



*Learning for Life*

**Hughes Primary School**

Network: South/Weston

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## Strategic Plan 2018-2022



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**School Profile:** Hughes Primary School (HPS) is a dynamic and high energy learning environment that celebrates diversity, inclusion and wellbeing. At Hughes, the curriculum is rigorous and there are high expectations regarding meeting the needs of individual learners. HPS has mainstream classes from Preschool to Year 6. The school hosts the Southside Primary Introductory English Centre (SPIEC), and a Learning Support Unit-Autism (LSUA).

**Vision:** Hughes Primary school is synonymous with a holistic approach to education. This is achieved by an innovative and connected community of learners, who work collaboratively to support, challenge and inspire each child to achieve their personal potential.

**Mission:** To achieve student success by providing an inclusive, caring and supportive culturally diverse and academically challenging learning environment.

**Values:** Courage, Achievement, Resilience and Engagement

**Beliefs:** At Hughes Primary School our teachers work collaboratively, use data to find out what their students know and what they need to know, challenge and set high expectations of their students and themselves, employ evidence-based practices, monitor and evaluate learning, engage with parents/carers and strive to improve student outcomes across all aspects of the curriculum.

- Engage students
- Respond to individual needs
- Build effective relationships
- Use explicit teaching approaches
- Embed formative assessment
- Set high expectations for students' achievement
- Provide students with quality feedback

**The School Strategic Plan** documents the strategic direction and priorities of the school across a five-year period. A successful school plan will have been developed through a rigorous, evidence-based process as part of the school review process and will have the support of the school board and wider community through a process of discussion, consultation and communication. The school plan shows alignment with the Directorate's strategic direction and has clear and relevant improvement targets for its local context. School Strategic Plans will be live documents to be reviewed and amended as required. The plan will be readily available to the school and broader community including through the school's website. As part of the Student Resource Allocation program, schools will be supported in the development of Financial Management Plans and Workforce Plans.

## School Improvement Planning

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### Priority One: Increase growth in student performance in English across all year levels

Student outcomes to be achieved: Every student is making substantial growth in their learning in English each year.

#### Targets

By the end of 2022 we will achieve:

- In NAPLAN, to be achieving in the top 50% (top 25%\*) of similar schools in all areas of English
- Using the criterion scale for writing, 75% (85%\*) of students will achieve at level or above
- 75% (85%\*) of K-4 students will achieve PM reading benchmarks or above
- 75% (85%\*) of K-6 students will achieve spelling benchmarks or above
- \*indicates an aspirational target that may take more than 5 years to achieve

National School Improvement Tool – Domain focus: *Domain 5 - An expert teaching team*

National Quality Standard – Quality Area focus: *Quality Area 1 - Educational program and practice*

Key Improvement Strategies	Timeline(s)	Responsibility	Targeted Resources	Key Performance Indicators
1.1. Embed effective pedagogical practices	2018- Writing  2019 – Reading 2019/2020 -	Executive Whole Staff Literacy Coaches	Professional learning: <i>Writing Project</i> with Louise Dempsey, <i>Big Write</i> ,  <i>First Steps Reading</i> , Spelling	TQI teacher PL summaries reflect each teacher’s participation in PL All staff engage in the coaching process Teacher Talks and Professional Pathways documentation reflect individual teacher goals and progress

	Spelling		Staffing allocation; Coaching/Mentoring timetable	The proportion of students achieving writing, reading and spelling benchmarks The proportion of staff who rate the school as high or outstanding on the NSIT Domain 4 <i>Expert Teaching Team</i> and Domain 8 <i>Effective Pedagogical Practices</i>
1.2. Develop and implement a whole school assessment framework for English	2018	Whole staff; executive	Professional learning for teachers: Big Write criterion scale; NAPLAN; ACER standardized assessments	Whole school assessment framework Evidence of implementation apparent in teacher planning documents
1.3. Develop and implement a whole school data tracking tool for English	2018	Whole staff; executive	Professional learning for teachers Data tracking tool e.g. SAS	Tracking tool accessible and used by all staff All staff enter data regularly according to the Hughes Primary School assessment schedule
1.4. Develop a culture of analysis and discussion of data to inform teaching and learning	2018	Whole staff; executive	Whole School Assessment Framework reflecting quality assessment tools	Data discussions are held on a regular basis during planning sessions and team meetings Team can articulate needs of cohort and individual students (case

