

# School Strategic Plan 2019-2023

Black Hill Primary School (2043)



Submitted for review by Donna Bishop (School Principal) on 11 December, 2019 at 12:14 PM  
Awaiting endorsement by Senior Education Improvement Leader  
Awaiting endorsement by School Council President

# School Strategic Plan - 2019-2023

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<b>School vision</b>	Black Hill Primary School's vision is to provide a dynamic learning environment where all learners can gain the knowledge, skills and values necessary to achieve their personal best in an increasingly complex world.
<b>School values</b>	<p>Black Hill Primary School's values are Respect, Responsibility, Teamwork, Aspiration and Integrity.</p> <p>This Statement of Values sets out our behavioural expectations of all members in this school community, including the principal, all school staff, parents, students and visitors. It respects the diversity of individuals in our school community and addresses the shared responsibilities of all members in building safe and respectful school communities.</p> <p>Discrimination, sexual and other forms of harassment, bullying, violence, aggression and threatening behaviour are unacceptable and will not be tolerated in this school.</p> <p>Our Statement of Values acknowledges that parents and school staff are strongly motivated to do their best for every child. Everyone has the right to differing opinions and views and to raise concerns, as long as we do this respectfully as a community working together.</p>
<b>Context challenges</b>	<p>The Key Challenges identified for Black Hill Primary School as it moves forward into the next four years include:</p> <p>An analysis of the school's NAPLAN data identified recent high relative growth in numeracy and reading, while writing relative growth was lower, when compared to similar schools. In benchmarking data, reading was above, numeracy was well above, and writing was below similar schools. The school's Panorama report indicated the percentage in the top two bands was similar for reading and numeracy and lower than similar schools for writing. Therefore, as a school we identified these areas as requiring focus for the next School Strategic Plan. The teaching of writing has recently begun to be targeted with delegation of a literacy coordinator, who started at the beginning of 2018 to work with teachers on building their capacity to teach writing. Work was largely targeted at a word study level, and some initial gains were made in the area of writing, evident in the use of an agreed word study approach and an agreed phonics teaching program in the early years. However, through discussions with teachers, it was apparent that as students progressed through the year levels, explicit and targeted teaching had not been addressed to develop students' craft of writing, with the focus largely directed toward the mechanics of writing. Linking authentic audience and purpose for writing also impacted on building student writing capacity. The lack of structured and regular moderation had not been addressed in a consistent way. The Panel agreed that these factors had been a barrier to improving student writing outcomes.</p> <p>The school agreed that there is a need to re-evaluate and renew the vision and values to ensure commitment from the learning community, including staff, students and families. School Staff Survey results indicated areas for development included building</p>

	<p>parent and community involvement, and building trust in colleagues, students and families. Through building teacher capability to strengthen the partnerships between family and school, this would assist in improving confidence to work together to support learning and student wellbeing and learning achievement.</p> <p>Through the school's strategic plan and Annual Implementation Plan (AIP) that is aligned with the Black Hill vision and values the BHPS leadership and school improvement team have been engaged in a clear and purposeful improvement agenda, with high expectations for staff alignment and practice consistency. However expectations for student learning have not been consistent. Low levels of staff morale and trust were evident amongst a small number of staff and were confirmed at leadership and teacher focus groups which is a barrier to developing a collaborative and whole-school improvement culture. These factors have impacted on practice consistency in whole school approaches, and professional accountability.</p>
<b>Intent, rationale and focus</b>	<p>Priority Area: Excellence in Teaching and Learning</p> <p>Dimensions:</p> <ul style="list-style-type: none"> <li>• Curriculum planning and assessment (CPA)</li> <li>• Building practice excellence (BPE)</li> </ul> <p>An analysis of the school's NAPLAN data identified recent high relative growth in numeracy and reading, while writing relative growth was lower, when compared to similar schools. In benchmarking data, reading was above, numeracy was well above, and writing was below similar schools. The school's Panorama report indicated the percentage in the top two bands was similar for reading and numeracy and lower than similar schools for writing. Therefore, as a school we identified these areas as requiring focus for the next School Strategic Plan.</p> <p>Over the four years of this strategic plan the school will work to implement and embed a consistent Professional Learning Community (PLC) inquiry approach within and across teaching teams, build teacher capabilities to use agreed formative assessment approaches to plan for teaching and learning and embed consistent implementation of the Black Hill Primary School instructional model. Consistency across the school is developing through whole school approaches, an agreed instructional model and the use of high impact teaching strategies. Whole school approaches to mathematics and reading are becoming embedded, and whole school approaches to writing are at the foundation stage. There are some inconsistencies noted in Professional Learning Team (PLT) processes, within the various year level teams, and more evident across teams. Deepening understanding of the PLC process would impact positively on implementation of the inquiry approach.</p> <p>Priority Area: Excellence in Teaching and Positive Climate for Learning</p> <p>Dimensions:</p> <ul style="list-style-type: none"> <li>• Empowering students and building school pride (ESBSP)</li> <li>• Intellectual engagement and self-awareness (IESA)</li> <li>• Building practice excellence (BPE)</li> </ul>

