



# School Strategic Plan 2022-2025

Connected Community

Engaged Educators

Successful Students



**Our Motto**

Connected  
Engaged  
Successful

**Our Mission**

To cultivate an inclusive, collaborative and innovative learning community that supports and inspires students to become capable, resilient and motivated learners who can adapt and thrive in an ever-changing world.

**Our Vision**

"Connected Community,  
Engaged Educators,  
Successful Students"

**Our Values**

- ★ Respectful
- ★ Responsible
- ★ Inclusive
- ★ Caring
- ★ Motivated

## Our Plan



Hillarys Primary School is committed to excellence in education with a focus on "High Performance and High Care". Our school community values building positive relationships and partnerships, enabling us to work together to provide a school experience that is academically, socially and emotionally rewarding for all students. Our clear and unified vision drives our whole school improvement agenda, focusing on quality teaching and learning. The professional teaching environment is one of collaboration; supporting a culture of inclusivity, excellence and accountability.

This plan sets the direction for Hillarys Primary School from 2022-2025. It is aligned to the 2020-2023 Department Of Education's Strategic Plan for WA Public Schools and associated strategic documents, policies and guidelines.



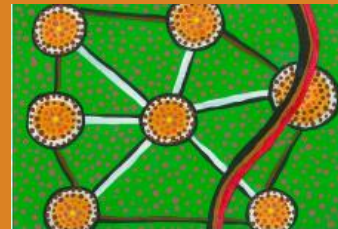
**1** Provide every student with a pathway to a successful future.



**2** Strengthen support for teaching and learning excellence in every classroom.



**3** Build the capability of our principals, our teachers and our allied professionals.



**4** Support increased school autonomy within a connected and unified public school system.



**5** Partner with families, communities and agencies to support the educational engagement of every student.



**6** Use evidence to drive decision-making at all levels of the system.



## **Our Beliefs**

- Positive relationships between students, parents, school staff and the community are vital for successful outcomes.
- Children learn best when they are supported, encouraged and feel safe, valued and respected.
- Inclusive classrooms allow students to work together as a team, share ideas, and learn to respect each other.
- Our teachers set high expectations for our students.
- Every student is entitled to receive a quality education in a nurturing and caring environment.

## Self-assessment and Review

How are we going?

How do we know?

What are we doing to improve?



Hillarys PS regularly reviews student and school performance through collecting data derived from the analysis of operational strategies and the assessment of students' work. This in turn provides an understanding as to how successful we have been in achieving our targets within the School Strategic Plan. This is supported and guided by our school assessment timeline.



### SCHOOL IMPROVEMENT MODEL

The conceptual model that underpins the School Improvement and Accountability Framework has five components. Successful Students are at the core of school improvement and accountability with all other components connected to and focused on the standards of student achievement and progress. The school improvement cycle, where schools assess their performances, plan for improvement and act on their plans, is a continuous process that is central to effective school improvement and accountability.

### SCHOOL IMPROVEMENT CYCLE

The school improvement cycle has three components: Assess data and other evidence related to student achievement and school operations; Plan to improve the standards of student achievement; and Act to implement planned strategies. These three components are seen as dynamic and interactive because the school improvement cycle is an ongoing process. While assessment leads logically to planning and planning logically to implementation, continuous self-assessment recognises that the act of implementation may cause planning decisions to be modified to address changing needs.

### SCHOOL OPERATIONS

QUALITY TEACHING and the LEARNING ENVIRONMENT are the pre-requisites for successful students; and RESOURCES, LEADERSHIP and RELATIONSHIPS are the enablers of successful students. Schools establish an array of processes, systems and levels of governance which support the pre-requisites and enablers of student success.



