



Department of
Education & Training

School Strategic Plan for Horsham West
and Haven Primary School
4697
2016-2019

Endorsements

<p>Endorsement by School Principal</p>	<p>Signed.....</p> <p>Name: Brendan M Bush</p> <p>Date.....</p>
<p>Endorsement by School Council</p>	<p>Signed.....</p> <p>Name Tony Pope</p> <p>Date.....</p> <p>School Council President's endorsement represents endorsement of School Strategic Plan by School Council</p>
<p>Endorsement by the delegate of the Secretary</p>	<p>Signed.....</p> <p>Name: Matt Dunkley</p> <p>Date.....</p>

School Profile

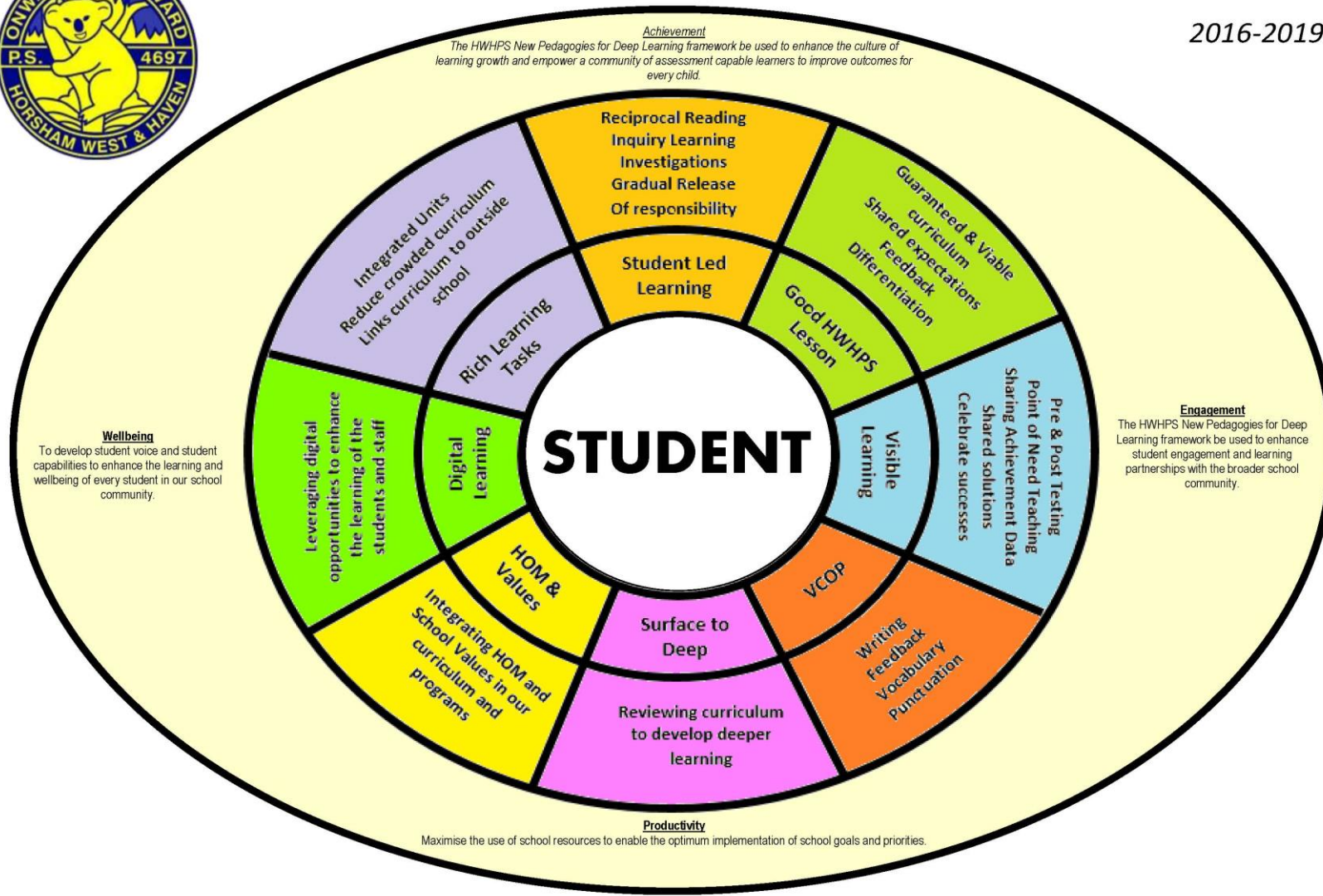
Purpose	Horsham West and Haven Primary School exists to make a positive difference in every child's lifelong learning journey by developing in students a sense of responsibility, the value of honesty, respect for others and a desire to learn.
Values	<ul style="list-style-type: none"> • Responsibility • Respect • Honesty • Perseverance
Environmental Context	<p>Physical and Environmental Context</p> <p>Horsham West and Haven Primary School is a dual campus P-6 school, 350 km North West of Melbourne and the campuses are 7.5km apart. The Haven Campus is on the rural fringe of Horsham where residences are mainly on small acreages. The West campus is on the western fringe of Horsham drawing students from Horsham and the broader district; the combined enrolment is approximately 670 students. Both campuses are in newly developing residential areas, with a healthy level of community support and involvement evidenced by the active Parents' Clubs that operate at both campuses. A large percentage of our students are bus travellers, some students travelling up to a 100km round trip daily.</p> <p>Horsham West and Haven Campus enrolments are close to capacity and cannot grow beyond its present size because a large number of its students are from outside the enrolment neighbourhood.</p> <p>Staffing and Leadership Profile</p> <p>The staffing profile of the school has changed over the past three years with 33% of teachers at Level 1 and 66% at Level 2. With many new graduates there is much optimism and enthusiasm amongst the staff. Our Leadership Team has changed each year over the past four years. The members of the Leadership Team have come from other schools as well as existing Horsham West staff. The school has funded leadership development to enable succession planning.</p> <p>In 2015 the aim at the Haven Campus is to develop some stability amongst the teaching staff; as over the past few years there has been a number of staff change overs due to illness, maternity and retirement. This is in contrast with the West campus where in</p>

