Department of Education and
Early Childhood Development

State Government Victoria

School Strategic Plan for Hurstbridge Primary School Northern Region 2012-2015

Hurstbridge
Primary School

"Imagine, Believe, Achieve"

Endorsement by School Principal	Signed ……………………………………. Name PHILLIP BANKS Date 13 December 2011
Endorsement by School Council	Signed ……………………………………. Name MARTIN WARD Date 13 December 2011 School Council President signs indicating that the School Strategic Plan has been endorsed by School Council
Endorsement by Regional Network Leader	Signed *[signature]* Name MARK THOMPSON Date 7 December 2011

School Profile

Purpose	Hurstbridge Primary School strives to provide an environment that develops the whole child where they develop skills to become fully contributing members of society. We encourage our students to become lifelong learners who value themselves, others, learning and their environment and indeed strive to "Imagine, Believe, Achieve".
Values	Through our values of respect, cooperation, integrity, trust, honesty and tolerance we strive to: ▪ Provide an environment that is safe and secure ▪ Facilitate effective communications that foster a strong partnership within the school community ▪ Provide equal opportunity for all members of the school community ▪ Enhance academic excellence ▪ Extend students to their individual potential by encouraging, recognising and rewarding achievement and effort ▪ Develop student qualities and life skills including responsibility, communication, independence, inquiring minds, problem solving and creativity ▪ Provide an environment where students can share the responsibility for their own learning, behaviour and health ▪ Prepare students for future learning by building on their strengths and experiences
Environmental Context	Hurstbridge Primary School is nestled in a picturesque setting amongst native bush at the edge of the semi-rural township of Hurstbridge, 32 kilometres northeast of Melbourne. The school grounds meander down towards Diamond Creek bordering one part of the school, allowing for large grassed play areas available to students. Although the town has a rustic atmosphere, it is serviced by public transport via a suburban railway station that is the end of the line for that area. This service provides commuter access to the city, as does the main road linking the area through Diamond Creek, Rosanna and Greensborough. Residents of the area have options to commute or work locally. The area surrounding the school is bushfire prone, although it was an electrical fault in 2003 that caused the fire which completely devastated the school. An interim school was relocated to Greysharpes Road, until the current school was built at the original site on the Kinglake Road and opened in late 2005. The areas surrounding the school are landscaped providing an attractive educational and physical environment for students. A number of well maintained portables have been added to the original school construction, and these catered for the large enrolment in the past. Suitable drainage has just been completed to ensure that problems with flooding of lower areas of the school have been resolved. Hurstbridge Primary School students and the wider community are involved in a viable sustainability program; assisting in making sure that the environmental needs of the community are met and kept healthy for future generations. Due to the safety factors implemented throughout the area after the bushfires of 2009, Hurstbridge Primary School now has a Code Red Fire Danger Rating that determines closing the school on catastrophic rated days. All staff and parents are aware of and abide by those safety rulings. The current school population is 435 students, with the enrolment peaking in 2008 to 527 students. Hurstbridge Primary abounds expanding housing development sectors moving outwards from the city, consequently the opening of several new schools in the area has provided students with more local choices and less enrolments directly at Hurstbridge Primary. It is anticipated that the expected fall in enrolments will have budget implications for the school in coming years. Currently the school attracts students from the Hurstbridge township as well as outlying areas. The school population is English speaking with 4% of the families having a Language Background Other Than English (LBOTE) in 2010. This is a slight change in demographic for the school as prior indexes for LBOTE were at zero proportions.

The school currently operates 19 classes and runs specialist programs in Physical Education, Art, Music, Italian and ICT. A large indoor sports area, a central library and computer lab provide added incentives for students at the school. An instrumental music program is available for students from Years 2 to 6 and a well resourced specialist room is provided for this program. Intervention programs supporting students deemed appropriate are run throughout the school, with an extension program known as EAGLES also supporting students from Years 2 to 6.

Staffing within the school is a mix of experienced and relatively inexperienced teachers. Currently Hurstbridge Primary School has a total of 26.8 Equivalent Full Time (EFT) teaching staff (28 people), with a further 6 staff members on leave. An additional 5.9 (EFT) Non-teaching Staff (10 people) work across the school in Administration, DSP support, First Aid and support for the Out of School Hours Program. In total a complement of 44 staff members service Hurstbridge Primary School. The Leadership Team consists of Principal, Assistant Principal, Leading Teachers who also act as Professional Learning Team (PLT) leaders, and Year Level Team Leaders.

Hurstbridge Primary is part of the Nillumbik Schools Network in the Northern Metropolitan Region. Staff members attend Regional Professional Learning Networks with several involved at the organisation and leadership level. As part of the Nillumbik Network the school has access to Guidance Officers and Speech Pathology Services for students as required.

In 2010 the school secured the services of a full time Chaplain with funding from the Bushfire Recovery Authority. The Chaplaincy Program is considered so valuable that it has been continued on a part-time basis in 2011 despite the lack of additional funding. Parents on the Review Panel spoke highly of the program and indicated their optimism for it being continued well into the future.

The parents at Hurstbridge Primary have a varied degree of involvement at the school. Many assist at the classroom level listening to reading and assisting in other areas of classroom activities. Other parents are involved in fundraising through the Parents' Group and are active in a series of fundraising events throughout the year.

Parents also have involvement through membership of the School Council and on School Council sub committees in the areas of Finance, Facilities, Canteen, Out of School Hours Care and Policy. These dedicated parents make an enormous contribution to the daily life of the school.

Strategic Intent

	Goals	Targets	Key Improvement Strategies
Student Learning	Improve student outcomes in Literacy and Numeracy across Years P-6	NAPLAN: Increase by 10% the number of students will achieve the top 3 Bands for their Year level in Reading, Writing and Numeracy Reduce by 10% the number of students achieving at or below National Minimum Standard EOI: Reduce to nil the students achieving Group 2 or below on the EOI dimensions VELS: Students in Years 1-6, deemed capable will progress 0.5 progression point annually, and for Prep 1.0 annually	Develop a school wide approach to teaching and learning with a focus on embedding exemplary classroom practice using the AiZ school improvement resources alongside the e^5 Instructional Model as a basis for the school's teaching & learning framework Develop ambitious whole school plans for Literacy and Numeracy which sit beside current inquiry learning units, make use of the best in technology and are closely aligned to a relevant summative and formative assessment continuum. Strengthen the use of data for managing whole school performance identifying individual student learning needs, enhancing the tracking of students and improving assessments in literacy and numeracy as students move through the school
Student Engagement and Wellbeing	To improve student engagement and connectedness across the school Years P-6	In the Student Attitudes to School Survey, maintain all measures above the 75th percentile. Increase all measures in the Parent Opinion Survey to at least the 50th percentile. The mean student absence rates Years P-6 to be consistently below 12 days per student.	Further develop and enhance effective home and school community partnerships. Enable students to broaden their personal development and social skills through shared studies with students in other schools, and the addition of sophisticated use of ICT.
Student Pathways and Transitions	To maintain and improve student transitions through the stages of learning	The Parent Opinion Survey aggregated score for *transitions* will be developed to reach above the 50th percentile.	Develop further communication & reporting strategies to parents so that transition is seen as a positive part of school culture benefiting all students through their school life as they move into, through and out of the school.

Key Improvement Strategies **Student Learning**		Actions	Achievement Milestones (Changes in practice and behaviours)
Develop a school wide approach to teaching and learning with a focus on embedding exemplary practice using the NMR Powerful learning strategies in literacy numeracy and curiosity.	Year 1	• Continue to implement and develop prep to 6 agreed teaching practices in literacy and numeracy • Continuous improvement of the PLT model so as to improve consistency of teaching practice across the school • Introduce and use the e^5 Instructional Model as a basis for staff discussion of teaching and learning approaches, focussing on engage and explore. • Introduce and implement 2 of the 4 whole school theories of action and 6 teacher theories of action. (NMR/Hopkins) • Develop regular Peer Observation Schedule across the school. • Build on collegiate sharing via Level and Network Professional Learning Teams (PLT's).	• All Staff demonstrating use of e^5 Instructional Model with an emphasis on engage and explore in their daily practice. • Implementation of theories of action in teaching practice across the school • All staff involved in Peer Observation • Professional Learning Teams meet weekly with discussion focused on student learning (collective and individual) • All staff demonstrating consistent teaching practices.
	Year 2	• Continue to use the e^5 Instructional Model as a basis for staff discussion of teaching and learning approaches, focussing on explain and elaborate. • Introduce and implement 4 of the 4 whole school theories of action and further develop 6 teacher theories of action. (NMR/Hopkins) • Develop multiple sources of feedback to improve teacher practice. • Further develop teaching norms and strategies in accordance with AIZ Principles.	• Staff demonstrating use of e^5 Instructional Model with an emphasis on explain and elaborate in their daily practice. • Staff completing Professional Development and demonstrate increased knowledge of current pedagogy and initiatives. • Documentation of Multiple sources of feedback. • Staff are able to articulate an initial awareness of the Australian Curriculum. • Staff demonstrating use of AiZ principles in daily practice.
	Year 3	• Continue to use the e^5 Instructional Model as a basis for staff discussion of teaching and learning approaches with a focus on evaluate. • PLT focus on professional reading, sharing, moderation and current pedagogical theories. • Consolidate teaching norms and strategies in accordance with AIZ Principles	• Staff demonstrating use of e^5 Instructional Model with an emphasis on evaluate in their daily practice. • Staff engage in PLT's and demonstrate current pedagogical theories. • AiZ norms and principles are evident in teaching practice.
	Year 4	• Evaluation of e^5 implementation.	• Principles of AiZ and e^5 embedded in teaching practice resulting in exemplary teaching.

