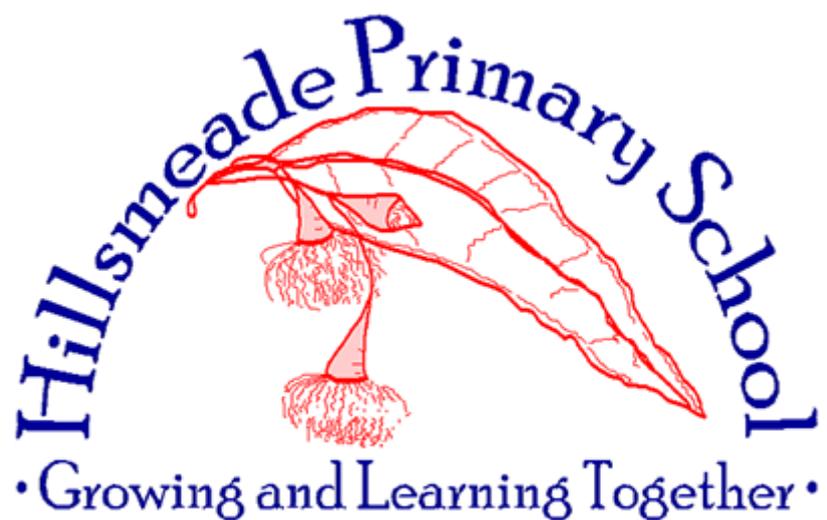


# School Strategic Plan 2020-2024

Hillsmeade Primary School (5482)



Submitted for review by Linda Buckeridge (School Principal) on 10 February, 2022 at 03:31 PM

Endorsed by Victoria Golding (Senior Education Improvement Leader) on 15 February, 2022 at 09:21 AM

Endorsed by Michelle Denison (School Council President) on 17 February, 2022 at 05:08 PM

# School Strategic Plan - 2020-2024

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<p><b>School vision</b></p>	<p>At Hillsmeade Primary School, we aim to continually grow and learn together by supporting individual abilities and excellence in academic achievement, celebrating diverse backgrounds and cultures, and becoming global citizens prepared for the needs and expectations of our ever changing society.</p>
<p><b>School values</b></p>	<p>Integrity Responsible Enthusiastic Successful Persistent Encouraging Courageous Teamwork</p>
<p><b>Context challenges</b></p>	<p>Context: Hillsmeade Primary School is situated in Narre Warren South, 52 kilometres south-east of Melbourne. All 854 children are valued within a supportive and stimulating school environment where each child is encouraged to reach his/her potential. Hillsmeade PS have developed a strong culture around the 'I RESPECT' values of Integrity, Responsibility, Enthusiastic, Successful, Persistence, Encouraging, Courageous and Teamwork. We encourage the development of independence, active participation and leadership within the school and wider community. The school has a medium proportion of students with English as a second language. The SFOE for Hillsmeade PS is 0.4162. Our Early Learning Centre caters for 3 to 5 year old children with Kindergarten and Long Day Care. Out of School Hours Care Program provides further community support for our families. Parent participation on school council, as classroom helpers, kindergarten helpers, in curriculum events and fundraising activities, is a vital part of school life. This school has 75.2 equivalent full time staff including 56 teachers and 27 Education Support staff. Staffing for the Early Learning Centre is included in these figures. The kindergarten teachers are part of a professional learning team and participate in all our classroom teacher professional development and staff meetings. Kindergarten is another year level of the school and fully integrated. Hillsmeade Primary School is committed to providing a child-friendly environment where children feel safe and their voices are heard about decisions that affect their lives.</p>

