

## School Strategic Plan 2022-2026

Harrisfield Primary School (4730)



Submitted for review by Meredith Iaconese (School Principal) on 12 December, 2022 at 01:05 PM

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## School Strategic Plan - 2022-2026

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<b>School vision</b>	Harrisfield Primary School strives to develop the personal and interpersonal skills of every student to enable them to become active participants in their global community. Our contribution to their learning journey will build the foundations for them to be innovative thinkers and lifelong learners, prepared to face the challenges of an ever changing society.
<b>School values</b>	<p><b>ACE Values</b> We agree to foster trust and respect between members of the school community through Agreement, Communication and Equity (ACE).</p> <p><b>Agreement</b> We maintain a safe, harmonious and supportive learning environment by: Ensuring that education is our priority Adhering to relevant codes of behaviour and protocols Caring for and respecting others Making decisions collaboratively Creating and working towards achievable goals Participating with enthusiasm Developing personal resilience Celebrating successes</p> <p><b>Communication</b> We interact effectively by: Keeping the school community informed Communicating openly &amp; honestly Showing a friendly and caring attitude Treating others with care and compassion Being respectful in all interactions including online Listening without interrupting Using humour appropriately Returning all forms on time</p>

	<p>Using diaries consistently</p> <p>Equity</p> <p>We respect the differences and rights of others by:</p> <p>Being welcoming and respectful of the school community</p> <p>Embracing individual needs</p> <p>Being respectful of all cultures and their traditions</p> <p>Being inclusive</p> <p>Providing opportunities for all voices to be heard</p> <p>Maintaining confidentiality and privacy</p>
<p><b>Context challenges</b></p>	<p>The self-evaluation and review did highlight a few challenges but the most significant are:</p> <ul style="list-style-type: none"> <li>• Reducing the level of absenteeism across all levels but specifically in the Junior School (Prep – 2) area. There is a small cohort of students who have chronic attendance issues and the school has engaged the services of outside agencies for support. There are very few students with unexplained absences however, there is still a culture across the Junior School of keeping children home for reasons which cannot be approved. The challenge is to reduce the number of students who are away with illness but still maintaining an environment where ‘if you are sick stay home.’</li> <li>• Reducing the chronic lateness of some students. There is a group of families who have a poor attitude to arriving at school ready to learn at 9.00am. The school does issue late passes, reminds families, contacts families but with limited impact. It appears that some families where parents work from home are prioritising their work responsibilities over their parental responsibilities. Therefore, those parents who are having 8.30am online meetings are bringing their children to school after the meeting ends. This would not be an issue if those parents had to attend the workplace- as they would have arrangements in place for their children to be minded in the morning.</li> <li>• Differentiating to challenge higher achieving students. At Harrisfield it was the higher achieving students for whom COVID and remote learning had the greatest impact. The level of motivation was markedly lower than when they were on-site. The school will have a focus over the next four years on building teachers’ capacity to plan for and develop learning tasks which ensure our high achieving students are interested and engaged with all activities. In addition they will be developing important skills and extending their learning and understanding in whatever area they may be working.</li> <li>• Catering for EAL students in mainstream classes. All classes have some new arrival students but this is more prevalent in the P-2 area of the school. Whilst many of our new arrival EAL students come from homes where parents do speak some English and are highly educated, the children write as they speak. It is recommended that teachers need to undertake professional learning to further develop their capacity to support these students to achieve their potential.</li> </ul>

