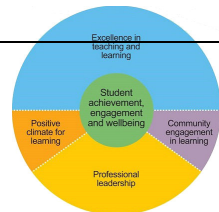


Hazelwood North Primary School Strategic Plan 2017-2021

| Endorsement | Re-Endorsement (if a Goal, KIS or Target is changed) | Re-endorsement (if a Goal, KIS or Target is changed) |
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| Principal: Paul Jorgensen20/02/2017 |[name].....[date] |[name].....[date] |
| School council: Leigh Markham.....20/02/2017 |[name].....[date] |[name].....[date] |
| Delegate of the Secretary: Kevin Mealing[date] |[name].....[date] |[name].....[date] |

| School vision | School values | Context and challenges | Intent, rationale and focus |
|---|---|---|--|
| Our vision at Hazelwood North Primary School is to empower students to acquire, demonstrate, articulate and value knowledge, skills and attitudes that will support them as life-long learners. Our students, as 21st century learners and citizens, will contribute to the global world through practise of the core values of our school: Resilience, Responsibility, Challenge, Curiosity and Collaboration. | Resilience, Responsibility, Challenge, Curiosity and Collaboration. | <p>The 2016 school review observed the following:</p> <p>A clear definition of a culture of high expectations and the associated teaching and learning practices has not been documented.</p> <ul style="list-style-type: none"> The school has not documented its curriculum outlining essential learnings and expected standards, or the required assessment schedule to monitor and evaluate student learning in all areas. There was no system of data collection at a whole school level, other than that provided by the Department, for monitoring and evaluating leadership decision in regard to the implementation of programs and teaching and learning approaches The teaching and learning approaches required for learning to be challenging and to develop the motivation and independence of learners was not clearly defined. An annual plan outlining the approaches and resources required to build capacity to achieve the school's goals and priorities has not been developed. There has been a parental drop in confidence in the school due to inconsistency when reporting student achievement, inadequate communication, a perceived lack of approachability and reduced opportunities for parent input and consultation. Parents reported a lack of understanding of the network initiatives in regard to challenging learning thereby reducing the opportunities for them to enhance the learning of their child/ren. | If we create structures to document agreed practices around curriculum, assessment, regular examination of data, quality teaching practices and use of an improvement cycle then we will be able to more effectively target teaching to the needs of individual students which will strengthen engagement and improve learning outcomes. |

| 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) |
|--|--|--|--|
| Improve student learning achievement and growth in English and Maths through the consistent use of agreed teaching approaches in all classrooms across the school | State-wide priority 1: Excellence in Teaching and Learning <i>Building Practice Excellence</i> | Develop, document and resource observation and feedback, Peer Coaching, processes that will provide feedback relative to high-impact teaching approaches identified in the HNPS agreed teaching and learning practices | <u>Student learning targets</u> <ul style="list-style-type: none"> Relative Growth in Naplan Mean scores to be above the state mean for all areas from year 3 to year 5 (Currently above in Grammar a& Punctuation) Percentage of students achieving High Learning Gain in Reading and Number to be above state benchmarks (currently all below) Number of students in top 2 bands in reading and number to be at 80% - (currently 60- 70% in year 3 but 15%-55% in year 5) |
| | | PLT meet regularly to plan, observe, assess and evaluate lessons, and share student achievement data to determine what works. They evaluate and document the impact of new approaches, and collaboratively plan further improvements through PLT Logs. | Student learning growth - Fountas & Pinnell and Torch tests for Year 3-6 Reading Fountas & Pinnell and PM Benchmarking for Year F – 2 Reading Pat M for Years 3 – 6 Numeracy Numeracy Interview for Years F – 2 Numeracy Writing Checklists used daily and moderation of work samples. Increasing number of students in top 2 bands in reading and number |
| | | Build teacher capacity to master the use of questioning, feedback, learning tasks consistent with ASK/capabilities and formative assessment processes. | Assessment continuum/rubrics designed and implemented for teachers and students to monitor progress in developing Skills and Attitudes. |
| | | Develop a planning and review cycle (Improvement Cycle) to regularly and effectively monitor key planning approaches to influence leadership and operational decisions | Documented processes established using an identified improvement cycle to monitor and evaluate programs which will them inform planning |



