

PLAN FOR GROWTH at September 2021

Please note: Staff will update the status. Red = not yet, Orange= in progress, Green= achieved

Hilton Primary School: Three focus areas														
Excellence in Teaching & Learning supports and challenges our children to grow				Positive partnerships nurture a “culture of growth”				“A great place to learn and grow”						
Links to PUBLIC SCHOOL REVIEW														
General Recommendations				ACTIONS				STATUS						
1. Finalise and publish the strategic plan and operational plans, to enable the school to progress on its improvement journey.				1/9: Plan for Growth in Draft. Operational Plans in progress 27/9: Maths & Science curriculum teams have completed staff surveys, English team is focussing on a Scope & sequence for Letters & Sounds implementation, HASS team curriculum leader appointed.										
2. Engage all staff and stakeholders in regular and collaborative self-assessment processes aligned to school planning.				1/9: Peer observations & performance management in progress 27/9: Most class teachers have completed peer observations re explicit teaching of literacy. These are discussed at Performance Management (PMx) meetings.										
3. Continue to utilise the Electronic School Assessment Tool to engage in and embed ongoing cycles of self-assessment across all domains.				1/9: Ongoing plan 27/9: Admin team has begun to collate evidence for 2022 ESAT. Staff invited to include peer observations and self-assessments) against AITSL standards.										
4. Explicit attention should be given to the quality of evidence used to describe the essential indicators of performance, as outlined in the Standard.				1/9: Curriculum leaders/teams are reviewing data collection & target setting with curriculum teams. 27/9: Need for further evidence (especially years 3-6) noted. Learning Support Coordinator began data coaching with staff this term.										
5. Embed the language of reflection across all aspects of the school’s ongoing self-assessment processes.				27/9/21: Ongoing. ECE team engaged in self-assessment via National Quality Standards annual review										

6. Build a school-wide culture of self-assessment through the use of evidence to determine levels of performance and areas for targeted improvement.	27/9: Teachers to self-assess against peer observations, AITSL standards and via Personal Learning Goals.							
Next TARGETS:								
<ol style="list-style-type: none"> 1. 27th Sept 2021, the PSR report, Plan for Growth and tracking document are now posted on our HPS website & Schools Online 2. On 11th Oct 2021, each M.E.S.H curriculum leader will present an update of the progress of Operational Plans and engage staff in self-reflections for further growth. 3. By 12th Nov 2021, Maths, English, Science and Humanities and Social Sciences (HASS) Operational Plans DRAFT 1, to be complete. These are working documents. 								
<p>Summary comments @ 1/9: Leadership Team (Principal, Deputy & LSC) is working with AED (Matt Osborne) & Collegiate Principal (Frank Pansini)</p> <p>1/9/21: Presentation of PSR Report and Plan for Growth tracking document to HPS staff</p> <p>6/9/21: Tabled receipt of PSR Report and Plan for Growth tracking document with HPS P & C. Discussion re draft status of Plan for Growth. Q & A invited.</p> <p>7/9/21: Presentation of PSR Report and Plan for Growth tracking document to HPS Board. Community members were invited. Positive discussion & feedback re tracking tool.</p> <p>14/9/21: Preparation of document explaining links b/w PSR report and Plan for Growth for school website & Schools Online.</p> <p>17/9/21: Principal & Deputy engaged in an initial conversation with David Wanstall at Statewide Services (SWS) re possible supports for enhancing positive school culture, teaching & learning at Hilton PS.</p>								

PSR Domain 1

Relationships & Partnerships	ACTIONS	STATUS					
1. The staff culture needs development. Unify the staff through identifying a shared moral purpose, embedding explicit collaborative practices and norms	Jan 2021: Staff developed an HPS Agreement: Above/Below the Line. This document provides common language for staff expectations. All staff are aware of the DOEWA Code of conduct. April 2019 to date: Principal consulted with SMERO, WAPPA, Leadership Institute, PBS Teams, Mentors, Collegiate Principal & HPS staff re school culture. Developed staff check-ins. Social initiatives supported. Newly formed Curriculum Teams with teachers as team leaders.						
2. A shared commitment to drive change and adhere to Department expectations is essential to achieve success.	Sept 2020: Staff, students & HPS Board – began revision of our school Vision & Values with David Hewitt, WAPPA Sept 2021: PSR Feedback meetings to staff, Board, P & C. Positive promotion of PSR Report & Plan for Growth as an opportunity for change. Our school has great potential for growth.						
3. Continue to engage families, community agencies, the Cockburn-Fremantle Network of schools and Statewide Services to strengthen teaching and learning partnerships.	2019: establishment of Grounds Committee re environment as third teacher, links to sustainability. 2019 to date: Regular reporting to Board & P & C re teaching & learning focus of HPS strategic plan, Principal is actively engaged in Cockburn Fremantle Network of Schools, advocate for quality teaching & learning, Ongoing relationships with school families via case management						
4. Establish and embed induction processes for new staff and families.	Since 2019: refinement of school tour and interview process for prospective families, Positive feedback re school tours. 2020: began fortnightly phase of learning meetings 2021: Staff handbook & induction processes under review. New relief file/handover process established.						
5. Openly share National School Opinion Survey results and school actions in response to feedback with all stakeholders. Collaboratively reflect on ways to drive school improvement.	1/9: Shared with Board. Presentation of NSOS to all staff on 11.10.21. Referenced at curriculum meetings prior.						

