

SCHOOL PROFILE

The Streeton Primary School community is committed to optimising learning opportunities for all its members. The key objective is to maximise student potential and all activities are considered in relation to improving student learning.

The school community's shared values provide a basis for describing the school's ethos, culture and resources.

Our purpose

Learning is our shared responsibility and promotes continuous improvement. We uphold a culture of learning, care and responsibility, both locally and globally. Care is modelled, taught and expected. We are open to change and learn from data. Technology is integrated and used in a planned, systematic way. Our school community supports our students to be happy, engaged and purposeful in their learning.

Our vision

We assist and encourage students, individually and in groups, to become active, independent and responsible learners who can make positive choices and contributions in their lives.

Our values

We value learning

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| ■ Life long learning | ■ Continuous improvement |
| ■ Knowledge, skills and thinking ability | ■ Persistence |
| ■ Resilience | ■ Engagement |
| ■ Flexibility, including embracing opportunities flowing from change | |

Learning is the core purpose at Streeton Primary School. Teaching is focused and continually improved with a view to optimising learning opportunities for each individual.

Learning is about developing the whole person and maximising individual opportunities, recognising that each child has individual strengths, and areas which need to be further developed. We focus on the social, educational, physical and emotional aspects of each child's development. Our aim is the development of a member of society who values life long learning and personal development across a range of academic areas, who thinks about situations from a variety of viewpoints and who uses a range of strategies to resolve problems. This individual has the social skills to be a successful group member, but also has the skills to make responsible choices and stand up for what they value. We cater to students' differing learning styles, teach thinking skills and use Quality processes to provide engaging learning situations. We aim to build habits of mind that sustain and equip our students in an ever-changing world. Building qualities such as resilience, persistence and flexibility will enhance students' view of their world and their ability to cope in it.

Our ongoing priority is to build high level literacy and numeracy skills in all our students. This is enhanced by a vibrant integrated curriculum which uses an inquiry model to meet learning outcomes while also encouraging student input and facilitating opportunities for students to set some direction within each unit of study. Our environment is a major and ongoing focus, as is the planned teaching of social skills to foster a culture of care.

Students are involved in the learning process at the planning, implementation and evaluation phases. They expect to understand the purpose of their learning, have input into their learning and be part of the evaluation of their learning through the negotiation of assessment criteria and individual and group target setting. This process is followed through into the reporting phase where student-led progress meetings reinforce our student-centred focus. Support staff provide assistance and value add to the learning programs and social/medical welfare of our students

A culture of continuous improvement is promoted. All aspects of the management, and teaching and learning processes, are critically examined with a view to improvement. 'Maximising Individual Potential' is not just a slogan at Streeton; its meaning is observed in all facets of the school, where teachers gather data on abilities, interests and preferred modes of thinking and learning, then facilitate learning experiences that meet the individual's needs. Individual attention is also given through the use of varied 'out of class' activities (see below) and the management of flexible staffing that best utilizes teacher skills.

We value our community

- Our school community members – permanent and casual staff, parents, students
- Our neighbourhood and its members
- Compassion
- Our school and its “feel”
- Difference
- Empathy

Streeton Primary School has enduring, quality relationships with its local and global community. We are constantly attuned to opportunities to expand these links, building our relationships to encompass creative and purposeful curriculum, with an emphasis on environmental and civic awareness and action to encourage the outlook of global citizens.

Our programs are designed to build student leaders who have the skills and confidence to recognise problems and suggest solutions with consideration of their community. Technology and communication skills are used to forge new links and maintain existing ones, working always towards strong collegiate, professional, team and individual relationships.

Our Defence community is an important part of our school, bringing a range of experiences and viewpoints that lend diversity and broaden our horizons. The ADF funding of a Defence Transition Aide has been a great initiative that has assisted our Defence families enormously and has helped them to more quickly settle in to the Streeton community.

We value our environment

- Our physical environment, both local and global
- Our learning environment and how we impact on it

Streeton Primary School is located in the City of Banyule, in the north-eastern suburbs of Melbourne. The school was established following the merger of Watsonia South and Yallambie Primary Schools in 1995, at which time considerable improvements were made to the facilities.

Streeton Primary School is set in a pleasant, natural setting that attracts native animals and birds. It provides play space with sports facilities, a large car park, a community hall and housing for specialist and small group work. There is more than ample space to accommodate our enrolment. The community puts a high value on its environment, of which it is justifiably proud. There are plans to further enhance the gardens to extend the active and passive outdoor areas which lend themselves to a variety of educational and environmental projects, both on and beyond the site.

The teaching and learning areas are bright and well-kept and the future focus will be on ensuring a wide variety of multi-purpose areas with an emphasis on environmental responsibility.

The excellent physical resources are mirrored in the stimulating work environment developed by teachers, students and parents.

We value getting along with others

- Care
- Cooperation
- Respect for self and others
- Acceptance
- Team work
- Good relationships
- Tolerance
- An enthusiastic outlook

Good relationships between individuals and groups are essential for maintaining a harmonious environment where people work together towards reaching the school’s vision. Teachers model the expectation of care, cooperation and respect by working together in teaching teams. They encourage their class groups to think of themselves as teams that care about and support each other wherever possible.

The school community sees successful social interaction as pivotal to success in reaching all the school’s goals. Class rules are negotiated with students each year and are communicated to parents. There is a focus on the positive when promoting desired behaviour, with logical consequences clearly outlined and agreed to (see Student Code of Conduct). Clearly defined school values are used to give purpose to those rules, drive improvements in communication, teamwork and respect for others.

Specific programs and support processes supplement the continuous focus on cooperative socialisation in work and play. They develop skills and strategies which aim to position the students to become caring, responsible citizens who are committed to life long learning. We achieve this by offering programs that are innovative, responsive, inclusive and creative, using the local community and environment as a source of strength.

At Streeton PS all staff are expected to

- be enthusiastic
- know what is going on around them
- work with others to improve what is happening
- support their colleagues
- be involved with Quality process development and reviews
- maintain knowledge of current initiatives and modes of teaching, particular Quality Learning
- ensure that their teaching practice is in line with Quality principles as they relate to the classroom
- identify opportunities for students to have input into what they are learning, set, and monitor progress towards, their own learning targets and take responsibility for their learning
- do their work in such a way that it makes it easier for the next person to do their work
- maintain student files
- encourage and foster the understanding and participation of parents
- meet the DEET standards of teaching
- take an active part in policy and program development
- supervise, instruct and counsel student teachers and work experience students (optional)
- contribute to the school newsletter
- be involved in the camping program, when it involves children in their classes

Program leaders are also expected to

- raise the profile of their area and enthusiastically promote related activities throughout the school
 - monitor and lead review of program contents across the school, in relation to the contents of VELS
 - play a significant part in the ongoing development and review of their curriculum area
 - provide educational leadership including planning and organising relevant pupil-free day activities,
 - encourage, assist and support other staff, identifying and organising professional development needs associated with their area
 - monitor accounts, review and evaluate existing program budgets and prepare the budget for the following year
 - inform and involve (where appropriate) the school community about their program, using the newsletter where appropriate
 - call and chair meetings of teachers interested in specific areas of the program (such as policy and program revision, budget writing, special event planning)
- be involved with relevant district networks

Please note that the selection panel always reserves the right to go to referees outside those nominated and applicants can expect that the panel will exercise that right.

Any current vacancies are listed below