

Strategic Intent

| 2008 | Goals | Targets | One Year Targets |
|---|--|--|---|
| Student Learning | To achieve continuous improvement in student learning particularly English and mathematics across the school | <ul style="list-style-type: none"> By 2011 more than 95% of deemed capable students in Year 2-6 are rated at A, B or C levels in English and Mathematics By 2011 all Year 2-6 students will demonstrate the progress of at least one VELs level in every two year period | <ul style="list-style-type: none"> 80% of deemed capable students in Year 2-6 are rated A, B or C VELs levels in English and Mathematics All Year 2-6 students to demonstrate progress of at least 0.9 of one VELs level 2006-2008 in English and Mathematics (measured by AIM testing) |
| Student Engagement and Wellbeing | To improve student engagement and connectedness with schooling for all students | <ul style="list-style-type: none"> By 2011 average days absent per student are below 12 days per year By 2011 increase the Student Attitudes to School survey mean scores to be in the effective range | <ul style="list-style-type: none"> Average days absent per student to be below 12.7 Increase the Student Attitudes to School survey mean scores so all are at least in the Developing range |
| Student Pathways and Transitions | To provide students with life skills that enable them to be well motivated, goal oriented and positive risk-taking learners and achieve on going success and smooth transition throughout their schooling. | <ul style="list-style-type: none"> To increase the rate of agreement responses by parents to the four transition items in the Parent Opinion Survey to 90% by 2011 To improve the student motivation mean score in the Student Attitude to School Survey to be above the 50 percentile by 2011 | <ul style="list-style-type: none"> Agreement responses to the Transition items in the Parent Opinion Survey be at or above 80% To improve the Student Motivation mean score in the Student Attitude to School Survey to be at or above the 20th percentile |

Implementation

| Key Improvement Strategies and Significant Projects | What the activities and programs required to progress the key improvement strategies | How the budget, equipment, IT, learning time, learning space | Who the individuals or teams responsible for implementation | When the date, week, month or term for completion | Achievement milestones the changes in practice or behaviours |
|--|---|--|---|--|--|
| Student Learning Develop processes and practices in monitoring and sharing student assessment and related data to inform improvement in curriculum, teaching practice and student learning | Continue Early Years Literacy & Numeracy strategies in Yr P-2 classes & extend these strategies into Yr 3-6 Develop better understanding of VELs Progression Points Use student assessment data to inform curriculum planning & teaching practice | Whole school, team & individual professional development Ongoing team planning with emphasis on coaching & mentoring Professional Development Develop comprehension activities Develop processes to link assessment to teaching practice | EYL, EYN coordinators, English & Mathematics Curriculum leaders PLT leaders Mentors PD Coordinator, Curriculum Coordinator Yr 3-6 teachers PLT leaders, all teachers | Ongoing Weekly PLT meetings, term planning Ongoing Term & weekly planning Term planning, weekly PLT meetings | Teachers planning & evaluating best practice in English & Mathematics weekly in PLT teams Teachers implementing best practice in English & Mathematics PLTs using assessment data, including specific analysis of AIM data to improve effectiveness of teaching & learning Regular moderation of student work in PLT meetings Improvement in AIM English data Regular assessment undertaken according to the relevant English & Mathematics Assessment Schedule |

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| | <p>Uses improved Student Achievement Monitor to track all students' progress, identify students achieving above & below expected VELs in English & Mathematics</p> | <p>Undertake PoLT Component 5 PD</p> <p>Revise English & Mathematics Assessment Schedules</p> <p>Review teaching practice in terms of extending students</p> <p>Develop Individual Learning Plans for all students at risk</p> <p>Provide intervention & extension support for identified</p> | <p>PoLT Coordinator</p> <p>English & Mathematics Curriculum teams</p> <p>Class teachers</p> <p>Class teachers</p> <p>Reading recovery teacher, support teachers, ESL teachers</p> | <p>Term 1-3</p> <p>Term 1</p> <p>Ongoing, PLT meetings</p> <p>Term 1, PSG meetings 1 per term</p> <p>Terms 1- 4</p> | <p>Whole staff revision of PoLT Component in Term 1, Component 5 in Term 2, Component 6 in term 3</p> <p>All teachers routinely reflect on their classroom practice using the PoLT model</p> <p>2008 English & Mathematics Assessment Schedules published</p> <p>Attitudes to School Survey shows movement into the Effective Range for Stimulating Learning (43%-50%)</p> <p>Individual Learning Plans written by end term 1</p> <p>AIM data shows students making consistent progress</p> <p>Students exiting Reading Recovery program at or above grade average</p> |