**Our  
Priority  
Areas**

<b>1</b>	High quality teaching and engaged learning	We seek to develop our staff to be motivated and capable teachers, with a commitment to having a direct impact on student learning and engagement.
<b>2</b>	Inclusive and caring learning environment	A caring, inclusive and engaging learning environment is essential for student well-being and achievement. Pastoral care programs enhance social, emotional and academic learning.
<b>3</b>	Respectful relationships and productive partnerships	Positive school culture, productive relationships with communities and strong parent support are powerful influences on school success. The school partners with parents and the community to improve student performance.
<b>4</b>	Collaborative leadership and effective management	Effective leadership promotes a collective responsibility for continuous improvement and positive school culture. Leaders communicate a clear vision and expectations through the establishment of management structures and school processes.

# 1

## High quality teaching and engaged learning



### OUR TARGETS

- **Year 3 and 5 students** will be at or above the **like schools** mean for **Numeracy, Reading, Spelling, Grammar and Punctuation & Writing** in NAPLAN
- **Year 3 and 5 students** will achieve an effect size of at least **0.8** for a 2-year progression for **Numeracy, Reading, Spelling, Grammar and Punctuation & Writing** in NAPLAN
- **All year levels** will be at or above the National mean for **PAT Numeracy, Reading & Vocabulary**
- Students in the stable cohort will progress by 5 scale scores each year in **PAT Numeracy, Reading & Vocabulary**
- **Year 3-6 students** will achieve their expected growth of Lexile points each year using the **Literacy Pro** reading program
- **Pre-primary students** will be at or above the mid-year target in **On-entry Numeracy, Reading and Speaking & Listening**
- **Year 1 students** will be at or above the annual standard progression for **On Entry Reading and Writing**

### OUR INDICATORS OF PROGRESS

- National Schools Improvement Tool annual review and summary.
- On-entry results- PP (Numeracy, Reading & Speaking & Listening) & Year 1 (Reading & Writing)
- NAPLAN results Year 3 & 5 (progress and band results) and comparison to like schools
- Off-years results Year 2, 4 & 6 in Maths & Reading (bands, progress, data triangulation)
- Ed Companion writing results completed each term for Year 2-6 (achievement profiles, bands, progress).
- PAT Maths (P-6), Reading(P-6) and Vocabulary (3-6) results (stanines, progress points, data triangulation).
- Literacy Pro Lexile data (progress, norms, data triangulation)
- NQS audit progress
- Survey data
- KAT/ RAT data- Early Years
- Performance Management