	<p><b>Challenges:</b>  Hillsmeade PS has been through a period of significant change - both in leadership and in general staffing. In 2022, across the ELC, OSHC and the primary school - a total of approximately 100 staff, 21 are new to the school. There are also 3 brand new Principal class members of which the Principal and one Assistant Principal are experiencing their first substantive position in the role. Of the 7 school leadership members, 5 are new to Hillsmeade PS in 2022. We are also acutely aware of the impacts of remote and flexible learning on the social and emotional growth of students, with a large investment being made in the area of wellbeing, to enhance student engagement with their academic learning and provide supports for both students and families. Hillsmeade has been on a high growth trajectory in many areas of the curriculum with ever increasing positive results in academic learning. The school performance report for 2021 reflects a slight decline in this trajectory and therefore a challenge will be to re-build and enhance growth from 2022 and beyond.</p>
<p><b>Intent, rationale and focus</b></p>	<p><b>Intent:</b>  To maximise the learning outcomes for all students  To maximise student engagement  To maximise student wellbeing and inclusion</p> <p><b>Rationale:</b>  An analysis of the school's NAPLAN and school-based assessments identified some students were making less than expected learning growth at Hillsmeade Primary School. Hillsmeade Primary School enhanced staff collaboration and collective efficacy throughout embedding of Professional Learning Teams supported by external and internal professional learning and an emerging distributive leadership approach.  There is a continuing need to embed the strategic use of common and subject-specific high impact teaching and learning strategies as part of a shared and responsive teaching and learning model implemented through positive and supportive student-staff relationships. This is to be supported by the systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth and attainment. Through a distributive leadership approach, the school could enhance its systematic use of data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms.  Hillsmeade Primary School displayed a positive and connected school community at the time of the review. Through focus groups with staff, students and families displayed pride in their school. The school has enhanced its positive climate for learning with the inclusion of positive behaviour management processes and co-curricular and elective programs. Outcomes for students would continue to be enhanced through activation of student voice, agency, leadership and learning to strengthen students' participation and engagement in school. A focus to enhance strong relationships and active partnerships between schools and families/carers, communities, and organisations to strengthen student participation and engagement in school was also identified as a future focus for the school.  Hillsmeade Primary School displayed a connected school community at the time of the review. The school has enhanced</p>

student understanding of self and inclusion of Social and Emotional Learning and Zones of Regulation. The school has supported priority cohorts through its data informed teaching and learning approaches. The identification and tracking of student learning and engagement by priority cohort was not yet a consistent focus of the schools monitoring and evaluation processes.

Outcomes for students at Hillsmeade would be enhanced through responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion to enable student to develop and enhance the capabilities necessary to thrive, contribute and respond positively to challenges and opportunities of life.

#### Priorities

- Continued refinement and improvement in the school's instructional model
- Numeracy focus - enhancement of consistent and effective assessment practices
- Student voice and agency, with a particular focus on authentic student agency
- Strengthen leadership capacity in staff
- Enhance and refine the school's inclusion process with a focus on vulnerable and priority cohorts.
- Review and enhance a consistent school-wide approach to wellbeing

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<b>Goal 1</b>	Maximise learning outcomes for all students.
<b>Target 1.1</b>	<b>NAPLAN – Benchmark growth (all students)</b> By 2024, the percentage of students meeting or above NAPLAN benchmark growth Year 3 to 5 will increase. <ul style="list-style-type: none"><li>• Reading from 75.2 per cent (2019) and 62.7 per cent (2021) to 77 per cent.</li><li>• Writing from 86.2 per cent (2019) and 68.1 per cent (2021) to 89 per cent.</li><li>• Numeracy from 85.5 per cent (2019) and 67.5 per cent (2021) to 88 per cent.</li></ul>
<b>Target 1.2</b>	<b>NAPLAN – Achieving Top 2 Bands</b> By 2024, the percentage of students top two bands, Year 3 to Year 5, will increase. <ul style="list-style-type: none"><li>• Reading in Year 3 from 57 per cent (2021) to 60 per cent and Year 5 from 28 per cent (2021) to 31 per cent.</li><li>• Writing in Year 3 from 47 per cent (2021) to 50 per cent and Year 5 from 10 per cent (2021) to 16 per cent.</li><li>• Numeracy in Year 3 from 38 per cent (2021) to 41 per cent and Year 5 from 22 per cent (2021) to 25 per cent.</li></ul>
<b>Target 1.3</b>	<b>Teacher Judgments – Growth</b> By 2024, the learning growth measured by teacher judgment for Year 1 to Year 6 students achieving at and above expected growth will increase. <ul style="list-style-type: none"><li>• Reading and viewing from 80.2 per cent (2020) to 85 per cent</li><li>• Writing from 76 per cent (2020) to 80 per cent.</li><li>• Number and Algebra from 84.6 per cent (2020) to 88 per cent.</li></ul>