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| | | Build teacher capacity and knowledge around Inquiry Based Learning Strategies by conducting action research into Inquiry Learning in 2017 and implementing a stronger program in 2018. | Teachers will have an understanding of Inquiry Based Learning strategies that will enable them to plan and conduct Inquiry Based Learning activities with students from 2018. |
| Improve student learning achievement and growth in English and Maths through a whole school approach to the use of data and assessment in all classrooms across the school | State-wide priority 1: Excellence in Teaching and Learning <i>Curriculum Planning and Assessment</i> | Develop an action plan to create an agreed and viable curriculum that engages students in creative and critical thinking and is inclusive of capabilities in Victorian Curriculum | Monitor student progress against capabilities |
| | | To have developed and implemented an assessment schedule for whole school assessment of Reading, Writing and Mathematics. | <u>Student learning targets</u> Relative Growth in Naplan Mean scores to be above the state mean for all areas from Year 3 to Year 5 (Currently above in Grammar & Punctuation) Percentage of students achieving High Learning Gain in Reading and Number to be above state benchmarks (currently all below) Number of students in top 2 bands in reading and number to be at 80% - (currently 60- 70% in year 3 but 15%-55% in year 5) |
| | | Build teacher capacity to use formative assessment practices to guide their teaching interventions and provide specific feedback to students in regard to the next stage of learning. | |
| | | Implement a system of collecting student achievement data that informs teacher planning and allows teachers and team to track student learning growth and determine the effectiveness of teaching. | Student learning growth - Fountas & Pinnell and Torch tests for Year 3-6 Reading Fountas & Pinnell and PM Benchmarking for Year F – 2 Reading Pat M and Numeracy Interview for Years 3 – 6 Numeracy Numeracy Interview for Years F – 2 Numeracy |
| | | Develop processes to triangulate and moderate data to build the consistency and accuracy of reporting student achievement. | Moderation of student reports against collected data occurring at report writing time. |
| | | Document individual learning plans for all students in priority cohorts and develop and document a formalised Parent Support Group practice and procedures. | Documented schedule for PSG implemented |
| Actively build students' capacity to be self-directed learners and maximise opportunities for Intellectual engagement and to develop self-awareness | State-wide Priority 3: Positive Climate for Learning <i>Empowering students and building school pride</i> | Create a school wide understanding in regard to student agency inclusive of <ul style="list-style-type: none"> Student goals setting, student learning expos' and student led reporting student forums, and/or student action teams to provide input into school programs and processes | Student perception of school as reflected in Students Attitude To School Survey are above state mean in: <ul style="list-style-type: none"> Environment (Student Relationships) Wellbeing Teaching and Learning |
| | | <ul style="list-style-type: none"> Develop student friendly continuums of learning or proficiency scales that support teachers to conference with students to identify their current stage of learning, set learning goals and develop success indicators for progress. | Students actively establish, reflect and refine individual learning goals tied . Individual Student profiles are developed using capabilities and used by teachers to support the development of goals around personal and social learning and critical and creative thinking |
| | | <ul style="list-style-type: none"> Develop a targeted strategy to build student capabilities around self-directed learning, including individual goal getting with regards to the capabilities and the development of attitudes, skills and knowledge, self-assessment and demonstrations of their learning through exhibition and conferencing. | Student led reporting established and held regularly at school for formal reporting of progress. |
| Build parent engagement, involvement and confidence in the school | State-wide Priority 4: Community Engagement in Learning <i>Building Communities</i> | Establish action plan to increase parents' involvement and engagement with school and learning programs Teachers and parents/carers develop approaches to allow them to participate in their child's home learning | Increased parent participation and perception of school as determined by: <ol style="list-style-type: none"> Parent Opinion Survey (into the 3rd and fourth quartiles by 2020) Increased parent involvement in <ul style="list-style-type: none"> school learning programs (via exchange information about individual students' learning progress, and their understanding of home learning, using digital resources, tools and systems). School events such as student expos, assemblies, SeeSaw etc Involvement in Parent committees Perceptions around approachability |