Strategic Focus	Core Strategies
1. Deliver curriculum through collaborative approaches based on evidence from assessments (whole school/ standardised).	<ul style="list-style-type: none"> <li>a) Collaborative team meetings will focus on student progress through data-informed planning, teaching and assessment practices</li> <li>b) Create teaching programs which demonstrate responsiveness to testing data findings</li> <li>c) Apply best practice teaching strategies to deliver content effectively through PL, planning, class observation and coaching</li> <li>d) Integrate writing skills with digital competencies through the use of Word, Notes, Ed Companion and progressive strategies</li> <li>e) Use Common Assessment Task data in English and Maths to compare student achievement and teacher assessment</li> <li>f) Develop an Early Learning Hub Strategic Plan (K-1) with a focus on best practice and the EYLF/ NQS/ Kindergarten Guidelines</li> <li>g) Embed collaborative DOTT time for all year levels at least once per week</li> <li>h) Planning days are scheduled each term to forward plan curriculum content, analyse data, develop support programs and enhance school development</li> </ul>
2. Ensure all staff effectively use data to identify, respond and track student progress.	<ul style="list-style-type: none"> <li>a) Strengthen data literacy through ongoing PL during collaborative and coaching opportunities</li> <li>b) Data triangulation processes are embedded to enable ongoing analysis of student achievement and progress to inform planning</li> <li>c) Maintain a strong year level focus on the analysis of cohort data in order to set SMART goals for improvement</li> <li>d) Provide opportunities to reflect on the data and plan for individual student achievement and progress</li> <li>e) Implement Ed Companion to track longitudinal writing achievement and progress for individual students and student cohorts</li> <li>f) Assign data coordinators and teams to support whole school and staff data literacy capacity</li> </ul>
3. Implement early identification and intervention programs across K-1.	<ul style="list-style-type: none"> <li>a) Learning programs are aligned to the EYLF/ NQS/ Kindergarten Guidelines/ SCSA</li> <li>b) Develop and implement current and evidence-based early intervention programs for students identified as 'at risk'</li> <li>c) Use assessment data to identify and track students at risk</li> <li>d) Embed student profiling to identify risk factors for academic/ social progress</li> <li>e) Investigate screening tools with allied health services</li> </ul>
4. Prioritise human resources to support identified areas of need.	<ul style="list-style-type: none"> <li>a) Analyse whole school data sets in English and Maths to identify areas of strength, weakness and areas of individual student need</li> <li>b) Allocate resourcing to support staff with implementing, assessing and reviewing programs to improve student learning outcomes</li> <li>c) Assign data coordinators and teams to support staff and school capacity with data literacy</li> </ul>
5. Embed effective pedagogical practices to improve teacher effectiveness and student learning.	<ul style="list-style-type: none"> <li>a) Investigate and research evidence-based programs to address specific areas of need identified in the data</li> <li>b) Implement a critical and creative thinking focus across all operational plans, with a term and whole school culture focus</li> <li>c) Develop an instructional model of effective practice leading to enhanced whole-school curriculum approaches</li> <li>d) Increase staff knowledge and capacity of high quality instruction through PL, coaching and mentoring</li> <li>e) Collaborate with the Duncraig Partnership to build capacity of staff through high quality professional learning</li> <li>f) Collaborate with the Duncraig Partnership to develop a team of expert teacher leaders</li> <li>g) SCSA Curriculum Support documents and website resources are referenced in learning plans</li> <li>h) Provide all staff with ongoing formal and informal feedback on their classroom practices</li> </ul>
6. Develop staff capacity and expertise to teach STEM and the integration of digital technologies.	<ul style="list-style-type: none"> <li>a) ICT leaders are given additional DOTT to support teachers in accordance to their role statements</li> <li>b) Upskill staff through targeted individual PL, whole-school meetings and School Development Day presentations</li> <li>c) ICT leaders will share their expertise through demonstration lessons, mentoring, class support and resource sharing</li> <li>d) Performance Development and Performance Management are aligned to support building staff capacity in these areas</li> </ul>

# 2

## Inclusive and Caring Learning Environment



### OUR TARGETS

- Increase the percentage of students who report high emotional well-being and engagement in the Well-being and Engagement Census (Year 4-6)
- Improve opportunities for students requiring learning enrichment.
- Maintain attendance rates above 93%
- Maintain a focus on supporting teaching and learning with students with additional academic and non-academic needs.

### OUR INDICATORS OF PROGRESS

- Well-being and Engagement Census data
- Parent registrations and feedback from information sessions
- Student attendance data
- Review feedback from enrichment and engagement programs and strategies
- Students accepted into secondary enrichment programs
- Feedback from EYE and PEAC enrichment programs
- Whole school social and emotional data
- Electronic student records
- Annual and biannual survey data
- Professional learning survey
- Performance Management

