

School Strategic Plan 2024-2028

Hallam Primary School (0244)



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School vision	<p>At Hallam Primary School, we envision a nurturing and supportive environment where every child feels safe, valued and encouraged to learn. Our school is committed to fostering a sense of belonging and inclusion to ensure each student can thrive academically, socially and emotionally.</p> <p>We strive to provide a high-quality education that equips our students with essential knowledge, skills and values necessary for success in the 21st century. Grounded in the Victorian Curriculum, our Foundation to Year 6 program integrates effective teaching practices such as explicit instruction, experiential learning and inquiry-based approaches. This comprehensive approach empowers our students to become critical thinkers, creative problem solvers and lifelong learners.</p> <p>At Hallam Primary School we work in partnership with families and the broader community to provide meaningful learning experiences that cater to the diverse needs of our students. By nurturing an appreciation for learning and providing a solid educational foundation, we strive to prepare our students to confidently transition to the next phase of their educational journey and succeed in an ever-changing world.</p> <p>Our vision is to inspire accomplishment, curiosity and compassion in every child, shaping responsible future community members who can positively contribute to society. Together, we strive to build a productive future for all students at Hallam Primary School.</p>
School values	<p>Hallam Primary School, situated on the traditional lands of the Bunurong people of the Kulin Nation, acknowledges and respects their custodianship of this land. We are committed to fostering an inclusive and supportive learning environment where every member of our school community is valued and respected.</p> <p>Our school values-Fairness, Growth, Respect and Teamwork-were collaboratively developed with input from our School Leadership Team (SLT), students, staff and School Council. They serve as the foundation for our decisions, actions and interactions within our school community.</p> <ul style="list-style-type: none">* Fairness: We believe in treating everyone equitably and justly, fostering an environment where all individuals have equal opportunities to learn and grow.* Growth: We are dedicated to personal and academic growth, encouraging continuous improvement and the pursuit of accomplishment in all aspects of learning and development.* Respect: We promote respect for oneself, others, and the environment, embracing diversity and celebrating the unique contributions of each individual.* Teamwork: We value collaboration and cooperation, recognizing that working together enhances learning, creativity and overall well-being. <p>These values guide our daily interactions and decision-making processes, shaping a positive and harmonious school culture. They help us remain focused on what is important: nurturing confident, compassionate and resilient learners who contribute positively to our community and beyond.</p>

<p>Context challenges</p>	<p>Hallam Primary School is in the culturally diverse community of Hallam and is consistently identified as a multi-cultural school with a high level of disadvantage. The Hallam Primary School community has increasingly become more multi-cultural in recent years, including refugees arriving from various conflict zones. Increasing numbers of Australian-born children commencing at Hallam Primary School are unable to speak English because English is not spoken in their homes. In July 2024, the student cohort was 382, including approximately eighteen percent of students identified as refugees, ten percent identified as non-English speakers, one percent having Indigenous status and four percent having a disability.</p> <p>The effectiveness of well-being strategies and teaching and learning programs at Hallam Primary School, as positively reflected in the 2019-2023 School Review, is increasingly challenged by several factors:</p> <ul style="list-style-type: none"> * Complex Personal Circumstances: Diversity of cultural background, refugee resettlement, socio-economic circumstances, disrupted domestic circumstances and disability present increasingly complex considerations for the support of students and families within the Hallam Primary School community. These circumstances have been escalating and have an impact on student wellbeing, educational engagement and learning achievement. School staff continue to foster a safe, orderly and inclusive environment within the school and to implement effective teaching and learning practices and intervention programs, in addition to exploring new ideas and initiatives. * Multicultural and Language Diversity: Hallam Primary School is increasingly facing challenges fostering effective communication in English both within and beyond the school environment. While the diversity enriches the school community, it also poses challenges to ensuring all students are encouraged to communicate, engage and learn effectively in English. The importance of English literacy, particularly reading, is consistently a focus of the instructional program. * Disruption to Learning Progress: Absenteeism, extended overseas holidays and high student mobility disrupt students' learning progress. These factors continue to be the focus of targeted strategies to limit and mitigate disruption to students' learning and ensure continuity in educational outcomes for students. * Engagement and Understanding of Learning Expectations: Hallam Primary School strives to foster students' and parents' engagement with, and understanding of, the importance of education. This includes an awareness of future opportunities that can be created through education despite socio-economic challenges. <p>Addressing these challenges requires a comprehensive approach that integrates community awareness and engagement, targeted support for diverse and complex needs and strategic professional practices to enhance learning continuity and student well-being at Hallam Primary School.</p>
<p>Intent, rationale and focus</p>	<p>Hallam Primary School will continue to foster a supportive and engaging learning environment where every student is encouraged and supported to achieve their full potential, particularly in Reading, Writing, and Numeracy, underpinned by effective teaching and wellbeing practices and supported by community partnerships. We will continue to implement and develop a comprehensive range of strategies to maintain and improve student learning outcomes, continuing and developing a range of existing strategies.</p> <ul style="list-style-type: none"> * Differentiated Instruction: Use of differentiated instruction approaches to cater to diverse learning needs, ensuring all students receive tailored support. * Targeted Interventions: Providing focused interventions and support for students identified as needing additional assistance in Reading, Writing and Numeracy. * Curriculum Review: Regular review and update of curriculum to align with best practices and educational standards, ensuring

