

School Strategic Plan 2019-2023

Specimen Hill Primary School (1316)



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School vision	<p>Specimen Hill's vision is to provide a caring and inspiring learning environment which prepares all students to achieve to their full potential for a successful further education and employment. For every student to be an effective participant in a global society. At Specimen Hill Primary School we believe in putting the child at the centre of all that we do. We strive to achieve excellence in teaching and learning through ongoing monitoring of our student learning data. As a school we recognise that we are educating the whole child and that the wellbeing of every child is the key to success in education. Our Wellbeing program strives for excellence through the engagement of parents and community as well as creating a positive environment where every child has every opportunity. The leadership team aims to set high expectations for all stakeholders thereby creating a culture that strives for excellence in all areas.</p>
School values	<p>As employees of the Department of Education we hold the department values of Respect, Responsiveness, Integrity, Impartiality, Human Rights, Accountability and Leadership at the core of all that we do. These values underpin the school's code of conduct for all staff. This code is documented with the behaviours that all staff are expected to demonstrate, at all times, in the workplace and when interacting with the wider school community. As a school community our core values are Respect, Honesty, Excellence, Resilience and Empathy and these values are an integral part of daily life at Specimen Hill. These values are deeply embedded within the culture of the school. This remains an ongoing focus for the school to continually revisit our values and ensure we are living these every day.</p> <p>With respectful relationships between all stakeholders a conducive and safe environment is created for all, where everyone feels valued and can thrive. Without honesty there can be no true improvement be this in regards to behaviours or teacher practice. When we are open and honest we develop trust in each other that leads to relational trust that builds a school culture of continual improvement. Striving for excellence for all is an integral part of the daily work of Specimen Hill Primary school. We expect our students to strive to be the best that they can be and staff to work towards continual improvement. Developing resilient students is a key goal for the school, as it is an important life skill for future success. Schools are a complex work environment that present many challenges for staff. To be an exemplary staff member it is essential that staff are resilient when faced with challenges. A large proportion of the school's student population come from a low-socio economic background that means the school is presented with many complex issues associated with this demographic. Empathy along with understanding are key to developing supportive and constructive relationships with both students and families. As a school we believe we need to demonstrate empathy towards our students and their families/carers whilst still setting the highest expectations. We believe our students are capable of a bright future and deserve every opportunity to ensure they achieve to the best of their ability. A quality education is fundamental to this. As a school community we believe empathy is a key value to possess to be able to engage constructively with others.</p>

Context challenges

Specimen Hill Primary School is situated in Golden Square. Our school community is diverse and includes families that live close to the school, as well as many families from neighbouring suburbs. Currently the school's Student Family Occupation is .6709 evidencing the fact that the school has a large proportion of students that come from a low-socio economic background.

Specimen Hill Primary School currently has a student enrolment in the low three hundreds with students. The school operates 14 classrooms organised into composite classrooms (Foundation, P/1, 1/2, 3/4, 5/6) The school presently has 22 Koori students and 22 Karen (refugee) students enrolled and the school ensures that their cultures are recognised widely through the curriculum and in its daily practices.

We currently have 6 students enrolled in the Program for Students with Disabilities whose educational needs are catered for through modified programs and Individual Learning Plans. These students are supported in the school by Educational Support Officers. The school supports many unfunded students by providing additional aide support through the allocation of equity money.

The student population is diverse and many students come with the well understood challenges of coming from a low-socio background. This presents many complex social and emotional issues. Many students have experienced trauma and as a school, it is essential that trauma and its impact is well understood. In addition to this, it is essential that the school implements trauma informed practices in all classrooms and can provide broader support to families.

The school receives additional money to address the needs of its students, through the equity program. These resources are used to employ a Wellbeing officer, extra teaching staff to run programs such as Reading Recovery and Extending Mathematical Understanding to support student learning. In addition to this, a speech therapist is employed for one day a week. The school runs a unique Wellbeing program that is run in all classrooms on a weekly basis in senior classes and fortnightly in all other classes. This assists in embedding a consistent, whole school, wellbeing culture across the school. Wellbeing underpins all that the school does and supports the embedding of school values.

Increasingly the students from a non-English speaking background are enrolling in the school. Many of these students are from the Karen population that come from a refugee background. Many of these students have witnessed violence or have come from the refugee camps on the boarder of Thailand and Burma. These students have become a vibrant part of the school's fabric and in 2020 the school will be participating in the Refugee Education Support Program. The school's Karen multi-cultural education aide provides invaluable assistance to staff and families. In addition to this, a teacher is employed to support students with their English learning and assist teachers to implement programs into classrooms that are in line with the English as an Additional Language framework. Specimen Hill Primary School is community minded and provides families with affordable Out of Hours School Care. A playgroup runs on a weekly basis and is well supported by families. In addition to this, the school provides food hampers to families. Bendigo Foodshare is accessed to support this program.

Specimen Hill Primary School has been a high performing school over many years, consistently outperforming similar schools as measured by NAPLAN. One of the key challenges, identified in the school review, was to ensure that the school continued to have high expectations for all students in regards to student learning. Recent NAPLAN results have shown a declining performance between Years 3 and 5 in NAPLAN growth, particularly in Mathematics. Lifting the academic performance of students in these years is a key goal of the school along with ensuring that student learning outcomes continue to be strong across the school.

There has been declining data as measured by the Attitudes to School survey. In particular, low data in student voice and agency, connectedness to school and learner confidence showing a decline. On close examination of the data, there is a considerable discrepancy between boys and girls attitudes. Girls are overwhelmingly more positive than the boys about school. One identified

	<p>challenge is around improving the attitudes of male student towards school, which are consistently lower than girls. Overwhelmingly the school's Parent Opinion Survey indicates a high level of satisfaction with the school from the parent community. However the area of lowest satisfaction is around parent/teacher communication. As part of lifting student learning outcomes the school needs to improve in this area.</p> <p>The school currently has great commitment, from families, for the Home Reading program. The school runs 'Listening to Your Child Read' information sessions for all Prep families. Reading nights are closely monitored and celebrated at weekly assemblies. In addition to this, follow up is part of teacher's daily practice. The challenge for the school is to improve the communication between school and home to improve engagement of families in key areas of learning. Through developing teacher and parent communication we hope to build the school/home partnership that will assist us in delivering better outcomes for all of our students.</p>
<p>Intent, rationale and focus</p>	<p>The school will continue to have high expectations around improving student learning data. The process of ensuring quality instruction in every classroom, across the school, will be an ongoing focus over the life of the strategic plan. Ensuring that all students meet, at least, benchmark growth between Years 3-5, in all key learning areas, as measured by NAPLAN, will be at the core of all that we do and will undergo require continual monitoring to ensure there is evidence of improvement in student learning outcomes as a result of the change in classroom practice. The review identified that a low percentage of students were making high growth, in Mathematics, between Years 3 and 5 to be very concerning and an area that needs to be addressed in a timely manner. If we are truly going to 'close the gap' and address the well-researched disadvantages that a significant number of our students face in regards to education, this has to be a strong focus for the school over the term of the new strategic plan. 'Every Child, Every Opportunity' is the school's motto and we have to ensure that we are living it.</p> <p>Two learning specialists have been appointed, one tagged to numeracy and the other to literacy, for the term of three years. The approach to implementing change in teaching practice across the school is a considered one, ensuring that change does occur. There is already a strong team culture embedded across the school. Year level teams work together to plan instruction on a weekly basis. The preferred model for implementing change in teaching practice is; a vertical school team participate in professional development and then upskill staff by running regular professional development sessions with teaching staff, staff are then supported in classrooms, through coaching, modelling, peer observations and co-teaching to implement change. Equity resources will be targeted towards support programs such as; speech therapy, Extending Mathematical Understanding and Reading Recovery. Initial work has already begun in regards to Mathematics. A vertical team of teachers have been engaged in professional learning through the BASTOW institute around Leading Numeracy across the school. A new instructional model has been introduced. The school will continue to embed a new model of practice across F-6 with a major focus being placed on the development of the four proficiencies in Mathematics. This work will take place over the term of the new plan.</p> <p>There has been falling data in the school's Attitude to School's survey across a number of years. Student Voice and Agency were identified as being an issue and this will be a key focus area during the term of the new strategic plan. An action team will be created to lead and drive the implementation of greater student voice and agency into classrooms and curriculum planning across the school. The work of the action team will be to develop a definition of voice and agency that is understood by both students and staff and</p>

also, develop a plan of how and what student voice and agency students will have in their learning. The school has already begun the journey by working in collaboration with Education Consultant (Nadine Crane) who has delivered whole school professional development and as well as working with learning teams around designing Integrated Studies units that have provided all students with some voice and agency in their learning. The work has just begun in this area and will unfold over the term of the strategic plan.

