

# School Strategic Plan 2021-2025

Princes Hill Primary School (2955)



Submitted for review by Esme Capp (School Principal) on 23 June, 2022 at 05:04 PM

Endorsed by Pauline Rice (Senior Education Improvement Leader) on 23 June, 2022 at 05:11 PM

Endorsed by Monique Halliday (School Council President) on 24 June, 2022 at 04:19 PM

# School Strategic Plan - 2021-2025

Princes Hill Primary School (2955)

<b>School vision</b>	<p>Nurture our student's desire to learn throughout life and foster their capacity to exercise judgement and responsibility in matters of morality, ethics and social justice.</p> <p>We are here to... Partner with our students on their life-long journey of learning and discovery – so they may participate meaningfully and with purpose in a world they are already helping to shape.</p> <p>And we do this by:</p> <ul style="list-style-type: none"><li>• providing a solid foundation of fundamentals, and at the same time developing the motivation, skills and capabilities to discover more.</li><li>• nurturing a desire in every child to question and wonder about the world around us and our place within it – the 'why?', the 'how', the 'what if?'</li><li>• sparking a life-long love of, and commitment to, wondering, learning and discovery – about identity, interdependence and sustainability within our world.</li></ul> <p>Concepts:</p> <p>Identity: Identities are continually shaped and reshaped by a range of influences: genetic make-up, cultural, family, community, place, media, technology.</p> <p>Interdependence: All living things rely on interdependent relationships within communities. We need to develop a sense of connectedness with the world we live in and reflect on the actions that shape local and global communities.</p> <p>Sustainability: Sustainability is a systemic concept, relating to the continuity or discontinuity of biological, ecological, economic, political, social, and cultural practices.</p> <p>PHPS Principles of Learning:</p> <p>Children are active, important members of a variety of communities eg: family, school, ethnic cultures, multimedia, and friendship groups, their understanding of the world develops through these social and cultural interactions .</p> <p>In this context :</p> <p>We learn through the unity of emotions and intellect</p> <p>We learn through critical engagement in complex, purposeful contexts where relevant connections are made to our world.</p> <p>We learn through consciousness of thought where we re-configure pre- existing understandings and concepts.</p> <p>We develop motives to learn through positioning ourselves within social situations.</p>
----------------------	---

	<p>We learn through active participation, using the many forms of expression.</p> <p>DET Practice Principles</p> <p>Principle 1: High expectations for every student promote intellectual engagement and self-awareness</p> <p>Principle 2: A supportive and productive learning environment promotes inclusion and collaboration</p> <p>Principle 3: Student voice, agency and leadership empower students and build school pride</p> <p>Principle 4: Curriculum planning and implementation engages and challenges all students</p> <p>Principle 5: Deep learning challenges students to construct and apply new knowledge</p> <p>Principle 6: Rigorous assessment practices and feedback inform teaching and learning</p> <p>Principle 7: Evidence-based strategies drive professional practice improvement</p> <p>Principle 8: Global citizenship is fostered through real world contexts for learning</p> <p>Principle 9: Partnerships with parents and carers enhance student learning</p>
<p><b>School values</b></p>	<p>One Community</p> <ul style="list-style-type: none"> <li>- Walk in their shoes</li> <li>- Own our own behaviour</li> </ul> <p>Expanding Possibilities</p> <ul style="list-style-type: none"> <li>- Strive for excellence and quality in learning and teaching</li> <li>- Learn within meaningful, purposeful contexts</li> </ul> <p>Strong and Capable Children-</p> <ul style="list-style-type: none"> <li>- Act within an inclusive and respectful community context</li> <li>- Be inspired by the school vision and the demonstrated impact of our collective community to make a positive difference.</li> </ul>
<p><b>Context challenges</b></p>	<p>Princes Hill Primary School is located in the City of Yarra in the North-Western suburbs of Melbourne, approximately four kilometres from the Melbourne Central Business District, with a capped enrolment of 450 children. The school was founded in 1889. Princes Hill has a vibrant and inclusive community and the school's culture of respect and care for others fosters a cooperative environment. The school is developing as a strong community through meaningful and authentic collaboration; this enables the children to shape the present and the future of their community. The school's intent is to nurture the desire to continue to learn throughout life and foster the capacity to exercise judgement and responsibility in matters of morality, ethics and social justice by all members of the school community. Supporting our purpose are three core values: respect, learning and a sense of community. The school offers a range of programs and structures designed to facilitate student learning, engagement and social responsibility. Children as participants in the 21st century need to understand themselves as learners, learn to work collaboratively, engage in new technologies, learn how to access new skills and knowledge and develop the skills of thinking creatively, laterally and critically. The school's beliefs about learning, pedagogical practice, organisations structures and the physical environment reflect these core principles.</p>