	<p>2015 the Leadership Team initiated change of staff amongst Year Level Teams, in an endeavour to spread expertise, broaden teacher capacity and spread staff gender.</p> <p>There are strong support systems in place to mentor, guide and support teaching staff. An experienced teacher, who does not have classroom responsibilities, exclusively devotes time to help graduate teachers with classroom management and curriculum planning. The school endeavours to continually build teacher capacity and improve student learning outcomes through an extensive, internal professional learning program and strong collegiate support in Year Level Teams.</p> <p>Student and Community Demographics</p> <p>Enrolments have traditionally been Anglo-Australian with a small percentage of Koorie students. In the past three years the West campus is increasingly enrolling EAL students with a significant intake from South East Asia and the Sub Continent. These students have brought with them cultural diversity and various educational experiences and requirements.</p> <p>Despite an SFO of 0.41; 212 students were recipients of EMA suggesting the school still has a large percentage of disadvantaged students.</p> <p>The number of students on the program for students with disabilities has increased markedly with 20 students funded in 2015; this is in stark contrast from 4 funded students in 2009.</p> <p>Other Characteristics</p> <p>Previous to this Strategic Plan our school community had been impacted upon by bushfires, flood and drought which resonated in the following years. These natural disasters have placed small businesses and families under enormous financial and emotional duress, with ongoing effects. This strain has led to increased expenditure in supporting students and families. A Student Welfare Officer has been employed in 2013 in a 0.8 time fraction and a Learning Needs Coordinator has been employed 0.2.</p>



Horsham West and Haven Primary School New Pedagogies for Deep Learning Framework

2016-2019



Strategic Direction

Achievement

Key improvement strategies

Goals	<i>The HWHPS New Pedagogies for Deep Learning framework be used to enhance the culture of learning growth and empower a community of assessment capable learners to improve outcomes for every child.</i>	Provision of high level professional learning for teachers and education Support Staff
Targets	<p>There will be a higher correlation between teacher judgement (AusVELS) and external assessments and expectations. By the end of the Strategic Plan the AusVels assessments will meet the DET intake adjusted threshold in English, Maths and Science</p> <p>Student learning growth is mapped using PAT online assessment for Reading , Maths, Spelling, Punctuation and Grammar with the target being a minimum one year's learning growth for 85% of students</p> <p>Over the four years of the Strategic Plan 75% of Year 5 students demonstrate medium to high growth as measured by NAPLAN, with a focus on Writing</p>	<p>Development of a 'Data Culture' within the school and enhanced teamwork</p> <p>Continued school involvement in the global 'New Pedagogies for Deep Learning Project '</p> <p>Enhancing the school focus on learning growth for all students</p>
Theory of action	If we enhance the use of data, to personalise learning pathways for students and utilise teacher expertise in teams it will lead to greater student achievement	
	Actions	Success criteria

