

0890 Greenvale Primary School Strategic Plan 2017-2020

Endorsement	Re-Endorsement (if a Goal, KIS or Target is changed)	Re-endorsement (if a Goal, KIS or Target is changed)
Principal: Angelika Ireland [date][name] [date][name] [date]
School council: Noel Scerri..... [date][name] [date][name] [date]
Delegate of the Secretary: Jonathan Lowe..... [date][name] [date][name] [date]

School vision	School values	Context and challenges	Intent, rationale and focus
<p>We will: We will be relentless in our efforts to improve student learning and teacher practice. We will set high expectations of ourselves and our students. We will encourage students to be active and reflective participants in their own learning. We will work collaboratively in teams to plan and analyse data to drive our teaching and improve student outcomes. We will provide a safe, stimulating, engaging and supportive environment which develops curiosity and the desire to learn. We will embrace ongoing professional learning which supports the development of teacher competencies and whole school improvement. We will continue to foster strong connection to the community by developing mutually trustworthy relationships. We will consistently promote the school values.</p>	<p>Greenvale Primary School prides itself in providing a safe and orderly learning environment, one which is inclusive of all students. The school values of <i>Learning, Honesty, Respect, Resilience and Responsibility</i>, are the guiding principles and beliefs of students, staff and parents.</p> <p>Learning – discover and try new things Honesty – be truthful Respect – treat others how you want to be treated Responsibility – make good decisions Resilience - bounce back when the going gets tough</p> <p>At Greenvale Primary we believe that a safe, nurturing and engaging environment can provide the opportunity for all students to reach their full potential as literate, numerate and curious lifelong learners.</p> <p>A focus on effective communication, creativity, collaboration and critical thinking are essential for our students to participate productively in the 21st century global community.</p> <p>Our school values will shape our students into becoming active and conscientious citizens.</p>	<p>Greenvale Primary School has a current enrolment of 740 students. The school is currently experiencing a faster growth rate than in previous years with new subdivisions of land being release in the immediate area. The size of the school is expected to continue to grow over the period of the strategic plan. The school is currently staffed with 2 Principal Class officers, 37.6 equivalent full time teachers and 10.25 equivalent full time ES staff. Many staff have been at the school for an extended period of time, with 10 graduates being appointed over the past two years which has created more of a balance within our staffing profile. The number of EAL students has increased steadily over the last few years with 45% of our students speaking another language other than English at home.</p> <p>The concerns identified through the self-evaluation and peer review included the need to improve our teacher practice in literacy and numeracy in order to improve our student outcomes. We also identified improving student engagement and self-awareness and increasing opportunities for higher levels of student cognitive engagement, challenge, self-directed inquiry and deep thinking as areas requiring development.</p> <p>Greenvale Primary School is committed to keeping abreast of current educational trends and developments and strives to achieve quality educational practice. Whole school professional learning, peer observations and coaching for staff is clearly linked to the strategic directions of the school with the intent of enhancing teacher capacity. Teachers work collaboratively in teams to plan consistent, rigorous curriculum and use student learning data to drive this planning. The challenges ahead of us are to continue to build upon and expand our current teacher’s capacity to deliver an engaging curriculum embracing 21st century learning as well as develop our new staff to embrace this learning and pedagogical knowledge at the same time.</p> <p>As a result of our self-evaluation and peer review, the following priorities have been identified:</p> <ul style="list-style-type: none"> • Teach students self-regulated learning strategies to enable them to monitor their learning • Support parents to engage with their child’s learning • Build teacher capacity in numeracy • Build teacher capacity in literacy • Build the pedagogical repertoire of teachers to respond to student learning needs • Build an agreed approach to the teaching of Science. 	<p>Intent – To improve student intellectual engagement and self-awareness. Rationale – Our self-assessment and peer review identified student engagement and ownership of their learning as an area which needed to be addressed. It was clear from our Attitude to School Surveys that the areas of School Connectedness and Stimulating Learning required improvement. Enabling students to have a voice and take responsibility for their learning needs to become a priority if we want our students to become self-motivated and engaged. Teaching students self-regulated learning strategies will enable them to monitor and take responsibility for their learning. Developing their ability to set goals and providing feedback about their learning will also empower students to become critical thinkers and problem solvers. Providing teachers with professional development around the Thinking Curriculum and Metacognition will also be crucial in achieving these outcomes for our students. Focus – <i>Positive Climate for Learning -Intellectual Engagement and self-awareness</i></p> <p>Intent – To build practice excellence in literacy and numeracy to improve learning outcomes. Rationale – Key findings from our self-evaluation and peer review identified the need to develop a school wide pedagogy in literacy and numeracy. The increase in the number of EAL students in recent years has highlighted the need to adapt teaching practices to cater for our student’s diverse needs. A focus on Oral Language and enriching student’s vocabulary, along with the continuation of developing Writing strategies across the school will be required as part of our school approach to improving the teaching of literacy. Our NAPLAN and AusVELS numeracy data across the school, has been a concern for several years. Improving teacher practices and pedagogy in teaching numeracy will impact upon the school’s ability to achieve improved student outcomes in this area. Focus – <i>Excellence in Teaching and Learning -Building Practice Excellence</i></p> <p>Intent – To increase opportunities for higher levels of student cognitive engagement, challenge, self-directed inquiry and deep thinking. Rationale – Our self-evaluation and peer review identified building teacher capacity and expertise to understand Models of Teaching Practice, in particular a deeper pedagogical knowledge of a quality inquiry approach to learning and curriculum planning as a priority. A focus on embedding Theories of Action will continue. Data from the 2016 Attitude to School Survey indicated School Connectedness and Stimulating Learning variables indicates scope for improvement, however whole school data is a priority Focus – <i>Excellence in Teaching & Learning -Evidence Based High Impact Strategies</i></p>