New pedagogical practices are continually evolving to enact these principles through collective inquiry led research projects which incorporate the Victorian Curriculum. The approach focuses on targeted teaching and learning, individual and small group conferencing, workshops with a focus on provoking thinking and projects and provocations to enact the learning. All aspects of organisation have been reviewed including grouping of staff and students, curriculum content, time management and parent involvement. Children and their team of teachers create a community of learners within a neighbourhood. Parents are active participants in all aspects of the school involved in committees, mentoring children using their areas of expertise such as Artist in Residence Programs and active participants in learning neighbourhoods inquiries. Children, parents and teachers are continually involved in active research, developing the evolving vision and practices of the school. The intent is to create an organisation which responds to the curiosity and drive to understand by all the participants. This is a democratic and collaborative process in which the roles of all the participants are transformed, fluid and interchangeable. Curriculum is focused on exploring Big Ideas relevant to the community. Projects begin by exploring the communities' pre-existing understandings, sharing experiences to provoke new possibilities, determining and enacting a research project and sharing findings with the community. Documentation of projects in progress and completed projects is key to making the learning visible to all members of the community. The physical environments are designed to reflect and support the school's principles and practices.

Panel review research question one was: To what extent do the Princes Hill Primary School processes and procedures enable the school vision?

The school review found that Princes Hill Primary School had embedded its vision to nurture in children a desire to learn throughout life and to develop the capacity to exercise judgement and responsibility in matters of morality, ethics and social justice. The school is living its vision through applying theory and research base actions to its approach to teaching and learning and that the whole-school approaches to Collective Inquiry were enhanced through the school structure of neighbourhoods, the implementation of Professional Learning Communities (PLCs), research cycles and enhanced shared digital collaborative spaces. The Panel observed that the Collective Inquiry approach is an embedded pedagogy supporting children as the researcher. Practices supporting this process included targeted teaching and learning, individual and small group conferencing, and workshops. The Panel observed that staff used student feedback and evaluation of understanding and misconceptions to inform the weekly inquiry focus.

A future focus was determined as:

- build and measure staff practice to live the school vision
- develop shared instructional leadership to enhance collective efficacy
- implement elements of the Marrung Education Plan.

Panel review research question two was: How does Princes Hill Primary School assess and measure achievement against the vision?

The school review found that the school community of Princes Hill Primary School demonstrated commitment to the school vision. The school has in the last strategic plan formalised tracking student learning growth to enable more significant data interrogation and teaching and learning responsiveness. The Panel agreed that the school evaluated and monitored parent feedback through annual surveys and used the student leadership teams, and actively sought student feedback within the neighbourhood to monitor the

