

# School Strategic Plan 2022-2026

Hampton Primary School (3754)



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# School Strategic Plan - 2022-2026

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<b>School vision</b>	To create life-long learners that flourish and positively contribute to our world.
<b>School values</b>	<p>RESILIENCE: To draw upon strengths to overcome and flexibly respond to challenges, while remaining true to yourself and others.</p> <p>INTEGRITY: To take self-responsibility and demonstrate good character and ethics by being respectful, honest, fair, compassionate and sincere to yourself and others.</p> <p>COLLABORATION: To understand and act in ways where we embrace diversity to work together productively to achieve common goals, where each member's contribution is valued and encouraged.</p> <p>ASPIRATION: To seek to be better by having the desire, hope or ambition to challenge yourself to; grow in awareness, knowledge or skills, be supported to take risks and extend yourself to new limits, encourage learning from failure and achieve something personally meaningful.</p>
<b>Context challenges</b>	Our most significant challenge is that our data reflects a significant proportion of students that are high-performing and therefore must continue to be challenged appropriately. The COVID pandemic has also impacted the social and emotional development of many of our families in ways that are hard to quantify. Since 2018 there has been declining enrolments due to the changing demographic of our area.
<b>Intent, rationale and focus</b>	<p>Our school is constantly striving to grow and improve. Our data reflects a strong history of performance against learning and wellbeing outcomes for our students and we aspire to continue to improve them in this Strategic Plan period.</p> <p>Our school's English and Mathematics outcomes reflect high performance, it is now imperative that we document the teaching practises that are in place to ensure consistency and refine and evolve established practise. With many high-performing students, differentiation is a key priority in refining this practise, which incorporates data literacy. Student voice and agency also presents an opportunity for growth, with enhancing students' ability to be assessment-capable and agentic learners that understand the authenticity of their learning experiences and the impact they can have in the world.</p> <p>Health and wellbeing will always remain a priority for our school. A consistent and compelling understanding of what wellbeing means to our community is critical to our school subsequently being able to effectively support students and use targeted DET funding for impactful initiatives.</p>



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<b>Goal 1</b>	To maximise the learning growth of all students.
<b>Target 1.1</b>	By 2026, the percentage of Year 3 students assessed in the top two NAPLAN bands will increase in: <ul style="list-style-type: none"><li>• Numeracy from 60% (2022) to 68%</li></ul>
<b>Target 1.2</b>	By 2026, the percentage of Year 5 students assessed in the top two NAPLAN bands will increase in: <ul style="list-style-type: none"><li>• Numeracy from 46% (2022) to 56%</li></ul>
<b>Target 1.3</b>	By 2026, the percentage of Year 5 students achieving below benchmark growth in NAPLAN will decrease in: <ul style="list-style-type: none"><li>• Reading from 24% (2021) to 19%</li></ul>
<b>Target 1.4</b>	By 2026, the percentage of staff reporting positive endorsement on the Staff Opinion Survey (SSS) 'School climate' module will increase in the following factors: <ul style="list-style-type: none"><li>• Teacher collaboration from 38% in (2021) to 60%</li><li>• Guaranteed and viable curriculum from 64% in (2021) to 70%</li></ul>

<b>Target 1.5</b>	<p>By 2026, the percentage of Year F-6 students making below expected growth against the Victorian Curriculum will decrease in</p> <ul style="list-style-type: none"> <li>• Reading and Viewing from 12% (Semester 2 2021) to 8%</li> <li>• Number and Algebra from 13% (Semester 2 2021) to 9%</li> </ul>
<b>Key Improvement Strategy 1.a</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Develop a consistent, whole school approach to instruction and planning
<b>Key Improvement Strategy 1.b</b> Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Build teacher capability to use assessment data to inform differentiated teaching and learning practices
<b>Key Improvement Strategy 1.c</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	Embed the Professional Learning Communities (PLC) initiative across the school.
<b>Key Improvement Strategy 1.d</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Further develop challenge and rigor for high achieving students.

<b>Goal 2</b>	To improve student voice and agency in learning.
<b>Target 2.1</b>	<p>By 2026, the percentage of Year 4-6 students reporting positive endorsement on the student Attitudes to School Survey (AtoSS) will increase in the following factor:</p> <ul style="list-style-type: none"> <li>• Student voice and agency from 69% (2022) to 73%</li> </ul>
<b>Target 2.2</b>	<p>By 2026, the percentage of parents reporting positive endorsement on the Parent Opinion Survey (POS) will increase in the following factor:</p> <ul style="list-style-type: none"> <li>• Student voice and agency from 79% (2021) to 83%</li> </ul>
<b>Target 2.3</b>	<p>By 2026, the percentage of staff reporting positive endorsement on the Staff Opinion Survey (SSS) teaching and learning modules will increase in the following factors:</p> <ul style="list-style-type: none"> <li>• Use student feedback to improve practice (evaluation) from 58% in (2021) to 66%</li> <li>• Promote student ownership of learning goals (implementation) from 65% in (2021) to 70%</li> </ul>
<p><b>Key Improvement Strategy 2.a</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>	Develop and embed a whole school approach to student agency.
<b>Key Improvement Strategy 2.b</b>	Build teacher capability to activate student voice and agency in learning.

Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	
<b>Key Improvement Strategy 2.c</b> Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Strengthen teacher capability to facilitate student goal setting, feedback and peer and self-assessment.
<b>Goal 3</b>	To improve student health and wellbeing outcomes.
<b>Target 3.1</b>	By 2026, the percentage of Year 4-6 students reporting positive endorsement on the student Attitudes to School Survey (AtoSS) will increase in the following factors: <ul style="list-style-type: none"> <li>• Teacher concern from 75% (2022) to 80%</li> <li>• Sense of connectedness from 80% (2022) to 84%</li> <li>• Emotional awareness and regulation from 76% (2022) to 80%</li> </ul>
<b>Target 3.2</b>	By 2026, the percentage of parents reporting positive endorsement on the Parent Opinion Survey (POS) will increase in the following factors: <ul style="list-style-type: none"> <li>• Student motivation and support from 74% (2022) to 78%</li> </ul>
<b>Key Improvement Strategy 3.a</b> Documented teaching and learning program based on the Victorian Curriculum	Develop and embed a consistent and agreed whole school approach to student wellbeing.

<p>and senior secondary pathways, incorporating extra-curricula programs</p>	
<p><b>Key Improvement Strategy 3.b</b> Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	<p>Strengthen staff capability to identify and support student health and wellbeing needs.</p>
<p><b>Key Improvement Strategy 3.c</b> Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	<p>Further develop and enhance response to intervention approaches, curriculum and supports.</p>