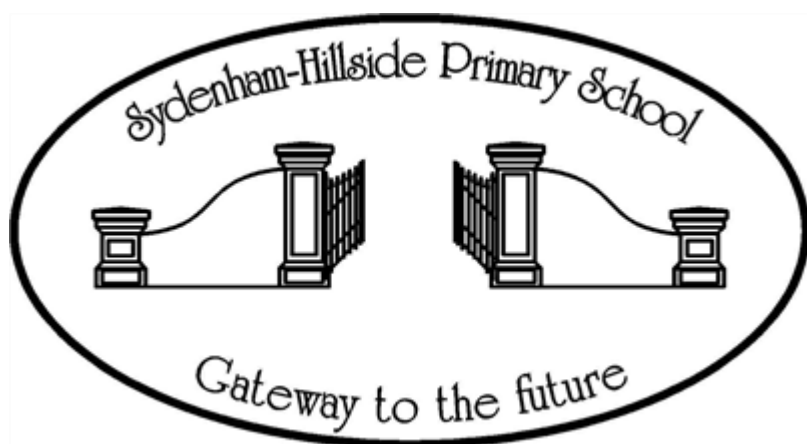


School Strategic Plan 2020-2024

Sydenham - Hillside Primary School (3559)



Submitted for review by Peter Devereux (School Principal) on 16 August, 2021 at 12:35 PM

Endorsed by Anne Fox (Senior Education Improvement Leader) on 16 August, 2021 at 06:04 PM

Endorsed by Vicki Harriss (School Council President) on 19 August, 2021 at 02:21 PM

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<p>School vision</p>	<p>Our vision underpins the schools focus for educating our students for the future. 'Sydenham Hillside Primary School builds resilient, kind and inclusive individuals who value their education and empowers them to follow their life passions'.</p>
<p>School values</p>	<p>Our school values of Respect, Responsibility, Safety and Learning are an integral part to all learning programs at Sydenham Hillside Primary School. The values continued to be embedded in our daily interactions and the culture of the school. These values have been displayed, articulated and explicitly taught as a part of classroom practice and are recognised during school assemblies and promoted through the SWPBS token system.</p> <p>Our values:</p> <ul style="list-style-type: none"> * Learning is putting in your best effort, being persistent and seeking assistance in your journey to achieving your goals. * Responsibility is taking ownership for all your learning choices and actions. * Respect is showing consideration for all people's rights, cultures feelings and wellbeing. * Safety is looking after yourself, others and property by making the right decision.
<p>Context challenges</p>	<p>Sydenham-Hillside Primary School is a large dual campus primary school located in South Western region of Melbourne and situated in the two local government areas of Brimbank and Melton. At the 2020 census the school's total enrolment was 1275 students, 736 students at Sydenham Campus and 539 students at the Hillside Campus, which is a reduction of 53 students from 2019. Sydenham Hillside Community caters for a culturally diverse student population. Of the student population, 33% were EAL (English as an Additional Language), 1.0 %ATSI (Aboriginal and Torres Strait Islander), 0.6% International and 2.6% PSD students. The schools SFOE (Student Family Occupation) index is 0.3751 and band value is : Low- Medium.</p> <p>In 2020, the schools workforce comprised of 91 equivalent fulltime teachers, 5 Principal Class, 3 Leading Teachers, 1 learning Specialist, 34 Educational Support staff including a Business Manager. All staff were allocated relevant duties to support improved learning outcomes and achieve goals set out in our Annual Implementation Plan.</p> <p>Key challenges:</p> <ul style="list-style-type: none"> Establish consistency of practice Build a culture of high expectations and school improvement Ensure consistency of use of the Guaranteed and Viable Curriculum across the school Ensure consistency and accountability in the application of the Instructional Model Strengthen PLC's to provide opportunities to build collective efficacy and collaboration

Intent, rationale and focus

Intent:

Over the next 4 years of the strategic plan our intent is to:

- * build teacher capacity to consistently implement the school's agreed upon instructional model in all classrooms and key learning areas to a high level.
- * develop a culture where curriculum documentation, instructional model, data and HIT's are used consistently
- * build an effective leadership team focussed on continual improvement of student learning outcomes
- * implement student voice and agency strategies to promote greater ownership by students of their learning and build the capacity of students to provide feedback to teachers regarding their learning.

Our work will involve:

Maximising the achievement and learning growth for every student, particularly in literacy and numeracy

Documenting and consistently implementing a guaranteed and viable curriculum and instructional model to enhance student learning in all areas of the curriculum.

Strengthening teacher capabilities to utilise data and evidence to differentiate the curriculum to each student's point of need.

