

School Strategic Plan 2018-2022

Hawthorn West Primary School (0293)



Submitted for review by Glenys Williamson (School Principal) on 19 December, 2018 at 10:12 AM

Endorsed by Irene Harding (Senior Education Improvement Leader) on 19 December, 2018 at 10:48 AM

School Strategic Plan - 2018-2022

Hawthorn West Primary School (0293)

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|---------------------------|---|
| School vision | To empower all students to embrace learning, achieve their personal best and build their emotional, social and physical well-being. |
| School values | <p>? Curious We are curious. We are open to new ideas and ways of thinking</p> <p>? Confident We are problem solvers. We use a growth mindset to show confidence in ourselves and our abilities.</p> <p>? Connected We foster a sense of belonging. We learn in and with our community.</p> <p>? Achieving Excellence We challenge ourselves. We strive to achieve our personal best and take responsibility for our learning.</p> |
| Context challenges | <p>Hawthorn West Primary School was founded in the 1853 and is located in the City of Boroondara in the Inner Eastern suburbs of Melbourne. It is situated on a treed site. The facilities are a mix of old and new buildings with some teaching spaces that can be used flexibly.</p> <p>The current school enrolment is 505 students. The enrolment has increased significantly in recent years, with more than 100 extra enrolments since when the last Strategic Plan was developed. This year there are 22 classes across the school: 4 Foundation classes, 7 Year 1/2 multi-age classes, 6 Year 3/4 multi-age classes and 5 Year 5/6 multi-age classes.</p> <p>Co-curricular programs include Japanese Language, Music, PE, Science and Visual Art.</p> <p>The current Student Family Occupation (SFO) Index is 0.17 and has been relatively stable over the term of the School Strategic Plan.</p> <p>The current Student Family Occupation and Education (SFOE) Index is 0.1266.</p> <p>Students with a language background other than English (LBOTE) make up 1.8% of the student population and this proportion has been increasing in recent years. Currently 12% of students have English as an Additional Language (EAL) and the most represented group is Vietnamese. We have a small percentage of students enrolled through the DET International Student Program.</p> <p>The school, is organised into five Professional Learning Communities (PLCs) - each with a PLC Leader: Foundation, Grade 1/2, Grade 3/4, Grade 5/6, Specialists.</p> <p>Teachers at Hawthorn West work in teams and meet weekly to collaboratively plan for student learning. A high proportion of our students, from Foundation to Year 6, are working beyond the expected levels of achievement. To cater for the diversity of student</p> |

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| | <p>learning needs within and across years levels, teachers use student data to plan and deliver a differentiated program.</p> <p>In 2016, the school launched our school values Curious, Confident, Connected, Achieving Excellence with the community.</p> <p>The school has a strong commitment to positive home / school relationships with a high level of parental involvement. Hawthorn West enjoys positive relationships with neighboring preschools, primary and secondary schools through sport and shared professional learning sessions</p> |
| <p>Intent, rationale and focus</p> | <p>To implement consistent instructional practice across the school</p> <ul style="list-style-type: none"> • Embed a whole school agreed approach to curriculum planning, instruction and assessment • Continue the focus on consistent and explicit teaching • Continue the focus on building collaborative Professional Learning Communities • Refine the assessment and data analysis schedule to ensure that assessment strategies are consistently applied and that teachers can accurately determine individual student learning needs. • Develop a consistent, rigorous culture of feedback • Embed a growth mindset <p>Focus</p> <p>Goal 1: To increase individual student learning growth in literacy and numeracy</p> <p>Goal 2: To create a positive climate for learning, which empowers students and promotes and enhances student wellbeing and resilience.</p> |

