School Strategic Plan for Greythorn Primary School
4694
2015-2018

Endorsements

Endorsement by School Principal	Signed : *[signature]* Name : Geoffrey Agnew Date : 17 March 2015
Endorsement by School Council President	Signed : *[signature]* Name : Cameron Brown Date : 17 March 2015 School Council President's endorsement represents endorsement of School Strategic Plan by School Council
Endorsement by the delegate of the Secretary	Signed : *[signature]* Name : R Stephens (NEVR) Date : 15 March 2015

School Profile

Purpose	Greythorn Primary School, 'working together' with its community, has the expectation that all students will pursue excellence whilst acquiring a lifelong love of learning and the skills and attitudes necessary to contribute successfully in our global society. Our pedagogical focus is to create an environment where students are encouraged to take risks, ask questions and seek answers to stimulate their curiosity. Students are supported to develop the strategies and confidence to engage in all tasks, demonstrating a sense of purpose and a zest for life. Our dynamic learning environment encourages students to become active learners, acquire and practise higher order thinking skills and utilise Information and Communication Technology skills. ICT hardware including PC's, laptops, iPads, IWB's and netbooks form part of the learning tools available to all students. Our school seeks to support students' learning through 21st century learning programs. Providing leadership opportunities and developing students' social competencies is a priority at Greythorn. The school culture is influenced by a common purpose that we need to continue to acknowledge and pursue high performance whilst embedding a social framework to support students on their learning journey. Strong parent-school partnerships 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 participation complements and extends the quality programs provided by the staff
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 current enrolment of 581 students is accommodated in 27 fully air-conditioned classrooms. Facilities include a resource centre/library, a multi-purpose sports and learning centre, a school hall, a well-equipped art room, a Languages facility, a play based learning centre, extensive outdoor play areas and adventure playground and an Out of Hours Care Program.

	The background characteristics of our student population on average (2010-2013) includes a Student Family Occupation (SFO) of 0.18, an English as an Additional Language (EAL) enrolment of 13% and Program for Students with a Disability (PSD) enrolment of 2.2%. The Greythorn Primary School Community respect and value the importance of Education and as such expect that quality teaching and learning experiences are provided to give students every possible opportunity to excel academically whilst supported as they develop socially and emotionally. Our staffing profile remains relatively stable with a good balance and breadth of experience across all year levels of the school. The factors that support student learning outcomes include: • Shared understandings and practices in the planning and teaching of all curriculum programs • AUSVels curriculum being implemented within an inquiry approach developing students' higher order thinking skills including the adoption of the Substitution, Augmentation, Modification, Redefinition (SAMR) model and the innovative use of Information and Communications Technologies (ICT) • Enhanced capacity of teachers through Professional Learning, Professional Learning Teams and Performance and Development processes which includes reflective practice gained through collegiate observation and feedback • A focus on assessment data, differentiation and supporting students to set and review personal goals • The provision of an extensive Specialist program, which also includes additional enrichment and support programs • The underpinning wellbeing programs that have continued to support students ensuring they feel safe and connected (You Can Do It, Buddy Program, Student2Student, Growing up Digital, Transition and Orientation activities)
Service Standards	Greythorn Primary School is a dynamic, thriving learning community made up of a diversity of cultural and social backgrounds. Parents, staff and students share a common goal and commitment to educational excellence and personal growth. It is our view that a shared commitment and a genuine partnership between school and home will enhance the learning opportunities of the students in our care. The school will work collaboratively to create a school environment where respectful and safe conduct is expected of everyone The school will plan, implement and monitor arrangements to ensure the care, safety, security and general wellbeing of all students in attendance at the school is protected. The school will Identify and support students who are or may be at risk and provide opportunities through a broad, balanced and flexible curriculum for every child to achieve their personal and learning potential Teachers will provide regular, timely and effective feedback regarding student achievement, behaviour and welfare The school will regularly communicate its policies and procedures using various communication platforms