- relevance and effectiveness.
- * Data-Informed Decisions: Analysis of data from teacher anecdotal records, NAPLAN, PAT assessments and teacher judgements to inform instructional planning and interventions.
 - * Feedback and Continuous Improvement: Maintaining and enhancing positive feedback from student, staff and community surveys regarding school performance, teaching quality, and learning environment.
 - * Wellbeing Programs: Continuing to implement and enhance targeted programs and initiatives that support mental health and social-emotional development of students.
 - * Access to Support Services: Maintaining access to Allied Health services to support students experiencing difficulties.
 - * Positive School Culture: Fostering a positive and inclusive school culture through awareness campaigns and community-building activities.
 - * Monitoring Wellbeing: Regularly monitoring wellbeing indicators through feedback mechanisms to ensure proactive support.
 - * Attendance Monitoring: Continuously monitoring and analysing attendance data to identify trends and implement targeted strategies for improvement.
 - * Collaboration: Collaboration with families and community partners to address barriers to attendance, ensuring a supportive network.
 - * Engaging Curriculum: Expanding engaging and relevant curriculum activities that promote student participation and enthusiasm.
 - * Recognition: Acknowledging students for positive attendance and active participation in learning activities.
 - * Teacher Development: Continuing to implement quality professional development opportunities for staff to improve teaching practices and enhance school climate.
 - * Facilities Enhancement: Continuing to invest in enhancing facilities and resources to support student learning and wellbeing.

Over the next four years Hallam Primary School will continue to focus on the selection of the best available personnel to join the staff at this school. Staffing structures will be developed to have class sizes smaller rather than larger, where possible, with additional support and interventions continuing to be provided by Education Support personnel.

School Council will continue to prioritise resources to support the strong wellbeing focus at our school, including continuation of existing Allied Health service providers and staff to support students' academic achievement. The role of the Assistant Principal will continue to incorporate monitoring of student attendance and engagement with families, as well as the coordination of wellbeing personnel, programs and resources across the school. Our Learning Specialist-Inclusion will be supported to undertake the Master of Inclusive Education (Monash University). Staff will be further professionally developed in relation to inclusion strategies to support and encourage all students.

School Council will continue to prioritise resources for the professional development of staff, focussing on knowledge and teaching of the English Language codes (OG Approach) and teaching and learning strategies when working with students from EAL backgrounds (Monash University). Intervention programs, including Multiliteracies, will be continued. The Leadership Team will work to update staff professional knowledge of the Victorian Curriculum 2.0 and to unpack and embed the school's Instructional Model into classrooms to support the alignment of effective teacher professional practice. Team Leaders and their Teams will develop robust

observation and feedback practices to support improved classroom management and professional practice, further informed by feedback from their allocated Learning Specialist-Curriculum.

By focusing on these intentions and implementing these strategies, Hallam Primary School aims to ensure a learning environment where each student can achieve academic success in Reading, Writing and Numeracy and experiences positive growth in wellbeing and engagement. Through a commitment to continuous improvement, we aspire to foster a supportive community that nurtures every child's potential.

