

White Hills Primary School Strategic Plan 2017-2020

Endorsement	Re-Endorsement (if a Goal, KIS or Target is changed)	Re-endorsement (if a Goal, KIS or Target is changed)
Principal: Scott Ross[name] [date][name] [date]
School council: Kingsley Morse-McNabb[name] [date][name] [date]
Delegate of the Secretary: Damien Jenkyn[name] [date][name] [date]

School vision	School values	Context and challenges	Intent, rationale and focus
To develop in students life-long learning skills, which enable them to achieve their individual goals, while making a positive contribution to their community.	To be further developed as part of the AIP in 2017.	White Hills PS has experienced rapid growth in recent years, from a school of 380 students 6 years ago to the current population of 600 students. In conjunction with this, a rapid rise in the schools SFO index and an increase in EAL students (predominately Karen), has resulted in many challenges. Maintaining and improving results in Literacy and Numeracy within this growth period has also been challenging with new staff and students moving in and out of the school regularly.	<u>Intent:</u> White Hills PS will look to implement and improve student outcome data in mathematics, review the structure of leadership within the school and further develop staff knowledge of key assessment strategies and how to use them effectively. <u>Rationale:</u> Schools which are led effectively, with a focus on supporting staff and their pedagogical knowledge are able to improve student learning data through effective teaching and assessment models. <u>Focus:</u> Professional Leadership – Building Leadership Teams Excellence in Teaching and Learning – Building Practice Excellence

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)
White Hills PS will strategically allocate resources to best support the success of this strategic plan.	Professional Leadership – Building Leadership Teams.	<i>Build a leadership structure which enhances leaders' capacity to lead and implement change.</i> Conduct a consultative review of the current leadership structure. Develop a roles and responsibilities document to ensure role clarity. Review current meeting structure to align with the new organisational structure.	To improve the mean score in the staff opinion survey by 5 points in the following variables – leading change, cultural leadership, instructional leadership and leaders supporting change.
To build confidence in the use of data to inform teaching and learning to maximise student potential.	Excellence in Teaching and Learning – Curriculum Planning and Assessment	<i>To build teacher confidence around accurately reporting student achievement.</i> Explore commercially available assessment tools to create school wide alignment, particularly in reading benchmarking for upper year levels. Review school wide assessment to improve consistency of judgements. Allocate time to enable Professional Learning around curriculum expectations Support staff to enable them to have effective conversations with students around personal achievement data.	Increase the percentage of students achieving expected growth as measured by Victorian Curriculum teacher judgements. (Annual School Tracking) Achieve 25 per cent of students demonstrating high growth and less than 20 per cent achieving low growth as demonstrated by NAPLAN results.
To improve the consistency of instructional practice in mathematics.	Excellence in Teaching and Learning – Building practice excellence.	<i>Establish a consistent model to teach mathematics.</i> Build capacity of teachers to implement the mathematics teaching model. Monitor the implementation of the mathematics teaching model. Support teachers in the classroom through coaching, modelling and opportunities for reflection.	Less than 20 per cent low growth and more than 30 per cent high growth demonstrated in NAPLAN in numeracy. Maintain the percentage of students achieving at or above the expected level in mathematics as demonstrated by Victorian Curriculum teacher judgments.

