

# School Strategic Plan 2019-2023

Grey Street Primary School (Traralgon) (3584)



## Grey Street

Primary School Traralgon

Submitted for review by Kay Frost (School Principal) on 03 December, 2019 at 08:33 AM

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Endorsed by Luke Hornstra (School Council President) on 09 December, 2019 at 09:54 PM

# School Strategic Plan - 2019-2023

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<b>School vision</b>	Our purpose is to empower resilient learners to think critically, actively problem solve, be respectful and positively contribute to their world.
<b>School values</b>	Respect for self, respect for others, respect for learning and respect for the planet.
<b>Context challenges</b>	<p>Grey Street Primary School is situated in the CBD of Traralgon, the Latrobe Valley's largest town, and is located 160kms east of Melbourne. It was established in 1912 and holds a long tradition of excellent education. The current enrolment is 555, with 24 classrooms and 4 specialist areas. Digital technology is deeply embedded in all classrooms to leverage and transform student learning to meet the requirements of the 21st Century. Digital literacy, communication, collaboration and safety is a necessity for both teachers and students in our school.</p> <p>Grey Street Primary School is a leading school in Professional Learning Community (PLC) work and is one of four PLC Link schools in the South East Victoria Region. Our teachers work, plan and assess together in highly reflective teams. We use student data to enable us to target student learning needs and as teams, continually monitor the effectiveness of our teaching.</p> <p>We embrace the following statement as our ethos for learning- We are all learners and learn in different ways. We value and reflect on our learning and know that the cycle of inquiry and learning is continuous. At Grey Street we take collective ownership for all student learning. We work with students to develop student agency through the development of learning goals and proficiency scales. Student voice is evident through the many leadership opportunities offered such as School and House Captains, Junior School Council, The Green Team and Cyber Safety Team. We build strong links with the community through student leadership programs such as Broadening Horizons.</p> <p>We have a strong garden and sustainability focus also with accreditation as a Stephanie Alexander school.</p> <p>Our wellbeing approach is a learning community approach with teams of people working together to ensure all students are supported in their learning journey. Our parent support is a strength being shown in many ways through teams of people working together for the benefit of our students. Our school offers Out of School Hours Care as a community facility</p>
<b>Intent, rationale and focus</b>	<p>Over the next four years we intend to improve literacy and numeracy with a particular focus on students in the top two bands of NAPLAN. A secondary focus is to extend students to achieve high growth in literacy and numeracy. Student agency in the learning and meta cognitive strategies will be a priority in achieving these goals. These goals are essential in order to equip our students with the skills and abilities to monitor their learning and become intrinsically motivated and self directed learners.</p> <p>These areas will be the main areas of focus throughout the AIP's across the Strategic Plan, with the intensity and duration of the work determined by 100 day action plans and the organisational design.</p>



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<b>Goal 1</b>	Improve literacy achievement and learning growth for every student
<b>Target 1.1</b>	By 2023, increase the percentage of students making high relative learning gain in NAPLAN Year 5 for: <ul style="list-style-type: none"><li>• Reading to 25 or above (from 20 in 2019)</li><li>• Writing to 30 or above (from 25 in 2019)</li></ul>
<b>Target 1.2</b>	By 2023, increase the percentage of students in the top two NAPLAN bands for: <ul style="list-style-type: none"><li>• Year 3 Reading to 65 or above (from 61 in 2019)</li><li>• Year 3 Writing to 60 or above (from 55 in 2019)</li><li>• Year 5 Reading to 44 or above (from 31 in 2019)</li><li>• Year 5 Writing to 20 or above (from 15 in 2019)</li></ul>
<b>Target 1.3</b>	By 2023, across all years, at least 90 per cent students will demonstrate 12 months or more learning growth in Reading and Viewing, and Writing using teacher judgement data that has been triangulated with reference to agreed norm–referenced/standards–based data.
<b>Target 1.4</b>	By 2023, increase the percentage of positive endorsement for the following factors on the SSS:

