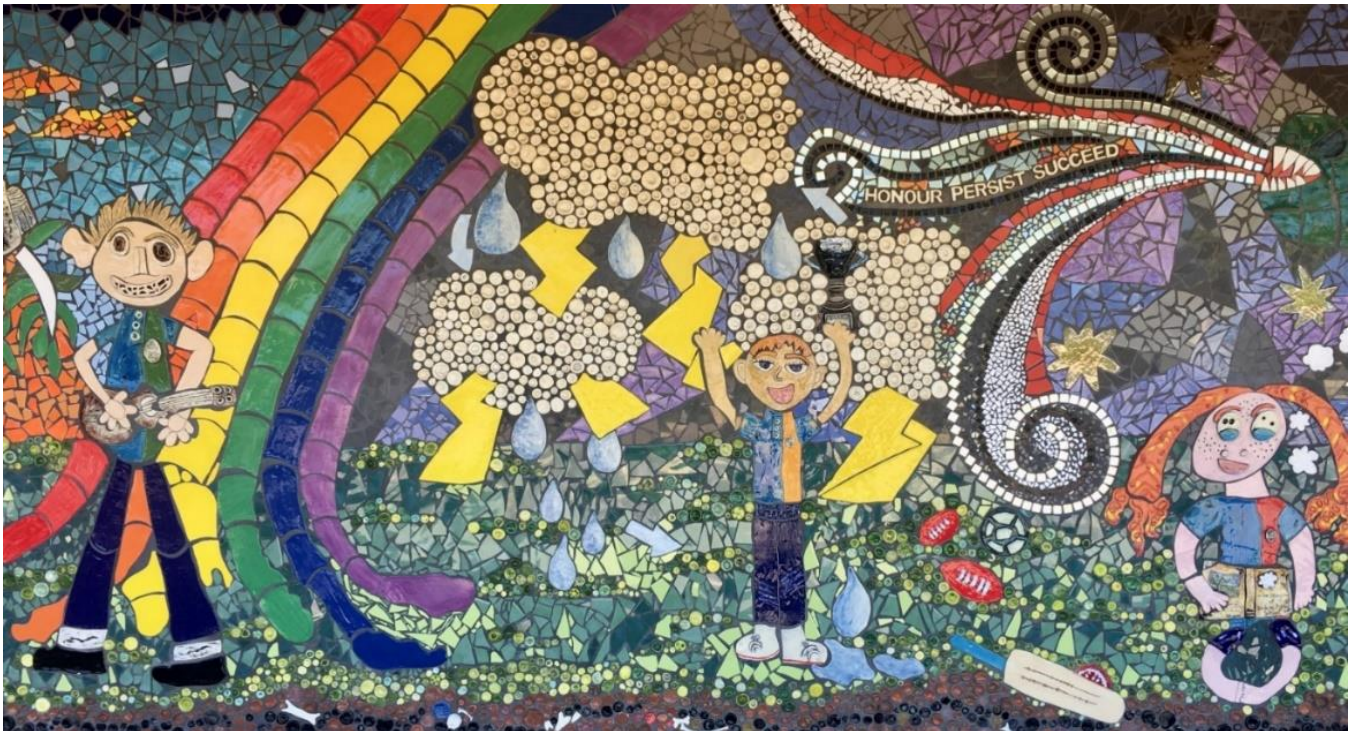# Hocking Primary School

Honour - Persist - Succeed

Business Plan

2020 – 2022

Opportunities to learn for everyone!

2020 – 2022 Business Plan

This business plan references and seeks to implement the *Department of Education Strategic Directions for public school 2020 – 2024,* the *'Building on strength, future directions for the Western Australian public school system* rational. *"Every Student, every classroom, every day" is the foundation of the intent of the plan.*

The plan outlines an overview of strategic intent of the school towards quality improvement strategies within academic and non-academic areas. It has been informed by school performance data; student, staff and community feedback and findings from the Independent Public School Review. The plan forms part of a selection of documentation including annual Operational Plans, Learning Area Plans, Annual Report, Workforce Plan and the Delivery and Performance Agreement.

Our School

Hocking Primary School (HPS) is an Independent Public School, established in 2008 and has a developed a strong culture of collaboration with all stakeholders and is highly regarded in the community. Student achievement and progress is supported by a positive, safe learning environment with a strong focus on Values Education and the use of technology as a tool for learning. Curriculum delivery is informed by the Australian Curriculum and supported by the Department of Education initiatives and resources. The school strives to provide opportunities to learn that are challenging, engaging, meaningful, respectful and empowering. HPS is a member of the Wanneroo Education Network.   This network is comprised of neighbouring primary and secondary schools and facilitates professional learning events to support and guide curriculum and staff development.