Develop whole school plans for Literacy and Numeracy which align to the National Curriculum.	Year 1	• Develop a sequential Prep to 6 Scope & Sequence focusing on Literacy & Numeracy in accordance with Australian Curriculum. • Establish P-6 Assessment Continuum for Literacy & Numeracy. • Using the PLT's as a vehicle for identifying and addressing student's literacy and numeracy needs. • Use current and relevant ICT/Ultranet strategies and resources for Literacy and Numeracy development and improvement.	• All staff aware of the documented whole school Literacy and Numeracy scope and sequence • PLT's consistently use Literacy and Numeracy plans to implement their teaching practice • All teachers are aware of Australian National Curriculum • All teachers use relevant ICT/Ultranet in their teaching practice
	Year 2	• Teaching National Curriculum Literacy and Numeracy. • Develop sequential and consistent Prep to 6 Scope & Sequence with a focus on Integrated Units and ICT. • Establish P-6 Assessment Continuum for Integrated Units and ICT. • Continue using the PLT's as a vehicle for identifying and addressing student's literacy and numeracy needs.	• All staff using the documented whole school Literacy and Numeracy scope and sequence in their teaching practice • Planning documents and teaching consistent across all areas reflecting school scope and sequence. • Documented whole school Integrated Units and ICT scope and sequence with teams moderating regularly.
	Year 3	• Develop a sequential and consistent Prep to 6 Scope & Sequence for the Specialist programs. • Continue to use data to inform planning. • Develop practice of explicit and differentiated planning in each classroom.	• Documented whole school Specialist scope and sequence with teams moderating regularly. • Evidence of differentiated teaching and planning.
	Year 4	• Review sequential Scope & Sequences Prep to 6 in all areas.	• Accessible, consistent and sequential planners across all areas and year levels.

Strengthen the use of data for managing whole school performance identifying individual student learning needs, enhancing the tracking of students and improving assessments in literacy and numeracy as students move through the school	Year 1	• Develop and implement central database for whole school assessment. • Staff professional learning in the use of the data to inform teaching practice. • Identifying NAPLAN and On Demand trends to address areas of improvement.	• All staff regularly using data to inform teaching practice • All Staff are proficient in identifying and interpreting trends in NAPLAN and On Demand data. • All staff effectively implementing assessment schedule.
	Year 2	• Use NAPLAN data to analyse and evaluate Value-added trends. • Continue staff professional learning in the use of the data to inform teaching practice.	• Teacher practice will reflect the use of NAPLAN and other data to support explicit teaching. • Classroom and PLT planning will reflect collection of data.
	Year 3	• Using whole school data to track cohorts and identify individual student learning needs.	• Targeted intervention for remedial and extension programs based on data.
	Year 4	• Review the effectiveness of the whole school database.	• Whole school data is effectively used for managing and identifying individual student learning needs.

Key Improvement Strategies **Student Engagement & Wellbeing**		Actions	Achievement Milestones (Changes in practice and behaviours)
Further develop and enhance effective home and school community partnerships	Year 1	• Improve and implement communication strategies across all areas of the school. • Investigate community garden program and parent involvement • Continue the sustainability program across the school. • Continue to improve and implement strategies to increase attendance and punctuality of students.	• Level and Specialist newsletters sent home at the beginning of each term. Use of Ultranet as noticeboard. • Whole school calendar of events, which is published regularly. • Community garden integrated into classroom learning and the attainment of more sustainability stars. • Improvement in punctuality and attendance. • Implement weekly attendance raffle tickets and phone calls to parents of absent students. Implement term certificates for 100% attendance.
	Year 2	• Increase participation of parents in school based activities (Classroom Helpers, Clubs etc.) and extra-curricula activities(social activities, working bees etc.). • Continue to improve and implement strategies to increase attendance and punctuality of students. • Further encourage parent participation via Family nights. E.g. Maths Nights, Science Nights, Ultranet Night. • Review schedule for reporting to parents (reports and interviews) and make any necessary adjustments.	• Community volunteer database of skills and willingness to help with school based events created. • Established parent generated community social nights. School and Extra-curricula activities are well attended by parents. • Schedule established for reporting to parents.
	Year 3	• Review data on student absenteeism and inform the school community of the importance of regular attendance.	• Mean student absence Years P-6 below 12 days per student.
	Year 4	• Collating and examining parent opinion data and analysing the effectiveness of strategies implemented.	• The school community will feel informed and well connected to the school. • Parent Opinion Survey will indicate an increasing level of satisfaction.