	<i>Note: Baseline measure is based on teacher judgment of student outcome growth from 2019 Semester 2 to 2020 Semester 2.</i>
<b>Target 1.4</b>	<p><b>Staff Opinion Survey (SOS)</b></p> <p>By 2024, the positive percentage endorsement rate will improve in the Staff Opinion Survey factors.</p> <ul style="list-style-type: none"> <li>• Academic emphasis from 75 per cent (2020) to 78 per cent.</li> <li>• Guaranteed and viable curriculum from 93 per cent (2020) to 95 per cent.</li> </ul>
<b>Target 1.5</b>	<p><b>Student Attitudes to School Survey (AToSS)</b></p> <p>By 2024, the positive percentage endorsement rate will improve in the Student Attitudes to School Survey factors.</p> <ul style="list-style-type: none"> <li>• Stimulating learning from 70 per cent (2020) to 73 per cent.</li> <li>• Differentiated learning challenge form 81 per cent (2020) to 84 per cent.</li> </ul>
<b>Key Improvement Strategy 1.a</b> Curriculum planning and assessment	Further enhance the schools agreed instructional and assessment frameworks to further enable a consistent and effective guaranteed and viable curriculum to meet each student needs.
<b>Key Improvement Strategy 1.b</b> Building practice excellence	Strengthen the shared understanding and enhance practice in differentiation as a key high improvement teaching strategy to support and challenge every student.
<b>Key Improvement Strategy 1.c</b> Instructional and shared leadership	Strengthen the instructional and shared leaderships capacity of all staff.
<b>Goal 2</b>	Maximise student engagement.
<b>Target 2.1</b>	<b>Student Attitudes to School Survey (AToSS)</b>

	<p>By 2024, the positive percentage endorsement rate will improve in the Student Attitudes to School Survey factors.</p> <ul style="list-style-type: none"> <li>• Student voice and agency from 55 per cent (2020) to 58 per cent.</li> <li>• Self-regulation and goal setting from 80 per cent (2020) to 83 per cent.</li> <li>• Sense of confidence from 68 per cent (2020) to 71 per cent.</li> </ul>
<b>Target 2.2</b>	<p><b>Parent Opinion Survey (POS)</b></p> <p>By 2024, the positive percentage endorsement rate will improve in the Parent Opinion Survey factors.</p> <ul style="list-style-type: none"> <li>• Stimulating learning environment from 79 per cent (2020) to 82 per cent.</li> <li>• Student voice and agency from 77 per cent (2020) to 80 per cent.</li> <li>• Not experiencing bullying from 67 per cent (2020) to 70 per cent.</li> </ul>
<b>Key Improvement Strategy 2.a</b> Empowering students and building school pride	To develop and embed a whole school approach to enhance student agency in learning.
<b>Key Improvement Strategy 2.b</b> Empowering students and building school pride	Further enhance shared understanding and practice in student goal setting and feedback as high impact teaching strategies to support and challenge every student.
<b>Key Improvement Strategy 2.c</b> Parents and carers as partners	Further enhance parents as partners in their child's learning
<b>Goal 3</b>	Maximise student wellbeing and inclusion.
<b>Target 3.1</b>	<p><b>Student Attitudes to School Survey (AToSS)</b></p> <p>By 2024, the positive percentage endorsement rate will improve in the Student Attitudes to School Survey factors.</p>

	<ul style="list-style-type: none"> <li>• Sense of connectedness from 76 per cent (2020) to 79 per cent.</li> <li>• Resilience from 80 per cent (2019) to 83 per cent.</li> <li>• Respect for diversity from 73 per cent (2020) to 76 per cent.</li> <li>• Teacher concern from 64 per cent (2020) to 67 per cent.</li> </ul>
<b>Target 3.2</b>	<p><b>Parent Opinion Survey (POS)</b></p> <p>By 2024, the positive percentage endorsement rate will improve in the Parent Opinion Survey factors.</p> <ul style="list-style-type: none"> <li>• Student connectedness from 87 per cent (2020) to 90 per cent.</li> <li>• Confidence and resiliency skills from 84 per cent (2020) to 87 per cent.</li> <li>• Parent participation and involvement from 75 per cent (2020) to 78 per cent.</li> </ul>
<b>Key Improvement Strategy 3.a</b> Health and wellbeing	Further enhance and refine the school's inclusion process with a focus on vulnerable and priority cohorts.
<b>Key Improvement Strategy 3.b</b> Health and wellbeing	Review and enhance a consistent school-wide approach to wellbeing
<b>Key Improvement Strategy 3.c</b> Intellectual engagement and self-awareness	Strengthen student's capabilities necessary to thrive, contribute and respond positively to challenges and opportunities of life.