The Attitudes to School Survey data showed that the factor for student voice and agency was rated lower by students than most survey factors. Fieldwork focus groups with staff, students and parents and classroom observations showed that the extent that student voice and agency was activated in learning was inconsistent and that understanding of agency was not fully embedded in practice. The Panel noted that voice and agency was well developed in student leadership opportunities, and there was scope to enhance classroom engagement through voice and agency in teaching and learning.

Over the four years of this strategic plan the school will work to build a shared understanding of student agency in leadership and learning at BHPS, develop a whole school plan to embed student agency and engagement, build staff and student capabilities to activate student agency and engagement focused on student learning. There is extensive evidence of student voice having meaningful input and purposeful roles in the school through a broad range of student leadership opportunities. Leadership roles included school and house captains, photography, arts, library, canteen, Italian, environmental, waste warriors, learning advisors and Digi Kids, and the process for selection of leaders was well known, understood and sought after. Students report that they enjoyed the opportunities to have leadership roles across the school and student leaders were held in high esteem by the student body. A recent innovation, called Blueprint, is an outstanding example of student voice and agency showcasing a student produced news video at the student led weekly assembly. There is evidence of an emerging student voice and agency in classes and learning, and a planned focus on voice and agency in learning to enable students to grow towards being independent and self-regulated learners was in its early stages of development. Currently there is limited influence on classroom learning and practice in learning. Building student knowledge of assessment, provision of visible and clear learning pathways, tracking own learning on a continuum, and opportunities to develop metacognitive strategies are developing.

Priority Area: Professional Leadership, Community Engagement in Learning and Positive Climate for Learning

Dimensions:

- Vision, values and culture (VVC)
- Parents and carers as partners (PCP)
- Health and wellbeing (HW)

The School review Panel agreed that there was a need to re-evaluate and renew the vision and values to ensure commitment from the learning community, including staff, students and families. School Staff Survey results indicated areas for development included building parent and community involvement, and building trust in colleagues, students and families. Through building teacher capability to strengthen the partnerships between family and school, this would assist in building confidence to work together to support learning and student wellbeing and learning achievement.

Over the four years of this strategic plan the school will work to, review the school vision and values, embed school wide positive behaviour support processes to build student wellbeing and resilience and build consistent communication between school and

