**School Strategic Plan 2018-2022**

Hampton Primary School (3754)



Submitted for review by Susan Knight (School Principal) on 21 March, 2019 at 10:19 AM  
Endorsed by Coralee Pratt (Senior Education Improvement Leader) on 04 April, 2019 at 03:20 PM  
Endorsed by Nicky Tracey (School Council President) on 04 April, 2019 at 05:57 PM

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| School vision | Hampton Primary School’s vision is to aspire to demonstrate a friendly, collaborative and inclusive environment. It is where everyone feels supported and appreciated to share, respectfully challenge and trust each other to develop the students in our care to be resilient, lifelong global learners.  We strive to create the best possible learning environment where all students will experience success. We recognise the positive and respectful relationships are the foundation for learning. Our purpose is to develop caring and respectful relationships between school, students and families so that our students become resilient, independent and feel safe and confident to take risks in order to achieve personal excellence. We strive to cultivate an environment where learning is meaningful, collaborative and relevant; where curiosity is encouraged; where young people connect, create and produce work that matters to them and others. |
| School values | VISION - Hampton Primary School’s vision is to aspire to demonstrate a friendly, collaborative and inclusive environment. It is where everyone feels supported and appreciated to share, respectfully challenge and trust each other to develop the students in our care to be resilient, lifelong global learners.  MISSION - Hampton Primary School’s mission is to be friendly, collaborative and inclusive. To create an environment where everyone is supported to share, respectfully challenge and trusts each other to create resilient, lifelong global learners.   RESILIENCE: To draw upon strengths within yourself (Gratitude, Empathy, Mindfulness) and around you to overcome and flexibly respond to failure and life (stresses and unexpected or undesirable outcomes) while remaining true to yourself and others.  INTEGRITY: To take self responsibility and demonstrate good character and ethics by being respectful, honest, fair, compassionate and sincere to yourself and others. COLLABORATION: To understand and act in ways where we embrace diversity to share and work together productively to achieve common goals where each member’s contribution is valued and encouraged. ASPIRATION: To seek to be better by having the desire, hope or ambition to challenge yourself to; grow in awareness, knowledge or skills, be supported to take risks and extend yourself to new limits, encourage learning from failure and achieve something personally meaningful. |
| Context challenges | Hampton Primary School, which is located in the bayside suburb of Hampton, was first opened in 1913. The school has a very good reputation in the local area and there is strong demand for enrolments from within and beyond the local area. Enrolments have grown steadily over the last few years. The school’s current enrolment of 696 is at the optimum level, we are mindful of balancing the learning environment and resources with suitable play space. Our facilities over this same period have improved significantly with the development of an artificially turfed oval, the development of a parent designed sandpit and more recently, the development of a hard-court area for basketball, netball and rebound wall activities.  The school has an excellent record of academic achievement. Results in Literacy and Numeracy greatly exceed both nation and state-wide expectations. We provide a highly regarded range of specialist programs including Art, Music, Physical Education and Sport and Mandarin. Our staffing profile has changed a little over the past 4 years due to growth in enrolments and family leave. Most teachers have over 5 years of experience.  We highly value the role that technology can play in educating our students. When used effectively, technology has the ability to transform learning and provide opportunities to develop the crucial skills that our students need to thrive in the 21st century. Across the school and in particularly in Years 4 – 6, where we have 1-1 BYO iPad programs in place, our students regularly use technology to create, communicate and investigate across all learning areas. Our students are regularly involved in real world learning tasks that require researching a wide variety of resources and communication with experts and relevant members of our community and the wider world. They are not only learning about the topic at hand, but about the power they can have to affect change in our world, and what it means to be a global citizen in an increasingly interconnected world. In this environment, students use digital tools as part of their investigations and learning tasks.   Hampton has teaching structures to accommodate the multiple needs of the students and the professional learning of teaching staff. We have considerable expertise amongst staff which is regularly utilised and highly valued. Our academic and co-curricular programs promote the development of the whole child. We have a strong team-oriented approach to curriculum with a focus on professional learning, home-school partnerships and extensive co-curricular programs. Our high academic standards and participation in a broad range of extra-curricular activities contribute positively to the success of our school in the Bayside community.  We value the arts at Hampton; they are used as a vehicle for learning and to specifically develop confidence, creativity, independence and ingenuity, thus focussing on the whole child. We embrace and celebrate the arts as a whole school community with events and activities including whole school productions, Year 5/6 musicals, art exhibitions and trails, a variety of excursions and incursions to galleries, musical theatres, soirees, band and choir performances, weekly dance instruction and provision of private music tuition for a range of instruments. In addition, the physical education and sports program has grown noticeably over the last four years; students have numerous opportunities to participate in a wide range of sports. The school has excelled in many areas in recent years reaching state and national levels in athletics, cross country running, swimming, aerobics and dancing.  