Our Vision

As a learning community we aim to embrace our motto '**Honour, Persist, Succeed'**. We will pursue the **H**onour of respect, the virtue of **P**ersistence and develop resilience as lifelong learners to **S**ucceed.

Our Why

To provide every child with opportunities to learn so that they can grow to be independent, lifelong learners. *"Opportunities to learn for everyone."*

School Performance

School improvement practices at HPS are evidence based. Driven by high expectations and goal setting, resources are aligned, staff are supported and valued, the learning environment is kept safe and orderly and partnerships with other government agencies and support services are fostered. School improvement targets and strategies are critically analysed and reviewed regularly throughout the term of the Business Plan. Targets have been developed to impact learning. The whole school Common Assessment Tool (CAT) outlines data collection points. Student data is centrally stored on DataHub and readily accessible by all staff for monitoring, analysis, future planning and review. School self-assessment practices and scheduled data reviews occur at all levels including the Leadership Team, Year Level Curriculum Leaders Team, Year Level Teams, and the School Board.

This plan is aligned to the Department of Education's Electronic Schools Assessment Tool (ESAT) to enable monitoring throughout the life of the plan and to inform a cycle of self-assessment, review, annual reporting and planning. The Plan describes the key improvement elements on which we will focus on to ensure every child has an *opportunity to learn* and progress.

🎓 Teaching and Learning

Our intent is to drive a culture that provides an opportunity to learn for everyone through high standards and high expectations. Effective teaching practice is understood and is consistently applied to deliver the curriculum for all year levels. Teacher performance and development is in line with the AITSL Australian Professional Standards for Teachers (the Standards) and informs the effective use of assessment data to plan all learning and identify required differentiation for those with additional needs. Assessment and reporting to parents is moderated to ensure consistency and alignment to achievement standards.

Strategies for Improvement

- Full implementation of the HPS Teaching and Learning Framework to guide quality teacher practice.
- Mathematics: Pedagogical development of teachers to embed mathematical thinking as a key focus for all learning with a persistent focus on differentiation for those in need.
- English: Continued implementation of STARS & CARS to develop and reinforce reading comprehension skills.
- English: Consolidation of Guided Reading as the whole school strategy for developing reading skills.
- English: Implementation of the structured synthetic phonics program, Sounds Write for years PP – 3 and exploration of its impact for students further up the school.
- English: Full implementation of all Talk for Writing (T4W) non-negotiables to embed oral language and vocabulary as a foundation for enhancing writing from K-6.
- English: Teacher professional development in the use of Heggerty Phonological Awareness program in Kindy.
- Continued exploration of the use of digital technologies across all curriculum areas and phases of learning, including digital literacy (coding).
- Development and implementation of a cohesive Early Childhood Education (ECE) Philosophy to clarify expectations of the incorporation of T4W, language-based units, Sounds Write and play based learning in the ECE phase of learning.
- Integration of the Aboriginal Cultural Standards Framework across all teaching and learning programs.
- Developing Physical literacy awareness within staff, students and parents to include purposeful physical pursuits as an integral part of their lifestyle.
- Development of a cohesive plan that supports the teaching of the Indonesian language.
- Development of a documented professional learning plan which is explicit to all staff and aligned to the identified improvement needs of staff through their Performance and Development agreements.
- Implement an agreed process for staff to engage in peer observations so that feedback about practice, coaching and mentoring for improvement becomes a part of the HPS culture.
- Continued planning focus on learning area knowledge integration to develop functional literacy, numeracy, and scientific skills.

Measuring Success

- Classroom observations and student feedback informs all components of the HPS Teaching and Learning Framework are visible.
- Mathematics: Resourcing and teacher planning and practice has a clear focus on problem solving and the application of mathematical thinking and differentiated learning for all.
- English: Whole school program implementation reviews via collaborative team feedback via Curriculum Leaders.
- Survey to determine teacher confidence in the teaching of Indonesian to the required standards.
- Common Assessment Tool (CAT) to guide assessment scheduling across all areas of the school.
- Data Hub being used by teachers to record and analyse student data and to target areas of student need.
- Collaborative Team self-assessment and whole school reviews–What Works Well (WWW)/Even Better If (EBI).

