

| Endorsement | | Re-Endorsement (if a Goal, KIS or Target is changed) | | Re-endorsement (if a Goal, KIS or Target is changed) | |
|-----------------|---|--|--------|--|--------|
| Principal: | Jodie Bray [Deborah Harry] 13/12/16 | [name] | [date] | [name] | [date] |
| School council: | Stewart Johnson [Stewart Johnson] 13/12/2016 | [name] | [date] | [name] | [date] |
| Delegate of the | | [name] | [date] | [name] | [date] |
| Secretary: | Leonie Campbell [Leonie Campbell] 12/12/16 | [name] | [date] | [name] | [date] |

| School motto, mission & vision | School values | Context and challenges | Intent, rationale and focus |
|---|--|--|---|
| <p>Motto: <i>Growing & Learning Together</i></p> <p>Mission: <i>To provide a caring, safe and supportive learning environment for children to learn.</i></p> <p>Vision: <i>At Hillsmeade Primary School, we aim to continually Grow and learn together by:</i></p> <ul style="list-style-type: none"> <i>supporting individual abilities and excellence in academic achievement,</i> <i>celebrating diverse backgrounds and cultures, and</i> <i>becoming global citizens prepared for the needs and expectations of our ever changing society.</i> | <p>I RESPECT</p> <p><i>Integrity</i> <i>Responsible</i> <i>Enthusiastic</i> <i>Successful</i> <i>Persistent</i> <i>Encouraging</i> <i>Courageous</i> <i>Teamwork</i></p> | <p>HPS is a multicultural school in Narre Warren South, 52klms southeast of Melbourne. Enrolment is stable (850 – 900 students). HPS Student Family Occupation index in 2016 was .49 compared to state median of .51. The school is in the low to mid-range of overall socio-economic profile with 21% EAL. An Early Learning Centre on site encompasses 3 and 4 year old kindergarten and long day care with enrolment stable on over 100 children.</p> <p>HPS is set in well maintained, attractive gardens providing a variety of different play areas for organised games and imaginative play. Students have access to additional play space through a joint use agreement with the City of Casey for the use of neighbouring sporting grounds.</p> <p>The school welcome parent support through parent participation on school council, working bees, classroom helpers, curriculum events and fundraising activities.</p> | <p>If we adopt consistent teaching and learning protocols and high impact teaching practice, then students will achieve improved learning.</p> <p>If learning tasks are purposeful and authentic, then all students will experience increased connectedness and engagement to school.</p> <p>If the school supports social, emotional learning and development of students there will be improved student wellbeing.</p> <p>Achievement of the school's goals and targets will be enhanced if resources are aligned to the identified priorities.</p> |



