4681-Herne Hill Primary School Strategic Plan 2017-2020

School vision	School values	Context and challenges	Intent, rationale and focus
To work with all stakeholders within our school community to enable our students to achieve their full potential in a stimulating, caring and safe environment.	Herne Hill Primary School values and demonstrates strong relationships across the whole community. We welcome and celebrate the diversity within our school community in an inclusive and empowering way. We acknowledge and celebrate that strong relationships are a strong precondition for positive learning experiences and strong academic outcomes. As a learning community we are committed to offering quality learning experiences across all curriculum areas with a focus on supporting all students along the continuum in a personalised way, in all subject areas. At Herne Hill Primary we have a shared vision of 'High Expectations' of all staff and students and this is modelled and demonstrated in everyday practice. We also acknowledge that 'Happy Students Learn Best', and offer a range of social and emotional learning experiences across the curriculum. We want all our students to be happy, confident and enjoy learning in a safe, supportive and inclusive culture. We want the quality learning programs at Herne Hill Primary school to support all students to become literate, numerate and curious citizens. We want students to be exposed to a 'well rounded' curriculum and have the opportunity to achieve success in many different curriculum areas, depending on individual strengths and interests. We want to provide all students with the opportunity to both excel in areas of strength and be supported with areas of development, through rich learning experiences and extra curricular activities. Herne Hill Primary School also values and has a strong commitment to supporting all student transitions into, within and beyond the school. This is to ensure all students have the best transitional experiences, ensuring strong relationships and setting them up for success. Community, Parent and Student voice continue to be an important and valued element of the school's processes as we continue to review and reflect upon the quality, relational and educational priorities of the school.	Established in 1954 Herne Hill Primary School is located in Northern Geelong and has an enrolment of 241 students as of February 2017. The school has a low-mid) socio-economic profile and a (mid-high) proportion of ESL students. The core purpose of our school is to provide a comprehensive education for all students through effective communication, strong teamwork and the application of a range of teaching and learning strategies within a safe and inclusive environment that enables students to reach their academic, social, emotional and physical potential. The staffing EFT in 2017 consists of a principal, assistant principal, 0.6 primary welfare, 15.8 teaching staff and 5.7 education support staff. Weekly specialist classes were again offered in Performing Arts, Visual Arts, ICT and Physical Education and we also operate reading and oral language support programs. The school has (10) students on the PSD program who all showed satisfactory progress toward achieving their individual goals in an inclusive and supportive environment. We are one of a select few primary schools in the state to offer a Kindergarten on site. This is good for both marketing and transition. The school continues to enhance student learning through the Grade 3-6 iPad program with a focus on improving teacher efficacy in educational apps. The following activities all add to the learning experiences of our students: sports days, excursions, incursions, swimming program, daily fitness, interschool sport, marathon club, workshops at GPAC, State School Spectacular, and choir performances. This is the second successful year of the Just Brass Program which is fully funded by The Salvation Army, Northside. Herne Hill staff consistently continue to develop and deepen their knowledge of the Victorian Curriculum and are invested heavily in reviewing and developing units of work aligned to the Victorian curriculum, through the lens of what is guaranteed and viable.	As a whole school we are continually working towards consistency of quality teaching and learning processes across the school P-6. These processes include assessment, planning and teaching processes. The alignment of these structures will allow a consistent language across the school from both teachers and students. As a precondition to quality feedback and authentic student voice, it is important that the continuum of learning and the language is continually built upon and consistent from P-6, and both teachers and students can see the connections between assessment, planning and quality teaching. With this consistently in place, we want to empower students to be able to set learning goals in a purposeful way and engage in authentic feedback opportunities across the school. We also want to continue to build a strong sense of community and positive relationships with students, parents and the wider community to maximise the academic, social and emotional outcomes for all students. The focus for the next 4 years will be the line of sight between the Strategic Plan and AIP focus and implementation on following: - Consistent Assessment Implementation and Data Collection - Investigate and Implement a Coaching/Mentoring Program - Build Upon Instructional Rounds and Peer Observation Processes - Review of Scope and Sequence Documents for a Guaranteed and Viable Victorian Curriculum - On Going Processes for Moderation of Data - Developing Teacher Capacity (Pedagogy and Content) with a focus on Literacy, Numeracy and Inquiry/Science - Quality Feedback - Authentic Student Empowerment and Voice - Consistent Implementation of KidsMatter as the framework for Engagement and Well Being

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)

Every year of the Strategic Plan teachers will implement high impact and consistent assessment, planning and teaching strategies so that all students make at least one year's growth for one year's learning in English and Mathematics.	Framework for Improving Student Learning (FISO) priority, Excellence in teaching and learning, initiatives, 'Building practice excellence' and 'Curriculum planning and assessment'.
	
