**School Strategic Plan 2022-2026**

Hawthorn West Primary School (0293)



Submitted for review by Nerida Smith (School Principal) on 28 March, 2023 at 03:23 PM
Endorsed by Erika Bienert (Senior Education Improvement Leader) on 28 March, 2023 at 06:02 PM
Endorsed by Gabriella Lorenzetti (School Council President) on 30 March, 2023 at 02:00 PM

**School Strategic Plan - 2022-2026**

Hawthorn West Primary School (0293)

|  |  |
| --- | --- |
| School vision | To develop an inclusive community where a love of learning flourishes, and students feel empowered to contribute to our ever-changing world.  |
| School values | Confident We communicate our opinions and advocate for ourselves and others. We embrace new opportunities with positivity and optimism. We have a growth mindset and approach problems with a solutions focus and resilience. Curious We are interested in the world around us and its people. We ask thoughtful questions and think critically about information. We are committed to life-long learning and know how to research and inquire. We seek to learn the opinions of others and listen with an open-mind. Connected We feel a strong sense of belonging. We respect ourselves, others and the environment. We demonstrate kindness and care and seek opportunities to contribute to our community. We are inclusive of others and celebrate diversity. Pursuing Excellence We are committed to learning and achieving our personal best. We engage with a range of experiences and can work independently and with others. We are organised, self-motivated and reflect on our learning. We are self-aware and persevere when challenged.  |
| Context challenges | Hawthorn West Primary School is an inclusive community, which endeavours to offer a quality learning program and school experience for all students. During this Strategic Plan period a key challenge for the school will be ensuring that all students receive a learning program which addresses their next phase in learning, with particular focus on high ability students who are exceeding learning expectations.  |
| Intent, rationale and focus | Throughout the strategic planning period we will continue to build a strong and inclusive community, characterised by productive partnerships with families and enhanced wellbeing for both students and staff. In the key learning areas of Literacy and Numeracy, we will strive to improve learning growth for all students, with particular focus on ensuring students performing above or well above the expected level, continue to make appropriate gains. Instrumental in our success, will be the empowerment of students to have greater voice and agency in their learning. The provision of a rigorous and targetted learning program, which is differentiated to respond to the learning needs of the students, will ensure both increased engagement and improved outcomes for all individuals. We will develop confident and empowered learners by promoting students’ active participation in the development of the learning program and by enabling them to assume increasing responsibility for leading and monitoring their own learning. The embedding of the School Wide Positive Behaviour Support and Visible Wellbeing Programs will continue to contribute to the enhanced Wellbeing of all members of the school community. To successfully achieve the goals and objectives of the Strategic Plan the school will prioritise strengthening the work of Professional Learning Communities. Data will inform and drive teacher planning and instructional practice and there will be a determined focus on the teaching of Literacy and Numeracy. Quality collaboration and targetted professional learning will positively impact teacher capacity and ensure a coherent learning program is implemented school wide. The full implementation of the School Wide Positive Behaviour Support Program will ensure a safe and inclusive environment for all.  |

**School Strategic Plan - 2022-2026**

Hawthorn West Primary School (0293)

|  |  |
| --- | --- |
| Goal 1 | Improve learning growth in literacy and numeracy for all students. |
| Target 1.1 | By 2026, increase the percentage of students in Foundation to Year 6 assessed at or above expected growth (semester 2) using Victorian Curriculum (Teacher Judgement Growth-Time Series) for:  * Reading and viewing from 80% (2020 to 2021) to 85%
* Writing from 72% (2020 to 2021) to 82%
* Number and algebra from 76% (2020 to 2021) to 85%
 |
| Target 1.2 | By 2026, increase the percentage of students at Year 5 showing above NAPLAN benchmark growth for:* Reading from 32% (2021) to 37%
 |
| Target 1.3 | By 2026, decrease the percentage of students at Year 5 showing low NAPLAN benchmark growth for:* Writing from 24% (2021) to 15%
* Numeracy from 41% (2021) to 20%
* Spelling from 54% (2021) to 20%
* Grammar and punctuation from 52% (2021) to 20%
 |
| Target 1.4 | By 2026, increase the percentage of students achieving in the top two NAPLAN bands for:**Year 5:** * Numeracy from 34% (2022) to 55%
* Grammar and punctuation from 36% (2022) to 45%

