

# School Strategic Plan 2020-2024

Herne Hill Primary School (4681)



Submitted for review by Fiona Anderson (School Principal) on 03 February, 2021 at 12:55 PM

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Endorsed by Jake Wilson (School Council President) on 21 February, 2021 at 11:16 AM

# School Strategic Plan - 2020-2024

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<b>School vision</b>	Herne Hill Primary School's vision is to foster and encourage an inclusive community of learners who are confident, creative and challenged to achieve their full potential within a safe, happy and supportive environment.
<b>School values</b>	<p>The key values are seen as being integral to all that we do at Herne Hill Primary School.</p> <p>They are:</p> <p>Responsibility: Taking responsibility for actions and learning.</p> <p>Respect: Recognise and accept differences in ability, race, religion and beliefs of others using good manners, appropriate language and courteous behaviour at all times.</p> <p>Pride: Our behaviour indicates we are proud of our school, ourselves and our family. We take care of school buildings, use equipment appropriately and care for the environment.</p> <p>Personal Best: The attitude and personal qualities to overcome barriers to strive for high standards in academic, physical and creative endeavours.</p> <p>Kindness: We think about how our actions affect other people. We aim to be friendly, generous and considerate at all times.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>Community, Parent and Student agency continues to be an important and valued element of the school's processes as we continue</p>

	to review and reflect upon the quality, relational and educational priorities of the school.
<b>Context challenges</b>	<p>Established in 1954 Herne Hill Primary School is located in Hamlyn Heights and has an enrolment of 262 students as of February 2021.</p> <p>The core purpose of our school is to provide a comprehensive education for all students through effective communication, strong teamwork and the application of high impact teaching and learning strategies within a safe and inclusive environment that enables students to reach their academic, social, emotional and physical potential.</p> <p>The staffing EFT in 2021 consists of a principal, assistant principal, learning specialist, 0.6 primary welfare, 15.4 teaching staff and 6 education support staff. Weekly specialist classes were again offered in Performing Arts, Visual Arts, Digital Technologies and Physical Education. We also offer Italian language and culture and operate a literacy support program. In 2021 we will be running a tutor program in line with the Department of Education expectations as a result of COVID-19 . The school has 8 students on the PSD program as well as a number of students who have a diagnosis of Autism Spectrum Disorder all of whom are supported through reasonable adjustments in an inclusive and supportive environment to access the learning and achieve their individual goals.</p> <p>Data collected in the Attitudes to School Survey through the recent school review process was not reflected in meetings held with students during the review. In these meetings, students were much more positive in their views and felt a strong connection to the school. This is in contradiction to the survey data collected.</p> <p>The School Review Panel recommended the focus on relative growth as measured by NAPLAN between Years 3 and 5 especially in numeracy and writing. There is also a challenge in maintaining high growth for students working in the Top 2 bands in English and Mathematics.</p> <p>The panel examined the performance of equity funded students in 2019 and found that the school's results were lower than for similar schools. In reading there were more students above benchmark growth that were equity funded than for those who were not funded. In writing and numeracy, the reverse was the case where non-funded students outperformed funded students.</p>
<b>Intent, rationale and focus</b>	<p>Through the process of our school review in November 2020 several key directions were identified for our Strategic Plan. Our main focus for the next 4 years will be:</p> <p>(i) To improve student learning outcomes</p> <p>Rationale NAPLAN benchmark growth has been inconsistent over the previous SSP. In Numeracy, high growth has decreased whilst low</p>

growth has increased. In Reading and Writing high growth and low growth have both decreased. The school wants to address this with a particular focus on numeracy. Top 2 band data at Year 3 is very high so a target was not included.

#### Targets

1.1 To increase the percentage of Year 5 students at or above NAPLAN Benchmark growth in:

- Reading from 66% (2019) to 70% (2024)
- Numeracy from 78% (2019) to 82% (2024)
- Writing from 77% (2019) to 82% (2024)

1.2 To increase the percentage of Year 5 students with high NAPLAN Benchmark growth in:

- Reading from 16% (2019) to 25% (2024)
- Numeracy from 13% (2019) to 20% (2024)
- Writing from 12% (2019) to 16% (2024)

1.3 To increase the percentage of students in the top 2 NAPLAN bands:

- Numeracy Year 5 from 20% (2019) to 25% (2024)
- Writing at Year 5 from 12% (2109) to 17% (2024)
- Reading at Year 5 from 76% (2109) to 81% (2024)

(ii) To improve student engagement

#### Rationale

Student opinion data declined over the SSP and a number of factors were considerably lower than others, so the school wants to focus on these and improve student engagement

#### Targets

2.1 To increase the percentage positive response on the AtoSS factors:

- Differentiated learning challenge from 84% (2019) to 87% (2024)
- Stimulated learning from 79% (2019) to 84% (2024)
- School connectedness from 77% (2019) to 82% (2024)
- Student voice and agency from 61% (2019) to 70% (2024)

2.2 To increase the percentage positive response on the Parent Opinion Survey factors:

- Stimulating learning environment from 76% (2019) to 80% (2024)
- Student motivation & support from 70% (2019) to 80% (2024)
- Student voice and agency from 80% (2019) to 85% (2024)

2.3 To reduce student absence:

- Average days absent from 18 days (2019) to 16 days (2024)
- Percentage of students with >20 days absence from 29% (2019) to 26% (2024)

(iii) To improve student wellbeing

#### Rationale

The school has introduced a number of student wellbeing initiatives and wants to refine and develop these. AToSS data in a number

of key factors has also declined over the SSP.