	Specifically:
	
	Investigate the inclusion in the assessment schedule of consistent assessment tools across the school with alignment of summative and formative assessment tools.
	
	Strengthen staff capacity to:
	
	• focus on improving Writing outcomes in English
	• consistently implement whole school instructional models
	• document and align the Victorian Curriculum to support student goal setting
	• Improve High and Low Relative Learning Gain in Numeracy and Writing from Years 3-5
	• focus on making consistent teacher judgements to bridge the gap between NAPLAN and Victorian Curriculum assessments
	• engage in more probing analysis of student learning data to determine a targeted approach
	• consistent approach to implementation of the Inquiry approach, Years P–6.
	
	Continue to embed FISO priority Professional leadership, focusing on initiatives 'Building leadership teams' and 'Instructional and shared leadership'.
	
	Consistently define, document and implement a student centred guaranteed and viable curriculum.
		Embed a consistent whole school approach to instructional practice with a focus on both content knowledge and pedagogy
		
		Continue to support staff through rigorous and collaborative processes to assess and moderate student work and analyse data to inform teaching and learning
		
		Monitor and evaluate the Victorian curriculum through the lens of what is guaranteed and viable.
			The NAPLAN Year 3 to 5 Relative Gain (Reading, Writing, Numeracy) measures to show:
			
			  o Less than 25% of students make low relative gain.
			  o More than of 25% of students make high relative gain.
			
			Consistently equal or exceed state benchmarks through NAPLAN Year 3 and 5 (Reading and Numeracy) and Victorian curriculum (English and Mathematics) for intake adjusted data over the life of the Strategic Plan.
			
			School Staff Survey, School climate module.
			Over the life of the Strategic plan, principal and teacher endorsement to be at or above 80 percent in the following:
			
			  o Collective Efficacy
			  o Teacher Collaboration
			  o Collective focus on Student Learning
			  o Guaranteed and Viable Curriculum
			  o Shielding/buffering
			  o Parent and community involvement
			  o Academic emphasis.
			
			School Staff Survey, Leadership module.
			Over the life of the Strategic plan, principal and teacher endorsement to be at or above 80 percent for the following:
			
			  o Leading Change
			  o Cultural Leadership
			  o Flexibility
			  o Intellectual Stimulation
			  o Instructional Leadership
			  o Parent and Community involvement,
			  o Engagement and Outreach
			  o Leaders' Support for Change
			  o Visibility.

Over the life of the Strategic Plan we will provide a safe and inclusive learning environment in which all students are curious, motivated, empowered and challenged so that they achieve their full potential and become valued members of their community.	FISO priorities 'Positive climate for learning' and 'Community engagement in learning'. Specifically: • Further develop student voice around curriculum implementation, student connectedness and engagement. • Refine transition practices into, within and beyond the school by enhancing links and relationships with kindergarten/secondary schools. • Take a proactive approach to monitor and track attendance.	Strengthen staff capacity to support and challenge students to become independent and motivated learners through student voice and authentic learning experiences.	Attitude to school survey factors: Maintain or improve from baseline data (2016) over the life of the Strategic Plan for the following: Learning Confidence (4.05) School Connectedness (4.35) Stimulating Learning (4.00) Teacher Effectiveness (4.44) Teacher Empathy (4.47) Intake adjusted data for attendance places HHPS similar or higher than other government schools for the current year and four year average.
Over the life of the Strategic Plan, we will provide a whole school community focus on positive partnerships and resilience, building on the school values so that wellbeing will be enhanced.	Embed practice and processes to build school pride through student empowerment and positive partnerships. FISO priorities 'Positive climate for learning'. Specifically: Fully implement and consistently embed the four 'KidsMatter' modules at HHPS. Continue to embed practice and processes to build school pride through student empowerment and positive partnerships.	Continue to promote a whole school community focus on positive relationships, building on the school motto, vision and values.	Attitude to school survey factors: Maintain or improve from baseline data (2016) over the life of the Strategic Plan. Baseline data in brackets. Classroom Behaviour (3.09) Student Safety (4.42) Student Distress (5.93) Student Morale (5.48) Intake adjusted data for Wellbeing places HHPS similar or higher than other government schools for the current year and four year average.