Four-year goals (for improving student achievement, engagement and wellbeing)	Improvement Priorities, Initiatives and/or Dimensions	Key improvement strategies	Targets (for improving student achievement, engagement and wellbeing)
<p>To improve student intellectual engagement and self-awareness.</p>	<p>Positive Climate for Learning - Intellectual Engagement and self-awareness</p>	<p>1. Teach students self-regulated learning strategies to enable them to monitor their learning</p> <p>Actions</p> <ul style="list-style-type: none"> improve student capacity to develop SMART (specific, measurable, achievable, relevant and timely) goals for their learning improve student and teacher capacity to give and receive feedback provide professional learning on metacognition and relevant research for all stakeholders collect, track and analyse data about teacher efficacy on feedback implement digital portfolios in Years 4 - 6 	<ul style="list-style-type: none"> School based surveys completed by staff and students to show consistent improvement Parent Opinion Survey - School Climate module (Stimulating Learning, Learning Focus) and Student Engagement module (Student Motivation and School Connectedness) will show improvement Attitudes to School Survey – all measures in the Teaching and Learning module will show improvement Staff Survey - School Climate module - Collective Focus on Student Learning measure to show consistent improvement Every student to set short and long term personal learning goals. This will be evident in Student Reports/ Portfolios
		<p>2. Support parents to engage with their child’s learning.</p> <p>Actions</p> <ul style="list-style-type: none"> review home learning policy and implementation at each year level gather data on parent expectations regarding home learning engage professionals with a focus on home-school partnerships to work with the school. develop home learning programs that enhance student and parent interaction at home eg. ILPs develop Community Links involvement and Parent as Learning Helpers profiles 	<ul style="list-style-type: none"> School based surveys completed by staff, students and parents to show consistent improvement Parent Opinion Survey - School Climate (Homework and Parent Input) measures will show improvement Staff Opinion Survey - School Climate (Parent and Community Involvement) and School Leadership (Parent and Community Involvement, Engagement and Outreach) measures will show improvement Parent Involvement in Community Links and Parent as Learning Helpers to improve
<p>To build practice excellence in literacy and numeracy to improve learning outcomes.</p>	<p>Excellence in Teaching and Learning - Building Practice Excellence</p>	<p>3. Build teacher capacity in numeracy</p> <ul style="list-style-type: none"> build teacher pedagogical content knowledge in Mathematics develop a menu for Mathematics similar to the reading menu connect with exemplar schools in Mathematics develop rich, authentic and open-ended Mathematics assessment tasks implement Scaffolding Numeracy in the Middle Years for 4-6 maintain partnership with the University of Melbourne and Royal Melbourne Institute of Technology 	<ul style="list-style-type: none"> Student outcomes in Number to show a twelve month growth for a minimum of 85% of all students based on teacher judgement against the Victorian Curriculum. Percentage of students achieving low growth (Yrs 3-5) in Numeracy to be below 25% Percentage of students achieving high growth (Yrs 3-5) in NAPLAN Numeracy to be above 25% NAPLAN results in Number to match or exceed State Benchmarks Teacher response to baseline school developed survey in regards to their perceptions of self -efficacy in relation to the teaching of Number to show consistent improvement. Staff Survey Professional Learning module to show consistent improvement Teacher judgement data - % of students achieving A or B in Number to be above 30% (2015 – 27%) Teams to achieve team goals set in line with Whole School Assessment Schedule in Number
<p>4. Build teacher capacity in literacy.</p> <ul style="list-style-type: none"> build teacher capacity in implementing the school wide strategy for writing develop a consistent approach to the effective teaching of reading in Years 3-6 implement an oral language focus in F-2 investigate ways to provide more time for the EAL program incorporate more oral language into the EAL program provide professional learning in oral language for staff model expected language to all students connect with exemplar schools in oral language revisit and revise spelling scope and sequence. 	<ul style="list-style-type: none"> Student outcomes in Reading and Writing to show a twelve month growth for a minimum of 85% of all students based on teacher judgement against the Victorian Curriculum. NAPLAN results in Reading and Writing to match or exceed State Benchmarks Percentage of students achieving low growth (Yrs 3-5) in NAPLAN Reading and Writing to be below 25% Percentage of students achieving high growth (Yrs 3-5) in NAPLAN Reading and Writing to be above 25% Teacher judgement data - % of students achieving A or B in Reading to be above 40% (2015 – 42%) Teacher judgement data - % of students achieving A or B in Writing to be above 25% (2015 – 20%) Teams to achieve team goals set in line with Whole School Assessment Schedule in Reading Staff Survey Professional Learning module to show consistent improvement F-2 term and weekly curriculum planning documents to reflect oral language implementation. 		



