
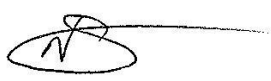


School Strategic Plan for Greythorn Primary School Eastern Metropolitan Region 2011-2014



~ Working Together ~

<p>Endorsement by School Principal</p>	<p>Signed.....  Name... Geoff Agnew..... Date..... 8/12/2010.....</p>
<p>Endorsement by School Council</p>	<p>Signed.....  Name..... Nick Daicos..... Date..... 8/12/2010..... School Council President signs indicating that the School Strategic Plan has been endorsed by School Council</p>
<p>Endorsement by Regional Network Leader</p>	<p>Signed..... Name..... Date.....</p>

School Profile

Purpose	<p>Greythorn Primary School, <i>'working together'</i> with its community seeks to optimise the potential of each child as they grow to become life-long learners, who are confident, responsible citizens with a sense of connectedness, purpose and zest for life.</p> <p>The future of Greythorn Primary School is centred upon the idea of a connected school in a global community. Our pedagogical focus is to develop students who are engaged, curious and who have skills, knowledge and confidence to approach all challenges.</p> <p>In a typical classroom at Greythorn our view of learning points towards a number of different teaching practices. We encourage students to use active techniques (experiments, real-world problem solving) to create more knowledge and then to reflect on and talk about what they are doing and how their understanding is changing. The teacher makes sure they know and understand the students' pre-existing conceptions and guides the activity to address them and then build on them.</p> <p>Teachers at Greythorn encourage students to constantly assess how the activity is helping them gain understanding. By questioning themselves and their strategies, students ideally become "expert learners." This gives them ever broadening tools to keep learning. With a well planned classroom environment, the students learn HOW TO LEARN.</p> <p>We believe that all students can and will learn and grow in self- confidence and esteem as a result of:</p> <ul style="list-style-type: none">• becoming motivated, self-extending, independent, life-long learners• achieving mastery of the curriculum• acquiring decision making, problem solving and critical thinking skills (initiative)• working together effectively as part of a team
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Values	<p>The school's motto "working together" reflects our core values of pride, optimism, respect and integrity.</p> <ul style="list-style-type: none"> ➤ Pride - <i>Recognising and celebrating your personal achievements, and the personal achievements of others.</i> ➤ Optimism - Focusing on positive, rewarding and enjoyable daily experiences. ➤ Respect - <i>Caring about yourself, others and the things in your environment.</i> ➤ Integrity - Being honest and fair.
Environmental Context	<p>Greythorn Primary School serves the educational needs of families in the area of North Balwyn. The school opened in 1953 and occupies a site of just over two hectares with sweeping views to the city.</p> <p>The present enrolment of 532 students is accommodated in 24 fully air-conditioned classrooms with the additional facilities of a resource centre/library, a multi-purpose hall, a gym, a well equipped art room, a computer lab, a LOTE facility, a multi-purpose sports/learning centre, extensive outdoor play areas and adventure playground and an Out of Hours Care Program.</p> <p>Greythorn Primary School provides a balanced curriculum featuring quality, sequential programs. The Victorian Essential Learning Standards are used to plan teaching and learning programs.</p> <p>The school's belief in strong parent school partnerships has continued to enable parents to participate in all aspects of school life. This partnership promotes a cooperative school culture, where a spirit of mutual respect is evident. Parent and community participation complements and extends the quality programs provided by the staff.</p> <p>Extensive staff training and Professional Learning programs have continued to allow a commitment to continuous improvement in maximising student achievements.</p> <p>Greythorn Primary School has a profile of performance that continues to place the school amongst the top government schools in the State. Student achievement and learning growth continue to be very strong, the result of well planned programs and the effort and commitment of the staff. Extensive enrichment and enhancement opportunities, and the supportive and caring atmosphere of the school, develop both the students' special skills and talents.</p>