| Four-year goals (for improving student achievement, engagement and wellbeing) | Improvement Priorities, Initiatives and/or Dimensions | Key improvement strategies | Targets (for improving student achievement, engagement and wellbeing) | | | | | | | | | | | | | | | | |
|---|---|---|---|--|--|-------------|--------|-----------------|-------------------|----------------|-------------------|----------------|-------------------|-----------------|-------------------|----------------|-------------------|----------------|-------------------|
| All students to make one year of growth or more for one year of learning in English and Mathematics. | <p>FISO PRIORITY <i>EXCELLENCE IN TEACHING & LEARNING</i></p> <p>INITIATIVES <i>Building practice excellence</i> <i>Curriculum planning and assessment</i></p> | <p>Enhance staff capacity to assess and moderate student work and analyse data to inform teaching and learning.</p> <p>Embed a whole school approach to instructional practice and curriculum delivery.</p> | <p>Growth as measured through:</p> <ul style="list-style-type: none">○ NAPLAN relative growth, and○ Standardized tests eg PAT or ON DEMAND and○ achievable outcomes in the Victorian Curriculum (Teacher Judgements), or○ Tests as per the school assessment schedule eg Maths online interview, Fountas and Pinnell, English Online, CARS, rubrics <p>show at least one year’s growth for one year’s learning over the life of the Strategic plan.</p> <table><tr><td colspan="2">Attainment rates – NAPLAN over the life of the Strategic plan, are at least:</td></tr><tr><td>NAPLAN AREA</td><td>Target</td></tr><tr><td>Year 3 Numeracy</td><td>25% top two bands</td></tr><tr><td>Year 3 Reading</td><td>40% top two bands</td></tr><tr><td>Year 3 Writing</td><td>40% top two bands</td></tr><tr><td>Year 5 Numeracy</td><td>25% top two bands</td></tr><tr><td>Year 5 Reading</td><td>40% top two bands</td></tr><tr><td>Year 5 Writing</td><td>40% top two bands</td></tr></table> <p>Increase from baseline data (2016) the percentage of students achieving ‘B’s, ‘A’s for each year level over the life of the SP in the following areas:</p> <ul style="list-style-type: none">○ English○ Mathematics. | Attainment rates – NAPLAN over the life of the Strategic plan, are at least: | | NAPLAN AREA | Target | Year 3 Numeracy | 25% top two bands | Year 3 Reading | 40% top two bands | Year 3 Writing | 40% top two bands | Year 5 Numeracy | 25% top two bands | Year 5 Reading | 40% top two bands | Year 5 Writing | 40% top two bands |
| Attainment rates – NAPLAN over the life of the Strategic plan, are at least: | | | | | | | | | | | | | | | | | | | |
| NAPLAN AREA | Target | | | | | | | | | | | | | | | | | | |
| Year 3 Numeracy | 25% top two bands | | | | | | | | | | | | | | | | | | |
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| Year 5 Numeracy | 25% top two bands | | | | | | | | | | | | | | | | | | |
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| Year 5 Writing | 40% top two bands | | | | | | | | | | | | | | | | | | |
| To provide high levels of student engagement in their learning and connectedness with each other, their teachers, school and community | <p>FISO PRIORITY <i>COMMUNITY ENGAGEMENT IN LEARNING</i></p> <p>INITIATIVE <i>Parents & carers as partners</i></p> <p>FISO PRIORITY <i>POSITIVE CLIMATE FOR LEARNING</i></p> <p>INITIATIVE <i>Empowering students and building school pride</i></p> | Build the capacity of teachers in teaching teams to provide a student centred, collaborative learning environment using authentic learning tasks. | <p>Attitude to school survey variables, Connectedness to Peers, and Teaching and Learning Variables improves from baseline data in 2016 over the life of the Strategic Plan.</p> <p>Average days absent per student are 14 days or less over the life of the SP.</p> | | | | | | | | | | | | | | | | |
| To improve student wellbeing. | <p>FISO PRIORITY <i>POSITIVE CLIMATE FOR LEARNING</i></p> <p>INITIATIVE <i>Health & wellbeing</i></p> <p>FISO PRIORITY <i>PROFESSIONAL LEADERSHIP</i></p> <p>INITIATIVE <i>Vision, values & culture</i></p> | Engage a whole school community focus on positive relationships, building on the mission, vision, motto and values. | AtSS variables, Classroom behavior, Student Morale and Student Distress show improvement from 2016 over the life of the SP. | | | | | | | | | | | | | | | | |
| To ensure the efficient and effective allocation of resources to achieve the goals and targets set out in the Strategic Plan 2017–2020: | <p>FISO PRIORITY <i>PROFESSIONAL LEADERSHIP</i></p> <p>INITIATIVES <i>Building leadership teams</i> <i>Strategic resource management</i></p> | Align resource allocation with the directions in the Strategic plan to optimize student outcomes for the life of the SP. | <p>Staff opinion survey – School climate module</p> <p>Over the life of the Strategic plan,</p> <ul style="list-style-type: none">○ Collective Efficacy○ Teacher Collaboration○ Collective focus on Student Learning○ Guaranteed and Viable Curriculum○ Shielding/buffering○ Academic emphasis <p>to be at least at or above the baseline data (2015) endorsement. (Principal and teacher)</p> <p>Staff Opinion Survey – Leadership module</p> <p>Over the life of the Strategic plan, overall percent endorsement of all variables to be at least at or above baseline 2015 data compared to all primary schools.</p> <p>Parent Survey</p> <p>The school will implement other feedback mechanisms over the life of the SP.</p> | | | | | | | | | | | | | | | | |

