Hillman Primary School Business Plan 2022 - 2024

OUR PLAN

Hillman Primary School 2022 - 2024 is our plan for the future. It outlines what our school seeks to achieve in student outcomes and the improvement strategies to get there.

This plan has been developed by and in consultation with the Hillman Primary School community comprising students, staff, parents and the School Board. It sets a clear strategic direction for our school over the next three years. It outlines what we will do and what you will see in the six domains of school improvement – *Relationships and Partnerships, Learning environment, Leadership*, *Use of Resources*, *Teaching Quality* and *Student Achievement and Progress*.

OUR VISION:

Belong | Learn | Achieve

A learning community, where we belong, learn, and achieve.

OUR CULTURE:

Our values provide the foundation for building a sense of belonging and respecting everyone's right to learn. Through collaboration between students, family and school we all achieve.

We strive to develop students that:

- demonstrate *Respect;*
- take *Responsibility;*
- are *Resilient;*
- look after *Relationships; and*

RELATIONSHIPS AND PARTNERSHIPS

We understand that a positive and culturally responsive school culture, strong parent support and good partnerships with our community are powerful influences for our school's continued success. We prioritise building effective relationships with parents, school governance and other external groups to meet the current and future needs of our students. Our dedicated team works in collaboration to understand student progress and improve teacher practice, building collective capacity to improve student outcomes.

What we aim to achieve

1.1. By 2023, increase the '*Agree'* and '*Strongly Agree'* percentage on the *School Survey*, for parents, for *'Teachers communicate with me about my child's learning'*.

1.2. By 2023, increase the '*Agree'* and '*Strongly Agree'* percentage on the *School Survey*, for parents, for *'I am happy with the level and frequency of communication that my child's teacher provides'*.

1.3. By 2023, increase the '*Agree'* and '*Strongly Agree'* percentage on the *School Survey*, for parents, for *'I understand the strategies the teacher/s are using in the classroom with my child'*.

What we will do	What you will see
Develop an agreed strategy for teachers to communicate teaching and learning programs to parents.	• Clear and timely communication from teachers to parents about what their teaching and learning focus is, how their child is progressing and how they can support their learning at home.
Ensure clear communication is evident, both within the school and with key stakeholders.	• Standard, consistent and clearly understood communication systems within the school and community.
Ensure school practices and processes are respectful and culturally responsive to Aboriginal students, their families and communities.	• The school's learning environment and community engagement reflect culturally responsive practices.

LEARNING ENVIRONMENT

Our learning environment promotes a respectful and relationships focused culture with high trust between staff and students. We take pride in establishing safe and culturally responsive environments, where students learn and play and develop responsibility for their learning and behaviour and the resilience required to respond with confidence. We develop programs to support student and staff wellbeing and systems to address the learning difficulties, enrichment, attendance and behavioural needs of all students, and particularly those at educational risk.

What we aim to achieve

2.1. By the end of 2024, the attendance at risk category 'indicated' will decrease from 24% to 18% or lower.

2.2. By the end of 2024, the overall attendance for Aboriginal students will increase from 73.3% to 80% or above

2.3. By 2023, increase the average rating on the *School Survey*, for staff, students and parents for *'student behaviour is well managed at this school'*.

What we will do	What you will see
Implement student behaviour and engagement strategies that enhance student learning.	• Consistent policy, approaches and processes to manage student behaviour within a Positive Behaviour Schools (PBS) and Classroom Management Strategies (CMS) framework. • Teachers supported to consistently implement approaches and processes across the school.
The health and wellbeing of staff and students is enhanced.	• School-wide social-emotional programs implemented to teach students self-regulation and social-emotional strategies. • A plan for staff wellbeing, which includes processes to monitor, support and enhance staff wellbeing.
Develop an agreed approach and strategies to promote regular attendance.	• A whole school attendance plan and strategy. • Student attendance rates are monitored regularly with parents and students supported where there are attendance concerns. • Targeted attendance plans to support students at risk.
Students at Education Risk (SAER) are identified, supported and monitored for improvement.	• Documented and embedded practices to identify, monitor and support for SAER – learning difficulties, academic, extension, attendance, behaviour and socio-emotional needs.

LEADERSHIP

Leading teaching and learning is our core business. Leading with clarity and vision motivates, empowers and supports others to engage in change processes in order to achieve the school's vision and positively impact student outcomes. Instructional Leadership within a distributed leadership model is prioritised for sustained improvement. Student leadership and student voice is embedded in our culture and strategic action.

What we aim to achieve

3.1. By 2023, increase the average rating on the *School Survey*, for staff, for *'this school is well led'*.

What we will do	What you will see
Develop a school-wide culture of school improvement and school self-assessment.	• Processes in place to monitor and review the implementation of whole school strategies.
Implement change in a timely, data informed and inclusive manner.	• A clear and widely understood change management model that outlines how change is initiated, planned, managed and evaluated.
Develop leadership pathways, which provide staff with opportunities to lead school improvement initiatives.	• A focus on identifying and developing 'middle leaders'.
Develop a coaching and mentoring culture within the school with a focus on instructional growth and development.	• Teacher leaders identified, trained and provided with opportunities to support staff to embed teaching practices, ensuring consistency in teaching and curriculum delivery. • Teachers working in Professional Learning Teams (PLT), guided by a process focused on learning and improvement. • A meaningful and growth focused approach to staff performance management.

USE OF RESOURCES

There are clear links between school priorities and the human, physical and financial resources. Resources are planned to meet the needs of all students. Supplementary funding provided to the school is used to underpin targeted support programs and required teaching and learning adjustments. We are committed to planning for our workforce requirements and continually building staff capacity through well researched and evidence based professional learning.

What we aim to achieve

4.1. By 2024, increase the rating on the *Department External Financial Audit* from Satisfactory to Good - Excellent.

What we will do	What you will see
Ensure financial management complies with the expectations of the Funding Agreement for Schools.	• Priorities identified within the school's business plan and annual operational plans, inform financial planning and the budget allocation processes. • The School Board are upskilled and kept informed of the school's financial management processes and their impact on business planning and student learning.
Implement workforce planning and management practices which align with student needs.	• A workforce plan in place that outlies the knowledge, experience and skills of staff required to achieve the school's strategic priorities.
Develop resource management practices which support school planning.	• Well understood asset and resource replacement schedules.

TEACHING QUALITY

Our dedicated staff are committed to maintaining a culture of high expectations and excellence in evidence-based instruction. We invest significantly in creating and sustaining the conditions under which quality teacher can prosper. Highly effective teachers are motivated to plan collaboratively using data-informed, evidence based practice to design engaging learning programs. Whole school pedagogical practices enable students to fulfil their potential through our commitment to consistently deliver a curriculum which is challenging, diverse and inclusive.

What we aim to achieve

5.1. By 2023, increase the average rating on the *School Survey*, for staff and parents for *'Students' learning needs are being met at this school'*.

5.2. By 2023, increase the average rating on the *School Survey*, for staff and parents for *'I am satisfied with the overall standard of education achieved at this school'*.

5.3. By the end of 2024, 80% of students in Kindergarten to Year 2 will be achieving *'Consistently'* or *'Often'* on the descriptor; *'sets goals and works towards them'*

5.4. By the end of 2024, 80% of students in Years 3 – 6 will be achieving *'Consistently'* or *'Often'* on the descriptors; *'sets goals and works towards them with perseverance'* and *'is enthusiastic about learning'*

What we will do	What you will see
Define common beliefs about teaching and learning, supporting school-wide practices.	• A consistent instructional framework and lesson design model that guides teaching and learning. • Defined staff commitment to beliefs about high expectations, school-wide approaches to teaching and how students learn best.
Implement whole school evidence based approaches in literacy and numeracy, connected to the identified needs of students and the school.	• Consistent whole school approaches in literacy in every classroom, with a particular focus on Reading. • Strengthened whole school approaches in numeracy in all year levels.
Teaching programs align with content outlined in the WA Curriculum.	• A Kindergarten to Year 6 scope and sequence aligned to the Western Australian Curriculum, with consistent data collection, monitoring, assessment and reporting schedules
Professional learning builds staff teaching capability.	• Evidence based instructional practices are investigated and practiced in Professional Learning Teams (PLT).

STUDENT ACHIEVEMENT AND PROGRESS

A high priority is given to school-wide data analysis and discussion of systemically collected data on student achievement and progress. Data analyses consider overall performance as well as performance of individual students, evidence and tracking of progress over time, like-school comparisons and measures of growth across the years of schooling. There is a blend of standardised and insightful judgements made by teachers and support staff through daily observations and school-based assessments.

What we aim to achieve

6.1. By 2024, increase the *NAPLAN Mean* scores, for students in Year 3 (stable cohort), to *At* or *Above* the target *Like Schools Group* in *Numeracy* and *Reading*.

6.2. By 2024, increase the *NAPLAN Mean* score, for students in Year 3 (stable cohort), to *At* the *State School* average in Writing.

6.3. By 2024, reduce the percentage of Year 3 students (stable cohort), achieving *At* or *Below* the *National Minimum Standard* to *At* or *Below* the *State School* average in *Numeracy, Reading and Writing*.

6.4. By 2024, increase the *NAPLAN Mean* scores, for students in Year 5 (stable cohort), to *At* or *Above* the target *Like Schools Group* in *Numeracy*, *Reading and Writing*.

6.5. By 2024, reduce the percentage of Year 5 students (stable cohort), achieving *At* or *Below* the *National Minimum Standard* to *At* the *State School* average in *Numeracy* and *Reading*.

6.6. By 2024, reduce the percentage of Year 5 students (stable cohort), achieving *At* or *Below* the *National Minimum Standard* to the *Like Schools* average in *Writing*.

6.7. By 2024, increase the number of students (stable cohort) making *High* and *Very High* progress between Years 3 and 5, in Reading.

6.8. By 2024, increase the percentage of students in Years 3 and 5 (stable cohort) in the Top 20%, in Reading.

6.9. By 2024, reduce the percentage of students achieving *At* or *Below* the *National Minimum Standard* in Year 7, in Numeracy, *Reading and Writing*.

6.10. By 2024, increase the percentage of students in Year 7 (stable cohort) in the Top 20%, in Reading.

What we will do	What you will see
Strengthen processes involving the analysis of student achievement and progress data, informing plans for improvement.	• School leaders providing professional learning and support, and guiding discussions with staff to ensure connections exist between student achievement data and planning. • Common approaches and processes to guide data analysis discussions in Professional Learning Teams (PLT).
Establish a student assessment database to track longitudinal, cohort and individual student achievement and progress.	• A comprehensive student data tracking system, which informs individual student planning and handover.
Ensure reliability of student performance data and teacher judgements.	• Staff use data sets and students work samples to moderate their judgements, against expected standards of achievement.