Strategic Intent

	Goals	Targets	Key Improvement Strategies						
<p>Student Learning</p>	<p>To further improve student learning outcomes particularly in English and Mathematics</p>	<p>VELS TEACHER JUDGEMENTS By 2014, 55% of students in P-6 to be rated “A”, and 95% at or above the expected level against VELS in English and Mathematics</p> <table border="1" data-bbox="1043 571 1348 687"> <tr> <td></td> <td>2014</td> </tr> <tr> <td>A</td> <td>55%</td> </tr> <tr> <td>At or above</td> <td>95%</td> </tr> </table> <p>Learning growth P-6 assessed by teachers to be at least one VELS level for each two years P-6 .</p> <p>NAPLAN By 2014, in all NAPLAN domains, reduce to zero the % of students deemed capable in the lowest 2 bands.</p> <p>By 2014 student results for Reading & Writing to be in top 5% of all Victorian Government schools in years 3 and 5 based on NAPLAN results (benchmark 2010)</p>		2014	A	55%	At or above	95%	<p>Develop a more consistent instructional approach across the school - aligning VELS teacher judgements to NAPLAN results.</p> <p>Enhance teacher capacity to plan and deliver a differentiated teaching program in English and Mathematics by:</p> <ul style="list-style-type: none"> • extending coaching and reflective practices across the school • use of e5 as a reflection tool for teachers to improve instructional practice • focus on using assessment for learning to inform teaching <p>Plan for more innovative classroom use of ICT</p>
	2014								
A	55%								
At or above	95%								

Year 3	2010	2014
Reading	Top 10% (486)	Top 5% (491)
Writing	Top 10% (461)	Top 5% (464)

Year 5	2010	2014
Reading	Top 20% (535)	Top 5% (556)
Writing	Top 20% (519)	Top 5% (533)

By 2014 student results for Numeracy to be in the top 5% of all Victorian Government schools in years 3 and 5 based on NAPLAN results (benchmark 2010)

Year 3	2010	2014
Numeracy	Top 10% (468)	Top 5% (476.4)

Year 5	2010	2014
Numeracy	Top 10% (550)	Top 5% (561)

		Student opinion survey indicates teacher effectiveness in the fourth quartile, based on 2010 benchmarks (4.52, 2010; 4.58, 2014)	
Student Engagement and Wellbeing	To improve engagement of all students	<p>Improving stimulating learning; By 2014 the following Attitudes to School Survey means to be:</p> <p>Stimulating Learning in the fourth quartile, based on 2010 benchmarks (4.21, 2010; 4.32, 2014)</p>	<p>Build the capacity of teachers to implement an approach to teaching and classroom management that supports an engaging and productive environment</p> <p>Plan for more personalised learning with</p> <ul style="list-style-type: none"> • increased levels of support for high achievers, • student responsibility for learning • increase student voice through investigation of inclusive student leadership programs
Student Pathways and Transitions	To provide a seamless and sequential learning journey for all students P-6 by improving transition through the school and at key points in their schooling.	By 2014, parent opinion surveys will indicate an improvement in the mean scores for the transition variable.	<p>Ensure that approaches to teaching and learning and assessment are consistent P-6 and sequential between classes</p> <p>Improve the school processes and programs for preparation of students moving from pre-school to school, from year to year, transferring into the school and moving from primary to secondary settings.</p>