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3.Finalise, socialise and embed the strategic plan: Our Plan for Growth, prioritising stakeholder engagement in the process.	In progress. Ongoing staff development All staff are encouraged to engage in the Plan For Growth								
4.Capitalise on staff expertise through the establishment of Kindergarten to Year 6 curriculum teams.	Commenced July 2021. Ongoing. New members are invited.								
5.Collaboratively develop Kindergarten to Year 6 operational plans, with explicit targets, milestones and resourcing links to support consistency in programs and pedagogy.	2019, 2020, 2021: English Operational Plan updated by Literacy Team, Literacy Intern & Literacy curriculum leader. Ongoing updates. 2020, 2021; SAER Operational Plan updated. 2021 Maths, Science, HASS Op Plans under review. All due 12.11.21 Assessment schedule: updated in 2020 & 2021. (Error in ESAT) 2021: New ECE staff have coordinated the National Quality Standards review.								
6.Provide feedback to staff. Embed performance management and accountability processes to guide consistency and growth.	2021: Increase accountability to Assessment Schedule via data coaching, curriculum teams & performance management processes								

Next TARGETS:

1. School development day 11.10.21: focus to operational plans & data sharing. Curriculum Leaders to present progress and targets.
2. Completion of 2021 draft of M.E.S.H. Operational Plans by 12.11.21
3. Fortnightly curriculum & PBS meetings to continue. Weekly Student Services Team meetings.
4. Literacy Intern to continue in the Future Leaders network group 2021-2022
5. Term 4 on: Deputy Principal to engage with network Deputies group, facilitated by Hilton PS & Fremantle PS Principals.
6. Ongoing recruitment of staff with growth mindset & engagement in our Plan For Growth.

Comments: Strategic recruitment & performance management processes have formalised staff leadership aspirations & active distributed leadership.

The expertise of current staff is identified by peer or self-nomination. Staff are invited to share their expertise in curriculum, pedagogy, data coaching, PBS, SAER.

PSR Domain 4

Use of Resources									
1. Drive transparent decision making through the Finance Committee and ensure there are clear and explicit links to school planning.	2021: Ongoing. Two new Finance Committee members								
2.Allocate resourcing to facilitate distributed leadership. Embed collaborative structures to drive instructional leadership and foster consistent phase of learning team engagement.	2020-2021: Collaborative DOTT Times facilitated by review of specialist timetable. Consideration given to tandem teaching teams & phase of learning needs (K-PP, K-2, Years 3-6).								

3. Conduct an audit of programs and subscriptions and ensure alignment between budgets and planning.	2020: Commenced. Ongoing by Curriculum Teams.								
4. Articulate the decision making behind the allocation of support staff in order to meet the behaviour and learning needs of students. Make explicit the funding sources in line with the student characteristics funding allocation.	2020 & 2021: ongoing clarification of funding criteria for Educational Assistants and diagnosed v's imputed student needs. Decision making is collaborative and aligned with class structure development, reporting to school Board and finance reviews.								
5. Develop a current workforce plan. Identify and address strategies and potential workforce gaps.	2019 on: management of staff leave entitlements, recruitment and/or retirements. Five staff cleared long service leave in Term 3.								

Next TARGETS:

1. Complete recruitment for 2022 specialist and classroom teachers as needed. (K-6 teacher Pool is 'live' until April 2022).
2. Ongoing review of application of Disability Resourcing: LSC to complete funding applications by Week 5, Term 4.
3. Projected enrolment numbers for 2022 submitted. Completion of additional classroom facility: Due for completion in Term 4 for 2022 school year.
4. Staff completed Expression of Interest in teaching & leadership roles for 2022 (Due Sept 2021.) Staff on leave were due to advise Principal re 2022 by 24.9.21.
5. Active class structure, student placement and staff allocations throughout Term 4 with draft structures complete for Handover in Dec 2021.
6. Initial liaison between Principal and DOEWA planning & infrastructure staff completed (Sept 2021.) Next stage planning to commence in Feb 2022 for 2023.