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| | <p>Implement Principles of Learning & Teaching at a whole school level to strengthen teaching pedagogy</p> <p>Implement a Thinking Oriented Curriculum</p> <p>Undertake Performance & Development Culture accreditation</p> | <p>students</p> <p>Equity Funds</p> <p>Professional development</p> <p>Teacher Performance Reviews</p> <p>Team planning, coaching & mentoring</p> <p>Performance Reviews</p> <p>Professional Development, school visits</p> | <p>PoLT coordinator, all teachers</p> <p>PLT teams</p> <p>Principal, AP, PD Coordinator</p> | <p>Terms 1-4</p> <p>Ongoing</p> <p>Weekly PLT meetings & mentoring meetings</p> <p>Ongoing</p> <p>End term 2</p> | <p>All teachers routinely reflect on their classroom practice using the PoLT model</p> <p>Successful Performance Reviews</p> <p>Portfolio evidence that students are provided with activities that develop higher order thinking</p> <p>Successful accreditation</p> |

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| Equity Programs | Discuss elements of Performance & Development Culture with staff to raise awareness | During staff meeting time | Principal | By end Term 1 | 3 way conference model for parent teacher meetings at end of term 2 Developmental Play Curriculum reflected in planning documents (including document to support philosophy) & classroom practice ESL students achieving within one VELS level of peers within 2 years of arrival at HPS |
| | Complete readiness survey | During staff meeting time | Principal | By end Term 1 | |
| | Register for accreditation | | Principal | August 2008 | |
| | Consistent team approach to portfolios & link to 3 way conferences | Weekly planning meetings | Professional Learning Teams, Assistant Principal to assist with ICT | | |
| | Further develop Prep Developmental Play Program | Prep classrooms, ICT resources | Prep teachers | Ongoing | |
| | ESL support program - Flexible small group support to students with an English as a Second Language background. Literacy / Numeracy | Small groups operating from P – 6 Time fraction of .4 dedicated to ESL teaching | ESL teachers Support teachers Teachers P - 6 | Ongoing | |

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| | Support program - Flexible small groups providing support and extension teaching 2 – 6 | Time fraction of .8 dedicated to support and extension from years 1 – 6 ESL teaching budget of \$13,000 Support Budget of \$51,715 Professional development for teachers with ESL students - \$1,000 | | | |

Draft

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| Student Engagement and Wellbeing Continue to use PoLT , the Student Attitude to School Survey and other available data to identify and enhance connectedness to schools, teachers, peers and community and to inform improvements in student relationships and well being | Reduce student absences & lateness Recorded contact with parents of students who are absent or late without explanation Case management approach for behaviour management issues. Individual approach developed in conjunction with parents Review school vision, mission, values Improved communication with parents | Develop a case management approach Newsletter items, Parent teacher meetings Develop a case management approach Update staff at staff meetings Parent & staff focus groups, student feedback through Junior School Council Increased student & teacher material in weekly | Principal & Assistant Principal, in conjunction with class teachers Principal & Assistant Principal, in conjunction with class teachers Whole staff led by Principal, staff led focus groups Professional Learning Teams | Regularly Regularly Finalised by end 2007 Weekly, by Tuesday afternoon | Decrease average days absent per student to be below 12.7 Increase the Student Attitudes to School survey mean scores to all be in the Developing range New vision, mission, values & motto in 2008-2011 School Strategic Plan Increase in student oriented material in weekly newsletter |

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| <p>Collect benchmark data in VELs and achievements in the VELs Personal, Physical and Social Learning strand to improve Student Motivation, Engagement & Connectedness</p> | <p>Continued implementation of VELs Personal, Physical & Social Learning Strand</p> <p>Use VELs Stages of Learning & Progression Points to plan, assess & track progress</p> <p>Develop ICT components of all VELs Dimensions</p> | <p>newsletter</p> <p>Parent information evenings in February</p> <p>Professional development</p> <p>Use VELs documentation when planning</p> <p>Support & advice from ePotential coordinator on term planning days</p> <p>Student use of classroom computers & computer room computers</p> | <p>Principal, all teachers</p> <p>PLT leaders</p> <p>ePotential Coordinator</p> | <p>Term 1</p> <p>Term planning days, weekly PLT meetings</p> <p>Term planning days, weekly PLT meetings</p> | <p>Positive feedback from parents</p> <p>Data gathered to show Student Motivation mean score in the Student Attitude to School Survey to be at or above the 20th percentile</p> <p>Staff growth indicated by ePotential survey</p> |

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| Student Pathways and Transition Improve communication - Provision of additional information to school community and increased use of a range of information gathering processes eg. community focus groups | Additional parent information to Parent Opinion Survey Tabloid Sports 2 one hour transition sessions at end of year | Parent focus groups, parent surveys, school council subcommittees Transition program extended to support students moving into another area of the school Continuation of Buddy Program | Principal Principal Class teachers | Ongoing Term 4 ongoing | Agreement responses to the Transition items in the Parent Opinion Survey be at or above 80% Series of transition sessions for all students at end of year Regular Buddy sessions |