Strategic Direction

	Goals	Targets	Key Improvement Strategies
Achievement	To implement a whole school teaching and learning approach for Greythorn PS that ensures consistent practice from Prep to Year 6.	Across the school 55% of all students deemed capable achieve A in all curriculum domains.	To build a strong and consistent instructional model across the school based on current research and evidence.
		Analysis of teacher judgements based on evidence from assessments show alignment and at least 12 months growth.	To develop and adopt agreed whole school consistent approaches to assessment, moderation, tracking and management of data and how these data inform planning.
	To build upon current good practice and to refine and implement whole school Literacy and Numeracy programs .	Increased number of students achieving high growth on NAPLAN relative growth data.	
		To decrease to zero the number of students deemed capable achieving below or at zero on NAPLAN.	Further develop an understanding and knowledge of effective Literacy and Numeracy teaching and learning.
		To ensure that all teachers have one goal that aligns with student achievement as stated in the SSP (Teacher Performance and Development).	Build the capacity of the PLTs to enable the development of consistent approaches to planning based on evidence.

			To ensure all students deemed below benchmark are supported through an ILP.

Engagement	Enhance student engagement by ensuring all students are actively engaged in a stimulating and challenging environment.	Student ATS Survey variables, maintain all teaching and learning variables at 2014 levels with a focus on:
		
		   o Stimulating Learning (4.31 – 4.4).
		   o Teacher Effectiveness (4.59 to 4.65).
		   o School Connectedness (4.61 to 4.65).
		
		PO Survey data to increase variables from 2014 levels with a focus on:
		
		   o Stimulating Learning (2014).
		   o Student Motivation (2014).
		
		To ensure that all teachers have one goal that aligns with student engagement as stated in the SSP (Teacher Performance and Development).
			To enhance the capacity of teachers to provide a challenging curriculum that meets the needs of all students.
			
			To implement a whole school approach to using data to improve student learning.
			
			To equip students with the skills for creative thinking, social competencies and collaboration in a globalised society.

		Student data – an evaluation of ICT and personalised learning measures sees an increase in the percentage of students receiving an A in ICT (AusVELS) Interpersonal Development.	
Wellbeing .	Developing a whole school approach to wellbeing, which supports students to be positive members of the community	Student ATS Survey variables, maintain all wellbeing variables at 2014 levels with a focus on: o School Connectedness to Peers (4.60–4.7). Student Morale in 6.00 on the factor mean score.	Develop a whole school student wellbeing program to support students to be: • Inclusive, have empathy and are mindful. • Respect themselves, others and their environment.
Productivity	Ensure the allocation of resources (human, financial, time, space and materials) to optimise student learning outcomes.		To allocate resources according to DEECD and school priorities and evaluate their effectiveness using a transparent and accountable annual budgeting process. To develop a strategy and plans for a facilities redevelopment program to ensure the provision of 21st century learning spaces providing a safe and secure learning environment for the Greythorn PS community.

School Strategic Plan 2015- 2018: Indicative Planner

Key Improvement Strategies		Actions	Achievement Milestone
Achievement	Year 1	**To begin developing** shared agreements to ensure consistency of practice – binding agreements.	Shared agreements have been documented
		Refine whole school approach to the teaching of Reading and Mathematics	Reading and Mathematics are implemented and planned using agreed methodology
		Investigate a common approach to the teaching of Writing, Spelling and Speaking and Listening.	Literacy Committee begins to investigate and plan for implementation of common approach to the teaching of writing, spelling, speaking and listening
		Strengthen the elements of student feedback, learning intentions and success criteria in every classroom – for Reading and Number	Success criteria evident in student goals and program planning
		Ensure a lesson structure that follows the inquiry approach, agreed management strategies, agreed language and agreed lesson structures, to increase student feedback and enhance engagement.	Planning templates follow agreed structures
		Review assessment schedule.	Assessment schedule reviewed