Improving communication between the school and parent community will be a high priority with a strong focus on more regular communication about student academic progress. This was identified, by the school community as an issue in the School Review, parents thought teacher/parent communication was an area the school could improve. This is important because of the powerful role parents have to play in their child's education. Through better communication the home/school partnership can be strengthened and this will lead to better learning outcomes for students. A plan has been developed for the role out of a more effective model of communication. This includes things like class dojos, longer time set aside for parent/teacher meetings and phone calls home. It is hoped that by improving communication between the parents and teachers, that parents will have a clearer picture of the ways in which they can support their child's education, early notification around changes in behaviours and issues, leading to quicker resolutions.

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Goal 1	Improve learning growth and achievement for all students
Target 1.1	<p>By 2023, the percentage of students achieving high relative growth from Years 3 to 5 on NAPLAN numeracy will increase from 16% (2018) to 25% (2023).</p> <p>By 2023, the percentage of students achieving low relative growth from years 3 to 5 on NAPLAN numeracy will decrease from 22% (2018) to 16% (2023).</p>
Target 1.2	<p>By 2023, the percentage of students achieving in the top two NAPLAN bands for numeracy will increase:</p> <ul style="list-style-type: none"> • At year 3 from 39% (2018) to 38% (2023) or higher • At year 5 from 23% (2018) to 28% (2023) or higher
Target 1.3	<p>By 2023, the percentage of students achieving above the expected level on the Victorian Curriculum Standards at Foundation to year 6, using Teacher Judgements to increase:</p> <ul style="list-style-type: none"> • Number and Algebra - 30% (2018) to 38% (2023) • Measurement and Geometry – 24% (2018) to 30% (2023) • Statistics and Probability – 23% (2018) to 28% (2023)
Key Improvement Strategy 1.a Curriculum planning and assessment	Build teacher data literacy skills to inform planning and teaching for each student's point of learning

Key Improvement Strategy 1.b Intellectual engagement and self-awareness	Plan for challenging goals and effective feedback to facilitate personalised learning
Key Improvement Strategy 1.c Evidence-based high-impact teaching strategies	Develop teacher knowledge and skills to embed High Impact Teaching Strategies
Goal 2	Empower students to be self-regulated, motivated and resilient learners
Target 2.1	<p>By 2023, improve the percentage of positive responses on the student Attitudes to School Survey for the following factors:</p> <ul style="list-style-type: none"> • Student voice and agency from 71% (2018) to 75% (2023) • Self-regulation and goal setting from 87% (2018) to 90% (2023) • Motivation and interest from 80% (2018) to 85% (2023) • Resilience from 84% (2018) to 85% (2023)
Target 2.2	<p>By 2023, improve the percentage of positive responses on the Parent Opinion Survey for the following factors:</p> <ul style="list-style-type: none"> • Stimulated learning from 79% (2018) to 83% (2023)
Key Improvement Strategy 2.a Intellectual engagement and self-awareness	Develop a whole school approach to student voice, agency and leadership in their learning
Key Improvement Strategy 2.b Empowering students and building school pride	Build the capacity of staff to activate student voice and agency

Key Improvement Strategy 2.c Setting expectations and promoting inclusion	Build the capacity of staff to have high expectations and improve student engagement in their learning
Goal 3	Strengthen student and parent engagement in learning
Target 3.1	By 2023, improve the percentage of positive responses on the Parent Opinion Survey for the following factors: <ul style="list-style-type: none"> • Parent participation and involvement from 81% (2018) to 86% (2023) • School Support from 83% (2018) to 86% (2023) • Teacher Communication from (75%) to 79% (2023)
Target 3.2	By 2023, improve the percentage of positive responses on the student Attitudes to School Survey for the following factors: <ul style="list-style-type: none"> • Stimulated learning from 79% (2018) to 80% (2023) • Sense of connectedness from 75% (2018) to 76% (2023) • Student voice and agency from 71% (2018) to 75% (2023)
Key Improvement Strategy 3.a Parents and carers as partners	Plan, document and implement coordinated strategies that engage all stakeholders as partners in learning
Key Improvement Strategy 3.b Parents and carers as partners	Develop an action plan to ensure regular communication practices between teachers and parents and carers