Strategic Focus	Core Strategies
1. Embed best practice in addressing social and emotional regulation in students including those at educational risk.	<ul style="list-style-type: none"> <li>a) Continue to apply a case management model involving all stakeholders</li> <li>b) Health and well-being programs will align with Zones of Regulation, Be You, Protective Behaviours and our school values</li> <li>c) Early Years teaching and learning will focus on structured programs to promote intentional learning and purposeful play</li> <li>d) Chaplaincy program to continue and investigate a possible increase in resourcing</li> <li>e) Ed Connect program to continue to support SAER through a 1:1 mentoring approach</li> <li>f) Continue the Bright Thinking program for selected Year 5 and 6 students needing additional support</li> <li>g) Continue the Story Dogs program to support student well-being and learning</li> <li>h) Expand the Sustainability program to include SAER- gardening, cooking, chicken husbandry and environment development</li> <li>i) Continue to build a targeted school values program which is embedded across the curriculum</li> <li>j) Build a school values framework and align this to our operational plans</li> <li>k) Continue 'Reward Play' to recognise student positive behaviour and acknowledge good standing</li> </ul>
2. To foster, promote and support student and family well-being.	<ul style="list-style-type: none"> <li>a) Promote our school values and positive behaviour matrix through whole school assemblies, class discussion, certificates and Reward Play</li> <li>b) Regularly address health and well-being topics through newsletter articles, the school website, incursions and parent information sessions</li> <li>c) Promote public health initiatives on nutrition, sleep, hygiene and exercise to improve lifestyle factors associated with well-being</li> <li>d) Engage the school health services to support child development, positive parenting and Kindy induction and orientation strategies</li> </ul>
3. Increase the use of student profiling: academic and well-being.	<ul style="list-style-type: none"> <li>a) Track individual student progress in learning and well-being (using standardised and anecdotal data) to respond effectively to their needs</li> <li>b) Identify Year 5 and 6 students needing additional support with emotional regulation for the Bright Thinking program</li> <li>c) School resourcing is allocated to staff to lead and manage targeted support programs</li> <li>d) Introduce electronic student records to enhance student profiling and the management of student information from K to 6</li> </ul>
4. To provide enrichment programs for identified students.	<ul style="list-style-type: none"> <li>a) Use self-assessment data to identify students for enrichment</li> <li>b) Develop a whole-school framework and approach for enrichment education</li> <li>c) Implement school-based enrichment programs targeting identified students</li> <li>d) Guide year level collaboration to implement enrichment programs and include this as a planning focus for teachers</li> <li>e) Teachers actively promote and facilitate student entry to Early Years Enrichment (Years 1-3) and PEAC (Years 5 and 6)</li> <li>f) Continue to provide professional learning for staff with enrichment, questioning skills and differentiated learning</li> <li>g) Strengthen links with the PEAC staff to further build staff capacity with questioning skills, differentiation and enrichment strategies</li> <li>h) Provide opportunities for students to participate in external competitions, enrichment strategies and Duncraig SHS programs</li> <li>i) Schedule literacy/ numeracy blocks to support targeted differentiated learning approaches</li> </ul>
5. Increase regular attendance at school for all students.	<ul style="list-style-type: none"> <li>a) Include attendance articles in the newsletter and support strategies on the school website</li> <li>b) Continue daily SMS messaging to parents/ carers for all absences, with follow up processes until authorisation is received</li> <li>c) A process for advising parents of unauthorised absences is formalised and communicated</li> <li>d) Teachers assist with identifying trends in absenteeism, making early contact with parents and accessing admin support</li> <li>e) Engage case management processes for student attendance which falls into the 'at severe risk' category</li> <li>f) Continue to use strategies such as the ED Connect mentors, Story Dogs and sustainability groups for attendance and engagement</li> </ul>

# 3

## Respectful relationships and productive partnerships



### OUR TARGETS

- To achieve and maintain a four plus satisfaction rating across all areas of the parent, staff and student surveys
- Widen our partnerships with external stakeholders ensuring they reflect school programs and are sustainable
- All staff actively engage in performance management, school culture and school development processes

### OUR INDICATORS OF PROGRESS

- Increased use of Connect, Seesaw and web page by staff and parents
- Students report improved confidence for entering high school in school survey
- Increased attendance at parent workshops
- Parent, staff and student survey results
- Programs and projects delivered from grants
- Chaplain data set
- National School Improvement Tool
- NQS/ EYLF/ Kindergarten Guidelines
- Performance Management
- Operational Plans
- Leadership roles and responsibilities
- Duncraig Network minutes and program participation
- Communication policy and strategies