School Strategic Planner 2011- 2014: Indicative Planner

Key Improvement Strategies (KIS across the three student outcomes areas)		Actions	Achievement Milestones (Changes in practice and behaviours)
<p>Develop a more consistent instructional approach across the school - aligning VELS teacher judgements to NAPLAN results.</p> <p>Enhance teacher capacity to plan and deliver a differentiated teaching program in English and Mathematics by:</p> <ul style="list-style-type: none"> • extending coaching and reflective practices across the school • use of e5 as a reflection tool for teachers to improve instructional practice • focus on using assessment for learning to inform teaching 	Year 1	<p>Use the E5 instructional model and the Ultranet as a key resource to develop consistency in instruction across the school and to develop shared understandings and language about student learning and instruction.</p> <p>Focus on English and Mathematics to develop shared understandings and practices.</p> <p>Increased focus on performance data – using assessment for learning to inform teaching, specific sessions timetabled for staff discussion</p> <p>Develop more consistent Mathematics content knowledge, planning and practice</p> <p>Review leadership roles – leading teachers, curriculum leaders</p> <p>Enhance the role of Performance and Development Culture to incorporate Professional Learning teams focussed on improving teacher practice</p>	<p>By the end of 2011;</p> <ul style="list-style-type: none"> • Use of e5 teacher journals in staff PLP's • VELS level team leaders will have met once per term. • VELS level team meetings will have a curriculum and assessment focus and be documented • Numeracy is a major focus at all team and year levels. • A whole school assessment schedule has been developed which includes DEECD priorities, On Demand Testing, diagnostic testing, pre-testing and self assessment which includes feedback. • Anecdotal records will be recorded by all teachers after developing shared understandings through work done in level teams and whole staff PL sessions. • The Ultranet is used across all levels to accumulate teacher resources and shared planning documents particularly in mathematics. • The E5 domains of Engage and Evaluate are evidenced in Teachers

		<p>Develop a school-based reflective practice program based on sound coaching principles (classroom visits / modelling / observation / feedback) to build teacher capacity</p>	<p>PLP's and team discussions.</p> <ul style="list-style-type: none"> • Professional Learning in Literacy and Numeracy will have been undertaken, shared and implemented. • VELS level team leaders will have worked with the leadership team in identifying common needs and approaches. • Team planning sessions have a link to student performance data • The Greythorn Primary School Professional Learning Policy has been reviewed to incorporate the Seven Principles of Highly Effective professional Learning. • The E5 Domains of Engage and Evaluate were a focus of PDC discussions. • Coaching, collegiate visits, peer observations, modelling and protocols for effective instructional feedback will have been investigated. • Staff meeting schedules enabled Professional Learning activities to take place.
	Year 2	<p>Increased focus on using assessment to ensure differentiation LT role to ensure that data is collected,</p>	<ul style="list-style-type: none"> ▪ Teachers using assessment to inform practice ▪ Peer observation an accepted

		<p>reviewed and tracked at each level</p> <p>Development of Mathematics practice through coaching</p> <p>Further develop understandings of e5 model</p> <p>Coaching & reflective practices reviewed</p> <p>Continue to identify best practice in English & Mathematics</p>	<p>practice in the school</p> <ul style="list-style-type: none"> ▪ NAPLAN data to indicate an increase in student achievement above expected levels ▪ Teachers have a deeper understanding of e5 model
	Year 3	<p>Audit Mathematics practice and programs to ensure whole school approach</p> <p>Audit English practice and programs to ensure whole school approach</p>	<ul style="list-style-type: none"> ▪ 2012 NAPLAN data improved from 2011 ▪ Student opinion of teaching effectiveness continues to rise ▪ Evaluation of Mathematics indicates a whole school approach ▪ Evaluation of English indicates a whole school approach
	Year 4	<p>Review Strategic Plan</p> <p>Develop plans for 2015</p>	<ul style="list-style-type: none"> ▪ Strategic Plan developed for next four years ▪ Parent and student perception of teacher effectiveness indicates high satisfaction
Plan for more innovative classroom use of ICT	Year 1	<p>Investigate, provide and utilise hardware such as laptops, iPods, iPads and IWB's to assist children's learning and communication. Develop students' skills in using Web 2.0 technology and the Ultranet which will connect students more effectively with their teachers and with their own learning.</p> <p>Review current use of computer lab to ensure maximum use of ICT facilities</p>	<p>By the end of 2011;</p> <ul style="list-style-type: none"> • New hardware has been investigated , financed and purchased • Ultranet and Web 2.0 tools are being used as an integral part of the classroom program. • Students have access to a range of technologies

	Year 2	<p>Continue to finance existing hardware leasing arrangements and continue to update and investigate new technologies.</p> <p>Teachers investigate and develop their skills in using current technology and providing innovative learning opportunities through the use of the Ultranet.</p>	<ul style="list-style-type: none"> Existing hardware has been financed Ultranet and Web 2.0 tools are being used in innovative ways in all classroom programs. Teachers have utilised the Ultranet to collaborate on shared projects and have developed shared resources. Students have access to a range of new technologies
	Year 3		
	Year 4		