<p>2016</p>	<ul style="list-style-type: none"> • Purchase of PAT Online and professional learning on the assessment resource to support implementation in the assessment schedule and use of data collection • Developing greater teacher knowledge of a variety of assessment for learning, as learning and of learning. • Developing teacher knowledge of a range of effective pre and post assessments • 30% of staff complete 'Visible Learning' professional development and a champion for 'Visible Learning' is located in each teaching team. • Professional Development and trialling of Fountas and Pinnell - Assessment for Reading benchmarking • Professional learning day is allocated to provide time to teaching teams to develop, assessment 4 teaching resources • Teachers complete video clips as part of the Performance & Development Process the highlight 'visible learning' or 'student voice' within their classroom. 	<ul style="list-style-type: none"> • Teachers will use the PAT Online assessment tools to benchmark the students at the start of 2016 • Teachers use of assessment strategies such as rubrics, open-ended moderated tasks, VCOP criterion scale and pre and post testing is demonstrated by mapping student learning growth • Teachers are able to demonstrate 'visible learning' and 'student voice' through the video requirement of the P & D process. • Increased teacher knowledge of Fountas and Pinnell and a number of teachers volunteer to trial the assessment aspect and become champions to support peers.
<p>2017</p>	<ul style="list-style-type: none"> • Developing greater teacher knowledge and skill in use of assessment for learning and as learning, including using a range of effective pre and post assessments • All staff complete the 'Assessment 4 Learning' professional development with Michael Francis. • Trialling benchmarking of reading through Fountas and Pinnell and the use of resources • Professional learning time is allocated to Visible Learning. • A professional learning day is allocated to provide time to teaching teams to develop, assessment strategies and resources • Sharing of data is a central aspect of Unit meetings and units reflect on student learning growth at the end of each term. 	<ul style="list-style-type: none"> • Unit minutes reflect the use of assessment data for the planning of curriculum and targeting of teaching to student point of need. • Teacher practice reflects use of assessment strategies such as rubrics, open-ended moderated tasks, PAT online and VCOP criterion scale • Teachers are able to demonstrate 'visible learning' and 'student voice' through the video requirement of the P & D process. • Teachers are using the Fountas and Pinnell benchmarking and resources to support reading across the school
<p>2018</p>	<ul style="list-style-type: none"> • Professional learning of PAT online and Fountas and Pinnell to utilise analysis of student achievement to inform collaborative planning 	<ul style="list-style-type: none"> • Teachers are confident utilising a variety of assessments to analyse student

	<ul style="list-style-type: none"> • Utilisation of a variety of assessment for learning, as learning and of learning strategies • Teachers complete work on assessment rubrics resulting from the 'Assessment for Learning' professional development. • Professional learning time is allocated to Visible Learning 	<p>achievement and learning growth to inform collaborative planning</p> <ul style="list-style-type: none"> • Teachers share knowledge of 'Visible Learning' practices • The use of assessment rubrics is apparent in classrooms across the school.
<p>2019</p>	<ul style="list-style-type: none"> • Embedded use of formative assessment, such as PAT Online and Fountas and Pinnell to analyse student growth for teacher planning, student learning and inform parents. • Teachers complete work on assessment rubrics resulting from the 'Assessment for Learning' professional learning • Teachers collaborate to analyse student achievement data and plan for the point of need teaching of students 	<ul style="list-style-type: none"> • PAT Online and Fountas and Pinnell data is embedded in teaching planning and student learning • Teachers embed the use of formative assessment within planning and classroom practice • Unit minutes reflect the use of assessment data for the planning of curriculum and targeting of teaching to student point of need. • Teachers embed the use of 'Visible Learning' practices

