

School Strategic Plan 2024-2028

Black Hill Primary School (2043)



Submitted for review by Donna Bishop (School Principal) on 26 June, 2024 at 12:24 PM

Endorsed by Anne Gawith (Senior Education Improvement Leader) on 26 June, 2024 at 03:10 PM

Awaiting endorsement by School Council President

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School vision	<p>Vision : Our vision is to empower all students to be resilient in building the necessary knowledge, skills and values to achieve their personal best.</p> <p>Mission: We will achieve our vision by providing a supportive learning environment where students are empowered to be curious, creative and resilient learners.</p>
School values	<p>The school values include Resilience, Respect and Responsibility. Our school values are an integral part of who we are as a people and as a community. They are the things that we believe are important. Values have a major influence on a person's behavior and attitude. Every day and every moment they serve as broad guidelines in all situations in guiding us in the choices we make and the actions we take.</p> <p>This Statement of Values sets out our behavioural expectations of all members in this school community, including the principal, all school staff, parents, students and visitors. It respects the diversity of individuals in our school community and addresses the shared responsibilities of all members in building safe and respectful school communities.</p> <p>Discrimination, racism, sexual and other forms of harassment, bullying, violence, aggression and threatening behaviour are unacceptable and will not be tolerated in this school.</p> <p>Our Statement of Values acknowledges that parents 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.</p>
Context challenges	<p>Analysis of the school's NAPLAN and school-based assessment results identified the school made progress in student achievement. Targeted intervention approaches are in place and contribute to improvement in achievement for individual students. The challenge moving forward is to improve the consistency of student learning outcomes and growth at all levels.</p> <p>Calm and orderly learning environments are evident across the school and are supported by positive relationships between students and staff. The challenge is some variance in the way agreed frameworks are implemented across the school. The growing wellbeing needs of students suffering from anxiety and low levels of resilience requiring support from the Wellbeing Team and allied health are another challenge.</p>

<p>Intent, rationale and focus</p>	<p>Black Hill Primary School has a focus on strengthening the consistency of teaching and learning practices against a continuum of learning. The aim is to ensure we are teaching to each student's point of need. Over the strategic plan the school will refine and embed the work of the Professional Learning Teams (PLTs) as a vehicle to strengthen the way teachers use data in a cycle of inquiry. This will assist the teachers to identify student needs and put into place responsive teaching and learning. Ensuring the PLT inquiry is consistent across the school should provide a common thread for the school's actions to achieve improved student outcomes and maximise students learning growth in both literacy and numeracy. Running alongside this is the aim of reducing the impact of disadvantage and the achievement gap between students, by further tailoring educational programs that meet the needs of this cohort of students.</p> <p>The school aims to strengthen partnerships in learning between students and staff in order to build capacity in planning for differentiation, setting challenging goals and utilising strategies for giving and receiving feedback. This would provide additional opportunities for greater student challenge and learner agency.</p> <p>The school provides structures to prioritise wellbeing support and assists in building an inclusive culture however there is a need to enhance those engagement and wellbeing approaches to improve attendance and maximise engagement in learning by utilising a more coordinated approach between wellbeing and teaching and learning.</p>

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Goal 1	Maximise student learning growth for every student in literacy and numeracy
Target 1.1	<p>By 2028 improve the percentage of Year 3 and 5 students achieving exceeding or strong in NAPLAN proficiency levels for the domains of:</p> <p>Year 3</p> <ul style="list-style-type: none">• Reading from 77% (2023) to 82%• Writing from 77% (2023) to 82%• Numeracy from 72% (2023) to 76% <p>Year 5</p> <ul style="list-style-type: none">• Reading from 84% (2023) to 85%• Writing from 73% (2023) to 78%• Numeracy from 81% (2023) to 83%
Target 1.2	<p>By 2028, increase the percentage of Year 1-6 students assessed as being at or above expected growth (from Semester 2 to Semester 2) on Victorian Curriculum Levels F-10:</p> <p>English</p> <ul style="list-style-type: none">• Reading from 77% (2023) to 81%• Writing from 77% (2023) to 81%• Speaking and Listening from 87% (2023) to 89%

	<p>Mathematics</p> <ul style="list-style-type: none"> • Number and Algebra from 75% (2023) to 79% • Measurement and Geometry 75% (2023) to 79% • Statistics and Probability from 72% (2023) to 78%
Target 1.3	<p>By 2028 improve the percentage of positive endorsement on School Staff Survey (SSS) Teaching and Learning Practice Improvement and leadership modules for the factors of:</p> <ul style="list-style-type: none"> • Instructional Leadership from 48% (2023) to 70% • Knowledge of High Impact teaching strategies 50% (2023) to 70% • Discussing problems of practice from 50% (2023) to 70%
Target 1.4	<p>By 2028 increase the percentage of positive endorsement for Year 4-6 students for the following factor on the student Attitudes to School Survey (AtoSS):</p> <ul style="list-style-type: none"> • Effective Teaching Time from 78% (2023) to 82%
<p>Key Improvement Strategy 1.a 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>Strengthen and embed a culture of staff collaboration through inquiry</p>
<p>Key Improvement Strategy 1.b</p>	<p>Deepen curriculum and pedagogical understanding and capacity of staff to consistently embed agreed teaching and learning practices</p>

<p>Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</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>Deepen and embed the capacity of staff to use data and feedback to differentiate teaching and learning, planning and assessment.</p>
<p>Goal 2</p>	<p>To improve student engagement and wellbeing</p>
<p>Target 2.1</p>	<p>By 2028 increase the percentage of positive endorsement for Year 4-6 students for the following factors on the AtoSS:</p> <ul style="list-style-type: none"> • Student voice and agency from 60% (2023) to 68% • Resilience from 67% (2023) to 71% • Self-regulation and goal setting from 77% (2023) to 82%
<p>Target 2.2</p>	<p>By 2028, increase the percentage of positive endorsement on SSS Teaching and Learning modules for the factors of:</p> <ul style="list-style-type: none"> • Use student feedback to improve practice from 69% (2023) to 73% • Promote student ownership of learning from 63% (2023) to 70% • Collective Efficacy from 79% (2023) to 84%

<p>Target 2.3</p>	<p>By 2028</p> <ul style="list-style-type: none"> • reduce the number of absent days from 19.7 (2023) per student to 17 or less days per student. • reduce the percentage of Year F–6 students with 20 or more absent days from 33% (2023) to 25% or less.
<p>Key Improvement Strategy 2.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	<p>Embed and demonstrate a whole school approach to student agency in learning and wellbeing.</p>
<p>Key Improvement Strategy 2.a 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 2.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	
<p>Key Improvement Strategy 2.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>Continue to enhance the school's processes for supporting inclusion, health and wellbeing.</p>

Key Improvement Strategy 2.b

Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion