School Strategic Plan for

Hamilton North Primary School
School Number 2035

2014 – 2017
### Endorsements

<table>
<thead>
<tr>
<th>Endorsement by School Principal</th>
<th>Signed Debra Martinich</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name: Debra Martinich</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Endorsement by School Council</th>
<th>Signed Stuart Willder</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name: Stuart Willder</td>
<td></td>
</tr>
<tr>
<td>Date: March 2015</td>
<td></td>
</tr>
</tbody>
</table>

School Council President’s endorsement represents endorsement of School Strategic Plan by School Council

<table>
<thead>
<tr>
<th>Endorsement by the delegate of the Secretary</th>
<th>Signed………………………………………</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name………………………………………….</td>
<td></td>
</tr>
<tr>
<td>Date………………………………………….</td>
<td></td>
</tr>
</tbody>
</table>
## School Profile

### Purpose

Our school aims to provide a caring, dynamic and supportive learning environment that encourages all children to achieve and develop the necessary skills, knowledge and behaviours to become valued and productive members of the community.

Our focus at Hamilton North Primary Schools is to support and understand every child for who they are and to help them achieve success both academically and socially.

This means:

#### Our students

- Aim to be the best they can be
- Understand that effort equals success
- Have individual starting points for their learning
- Develop the attitude and skills to take responsibility for their own learning and behaviour

#### Our staff

- Put children’s learning at the forefront of planning and activities
- Support individual student learning by providing accurate and timely feedback on their work
- Develop the child to achieve social, academic, emotional and physical wellbeing
- Actively contribute to Professional Learning Teams to promote student learning outcomes

#### Our Parents

- Are part of a team approach - parents, teachers and students
- Understand their child is valued as an individual
- Understand the school will conference student discipline issues using Restorative Practice to reach a resolution
- Are offered opportunities to share in learning

#### The Community

- Has a shared understanding of expectation with the school
Values

Our expectations that guide the school and provide a reference point for decisions and actions are :-

**Integrity** – in our words and actions, we seek to listen and ascertain the truth upon which we can base our decisions and actions

**Empathy** – we seek to understand and take into account the perspective of others in a situation of need and we accept and value difference in others

**Cooperation** – teamwork in learning together to achieve the best possible outcomes for all

**Responsibility** - we all own our learning and behavior

**Respect** - thinking and acting in a way that shows others you care about their feelings and their well-being.

In our school community these values are demonstrated when:

- Learners are the centre of our teaching and learning
- Our teaching and learning programs encourage deep understanding, enable the students to make connections and develop a sense of the importance of learning.
- Students and teachers are supported and have the opportunity to work in a positive and caring environment
- Students are expected to take responsibility for their learning and behavior.
- Students, are encouraged to achieve their best through effort and taking responsibility for their learning and behaviour

Environmental Context

Hamilton North Primary School is located in vast attractive ground in the semi-rural setting on the western outskirts of Hamilton. Our school draws students from surrounding districts and from all areas of Hamilton. The school enrolment has increased steadily and now stands at 287 students. The enrolment for 2015 will be maintained due to strong Prep enrolments. The increasing enrolment has meant that the school has reached classroom capacity, adapting existing facilities and buildings to cater for classes.

The Student Family Occupation (SFO) index stands at 0.4542 and has varied slightly over the preceding five years from 0.4803 to 0.4542. The school does not qualify for a Student Wellbeing Officer under the current SFO.

The school has a strongly embedded whole school Restorative Practice philosophy which is a school wide consistent approach to responding to incidents of unacceptable behavior. Our staff members actively teach and model the values that underpin Restorative Practice in promoting student wellbeing and discipline.

The school has a dedicated staff working in a culture of high trust and openness. The whole school is focused upon sustained improvement in student learning outcomes. Staff members work in Professional Learning Teams, teaching partnerships and mentoring relationships to plan for, teach and assess for student learning outcomes.