Comments: Our school is growing in staff and student numbers.

2020 began with approx. 234 students, 2021 with 252 students. Projected enrolments for 2022= 282 students, 2023=323 students.

PSR Domain 5

Teaching Quality	Target	Progress							
1. Work collaboratively to develop and embed Kindergarten to Year 6 operational plans that link explicitly to the Western Australian Curriculum.	Aug 2021: revised curriculum teams are active. Four HPS Kindergarten staff are engaged in statewide professional learning re Kindy curriculum and practice. Sept 2021: Leadership team engaged with WA curriculum updates. Planning in place for all staff to engage. Curriculum leaders are facilitating development of Phase of Learning data and targets in every operational plan.								
2. Embed agreed practice through the consistent implementation of evidence-based programs.	Deputy Principal is facilitating curriculum team processes to review links between: Curriculum-data-pedagogy- resources, K-6. Curriculum teams are reviewing focus on evidence-based pedagogy eg. Maths Team survey re PP-6 use of Origo.								
3. Enhance commitment through collaboration and instructional coaching.	Deputy, LSC & Literacy Intern are supporting teachers via instructional coaching. LSC offers data coaching, Deputy offers								

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PSR Domain 6

Student Achievement & Progress							
1.Address the declining levels of academic achievement as evidenced in 2019 Year 3 NAPLAN7 data.	Data collection, analysis and use is a focus through our Plan For Growth so that our teaching decisions are increasingly data-based. Additional data (other than NAPLAN) is being considered for PP-6 eg. PAT-Reading & Maths to track student achievement and progress between NAPLAN years. See 2020 Annual report comments re NAPLAN data predictions.						
2.Review and update the 2019 assessment schedule to guide and facilitate greater data literacy. Ensure purpose and targets are explicit.	This was done in 2020 (ESAT recording error.) The assessment, data & reporting schedules are reviewed annually, usually in January.						
3.Implement evidence-based intervention, such as MiniLit.	During 2020- 2021, we had a focus on the explicit teaching of structured, synthetic phonics (Letters & Sounds) as a Tier 1 QDTP strategy. This is evidence-based. 2021 focus is on refining the Letters & Sounds teaching sequence K-3 and reviewing Letters & Sounds with SAER in Years 3-6. Our Literacy Intern leads this process & liaises with SSSEN-D. We need to review our phonics/spelling approach in Years 3-6.						
4.Provide opportunities for academic extension across the school.	Strengthening Tier 1 QDTP in all year levels will provide increased opportunities for academic extension & linking to student interests. Feedback from students and parents about this will be forwarded to phase of learning teams for review. Year 4 assessment processes for PEAC & IMSS are ongoing.						
5..Manage the collection, tracking and storage of assessment data to facilitate ease of access and handover processes.	During 2020 the S: drive was edited & standard indexing added. 2020 CONNECT communities were established to improve teacher access to assessment resources. During 2020, the literacy Intern facilitated collection, tracking & storage of phonics data pp-Year 6 eg. 8 sentences tracking. 2021 Curriculum teams have responsibility for data collation & access. Instructional leaders will support teachers to collect & use agreed data, as needed. Curriculum leaders will share data sets with staff & HPS Board.						

Next TARGETS:

1. 11th Oct HPS Staff will analyse 2021 NAPLAN data and refine targets in English and Maths operational plans as a result.
2. Curriculum teams and all staff will review the Assessment, data & reporting schedule during Term 4 to finalise schedules by the beginning of Term 1 2022.
3. Curriculum leaders and instructional leaders to facilitate staff access to data, as linked to Personal Learning Goals (through Performance Management.)
4. English curriculum team to select a phonics/spelling approach for Tier 1 teaching in Years 3-6 and support the ongoing use of Letters & Sounds for SAER in Years 3-6
5. Further refinement of Maths & English operational plans (before July 2022) may include targets for academic extension in all year levels.
6. Establish visible data sets (eg. data wall) by Jan 2022 for use at school development days and interim.

Comments:

As a focus through our Plan For Growth, student achievement & progress requires ongoing professional learning, data coaching and regular attention by curriculum teams and phases of learning. All Hilton PS teaching staff will have opportunity to strengthen their data literacy, specific to academic, social-emotional, behaviour support & attendance data. 2021-2022 targets for growth will be in the iSMART format (inspired, specific, measurable, realistic, timed) and therefore, data dependent.

Please contact the Principal, Carmel.Bochenek@education.wa.edu.au if you wish to discuss any aspect of our Hilton PS Plan For Growth.

We look forward to continuing our collaborative journey to significant student progress and achievement through 2021-2024.

Dr Carmel Bochenek

Principal, Hilton PS

Updated

27.9.21