




Harcourt Valley Primary School Strategic Plan 2018-2021

Endorsement	Re-Endorsement (if a Goal, KIS or Target is changed)	Re-endorsement (if a Goal, KIS or Target is changed)
Principal: Andrew Blake 6/12/2017	.....[name].....[date]	.....[name].....[date]
School council: Di Selwood 6/12/2017	.....[name].....[date]	.....[name].....[date]
Delegate of the Secretary: ..... [name] [date]	.....[name].....[date]	.....[name].....[date]

School vision	School values	Context and challenges	Intent, rationale and focus
<p>We are learning to be responsible and engaged citizens of the 21<sup>st</sup> century. This means we are:</p> <ul style="list-style-type: none"> <li>Active learners</li> <li>Effectively literate and numerate</li> <li>Developing emotionally and socially</li> <li>Managing our own wellbeing</li> <li>Creative and independent thinkers</li> <li>Environmental guardians</li> <li>Technologically competent and responsible</li> <li>Contributing to and involved in the community</li> <li>Inclusive of everyone</li> </ul>	 <p><b>School Pledge:</b> As a citizen of Harcourt Valley Primary School:</p> <p>I am considerate of others, I am responsible for my own actions, I will respect my environment, Take pride in my work And have fun while I learn</p>	<p>Harcourt Valley Primary School is a rural school located 30 kilometres south of Bendigo and is an amalgamation of two district schools. Students are drawn from Sutton Grange, Faraday, Barkers Creek, Castlemaine and Ravenswood, as well as from within Harcourt itself.</p> <p>The new school building was completed in 2009 and accommodates students from years 3 to 6, with students in Foundation to year 2 located in a 5-mod relocatable building. The project space forms the core of the main building and includes a kitchen facility and library and is used for a range of whole school and community activities. The school also has a full-sized stadium built in 2011 and an art room. The grounds include a range of play spaces.</p> <p>Currently there are four composite classes from Foundation-6. Learning programs are based on the Victorian Curriculum and the school provides specialist programs in visual arts, music and LOTE French. A physical education program is provided by classroom teachers and includes Bike and Scooter Ed, swimming, athletics, major sports and fundamental motor skills. A range of cultural incursions supports the arts program.</p> <p>All staff at Harcourt Valley Primary School are dedicated and work cohesively, sharing high expectations of themselves, their peers and pupils. Staff have a strong commitment to a cooperative team approach. A high degree of professionalism and involvement in continuous professional development is highly valued amongst staff members.</p> <p><b>Challenges:</b> An anticipated increase in enrolments due to housing developments within the surrounding area, will require strategic planning to ensure that HVPS is able to continue to deliver high quality learning outcomes for all students enrolled at HVPS.</p>	<p><i>Harcourt Valley Primary School is committed to maximising the learning growth of all students through a consistent whole-school approach to teaching and learning.</i></p> <p><i>Harcourt Valley Primary School is committed to building teacher capacity in order to improve student outcomes, particularly in Literacy, Numeracy and Science. We will further focus on using data to fully meet the needs of individual learners and drive continuous improvement and build teacher capability through collaborative teams, shared professional learning, coaching and peer observations.</i></p> <p><i>Harcourt Valley Primary School is committed to strengthening community partnerships and promoting our school and its students within the community.</i></p> <p><i>Harcourt Valley Primary School is committed to building the capacity of every student so that they are active, interdependent learners and have an authentic voice in their learning.</i></p>