Strategic Focus	Core Strategies
1. Promote effective online communication between school and parents/carers.	<ul style="list-style-type: none"> <li>a) Promote the school website as an information hub: one-stop shop</li> <li>b) Maintain the school website through scheduled management by administration staff</li> <li>c) Use Connect for school and parent information and communication</li> <li>d) Promote regular teaching and learning engagement connections using Seesaw</li> <li>e) The school community is regularly informed about the school rebuild process and expectations</li> </ul>
2. Provide regular and meaningful feedback to students and parents.	<ul style="list-style-type: none"> <li>a) Teachers to provide parents with informal and formal feedback on student progress using a variety of means to parents throughout the school year, such as in interviews, Seesaw, case conferences, information sessions and mandated semester reports</li> <li>b) Review and update the assessment and reporting guidelines to support a whole-school approach to reporting</li> </ul>
3. Create opportunities for parents to participate in school life and to provide feedback.	<ul style="list-style-type: none"> <li>a) Develop a collaborative culture between the school, the Board and the P&amp;C using collaborative norms and connections to the school rebuild project</li> <li>b) Enhance parent involvement through classroom rosters, assemblies, school programs, events, open night, interviews, carnivals and special days</li> <li>c) Seek parent input and feedback through informal and formal surveys</li> <li>d) Provide a range of parent workshops across the various domains linked to school priorities</li> <li>e) Utilise parent skill sets and expertise to support school learning programs and projects</li> <li>f) Use the Grounds and Facilities Plan as a medium for engaging P&amp;C activity and support</li> </ul>
4. Increase our links with Duncraig SHS and our network schools.	<ul style="list-style-type: none"> <li>a) Build involvement in the Duncraig Partnership for leaders and teachers through the leadership strategy</li> <li>b) Investigate education programs using specialist facilities and staffing from Duncraig SHS</li> <li>c) Continue a targeted transition process for students going to Duncraig SHS</li> <li>d) Investigate the involvement of the high school chaplain and support staff in transition processes to high school</li> </ul>
5. Facilitate learning opportunities within the wider community for the students of Hillarys PS.	<ul style="list-style-type: none"> <li>a) Engagement in the Aboriginal and Cultural Standards Framework is guided by a whole-school approach</li> <li>b) Continue to participate in community events such as One Big Voice, Speak Up Awards, conservation projects and the Joondalup Festival</li> <li>c) Continue to engage in sporting opportunities within the Whitfords School Sport Association</li> <li>d) Apply for Local, State and Federal grants that will enhance the learning environment and school programs</li> <li>e) Engage guest speakers to support school priorities and programs</li> </ul>
6. Create opportunities for staff to enhance their professional learning, leadership skills and well-being.	<ul style="list-style-type: none"> <li>a) Engage in purposeful, meaningful and sustainable Performance Management processes</li> <li>b) Create leadership opportunities and roles within the school which are aligned to school development and strategic plan priorities</li> <li>c) Provide opportunities to collaborate, network and strengthen staff connections with fellow colleagues and other learning communities</li> <li>d) Continue to recognise and acknowledge staff and school achievements</li> </ul>
7. Provide meaningful support structures for staff.	<ul style="list-style-type: none"> <li>a) Maintain and promote a staff well-being focus through the Well-being Warriors committee</li> <li>b) The Well-being Warriors committee develop and manage a staff well-being plan with support from school administration</li> <li>c) Open communication processes between staff are promoted, understood and followed by all staff</li> <li>d) Continuance of the Workload Committee (year level representation) and OHS representative roles</li> <li>e) Continue to progress school culture through PL and team building strategies to embed the culture of ownership, accountability and responsibility (OAR) and workplace effectiveness</li> <li>f) Encourage and promote support strategies for staff</li> <li>g) Staff are regularly informed about the school rebuild process and expectations</li> </ul>

# 4

## Collaborative leadership and effective management



### OUR TARGETS

- All staff are involved in the processes of professional growth and collaborative leadership.
- All staff are involved in professional learning and processes for shared ownership -OAR (Ownership, Accountability, Responsibility).
- All staff engage in strategies for maintaining a culture of collaboration and teamwork