				<p>management approach)  SAS used by all staff for data collection and analysis  Proportion of teachers who agree/strongly agree that <i>teachers at this school use results from system testing and system processes to inform planning</i>  The proportion of staff who rate the school as high or outstanding on the NSIT Domain 2 <i>Analysis and discussion of data</i></p>
<p>1.5. Differentiate teaching and learning to meet the needs of all students</p>	<p>2018 Professional learning focusing on writing and assessment tools  2019 Professional learning that focuses on reading and assessment tools  2019 Professional learning that focuses on spelling and assessment tools  2018-2019 Professional learning on pedagogy that supports planning</p>	<p>Whole staff; executive</p>	<p>Structure of roles to allow for coaching and mentoring  Staffing resources for literacy intervention  Data tracking</p>	<p>Use of Assessment Criterion  Reference tools in planning and student work samples  Proportion of staff who rate the school as high or outstanding on the NSIT Domain 7 <i>Differentiated teaching and learning.</i></p>

	for differentiation 2018 – 2022 Use of student data to ensure targeted differentiation			
1.6. Provide targeted support to students achieving below average in English	2018	All teachers Literacy Intervention staff DECO	Staffing Professional learning Student Referral Process	Explicit approach to provide targeted support for students achieving below Planning is differentiated to meet the individual needs of students Individual Learning Plans are in place for all students who require them
1.7. Provide extension and enrichment opportunities for students achieving well above average in English	2018	All teachers Coaching staff Executive	Professional learning	Evidence of participation in a range of extension and enrichment opportunities
1.8. Students articulate and demonstrate their personal learning goals in English	2019 - 2020	School improvement team; implemented by all teachers	Professional learning for teachers: Student Criterion Scale & Visible Learning	All staff using whole school assessment framework Learning intentions, success criteria and focused feedback Individualized writing goals linked to the Assessment Criteria Reference Tool

## Priority Two: Increase growth in student performance in Mathematics across all year levels

Student outcomes to be achieved: Every student is making substantial growth in their learning in mathematics each year.

### Targets

By the end of 2022 we will achieve:

- In NAPLAN, to be achieving in the top 50% (top 25%\*) of similar schools in all areas of Numeracy
- Maintain the percentage of mainstream students making expected or above expected growth in PIPS Mathematics at 94%+
- 65% (75%\*) of students Years 2-6 achieve growth annually using PAT Maths scaled scores
- \*indicates an aspirational target that may take more than 5 years to achieve

National School Improvement Tool – Domain focus: *Domain 1 - An explicit improvement agenda*

National Quality Standard – Quality Area focus: *Quality Area 1 - Educational program and practice*

Key Improvement Strategies	Timeline(s)	Responsibility	Targeted Resources	Key Performance Indicators
2.1. Define and document whole school beliefs and practices for teaching, learning and assessment in Mathematics	2018	Whole staff; executive;	Meeting time to discuss and document timetable	Inclusion of philosophy, principles and practices for teaching mathematics at Hughes PS in staff handbook
2.2. Embed intellectually rigorous mathematics teaching and learning programs through the implementation of a coaching model for all teachers, school leaders and learning support assistants	2019	Whole staff; executive	Professional learning Staffing structure to enable formal coaching model	Teacher Quality Institute teacher PL summaries reflect each teacher's participation in PL All staff engage in the coaching process Teacher Talks and Professional Pathways documentation show



