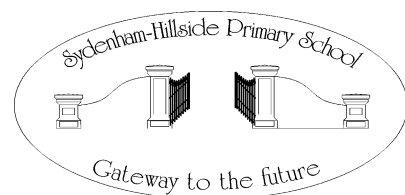


Sydenham-Hillside Primary Strategic Plan 2017-2020



Endorsement

Acting Principal: Sharon Nichols
 School Council President: Roz Huseyin
 Delegate of the Secretary: Jason Smallwood.....

18 May 2017

Re-Endorsement (if a Goal, KIS or Target is changed)

..... [name] [date]
 [name] [date]
 [name] [date]

Re-Endorsement (if a Goal, KIS or Target is changed)

..... [name] [date]
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School Vision	School Values	Context and Challenges	Intent, Rationale and Focus
<p>Sydenham-Hillside Primary School's current vision is 'Gateway to the Future'. We promote achievement, wellbeing and learning for life.</p> <p>The school will undertake a consultation process and review this vision in 2017, and develop an updated shared vision for the 2 campuses.</p>	<p>At Sydenham-Hillside Primary School, we have established a set of whole school core values that forms the basis of our school culture.</p> <p>Our core values are:</p> <p>Respect – thinking about how you would like to be treated and treating others that way;</p> <p>Responsibility – being accountable for everything you do;</p> <p>Integrity – being honest, fair, responsible and loyal;</p> <p>Compassion – caring, being kind and understanding others;</p> <p>Honesty – being truthful and trustworthy.</p>	<p>Sydenham-Hillside is a large school in the north-western corridor of Melbourne. The school has two campuses; one in Sydenham and the other in Hillside. The total enrolment in 2017 is 1337 students.</p> <p>Although there are similarities with both campuses, there are specific context and challenges for each setting. The school's student population come from varied backgrounds, and the school currently has students that have 64 different language backgrounds. Sydenham campus has the larger non-English speaking group coming from the sub-continent.</p> <p>Sydenham campus has an SFO of .04151 and the Hillside campus has an SFO of .03587. Student intervention programs are offered to students with specific learning needs; more students at Sydenham are PSD and EAL funded.</p> <p>The staff work collaboratively within teams across campuses, supported by leadership to develop personalised programs to meet the needs of all students.</p> <p>The school is proud of its long-standing Sister School program that involves two primary schools in Japan. This program has been operating for 20 years in 2017, and has provided many global opportunities for student at Sydenham Hillside Primary School.</p> <p>A key challenge for the school is to ensure that both campuses have consistent practices and processes, and resources are distributed equitably as evidenced by data.</p>	<p>Through the school's Peer Review process, a number of improvements were identified for inclusion in the school's Strategic Plan 2017-2020.</p> <p>It was identified that an improvement focus to maximise student-learning growth and ensure each student makes or exceeds expected progress, with particular emphasis on literacy and numeracy was required, including the alignment between assessment data and validation of teacher judgements and the impact on teaching decisions. A professional learning focus for strengthened data literacy for teachers was recommended, with opportunities to explore in depth the capacity of assessment tools to provide explicit information about student's current knowledge and skills. The panel discussed high expectations for learning and teaching and suggested emphasis on increasing the number of students achieving beyond expected benchmarks for assessments in all domains for year levels Prep to 6, and NAPLAN assessments for years 3 and 5.</p> <p>A further focus to maximise staff capacity to improve the quality of student learning outcomes was suggested, including revisiting the implementation of the school's agreed instructional model, with emphasis on learning intentions and success criteria. Whilst there was some evidence in classrooms and in planning documentation, the panel explored suggestions that through focussed professional learning the quality of learning intentions and understandings of effective success criteria could be strengthened to have greater impact on learning gains. A schedule to increase capacity building opportunities for teachers to be coached, involved in observing colleagues and engaged in regular peer feedback, was discussed.</p> <p>The review findings also highlighted the need to focus on improving intellectual engagement and active student voice in learning for all students. Further opportunities could exist to develop student ownership of their learning, along with an increase in the level of challenge in learning tasks. Students could have greater involvement in monitoring their own progress and managing learning tasks. Further student decision-making opportunities to influence programs of learning, and cultivate their own voice in learning pathways were recommended.</p> <p>Evidence provided by parents, staff and students confirmed the school's approach to wellbeing was achieving positive results. Future focus could address the need to develop student's learning confidence and provide a framework to continue to develop responsible and independent learners. The panel suggested promotion of current wellbeing approaches and agreements across the whole school community.</p> <p>The review identified that the school is well placed to develop the next level of work in building excellence in teaching and learning, building a positive climate for learning and engaging with the wider community. Structures are in place that will support the school to strengthen learning and teaching as the school undertakes the next phase of improvement.</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>To maximise staff capacity to improve student learning outcomes.</p>	<p>Curriculum Planning and Assessment</p> <p>Building Practice Excellence</p>	<p>Build teacher capacity and student confidence in utilising a range of data/evidence to assess student progress and plan future learning.</p> <p>Build quality teacher practice through engagement in regular coaching, feedback and structured staff professional learning.</p>	<p>Teacher judgements (by 2020) By the end of 2020, the percentage of students achieving below and above the expected level will be:</p> <table border="1" data-bbox="1834 384 2775 699"> <thead> <tr> <th colspan="5">Teacher Judgment: Literacy and Numeracy % of students below and above expected level</th> </tr> <tr> <th rowspan="2">Mode</th> <th colspan="2">Below</th> <th colspan="2">Above</th> </tr> <tr> <th>2016</th> <th>2020</th> <th>2016</th> <th>2020</th> </tr> </thead> <tbody> <tr> <td>Reading and Viewing</td> <td>8.86%</td> <td>6%</td> <td>29.13%</td> <td>35%</td> </tr> <tr> <td>Speaking and Listening</td> <td>5.33%</td> <td>4%</td> <td>5.41%</td> <td>25%</td> </tr> <tr> <td>Writing</td> <td>10.66%</td> <td>7%</td> <td>13.14%</td> <td>25%</td> </tr> <tr> <td>Number & Algebra</td> <td>7.58%</td> <td>6%</td> <td>18.92%</td> <td>25%</td> </tr> <tr> <td>Measurement & Geometry</td> <td>6.16%</td> <td>5%</td> <td>10.96%</td> <td>25%</td> </tr> <tr> <td>Statistics & probability</td> <td>6.53%</td> <td>5%</td> <td>10.36%</td> <td>25%</td> </tr> </tbody> </table> <p>Staff opinion Survey By the end of 2020, the mean factor scores for Staff Opinion Survey factors will be:</p> <table border="1" data-bbox="1952 821 2751 978"> <thead> <tr> <th rowspan="2">Component Mean Score</th> <th colspan="2">Staff Opinion Survey</th> </tr> <tr> <th>2016</th> <th>2020</th> </tr> </thead> <tbody> <tr> <td>Teacher collaboration</td> <td>72.49</td> <td>80</td> </tr> <tr> <td>Academic emphasis</td> <td>76.16</td> <td>85</td> </tr> <tr> <td>Guarantee and viable curriculum</td> <td>74.79</td> <td>85</td> </tr> </tbody> </table>	Teacher Judgment: Literacy and Numeracy % of students below and above expected level					Mode	Below		Above		2016	2020	2016	2020	Reading and Viewing	8.86%	6%	29.13%	35%	Speaking and Listening	5.33%	4%	5.41%	25%	Writing	10.66%	7%	13.14%	25%	Number & Algebra	7.58%	6%	18.92%	25%	Measurement & Geometry	6.16%	5%	10.96%	25%	Statistics & probability	6.53%	5%	10.36%	25%	Component Mean Score	Staff Opinion Survey		2016	2020	Teacher collaboration	72.49	80	Academic emphasis	76.16	85	Guarantee and viable curriculum	74.79	85
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<p>To maximise student learning growth in Literacy and Numeracy to ensure each student makes or exceeds expected progress.</p>	<p>Building Practice Excellence</p> <p>Curriculum Planning and Assessment</p>	<p>Build the effectiveness and efficacy of each teacher by full implementation of an agreed and research based instructional classroom delivery model and instructional practices across the school.</p> <p>Develop student ownership for their learning with high expectations for student learning outcomes.</p>	<p>NAPLAN (by 2020)</p> <p>Reading Relative Growth Years 3-5 Reduce the % of student showing low growth from 26 % in 2016 to less than 20% in 2020 Increase the % of students showing high growth from 25% in 2016 to more than 35% in 2020</p> <p>Numeracy Relative Growth Years 3-5 Reduce the % of student showing low growth from 28 %in 2016 to less than 20% in 2020 Increase the % of students showing high growth from 23% in 2016 to more than 30% in 2020</p>																																																										