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Goal 1	Improve student learning outcomes.
Target 1.1	<p>By 2028, the percentage of matched-cohort students achieving in the Strong and Exceeding Proficiency levels will be maintained or increased:</p> <ul style="list-style-type: none">• Reading Year 3 from 61% (2023) to 65%• Reading Year 5 from 77% (2023) to 81%• Writing Year 3 maintained at 90% (2023)• Writing Year 5 maintained at 92% (2023) • Numeracy Year 3 maintained at 59% (2023)• Numeracy Year 5 maintained at 74% (2023) <p><i>(To be confirmed)</i></p>
Target 1.2	<p>By 2028, the percentage of Years 1 to 6 students demonstrating at or above expected growth as measured by teacher judgments (semester two to semester two) will increase or be maintained:</p> <ul style="list-style-type: none">• Reading and viewing will increase from 76% (2023) to 79%• Writing maintained at 85% (2023)• *Mathematics maintained at 83% (2023 average of all three stands)

	<i>*Mathematics to be confirmed with the introduction of Mathematics version 2.0.</i>
Target 1.3	<p>By 2028, the positive percentage endorsement rate will be maintained or improved in the Student Attitudes to School Survey</p> <ul style="list-style-type: none"> • Differentiated learning challenge will be maintained at 84% (2023) • Stimulating learning will increase from 68% (2023) to 72% • Motivation and interest will increase from 69 % (2023) to 73% • Student voice and agency will increase from 48% (2023) to 56%.
Target 1.4	<p>By 2028, the positive percentage endorsement rate will improve or be maintained in the School Staff Survey</p> <ul style="list-style-type: none"> • Staff trust in colleagues maintained at 88% (2023) • Teacher collaboration from 53% (2023) to 65% • Academic emphasis from 64% (2023) to 68% • Monitoring effectiveness of using data from 67% (2023) to 75% • Instructional leadership from 78% (2023) to 82%.
Key Improvement Strategy 1.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Further develop and embed the instructional approaches through the implementation of Victorian Curriculum 2.0 and responsive use of Positive Classroom Management Strategies (PCMS).
Key Improvement Strategy 1.a Systematic use of assessment strategies and measurement practices to obtain and	

<p>provide feedback on student learning growth, attainment and wellbeing capabilities</p>	
<p>Key Improvement Strategy 1.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	<p>Further develop the capacity of mid-level leaders to drive collective efficacy through high-level coaching and strong instructional practices.</p>
<p>Key Improvement Strategy 1.b The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment</p>	
<p>Key Improvement Strategy 1.c Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities</p>	
<p>Key Improvement Strategy 1.c Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	<p>Enhance the use and effectiveness of inquiry cycles for responsive, evidence-driven, targeted professional learning to further enhance practice.</p>
<p>Key Improvement Strategy 1.c The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a</p>	

positive, safe and orderly learning environment	
Goal 2	Maximise student wellbeing.
Target 2.1	<p>By 2028, the positive percentage endorsement rate will improve or be maintained in the Student Attitudes to School Survey.</p> <ul style="list-style-type: none"> • School connectedness from 67% (2023) to 71% • Sense of confidence from 64% (2023) to 71% • Respect for diversity from 67% (2023) to 71% • Advocate at school maintained at 82% (2023).
Target 2.2	<p>By 2028, the positive percentage endorsement rate will improve in the School Staff Survey for the factor:</p> <ul style="list-style-type: none"> • Use student feedback to improve practice from 67% (2023) to 75%.
Target 2.3	<p>By 2028, the percentage of students with 20 or more days absent will decrease for students, Foundation to Year 6, from 37% (2023) to 33%.</p>
Key Improvement Strategy 2.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Further develop the multi-tiered layers of support approach and resources to strengthen inclusive classroom practices.
Key Improvement Strategy 2.a	

<p>Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</p>	
<p>Key Improvement Strategy 2.b Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	<p>Create further opportunities for students to develop personal agency and the capabilities to thrive.</p>
<p>Key Improvement Strategy 2.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	