The staffing profile of the school includes the Principal, 14 classroom teachers (includes part-time and full time teachers), 3 specialist teachers (Art, Physical Education and Music), 1 LOTE teacher (part-time) and 7 education support staff (administration and integration aides).

Our school is a Resource Smart school, a SunSmart school, an Autism Hub school for the South Western Region and a member of the Alannah and Madeline Foundation eSmart program.
## Service Standards

Our school provides a standard of service and responsiveness to the community we serve:

- The school guarantees all students access to a broad, balanced and flexible curriculum including skills for learning and life.
- The school provides a safe and stimulating learning environment to ensure all students can achieve their full potential.
- All students will receive instruction that is adapted to their individual needs.
- All students will play an active part in the development and review of the school’s behavior policies.
- All teachers will provide timely and targeted feedback to students on their work.
- The school will respond to all communication by parents and caregivers within 2 working days. The school fosters close links with parents and the broader school community through its commitment to open and regular communications.
**Strategic Direction**

<table>
<thead>
<tr>
<th>Achievement</th>
<th>Goals</th>
<th>Targets</th>
<th>Key Improvement Strategies</th>
</tr>
</thead>
</table>
| **Achievement** | To develop a consistent whole school approach to improved student learning outcomes in English and Mathematics. | • An increase in the percentage of Year 3 students achieving at or above Band 4 in NAPLAN Writing from 86% in 2013, 66% in 2014 to 90% in Writing 2017  
**Numeracy** from 65.7% in 2013, 60% in 2014 to 90% in Numeracy 2017  
**Reading** from 88.5% in 2013, 71% in 2014 to 90% in 2017  
• An increase in the percentage of Year 5 students achieving at or above Band 6 in NAPLAN Writing from 41% in 2013, 55% in 2014, to 90% in 2017  
**Numeracy** from 50% in 2013, 65% in 2014, to 90% in 2017  
**Reading** from 65% in 2013, 65% in 2014, to 90% in 2017  
• An increase in NAPLAN Middle and High Relative Learning Growth from Year 3 to Year 5 in:-  
**Writing** from 28.9% in 2013, 83.34% in 2014 to 85% in 2017  
**Numeracy** from 13.5% in 2013, 86.66% in 2014 to 87% in 2017  
**Reading** from 16.2% in 2013, 73.34% in 2014 to 75% in 2017  
• All students deemed capable will achieve strong learning growth of at least 1.0 AusVels level per year in all domains and capabilities in English and Mathematics. | Build teacher capacity to deliver a whole school approach to focussed teaching and learning.  
Build and embed whole school approaches that link the planning, implementation and assessment cycle for teaching and learning.  
Use data to inform teaching and learning  
Develop a comprehensive school communications strategy to provide feedback to students, parents and the community around student learning. |
- An increase in the percentage of students achieving above (A & B) the expected level in teacher judgements in English and Mathematics:

Prep
Reading and Viewing - From 17% in 2013 to 30% in 2017
Writing - from 13% in 2013 to 20% in 2017
Number - from 7% in 2013 to 30% in 2017

Year 1
Reading & Viewing From 24% in 2013 to 35% in 2017
Writing from 13% in 2013 to 20% in 2017
Number from 21% in 2013 to 30% in 2017

Year 2
Reading & Viewing From 17% in 2013 to 30% in 2017
Writing from 15% in 2013 to 30% in 2017
Number from 21% in 2013 to 30% in 2017

Year 3
Reading & Viewing From 43% in 2013 to 45% in 2017
Writing from 0% in 2013 to 30% in 2017
Number from 22% in 2013 to 30% in 2017

Year 4
Reading & Viewing From 24% in 2013 to 30% in 2017
Writing from 15% in 2013 to 30% in 2017
Number from 30% in 2013 to 30% in 2017

Year 5
Reading & Viewing From 15% in 2013 to 30% in 2017
Writing from 2% in 2013 to 30% in 2017
Number from 9% in 2013 to 30% in 2017

Year 6
Reading & Viewing From 32% in 2013 to 40% in 2017
Writing from 11% in 2013 to 30% in 2017
Number 0% in 2013 to 30% in 2017
Engagement

Engagement refers to the extent to which students feel connected to and engaged in their learning and with the broader school community.