### OUR INDICATORS OF PROGRESS

- Workforce planning
- Annual review of distributed leadership roles through the Performance Management system and an alignment to the Strategic Plan
- Annual Professional Learning survey- assessing staff needs
- Collaborative DOTT is timetabled
- Targeted collaborative time and team meeting agendas
- Formalise staff induction processes
- National School Improvement Tool
- Maintenance of collaborative and workplace norms
- EYLF/ NQS/ Kindergarten Guidelines review
- Staff survey

Strategic Focus	Core Strategies
1. Strengthen support for staff through professional collaboration that ensures opportunities for sharing, mentoring, feedback and growth.	<ul style="list-style-type: none"> <li>a) Actively participate in the Duncraig Partnership initiatives aligned to the Strategic Plan</li> <li>b) Provide opportunities for professional collaboration in subject teams, year level teams, block teams, non-teaching teams and admin teams</li> <li>c) Provide timetabled collaborative opportunities across year levels</li> <li>d) Develop forums for sharing effective practice within the school and across schools</li> <li>e) Executive leadership to provide strategic feedback towards change management and instructional leadership</li> <li>f) New staff to be inducted by a nominated mentor</li> <li>g) Executive leadership continues building the understanding of school culture, leadership norms and decision making processes.</li> <li>h) Regularly update teacher and support staff relief files</li> </ul>
2. Promote and increase staff leadership capacity.	<ul style="list-style-type: none"> <li>a) Restructure leadership roles across the school for teaching and non-teaching staff in line with the 2022-2025 Strategic Plan</li> <li>b) Maintain the distributive leadership model across the school</li> <li>c) Staff in leadership roles meet the agreed leadership norms</li> <li>d) Increase staff capacity and leadership in ECE in the areas of early identification, early intervention, NQS, sustainability, protective behaviours and cultural awareness.</li> <li>e) Participate in the Duncraig Partnership Aspirant Leadership Strategy to support an understanding of leadership and change management</li> <li>f) Investigate the curriculum support documents and how school leaders can support staff in their implementation</li> <li>g) Annually survey staff on their skills and knowledge to assist with supporting colleagues, staff capacity and school development</li> <li>h) Promote targeted PL for potential leaders through Performance Development and Performance Management</li> <li>i) Promote the uptake of Level 3 Teacher and Senior Teacher applications by providing opportunities for action learning</li> <li>j) Opportunities are provided for leaders and aspirants to share knowledge and expertise with school staff, the Duncraig Partnership and other audiences</li> </ul>
3. Promote student leadership and student voice.	<ul style="list-style-type: none"> <li>a) Review the current student leadership structure and selection process</li> <li>b) Create a scope and sequence for how student leadership looks across the school and link this to the curriculum</li> <li>c) Provide opportunities to develop student leadership qualities</li> </ul>
4. Apply AITSL standards and processes for reflection and professional growth.	<ul style="list-style-type: none"> <li>a) Ensure Performance Management and classroom observations are linked to identified Department, school and personal teaching and learning priorities</li> <li>b) A flexible, purposeful approach to Performance Management and class observation is maintained</li> <li>c) A culture of shared growth and leadership to be embedded throughout all school systems, processes and staff conduct</li> </ul>
5. The school's resources are managed in an effective and efficient way and are linked to improved student outcomes.	<ul style="list-style-type: none"> <li>a) Continue to update the school's workforce plan to address changing needs and priorities</li> <li>b) Strategically allocate resourcing to school priority areas and school operational plans</li> <li>c) Continue to make strong links between cost centre budgets and school operational plans</li> <li>d) Invest P&amp;C funds to areas identified in curriculum and grounds/ facilities plans</li> <li>e) Revise and update the Grounds &amp; Facilities Plan, ICT Vision &amp; Hardware Plan, SAER Plan and the Reserve Account Plan</li> <li>f) Develop reserve accounts to support ICT, Grounds &amp; Facilities and the school rebuild project</li> <li>g) Investigate the composition of the finance team to support cost centre managers with connecting financial processes, school curriculum and school operations</li> <li>h) Conduct an asset and resource management audit and align this to school development planning</li> </ul>