	<p>school's approaches to success.</p> <p>A future focus of this research was determined as:</p> <ul style="list-style-type: none"> <li>- developing whole school assessments and recognition practices</li> <li>- Collective Inquiry to enhance individual learner challenge and agency</li> <li>- a strategic and consistent approach to tracking improvements or learning growth by priority cohort (equity funded students, English as an Additional Language Students and NCCD – Students with Disability)</li> </ul>
<p><b>Intent, rationale and focus</b></p>	<p>Priority One: Enact the learning vision in every child so they progress and attain deep learning, which includes the Victorian Curriculum outcomes.</p> <p>Rationale: The Panel agreed that the school had embedded a Collective Inquiry teaching and learning structure and approach supported by extensive philosophical and pedagogical frameworks. The Panel also found that Princes Hill Primary School had entrenched documented curriculum frameworks that enabled tiered planning structures and explicit teaching of fundamentals through workshops and student learning goals. The Panel agreed that Princes Hill Primary School would benefit from further enhancing the staff's capability to embed the tiered approaches to the school pedagogy consistently and with fidelity within and across neighbourhoods. Feedback from staff and school leadership highlighted that particular focus on minimising the impact of natural staffing attrition through continuous induction and capacity building were also highlighted as future areas of focus. The Panel also agreed that further development of a whole school approach to enhance collective efficacy with a particular focus on the triangulation of evidence and data, interpreting results, and enhanced student-driven feedback cycles were areas for further direction.</p> <p>Priority Two: Optimise the learning culture and environment where every child develops as a capable, confident learner who achieves success at school in a way that responds to their culture, experiences and aspirations.</p> <p>Rationale: The Panel agreed that Princes Hill Primary School had further established its positive school climate for learning. All focus group participants displayed great pride and connectedness in their school. Parent feedback from surveys and school facilitated focus groups highlighted that most families felt a strong community connection to the school and understood and believed in the school philosophy. Some areas for further efforts for inclusion and enhanced community connection were identified, in particular with minority groups.</p> <p>The Panel agreed the school had sustained a high level of commitment and focused on enhancing the wellbeing of all members of the school community throughout the 2017-21 School Strategic Plan period. The Panel agreed that the next progression of the school's wellbeing focus is to embed further deep learning approaches to enhance mental wellbeing.</p> <p>Initial priorities: Enact the learning vision in every child so they progress and attain deep learning, which includes the Victorian Curriculum outcomes:</p>

- Enhance staff and student understanding and capacity to measure and respond to agency and challenge in Collective Inquiry.
- Further develop and embed whole-school assessment and recognition practices.

Optimise the learning culture and environment where every child develops as a capable, confident learner who achieves success at school in a way that responds to their culture, experiences and aspirations:

- Further develop and embed the school's model of learning to enable enhanced depth of learning and student agency.

Evidence of impact and challenges encountered regarding the implementation of the key improvement strategies will be analysed each year to inform and plan for practice improvements, aligned to the unfolding of the 4 year strategic plan.

# School Strategic Plan - 2021-2025

Princes Hill Primary School (2955)

<b>Goal 1</b>	Enact the learning vision in every child so they progress and attain deep learning, which includes the Victorian Curriculum outcomes.
<b>Target 1.1</b>	<p>By 2025, the percentage of students achieving above NAPLAN benchmark growth from Year 3 to Year 5 will improve:</p> <ul style="list-style-type: none"><li>• NAPLAN Reading for Year 3 to Year 5 will increase from 84 per cent (2021) to 90 per cent</li><li>• NAPLAN Numeracy for Year 3 to Year 5 will increase from 80 percent (2021) to 86 percent</li></ul> <p>By 2025, the percentage of students achieving above NAPLAN benchmark growth from Year 3 to Year 5 will improve:</p> <ul style="list-style-type: none"><li>• Writing for males will increase from 31 percent (2021) to 40 per cent</li><li>• Numeracy for females increase from 5 per cent (2021) to 20 per cent.</li></ul>
<b>Target 1.2</b>	By 2025, the New Metrics learner agency for Year 5 and 6 students will increase by 4 per cent from (< insert 2022 benchmark data>) to (< insert target>).
<b>Target 1.3</b>	<p>By 2025, at or above expected growth learning growth as measured by teacher judgment (Semester two to Semester two) will increase:</p> <ul style="list-style-type: none"><li>• Reading and Viewing from 87 per cent (2021) to 93 per cent</li></ul>

