

School Strategic Plan 2021-2025

Hepburn Primary School (0767)



Submitted for review by Alexandra Mccann (School Principal) on 27 January, 2022 at 12:41 PM
Endorsed by Paul Nolan (Senior Education Improvement Leader) on 16 November, 2022 at 11:30 AM
Awaiting endorsement by School Council President

School Strategic Plan - 2021-2025

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School vision	Hepburn Primary School is a vibrant community of unique individuals where all are inspired to learn, laugh and flourish together.
School values	At Hepburn Primary School we hold the following values: Curiosity, Kindness, Courage
Context challenges	<p>School Context: Set on abundant grounds Hepburn Primary School is located 112km north west of Melbourne. The school was founded in 1864. Facilities include an original school building with two classrooms, administration area and staff room; a new building comprising three open classrooms, a shared space and two withdrawal/resource/office spaces; a shelter in place which doubles as a school hall, a separate portable currently used as an art room; four areas with play equipment, a gaga pit, a mud brick cubby, a fort, an oval, a basketball court and wide open spaces for play. Enrolments at the time of the review were approximately 83 and have been stable over the last four years. The Student Family Occupation Education (SFOE) was 0.4470 in 2020 and a category of medium. At the time of the review HPS had four classrooms F/1, 2/3, 4/5 & 6 and four specialist subjects art, global citizenship, physical education and Italian (LOTE). Staffing consisted of a full time principal, three full time teachers, four part time teachers and two part time Education Support (ES) staff.</p> <p>The school uses self-developed essential learnings in the areas of reading, writing and number and algebra based off the Victorian Curriculum and provides teaching and learning in all other areas based on the Victorian Curriculum. All teaching and learning is differentiated to meet the needs of the students.</p> <p>Key Challenges:</p> <ul style="list-style-type: none">*Maintaining momentum to continue increasing teacher capability in the areas of data literacy, understanding and use of the school's essential learnings and Victorian Curriculum.*Maintaining PLC structures and processes including PLC leadership structure, team and PLC leader meetings, PLC meeting agendas and minutes.*Maintaining momentum in shared planning including unit planners (backward planning model) and introducing consistent weekly planners as well as reinvigorating year and term planners.*Strengthening a whole school approach to wellbeing which is based around our new vision statement and values

	<p>*Developing an approach to combat the significant absenteeism *Promoting and introducing strengthened learner voice and agency</p>
<p>Intent, rationale and focus</p>	<p>Intent: Findings from the 2021 school review found that Hepburn Primary School had a renewed emphasis on teaching and learning with a focus on instructional frameworks, had developed a distributed leadership model adopting and implementing a PLC approach and noted the positive student relationships in the school. Our intention in the 2021-2025 SSP is to continue focusing on improving student growth and achievement, especially in literacy and numeracy. Our intention is to develop learner voice and agency through continued focus on increasing teacher capability using a PLC approach and including families as partners in learning. To complement this, maintaining a wellbeing leader who will lead the introduction of school wide wellbeing strategies with a strong focus on living our new vision and values, supporting complex social and emotional needs and improving attendance will be a focus. The panel found that partnerships beyond the school had suffered due to COVID, our intention is to re-connect with community groups as recommended by the panel.</p> <p>Rationale: The review findings demonstrated strong student results in reading and numeracy and burgeoning consistency of classroom instructional practices. The panel noted that embedding the work of PLCs and continued focus on consistency of classroom practice were important elements of the 2021-2025 SSP, including consistent planning based on data/assessment/evidence and teacher observation and reflection. The panel found strong positive student relationships existed and the school was 'like a big family'. They recommended this strong foundation of positive relationships be further developed to introduce strengthened student voice and agency strategies such as learning goals, student self assessment, greater student ownership of their own learning and greater family involvement in learning. The panel found that the high levels of absenteeism required a targeted approach and recommended the wellbeing team prioritise this work, along with unpacking and embedding of our new vision and values and school wide wellbeing strategies including supporting complex social and emotional needs.</p> <p>Focus: The school will focus on embedding the following areas – consistent high quality instructional practices, data literacy, differentiation, monitoring and evaluating the impact of teaching on learning outcomes, learner agency, student led learning, families as partners in learning, supporting complex social and emotional needs and partnerships beyond the school.</p> <p>.</p>