Targets

3.1 To increase the percentage positive response on the AtoSS factors:

- Resilience from 74% (2019) to 80% (2024)
- Sense of confidence from 72% (2019) to 80% (2024)
- Managing bullying from 81% (2019) to 85% (2024)
- Sense of inclusion from 86% (2019) to 90% (2024)
- Respect for diversity from 85% (2019) to 87% (2024)

3.2 To increase the percentage positive response on the Parent Opinion Survey factors:

- Confidence and resilience from 87% (2019) to 90% (2024)
- Managing bullying from 87% (2019) to 89% (2024)

3.3 To develop and use internal student surveys with baseline data to be set in 2021 and targets set accordingly during 2021

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<b>Goal 1</b>	To improve student learning outcomes.
<b>Target 1.1</b>	To increase the percentage of Year 5 students at or above NAPLAN Benchmark growth in: <ul style="list-style-type: none"><li>• Reading from 66% (2019) to 70% (2024)</li><li>• Numeracy from 78% (2019) to 82% (2024)</li><li>• Writing from 77% (2019) to 80% (2024)</li></ul>
<b>Target 1.2</b>	To increase the percentage of Year 5 students with high NAPLAN Benchmark growth in: <ul style="list-style-type: none"><li>• Reading from 16% (2019) to 21% (2024)</li><li>• Numeracy from 13% (2019) to 20% (2024)</li><li>• Writing from 12% (2019) to 16% (2024)</li></ul>
<b>Target 1.3</b>	To increase the percentage of students in the top 2 NAPLAN bands: <ul style="list-style-type: none"><li>• Numeracy Year 5 from 20% (2019) to 25% (2024)</li><li>• Writing at Year 5 from 12% (2109) to 17% (2024)</li><li>• Reading at Year 5 from 76% (2109) to 80% (2024)</li></ul>
<b>Key Improvement Strategy 1.a</b>	Embed evidence based instructional models to improve student learning

Evidence-based high-impact teaching strategies	
<b>Key Improvement Strategy 1.b</b> Instructional and shared leadership	Enhance teacher and leadership capacity to improve student learning
<b>Goal 2</b>	To improve student engagement
<b>Target 2.1</b>	To increase the percentage positive response on the AtoSS factors: <ul style="list-style-type: none"> <li>• Differentiated learning challenge from 84% (2019) to 87% (2024)</li> <li>• Stimulated learning from 79% (2019) to 84% (2024)</li> <li>• School connectedness from 77% (2019) to 82% (2024)</li> <li>• Student voice and agency from 61% (2019) to 70% (2024)</li> </ul>
<b>Target 2.2</b>	To increase the percentage positive response on the Parent Opinion Survey factors: <ul style="list-style-type: none"> <li>• Stimulating learning environment from 76% (2019) to 80% (2024)</li> <li>• Student motivation &amp; support from 70% (2019) to 80% (2024)</li> <li>• Student voice and agency from 80% (2019) to 85% (2024)</li> </ul>
<b>Target 2.3</b>	To reduce student absence: <ul style="list-style-type: none"> <li>• Average days absent from 18 days (2019) to 16 days (2024)</li> <li>• Percentage of students with &gt;20 days absence from 29% (2019) to 26% (2024)</li> </ul>

<b>Key Improvement Strategy 2.a</b> Empowering students and building school pride	Develop school-wide understanding, language and practices to embed student voice and agency
<b>Key Improvement Strategy 2.b</b> Evaluating impact on learning	Improve student feedback with a focus on teaching and learning.
<b>Key Improvement Strategy 2.c</b> Building communities	Investigate opportunities to engage with the local community.
<b>Goal 3</b>	To improve student wellbeing
<b>Target 3.1</b>	To increase the percentage positive response on the AtoSS factors: <ul style="list-style-type: none"> <li>• Resilience from 74% (2019) to 80% (2024)</li> <li>• Sense of confidence from 72% (2019) to 80% (2024)</li> <li>• Managing bullying from 81% (2019) to 85% (2024)</li> <li>• Sense of inclusion from 86% (2019) to 90% (2024)</li> <li>• Respect for diversity from 85% (2019) to 87% (2024)</li> </ul>
<b>Target 3.2</b>	To increase the percentage positive response on the Parent Opinion Survey factors: <ul style="list-style-type: none"> <li>• Confidence and resilience from 87% (2019) to 90% (2024)</li> <li>• Managing bullying from 87% (2019) to 89% (2024)</li> </ul>
<b>Target 3.3</b>	To develop and use internal student surveys with baseline data to be set in 2021 and targets set accordingly during 2021



<b>Key Improvement Strategy 3.a</b> Health and wellbeing	Embed student wellbeing framework
<b>Key Improvement Strategy 3.b</b> Building practice excellence	Embed social and emotional learning strategies across all levels.
<b>Key Improvement Strategy 3.c</b> Evaluating impact on learning	Develop internal student surveys