

# School Strategic Plan 2019-2023

Hampton Park Primary School (4062)



Submitted for review by Elizabeth Davey (School Principal) on 29 January, 2020 at 04:09 PM

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# School Strategic Plan - 2019-2023

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| <b>School vision</b>      | <p>Hampton Park Primary School is an inclusive educational environment. We're proud of our diverse cultures and believe every child deserves a rich, varied and challenging educational experience.</p> <p>Hampton Park Primary School is committed to providing a safe, supportive and inclusive environment for all students, staff and members of our community. Our school recognises the importance of the partnership between our school and parents and carers to support student learning, engagement and wellbeing.</p> <p>Hampton Park Primary School's vision is to develop a safe and secure learning environment where students acquire the skills to:</p> <ul style="list-style-type: none"><li>- monitor and manage their learning,</li><li>- develop the mindset to be creative, flexible and innovative and</li><li>- learn to effectively problem solve by approaching issues logically and with an open mind.</li></ul> <p>To ensure that all students progress at their optimum level, teachers will:</p> <ul style="list-style-type: none"><li>- Value each individual student in the classroom and understand their backgrounds, interests and perspectives</li><li>- Help every student succeed by understanding their individual learning needs and providing a program to support these needs</li><li>- Build strong literacy and numeracy skills in recognition of the importance these skills have in underpinning learning</li><li>- Value active involvement and have high expectations of all students</li><li>- Use assessment practices that reflect learning objectives and provide constructive feedback to the students which will drive future learning.</li></ul> |
| <b>School values</b>      | <p>Hampton Park Primary School's values are Respect, Cooperation, Friendliness, Best Effort and Equality.</p> <p>These values apply to all members of the Hampton Park Primary School community:</p> <ul style="list-style-type: none"><li>• Respect: To be thoughtful and caring towards others and the environment around us</li><li>• Cooperation: To work together as a school community to achieve a common goal under all circumstances</li><li>• Friendliness: To look out for one another, to take an interest in how others are feeling and to know how to be a good friend</li><li>• Best Effort: To give our best effort 100% of the time in whatever we do</li><li>• Equality: Equal opportunities for all</li></ul>   |
| <b>Context challenges</b> | <p>Hampton Park Primary School is located in Hampton Park in the south eastern suburbs of Melbourne, approximately 41 kilometres from the Melbourne Central Business District. The school was founded in 1922. The school grounds include a Science, Technology, Engineering and Mathematics (STEM) centre which opened in 2018, and incorporates a Science, Arts and Media space, and a new</p>   |

learning centre that houses eight flexible use classrooms with a further 12 learning spaces elsewhere. The school has sporting and playground facilities including a gymnasium, playing fields, a soccer pitch, basketball courts and multiple playgrounds. Enrolments at the time of the review were approximately 362 students. Over the past four years, enrolments increased by seven students. Four percent of students were of Aboriginal or Torres Strait Islander descent. Forty-three percent of students had English as an Additional Language. The school accepted international students.

The Student Family Occupation Education (SFOE) index was 0.6274 in 2018 –19.

Hampton Park Primary School has a total of 46.57 Full Time Equivalent (FTE) staff, which includes two Principal class, 28 teachers (FTE 26.5) and 32 (FTE 18.7) Education Support (ES) staff.

The school has an oral language program supported by a speech pathologist. A psychologist supports mental health care and a speech therapist supports identified students. The school participates in Interschool Sport. It is recognised as a KidsMatter School and has accreditation as a SunSmart School, an Asthma Friendly School, a Waste Wise Energy School, a School Water Efficiency Program (SWEP) School and it is a Sustainable School. It conducts a weekly playgroup to welcome and support new families into the community .

At Hampton Park Primary School, we place great importance on students developing high-level literacy and numeracy skills. The explicit use of learning goals and success criteria ensures students have a clear understanding of what and why they are learning. We continue to teach and provide learning opportunities where students are able to discuss their learning.

