

Hesket Primary School 1004 Strategic Plan 2018-2021

For schools in the 2016 review cycle, the SSP must finish in 2020. School in the 2017 review cycle will finish in 2021.

Endorsement	Re-Endorsement (if a Goal, KIS or Target is changed)	Re-endorsement (if a Goal, KIS or Target is changed)
Principal: Glenda Miller December 2017[name].....[date][name].....[date]
School council: Brett Hayler December 2017[name].....[date][name].....[date]
Delegate of the Secretary: Leonie Roberts 07/12/2017[name].....[date][name].....[date]

School vision	School values	Context and challenges	Intent, rationale and focus
<p>Hesket Primary School enhances the overall development of our students through all aspects of their school lives within a safe and happy rural environment. A strong emphasis is placed on mastery of the foundation skills, encouraging self-motivated, independent learning and co-operation with others. Our children are encouraged to fulfil their potential through a stimulating and challenging curriculum and school environment. Social and cultural acceptance of everyone and a close-knit family atmosphere enables our students, staff, council and community to interact in a creative and positive manner.</p>	<p>Hesket Primary School is proud to be a school driven by strong values and we maintain a commitment to the belief that every student can learn. The school has adopted three underlining values that are explicitly taught to all students throughout the year. These are;</p> <ul style="list-style-type: none"> • Hesket students are respectful. • Hesket students are responsible. • Hesket students achieve their best. 	<p>Enrolments at Hesket Primary School have declined during 2017, with an indicative enrolment of 21 students in 2018.</p> <p>Hesket is a school predominantly selected by parents who feel the small school environment will better suit the needs of their child. A significant number of the students have additional intellectual, social and academic needs.</p> <p>During 2017 the substantive Principal was on Long Service Leave and an Acting Principal was appointed for Terms 1 and 2. At the end of Term 2 the substantive Principal retired from the teaching service and Term 3 saw two recently retired principals undertake the Acting Principal role for 6 weeks and 4 weeks respectively. It is worth noting that the retiring substantive Principal had been in the role at Hesket Primary School for seven and a half years, and until 2017 had assumed teaching responsibility for a class at the school.</p> <p>The challenges for the school will be in providing opportunities for professional growth for teachers, specifically in the area of managing a multi age classroom and providing individualised and differentiated curriculum to ensure all students reach their potential. Teachers will also need professional support in the area of managing the high-level needs of the particular cohort of students at Hesket Primary School.</p> <p>In a small school environment care must be taken to ensure necessary time is allocated to administrative tasks to maintain compliance and documentation whilst also supporting the classroom teachers at an optimum level.</p>	<p>Our Intent:</p> <ul style="list-style-type: none"> • to strengthen an inclusive, safe and supportive environment that focuses on quality learning and teaching • to improve student learning outcomes in Literacy and Numeracy, particularly in regards to learning gain • to develop students who are independent and actively engaged in their learning and the community • to improve the allocation of resources (human, financial, time, space and materials) to maximise learning outcomes for all students. <p>Our rationale:</p> <ul style="list-style-type: none"> • teachers will be clear about what students know, what to teach next and how to recognise success • teachers will deliver quality, consistent whole-school Literacy and Numeracy programs • student motivation and engagement will grow • parents and carers will have a greater involvement in student learning • teachers will seek feedback from colleagues and address point-of-need professional learning to improve their practice. <p>Our priorities and focus areas: All of our Key Improvement Strategies are linked to the priorities and initiatives outlined in the Department's 2016 Framework for Improving Student Outcomes Improvement (FISO) model. Our priority for the next four years though will be Excellence in Teaching and Learning with a focus on the Building Practice Excellence and Curriculum Planning and Assessment initiatives.</p>