		Research and adopt data management system and reporting package – begin with attendance and assessment and reporting to be able to report to parents twice yearly.	Data management software deployed
		Ensure teachers judgments are informed and accurate based on evidence gained from timely assessments and student work samples (alignment).	PLT's use evidence and plan for regular moderation within and beyond own teams
		Review the structure and meeting requirements of PLT's	PLT leadership and membership reviewed
		Ensure all members of the PLT understand the purpose and processes of PLTs and members hold themselves and others to account.	Protocols discussed and used to ensure meetings are effective and uphold school values of Pride, Optimism, Respect and Integrity
	Year 2	**Refine** shared agreements to ensure consistency of practice – binding agreements	Shared agreements are monitored regularly
		Review and Develop a common approach to the teaching of Writing, Spelling and Speaking and Listening.	Literacy committee have developed a common approach to teaching of writing, Spelling and Speaking and Listening
		Student feedback, learning intentions and success criteria in every classroom – for Reading and Number **is consistently applied in all classrooms**	Success criteria consistently applied in all classrooms for Reading and Number
		Strengthen the elements of student feedback, learning intentions and success criteria in every	Writing, Speaking and Listening and applied mathematics have success criteria that is evident

		classroom – for Writing, Speaking and Listening and applied mathematics	in student goal setting and program planning
		Review assessment schedule.	Assessment schedule reviewed
		Broaden scope of data management system and reporting package.	Data management software is being used more extensively
		Investigate the use of this data for teachers to give specific and ongoing feedback to parents	Some specific tasks have been planned and shared with parents with the purpose of giving specific feedback
		Develop and implement a common approach to the teaching of Writing, Spelling and Speaking and Listening.	Writing, Spelling and Speaking and Listening are planned and implemented using agreed methodology
		Ensure all members of the PLT understand the purpose and processes of PLTs and members hold themselves and others to account.	Protocols continue to support effective planning
	Year 3	**Further refine and consistently** implement a common approach to the teaching of Writing, Spelling and Speaking and Listening.	Writing, Spelling and Speaking and Listening are planned and implemented using agreed methodology
		Student feedback, learning intentions and success criteria in every classroom – for Writing, Speaking and Listening and applied mathematics **is consistently applied in all classrooms**	Success criteria consistently applied in all classrooms for Writing, Speaking and Listening and applied mathematics
		Review assessment schedule.	Assessment schedule reviewed

		Small scale use of data management system by teachers to give specific and ongoing feedback to parents – specific tasks eg writing/ once a term or every few weeks.	Some specific tasks have been planned in each year level and shared with parents with the purpose of giving specific feedback
		More intense moderation with challenge and justification of judgements	Data and evidence is used to challenge and justify judgements
		Ensure all members of the PLT understand the purpose and processes of PLTs and members hold themselves and others to account.	Protocols continue to support effective planning
	Year 4	Review assessment schedule. **Consistent and planned use** of data management system by teachers to give specific and ongoing feedback to parents.	Assessment schedule reviewed Data management system fully implemented
Engagement	Year 1	Build teacher capacity through engagement in the whole school Professional Learning Plan linked to the Department of Education and Early Childhood Development (DEECD) and school priorities. The whole school Professional Learning Plan is developed on the seven principles of Highly Effective Professional Learning.	Professional Learning Plan reviewed and links to DEECD and School Priorities

		Build teacher capacity through the development of personal professional goals in the P&D processes.	Individual teacher PRP reflects growth
		Continue to provide opportunities for aspirant leaders to develop skills within the learning community and participate in appropriate professional learning.	Individual staff have been given opportunities to develop and lead PL within school, network and beyond Staff have contributed to their own and their colleagues Professional Learning through observation and Feedback
		Identify feedback – what is it? where to do get it from?	Multiple sources of feedback are identified and utilised
		Ensure ICT is used effectively to engage students in their learning through the SAMR model.	ICT is being utilised and planning reflects SAMR model
		Build student capacity to reflect on their inquiry learning and use language related to trans-disciplinary skills.	Reflection tasks and opportunities have been planned and provided
		Build student voice into learning. Consistently and actively seek opportunities for student voice, establishing clear structures where student feedback is sought with clear guidelines.	Opportunities for student voice are evident through student involvement in presentations, committees, expos etc.
	Year 2	Continue to build teacher capacity through	Professional Learning Plans link to DEECD and School Priorities

