

School Strategic Plan 2019-2023

Hamilton (Gray Street) Primary School (0295)



Submitted for review by Allison Lithgow (School Principal) on 29 October, 2019 at 12:36 PM

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Endorsed by Liz Mecham (School Council President) on 30 October, 2019 at 12:06 PM

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<p>School vision</p>	<p>Education at HGSPS is an ‘enlightening experience’ that aims to grow the whole child in the nurturing community of our Educational Family. To wear our uniform symbolises that you belong to us and that together we are on a positive journey of growth. Within our HGSPS Educational Family, all members will be challenged to develop their curiosity, knowledge and resilience. Every member of our community shall be safe in an environment enriched with the philosophy of Positive Education. Healthy and respectful relationships are enhanced with the language of Restorative Practice. Living the altruistic beliefs of finding Gratitude, Appreciation and Positivity (GAP) in every aspect of our Educational Family are paramount to living a more joyful and fulfilled life.</p>
<p>School values</p>	<p>To belong to our HGSPS Educational family means that we live and practice daily our values of:</p> <ul style="list-style-type: none"> • Gratitude • Appreciation, and • Positivity <p>through respectful and empathetic interactions in learning, problem solving, and working collaboratively. Living the HGSPS vision requires us all to hold high expectations and accountability at all times in our work. Our quest to embrace ‘best practice’ through the development of teaching practices and learning, that supports our vision. We will focus on professional learning to support and develop these effective practices and the essential elements for learning; constructivism, inquiry, collaboration, explicit teaching, self-responsibility and personal development in an environment of challenge and support. These practices underpin everything and enable us to build a community of global learners.</p>
<p>Context challenges</p>	<p>At HGSPS all students are catered for at their point of need with all due considerations of student background and individual capacity. Communication and consultation with all parents and carers is part of our individualized approach as we track the growth and development of our children. We also understand the need to supply the relevant support at educational, social and emotional levels. Professional learning will be undertaken through the Professional Learning Community (PLC) process to develop teacher capacity and remedy challenges in student learning growth. Collaboration and peer observation will be an integral part of the PLC process. Pride and high expectations have been at the forefront of developing our school educational family and will continue to be so during this strategic plan.</p>
<p>Intent, rationale and focus</p>	<p>Our intent will be create the professional learning space and leadership roles to build staff capacity. Investing in the PLC Inquiry Cycle to assess and monitor student outcomes, whilst unifying collaboration amongst staff will be central to our work on curriculum</p>

	<p>improvement.. Student Voice and Agency will be a continuing work empowering students to have a greater voice in their learning and decision making. This collaboration in the planning and awareness of the Victorian Curriculum aims to develop a stimulating environment, natural curiosity and engagement in the work. Staff will have a deep knowledge of the Vic Curriculum through planning, assessment and moderation Through our planned work in community connections, we aim to develop greater understanding and appreciation of diverse cultures within and outside our school community. Within our GAP-Positive Education and other programs, we will develop a sense of connectedness and resilience to challenges in our learning.</p>
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Goal 1	Improve student learning outcomes in Literacy and Numeracy
Target 1.1	<p>By 2023, increase the percentage of students in the top 2 NAPLAN bands:</p> <p><u>Year 5</u></p> <ul style="list-style-type: none">• Reading from 16% (2018) to 45% (2023)• Writing from 12% (2018) to 35% (2023)• Numeracy from 21% (2018) to 40% (2023)
Target 1.2	<p>By 2023, decrease the percentage of students in the bottom 2 NAPLAN bands:</p> <p>Year 5</p> <ul style="list-style-type: none">• Reading from 25% (2018) to 10% (2023)• Writing from 17% (2018) to 10% (2023)• Numeracy from 33% (2018) to 10% (2023)
Target 1.3	<p>By 2023, increase the percentage of students meeting or above NAPLAN benchmark growth on a three year average</p> <ul style="list-style-type: none">• Reading from 71% (2018) to 87% (2023)• Writing from 43% (2018) to 75% (2023)

	<ul style="list-style-type: none"> Numeracy from 55% (2018) to 75% (2023)
Key Improvement Strategy 1.a Evaluating impact on learning	Implement a teacher inquiry process that enables teachers to analyse assessment data, use it to inform teaching and evaluate the impact of teaching on student learning
Key Improvement Strategy 1.b Evidence-based high-impact teaching strategies	Develop an agreed pedagogical model that enables teachers to implement high impact teaching and learning practices in Literacy and Numeracy
Key Improvement Strategy 1.c Curriculum planning and assessment	Build teacher knowledge and skill in delivering the Victorian Curriculum as a learning continuum
Goal 2	Improve the engagement of all students in their learning
Target 2.1	By 2023, increase the percentage of positive endorsement for the following factors on the AToSS on a three year average: Stimulated learning—69% (2018) to 80% (2023) Effective teaching time—78% (2018) to 85% (2023) Student voice and agency—47% (2018) to 80% (2023)
Target 2.2	By 2023, increase the mean percentage of positive endorsement for the SSS School Leadership module (Prin and Teacher) from baseline developed in 2019 to 90 % (2023). (89.2% in 2019)
Key Improvement Strategy 2.a	Develop a learning climate that promotes challenge, engagement and curiosity

Intellectual engagement and self-awareness	
Key Improvement Strategy 2.b Building leadership teams	Build leadership capacity to create a culture of empowerment, shared responsibility and opportunities for growth at all levels of experience
Key Improvement Strategy 2.c Strategic resource management	Create and implement processes and procedures that support quality planning, decision-making and resource management
Goal 3	Improve the wellbeing of all students
Target 3.1	By 2023, increase the percentage of positive endorsement for the following factors on the AToSS over a three year average: Resilience—65% (2018) to 80 % (2023) Sense of connectedness—64% (2018) to 80 % (2023) Respect for diversity—65% (2018) to 80% (2023)
Target 3.2	By 2023, increase the mean percentage of positive endorsement for the SSS School Climate module from 70% (2018) to 80% (2023) on a three year average,
Key Improvement Strategy 3.a Building communities	Develop a school community culture that fosters lifelong learning, positivity and resilience
Key Improvement Strategy 3.b Building communities	Strengthen initiatives that promote school community partnerships in learning and wellbeing programs