- NAPLAN, Progress Achievement Tests (PAT) and On-Entry closely aligned with Teacher Judgements
- Parent Feedback – Reporting to Parents Surveys, teacher Tracking Journals
- Electronic School Assessment Tool (ESAT).
- National School Improvement Tool (NSIT), self-assessment. Domains 2, 6, 7 and 8.
- National School Opinion Survey (NSOS) student, staff and parent feedback 2020 and 2022
- Performance and Development Agreements aligned with the AITSL Teaching and School Leadership Standards.
- Alignment of Physical Education planning with Sport Australia Physical Literacy Domains.
- Classroom observations, coaching and mentoring.

Performance Targets

1. Match or exceed WA Like Schools in all NAPLAN assessments in Years 3 and 5.
2. Continue to increase % of students in the top two bands to be equal or above like schools.
3. Decrease the % of students making low or very low progress to be equal or below like schools whilst maintaining high to excellent progress to equal or above like schools.
4. Match or exceed WA Like Schools average progress in On-entry assessments in Pre-primary and Year 1.

Learning Environment

Our focus is to facilitate a safe, orderly, and inclusive learning environment. One that promotes a caring, collaborative culture with high trust between staff, students, and parents. Flexible learning, where student voice, collaboration, innovation, technology and high levels of student engagement and wellbeing is valued and reinforced. Our BRAVE values will drive our engagement with each other, our community, and the outside world.

Strategies for Improvement

- Continued implementation of the Bring Your Own Device (BYOD) program to provide great capacity for all students to engage and interact in the online environment.
- Further refinement and identification of the digital technologies curricula to support both, a development of skills for staff and students, and a strong Cyber Safety mindset across the school – staff, students and parents.
- Exploration of the need for the development of a whole school Wellbeing focus for students and staff to better support those at risk and to boost resilience.
- Full implementation of the BUZ program, supported by the language of BUZ, with alignment to the school Behaviour Management Policy.
- Review of the Building Resilience Around Values Education (BRAVE) program to interrogate effectiveness and alignment to whole school incentive programs.

Measuring Success

- The number of BYOD connected to the school network.
- Cyber safety issue referral analysis.
- School Board consideration of Wellbeing information research.
- Reduction in behaviour referrals due to issues being managed by students using the 'Hopscotch' and other BUZ strategies.
- Tracking of changes to enhance the BRAVE program and the impact on student data.
- NQS annual self-assessment and external verification report.
- NSIT self-assessment, Domain 3.

- ESAT validation report 2020.
- Semester attendance data reports.
- National School Opinion Survey (NSOS) student, staff and parent feedback 2020 and 2022.

Performance Targets

1. Increase the percentage of students achieving 'consistently' in the Attitudes, Behaviour, Effort (ABE) on semester reports in areas 1, 6 and 7 (works to the best of their ability, is enthusiastic about learning and sets goals and works towards them with perseverance).
2. Maintain attendance levels above 95%.
3. Maintain an average satisfaction score of 4 or above on the health and wellbeing indicators in the NSOS surveys 2020 and 2022.
4. Meet at least four (4) of the seven (7) National benchmarks in all 7 quality areas in the National Quality Standards (NQS) self-assessment and external reviews.

Relationships

Our resolve is to actively seek ways to enhance student learning and wellbeing by forging strong relationships and partnerships between staff and with parents, families, other education/training institutions, local businesses and community organisations. Parents and families are recognised as integral members of the school community and partners in their children's education. Partnerships with those from outside our school community will be strategically established to address identified school or student needs. Communication that is open and transparent will drive these relationships and the collaboration needed to provide learning opportunities for everyone.

Strategies for Improvement

- Revamping of the school Webpage as a hub for information that is easily accessible and relevant to the needs of our community and one that can showcase our school to perspective new families and the broader community.
- Implementation of a communication strategy, developed by the School Board, to promote its governance role, greater visibility, and parent access to and of knowledge of their representatives.
- Development of procedures to monitor and evaluate the intended impacts of the school partnerships.

Measuring Success

- Webpage revamp and parent feedback.
- School Board self-assessment and annual survey to parents.
- Collaborative Team self-assessment and whole school reviews–What Works Well (WWW)/Even Better If (EBI).
- Parent Feedback – Reporting to Parents Surveys, teacher Tracking Journals.
- Electronic School Assessment Tool (ESAT).
- National School Improvement Tool (NSIT) – Domain 9
- National School Opinion Survey (NSOS) student, staff and parent feedback 2020 and 2022
- Performance and Development Plans aligned with the AITSL Teaching and School Leadership Standards.