Enable students to broaden their personal development and social skills.	Year 1	• TRIBES introduced into school culture. • Staff complete TRIBES training. • Review the Start Up Learning Program. • Maintain the involvement of external support agencies (e.g. Kids Hope, Chaplaincy etc.).	• Staff will attend Professional Development sessions. • Start Up Learning Program has been reviewed and any amendments made. • All staff are aware of external agencies and how they support students
	Year 2	• TRIBES comprehensively included throughout school programs. • New staff complete TRIBES training.	• A reduction of student misbehaviour.
	Year 3	• TRIBES program maintained and developed. • New staff complete TRIBES training	• Increase satisfaction with school as indicated by Parent and Student Surveys. • Common language of TRIBES will be embedded in the school community.
	Year 4	• Review the effectiveness of the TRIBES program within the community.	• Students demonstrate a broad range of social skills and resilience. • Evaluation of TRIBES completed.
To broaden students links with the community through sophisticated use of ICT	Year 1	• Continue to support the sophisticated use of ICT across the school through the provision of adequate equipment. • Develop Ultranet expertise with all staff and students a focus on familiarisation and publishing. • To investigate programs that will support the sophisticated use of ICT within the classroom (e.g. Web 2.0. e-Readers). • Survey of Teacher ICT Skills. • Provide information to parents about Ultranet	• A roll-out plan in place to support resourcing. • Staff demonstrating the use of Ultranet and publish relevant documents. • All teachers creating and using appropriate ICT resources. • All students using with a variety of technology • All staff annually completing ICT survey and improving their own practice.
	Year 2	• To continue to develop the Ultranet with a focus on students engaging in relevant learning tasks (Class set tasks, Homework etc.). • To develop a P-6 competencies checklist.	• Staff demonstrating how ICT is integrated into classroom lessons. • All students completing competency checklists and teachers using this data
	Year 3	• To continue to develop the Ultranet with a focus on encouraging parental feedback. • Students engaged in a variety of self-directed learning tasks using ICT.	• Increase in the competency skills of students and teachers. • Increase in student engagement.
	Year 4	• To consolidate ICT acceptance as a learning and teaching tool.	• Students have a sophisticated knowledge and use of ICT.

Key Improvement Strategies Pathways & Transitions		Actions	Achievement Milestones (Changes in practice and behaviours)
Develop further communication & reporting strategies to parents so that transition is seen as a positive part of school culture benefiting all students through their school life as they move into, through and out of the school	Year 1	• Teachers will conduct transition (handover meetings). • Documented processes and procedures will be established and implemented in regards to individual students needs. • Review current processes in relation to students' cumulative files and establish P-6 format. • Investigate the use of the Ultranet to assist with storage of student information • Review and modify where applicable current Transition programs including Pre-Prep Program, Grade 6 transition and internal grade transition. • Improved transition between year levels in the school	• All staff actively participating in handover meetings to discuss students with next year's teacher is conducted. • Parents alerting classroom teachers early in the year of potential concerns. • Student Cumulative Files are completed and updated with a checklist. • Pre-Prep program reviewed and parent feedback received by survey. • Parents attend Parent Information Nights.
	Year 2	• Implement any recommendations from the Transition Surveys and Review. • Start / Target 5's (3yr old kinder) with transition process to help parents make their decision. • Develop of a common structure for portfolios across the school. • Review 'start up program' and implement changes.	• Documentation to support any changes to Transition Programs. • Parent / Teacher communication pathways are comfortably utilised. • New preps meet their buddies on last Transition session, Term 4. • Portfolios have a consistent framework throughout the school.
	Year 3	• Continue to develop relationships with secondary schools and investigate possibility of in school programs. • Run a secondary school type program at the end of Grade 6. • Regular communication with local kindergartens with the possibility of inclusion in whole school activities.	• Open Days and Secondary Information nights for parents widely and regularly publicised in school newsletter and local papers. • Established links between local kindergartens and the school with regular activities.
	Year 4	• Review changes implemented over the previous two years and make recommendations for further improvements.	• All students will be confident and secure coming into Hurstbridge PS, progression from one year to the next and beyond into the secondary life viewing it as a positive experience.