	families.
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Draft

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<b>Goal 1</b>	To achieve learning growth in English and Mathematics
<b>Target 1.1</b>	<p>By 2023, increase the percentage of students achieving at or above expected level in Teacher Judgements:</p> <ul style="list-style-type: none"><li>• Reading and Viewing from 92% (2018) to 95%</li><li>• Writing 84% (2018) to 95%</li><li>• Number and Algebra 87% (2018) to 95%</li></ul>
<b>Target 1.2</b>	<p>By 2023, increase the percentage of students achieving expected or above benchmark growth in NAPLAN for:</p> <ul style="list-style-type: none"><li>• Reading from 76.1% (2019) to 95%</li><li>• Writing from 68.1% (2019) to 95%</li><li>• Numeracy from 85.3% (2019) to 98%</li></ul>
<b>Target 1.3</b>	<p>By 2023, 100% of students will be maintained in the NAPLAN top two bands for Reading, Writing and Numeracy from Year 3 to Year 5</p> <ul style="list-style-type: none"><li>• Reading (2019) 60%</li><li>• Writing (2019) 54%</li><li>• Numeracy (2019) 48%</li></ul>

<b>Target 1.4</b>	By 2023, improve staff positive endorsement of the factor of <i>collective efficacy</i> from 55% (2019) to 97%.
<b>Key Improvement Strategy 1.a</b> Building practice excellence	Implement and embed a consistent PLC inquiry approach
<b>Key Improvement Strategy 1.b</b> Curriculum planning and assessment	Build teacher capabilities to use agreed formative assessment approaches to plan for teaching and learning
<b>Key Improvement Strategy 1.c</b> Building practice excellence	Embed consistent implementation of the BHPS instructional model
<b>Goal 2</b>	To improve the engagement of all students in their learning
<b>Target 2.1</b>	<p>Drafting note: AToSS is the only student measure target used to measure this goal. Please consider an additional student measure for engagement e.g. attendance. behaviour.</p> <p>By 2023, increase the percentage of students positively endorsing the following factors in the Attitudes to School Survey:</p> <ul style="list-style-type: none"> <li>• student voice and agency 64% (2019) to 80%</li> <li>• self-regulation and goal setting from 87% (2019) to 95%</li> <li>• sense of confidence from 79% (2019) to 90%</li> <li>• stimulating learning from 79% (2019) to 90%</li> </ul>
<b>Target 2.2</b>	By 2023 we will decrease the average number of days absent per students to 12 days

<b>Key Improvement Strategy 2.a</b> Empowering students and building school pride	Build a shared understanding of student agency in leadership and learning at BHPS
<b>Key Improvement Strategy 2.b</b> Empowering students and building school pride	Develop a whole school plan to embed student agency and engagement
<b>Key Improvement Strategy 2.c</b> Building practice excellence	Build staff and student capabilities to activate student agency and engagement focused on student learning
<b>Goal 3</b>	To strengthen partnerships across the whole school community
<b>Target 3.1</b>	<p>By 2023, improve the % of staff positive endorsement in the following factors in the Staff Opinion Survey:</p> <ul style="list-style-type: none"> <li>• Parent and community involvement from 68% (2019) to 80%</li> <li>• Trust in students and parents from 64% (2019) to 80%</li> <li>• Collective focus on student learning from 72% (2019) to 80%</li> <li>• Staff trust in colleagues from 54% (2019) to 80%</li> </ul>
<b>Target 3.2</b>	<p>By 2023, improve the % of students in Years 4 - 6 positive endorsement in the following factors in the Attitudes to School Survey:</p> <ul style="list-style-type: none"> <li>• Managing bullying from (2019) 74% to 85%</li> <li>• Resilience 79% (2019) to 85%</li> </ul>
<b>Target 3.3</b>	<p>By 2023, improve positive percentage endorsement in <i>pride and confidence</i> from the School Performance Report:</p> <ul style="list-style-type: none"> <li>• Sense of connectedness (students) 74% (2019) to 85%</li> <li>• School climate (staff) from 59% (2019) to 80%</li> </ul>



	<ul style="list-style-type: none"> <li>• General satisfaction (parents) 85% (2019) to 90%</li> </ul>
<b>Key Improvement Strategy 3.a</b> Vision, values and culture	Review the school vision and values
<b>Key Improvement Strategy 3.b</b> Health and wellbeing	Embed school wide positive behaviour support processes to build student wellbeing and resilience
<b>Key Improvement Strategy 3.c</b> Parents and carers as partners	Build consistent communication between school and families