All Grade Prep - 4 students participate in literacy programs that provide intensive literacy support during 50 minute sessions of literacy tutoring each day of the week. This targeted approach has had a positive impact on NAPLAN results. In Grades 5-6, this learning becomes classroom focused where students are encouraged and scaffolded to independently transfer the skills embedded in earlier years, into deeper learning opportunities.

A comprehensive numeracy curriculum has been developed to support the consistent teaching of numeracy skills. This program ensures there is an emphasis on the way we teach numeracy and helps our students develop strong foundations in place value based skills. Students then apply this knowledge whilst participating in problem solving based, hands on activities throughout Grades P-6. The numeracy program allows for individual and small group intervention to support identified students. Both the literacy and numeracy programs follow evidenced based practice.

Professional Learning Communities (PLCs), regular year level team meetings and targeted professional learning sessions provide teachers with a range of opportunities to discuss, analyse and respond to student data in order to maximise learning outcomes. In particular PLCs track cohorts of students to ensure all meet their learning goals and are challenged academically.

Hampton Park Primary School has a STEM (Science, Technology, Engineering and Maths) program . The contemporary STEM centre allows the skills to be taught through individual specialist programs (Digital Technologies, Science and Mathematics), and then are brought together in a STEM specialist subject. Students also participate in various classroom based STEM programs. This approach allows students to follow the Design and Engineering Process to solve real world problems and develop their critical and creative thinking, which are necessary components of all learning. The STEM program is an inquiry based approach for students to develop their imagination and intuitive capacity to enable deeper learning.

In addition to a strong commitment to academic excellence, we also focus on our students' social and emotional wellbeing in order to build resilience and maintain positive mental health for all every student. The implementation of our Social and Emotional Learning

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|   | <p>Program, comprising of Bounce Back and Respectful Relationships which underpin our social and emotional learning program and guides our work in this area. The school introduced the Respectful Relationships curriculum to further engage our students in the understanding the importance of theirs and other's' wellbeing. Respectful Relationships supports schools to promote and model respect, positive attitudes and behaviours. It teaches our children how to build healthy relationships, resilience and confidence. We encourage parental involvement in the school as we believe that an effective school community is built on strong and productive relationships with families. This involvement ranges from help in the classroom and on excursions as well as the organised family events throughout the year that are extremely popular and well attended.</p> <p>At Hampton Park Primary, we are committed to maintaining a learning environment where students persist in all things and develop a creative approach to learning in their search for excellence. The learning environment is one where students learn to be flexible, reflective and open minded so they will develop into capable young people with the ability to monitor their own learning and effectively manage challenges as they arise.</p> <p>We currently have 30 students on the PSD program,</p>  |
| <p><b>Intent, rationale and focus</b></p> | <p>Hampton Park Primary School will continue its drive to improve student outcomes in literacy and numeracy. The review highlighted that an instructional model has been implemented and that data and feedback were important to the school, and found there was an extensive assessment regime, particularly for Reading and Numeracy. A future focus on making the teaching and learning being more personalised for students and to continue to challenge them in their learning. A more rigorous approach to the teaching of writing will be an emphasis including embedded delivery of a writing program with a focus on assessment. The review also highlighted that there was a lack of clarity of understanding about student voice and agency in learning and learning goals. This will inform our work over the next 4 years in building staff knowledge of student voice and agency and to enhance student agency, voice and leadership in their learning. The review observed that the conditions for an orderly learning environment had been established.it also highlighted areas of inconsistencies in the implementation of some HITS that have been identified to continue building practice.</p> <p>Throughout the School Strategic (4 year) Plan we aim to implement the following Key Improvement Strategies:</p> <ol style="list-style-type: none"> <li>1. Build capacity of teachers to utilise data and a range of assessment strategies to teach to a student's learning point of need</li> <li>2. Build teacher curriculum knowledge and understanding to enhance student learning outcomes</li> <li>3. Embed a consistent instructional model across the school</li> <li>4. Enhance teachers' capacity to implement HITS</li> <li>5. Build teacher understanding and knowledge of student voice, agency and leadership</li> <li>6. Enhance the capacity of students to become self-directed learners</li> </ol> |

