

Greythorn Primary School

School Strategic Plan

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2007–2010

## Part 1– School Profile

### **Purpose:**

*Greythorn Primary School, 'working together' 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.*

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 a constructivist, student-centred learning experience. New facilities will serve as a catalyst for further change with teachers adopting new strategies, to support this type of learning environment, with appropriate resources to allow for greater connection of students with the wider world.

In a society in which education has focused on transmitting "what we know," it is a challenge to develop a widespread view that "how we come to know" is very important in modern society.

In a typical classroom at Greythorn the constructivist view of learning will point toward a number of different teaching practices. Students will be encouraged 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 will make sure he/she understands the students' pre-existing conceptions and will guide the activity to address these and then build on them.

Teachers at Greythorn will encourage students to constantly assess how the activity is helping them gain understanding. By questioning themselves and their strategies, students in the constructivist classroom 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.

We believe that all students can and will learn and grow in self- confidence and esteem as a result of:

- 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

## Values:

The school's motto "**working together**" reflects our core values of **pride, optimism, respect** and **integrity**.

- **Pride** - Recognising and celebrating your personal achievements, and the personal achievements of others.
- **Optimism** - Focusing on positive, rewarding and enjoyable daily experiences.
- **Respect** - Caring about yourself, others and the things in your environment.
- **Integrity** - Being honest and fair.

## Environmental Context:

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.

The present enrolment 525 students is accommodated in 21 (2006) 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, extensive outdoor play areas and adventure playground and an Out of Hours Care Program.

In 2006 the school was engaged in a major building project where 10 classrooms, a library resource centre and student toilet facilities were built. These new classrooms and library resource centre has enhanced our ability to provide innovative and enriching curriculum programs for all students from Years Prep to 6.

Greythorn Primary School provides a balanced curriculum featuring quality, sequential programs. The Victorian Essential Learning Standards are used to plan teaching and learning programs.

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.

Extensive staff training and Professional Development programs have continued to allow a commitment to continuous improvement in maximising student achievements.

Greythorn Primary School has had a profile of performance that continues to place the school amongst the top government schools in the State, and in the higher performing schools nationally in Mathematics. 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.

## Part 2 – Strategic Intent

### Student Learning Outcomes

*Goal:*

- Ensure that all students are extended and supported to demonstrate continuous improvement in their learning, particularly in Mathematics and English.
- To improve students' ability to apply relevant skills, knowledge and understanding to real-world situations.
- Enhance student mastery of a range of high order thinking skills.

*Targets:*

95% of students performing at or above expected level in English and Mathematics

60% of students performing above expected level according to AIM data

Student attitudes to School Survey

- Teacher Effectiveness – 85% agree
- School Connectedness – 85% agree
- Stimulating Learning – 85% agree

Staff Opinion Survey

- Learning Environment - 4.5

Parent Opinion Survey

- Learning Focus – 5.8
- Stimulating Learning – 5.75

Establish benchmark data in the 'Thinking domain' for comparison in 2008/

### Student Engagement and Wellbeing

*Goal:*

- Improve students' engagement and connectedness to school and learning
- To improve student safety and wellbeing.

*Targets:*

Engagement and Connectedness

Staff Opinion Survey

- Student Motivation – 4.5

Parent Opinion Survey –

- Student Motivation - 5.8

Connectedness to School –

Student Attitudes to School survey

- school connectedness - 85% agree
- teacher effectiveness – 85% agree
- connectedness peers 88% agree

Parent Opinion Survey

- school connectedness – 5.8

Safety and Wellbeing

Parent Opinion Survey

- Student Safety – 5.1

- Student Attitudes to School survey
- Student safety – 85% agree
  - Student morale – 88% agree

## **Student Pathways and Transitions**

### *Goal:*

- Enhance transition processes throughout the school; and with a focus on the high number of students who enter the school at levels other than prep
- To improve student transition from home/kindergarten to school and from primary to secondary school

### *Targets:*

#### Transitions

- Parent Opinion Survey – 5.8

## **Key Improvement Strategies:**

### **Student Learning**

- To enhance the current school wide focus on the “Thinking Curriculum” with the extension of the priority to include The Inquiry Approach, extending this to develop the ideal of “Constructivism” as a focus.
- Develop specialised facilities to support effective and dynamic learning; including the innovative use of ICT to support learning.
- Professional learning programs (including Teacher Professional leave) to support teachers to develop the skills and attitudes to facilitate this student-centred, connected view of the school to emerge.
- Develop a school-wide professional performance and development culture

### **Student Engagement and Wellbeing**

- To continue to improve all student’s social skills and life skills through the successful implementation of a whole-school approach to welfare and wellbeing: ‘Program Achieve – You Can Do It,’ providing strategies to cater for the social, emotional, physical and intellectual needs of students.
- Maintain current student leadership programs that complement and enhance the whole school approach to welfare and wellbeing.
- Improve school facilities to enhance student engagement and learning

### **Student Pathways & Transitions**

- Promote links with kindergartens and secondary colleges, continuing to monitor best practice and build upon established practices.
- Focus on effective ‘induction’ of new students –levels other than prep.
- Strengthen community partnerships.

## Part 3 – Signatures

SIGNED by the Principal



Name Geoff Agnew

Date 6/12/2006

SIGNED by the School Council President



Name Jon Hrbek

Date 6/12/2006

SIGNED by the Regional Director (or nominee) .....

Name

Date .... / .... / .....