Student wellbeing and engagement is an area of focus; we provide opportunities for student voice and feedback on curriculum development and closely monitor and track student wellbeing. Special activities and programs include the Start –Up program in February, the numerous transition sessions conducted in November and early December, a strong focus on restorative practice and social justice, the peacemaker program, Friends for Life Program, Kids Matter, Bully Stoppers, numerous opportunities for cross age and peer age social and learning activities.  Our school has a strong tradition of community participation and active involvement in all aspects of school life. We are most fortunate to have this level of support and commitment both formally and informally. The Parents’ Association, all the sub committees and School Council work industriously to benefit our school. School Council has shown strong support of the teaching staff and the educational direction of the school.   From the self-evaluation and review, the recommended key directions for the school are:  • Student voice, leadership and agency  • Further development of students who are actively engaged in, challenged by, and connected to their learning • Learning growth for every student, with an initial emphasis on Numeracy • Science, Technology, Engineering and Mathematics (STEM) • The school is overdue for funding to upgrade existing infrastructure including the administration wing and the specialist facilities. The school also requires a large indoor facility to meet our curriculum requirements and act as a community resource out of school hours. |
| Intent, rationale and focus | What is your school trying to achieve? - An agreed, shared pedagogical model to provide greater coherence and consistency in our approach to teaching  - Embedding a culture of learning and valuing each other's perspectives, skills and understandings, utilising peer observation and feedback to support the development of consistent, high impact teaching - Further development of teachers’ capabilities in data analysis, and designing Learning Intentions and Success Criteria to assist teachers to meet students at their point of learning need.  - Feedback - Formative assessment - Student voice - 21st century learners. Curiosity for learning, student ownership. - Maintaining high performance - Student engagement, positive student wellbeing - Further activation of student agency would be achieved by clarifying what student agency looks like within the teaching and learning program, and enhancing the use of individualised student learning goals.  What are we prioritising? 1. Writing (Curriculum, planning and assessment; positive climate for learning; excellence in teaching and learning) 2. 21st Century Learners (Curriculum, planning and assessment; positive climate for learning; excellence in teaching and learning) 3. Mathematics and Science (Curriculum, planning and assessment; positive climate for learning; excellence in teaching and learning)  How will the School Strategic Plan unfold over four years?  Year 1: Pedagogical and instructional model - Develop whole school pedagogical model  - Develop whole school instructional model  21st Century Learning Design - Whole staff professional learning on the 6 key dimensions of the 21CLD framework - Featuring 21CLD dimensions in planning documents - Champions (representatives from each year level) to receive additional, intensive training and operate in a support role to further build capacity within their team - Connect 21CLD with documented whole school curriculum plan and curriculum framework  Mathematics and Science - Year 1 of MAV Maths Collaborative Project - Maths Team led by Maths Leaders (Chris Berry and Carolyn Platt) to work with whole staff, year level teams and individual teachers to set new direction with problem solving.  - Development of 'Problem Solving' instructional model - Review data sources that measure growth and progress with Maths improvement work - Use of Science Victorian Curriculum continuums to provide clarity around indicative levels of progress  Writing - Develop annotated student writing sample repository to provide teachers with build greater accuracy with assessment - Develop whole school writing rubrics to provide greater confidence and consistency with assessment - Insert writing sample 'pre assessment' piece into the assessment schedule. Beginning Semester 2 - Review current methods to capture, analyse and use student writing achievement data to inform teaching - Connect writing instruction with High Impact Teaching strategies  Student voice and agency - Student leaders invited to participate and present at School Council meetings - Greater clarity in role descriptions for student leaders - Begin student leadership meetings where all school student leaders meet regularly to discuss schoolwide matters and support each other - Begin planning student parliament for 2020 implementation - Discussion of possibilities to create formal avenues for students to give voice to their needs, and to regularly have input into curriculum planning, teaching and assessment  Year 2: Pedagogical and instructional model - Link whole school pedagogical model and instructional model to team and teacher planning documents - Pedagogical model and instructional models are reviewed  - Link to peer coaching, observations and peer feedback  21st Century Learning Design - Embedding 21CLD into planning documents - Ensure clear connection exists between 21CLD and the whole school curriculum plan and curriculum framework - Focus on assessment of six dimensions of 21CLD. Connected to Victorian Curriculum General Capabilities  Mathematics and Science - Year 2 of MAV Maths Collaborative Project - Embedding 'Problem Solving' instructional model - Continued focus on developing collaborative structures within the school to support teacher development and improvement in Mathematics teaching - Review formative and summative maths assessment. Large focus on effective assessment of proficiency strands - Use of Science Victorian Curriculum continuums to provide clarity around indicative levels of progress - Link to peer coaching, observations and peer feedback  Writing - Embedding whole school writing rubrics to provide greater confidence and consistency with assessment. - Regular use of annotated student writing sample repository when moderating to provide teachers with greater guidance to build accuracy with assessment - Review formative and summative writing assessment methods to identify areas for improvement - Writing assessment data used to inform curriculum development and teaching practice  Student voice and agency - Introduction of student-led conferences - Embedding student parliament structures for Year 6 students - Introduction of Pivot Professional Learning Survey Tool to provide students with opportunities to give feedback to teachers based on AITSL standards and high impact teaching strategies - Student leaders invited to participate and present at School Council meetings  Year 3 21st Century Learners - 21CLD embedded across the school - Effective assessment practices of general capabilities and six key dimensions of 21CLD  Mathematics and Science - Review formative and summative maths assessment. Large focus on effective assessment of proficiency strands - Individuals and teams are open to critically evaluating their practice in a culture of trust - Embedding 'Problem Solving' instructional model - Engage with researched based methods and tools for improvement - Use of Science Victorian Curriculum continuums to provide clarity around indicative levels of progress - Collaborative structures exist within the school to support teacher development and improvement in Mathematics teaching  Writing - Review formative and summative writing assessment practices - Individuals and teams are open to critically evaluating their practice in a culture of trust  Student voice and agency - Student-led conferences - Student parliament - Use of Pivot Professional Learning Survey Tool to provide students with opportunities to give feedback to teachers based on AITSL standards and high impact teaching strategies - Student leaders invited to participate and present at School Council meetings - Formal avenues exist for students to give voice to their needs, and to regularly have input into curriculum planning, teaching and assessment  Year 4 21st Century Learners - 21CLD embedded across the school - Effective assessment practices of general capabilities and six key dimensions of 21CLD  Mathematics and Science - Review formative and summative maths assessment. Large focus on effective assessment of proficiency strands - Individuals and teams are open to critically evaluating their practice in a culture of trust - Engage with researched based methods and tools for improvement - Collaborative structures exist within the school to support teacher development and improvement in Mathematics teaching  Writing - Review formative and summative writing assessment practices - Individuals and teams are open to critically evaluating their practice in a culture of trust  Student voice and agency - Student-led conferences - Student parliament - Use of Pivot Professional Learning Survey Tool to provide students with opportunities to give feedback to teachers based on AITSL standards and high impact teaching strategies - Student leaders invited to participate and present at School Council meetings - Formal avenues exist for students to give voice to their needs, and to regularly have input into curriculum planning, teaching and assessment |

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| **Goal 1** | To improve outcomes in Writing for all students |
| Target 1.1 | By 2022   * All students achieve at least an average of one Victorian Curriculum level of learning progress in Writing each school year. |
| Target 1.2 | NAPLAN Writing  - 85% for Writing at Bands 5 and 6 for Year 3  - 75% for Wriitng at Bands 7 and 8 for Year 5 |
| Key Improvement Strategy 1.a Curriculum planning and assessment | Build teacher capability to utilise data and a range of assessment strategies to teach to a student’s point of learning (CPA) and build confidence in teacher judgment |
| Key Improvement Strategy 1.b Empowering students and building school pride | Build agency and voice for all students (PCL) |
| Key Improvement Strategy 1.c Building practice excellence | Refine and embed an agreed whole of school pedagogical model (ETL) |
| **Goal 2** | Develop students as 21st Century learners |
| Target 2.1 | By 2022   * All students achieve at least an average of one Victorian Curriculum level of learning progress in the areas of critical and creative thinking and personal and social capability each school year. |
| Target 2.2 | By 2022 the percentage of positive endorsement by Year 5-6 students in Effective Teaching practice for cognitive engagement to improve:   * Motivation and interest from 60.5% to 85% * Effective teaching time from 52.6% to 85% * Sense of connectedness from 66.6% to 85% * Student voice and agency from 53.1% to 85% |
| Key Improvement Strategy 2.a Setting expectations and promoting inclusion | Enrich agency and voice for all students (PCL) |
| Key Improvement Strategy 2.b Curriculum planning and assessment | Strengthen the capacity of all teachers to design and engage students in rich and rigorous learning opportunities (CPA) |
| Key Improvement Strategy 2.c Building practice excellence | Refine and embed an agreed whole of school pedagogical model (ETL) |
| **Goal 3** | To improve learning outcomes in Science and Mathematics for all students |
| Target 3.1 | By 2022   * All year level cohorts will record at least an average of one Victorian Curriculum level of learning progress in Mathematics and Science each school year. |
| Target 3.2 | NAPLAN Mathematics   * 85% for Mathematics at Bands 5 and 6 for Year 3 * 75% for Mathematics at least Bands 7 and 8 for Year 5 |
| Key Improvement Strategy 3.a Curriculum planning and assessment | Build teacher capability to utilise data and a range of assessment strategies to teach to a student’s point of learning (CPA) |
| Key Improvement Strategy 3.b Empowering students and building school pride | Enrich voice and agency for all students (PCL) |
| Key Improvement Strategy 3.c Building practice excellence | Enhance staff and student understanding of the STEM continuum achievement indicators (ETL) |