

School Strategic Plan 2019-2023

Hughesdale Primary School (4176)



Submitted for review by Lisa Gough (School Principal) on 10 October, 2019 at 07:52 AM

Endorsed by Mark Flack (Senior Education Improvement Leader) on 13 October, 2019 at 11:11 AM

Endorsed by Rozelle Azad (School Council President) on 26 October, 2019 at 07:21 AM

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School vision	<p>Hughesdale Primary School strives for a learning environment that builds capacity for all learners with a deep sense of connection, belonging and ongoing improvement.</p> <p>OBJECTIVE Hughesdale Primary School's objectives are to:</p> <ul style="list-style-type: none">- create a school community that harnesses a sense of belonging and connection- advocate for student wellbeing, engagement and voice, and- maximise student growth that is supported through continuous learning and improvement for all stakeholders. <p>MOTTO "Aim High"</p> <p>(Further review work to be completed on our guiding statements in 2020)</p>
School values	<p>Hughesdale Primary School recognises five attributes of being an effective learner as our five school values.</p> <p>Gratitude - Personal Best - Resilience - Respect - Teamwork.</p>
Context challenges	<p>During the self-evaluation and review, the panel utilised the terms of reference to delve deeply in to key challenges and how they provide huge potential for future learning and growth for our students, staff, leaders and community.</p> <p>With an SFOE of 0.16 (2017-18), we have immense potential in our students and community for outstanding achievement and learning growth. We can develop greater clarity and understanding of how student agency and voice can be maximised to empower our students in their learning. Meta-cognitive rigour needs to be carefully monitored, reviewed and strategically developed. Further work developing consistently high expectations to improve instructional practice and student outcomes will have significant impact on our high ability groups and student outcomes overall.</p>

	<p>A key strength highlighted by the review panel was our consistent approach to teaching Writing. This was also reflected in NAPLAN data. Consistent pedagogy, based on research and high impact strategies needs to be developed in all curriculum areas. To progress this work, we need to accurately evaluate the extent in which data and student assessment is consistently used, to inform planning, teaching and learning to meet each learner's point of need. The challenge will be remaining deeply focused on specific, explicit targets, therefore avoiding the temptation to do too much too broadly. Mastery of improvement strategies based on analysis of data is essential.</p>
<p>Intent, rationale and focus</p>	<p>The School Review Panel recommends the following key directions for the next School Strategic Plan:</p> <p>Consistent, whole school pedagogy in all curriculum areas that is documented and aligned with the Victorian Curriculum. In particular focusing on the areas of;</p> <ul style="list-style-type: none"> • Numeracy, particularly improving Numeracy in Years 3 and 5 • Literacy, particularly improving writing in Year 5 <p>The Panel concluded that the school will benefit from consistently embedding high-quality, school-wide practices. Deepening Victorian Curriculum links will enhance the development of sequential, consistent planning documents.</p> <p>The Panel found that the use of data to inform planning, teaching and learning increased differentiation. Moderation of student work has been introduced and will continue to be implemented more broadly.</p> <p>Building common understandings of student voice, agency and leadership and their impact upon student learning outcomes.</p> <p>The Panel found the practices around student goal setting can be developed more consistently across year levels. Meta-cognitive rigour and opportunities for students to influence curriculum design will continue to empower learners, increasing student resilience and learning confidence.</p>

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Goal 1	To maximise each student's learning growth
Target 1.1	<p>By 2023, the percentage of students within the top two bands (NAPLAN Year 3 and Year 5) will show the following growth:</p> <p><u>Year 3</u></p> <ul style="list-style-type: none">• Numeracy from 49% (2018) to 66% (2023)• Reading from 71% (2018) to 80% (2023)• Writing from 60% (2018) to 70% (2023) <p><u>Year 5</u></p> <ul style="list-style-type: none">• Numeracy from 45% (2018) to 60% (2023)• Reading from 57% (2018) to 70% (2023)• Writing from 24% (2018) to 40% (2023)
Target 1.2	<p>By 2023, students attaining high relative growth (as measured by NAPLAN) will show the following growth:</p> <ul style="list-style-type: none">• Numeracy from 28% (2018 3 year average) to 35% (2023)• Reading from 38% (2018 3 year average) to 40% (2023)• Writing from 35% (2018 3 year average) to 40% (2023)

Target 1.3	Each student assessed against the Victorian Curriculum (VC) English and Mathematics levels 1-10 to make at least one VC Level of learning progress in each school year during the SSP period (Year 1-6)
Key Improvement Strategy 1.a Building practice excellence	Embed a consistent, whole of school approach to instructional practices
Key Improvement Strategy 1.b Building practice excellence	Build capacity of teachers to utilise data and a range of assessment strategies
Key Improvement Strategy 1.c Curriculum planning and assessment	Build a guaranteed and viable curriculum to enhance student learning
Goal 2	To enhance student agency and voice in their learning
Target 2.1	<p>By 2023, students' positive responses to the AtSS measure 'Student Voice and Agency' will rise from 63% (in 2018) to 85%.</p> <p>By 2023, students' positive responses to the AtSS measure 'Self-Regulation and Goal Setting' will rise from 80% (in 2018) to 85%.</p> <p>By 2023, students' positive responses to the AtSS measure 'Stimulated Learning' will rise from 70% (in 2018) to 85%.</p>
Target 2.2	<p>By 2023, parents' positive responses to the POS measure 'Effective Teaching' will rise from 68% (in 2018) to 80%.</p> <p>By 2023, parents' positive responses to the POS measure 'Student Agency & Voice' will rise from 77% (in 2018) to 85%.</p>

Target 2.3	<p>By 2023, teachers' positive responses to the Staff Opinion Survey measure 'Understanding Formative Assessment' will rise from 55% (in 2018) to 80%.</p> <p>By 2023, teachers' positive responses to the Staff Opinion Survey measure 'Time to share pedagogical content knowledge' will rise from 40% (in 2018) to 75%.</p>
Key Improvement Strategy 2.a Empowering students and building school pride	Activate student voice, leadership and agency in learning
Key Improvement Strategy 2.b Evidence-based high-impact teaching strategies	Provide a stimulated learning environment that values rigour and the student as a learning partner
Goal 3	To build student resilience and confidence
Target 3.1	<p>Students' positive responses to AtSS 'Students at this school treat teachers with respect' will rise from 65% (in 2018) to 85%.</p> <p>Students' positive responses to AtSS 'Students at this school treat one another with respect' will rise from 62% (in 2018) to 85%.</p>
Target 3.2	<p>By 2023, parents' positive responses to the POS measure 'Student Motivation & Support' will rise from 65% (in 2018) to 80%.</p> <p>By 2023, parents' positive responses to the POS measure 'Promoting Positive Behaviour' will rise from 82% (in 2018) to 85%.</p>

Target 3.3	<p>By 2023, teachers’ positive responses to the Staff Opinion Survey measure ‘Understand How To Analyse Data’ will rise from 50% (in 2018) to 80%.</p> <p>By 2023, teachers’ positive responses to the Staff Opinion Survey measure ‘Collective Focus on Student Learning’ will rise from 78% (in 2018) to 85%.</p> <p>By 2023, teachers’ positive responses to the Staff Opinion Survey measure ‘Guaranteed & Viable Curriculum’ will rise from 65% (in 2018) to 85%.</p>
Key Improvement Strategy 3.a Setting expectations and promoting inclusion	Establish high expectations for all learners
Key Improvement Strategy 3.b Empowering students and building school pride	Embed a school-wide culture of resilience and mutual respect