School Strategic Plan 2019-2023

Highvale Primary School (4986)

School vision	Our globally diverse school community works together to nurture engaged, socially responsible and resilient learners. Students are empowered to experience challenge, develop independence and achieve success. Our practice: • places students at the centre of all decision making. • is always informed by evidence and research. • includes high expectations of our students, staff and community. • creates a safe, inclusive learning environment for everyone.
School values	Respect – Considering others, their property and the environment Responsibility – Being reliable, resourceful and owning your actions Honesty and Integrity – Being fair and trustworthy Commitment – Persisting, giving your best and bouncing back
Context challenges	Highvale Primary School is a high performing medium sized school selected by parents seeking outstanding educational outcomes for their children. Our families come from a range of cultural backgrounds and are linguistically diverse including 62% who speak English as an additional language. Key strengths and areas of focus were identified through the recent School Improvement Review process. Through these, we will continue to advance our work to support the diverse needs of our students and families. Contextual opportunities and challenges include significant numbers of students with high ability and disability together with diverse cultural backgrounds and value systems. Continuing to develop areas of strength whilst building upon our practice in the context of leadership and workforce changes, significant system expectations and restricted resources provide challenges for our work in the following areas: 1. Our school's embedded evidence based teaching model and whole school wellbeing framework support highly effective practice and associated positive student outcomes. 2. Effective practice is supported by a rigorous, supportive, developmental 'collegiate staff program'. 3. Students are highly engaged and parents and carers are authentic partners in their child's education. 4. Staff work in an environment of high efficacy, supporting the progress towards the school's vision and goals. 5. Build upon our moderation practices, sequential learning program, student metacognition, resilience and agency in their learning.
Intent, rationale and focus	In the pursuit of continuous improvement, our school has identified the following as our key areas of work to improve student outcomes: 1. Delving deeper into our moderation practices to support learning outcomes with a focus on Writing, Reading comprehension and Mathematics. 2. A continued emphasis on extending the sequential learning program to support further growth of high achieving mathematicians, writers and readers. 3. Further progression of student metacognition and agency in their learning. 4. Strengthening student resilience beyond 86% positive. Further developing our work in each of these areas will support teachers to collectively enhance our capacity to improve student outcomes specific to our context. Through prioritising further development of sequential learning and moderation practices, we will enhance our capacity to effectively assess student work to inform differentiated and progressively personalised learning. Leveraging off this work, together with a deeper understanding and application of metacognitive teaching strategies, students will build a deeper understanding of their own learning progress and the strategies that will assist them to achieve their learning goals. This will be supported by purposeful reflection on their own learning data, together with effective, specific feedback.

	Self-regulation will advance as students are supported to track their own learning growth, progressively enhancing their independence as learners. This will enrich learner agency, supporting students to frame regular learning goals based upon agreed evidence of achievement and identified areas of improvement. Goal setting will be informed by the Victorian Curriculum and serve to drive and motivate students as agents in their own learning. Throughout this, developing a shared and deeper understanding of learner resilience will assist educators to strengthen students' disposition to risk taking in their learning as an opportunity for challenge and growth rather than failure or disappointment.

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Goal 1	To maximise learning growth and achievement for all students
Target 1.1	By 2023 increase the percentage of Year 5 students achieving high relative growth in NAPLAN • Writing to increase from 21% (2019) to 33% or above (2023) • Numeracy to increase from 27% (2019) to 33% or above (2023)
Target 1.2	By 2023 increase the percentage of students achieving in the top two bands in NAPLAN (Year 5 students) • Year 5 students Reading from 65% (2019) to 67% or above • Year 5 students Writing from 20% (2019) to 34% or above • Year 5 students Numeracy from 66% (2019) to 68% or above
Target 1.3	By 2023, increase the percentage of students demonstrating 12 months or more learning growth using teacher judgement data that has been triangulated with reference to agreed norm–referenced/standards–based data for: • Reading & Viewing from xx% to 80% • Writing from xx% to 80% • Numeracy from xx% to 80%
Key Improvement Strategy 1.ay Curriculum planning and assessment	Embed a sequential and developmental learning program
Key Improvement Strategy 1.by Building practice excellence	Build consistency and rigour in moderation and assessment practices
Key Improvement Strategy 1.cy Building practice excellence	Enhance the capacity of all teachers and leaders to support learning at the point of need
Goal 2	To improve student agency
Target 2.1	By 2023 increase the percentage of positive endorsement in the student AToSS • Student voice and agency from 81% (2019) to 85% or above • Motivation and interest from 89% (2019) to 93% or above • Learning confidence from 90% (2019) to 94% or above
Target 2.2	By 2023 increase the percentage of positive endorsement in the POS

	• Student voice and agency from 79% (2018) to 84% or above
Target 2.3	By 2023 decrease student absence rates • Percentage of students with 20 or more days absence from 12% (2018) to 10% or less
Key Improvement Strategy 2.ay Building practice excellence	Enhance teacher capacity to activate learner agency
Key Improvement Strategy 2.by Empowering students and building school pride	Build opportunities for authentic partnerships between students and teachers which develops independent and self–regulating learners
Key Improvement Strategy 2.cy Intellectual engagement and self-awareness	Build the capacity of students to co-construct learning goals using their learning data
Goal 3	To improve the resilience of all students
Target 3.1	Drafting note: please consider adding additional student data that measures resilience By 2023 increase the percentage of positive endorsement in the AToSS • Resilience from 86% (2019) to 90% or above • Managing bullying from 92% (2019) to 95% or above • Teacher concern from 80% (2019) to 85% or above
Target 3.2	By 2023 increase the percentage of positive endorsement in the SSS • Collective efficacy from 93% (2019) to 95% or above • Academic emphasis from 87% (2019) to 91% or above • Parent and community involvement from 88% (2018) to 90% or above • Teacher collaboration from 84% (2019) to 95%or above.
Target 3.3	By 2023 increase the percentage of positive endorsement in the POS • Managing bullying from 81% to (2018) to 85% or above • Confidence and resiliency from 86% (2018) to 90% or above
Key Improvement Strategy 3.ay Health and wellbeing	Build the capacity of teachers to promote resilience across the school and community

Key Improvement Strategy 3.by Parents and carers as partners	Enhance active community and system partnerships to support student resilience, wellbeing and achievement