

School Strategic Plan 2023-2027

Gaayip-Yagila Primary School (5579)



Submitted for review by Cassandra Hoggins (School Principal) on 31 August, 2023 at 01:48 AM

Endorsed by Jonathan Lowe (Senior Education Improvement Leader) on 08 September, 2023 at 09:37 AM

Awaiting endorsement by School Council President

School Strategic Plan - 2023-2027

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School vision	Gaayip-Yagila Primary School's commitment to excellence will empower students to become connected, engaged and collaborative learners. Students will participate in high quality teaching throughout every lesson, taking an active role in identifying their learning needs and co-constructing experiences aimed at their point of need. They will thrive academically, socially and emotionally and value diversity through showing respect for self, others and the community (locally and globally).
School values	Gaayip-Yagila Primary School believes in high expectations for all. These expectations underpin the Positive Behaviour framework and will guide a common and consistent approach when communicating and interacting with our school community. The whole school community will see each day as an opportunity to extend themselves, reach their goals and seek new learning by asking questions and not being afraid of making mistakes. These should be considered learning opportunities. To maintain a high level of excellence the expected behaviours will be promoted regularly and we will seek and accept feedback from others. At Gaayip-Yagila Primary School we have four expectations: We strive for excellence - We exhibit personal, team and school pride, believe in ourselves and others and always do our personal best. We collaborate - We share ideas, listen with open minds and work together to help each other succeed. We are respectful - We value and celebrate diversity and respect the safety and learning of everyone in our community. We are kind - We are kind to ourselves, others and the environment.
Context challenges	Key challenges within our school context include: - Staffing challenges. For the past 2 years we have operated whilst numerous teaching positions have remained unfilled. In 2023, this led to class sizes being above average in all year levels. - The proportion of students who require additional supports. Identification, working alongside families, SSS and agencies to implement key strategies in order to create safe and calm learning environments for all students. Our school currently has 39 students funded under the Program for Students with Disabilities (PSD). We also have a further 25 students undergoing assessments to determine if they meet the PSD criteria. - Continual infrastructure changes due to varying growth patterns. Our school has constantly evolved with building works being an ongoing process to meet the increasing number of students onsite. Each year classes have started in alternate learning spaces before moving to relocatable classrooms. Every 3 - 6 months new relocatables have been located onsite which has impacted outdoor learning and play spaces. The current Capital Works program is expected to be completed for the beginning of the 2025 school year.

Intent, rationale and focus	Gaayip-Yagila Primary School's intent is to improve academic and social outcomes for all students. This is deemed important as it is our responsibility to ensure our students are confident learners who are literate, numerate and demonstrate resilience, creativity, critical thinking and problem-solving skills to succeed in an ever-changing world. We will prioritise improvement in Reading and Mathematics (in particular Number and Algebra). To succeed in this priority area there will be a focus on: - increasing teacher knowledge of how students learn; - improving teacher capacity to utilise data to inform teaching and monitor student progress; and - building middle leaders' capacity to lead teams and drive curriculum programs. Alongside the priority of teaching and learning, there will be an emphasis on strengthening Gaayip-Yagila Primary School's student wellbeing and engagement practices. To succeed in this area there will be a focus on: - increasing student voice and agency, as well as building student leadership opportunities; - improving teacher capacity to manage and respond to students who demonstrate complex needs; and - building partnerships with families, agencies and the wider community.
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Goal 1	Maximise the learning growth of every student
Target 1.1	By 2027 increase the percentage of students achieving exceeding and strong on NAPLAN for: • Year 3 Reading from 56% in 2023 to 60% • Year 3 Numeracy from 49% in 2023 to 53% • Year 5 Reading from 59% in 2023 to 65% • Year 5 Numeracy from 54% in 2023 to 61% <i>*TBC following advice from DE</i>
Target 1.2	By 2027 increase the percentage of students achieving at or above expected growth using teacher judgement data for: • Reading and viewing from 66% in 2022 to 75% • Number and algebra from 78% in 2022 to 80%
Target 1.3	By 2027 increase the percentage of positive responses on the School Staff Survey for: • Understand formative assessment from 57% in 2022 to 70% • Understand how to analyse data from 57% in 2022 to 70%

	• Understand curriculum from 57% in 2022 to 70%
Key Improvement Strategy 1.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Deepen staff knowledge of the curriculum and learning sequences
Key Improvement Strategy 1.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Build staff capability to understand and use student learning data to plan differentiated responses to learning and wellbeing
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 expectations; and a positive, safe and orderly learning environment	Build instructional leadership capability to impact whole school improvement
Goal 2	Empower students to be engaged learners and leaders
Target 2.1	By 2027 increase the percentage of positive responses on the School Staff Survey (SSS) for:

	• Use of student feedback to improve practice from 50% in 2022 to 65% • Believe student engagement is the key to learning from 79% in 2022 to 88% By 2027 maintain the percentage of positive responses for on the SSS for Promote student ownership of learning goals at 79% in 2022.
Target 2.2	By 2027 increase the percentage of positive responses on the Attitude to School Survey for: • Stimulated learning from 77% in 2023 to 82% • Motivation and interest from 77% in 2023 to 84% • Student voice and agency from 64% in 2023 to 71%
Target 2.3	By 2027 decrease the average days absence per student from 21.9 days to 20.0 days.
Key Improvement Strategy 2.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Building student and staff capability to activate student voice and agency
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.b	Strengthen opportunities for students to exhibit leadership

Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	
Goal 3	Strengthen the ability of students to understand themselves and socially relate with others
Target 3.1	By 2027 increase the percentage of positive responses on the School Staff Survey (SSS) for: • Staff trust in colleagues from 79% in 2022 to 88% • Collective responsibility from 73% in 2022 to 78%
Target 3.2	By 2027 increase the percentage of positive responses on the Attitude to School Survey for: • Respect for diversity from 64% in 2023 to 76% • Sense of connectedness from 68% in 2023 to 80% • Resilience from 63% in 2023 to 70%
Target 3.3	By 2027 increase the percentage of positive responses on the Parent Opinion Survey for: • Factor – High expectations for success from 76% in 2022 to 81% • Module – Safety from 76% in 2022 to 80% • Module – Student development from 75% in 2022 to 79%
Key Improvement Strategy 3.a Activation of student voice and agency, including in leadership and learning, to	Build the capability of staff and implement tiered supports within the SWPBS framework

strengthen students' participation and engagement in school	
Key Improvement Strategy 3.a Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	
Key Improvement Strategy 3.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	Strengthen partnerships between the school, families, agencies and wider community supports
Key Improvement Strategy 3.b Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	