	<ul style="list-style-type: none"> <li>• Academic emphasis—to 80 from 67.9 in 2018</li> <li>• Guaranteed and viable curriculum—to 90 from 88.5 in 2018</li> <li>• Collaboration—to 80 from 75.1 in 2018</li> </ul>
<b>Key Improvement Strategy 1.a</b> Building practice excellence	Further develop the PLC approach focused on writing which is characterised by systematic and consistent feedback processes; coaching and modelling; and peer observation
<b>Key Improvement Strategy 1.b</b> Building practice excellence	Build teacher content knowledge and pedagogical knowledge and practice in writing in order to enable the implementation of a school-wide approach to the teaching of writing
<b>Goal 2</b>	Improve numeracy achievement and learning growth for every student
<b>Target 2.1</b>	By 2023, increase the percentage of students making high relative learning gain in NAPLAN Numeracy to 25 or above (from 4 in 2019)
<b>Target 2.2</b>	By 2023, increase the percentage of students in the top two NAPLAN bands for numeracy: <ul style="list-style-type: none"> <li>• Year 3 to 45 or above (from 40 in 2019)</li> <li>• Year 5 to 32 or above (from 25 in 2019)</li> </ul>
<b>Target 2.3</b>	By 2023, across all years, at least 90 per cent of students will demonstrate 12 months or more learning growth in Numeracy using Teacher Judgement data that has been triangulated with reference to agreed norm–referenced/standards based data.

<b>Target 2.4</b>	<p>By 2023, increase the percentage of positive endorsement for the following factors on the SSS:</p> <ul style="list-style-type: none"> <li>• Staff trust in colleagues—to 80 from 76.2 in 2019</li> <li>• Collective efficacy—to 75 from 68 in 2019</li> <li>• Feedback—to 70 from 64.1 in 2019</li> </ul>
<b>Key Improvement Strategy 2.a</b> Evidence-based high-impact teaching strategies	Strengthen teacher and team capability to use data and evidence to teach a differentiated numeracy curriculum that targets each student's point of learning need
<b>Key Improvement Strategy 2.b</b> Building practice excellence	Build teacher mathematical content knowledge and skill in delivering the mathematics curriculum so that students can apply mathematical skills for problem solving
<b>Goal 3</b>	Improve student cognitive engagement, student voice and learner agency
<b>Target 3.1</b>	<p>By 2023, the percent positive responses score on the AToSS will be:</p> <ul style="list-style-type: none"> <li>• Motivation and interest—86 or above (from 82 for Year 5 boys, 78 for Year 6 girls in 2018)</li> <li>• Student voice &amp; agency—90 or above (from 76 in 2018)</li> <li>• Stimulated learning—88 or above (from 81 in Year 6 in 2018)</li> <li>• Self-regulation and goal setting—90 or above (from 84 Year 5 boys in 2018)</li> </ul>
<b>Target 3.2</b>	By 2023, student absent days per full time equivalent will be less than 15 days for Years 4–6 (16.3 for Year 4 and 17.24 for Year 5 in 2018)

	By 2023, average absence days unapproved will be less than four for Years 5 and 6 (6.3 days for Year 5 and 6 days for Year 6 in 2018)
<b>Target 3.3</b>	<p>By 2023, the percent positive responses score on the SSS will be:</p> <ul style="list-style-type: none"> <li>• Use student feedback to improve practice—85 or above (from 75 in 2018)</li> <li>• Focus learning on real-life problems—80 or above (from 75 in 2018)</li> <li>• Collaborate to scaffold student learning—85 or above (from 79 in 2018)</li> </ul>
<b>Key Improvement Strategy 3.a</b> Building practice excellence	Strengthen teacher knowledge and practice to activate student learner agency so students can act as partners in improving outcomes
<b>Key Improvement Strategy 3.b</b> Building practice excellence	Build the capacity of staff to deliver a deep and authentic-learning based curriculum by developing a learning climate that promotes challenge