	<ul style="list-style-type: none"> <li>Continuing to build the leadership capacity of middle and aspiring leaders. This will not only ensure the school has the capacity to maintain the current level of achievement against the FISO 2.0 elements, but also as a means of succession planning.</li> <li>The school operates as a highly effective, excelling Professional Learning Community. All team level PLC's function at a high level and PLC practice is embedded across the whole school. However, future planning needs to make provision for regular whole school PLC meetings to share and showcase data and practice.</li> </ul> <p>The school experiences a high level of transience which impacts on our ability to demonstrate growth over time. Throughout the first three years of schooling, enrolments of students attending Australian schools for the first time is high. These students require a strong EAL focus to enable them to develop their understanding of English. By the time they are in year three and sitting NAPLAN their abilities are varied. Some struggle with the English in the test and others are quite proficient and as the year progresses so do their English language skills. However, by year 5 a significant number of these students are no longer enrolled at Harrisfield and have been replaced by students who are new to Australian schools.</p>
<p><b>Intent, rationale and focus</b></p>	<p>The outcome of the recent School Review was very positive. Although the school did not reach all of the targets, the 2022 NAPLAN results were higher than similar, Network and State in all tests. Similarly, in the 2022 Attitudes to School Survey the school results were higher than similar, Network and State schools in all factors.</p> <p>Targets in the 2018-2022 Strategic Plan were extremely high and given the two years of COVID and remote learning it is not surprising the targets were not met.</p> <p>It was difficult to measure growth across the four years of the Strategic Plan however this will need to be a focus in the 2022-2026 Strategic Plan.</p> <p>Harrisfield staff have worked tirelessly to implement an Instructional Model in an environment that is truly collaborative with a focus on high levels of learning and shared accountability for all students.</p> <p>Since 2012 school leadership rigorously worked to build a strong foundation in establishing high performing PLCs where teachers work collaboratively to achieve excellence in planning, assessing and nurturing a safe and secure learning environment. Coaching for all teachers with a focus on building their practice has formed a part of the workforce plan. This relentless focus on building teacher practice in a climate of high expectations for all in the past caused resentment and frustration in some staff. However, this commitment to high quality teaching and collaboration has brought positive results with above State NAPLAN and Attitude to School results. In addition all School Climate and Teaching and Learning factors were higher than Similar, Network and State schools</p> <p>The challenge for the school is to maintain the high levels of achievement, engagement and satisfaction and to meet the identified targets.</p>

Priorities that have been identified as areas of focus for the Strategic Plan period include:

- Strengthening and embedding a differentiated teaching and learning program that reflects the needs of students
- Strengthening student capacity to set challenging learning goals and monitor their own growth
- Embedding a middle leader's program to strengthen the pipeline of leaders in the school
- Deepening the capacity of staff to draw on research and use evidence-based practice
- Building teacher capacity to respond to learning and wellbeing data to differentiate learning using a multi-tiered system of supports
- Developing targeted intervention practices and protocols that promote attendance

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<b>Goal 1</b>	Maximise the learning growth of every student in literacy and numeracy.
<b>Target 1.1</b>	<p><b>By 2026, increase the proportion of students in the top two NAPLAN bands in:</b></p> <ul style="list-style-type: none"> <li>• reading to at least 48 percent (from 44 percent in 2022)</li> <li>• writing to at least 48 percent (from 44 percent in 2022)</li> <li>• numeracy to at least 35 percent (from 31 percent in 2022)</li> </ul>
<b>Target 1.2</b>	<p><b>By 2026, increase the percentage positive endorsement in the Staff Opinion Survey for the following measures:</b></p> <p>Academic emphasis from 82% in 2022 to 87%</p> <p>Collective efficacy from 79% in 2022 to 85%</p> <p>Professional learning through peer observations from 67% in 2022 to 85%</p>
<b>Target 1.3</b>	By 2026, increase the percent positive responses score on AtoSS for student voice and agency from 77% in 2022 to 85%.
<p><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</p>	Strengthen and embed a differentiated teaching and learning program that reflects the needs of students.
<p><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</p>	Strengthen student capacity to set challenging learning goals and monitor their own growth.
<p><b>Key Improvement Strategy 1.c</b> The strategic direction and deployment of resources to create and reflect shared goals and values; high</p>	Embed a middle leader's program to strengthen the pipeline of leaders in the school.

expectations; and a positive, safe and orderly learning environment	
<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	Deepen the capacity of staff to draw on research and use evidence-based practice.
<b>Goal 2</b>	Improve student wellbeing outcomes.
<b>Target 2.1</b>	By 2026, decrease the proportion of students with 20+ days absence from 28 per cent in 2021 to 22 per cent.
<b>Target 2.2</b>	<b>By 2026, increase the percent positive responses score on AtoSS for the following factors:</b> School stage transitions from 75% in 2022 to 80% Teacher concern from 80% in 2022 to 87% Perseverance from 80% in 2022 to 90%
<b>Target 2.3</b>	<b>By 2026, increase the percentage positive endorsement on the Parent Opinion Survey for the following measures:</b> Teacher communication from 77% in 2022 to 85% Not experiencing bullying from 74% in 2022 to 80% Student motivation and support from 79% in 2022 to 85%
<b>Key Improvement Strategy 2.a</b> Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Build teacher capacity to respond to learning and wellbeing data to differentiate learning using a multi-tiered system of supports.
<b>Key Improvement Strategy 2.b</b> Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Develop targeted intervention practices and protocols that promote attendance.