Four-year goals (for improving student achievement, engagement and wellbeing)	Improvement Priorities, Initiatives and/or Dimensions	Key improvement strategies	Targets (for improving student achievement, engagement and wellbeing)
<p><b>1. Achievement:</b> To maximise learning growth for all students through a consistent whole-school approach to learning and teaching.</p> <p><b>Theory of action:</b> If a whole school agreed approach to curriculum planning, instruction and assessment is developed and implemented then student learning growth, engagement and achievement will improve.</p>	<p><b>FISO PRIORITY:</b> Excellence in teaching and Learning</p> <p>Professional leadership</p> <p><b>FISO INITIATIVES:</b></p> <p>Building practice excellence</p> <p>Evidence based high impact teaching strategies</p> <p>Evaluating impact on learning</p> <p>Instructional and shared leadership</p>	<p>KIS 1 Develop, document and embed an agreed research-based teaching and learning model and sequential curriculum.</p> <p>KIS 2 Build teacher capability through collaborative teams, shared professional learning, coaching and peer observations, strengthened feedback on teaching practice and a rigorous Performance and Development process.</p> <p>KIS 3 Deepen teacher capacity to embed consistent and explicit high impact teaching strategies.</p>	<p><b>NAPLAN</b></p> <ol style="list-style-type: none"> <li>1. Relative high learning growth from year 3-5 to be above 25% for reading, writing and numeracy each year of the SSP.</li> <li>2. Relative low learning growth from year 3-5 to be below 25% for reading, writing and numeracy each year of the SSP.</li> <li>3. To be above the percentage in the top two bands in reading, writing and numeracy at year 3 and 5 when compared to similar schools.</li> </ol> <p><b>Teacher Judgements</b></p> <ol style="list-style-type: none"> <li>4. Increase the percentage of A and B assessments against the Victorian Curriculum to be at or above state percentages in reading, writing and numeracy.</li> </ol> <p><b>School Staff Survey school climate factors</b></p> <ol style="list-style-type: none"> <li>5. Increase the percentage of staff endorsement for academic emphasis.</li> </ol> <p><b>School Staff Survey professional learning factors</b></p> <ol style="list-style-type: none"> <li>6. Increase the percentage of staff endorsement for feedback</li> </ol>
<p><b>2. Engagement:</b> To improve student engagement through the use of effective assessment and curriculum delivery strategies.</p> <p><b>Theory of action:</b> If HVPS has embedded high level assessment practices which inform teaching and learning, include effective tracking of data and provide reliable data on student learning progress to students and parents, then student learning growth, engagement and achievement will improve.</p>	<p><b>FISO PRIORITY:</b> Excellence in teaching and Learning</p> <p><b>FISO INITIATIVES:</b></p> <p>Curriculum planning and assessment</p> <p>Evidence based high impact teaching strategies</p> <p>Evaluating impact on learning</p>	<p>KIS 1 Build teacher capabilities and understanding of the continuum of learning informed by a consistent and rigorous analysis of data.</p> <p>KIS 2 Effectively integrate assessment practices that purposefully drive teaching and learning to maximise learning growth for each student.</p>	<p><b>School Staff Survey teaching and learning factors</b></p> <ol style="list-style-type: none"> <li>1. Improve the percentage endorsement of the school scores.</li> </ol> <p><b>Attitudes to School Survey</b></p> <ol style="list-style-type: none"> <li>2. Improve the percentage of positive responses to the following factors from 2017 benchmarks:</li> </ol> <p><b>Effective teaching practice:</b> Effective teaching time, Differentiated learning challenge, <b>Teacher-student relations:</b> High expectations for success, Effort, <b>Learner characteristics and dispositions:</b> Motivation and interest</p>
<p><b>3. Wellbeing:</b> To build capacity in every student so that they are active, interdependent learners and have an authentic voice in their learning.</p> <p><b>Theory of action:</b> If students understand themselves as learners and have agency to set learning goals, to make choices in what and how they learn, to monitor their learning progress and to be actively involved in assessment of their learning, then their ability to be self-directed learners will develop.</p>	<p><b>FISO PRIORITY:</b> Positive climate for learning</p> <p>Community engagement in learning</p> <p><b>FISO INITIATIVES:</b></p> <p>Empowering students and building school pride</p> <p>Intellectual engagement and self-awareness</p> <p>Global citizenship</p>	<p>KIS 1 Develop a whole school shared understanding of student agency.</p> <p>KIS 2 Plan learning to promote the development of self-directed learners.</p> <p>KIS 3 Embed 21st century skills and capabilities across the curriculum.</p>	<p><b>Attitudes to School Survey</b></p> <p><b>Improve the percentage of positive responses to the following factors from 2017 benchmarks:</b></p> <p><b>Social engagement:</b> Student voice and agency, <b>Learner characteristics and dispositions:</b> Sense of confidence, Self-regulation and goal setting.</p>