Empower students to be actively engaged in their learning by

Rationale:

As highlighted throughout the review process, the panel agreed that it is important for the school to continue to focus on the following areas for the next School Strategic Plan:

- *The school will build a culture that is focused upon improving student outcomes through effective, consistent and targeted leadership, where there was a consistently documented curriculum, the instructional model was used consistently, and the use of data and high impact teaching strategies (HITS) implemented effectively.
- *To improve the school culture and student outcomes the school views the implementation of student voice and agency strategies as a way to promote greater student ownership of their learning and engagement within the classroom. This will also support and enhance student wellbeing through stronger student connectedness to school.
- *Our school culture will also be dependent upon strong and effective partnerships with all constituents, students, parents, staff and leadership. Inherent in this, is the development of a culture of continual improvement related to the embedding of the vision and values of the school, and the continual improvement of student and staff as members of a high quality learning community.

Focus:

The school will prioritise the following:

Quality Literacy and Numeracy practice

Student voice and agency

Culture of improvement

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Goal 1	To maximise the achievement and learning growth for every student, particularly in literacy and numeracy.
Target 1.1	By 2024, to increase the percentage of students at or above NAPLAN benchmark growth: <ul style="list-style-type: none">• from 63% (2019) to 70% (2024) in Reading;• from 77% (2019) to 80% (2024) in Writing;• from 79% (2019) to 82% (2024) in Numeracy.
Target 1.2	By 2024, to increase the percentage of students in the top two bands of Year 5 NAPLAN: <ul style="list-style-type: none">• from 26% (2019) to 32% (2024) in Reading;• from 12% (2019) to 19% (2024) in Writing;• from 23% (2019) to 28% (2024) in Numeracy.
Target 1.3	By 2024, to increase the percentage of students in the top two bands of Year 3 NAPLAN Numeracy from 38% (2019) to 43% (2024)
Target 1.4	By 2024, to decrease the percentage of students in the bottom two bands of Year 5 NAPLAN: <ul style="list-style-type: none">• from 15% (2019) to 10% (2024) in Reading;• from 9% (2019) to 7% (2024) in Writing;

	<ul style="list-style-type: none"> • from 21% (2019) to 15% (2024) in Numeracy.
Target 1.5	By 2024, to increase the percentile rank of Differentiated learning challenge on the AToSS from 32% (2019) to 50% (2024).
Key Improvement Strategy 1.a Curriculum planning and assessment	To document and consistently implement a guaranteed and viable curriculum and instructional model to enhance student learning in all areas of the curriculum.
Key Improvement Strategy 1.b Building practice excellence	To review, develop and implement a consistent literacy and numeracy strategy across the whole school.
Key Improvement Strategy 1.c Evidence-based high-impact teaching strategies	To strengthen teacher capabilities to utilise data and evidence to differentiate the curriculum to each student's point of need.
Goal 2	To empower students to be actively engaged in their learning.
Target 2.1	By 2024, to increase the percentile rank on the AToSS: <ul style="list-style-type: none"> • from 21% (2019) to 50% (2024) for Student voice and agency • from 22% (2019) to 50% (2024) for Self-regulation and goal setting • from 28% (2019) to 50% (2024) for Stimulated learning.
Target 2.2	By 2024, to increase the percentage positive response for Promote student ownership of learning goals on the SSS from 60% (2020) to 70% (2024).

Target 2.3	By 2024, the percentage positive response for Student agency and voice on the POS will increase from 79% (2020) to 85% (2024).
Key Improvement Strategy 2.a Empowering students and building school pride	To develop and implement a student voice and agency strategy in the school.
Key Improvement Strategy 2.b Empowering students and building school pride	To build student capacity to self-assess their progress against their agreed goals.
Goal 3	To strengthen each student's sense of engagement, wellbeing and ability to form respectful relationships.
Target 3.1	By 2024, the average number of days absent will decrease from 17.3 days per student per year (2020) to 16.3 days per student per year (2024).
Target 3.2	By 2024, the percentage positive response on the POS for Parent participation and involvement will increase from 72% (2020) to 80% (2024).
Target 3.3	By 2024, the percentile rank on the AToSS will increase: <ul style="list-style-type: none"> • from 34% (2019) to 50% (2024) for Sense of connectedness • from 50% (2019) to 60% (2024) for Attitudes to attendance.

Key Improvement Strategy 3.a Health and wellbeing	To further implement and embed positive behaviour strategies consistently across the school.
Key Improvement Strategy 3.b Empowering students and building school pride	To develop strategies to increase student connectedness to school.
Key Improvement Strategy 3.c Building communities	To build the level of parent and community participation in the school.