	engagement in the whole school Professional Learning Plan linked to the Department of Education and Early Childhood Development (DEECD) and school priorities. The whole school Professional Learning Plan reflects the seven principles of Highly Effective Professional Learning. Embed whole school agreed processes for giving and receiving feedback enabling teachers as reflective learners.	Individual staff have been given opportunities to develop and lead PL within school, network and beyond Staff have contributed to their own and their colleagues Professional Learning through observation and Feedback
Year 3	Continue to build teacher capacity through engagement in the whole school Professional Learning Plan linked to the Department of Education and Early Childhood Development (DEECD) and school priorities. The whole school Professional Learning Plan reflects the seven principles of Highly Effective Professional Learning.	Professional Learning Plans link to DEECD and School Priorities Individual staff have been given opportunities to develop and lead PL within school, network and beyond Staff have contributed to their own and their colleagues Professional Learning through observation and Feedback
Year 4	Continue to build teacher capacity through engagement in the whole school Professional Learning Plan linked to the Department of	Professional Learning Plans link to DEECD and School Priorities

		Education and Early Childhood Development (DEECD) and school priorities. The whole school Professional Learning Plan reflects the seven principles of Highly Effective Professional Learning.	Individual staff have been given opportunities to develop and lead PL within school, network and beyond Staff have contributed to their own and their colleagues Professional Learning through observation and Feedback
Wellbeing	Year 1	Develop further the work of Hugh van Cuylenburg in regards to gratitude, empathy and mindfulness with students, teachers and parents. Review all current programs to ensure effective whole school approaches including You Can Do It! and eSmart. Continue to explore programs and initiatives to enhance current practices. Continue to provide opportunities for students to voice opinions and ideas. To use the current transition and buddy program to instil a culture of respect and responsibility. Maintain current transition programs and continue to network with other schools and kindergartens. Investigate the possibility of developing playground spaces to incorporate 'friendship and sensory' areas.	Parents and Students have had the opportunity to work with Hugh van Cuylenburg Inquiry/Health committee has reviewed health and well-being programs Transition activities continue to occur with a focus on school values K-foundation and 6-7 transition programs continue to occur Friendship and sensory garden is investigated
	Year 2	Allocate specific class time for promoting and reviewing school values.	

		Embed practices around mindfulness, gratitude and empathy – student, parent and teacher programs. Introduce an additional Wellbeing Program to enhance YCDI program. Transition and buddy programs continue to thrive supporting school values and culture. Review current Leadership programs to ensure maximum student participation. Friendship and sensory garden is created	
	Year 3	Values evidenced in Student of the Week, through buddy activities, classroom programs Embedded and evident in day to day practices around mindfulness, gratitude and empathy – within the school and the wider community Whole school Wellbeing Profile in place supported by Student Leadership, Wellbeing Program, Social Service and Community Awareness Transition and buddy programs continue to thrive Leadership programs Friendship and sensory garden is created and utilised	
	Year 4	Review current Wellbeing Programs and consider future goals.	
Productivity	Year 1	Develop annual short and long term budgets priorities in association with the School Council. Review Master Plan to ensure the planned Stage 2 meets current requirements. Actively seek funding through all available	Budgets are prepared with short and long term goals Master plan reviewed

		resources including capital grants. Develop a long-term resource management strategy for Greythorn PS to finance specific priorities.	Facilities committee continue to meet and focus on finding funding opportunities
	Year 2	Master plan drafted with input from community. Continue to seek funding and capital grants. Short term priorities undertaken as applicable eg; remove shelter shed, toilet block, resurface areas, create undercover play areas, shade sails.	
	Year 3	Master plan fully developed. Continue to seek funding and capital grants. Short term priorities continue to be undertaken.	
	Year 4	Review and consider needs and future goals.	