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| <b>Goal 1</b>  | To improve student Literacy outcomes, with an initial emphasis on writing   |
| <b>Target 1.1</b>  | <p>By 2023, there will be an increase in the Top two bands - Year 5:<br/>           Reading from 23% (2019) to 35% (2023)<br/>           Writing from 11% (2019) to 19% (2023)</p> <p>Improving teacher judgement in</p> <p>Reading improving teacher judgement of above level P-6 from 22% (2019 Semester 1) to 30% (2023 Semester 2)</p> <p>Writing improving teacher judgement of above level P-6 from 7% (2019 Semester 1) to 15% (2023 Semester 2)</p> |
| <b>Target 1.2</b>  | <p>By 2023, there will be an increase in high benchmark growth:<br/>           Reading from 32% (2019) to 40% (2023)<br/>           Writing from 18% (2019) to 26% (2023)</p> <p>Improving teacher judgement in</p> <p>Reading at or above age expected level 77% Semester 1 2019) to 85% (Semester 2 2023)<br/>           Writing at or above age expected level 68% (Semester 1 2019) to 76% (Semester 2 2023)</p>  |
| <b>Key Improvement Strategy 1.a</b><br>Evaluating impact on learning | Build capacity of teachers to utilise data and a range of assessment strategies to teach to a student's learning point of need  |
| <b>Key Improvement Strategy 1.b</b>                                  | Build teacher curriculum knowledge and understanding to enhance student learning outcomes   |

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| Curriculum planning and assessment  |  |
| <b>Goal 2</b>   | To improve Numeracy learning outcomes for all students.  |
| <b>Target 2.1</b>   | <p>By 2023, there will be an increase in the Top two bands :</p> <p>Year 3 Numeracy from 18% (2019) to 26% (2023)</p> <p>Year 5 Numeracy from 21% (2019) to 29% (2023)</p> <p>Improving teacher judgement in</p> <p>Number improving teacher judgement of above level P-6 from 9% (2019 Semester 1) to 20% (2023 Semester 2)</p> |
| <b>Target 2.2</b>   | <p>By 2023, there will be an increase in high benchmark growth:</p> <p>Numeracy from 18% (2019) to 26% (2023)</p>  |
| <b>Target 2.3</b>   | <p>By 2023, there will be an increase in the percentage of students at or above benchmark growth Years 3 to 5:</p> <p>Numeracy from 71% (2019) to 80 % (2023)</p>  |
| <b>Key Improvement Strategy 2.a</b><br>Curriculum planning and assessment             | Embed a consistent instructional model across the school   |
| <b>Key Improvement Strategy 2.b</b><br>Evidence-based high-impact teaching strategies | Enhance teachers' capacity to implement HITS   |

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| <b>Goal 3</b>   | To enhance student agency, voice and leadership in their learning.   |
| <b>Target 3.1</b>   | By 2023, there will be an increase in the positive response rate (AToSS) to the factor of: Stimulated Learning from 91% (2019) to 95% (2023).              |
| <b>Target 3.2</b>   | By 2023, average absence days to decrease from 17 days (2018) to 15 days (2023)  |
| <b>Target 3.3</b>   | By 2023, there will be an increase in the positive response rate (AToSS) to the factor of: Differentiated Learning Challenge from 91% (2019) to 95% (2023) |
| <b>Key Improvement Strategy 3.a</b><br>Building practice excellence               | Build teacher understanding and knowledge of student voice, agency and leadership  |
| <b>Key Improvement Strategy 3.b</b><br>Intellectual engagement and self-awareness | Enhance the capacity of students to become self-directed learners  |