School Strategic Plan for
Hampton Park Primary School
Southern Metropolitan Region
2012-2015

School Review completed October 2011
by Dr Libby Tudball – Monash University, Faculty of Education

| Endorsement by School Principal | Signed………………………………………
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|                                 | Name………………………………………
|                                 | Date………………………………………

| Endorsement by School Council   | Signed………………………………………
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|                                 | Name………………………………………
|                                 | Date………………………………………

School Council President signs indicating that the School Strategic Plan has been endorsed by School Council

| Endorsement by Regional Network Leader | Signed………………………………………
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|                                        | Name………………………………………
|                                        | Date………………………………………

### School Profile

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<th><strong>Purpose</strong></th>
<th>Hampton Park Primary School's purpose is Learning for Living. The school aims to develop a learning environment where students acquire the skills to monitor and manage their learning, develop the mindset to be creative, flexible and innovative and learn to effectively problem solve by approaching issues logically and with an open mind.</th>
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</table>
| **Values**  | The values which form the basis of the actions of the whole school community are:  
  - **Honesty** in all dealings with others  
  - **Respect** for each other and our environment  
  - **Consideration** for all members of the school community  
  - **Optimism** in all of our thinking and actions  
  - **Innovation** in creating opportunities to engage learners  
  - **Commitment** to each other and to all we do |
| **Environmental Context** | Hampton Park Primary School is characterised by its cultural diversity with an increasing proportion of students from Language Backgrounds Other the English (40%), a high level of families receiving EMA (50%), 21% of students living in single parent families and a 54.8% stability rate, based on NAPLAN data. The school has an SFO index of 7.7. Hampton Park Primary School has the equivalent of 19.2 effective full-time teachers, 2 Principal Class Officers and 9 Education Support staff. 78% of teaching staff are in the Expert classification, compared to 17% of teachers in the Accomplished and Graduate classifications. The completion of a new flexible learning space in November 2011 provides an opportunity for teachers and students to work in an environment with access to a modern student resource centre and state-of-the-art technology. Ongoing development of teaching and learning practices will be guided by the school's Pedagogical Master Plan. The school has a focus of developing programs with through lines that teach social and emotional health and wellbeing and to incorporate the cultural diversity of the school that recognises that our students are ‘Different but the Same’. The school has received a Becoming Asia Literate Grant from the Asia Education Foundation and with the knowledge gained through participation in the 2011 Intercultural Understanding Field Trial aims to develop and promote an authentic understanding of other cultures throughout the school community. We expect this to assist in building strong community links and encourage a higher level of parent participation in the school and increased engagement with their child’s learning. |
## Strategic Intent

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<tr>
<th>Goals</th>
<th>Targets</th>
<th>Key Improvement Strategies</th>
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| **Student Learning** | To maximise achievement levels in literacy and numeracy and continue to improve education outcomes for all students across the curriculum. | - By 2015, reduce by 20% the number of students in the bottom two bands of the NAPLAN for the matched cohort  
- By 2015, increase by 15% the number of students in the top two bands of NAPLAN for the matched cohort  
- Further develop a whole school assessment schedule, use multiple forms of assessment and ensure teacher assessments accurately reflect VELS levels and progression points.  
- Refine the use of data to track individual student learning needs and develop programs that target these needs including extending the more able students.  
- Further improve pedagogy through appropriate professional learning, including building teacher capacity to work in professional learning teams and to share planning and reflect on teacher practice.  
- Further develop and implement programs in Studies of Asia, Wannik and Sustainability |
| Student Engagement and Wellbeing | To provide a safe and supportive environment that fosters engagement in learning and develops students’ social competencies, resilience and sense of wellbeing. | • By 2015, improve student learning confidence in the Student Attitude to School survey data to 4.1  
• By 2015, improve Student Attitude to School survey data in relation to School Connectedness, Student Distress and Student Safety to 4.42, 4.44 and 5.9 respectively.  
• By 2015, decrease the number of days each student is absent from school each year to 12. | • Source and implement strategies to improve student wellbeing and attendance including reducing lateness to school  
• Increase student voice and responsibility for developing positive attitudes to behaviour, safety and wellbeing in collaboration with teachers and parents  
• Further develop and implement a consistent program for agreed school values, behaviours and expectations with student, parental and whole staff input.  
• Engage in professional development in the application of the e5 to increase learner engagement and to stimulate pedagogical renewal in the school|

| Student Pathways and Transitions | To provide a smooth and seamless transition for students in their movements from pre-school through the curriculum levels and into secondary school. | • By 2015, improve the score for Transitions in the Parent Opinion Survey to be at or above the 75th percentile  
• Show improvement in student perception of induction and transition throughout the school as measured through student surveys. | • Review, develop and refine the transition program throughout the school.  
• Increase the number of formal transition and induction interactions for students at all year levels – into Prep, Prep to Year 6 and Year 6 to Year 7.  
• Develop a process for measuring the effectiveness of the school’s induction and transition programs |
### Key Improvement Strategies (KIS across the three student outcomes areas)

