

School Strategic Plan 2019-2023

Hurstbridge Primary School (3939)



Submitted for review by Chris Tatnall (School Principal) on 03 February, 2020 at 01:21 PM

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School vision	<p>Hurstbridge Primary is a friendly, happy and caring school community that values diversity, curiosity respect and balance. We provide a safe supportive learning environment, which focuses on the individual child and their learning needs. Wide, open spaces provide students with varied opportunities for social interaction and play choices. At HPS, we value each child as an individual and understand that education occurs beyond the curriculum, so we undertake to cater for their social, emotional and academic needs. We provide our students with a diverse curriculum catering for varied talents, abilities and learning styles. We are proud of our community links and the many opportunities students have to be engaged,curious and proactive in their learning.</p> <p>WHAT WE BELIEVE</p> <ul style="list-style-type: none">» All children should develop the skills to become global citizens and life long learners.» Learning is continuous for all of the school community and we actively encourage a learning partnership between parents, teachers and the students.» Children have the right to learn in a safe and inclusive environment in which they have opportunities and strive to become confident risk takers. <p>WHAT WE WILL DO</p> <ul style="list-style-type: none">» We will deliver an engaging,well-balanced education based on the Victorian Curriculum.» We will foster a positive approach to learning in a supportive and encouraging environment.» Using explicit programs and collaboration, we will develop the skills required for our community to be resilient, confident and independent.» We will engage staff and students by delivering an enriched learning program, assuring that they experience success and develop a sense of belonging and satisfaction.
School values	<p>In consultation with students, staff and parents the following values were created for Hurstbridge Primary School:</p> <ul style="list-style-type: none">»Respect»Diversity»Curiosity»Balance <p>Students were asked what the values mean to them, and this information was shared with everyone. The information is on posters in every classroom around the school.</p> <ul style="list-style-type: none">»Respect is how you feel about someone and how you treat someone

	<p>»Diversity is understanding and accepting differences »Curiosity is wanting to know more about someone or something »Balance is keeping things fair and reasonable.</p> <p>Values posters are displayed around the school that also demonstrate how these values will be shown in various sections of the school.</p>
Context challenges	<p>Hurstbridge Primary School is challenging itself to be a central part of the Hurstbridge Community. Our school has decreased in size over the last 10 years, primarily due to new schools developing in Doreen and Mernda, students from these areas are now attending their local schools rather than traveling to Hurstbridge. The school is now marketing its self as the "right size for individual student attention". Improvements are being made to strengthen process and structures in the school to be able to deliver the best possible teaching and learning experiences for our students.</p>
Intent, rationale and focus	<p>As a result of the school review process, the Panel noted that in 2019 the percentages of students above NAPLAN Year 3 to 5 Benchmark Growth and those achieving in the top two bands at Year 5 for Reading and Numeracy required attention. Therefore the Panel recommended the school work on maximising student achievement and learning growth across all literacy and numeracy domains over the next planning period, starting with a focus on Reading and Numeracy in the first year of the planning period.</p> <p>The Panel found that while there were opportunities for student voice in school decision making, the school now needs to develop consistent processes and practices to enable all students to be more active, independent and metacognitive learners. Therefore that over the next planning period the school will implement a program where students are enabled to evaluate their own progress, self-regulate and take more responsibility for their learning.</p> <p>A consideration of opinion data and feedback collected from parents, students and teachers across the review by the Panel indicated that there was a need to embed the school's positive behaviours model and enhance learning partnerships between home and school. The Panel agreed this would strengthen the school's positive climate for learning and enable further improvement in student outcomes.</p>

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Goal 1	To maximise literacy and numeracy outcomes and learning growth for every student
Target 1.1	<p>By 2023, increase the percentage of Year 5 students meeting or above benchmark NAPLAN growth</p> <ul style="list-style-type: none">• Reading to 85 or above (from 71.4 in 2019)• Writing to 90 or above (from 85.7 in 2019)• Numeracy to 90 or above (from 82.1 in 2019)
Target 1.2	<p>By 2023, increase the percentage of Year 5 students in the top two NAPLAN bands for</p> <ul style="list-style-type: none">• Reading to 50 or above (from 39 in 2019)• Writing to 35 or above (from 29 in 2019)• Numeracy to 40 or above (from 18 in 2019) <p>By 2023, increase the percentage of Year 3 students in the top two NAPLAN bands for</p> <ul style="list-style-type: none">• Reading to 75 or above (from 66 in 2019)• Writing to 75 or above (from 72 in 2019)• Numeracy to 55 or above (from 45 in 2019)
Target 1.3	95% of students will demonstrate 12 months or more learning growth in Reading & viewing, Writing and Number & Algebra using Teacher Judgement data that has been triangulated with reference to agreed norm-referenced/standards-based data.

