

School Strategic Plan 2019-2023

Hallam Primary School (0244)



Submitted for review by Julie Macfarlane (School Principal) on 20 February, 2020 at 10:34 AM

Endorsed by Deborah Harry (Senior Education Improvement Leader) on 24 February, 2020 at 08:38 AM

Endorsed by Lisa Haisila (School Council President) on 24 February, 2020 at 12:42 PM

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School vision	<p>Hallam Primary School is committed to providing a safe, supportive and inclusive environment for all students, staff and members of our community. Hallam Primary School recognises the importance of the partnership between our school, students and parents/carers to support student learning, engagement and well-being. We share a commitment to, and a responsibility for, creating an inclusive and safe school environment for our students.</p> <p>Hallam Primary School's vision is to provide, in partnership with students and parents/carers, a supportive and engaging learning environment that promotes the development of learners with the skills, knowledge and values to respond effectively to a rapidly changing, complex world. Hallam Primary School's mission is to ensure a high-quality and coherent Foundation to Year 6 learning and development program to build the capability of every student. Hallam Primary School's objective is to ensure all students leave our school as prepared as possible for the next phase of their education.</p>
School values	<p>Hallam Primary School acknowledges that the behaviour of staff, parents/carers and students has an impact on our school community and culture. We acknowledge a shared responsibility to create a positive learning environment for the children and young people at our school. The school values of trust, persistence, learning for success, positive partnerships, mutual respect and environmental awareness are fostered.</p> <p>The Hallam Primary School Statement of Values sets out the behavioural expectations of all members of the Hallam Primary School community, including the principal, all school staff, parents/carers, students and visitors. It respects the diversity of individuals in our school community and addresses the shared responsibilities of all members in building a safe and respectful school community.</p> <p>The Statement of Values acknowledges that parents/carers 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. Discrimination, sexual and other forms of harassment, bullying, violence, aggression and threatening behaviour is unacceptable and will not be tolerated in this school.</p>
Context challenges	<p>Hallam Primary School is situated within one of the most culturally diverse communities in the City of Casey. School data indicates that the current student body is inclusive of almost forty languages other than English, around 73% Language Background other than English (LBOTE); 4% identified as non-English speakers; 54% of students are male; 46% are female; 11% are refugees; 4% have a disability; around 2% have an indigenous background; 2% are 'at risk' and, for each year level cohort, between 18-40% are foreign-born students. Consequently, Hallam Primary School is identified as a low-SES, high-disadvantage school with a Student Family Occupation Education (SFOE) Index around 0.57 and an Index of Community Socio-Education Advantage (ICSEA) around 950 (Av.</p>

	<p>1000).</p> <p>The effectiveness of well-being, teaching and learning programs at Hallam Primary School is positively reflected in the school's data from the 2019 School Review, and in the 2019 Centre for Independent Studies 'Overcoming the Odds: A study of Australia's top-performing disadvantaged schools' Research Report, but is continuously challenged by:</p> <ul style="list-style-type: none"> -the increasingly complex personal circumstances of students and families and the escalating impact on student well-being -the extent and diversity of the school's multi-cultural community, Language Backgrounds Other Than English and English as an Alternative Language, particularly where students do not/are not encouraged to communicate in English beyond the school -the disruption to students' learning progress as a consequence of absenteeism, extended overseas holidays and high mobility -the need for students and parents/carers to more effectively engage with understanding learning expectations and learning achievements
<p>Intent, rationale and focus</p>	<p>The Foundation-10 Victorian Curriculum provides the basis for students' learning programs at Hallam Primary School. Lifting students' performance in literacy (and numeracy) is a constant learning and teaching focus. We regard our students' literacy and numeracy in English as an investment in Australia's future intellectual and social capital. School personnel also understand that each student's well-being and equity of access is integral to the maximization of personal learning growth and development.</p> <p>Over the 2020-2023 period, Hallam Primary School will provide opportunities for staff to refresh core pedagogical knowledge and skills, particularly in relation to successful, existing programs such as Big Write & VCOP, DiPL, etc., while concurrently expanding and embedding Fountas & Pinnell programs and the Orton Gillingham approach within the school. External and internal professional development will be undertaken, while different programs and initiatives may be investigated in relation to how they might 'value add' to Hallam Primary School's existing programs and approaches. The process of extensive professional research, consultation and evaluation of 'value adding' has been an important strategy for building improvement at Hallam Primary School.</p> <p>The focus of Hallam Primary School's work from 2020-2023 will be:</p> <ul style="list-style-type: none"> • improving all students' outcomes in English literacy, with a particular focus on writing • refreshing, refining and further aligning teacher pedagogical knowledge and skills, particularly in relation to writing • enhancing teacher capacity in the use of assessment data to inform teaching, including expanded differentiation of students' learning • enhancing student voice and agency • developing students as active, self-regulating and accountable learners. <p>Analysis of 2020-2023 assessment data will enable tracking of identified matched cohort groups. Increasing student accountability for learning growth (Years 3-6) will be reflected in an evolving model of Student-Parent-Teacher Conferences and students' ability to articulate their personal learning goals and achievements.</p>

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Goal 1	To improve student outcomes in literacy.
Target 1.1	Reduce matched student 'below benchmark' growth in: <ul style="list-style-type: none">• Writing from 35% (2019) to 10% (2023)• Reading from 22% (2019) to 10% (2023)
Target 1.2	Improve matched student 'above benchmark' growth in: <ul style="list-style-type: none">• Writing from 20% (2019) to 30% (2023)• Reading from 17% (2019) to 25% (2023)
Target 1.3	Increase the percentage of students in the 'top 2 bands' in Writing, Year 5, from 8% (2019) to 25% (2023)
Key Improvement Strategy 1.a Evidence-based high-impact teaching strategies	Build teacher pedagogical knowledge and skills.
Key Improvement Strategy 1.b Building practice excellence	Develop teacher capacity to use assessment to inform teaching.

Goal 2	To improve student voice and agency.
Target 2.1	Increase the percentage positive response to the factor of 'student voice and agency' in AtoSS from 75% (2019) to 85% (2023)
Target 2.2	Increase the percentage positive response to the factor of 'use student feedback to improve practice' in SSS from 65% (2019) to 85% (2023)
Key Improvement Strategy 2.a Empowering students and building school pride	Develop a whole school understanding of student voice and agency
Key Improvement Strategy 2.b Intellectual engagement and self-awareness	Empower students to become active and self-regulating learners.