To improve the intellectual engagement and active student voice in learning for all students.

Empowering students and building pride

Plan for challenging goals and effective feedback to facilitate personalised learning with students.

Survey data (by 2020)

Attitudes to School Survey

By the end of 2020, the mean factor scores for Attitudes to School Survey factors will be:

Teaching and Learning	Attitudes to School		
	2016	State	2020
Classroom behaviour	2.97	3.36	3.4
School connectedness	4.27	4.36	4.4
Learning confidence	2.98	4.13	4.1
Stimulated learning	4.03	4.09	4.1

Parent Survey

By the end of 2020, the mean factor scores for Parent Survey factors will be:

Teaching and Learning	Parent Survey		
	2016	State	2020
Classroom behaviour	4.44	4.24	4.8
School connectedness	5.9	5.74	6.2
Stimulated learning	5.6	5.74	6.0

Student Absences

By the end of 2020, the Student Absences Averages will have decreased, as outline below:

Year level	Student Absences - average absences days - all types	
	2016	2020
Prep	16.5	12
Year 1	16.7	12
Year 2	17.1	13
Year 3	16.1	12
Year 4	14.7	10
Year 5	16.6	12
Year 6	13.7	9

By the end of 2020, the Student Absences Averages- unapproved will have decreased, as outlined below:

Year level	Student Absences - unapproved absences	
	2016	2020
Prep	3.1	2.0
Year 1	4.7	2.5
Year 2	4.5	2.5
Year 3	5.1	3.0
Year 4	4.9	3.0
Year 5	5.9	3.0
Year 6	4.8	2.5