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)																																												
<p>Student Achievement Goal/s</p> <p>Develop self-motivated learners with strong academic skills and capabilities that will enable them to connect to the wider globalised community.</p> <p>Theory of Action <i>If students have ownership of their learning, and school processes and practices encourage them to be independent thinkers, then learning confidence and high aspirations for their future will be enhanced.</i></p>	<p>Excellence in Teaching and Learning</p> <ul style="list-style-type: none"> Building practice Excellence 	<p>Building practice excellence.</p> <ol style="list-style-type: none"> Build teacher capacity and student confidence in understanding and utilising a range of assessment strategies to accurately assess student progress and plan future learning. Build the effectiveness and efficacy of each teacher by implementing an agreed research-based instructional classroom delivery model and instructional practices across the school. Build quality teacher practice through structured staff professional learning with a focus on collaboration, planning, coaching and peer feedback. 	<p>NAPLAN To achieve the following percentage increases of students achieving in the top two bands on NAPLAN Literacy</p> <table border="1" data-bbox="2092 283 2843 401"> <thead> <tr> <th rowspan="2">NAPLAN</th> <th colspan="2">Year Three</th> <th colspan="2">Year Five</th> </tr> <tr> <th>2016</th> <th>2020</th> <th>2016</th> <th>2020</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>0%</td> <td>20%</td> <td>0%</td> <td>20%</td> </tr> <tr> <td>Writing</td> <td>0%</td> <td>20%</td> <td>0%</td> <td>20%</td> </tr> </tbody> </table> <p>To have 0% of students achieving low growth and at least 40% of students achieving high growth from Year Three – Year Five in Literacy.</p> <p>NAPLAN To achieve the following percentage increases of students achieving in the top two bands on NAPLAN Numeracy</p> <table border="1" data-bbox="2092 611 2843 695"> <thead> <tr> <th rowspan="2">NAPLAN</th> <th colspan="2">Year Three</th> <th colspan="2">Year Five</th> </tr> <tr> <th>2016</th> <th>2020</th> <th>2016</th> <th>2020</th> </tr> </thead> <tbody> <tr> <td>Numeracy</td> <td>0%</td> <td>20%</td> <td>0%</td> <td>20%</td> </tr> </tbody> </table> <p>To have 0% of students achieving low growth and at least 40% of students achieving high growth from Year Three – Year Five in Numeracy .</p> <p>Teacher Judgement To increase the % of students assessed at Above Age Expected in Reading and Viewing and Writing, and in Number and Algebra</p> <table border="1" data-bbox="2092 932 2525 1073"> <thead> <tr> <th rowspan="2">Teacher</th> <th colspan="2">P-6</th> </tr> <tr> <th>2016</th> <th>2020</th> </tr> </thead> <tbody> <tr> <td>Reading and Writing</td> <td>6.1%</td> <td>20%</td> </tr> <tr> <td>Number and Algebra</td> <td>3%</td> <td>20%</td> </tr> </tbody> </table> <p>Parent Opinion Survey Parent opinion Survey 90% positive response rate for the following framework factors In 2017:</p> <ul style="list-style-type: none"> Effective Teaching 88 % 	NAPLAN	Year Three		Year Five		2016	2020	2016	2020	Reading	0%	20%	0%	20%	Writing	0%	20%	0%	20%	NAPLAN	Year Three		Year Five		2016	2020	2016	2020	Numeracy	0%	20%	0%	20%	Teacher	P-6		2016	2020	Reading and Writing	6.1%	20%	Number and Algebra	3%	20%
NAPLAN	Year Three		Year Five																																												
	2016	2020	2016	2020																																											
Reading	0%	20%	0%	20%																																											
Writing	0%	20%	0%	20%																																											
NAPLAN	Year Three		Year Five																																												
	2016	2020	2016	2020																																											
Numeracy	0%	20%	0%	20%																																											
Teacher	P-6																																														
	2016	2020																																													
Reading and Writing	6.1%	20%																																													
Number and Algebra	3%	20%																																													
<p>Student Engagement Goal</p> <p>Develop student voice in their own learning.</p> <p>Theory of Action <i>If learning tasks are purposeful, clearly defined, differentiated and challenging, then the more powerful and precise the learning of all students.</i></p>	<p>Positive climate for learning</p> <ul style="list-style-type: none"> Empowering students and building school pride 	<p>Empowering students and building school pride</p> <ol style="list-style-type: none"> Build opportunities for increased student voice and ownership of their learning. Plan for challenging goals and effective feedback to facilitate personalised learning with students. Plan, document and implement co-ordinated strategies to engage all stakeholders as partners in learning. 	<p>Student Attitudes to School Survey Student Attitude to school learner factors at or above 85% In 2017:</p> <ul style="list-style-type: none"> Stimulating learning: 58% Effort: 67% Differentiated Learning Challenge: 72% Student Voice and Agency: 83% <p>Parent Opinion Survey Parent opinion Survey 90% positive response rate for the following framework In 2017:</p> <ul style="list-style-type: none"> Stimulating Learning Environment 83% Student Agency and Voice 83% 																																												

<p>Student Wellbeing Goal</p> <p>Develop an inclusive environment that nurtures the wellbeing of the whole child, and strengthen communication with families and the community</p> <p>Theory of Action</p> <p><i>If preventative programs and inclusive social and emotional learning is integrated into learning, student resilience and wellbeing will be fostered</i></p>	<p>Positive climate for learning</p> <ul style="list-style-type: none"> Setting expectations for promoting inclusion 	<p>Setting expectations and promoting inclusion</p> <ol style="list-style-type: none"> Embed a whole school approach to student wellbeing that includes pro-active strategies and a focus on promotion of positive relationships, resilience and individual efficacy. Enhance the school's approach to identifying and responding to the needs of specific groups or individual students. 	<p>Parent Opinion Survey</p> <p>Parent opinion Survey 90% positive response rate for the following framework factors</p> <p>In 2017:</p> <ul style="list-style-type: none"> Student Motivation and Support 88% Experience of Bullying 75% School Connectedness 83% <p>To increase the percentage of parents completing the Parent Opinion Survey to reflect 75% of families</p> <p>Student Attitudes to School Survey</p> <p>Student Attitude to school learner factors at or above 85%</p> <p>In 2017</p> <ul style="list-style-type: none"> Experience of Bullying 33% School Connectedness: 43% Sense of inclusion: 79% Resilience: 75%
--	---	--	---