Engagement		Key improvement strategies
Goals	<i>The HWHPS New Pedagogies for Deep Learning framework be used to enhance student engagement and learning partnerships with the broader school community.</i>	<p>The curriculum at HWHPS is redeveloped to enhance student engagement, with an emphasis on 'Rich Learning Tasks' and Inquiry based learning.</p> <p>Students use technology to create new knowledge and provide timely and personalised feedback.</p> <p>Student Surveys, both internal and external will be used by teachers to provide feedback on programs, curriculum and teaching.</p>
Targets	<ul style="list-style-type: none"> • By the end of the Strategic Plan 'Stimulating Learning' in the Student Attitude to School Survey be equivalent to or higher than the South West Victoria Region median. • By the end of the Strategic Plan 'Teacher Effectiveness' in the Student Attitude to School Survey be equivalent to or higher than the South West Victoria Region median. • By the end of the Strategic Plan 'Learning Confidence' in the Student Attitude to School Survey be equivalent to or higher than the South West Victoria Region median. 	
Theory of action (optional)	If the school develops a challenging curriculum and wider school program it will have increased student engagement.	
	Actions	Success criteria
2016	<ul style="list-style-type: none"> • Rich Learning Tasks or Inquiry Units create authentic and virtual learning environments which incorporate student voice/visible learning • Use of digital technologies to share new knowledge and generate timely and personalised feedback across all curriculum areas • Completion of 2 Year Integrated Curriculum for 5 & 6 • Map the whole school odd year Integrated Curriculum • Year 3 & 4 students complete an internal Student Attitudes to School Survey • Student surveys are utilised to provide feedback to teachers. Teachers review the surveys and reflect on their teaching practice 	<ul style="list-style-type: none"> • Rich Learning Tasks and Inquiry Units are evident in Year level planning documents. • Students are able to articulate how technology is enhancing their learning • Teachers and students collaborate to analyse and address the issues highlighted by the internal and external student surveys • All teachers gain an understanding of the whole school integrated curriculum for odd years. • Teachers are able to demonstrate consideration of student survey in the Performance and Development Process.

2017	<ul style="list-style-type: none"> • Rich Learning Tasks or Inquiry Units create authentic and virtual learning environments which incorporate student voice as a key element • Use of digital technologies to share new knowledge and generate timely and personalised feedback across all curriculum areas • Completion of a whole school Numeracy curriculum model to enhance teacher knowledge of expectations below and above their teaching level • Map the whole school even year Integrated Curriculum 	<ul style="list-style-type: none"> • The students are engaged in Rich Learning Tasks or Inquiry Units created using authentic and virtual learning environments that incorporate student voice as a key element • The students use of digital technologies to share new knowledge and gain timely and personalised feedback • There is a shared understanding within the teaching staff of the whole school Numeracy curriculum Map • All teachers gain an understanding of the whole school integrated curriculum for a two year rotation
2018	<ul style="list-style-type: none"> • HWHPS is an authentic and virtual learning environment which driven by student voice • Use of digital technologies to share new knowledge and generate timely and personalised feedback across all curriculum areas • Completion of a whole school Literacy curriculum model to enhance teacher knowledge of expectations below and above their teaching level 	<ul style="list-style-type: none"> • HWHPS students are assessment capable students, with a clear understanding of where their learning is, where it needs to be and how they are going to get there • The school is an authentic and virtual learning environment • Teachers have a clear understanding of the HWHPS Literacy curriculum model and the expectations below and above their teaching level
2019	<ul style="list-style-type: none"> • HWHPS is an authentic and virtual learning environment which is driven by strong student voice and incorporates learning partnerships with the broader school community • Use of digital technologies to share new knowledge and generate timely and personalised feedback across all curriculum areas • Whole school planners reflect a guaranteed and viable curriculum that all teachers are delivering 	<ul style="list-style-type: none"> • The school is an authentic and virtual learning environment which incorporates learning partnerships with the broader school community • All teachers are delivering a guaranteed and viable curriculum • The student use of digital technologies to share new knowledge and gain timely and personalised feedback • Whole school curriculum planners, are used by staff and there is consistent practice between classrooms