Performance Targets

1. Webpage completed and online.
2. School Board member profile statements online and business outcomes communicated each term.
3. Partnership monitoring process implemented.

Leadership

Our goal is to develop leaders in every aspect of school operation. Leadership will be inclusive of all in our community and promote the sharing of our vision and provision of a clear school-wide direction. Change will be managed strategically through leadership that provides clarity of need and purpose for all, supported by quality professional learning and performance management systems. Quality instructional and curriculum leadership will be distributed and focused on improvement. High expectations, standards and accountability will be supported through transparency, clear lines of communication and effective whole-school planning. Student leadership and voice will be embedded in all strategic actions.

Strategies for Improvement

- Continued refinement of strategic and operational planning to guide classroom practice so it aligns with both the School Curriculum and Standards Authority (SCSA) expectations and the contextual needs of students and the school community.
- Review, then develop, a comprehensive Student Leadership program to give students the skills and opportunities to lead their peers and to provide a strong student voice to the implementation of programs and processes to support school improvement.
- Year level teachers who display high quality practice in teaching and learning invited to lead their team as Curriculum Leaders
- Allocation of time for identified Curriculum Leaders to meet, as school leaders of curriculum implementation, teaching practice and the analysis of, and planning for, the learning needs of all students.
- Continues involvement in the W.A Future Leaders Framework in conjunction with the school's Performance and Development agreements to identify, develop and support potential school and system leaders.

Measuring Success

- Feedback that informs alignment with planning and the learning needs of the community.
- Implementation of a Student Leadership program, communicated to the students and parents, via the School Board.
- The degree to which student voice is having an impact on the school decision making processes via student surveys.
- Identification of leaders, via the school's Performance and Development Policy and/or W.A. Future Leaders Framework.
- NSIT self-assessment, Domain 3.
- ESAT validation reports.
- Semester attendance data reports.
- National School Opinion Survey (NSOS) student, staff and parent feedback 2020 and 2022

Performance Targets

1. Student Leadership Report included in the Annual Report and ESAT validation reports that shows student voice empowerment.
2. Curriculum Committee endorsement of school planning and program implementation.
3. Identification and engagement of three (3) staff in the W.A. Future Leaders Framework with clear leadership responsibility and accountability.

Resources

Our alignment of school resources will target whole school performance through the raising of student standards, achievement, and progress. Human, physical, and financial resources will be assigned to support staff cater for the diverse range of student needs. Teaching and learning structures will be funded to accommodate short and longer term planning for workforce, facilities and the provision of teaching and learning resources, as informed by staff. Staff capacity building, through funding for researched, targeted and evidence based professional learning, with clear links to school planning, will drive all resource allocations.

Strategies for Improvement

- Continued funding of professional learning that supports the implementation of all Talk for Writing (T4W) to embed oral language and vocabulary as a foundation for enhancing writing from K-6.
- Professional Learning for teachers of Year 1 – 3 to enable the implementation of the structured synthetic phonics program - Sounds Write.
- Contingency funding to support Sounds Write teaching resources.
- Professional Learning for teachers of Kindy to enable the implementation of the Heggerty Phonemic Awareness Program.
- Funding to support the pedagogical development of teachers to embed mathematical thinking.
- Funding to support teachers develop the knowledge and skills to teach Indonesian.
- Teacher relief funding to build leadership capacity for staff on the Curriculum Committee.
- Modernization of the interactive display devices across the school to support teacher delivery of online learning.

Measuring Success

- Full implementation of T4W and Sound Write.
- Change in the teaching of mathematics reflecting an awareness of mathematical thinking and the importance of applying additive and multiplicative thinking to solve problems.
- Student progress of those identified at risk.
- Curriculum Committee leadership in decisions around curriculum implementation, teaching practice and the analysis of, and planning for, the learning needs of all students.
- Installation of interactive smart television in every classroom.
- Workforce Plan highlighting the distribution of staff and targeted expenditure to meet student, staff, and school needs.
- Annual financial compliance self-assessment survey.
- DoE external financial audit finding Good - Excellent.
- NSIT self-assessment Domain 4.

Performance Targets

1. Spend 96% of school's annual funding in line with Department of Education requirements.
2. Match or exceed WA Like Schools in English NAPLAN assessments in Years 3 and 5.
3. Installation of interactive smart television in every classroom.