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Goal 1	To maximise learning growth and achievement for all students.
Target 1.1	<p>By 2025 increase the percentage of students 'meeting' or 'above' benchmark growth in NAPLAN (two year moving average as indicated in Panorama)</p> <ul style="list-style-type: none">• Reading to increase from 80% (2019) to 85% or above• Writing to increase from 55% (2019) to 60% or above• Numeracy to increase from 86% (2019) to 90% or above
Target 1.2	<p>By 2025 increase the percentage of students achieving in the top two bands in NAPLAN (three year mean based on aggregated data)</p> <p>Year 3</p> <ul style="list-style-type: none">• Writing to increase from 23% (2019) to 35% or above <p>Year 5</p> <ul style="list-style-type: none">• Reading to increase from 32% (2019) to 40% or above• Writing to increase from 4% (2019) to 25% or above• Numeracy to increase from 20% (2019) to 25% or above

Target 1.3	<p>By 2025 increase the percentage of students across the school (Prep to Year 6) achieving at or above age expected level in teacher judgement (based on triangulated, norm referenced/standards-based data sets).</p> <ul style="list-style-type: none"> • Reading from 80% (2020) to 85% or above • Writing from 67% (2020) to 85% or above • Number and algebra 68% (2020) to 85% or above
Key Improvement Strategy 1.a Evidence-based high-impact teaching strategies	To embed consistent high quality instructional practices across the school.
Key Improvement Strategy 1.b Building practice excellence	To build the capacity of teachers to utilise data and inform differentiated learning.
Key Improvement Strategy 1.c Evaluating impact on learning	To monitor and evaluate the impact of teaching practice on student learning outcomes.
Goal 2	To improve learner agency.
Target 2.1	<p>By 2025 increase the percentage of positive endorsement in the student AToSS:</p> <ul style="list-style-type: none"> • Student voice and agency from 72% (2019) to 80% or above • Stimulating learning from 75% (2019) to 86% or above • Differentiated learning challenge from 82% (2019) to 89% or above.
Target 2.2	By 2025 increase the percentage of positive endorsement in the SSS

	<ul style="list-style-type: none"> • Academic emphasis from 69% (2019) to 74% or above • Collective efficacy from 85% (2019) to 90% or above • Guaranteed and viable curriculum from 88% (2019) to 93% or above.
Target 2.3	<p>By 2025 increase the percentage of positive endorsement in the Parent Opinion Survey (POS)</p> <ul style="list-style-type: none"> • Parent participation and involvement from 91% (2020) to 96% or above • Stimulating learning environment from 89% (2020) to 94% or above • Teacher communication from 86% (2020) to 91% or above.
Key Improvement Strategy 2.a Empowering students and building school pride	To build teacher capacity to activate learner agency.
Key Improvement Strategy 2.b Intellectual engagement and self-awareness	To embed a whole school strategy for students to develop and monitor their own learning goals and track progress.
Key Improvement Strategy 2.c Parents and carers as partners	To develop authentic learning partnerships between students, families and relevant stakeholders.
Goal 3	To maximise the wellbeing of all students.
Target 3.1	<p>By 2025 increase the percentage of positive endorsement in the student AToSS:</p> <ul style="list-style-type: none"> • Self-regulation and goal setting from 90% (2019) to 95% or above • Resilience from 82% (2019) to 87% or above

	<ul style="list-style-type: none"> • Sense of confidence from 83% (2019) to 88% or above.
Target 3.2	<p>By 2025 increase the percentage of positive endorsement in the POS:</p> <ul style="list-style-type: none"> • General satisfaction from 83% (2020) to 88% or above • Confidence and resiliency from 92% (2020) to 97% or above • School Connectedness from 89% (2020) to 94% or above.
Target 3.3	<p>By 2025 increase the percentage of positive endorsement in the SSS:</p> <ul style="list-style-type: none"> • Trust in students and parents from 74% (2019) to 79% or above • Staff trust in colleagues from 92% (2019) to 96% or above • Parent and community involvement from 70% (2019) to 75% or above.
Target 3.4	<p>By 2025 increase decrease student absence rates:</p> <ul style="list-style-type: none"> • Percentage of students with 20 or more absence days from 41% (2019) to 37% or less.
Key Improvement Strategy 3.a Health and wellbeing	To enhance whole school approaches to wellbeing.
Key Improvement Strategy 3.b Building practice excellence	To build staff capacity to support complex social, emotional and wellbeing needs.

Key Improvement Strategy 3.c
Networks with schools, services and agencies

To maximise partnerships within and beyond the school community.