	<ul style="list-style-type: none"> <li>• Writing from 88 per cent (2021) to 94 per cent</li> <li>• Number and Algebra from 95 per cent (2021) to 98 per cent</li> </ul>
<b>Target 1.4</b>	<p>By 2025, the positive percentage endorsement rate for years 4 to 6 students will improve in the Student Attitudes to School Survey factors:</p> <ul style="list-style-type: none"> <li>• Differentiated learning challenge from 78 per cent (2019) and 77 per cent (2021) to 85 per cent</li> <li>• Student voice and agency from 55 per cent (2019) and 49 per cent (2021) to 59 per cent</li> <li>• Self-regulation and goal setting from 79 per cent (2019) and 73 per cent (2021) to 83 per cent</li> </ul>
<b>Target 1.5</b>	<p>By 2025, the positive percentage endorsement rate will improve in the School Staff Survey(SSS) factors:</p> <ul style="list-style-type: none"> <li>• Collective efficacy from 81 per cent (2021) to 87 per cent</li> <li>• Academic emphasis from 80 per cent (2021) to 86 per cent</li> <li>• Skills to measure impact from 72 per cent (2021) to 78 per cent</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	Enhance staff and student understanding and capacity to measure and respond to agency and challenge in Collective Inquiry.
<b>Key Improvement Strategy 1.b</b> Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning	Further develop and embed whole-school assessment and recognition practices.



growth, attainment and wellbeing capabilities	
<b>Key Improvement Strategy 1.c</b> Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Further embed the school's model of learning to enable enhanced opportunities for students to take responsibility and agency for their learning and communicate this with parents and teachers.
<b>Key Improvement Strategy 1.d</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	Development continuum of teaching practice that further enhances collective teacher efficacy aligned to the school vision.
<b>Goal 2</b>	Optimise the learning culture and environment where every child develops as a capable, confident learner who achieves success at school in a way that suits their culture, experiences and aspirations.
<b>Target 2.1</b>	By 2025, the positive percentage endorsement rate will improve for the following Student Attitudes to School Survey factors: <ul style="list-style-type: none"> <li>• Sense of connectedness from 78 per cent (2019) and 74 per cent (2021) to 80 per cent</li> <li>• Emotional awareness and regulation from 72 per cent (2021) to 78 per cent</li> <li>• Managing bullying from 72 per cent (2019) and 71 percent (2021) to 73 per cent.</li> </ul>
<b>Target 2.2</b>	By 2025, the positive percentage endorsement rate will improve in the Staff Opinion Survey for the following factors: <ul style="list-style-type: none"> <li>• Teacher collaboration from 57 per cent (2021) to 65 per cent</li> </ul>

	<ul style="list-style-type: none"> <li>• Staff psychological safety from (&lt; insert 2022 benchmark&gt;) per cent (2022) to (&lt; insert target value&gt;) per cent.</li> <li>• Staff safety and wellbeing consultation and participation from (&lt; insert 2022 benchmark&gt;) per cent (2022) to (&lt; insert target value&gt;) per cent.</li> </ul>
<p><b>Target 2.3</b></p>	<p>By 2025, the positive percentage endorsement rate will improve on the Parent Opinion Survey for the following factors:</p> <ul style="list-style-type: none"> <li>• Confidence and resiliency skills from 76 per cent (2021) to 80 per cent</li> <li>• Student voice and agency from 72 per cent (2021) to 76 per cent</li> <li>• Teacher communication 59 per cent (2021) to 63 per cent.</li> </ul>
<p><b>Key Improvement Strategy 2.a</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	<p>Further develop and embed the school's model of learning to enable enhanced depth of learning and student agency.</p>
<p><b>Key Improvement Strategy 2.b</b> Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</p>	<p>Further develop and embed the school's model of learning to enable strong and capable children.</p>