Wellbeing		Key improvement strategies
Goals	<i>To develop student voice and student capabilities to enhance the learning and wellbeing of every student in our school community.</i>	<ul style="list-style-type: none"> To use a whole school approach to the implementation of the school New Pedagogies for Deep Learning framework. To build the capacity of parents, students and school staff to understand and improve mental health and wellbeing. A learning model that enhances the metacognitive skills and emphasises student voice. Developing awareness and utilising available resources to enhance the capabilities of the whole school community to minimise the incidents of bullying and its impact on students. Consult with the school community to develop a school declaration on bullying. Implementation of a Learning Management System to monitor student behaviour.
Targets Targets are defined measures of the successful achievement of the school's goals. Targets can take a number of forms and may focus on the outcomes achieved by all students, such as the learning growth all students will be expected to achieve, or on the outcomes of a smaller group of students.	<ul style="list-style-type: none"> By the end of the Strategic Plan 'Student Safety' in the Student Attitudes to School Survey is equivalent to or greater than the region. By the end of the Strategic Plan 'Connectedness to Peers' in the Student Attitudes to School Survey is equivalent to or greater than the region. 	
Theory of action (optional) The Theory of Action explains the rationale behind the key improvement strategies, i.e. how the strategies will achieve the goals articulated in the Plan.	If we enhance student voice and empower the students with the key competencies there will be an improvement in student wellbeing.	
	Actions	Success criteria
2016	<ul style="list-style-type: none"> Promote the implementation of visible learning strategies to enhance metacognition and begin the first steps to developing assessment capable students Utilising available resources to enhance the capabilities of the whole school community to minimise the incidents of bullying and its impact on students Community consultation on a declaration on bullying, which will outline the rights of all school community members Professional learning on the new Victorian Curriculum. 	<ul style="list-style-type: none"> Visible learning strategies such as sharing assessment data with students and feedback on learning are beginning to be evident in the classroom The lunchtime activities provide support for students with social needs. The Buddy program supports the Prep and Year 5 students, by enhancing caring relationships and leadership skills and the JSC is an effective organisation to promote student leadership A clear understanding of the rights of all school community members is evident after the consultation process

	<ul style="list-style-type: none"> • A whole school bullying survey is implemented and used to benchmark student perceptions 	<ul style="list-style-type: none"> • The feedback from the bullying survey informs teacher and support staff thinking and practice. This will direct future policy and programs • Teachers gain knowledge on the new Victorian Curriculum in readiness for implementation in 2017
2017	<ul style="list-style-type: none"> • The Learning Management System is used to document student behavioural incidents and concerns. • The school declaration on bullying is displayed at both campuses and used by staff to reinforce the anti-bullying stance of the school. • Build strong partnerships e.g. Buddy program, JSC and lunchtime activities to provide opportunities for student development to foster self-confidence and social skills. • Implementation of the new respectful relationships and cultural awareness AusVELS • A whole school bullying survey is implemented and used to benchmark student perceptions. This will direct future policy and programs 	<ul style="list-style-type: none"> • Teachers are comfortable using the Learning Management System to document student behavioural incidents and concerns • Signs outlining school declaration bullying displayed across the school. • The lunchtime activities provide support for students with social needs. The Buddy program supports the Prep and Year 5 students, by enhancing caring relationships and leadership skills and the JSC is an effective organisation to promote student leadership • The new respectful relationships and cultural awareness AusVELS curriculum is being delivered across the school. • The feedback from the bullying survey informs teachers and support staff thinking and practice. This will direct future policy and programs
2018	<ul style="list-style-type: none"> • The Learning Management System is used to document student behavioural incidents and concerns and available to parents via on online portal • A whole school bullying survey is implemented and used to benchmark student perceptions • Build strong partnerships e.g. Buddy program, JSC and lunchtime activities to provide opportunities for student development to foster self-confidence and social skills • Implementation of the new respectful relationships and cultural awareness AusVELS 	<ul style="list-style-type: none"> • Teachers are comfortable using the Learning Management System to document student behavioural incidents and concerns. Information is accessed by parents via on online portal • The feedback from the bullying survey informs teachers and support staff thinking and practice. This will direct future policy and programs • The lunchtime activities provide support for students with social needs. The Buddy program supports the Prep and Year 5 students, by enhancing caring relationships and leadership skills and the JSC is an effective organisation to promote student leadership • The new Victorian curriculum is being delivered across the school