<p>To increase opportunities for higher levels of student cognitive engagement, challenge, self-directed inquiry and deep thinking.</p>	<p>Excellence in Teaching & Learning -Evidence Based High Impact Strategies</p>	<p>5. Build the pedagogical repertoire of teachers to respond to student learning needs</p> <p>Actions</p> <ul style="list-style-type: none"> • audit current opportunities for student cognitive engagement, self-directed inquiry, challenge and deep thinking. • align inquiry scope and sequence with Victorian Curriculum, including English and Mathematics • build a common understanding of models of practice through the provision of professional learning classroom practice • research and develop a deeper understanding of inquiry practice • reinforce understanding and implementation of Theories of Action - define challenging tasks, effective feedback 	<ul style="list-style-type: none"> • School based survey to show staff understanding and confidence in using various Models of Practice including Inquiry and implementation of Theories of Action to show improvement • School based survey of students to provide teachers with feedback as to students' perceptions about their learning • School Scope and Sequence documents aligned with Victorian Curriculum • Inquiry framework evident in school planning documents and classroom practice • Staff Opinion Survey - Professional Learning and School Climate (Collective Efficacy) measures will show improvement • Attitudes to School Survey – all measures in the Stimulating Learning module will show improvement • Parent Opinion Survey – all measures in the Stimulating Learning module will show improvement • Staff school based survey to show improvement in teacher knowledge and confidence about Curiosity and Powerful learning.
		<p>6. Build an agreed approach to the teaching of Science.</p> <ul style="list-style-type: none"> • provide professional learning on science • investigate the STEM (Science, Technology, Engineering and Mathematics) initiative • investigate exemplar schools in science 	<ul style="list-style-type: none"> • Staff Opinion Survey - Professional Learning measures will show improvement • Staff school based survey to show improvement in teacher knowledge and confidence about Science / STEM • Student School based survey Years 3-6 to show improvement in student engagement in Science / STEM. • Consistent documented approach to the teaching of Science across the school. • Teacher judgement against the Victorian Science Curriculum will be more reflective of the student's skills and knowledge moving towards a bell curve.