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<tr>
<th>Year</th>
<th>Actions</th>
<th>Achievement Milestones</th>
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<tbody>
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<td><strong>Student Learning</strong></td>
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<tr>
<td><strong>Year 1</strong></td>
<td>Investigate data management software and implement into the school&lt;br&gt;Provide professional learning for staff in the use of collecting, analysing and effectively using data including On Demand Testing, NAPLAN, Early Years Numeracy and Literacy&lt;br&gt;PLTs moderate literacy and numeracy tasks to ensure consistent judgements&lt;br&gt;All teachers will work with a National Partnerships coach to reflect on practice and identify areas for improvement&lt;br&gt;Professional Learning will be provided for staff in Inquiry Learning, Developmental Play, team teaching, the Ultranet and other areas related to 21st century teaching and learning&lt;br&gt;Research and develop an action plan for the ongoing implementation of Studies of Asia, Wannik and Sustainability&lt;br&gt;Programs in English, Maths, Science and History are reviewed and aligned with the national curriculum</td>
<td>All teachers regularly referring to student data to plan for future student learning and student groupings&lt;br&gt;There is consistency between VELS and other forms of data&lt;br&gt;A set of common literacy and numeracy tasks is used by all teachers within their PLTs&lt;br&gt;Teacher practice demonstrates application of new skills developed through the professional learning program&lt;br&gt;Action plan for the implementation of Studies of Asia, Wannik and Sustainability is completed and implementation is in progress</td>
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<td><strong>Year 2</strong></td>
<td>Programs in English, Maths, Science and History are implemented as part of AUSVELS&lt;br&gt;Audit the implementation of Studies of Asia, Wannik and Sustainability and refine the plan as necessary&lt;br&gt;Continue the National Partnerships coaching program to further develop pedagogical practices</td>
<td>Planners in each of the 4 curriculum areas are completed and used by all teachers&lt;br&gt;Links beyond the school community are established&lt;br&gt;Staff Opinion survey shows improvement in the areas of Teaching and Learning and School Climate</td>
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### Student Engagement and Wellbeing

- Source and implement strategies to improve student wellbeing and attendance including reducing lateness to school
- Increase student voice and responsibility for developing positive attitudes to behaviour, safety and wellbeing in collaboration with teachers and parents
- Further develop and implement a consistent program for agreed school values, behaviours and expectations with student, parental and whole staff input.
- Engage in professional development in the application of the e5 to increase learner engagement and to stimulate pedagogical renewal in the school

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<th>Year 2</th>
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| - Monitor attendance and punctuality of all students and communicate to parents when concerns arise  
- Revisit the school values and ensure teachers, students and parents adhere to them  
- Implement a social skills program across the school to build student resilience and social competencies and evaluate at the end of the year  
- Review staged response to student management  
- Introduce inquiry learning in Years 3-6 and Developmental Play in Early years grades to empower students to take responsibility for their own learning  
- Provide professional learning for staff in the e5 instructional model  
- Implement whole school elective program  | - Reduced lateness to school  
- Reduced absences  
- Regular reference to school values in newsletters and other communications  
- Teachers are regularly referring to values with their students and acknowledging student achievement in their classes  
- Student attitude to school, parent opinion and staff opinion surveys show improvement in student safety  
- Fewer sanctions for misbehaviour and fewer student suspensions  
- Work programs reflect new approach to teaching and learning  
- Student engagement elements of the opinion surveys shows improvement, stimulating T&L etc  
- PoLT surveys for staff and students show improvement in the nominated areas for 2012 which are:  
  3.4 The teacher capitalises on students’ experience of a technology rich world  
  5.4. Assessment practices encourage reflection and self assessment.  
  6.2 The teacher plans for students to interact with local and broader communities. |
| - Continue to Monitor attendance and punctuality of all students and communicate to parents when concerns arise  
- Implement revisions to the social skills program  
- Embed inquiry learning and developmental play in planning and teacher practice so that students are able to monitor and manage their own learning  | - The Student Attitude to school survey shows improvement in Teaching and Learning  
- Improvement in student attendance as per SLR |
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<td>• Review, develop and refine the transition program throughout the school.</td>
<td>• Review existing transition strategies</td>
<td>• Publish a calendar of all transition events</td>
<td>• An increase in the number of transition interactions for students at all year levels compared to 2012</td>
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<td>• Increase the number of formal transition and induction interactions for students at all year levels – into Prep, Prep to Year 6 and Year 6 to Year 7.</td>
<td>• investigate strategies for positive transitions throughout the school</td>
<td>• Develop a common timeline with secondary schools to ensure seamless sharing of information regarding transition</td>
<td>• Transition activities are spread throughout the year</td>
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<td>• Develop a process for measuring the effectiveness of the school’s induction and transition programs</td>
<td>• Develop a whole school plan for induction and transition</td>
<td>• Analyse survey results re transition and refine survey as necessary</td>
<td>• Surveys indicate a greater level of confidence in moving between year levels compared to 2012</td>
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<td>• Prep teachers visit kindergartens to get to know the students and to assist in identifying specific learning needs of individual students</td>
<td>• Investigate induction and transition programs in other schools</td>
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