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| Goal 1 | To improve individual learning growth and achievement in literacy and numeracy. | | | | | | | | | | | | | | | | |
|-------------------|--|------|---------------|---|--|--|------|------|----------------|-----|-----|----------------|-----|-----|-----------------|-----|-----|
| Target 1.1 | <p>80% of students achieving beyond the expected level</p> <p>% of students working 12+ months ahead of expected level: Reading = 60%, Writing = 50%, Numeracy = 55%</p> <p>% of students working 18+ months ahead of the expected level: Reading= 30%, Writing = 20%, Numeracy = 20%</p> | | | | | | | | | | | | | | | | |
| Target 1.2 | <p>Increase the number of students achieving high growth in Reading, Writing and Number NAPLAN tests</p> <table border="1" data-bbox="669 762 1350 991"> <thead> <tr> <th data-bbox="669 762 893 826"><i>Domain</i></th> <th colspan="2" data-bbox="893 762 1350 826"><i>Percentage of students achieving high growth</i></th> </tr> <tr> <td data-bbox="669 826 893 866"></td> <th data-bbox="893 826 1122 866">2018</th> <th data-bbox="1122 826 1350 866">2022</th> </tr> </thead> <tbody> <tr> <td data-bbox="669 866 893 906"><i>Reading</i></td> <td data-bbox="893 866 1122 906">15%</td> <td data-bbox="1122 866 1350 906">35%</td> </tr> <tr> <td data-bbox="669 906 893 946"><i>Writing</i></td> <td data-bbox="893 906 1122 946">35%</td> <td data-bbox="1122 906 1350 946">40%</td> </tr> <tr> <td data-bbox="669 946 893 991"><i>Numeracy</i></td> <td data-bbox="893 946 1122 991">10%</td> <td data-bbox="1122 946 1350 991">35%</td> </tr> </tbody> </table> | | <i>Domain</i> | <i>Percentage of students achieving high growth</i> | | | 2018 | 2022 | <i>Reading</i> | 15% | 35% | <i>Writing</i> | 35% | 40% | <i>Numeracy</i> | 10% | 35% |
| <i>Domain</i> | <i>Percentage of students achieving high growth</i> | | | | | | | | | | | | | | | | |
| | 2018 | 2022 | | | | | | | | | | | | | | | |
| <i>Reading</i> | 15% | 35% | | | | | | | | | | | | | | | |
| <i>Writing</i> | 35% | 40% | | | | | | | | | | | | | | | |
| <i>Numeracy</i> | 10% | 35% | | | | | | | | | | | | | | | |
| Target 1.3 | <p>Decrease the number of students achieving low growth in NAPLAN tests</p> <table border="1" data-bbox="669 1118 1357 1353"> <thead> <tr> <th data-bbox="669 1118 893 1182"><i>Domain</i></th> <th colspan="2" data-bbox="893 1118 1357 1182"><i>Percentage of students achieving low growth</i></th> </tr> <tr> <td data-bbox="669 1182 893 1222"></td> <th data-bbox="893 1182 1122 1222">2018</th> <th data-bbox="1122 1182 1357 1222">2022</th> </tr> </thead> <tbody> <tr> <td data-bbox="669 1222 893 1262"><i>Reading</i></td> <td data-bbox="893 1222 1122 1262">13%</td> <td data-bbox="1122 1222 1357 1262">10%</td> </tr> <tr> <td data-bbox="669 1262 893 1302"><i>Writing</i></td> <td data-bbox="893 1262 1122 1302">22%</td> <td data-bbox="1122 1262 1357 1302">10%</td> </tr> <tr> <td data-bbox="669 1302 893 1353"><i>Numeracy</i></td> <td data-bbox="893 1302 1122 1353">27%</td> <td data-bbox="1122 1302 1357 1353">10%</td> </tr> </tbody> </table> | | <i>Domain</i> | <i>Percentage of students achieving low growth</i> | | | 2018 | 2022 | <i>Reading</i> | 13% | 10% | <i>Writing</i> | 22% | 10% | <i>Numeracy</i> | 27% | 10% |
| <i>Domain</i> | <i>Percentage of students achieving low growth</i> | | | | | | | | | | | | | | | | |
| | 2018 | 2022 | | | | | | | | | | | | | | | |
| <i>Reading</i> | 13% | 10% | | | | | | | | | | | | | | | |
| <i>Writing</i> | 22% | 10% | | | | | | | | | | | | | | | |
| <i>Numeracy</i> | 27% | 10% | | | | | | | | | | | | | | | |