Key Improvement Strategies (KIS across the three student outcomes areas)		Actions	Achievement Milestones (Changes in practice and behaviours)
Build the capacity of teachers to implement an approach to teaching and classroom management that supports an engaging and productive environment	Year 1	<p>Further develop and enhance the inquiry approach</p> <p>Further enhance the Developmental Learning Program</p>	<ul style="list-style-type: none"> Inquiry units are reviewed and further developed to include the use of ICT and differentiation. The playroom is utilised more effectively by a larger range of students which may include kindergartens.

		Use of Ultranet to develop personalised learning programs, enhance communication with parents	<ul style="list-style-type: none"> Parents and students have input via Ultranet All classroom teachers, students and parents are connected to the Ultranet and use it to plan, assess and monitor student learning tasks.
	Year 2	<p>Even year Inquiry units are revisited and developed to include the use of ICT and differentiation.</p> <p>Continue to develop personalised learning programs and improve feedback to students and parents through the Ultranet</p>	<ul style="list-style-type: none"> All Inquiry units are reviewed and include the use of ICT and differentiation Students are regularly using the Ultranet to set goals, monitor work tasks and receive feedback from both teachers and parents
	Year 3		
	Year 4		
<p>Plan for more personalised learning with</p> <ul style="list-style-type: none"> increased levels of support for high achievers, student responsibility for learning increase student voice through investigation of inclusive student leadership programs 	Year 1	<p>Further develop 'student voice'.</p> <p>Enhance student goal and target setting across the school</p>	<p>By the end of 2011</p> <ul style="list-style-type: none"> Regular meetings of JSC have occurred. Leaders have participated in a range of Leadership activities. Students have investigated communication possibilities through the use of the Ultranet. Students have identified key learning goals which are reviewed regularly throughout the year.

		<p>Review & consider further implementation of whole school approaches to student relationships</p> <p>Enhance the Buddies program</p> <p>Enhance student leadership programs</p>	<ul style="list-style-type: none"> • Reviewed the YCDI program and recommendations for future approaches if necessary, have been discussed. • Student Code of conduct will have been reviewed. • Guidelines for the buddy program have been formalised. • Teacher mentor identified and actively engaged students in developing their leadership skills.
	Year 2	<p>Increase student capacity to negotiate learning and monitor acquisition of skills, competencies and knowledge.</p> <p>Continue to monitor the effectiveness of the buddies program</p> <p>Continue to monitor student Leadership Programs</p>	<ul style="list-style-type: none"> • Students set goals and targets. Teachers have established a routine to monitor progress and provide feedback. • Evaluation by all grade level teams has occurred • Evaluation of programs; JSC, Year 6 leaders and S2S groups have been given an opportunity for feedback.

	Year 3		
	Year 4		
<p>Ensure that approaches to teaching and learning and assessment are consistent P-6 and sequential between classes</p> <p>Improve the school processes and programs for preparation of students moving from pre-school to school, from year to year, transferring into the school and moving from primary to secondary settings.</p>	Year 1	<p>Improve teacher assessment to more accurately reflect all student achievement.</p> <p>Develop a Greythorn P.S. induction process and checklist specifically for students enrolling in grades other than Prep. (include buddies, assessment and testing, uniform etc)</p> <p>Continue kinder/year 3 buddies program</p> <p>Review current processes for student into, through and out of the school</p>	<p>By the end of 2011;</p> <ul style="list-style-type: none"> On demand testing will be trialled by key staff. PAT R comprehension testing will have been implemented and used for diagnostic purposes. A range of assessment tasks will have been implemented in all year levels and recorded in team planning documents. Induction procedures in place Buddies program provides opportunities for 'new' preps to establish friendships with current students Networks between school and local pre schools and secondary schools

			maintained
	Year 2	Continue to build connections and shared learning opportunities with local pre and secondary schools	<ul style="list-style-type: none">• Networks between school and local pre schools and secondary schools maintained
	Year 3		
	Year 4		