

School Strategic Plan 2018-2022

Halls Gap Primary School (3058)



Submitted for review by Ja-San Trimble (School Principal) on 27 June, 2019 at 10:50 AM

Endorsed by Brendan Ryan (Senior Education Improvement Leader) on 29 July, 2019 at 08:28 AM

Awaiting endorsement by School Council President

School Strategic Plan - 2018-2022

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School vision	Halls Gap Primary School's vision is to create an environment whereby our students can reach their full potential intellectually, creatively, physically and socially.
School values	<p>EXCELLENCE - STRIVE TO BE THE BEST THAT WE CAN BE</p> <p>COMPASSION - GIVE CARE AND CONSIDERATION TOWARDS OTHERS</p> <p>RESILIENCE - SHOW STRENGTH OF CHARACTER AND A POSITIVE OUTLOOK</p>
Context challenges	<p>Current challenges are:</p> <p>Our attendance data, which although it is improving (particularly in relation to our Koorie students) still needs to increase with regards to families taking holidays through school terms and equity funded student absences.</p> <p>Providing a supportive and worthwhile PLC process given the structure of classes and number of staff.</p>
Intent, rationale and focus	<p>Given your context and findings from your self-evaluation and review: What is your school trying to achieve? (intent)</p> <ul style="list-style-type: none"> * Consistent teaching practices in all classrooms * Increased formalised discussions between teachers around data * Improved level of student voice, agency and leadership * Embedded culture of giving and receiving high quality feedback both to and from students and teachers Why is this important? (rationale) <p>To support a culture of growth in our school that is based on challenge, dialogue and collaboration, teachers need to work from agreed teaching strategies and assessment practices that form coherent and high quality teaching and learning models. What are your prioritising? Which 1 or 2 Improvement Initiatives will focus your efforts? (focus)]</p> <ul style="list-style-type: none"> * PLC process applied to Literacy and Numeracy * Building relationships with cluster to support PLC process * Student voice, agency and leadership – well-being focus

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Goal 1	To improve the learning growth of every student in literacy and numeracy.																
Target 1.1	<p><i>By 2022, the percentage of year 3 and 5 students achieving in the top two NAPLAN bands will be:</i></p> <table border="1" data-bbox="770 635 1783 852"> <thead> <tr> <th>Year 3</th> <th>2018 %</th> <th>Year 5</th> <th>2018 %</th> </tr> </thead> <tbody> <tr> <td>Numeracy 85%</td> <td>79%</td> <td>Numeracy 50%</td> <td>60%</td> </tr> <tr> <td>Reading 90%</td> <td>86%</td> <td>Reading 70%</td> <td>50%</td> </tr> <tr> <td>Writing 75%</td> <td>69%</td> <td>Writing 50%</td> <td>0%</td> </tr> </tbody> </table>	Year 3	2018 %	Year 5	2018 %	Numeracy 85%	79%	Numeracy 50%	60%	Reading 90%	86%	Reading 70%	50%	Writing 75%	69%	Writing 50%	0%
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Target 1.2	<i>By 2022, the percentage of students making medium to high relative growth will be at or above 75 per cent in Reading, Writing and Numeracy.</i>																
Target 1.3	<i>For each year, from 2019 – 2022, teacher judgements of students achievement in Reading, Writing and Numeracy will reflect NAPLAN data as measured by Panorama reports.</i>																
Key Improvement Strategy 1.a Building practice excellence	Strengthen the capacity of individual teachers and teams to analyse and use assessment data to plan a differentiated teaching and learning program that targets the learning need of all students																

Goal 2	To empower all student to be actively involved and accountable for their learning within and beyond the classroom.
Target 2.1	<p>By 2022, the percentage of positive endorsement on the AToSS will be at or above in the following factors:</p> <ul style="list-style-type: none"> • Stimulated Learning – 90% (it was 86% in 2018) • Student Voice and Agency - 80% (it was 75% in 2018) • Sense of Connectedness – 85% (it was 79% in 2018)
Target 2.2	<p>By 2022, students absent for 20+ days should be below the 2018 number of 12% and students absent for 30+ days should be below the 2018 number of 5%</p> <p>The average number of 20+ absence days per student to be below the State mean for Primary Schools. In 2018 the State Mean was 24% of students absent 20+ days</p>
Target 2.3	<p>By 2022, the percentage of positive endorsement on the POS will be at or above in the following factors:</p> <ul style="list-style-type: none"> • Student Voice and Agency – 85% (it was 79% in 2018) • Stimulating Learning – 85% (it was 82% in 2018)
Key Improvement Strategy 2.a Empowering students and building school pride	Develop an agreed whole school approach to student engagement through student voice, agency and leadership in consultation with the school community.
Key Improvement Strategy 2.b Networks with schools, services and agencies	To strengthen the school's transition processes into, through and post school.

Goal 3	To develop students to build positive relationships and display behaviours and attitudes that reflect the school values of Resilience, Excellence and Compassion.
Target 3.1	<p>By 2022, the percentage of positive endorsement on the AToSS will be at or above in the following factors:</p> <ul style="list-style-type: none"> • Respect for Diversity – 80% (it was 75% in 2018) • Sense of Inclusion – 90% (it was 89% in 2018) • Managing Bullying – 80% (it was 76% in 2018)
Target 3.2	<p>By 2022, the percentage of positive endorsement on the POS will be at or above in the following factors:</p> <ul style="list-style-type: none"> • Respect for Diversity – 85% (it was 82% in 2018) • Managing Bullying – 90% (it was 86% in 2018)
Key Improvement Strategy 3.a Health and wellbeing	To strengthen the capability of the whole school community to support a consistent and collaborative approach to student wellbeing.