<p>2019</p>	<ul style="list-style-type: none"> • The Learning Management System is used to document student behavioural incidents and concerns and available to parents via an online portal • A whole school bullying survey is implemented and used to benchmark student perceptions. This will direct future policy and programs • Build strong partnerships e.g. Buddy program, JSC and lunchtime activities to provide opportunities for student development to foster self-confidence and social skills • Implementation of the new respectful relationships and cultural awareness AusVELS 	<ul style="list-style-type: none"> • The student welfare team are able to track student incidents because the Learning Management System is used extensively by staff. • The feedback from the bullying survey informs teacher and support staff thinking and practice. This will direct future policy and programs • The lunchtime activities provide support for students with social needs. The Buddy program supports the Prep and Year 5 students, by enhancing caring relationships and leadership skills and the JSC is an effective organisation to promote student leadership • The new respectful relationships and cultural awareness AusVELS curriculum is being delivered across the school
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Productivity		Key improvement strategies
Goals	<i>Maximise the use of school resources to enable the optimum implementation of school goals and priorities.</i>	<ul style="list-style-type: none"> • Leadership professional learning • Implementation of a 'Learning Management System to enhance communication within the organisation and enhance the efficient use of teacher time. • Implementation of meeting protocols and team charters will enhance the effectiveness of teacher teams.
Targets	<ul style="list-style-type: none"> • By the end of the Strategic Plan 'Teacher Collaboration' in the Staff Opinion Survey will be equivalent to or greater than the All Primary School mean. • By the end of the Strategic Plan 'Approachability' in the Parent Opinion Survey will be equivalent to or greater than the state mean. 	
Theory of action (optional)	Through the effective and efficient use of our human and financial resources we will enhance the teaching and learning within the school.	
	Actions	Success criteria
2016	<ul style="list-style-type: none"> • Investigation and purchase a learning management system • Lead teachers and teachers complete Bastow Aspiring Leaders program to enhance leadership capacity • Development of a charter for the leadership team • Clarify teacher roles and responsibilities across the school to develop distributive leadership • Establish meeting protocols • Implement Timperley's 'Teacher inquiry and Knowledge Building Cycle' (Timperley et al 2008) • Establish Professional Learning Teams to implement the Strategic Plan. The teams have explicit expectations for the year. 	<ul style="list-style-type: none"> • The team responsible for investigating the most appropriate learning management system (LMS) have selected the LMS to implement • Lead teachers and teachers gain a broad range of skills and knowledge from the Bastow Aspiring Leaders program • The new charter governs activities of the leadership team • A document on teacher roles and responsibilities is created enhancing distributed leadership • Meeting protocols are used by teacher teams and 'The teacher Inquiry and Knowledge Building Cycle (Timperley et al 2008) is the basis of teacher learning • The new Professional Learning Teams are able to demonstrate their achievement for the year.
2017	<ul style="list-style-type: none"> • Implementation of administrative and student welfare functions within the learning management system 	<ul style="list-style-type: none"> • Implementation of administrative and student welfare functions within the learning management system

	<ul style="list-style-type: none"> • Enhance distributive leadership to develop greater collaboration and utilise skills of staff effectively • Leadership professional learning is provided for emerging leaders within the staff 	<ul style="list-style-type: none"> • Staff members are taking on a broad range of roles within the school demonstrating collaboration distributed leadership • Emerging leaders are supported through professional learning and taking on broader responsibilities
2018	<ul style="list-style-type: none"> • Implementation of curriculum functions within the learning management platform • Leadership professional learning is provided for emerging leaders within the staff • Investigate student led conferences 	<ul style="list-style-type: none"> • The school curriculum is accessible through the learning management system • Leadership professional learning is provided for emerging leaders within the staff • The staff have a good understanding of student led conferences
2019	<ul style="list-style-type: none"> • Investigate the implementation of the assessment and reporting function within the learning management platform • Leadership professional learning is provided for emerging leaders within the staff • Implementation of student led conferences 	<ul style="list-style-type: none"> • The school curriculum is accessible through the learning management system • Leadership professional learning is provided for emerging leaders within the staff • The staff has a good understanding of student led conferences

FUNDING FOR PRIORITY SCHOOL		
ACTIONS: what the school will do	School Funds	SISF
Purchase of Pat Online for the period of the Strategic Plan	\$7500	\$7500
Enhance leadership capacity within the school. Aspiring leaders to participate in Bastow Institute leadership courses throughout the period of the Strategic Plan	\$9,000	\$9,000
Promote the implementation of the 'Visible Learning' strategies to enhance student voice and enhance metacognition. The goal being that 30% of staff complete 'Visible Learning' professional development	\$8,000	\$8,000
Introduction of Fountas and Pinnell program.	\$2400	\$2400
Purchase of a Learning Management System to enhance the communication with the school community and enhance the effectiveness and efficiency of teacher work.	\$7,500	\$7,500
	34,400	34,400