				<p>individual teacher reflection of growth in teaching practices in Mathematics</p> <p>The proportion of students achieving Mathematics benchmarks</p> <p>The proportion of staff who rate the school as high or outstanding on the NSIT Domain 4 <i>Expert Teaching Team</i> and Domain 8 <i>Effective Pedagogical Practices</i></p>
2.3. Develop and implement a whole school assessment framework for Mathematics	2018-2019	Whole staff; executive	Professional learning for teachers: ACER standardized assessments; SENA, MYMC; NAPLAN	<p>Whole school assessment framework</p> <p>Evidence of implementation apparent in teacher planning documents</p>
2.4. Develop and implement a whole school data tracking tool for Mathematics	2018-2019	Whole staff; executive	Professional learning for teachers Data tracking tool e.g. SAS	<p>Tracking tool accessible and used by all staff</p> <p>All staff enter data regularly according to the Hughes Primary School assessment schedule</p>
2.5. Develop a culture of analysis and discussion of data to inform teaching and learning	2018-2019	Whole staff; executive	Whole School Assessment Framework reflecting quality assessment tools	<p>Data discussions are held on a regular basis during planning sessions and team meetings</p> <p>Team can articulate needs of cohort and individual students (case management approach)</p> <p>SAS used by all staff for data</p>

				<p>collection and analysis</p> <p>Proportion of teachers who agree/strongly agree that <i>teachers at this school use results from system testing and system processes to inform planning</i></p> <p>The proportion of staff who rate the school as high or outstanding on the NSIT Domain 2 <i>Analysis and discussion of data</i></p>
2.6. Provide targeted support to students achieving below average in Mathematics	2018-2019	All teachers Coaching staff DECO	Staffing Professional learning Student Referral Process	<p>Planning is differentiated to meet the individual needs of students</p> <p>Individual Learning Plans are in place for all students who require them</p>
2.7. Provide extension and enrichment opportunities for students achieving well above average in Mathematics	2018-2019	All teachers Coaching staff Executive	Professional learning	Evidence of participation in a range of extension and enrichment opportunities
2.8. Students articulate and demonstrate their personal learning goals in Mathematics	2019-2020	School improvement team; implemented by all teachers	Professional learning in Visible Learning	<p>All staff using whole school assessment framework</p> <p>Learning intentions, success criteria and focused feedback</p> <p>Individualized Maths goals linked to assessment tools (PAT Maths, SENA MYMC)</p>

## Priority Three: Develop and sustain a consistent whole school approach to social and emotional student well being

Student outcomes to be achieved: Students are confident and responsible learners, equipped with the social and emotional skills to thrive in a rapidly changing world.

### *Targets*

By the end of 2022 we will achieve:

- All components of our Positive Behaviours for Learning (PBL) plan have been completed and visibly actioned in all classes evidenced by our staff survey and learning walks
- 75% of students agree/strongly agree that student behaviour is well managed at this school in the School Satisfaction Survey.
- 90% of parents agree/strongly agree that student behaviour is well managed at this school in the School Satisfaction Survey.
- 85% of staff agree/strongly agree that student behaviour is well managed at this school in the School Satisfaction Survey.

National School Improvement Tool – Domain focus: *Domain 3 - A culture that promotes learning*

National Quality Standard – Quality Area focus: *Quality Area 5 - Relationships with children*

Key Improvement Strategies	Timeline(s)	Responsibility	Targeted Resources	Key Performance Indicators
3.1 Embed Positive Behaviours for Learning	2018 Launch PBL 2018 - 2019 Fully implement classroom components 2020 Complete all elements of the PBL action plan	PBL team All staff Executive	PBL budget Professional learning for all staff Professional learning for PBL internal coaches	PBL successfully launched PBL action plan completed The proportion of staff who rate the school as high or outstanding on the NSIT Domain 3 <i>A culture that promotes learning</i>

3.2 Implement whole school social and emotional wellbeing procedures	2018	Executive	Meeting time for discussion and development of procedures	Consistent implementation of procedures across the school Procedures published in staff handbook
3.3 Embed KidsMatter at Hughes Primary School	2019-2022	KidsMatter team Executive School psychologist	KidsMatter Professional Learning provided by the KidsMatter team P&C to provide opportunities for parent information sessions School Psychologist to provide support for KidsMatter Component 3 ( <i>Working with parents and carers</i> ) & Component 4 ( <i>Helping children with mental health difficulties</i> )	KidsMatter components completed The proportion of staff who rate the school as high or outstanding on the NSIT Domain 3 <i>A culture that promotes learning</i> and Domain 9 <i>School -community partnerships</i>

## Endorsements

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School Principal

SIGNATURE

Name: Nina McCabe

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Board Chair

SIGNATURE

Name:

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Director School Improvement

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Name: Wayne Prowse

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