

School Strategic Plan 2019-2023

Harrietville Primary School (0843)



Submitted for review by Samantha Pellegrini (School Principal) on 27 February, 2020 at 12:29 PM

Endorsed by Joanne Grimmond (Senior Education Improvement Leader) on 28 February, 2020 at 11:08 AM

Endorsed by Penelope Cook (School Council President) on 06 March, 2020 at 04:11 PM

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School vision	<p>Harrietville Primary School has a vision to develop respect within children who engage in their learning, aspire to achieve their personal goals and become connected members of the community.</p> <p>We believe that every member of the school community has a right to fully participate in an educational environment that is safe, supportive and inclusive and where everyone is treated with respect and dignity.</p>
School values	<p>Harrietville Primary School is guided by values held by the school and it's community:</p> <p>Community - connection to land and relationships, linking with community and the world</p> <p>Achieve - aspiring to achieve learning goals, to design and produce</p> <p>Respect - of self and others, learning and property through honesty, inclusion and responsibility</p> <p>Engage - in learning by thinking and questioning, experiencing and endeavouring</p>
Context challenges	<p>Harrietville Primary School, founded in 1866, is located in the mountain village of Harrietville (population 338), 25km from Bright (345km from the Melbourne CBD), at the base of Mount Hotham in North-East Victoria. The school's SFOE Index was 0.4177 in 2019 with an enrolment of 31 students. The school now operates the Harrietville Bush Kinder which includes 10 hours at a bush-site and incorporates a philosophy of naturalistic intelligence and aboriginal ways of learning.</p> <p>Over the Strategic Plan period:</p> <p>In Reading & Viewing, the percentage of students achieving at or above level decreased from 97% to 91%.</p> <p>In Writing, the percentage of students achieving at or above level decreased from 97% to 87.5%.</p> <p>In Number & Algebra, the percentage of students achieving at or above level decreased from 100% to 94.6%.</p> <p>Challenges in our school have arisen with the 60% increase of enrolments over the Strategic Plan period and more students presenting with specific learning needs. Literacy and Numeracy sessions require more precise differentiation to cater for the learning needs of individual students.</p>
Intent, rationale and focus	<p>Harrietville Primary School's mission is to provide our students with access to a broad range of learning opportunities that respond to the diversity of their individual needs and abilities.</p> <p>During the Strategic Plan period our foci will include:</p> <p>Achievement - to improve student learning in English - Writing (FISO Priority Area - Excellence in Teaching and Learning)</p>

	<p>Wellbeing and Engagement - to improve student voice and agency in their learning (FISO Priority Area - Positive Climate for Learning)</p> <p>Engagement - to enhance student engagement across the curriculum (FISO Priority Area - Community Engagement in Learning)</p> <p>These foci have been acknowledged as priorities due to:</p> <p>Writing learning outcomes being lower than for Reading and Mathematics indicating a need to improve curriculum planning and assessment, build practice excellence and embed HITS.</p> <p>Student voice and agency being attributed as a key factor in lower learning growth suggesting the necessity to build student voice, agency and leadership and develop student intellectual engagement and self-awareness.</p> <p>Results in resilience being lower than other areas of the Student Attitudes to School Survey demonstrating a need to align school curriculum with a naturalistic approach and intercultural understanding.</p>
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Goal 1	To improve student learning in English - Writing
Target 1.1	<p>Increase the number of students in the top two bands on NAPLAN Year 5 in Writing:</p> <ul style="list-style-type: none"> • In Year 5 from 0% in the top two bands in 2017-2019 to 25% in 2020-2023.
Target 1.2	<p>Improve Teacher Judgements against the Victorian Curriculum in English-Writing:</p> <ul style="list-style-type: none"> • Increase the percentage of students in Foundation - Year 6 assessed Above Expected Level from 26% in 2018 to 35% in 2023 • Decrease the percentage of students in Foundation - Year 6 assessed Below Expected Level from 22% in 2018 to 10% in 2023.
Target 1.3	<p>Improve NAPLAN Growth in Writing from Year 3 to Year 5:</p> <ul style="list-style-type: none"> • Increase percentage of students above benchmark growth from 0% in 2017-2019 to 25% in 2020-2023.
Key Improvement Strategy 1.a Curriculum planning and assessment	Build staff capacity to embed the writing instructional model demonstrating clear links between curriculum standards, learning goals, learning activities and assessment strategies
Key Improvement Strategy 1.b	Develop rigorous evidence-based approaches to teaching of writing

Evidence-based high-impact teaching strategies	
Key Improvement Strategy 1.c Building practice excellence	Develop strategic approaches to improve the teaching of Writing involving teacher reflection and student feedback to improve teaching approaches
Goal 2	To improve student learning growth through voice and agency
Target 2.1	Increase the number of students in the top two bands on NAPLAN Year 5 in Reading from 33% in 2017-2019 to 45% in 2020-2023.
Target 2.2	<p>Improve NAPLAN Benchmark Growth from Year 3 to Year 5:</p> <ul style="list-style-type: none"> • Increase percentage of students above benchmark growth in Reading from 0% in 2017-2019 to 33% in 2020-2023.
Target 2.3	<p>Improve Teacher Judgements against the Victorian Curriculum in English-Reading and Mathematics Number & Algebra:</p> <ul style="list-style-type: none"> • Reading - Increase the percentage of students in Prep -Year 6 assessed Above Expected Level from 48% in 2018 to 58% in 2023. • Reading - Decrease the percentage of students in Prep -Year 6 assessed Below Expected Level from 22% in 2018 to 10% in 2023. • Mathematics- Number & Algebra - Increase the percentage of students in Prep -Year 6 assessed Above Expected Level from 48% in 2018 to 58% in 2023. • Mathematics - Number & Algebra - Decrease the percentage of students in Prep -Year 6 assessed Below Expected Level from 13% in 2018 to 0% in 2023.

Target 2.4	Improve Teacher Judgment Growth against the Victorian Curriculum so that 0% of students have lower than expected growth in Number & Algebra (6% in 2019), Reading & Viewing (13% in 2019) and Writing (23% in 2019) by 2023.
Key Improvement Strategy 2.a Intellectual engagement and self-awareness	Develop student skills in monitoring their own learning
Key Improvement Strategy 2.b Parents and carers as partners	Develop processes for authentic learning partnerships between students, teachers and parents
Key Improvement Strategy 2.c Building practice excellence	Ensure professional learning is focused on developing staff skills in giving and receiving feedback and student voice and agency
Goal 3	To enhance student engagement across the curriculum
Target 3.1	<p>Improve Parent Opinion Survey (POS) data in the areas of:</p> <ul style="list-style-type: none"> • Stimulating Learning Environment from 96% positive response in 2019 to 100% in 2023. • General Satisfaction from 93% positive response in 2019 to 100% in 2023. • Student Agency from 96% positive response in 2019 to 100% in 2023. • Student Motivation from 97% positive response in 2019 to 100% in 2023.
Target 3.2	Improved Student Attitude to School Survey (AToSS) data in the factor of Resilience from 93% positive response in 2019 to 100% in 2023.

Target 3.3	To reduce student absences of 20+ days from 32% to 10%.
Key Improvement Strategy 3.a Vision, values and culture	Review the school's vision, values and culture to reflect the current parent, student and staff vision
Key Improvement Strategy 3.b Global citizenship	Build staff capacity to bring intercultural understanding, broader perspectives, interconnection and globalisation within the school curriculum
Key Improvement Strategy 3.c Parents and carers as partners	Students, staff and partners collaborate to design and deliver inclusive programs that build confidence in learning and achievement of all students