	<p>By 2023, increase the percentage of students demonstrating or more learning growth will be</p> <ul style="list-style-type: none"> • Reading to 95% or above (from 77% in 2019) • Writing to 95% or above (from 77% in 2019) • Numer & Algebra 95% or above (from 75% in 2019)
Target 1.4	<p>By 2023, the per cent endorsement scores on the SSS category will be:</p> <ul style="list-style-type: none"> • Academic emphasis to 75 or above (from 58 in 2019) • Guaranteed and viable curriculum to 75 or above (from 42 in 2019) • Teacher collaboration to 75 or above (from 38 in 2019)
Key Improvement Strategy 1.a Building practice excellence	Strengthen collaborative processes through the implementation of Professional Learning Communities (PLCs) that enable teachers to analyse assessment data, use it to plan differentiated curriculum and to teach to each student's point of learning ensuring that all students are challenged (including high achieving students) and that the impact of their teaching on student learning is evaluated
Key Improvement Strategy 1.b Building practice excellence	Embed whole school reading, numeracy and writing instructional models, integrating the use of high impact teaching strategies, to enable consistent, high quality instruction in every classroom
Key Improvement Strategy 1.c Building practice excellence	Build teacher and team practice excellence through targeted professional learning, greater use of feedback, modelling, coaching and peer observation (both within the school and in other settings as required)
Key Improvement Strategy 1.d Building leadership teams	Review leadership structures and processes and build the instructional leadership capacity of all in leadership roles to enable higher levels of consistency, collective responsibility and shared accountability for maximising student achievement and learning growth

Goal 2	To improve student engagement, voice and agency so that students become more reflective, self-aware and independent learners.
Target 2.1	By 2023, the percentile score on the AToSS for Years 4–6 will be: <ul style="list-style-type: none"> • Learning confidence—75 or above (from 64 in 2019) • Stimulated learning—75 or above (from 63 in 2019) • Student voice and agency—75 or above (from 54 in 2019)
Target 2.2	By 2023, the percentile score on the Parent Opinion Survey will be: <ul style="list-style-type: none"> • Student Agency & Voice — 82 or above (from 76 in 2019) • Stimulating learning environment — 83 or above (from 76 in 2019)
Key Improvement Strategy 2.a Empowering students and building school pride	Develop, document and implement a whole school learner agency strategy to empower students to be more engaged in learning, ensuring learning is more 'visible', so that they are better able to monitor their own learning, set learning goals and become more self-aware
Key Improvement Strategy 2.b Building practice excellence	Build teacher knowledge and practice excellence in the use of learner centred teaching that enables the consistent use of learner agency and metacognitive strategies in all classrooms
Goal 3	To improve the social and emotional engagement and wellbeing of every student
Target 3.1	Student opinion as shown in the AToSS By 2023, the percentile score on the AToSS for Years 4–6 will be:

	<ul style="list-style-type: none"> • Resilience—80 or above (from 70 in 2019) • School connectedness—80 or above (from 71 in 2019) • Teacher concern—80 or above (from 70 in 2019)
Target 3.2	<p>Parent opinion</p> <p>By 2023, the per cent positive responses from parents on the POS will be:</p> <ul style="list-style-type: none"> • Teacher communication—85 or above (from 77 in 2019) • General school improvement—85 or above (from 63 in 2019) • Student motivation and support—85 or above (from 74 in 2019)
Key Improvement Strategy 3.a Setting expectations and promoting inclusion	Embed the school-wide positive behaviours model to assist students in the development of growth mindsets and an ability to self-regulate
Key Improvement Strategy 3.b Parents and carers as partners	Continue to build community engagement and enhance the learning partnerships between home and school