at 03:41 PM

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School vision	<p>The vision of George Street Primary School is defined by the mission statement developed by staff at the commencement planning for the current SSP: 'To provide a safe and engaging environment which enables students to reach their full potential in becoming caring, respectful members of the community.' Additionally, the school strives to foster a culture of high expectations through a productive working relationship with students and families. In 2024 the school adopted the motto 'Karreeta, Tyama, Manga' coming from the Gunditjmarra language, translating to 'To Grow, to Know, to Build'</p>
School values	<p>The school maintains the values of: Respect Resilience Responsibility</p> <p>These values shape the environments in which students participate including the school environment, social environment and online/ICT environments. Staff and student leaders model the school values in their daily practice and students are explicitly taught how to meet the values within the school context through embedded practices.</p>
Context challenges	<p>The school has an ICSEA of 991 with 89% of students coming from the bottom two quarters distribution of Socio-Educational Advantage (SEA). 18% of the student cohort in 2024 is of Koori background. In 2024 the school had 92 enrolments representing small cohorts within each year level, the 2024 Grade 1s have 7 enrolments, which will translate to the Grade 5s at the end of the 4-year SSP. Teacher shortages is a notable on-going issue across the state.</p>
Intent, rationale and focus	<p>School Climate and Pedagogical Practice are the core focus of the school following the last school review. The interplay between instructional practice, organisational routines and student wellbeing will drive the work of the SSP. Over the life of the SSP there will be a strong focus on establishing practices to ensure calm classroom environments that are conducive to learning. PLCs will focus on student improvement under the framework of FISO2.0, the staffing profile and structures will be continuously reviewed including roles of Leading Teacher and Learning Specialist(s) to ensure that resources are maximised in supporting learning outcomes.</p>

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Goal 1	Improve literacy and numeracy learning outcomes for all students.
Target 1.1	<p>By 2027 NAPLAN Participation: will increase from 80% in 2023 to 90%</p> <p>By 2027 NAPLAN Year 5 Reading High Relative Growth will increase form 0% in 2023 to 10%.</p> <p>By 2027 NAPLAN Year 5 Reading Low Relative Growth will decrease form 25% in 2023 to 10%.</p> <p>By 2027 NAPLAN Year 5 Numeracy High Relative Growth will increase form 14% in 2023 to 22%.</p> <p>By 2027 NAPLAN Year 5 Reading Low Relative Growth will decrease form 43% in 2023 to 35%.</p> <p>By 2027 NAPLAN the number of students in the Developing and Needs Additional Support Proficiency Level in Year 5 Numeracy will decrease from 38%.</p> <p>By 2027 NAPLAN the number of students in the Developing and Needs Additional Support Proficiency Level in Year 5 Reading will decrease from 25%.</p> <p>By 2027 NAPLAN the number of students in the Developing and Needs Additional Support Proficiency Level in Year 3 Numeracy will decrease from 77%.</p> <p>By 2027 NAPLAN the number of students in the Developing and Needs Additional Support Proficiency Level in Year 5 Reading will decrease from 47%.</p>
Target 1.2	<p>By 2027, increase the percentage of Year F-6 students achieving at or above expected level as evaluated by Teacher Judgement at the end of Semester 2 for:</p> <ul style="list-style-type: none">• Reading and viewing from 70% in 2022 to at least 80%• Writing from 67% in 2022 to at least 75%• Number and Algebra from 77% in 2022 to at least 80%.

Target 1.3	<p>By 2027, increase or maintain the percentage of positive response in the Attitudes to School Survey Effective teaching practice for cognitive engagement domain for:</p> <ul style="list-style-type: none"> • Differentiated learning challenge at or above 88% (2023) • Effective classroom behaviour from 81% in 2023 to at least 90% • Effective teaching time at or above 90% (2023) • Stimulated learning at or above 89% (2023)
Target 1.4	<p>By 2027, increase the percentage of positive responses in the School Staff Survey for:</p> <ul style="list-style-type: none"> • Teacher collaboration from 56% in 2023 to at least 78% • Instructional leadership from 67% in 2023 to at least 80% • Time to share pedagogical content knowledge from 20% in 2023 to at least 80%.
Key Improvement Strategy 1.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Develop and embed an approach to Professional Learning Communities to inform, plan and monitor the impact of teaching and learning.
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	Strengthen teachers' instructional and assessment practices
Key Improvement Strategy 1.b	

Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	
Goal 2	Improve engagement and wellbeing for all students.
Target 2.1	By 2027 increase the percentage of positive response on the Attitudes to School Survey for: <ul style="list-style-type: none"> • Perseverance from 84% in 2023 to at least 90% • Student Voice and Agency from 78% in 2023 to at least 80% • Emotional awareness and regulation from 78% in 2023 to at least 80%
Target 2.2	By 2027, reduce the percentage of students with more than 20 days absence per year from 53% in 2022 to 30% or less.
Target 2.3	By 2027, increase the percentage of positive responses in the School Staff Survey for: <ul style="list-style-type: none"> • Academic emphasis from 64% in 2023 to at least 70% • Parent and community involvement 63% in 2023 to at least 70% • Shielding and buffering from 30% in 2023 to at least 70%
Key Improvement Strategy 2.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Develop, document and implement a tiered model of student support across the school.

<p>Key Improvement Strategy 2.a Responsive, tiered and contextualised approaches and strong relationships to 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>Renew vision and values to reflect a positive learning and wellbeing culture.</p>