Engagement spans students’ motivation to learn, as well as their active involvement in learning. Engagement also refers to students’ engagement as they make critical transitions through school and beyond into further education and work.

To have all students feel connected, engaged and actively involved in their learning and the wider school community.

- Increase variables on the Attitudes to School Survey:
  - Classroom Behaviour - from 3.16 in 2014 to 4.5 in 2017
  - Connectedness to peers- from 4.23 in 2014 to 5.2 in 2017
  - Stimulating Learning – from 4.0 in 2014 to 5.0 in 2017

- Increase variables on the Parent Opinion Survey:
  - Classroom Behaviour - from 4.10 in 2014 to 5 in 2017
  - Connectedness to peers- from 5.47 in 2014 to 6.0 in 2017

- Student absences equate to or are below the state means from Prep to Year 6
  - By the end of 2017, no unexplained absences on school data.
  - By the end of 2017, the average number of days absent per student is 12 or less.

Build teacher capacity in Social and Emotional learning.

Review and embed whole school approaches to engagement programs and strategies.

Develop a whole school approach to providing opportunity for increased student voice and leadership development.

Implement an evidence based engagement/wellbeing strategy around social skills to strengthen positive relationships.
### Wellbeing

Students’ health, safety and wellbeing are essential to learning and development. An inclusive, safe, orderly and stimulating environment for learning is critical to achieving and sustaining students’ positive learning experiences.

To recognise and respond to the individual needs of each child.

- **Increase variables on the Attitudes to School Survey:**
  - Student Safety - from 4.23 in 2014 to 5.2 in 2017
  - Teacher empathy - from 4.23 in 2014 to 5.4 in 2017
- **Increase variables on the Parent Opinion Survey:**
  - Student Safety - from 4.10 in 2014 to 5 in 2017
  - Behaviour Management – from 5.47 in 2014 to 6.0 in 2017
  - All ILP’s have personalised wellbeing goals
  - All ‘at risk’ students have student support groups and management strategies in place

Build teacher capacity to manage student welfare.

- Review and continue to support Restorative Practice as the whole school approach to student welfare and behaviour.
- Elevate ILP’s to incorporate school wide expectations and behaviours to specific, personalised wellbeing goals.
- Develop intervention strategies and support strategies for all ‘at risk’ students

### Productivity

Productivity refers to the effective allocation and use of resources, supported by evidence and adapted to the unique contexts of each school.

Successful productivity outcomes exist when a school uses its resources – people, time, space, funding, facilities, community expertise, professional learning, class structures, timetables, individual learning plans and facilities – to the best possible effect and in the best possible combination to support improved student outcomes and achieve its goals and targets.

To ensure effective use of financial, human and physical resources to support the successful delivery of the school strategic priorities.

- **Increase variables on the Parent Opinion Survey:**
  - General Satisfaction - from 5.9 in 2014 to 6.5 in 2017
  - Stimulating Learning – from 5.75 in 2014 to 6.4 in 2017
  - School Improvement - from 5.34 in 2014 to 6.0 in 2017
- **Increase variables on the Attitudes to School Survey:**
  - Stimulating Learning - from 4.0 in 2014 to 5.0 in 2017
  - Teacher Effectiveness – from 4.4 in 2014 to 5.0 in 2017

Undertake a mapping exercise to determine the strategic application of teacher and leadership capacity

- Develop and maintain a whole school assessment tracking, monitoring and reporting system using interactive assessment and planning software
- Strengthen association with network schools through effective sourcing and management of appropriate grants and collegiate professional learning