**Year 3:** * Numeracy from 56% (2022) to 65%
 |
| Target 1.5 | By 2026, improve the percentage of positive responses for the following School Staff Survey factors: **School Climate module:*** Guaranteed and viable curriculum from 66% (2022) to 80%
* Teacher collaboration from 65% (2022) to 75%

**Teaching and learning evaluation module:*** Understand how to analyse data from 53% (2022) to 80%

**Teaching and learning implementation module:*** Knowledge of high impact teaching strategies from 63% (2022) to 80%

**Teaching and learning practice improvement module*** Believe peer feedback improves practice from 58% (2022) to 80%
* Professional learning through peer observation from 32% (2022) to 50%

**Teaching and learning planning module*** Time to share pedagogical content knowledge from 53% (2022) to 80%
 |
| Key Improvement Strategy 1.aDocumented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs  | Enhance teacher practice in literacy and numeracy through the strengthening of Professional Learning Communities. |
| Key Improvement Strategy 1.bDocumented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs  | Strengthen consistent whole school practice in the implementation of a high quality instructional model. |
| Key Improvement Strategy 1.cSystematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities  | Build teacher capability to differentiate learning to challenge students at their point of need. |
| Goal 2 | Develop confident, connected and empowered learners. |
| Target 2.1 | By 2026, improve the percentage of positive responses for the following Parent Opinion Survey factors:**Student cognitive engagement module*** stimulating learning environment from 76% (2022) to 85%
* student motivation and support from 72% (2022) to 80%

**Student development module*** student agency and voice from 77% (2022) to 85%
 |
| Target 2.2 | By 2026, improve the percentage of positive responses for the following student Attitudes to School Survey factors:**Learner characteristics and disposition domain*** Motivation and interest from 75% (2022) to 83%
* Sense of confidence from 79% (2022) to 85%

**Social engagement domain*** Student agency and voice from 67% (2022) to 75%
 |
| Target 2.3 | By 2026, improve the percentage of positive responses for the following School Staff Survey factors:**Teaching and learning evaluation module*** Use student feedback to improve practice from 53% (2022) to 70%

**Teaching and learning implementation module*** Promote student ownership of learning from 74% (2022) to 85%
 |
| Key Improvement Strategy 2.aActivation of student voice and agency, including in leadership and learning, to strengthen students’ participation and engagement in school  | Develop collective capabilities to activate student leadership, agency and voice. |
| Key Improvement Strategy 2.bSystematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities  | Embed an approach to the use of data and evidence that enables students to track their own progress and inform goal setting. |
| Key Improvement Strategy 2.cThe strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment  | Embed a culture of collaboration, feedback and reflection. |
| Goal 3 | Enhance the wellbeing of all students. |
| Target 3.1 | By 2026, improve the percentage of positive responses for the following Parent Opinion Survey factors:**Parent community engagement module*** Parent participation and involvement from 77% (2022) to 85%

**School ethos and environment module:*** School improvement from 68% (2022) to 75%
* Teacher communication from 66% (2022) to 75%
 |
| Target 3.2 | By 2026, improve the percentage of positive responses for Years 4 to 6 for the following student Attitudes to School Survey factors:**School safety domain*** Respect for diversity from 67% (2022) to 80%

**Emotional and relational engagement domain:*** Emotional awareness and regulation from 69% (2022) to 80%
 |
| Target 3.3 | By 2026, improve the percentage of positive responses for the following School Staff Survey, factors:**School Climate module*** Parent and community involvement from 70% (2022) to 75%
* Trust in students and parents from 76% (2022) to 80%
* Staff trust in colleagues from 76% (2022) to 85%
 |
| Key Improvement Strategy 3.aResponsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion  | Strengthen the social emotional learning curriculum with the School Wide Positive Behaviour Support framework. |
| Key Improvement Strategy 3.bResponsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion  | Strengthen the partnership between parents, carers, students and staff and create a shared vision for high expectations for student learning. |