| <p>Target 1.4</p> | <p>Increase the 2018 data in the following Staff Opinion Survey factor:</p> <p>Collective focus on student learning - 2018 (92.9%)</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--------------------------|---|---------------|--------------------|-------------------|--------------------|-------------------|----------------------|-----|-----|---------|-----|-------------------------|-----|----------|-----|-----|---------------------|---------|-----|-----|-----|---------|---|-----|-----|----------|---|-----|-----|
| <p>Target 1.5</p> | <p>NAPLAN</p> <p>Increase the proportion of students in the top two NAPLAN bands</p> <table border="1" data-bbox="667 539 1391 775"> <thead> <tr> <th>Domain</th> <th>YEAR</th> <th>2018</th> <th>2022</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>3</td> <td>83%</td> <td>90%</td> </tr> <tr> <td>Writing</td> <td>3</td> <td>80%</td> <td>85%</td> </tr> <tr> <td>Numeracy</td> <td>3</td> <td>75%</td> <td>85%</td> </tr> <tr> <td>Reading</td> <td>5</td> <td>58%</td> <td>70%</td> </tr> <tr> <td>Writing</td> <td>5</td> <td>35%</td> <td>70%</td> </tr> <tr> <td>Numeracy</td> <td>5</td> <td>50%</td> <td>70%</td> </tr> </tbody> </table> | Domain | YEAR | 2018 | 2022 | Reading | 3 | 83% | 90% | Writing | 3 | 80% | 85% | Numeracy | 3 | 75% | 85% | Reading | 5 | 58% | 70% | Writing | 5 | 35% | 70% | Numeracy | 5 | 50% | 70% |
| Domain | YEAR | 2018 | 2022 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Reading | 3 | 83% | 90% | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Writing | 3 | 80% | 85% | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Numeracy | 3 | 75% | 85% | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Reading | 5 | 58% | 70% | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Writing | 5 | 35% | 70% | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Numeracy | 5 | 50% | 70% | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>Target 1.6</p> | <p>Increase the 2018 data in the following Student Attitudes to School factors:</p> <p><i>Effective Teaching for Cognitive Engagement</i></p> <table border="1" data-bbox="667 1027 1888 1198"> <thead> <tr> <th><i>Domain</i></th> <th><i>2018</i></th> <th><i>2022</i></th> <th><i>2018 - Boys</i></th> <th><i>2022- Boys</i></th> </tr> </thead> <tbody> <tr> <td>Stimulating Learning</td> <td>71%</td> <td>80%</td> <td>55%</td> <td>70%</td> </tr> <tr> <td>Effective Teaching Time</td> <td>59%</td> <td>75%</td> <td>50%</td> <td>70%</td> </tr> <tr> <td>Classroom Behaviour</td> <td>77%</td> <td>80%</td> <td>-</td> <td>-</td> </tr> </tbody> </table> | <i>Domain</i> | <i>2018</i> | <i>2022</i> | <i>2018 - Boys</i> | <i>2022- Boys</i> | Stimulating Learning | 71% | 80% | 55% | 70% | Effective Teaching Time | 59% | 75% | 50% | 70% | Classroom Behaviour | 77% | 80% | - | - | | | | | | | | |
| <i>Domain</i> | <i>2018</i> | <i>2022</i> | <i>2018 - Boys</i> | <i>2022- Boys</i> | | | | | | | | | | | | | | | | | | | | | | | | | |
| Stimulating Learning | 71% | 80% | 55% | 70% | | | | | | | | | | | | | | | | | | | | | | | | | |
| Effective Teaching Time | 59% | 75% | 50% | 70% | | | | | | | | | | | | | | | | | | | | | | | | | |
| Classroom Behaviour | 77% | 80% | - | - | | | | | | | | | | | | | | | | | | | | | | | | | |

