

HOME HILL STATE SCHOOL STRATEGIC PLAN –2020-2023

A CULTURE OF HIGH EXPECTATIONS

			STRATEGIES	TARGETS	EVIDENCE
ENGAGEMENT	LEARNING	LEADERSHIP	<ul style="list-style-type: none"> Embed the school's 'Student Learning and Wellbeing' Framework, incorporating the enhancement of the 'Positive Behaviour for Learning' (PBL) culture within the school to value diversity to improve the achievement, attendance & wellbeing of all students. Continue to refine and implement student transition strategies to support positive transitions to improve Social competency and Physical health and Wellbeing across key junctions: <ul style="list-style-type: none"> Early Childhood transitions Primary to Secondary transitions Develop and facilitate a school Community Partnerships Framework that focusses on improving and supporting engagement. 	<p>Behaviour Incidents Reduction In male behaviour incidents in classrooms</p> <p>Improved Attendance</p> <ul style="list-style-type: none"> 5% improvement in whole school attendance to 93% 7% improvement in indigenous attendance to 85% <p>Improved Level of Achievement (LOA)</p> <ul style="list-style-type: none"> 85% of students reaching 'C' or above in Sem 1, 90% in Sem 2 Close the gap between Male and Female students in English receiving a 'C' 0% of Prep Students attaining an 'D' or 'E' <p>Levels of Agreement in School Opinion Surveys are similar to or better than the state - Student behaviour is well managed at this school.</p> <ul style="list-style-type: none"> Parent -S2012 Student -S2044 Staff - S2074 	<ul style="list-style-type: none"> Students engage positively within the school community becoming learners who strive to grow, learn and improve every day. Staff develop positive relationships to ensure student wellbeing, ensuring they are safe, valued and respected. Teachers are confident and prepared for future students having a clear understanding of transition statements. Leaders engage with school community to create positive school environment that supports all students. Parents and Staff communication is strengthened resulting in parents valuing school attendance and positive school relationships.
			<ul style="list-style-type: none"> Prioritise the explicit teaching of reading and writing to improve the academic achievement of all students. Build a deep understanding of the Australian Curriculum through a more localised context to develop teacher knowledge and understanding to improve student-learning outcomes. Teachers are supported to align curriculum, age-appropriate pedagogies and assessment to maximise children's engagement in learning and to enhance outcomes. 	<p>Improved Levels P-2 Reading</p> <ul style="list-style-type: none"> 85% of students meeting school benchmark 0% of Prep students attaining a benchmark below level 1 <p>Reduced Student Disciplinary Absences (SDAs)</p> <ul style="list-style-type: none"> 0% of Prep Students receiving a SDA due to the implementation of AAP <p>Improved School Engagement with Parents</p> <ul style="list-style-type: none"> 50% improvement in parents/carers attending parent teacher interviews (3 way conversations) to 70% Levels of Agreement in School Opinion Surveys are similar to or better than the state –Parent - This school keeps me well informed S2025 This school asks for my input S2024 	<ul style="list-style-type: none"> Students can articulate their learning and the next steps to their learning Staff have clarity on how to teach reading Teachers can explicitly articulate intended student learning whilst actively checking student's engagement and provide timely feedback. Teachers increase student engagement level through Age Appropriate Pedagogies. Leaders support staff and strengthen the systems, structure and environments that maximise learning, enabling all students to achieve their personal best. Parent engagement is increased through collaboration and development, implementation and embedding of the PACE framework through ECE and community partnerships.
			<ul style="list-style-type: none"> Construct, Implement and embed clear Roles, Responsibilities and Accountability and Processes to drive EIA. Build a culture of high performance, focused on student progress, achievement and school improvement, implementing cycles of inquiry, underpinned by current research, Regional ETL Framework and the standards of evidence Develop and provide access to professional development opportunities of identified professional learning needs of all staff to meet the identified needs and support the implementation of inclusive practices to meet the needs of all learners 	<p>Improved Level of Achievement (LOA)</p> <ul style="list-style-type: none"> 10% increase of students achieving an 'A' or 'B' in English (based on Sem. 2 2019 LOA Data) in P-6. <p>Levels of Agreement in School Opinion Surveys are similar to or better than the state- My child is making good progress at this school (S2004) This school keeps me well informed (S2025) Staff are well supported at this school (S2075) I am confident that poor performance will be appropriately addressed in my school (S3207)</p> <ul style="list-style-type: none"> Parent - S2004, S2025 Staff - S2075, S3207 	<ul style="list-style-type: none"> Leaders align roles, responsibilities and accountabilities to support achievement of strategic outcomes. Staff have a clear understanding of roles, responsibilities and accountabilities processes through the development, implementation and embedment of a line management framework. Teachers use inquiry cycles to reflect on their practice and activity engage in observation, Leaders coach staff to ensure collective efficacy is embedded through professional learning teams. Students are engaged in stimulating, challenging and differentiated learning that permits them to achieve at high levels.

Work together, learn together and improve together!

Principal

P & C President

Assistant Regional Director