| | <p><i>Learner Characteristics</i></p> <table border="1"> <thead> <tr> <th><i>Domain</i></th> <th><i>2018</i></th> <th><i>2022</i></th> <th><i>2018 - Boys</i></th> <th><i>2022 -Boys</i></th> </tr> </thead> <tbody> <tr> <td>Learning Confidence</td> <td>70%</td> <td>80%</td> <td>-</td> <td>-</td> </tr> <tr> <td>Student Voice and Agency</td> <td>80%</td> <td>90%</td> <td>-</td> <td>-</td> </tr> <tr> <td>Motivation and Interest</td> <td>41%</td> <td>70%</td> <td>31%</td> <td>70%</td> </tr> <tr> <td>Resilience</td> <td>55%</td> <td>80%</td> <td>-</td> <td>-</td> </tr> </tbody> </table> | <i>Domain</i> | <i>2018</i> | <i>2022</i> | <i>2018 - Boys</i> | <i>2022 -Boys</i> | Learning Confidence | 70% | 80% | - | - | Student Voice and Agency | 80% | 90% | - | - | Motivation and Interest | 41% | 70% | 31% | 70% | Resilience | 55% | 80% | - | - |
|---|--|---------------|--------------------|--------------------|--------------------|--------------------|--------------------------|-----|-----|---|---|--------------------------|-----|-----|-----|-----|-------------------------|-----|-----|-----|-----|------------|-----|-----|---|---|
| <i>Domain</i> | <i>2018</i> | <i>2022</i> | <i>2018 - Boys</i> | <i>2022 -Boys</i> | | | | | | | | | | | | | | | | | | | | | | |
| Learning Confidence | 70% | 80% | - | - | | | | | | | | | | | | | | | | | | | | | | |
| Student Voice and Agency | 80% | 90% | - | - | | | | | | | | | | | | | | | | | | | | | | |
| Motivation and Interest | 41% | 70% | 31% | 70% | | | | | | | | | | | | | | | | | | | | | | |
| Resilience | 55% | 80% | - | - | | | | | | | | | | | | | | | | | | | | | | |
| Key Improvement Strategy 1.a Building practice excellence | Enhance Curriculum and Pedagogical Practices Embed whole school evidence based instructional practice in literacy and numeracy | | | | | | | | | | | | | | | | | | | | | | | | | |
| Key Improvement Strategy 1.b Curriculum planning and assessment | Develop Teacher Capacity Build teacher capacity to use data to inform and differentiate instruction | | | | | | | | | | | | | | | | | | | | | | | | | |
| Key Improvement Strategy 1.c Building leadership teams | Develop Leadership Capacity Build the capacity of PLC Leaders to implement change linked to student engagement and school improvement | | | | | | | | | | | | | | | | | | | | | | | | | |
| Goal 2 | To create a positive climate for learning, which empowers students and promotes and enhances student wellbeing and resilience. | | | | | | | | | | | | | | | | | | | | | | | | | |
| Target 2.1 | <p>By 2022, improve the percentage of positive responses in the following Student Attitudes to School factors:</p> <p><i>Social Engagement</i></p> <table border="1"> <thead> <tr> <th><i>Domain</i></th> <th><i>2018</i></th> <th><i>2022</i></th> <th><i>2018 - Boys</i></th> <th><i>2022 - Boys</i></th> </tr> </thead> <tbody> <tr> <td>Student Voice and Agency</td> <td>80%</td> <td>90%</td> <td>-</td> <td>-</td> </tr> <tr> <td>Sense of Connectedness</td> <td>51%</td> <td>80%</td> <td>41%</td> <td>70%</td> </tr> <tr> <td>Sense of Inclusion</td> <td>60%</td> <td>80%</td> <td>54%</td> <td>70%</td> </tr> </tbody> </table> | <i>Domain</i> | <i>2018</i> | <i>2022</i> | <i>2018 - Boys</i> | <i>2022 - Boys</i> | Student Voice and Agency | 80% | 90% | - | - | Sense of Connectedness | 51% | 80% | 41% | 70% | Sense of Inclusion | 60% | 80% | 54% | 70% | | | | | |
| <i>Domain</i> | <i>2018</i> | <i>2022</i> | <i>2018 - Boys</i> | <i>2022 - Boys</i> | | | | | | | | | | | | | | | | | | | | | | |
| Student Voice and Agency | 80% | 90% | - | - | | | | | | | | | | | | | | | | | | | | | | |
| Sense of Connectedness | 51% | 80% | 41% | 70% | | | | | | | | | | | | | | | | | | | | | | |
| Sense of Inclusion | 60% | 80% | 54% | 70% | | | | | | | | | | | | | | | | | | | | | | |

School Safety

| <i>Domain</i> | <i>2018</i> | <i>2022</i> |
|-----------------------|-------------|-------------|
| Respect for Diversity | 37% | 70% |

Teacher –Student Relationships

| <i>Domain</i> | <i>2018</i> | <i>2022</i> |
|-----------------|-------------|-------------|
| Teacher Concern | 44% | 80% |

Target 2.2

By 2022, improve the Pivot survey overall score to responses to Standard 4:

Create and maintain safe and supportive learning environments from 3.7 – 4.3.

| <i>Domain</i> | <i>2018</i> | <i>2022</i> |
|-------------------|-------------|-------------|
| Wasting Time | 3.3 | 4.0 |
| Student Behaviour | 3.3 | 4.0 |

Target 2.3

By 2022, improve School Staff Opinion Survey overall score (mean) responses in:

| <i>Domain</i> | <i>2018</i> | <i>2022</i> |
|----------------------------------|-------------|-------------|
| Student Feedback | 86% | 90% |
| Parent and Community Involvement | 84% | 90% |

| | |
|--|--|
| <p>Key Improvement Strategy 2.a Setting expectations and promoting inclusion</p> | <p>Develop a positive learning culture for all students, staff, parents and community. Develop, document and implement a whole school approach to wellbeing and engagement</p> |
| <p>Key Improvement Strategy 2.b Empowering students and building school pride</p> | <p>Develop greater student voice and agency in learning. Develop and document a shared understanding of student voice, agency and leadership.</p> |