

# **PLAN FOR GROWTH at September 2021**

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

	Hilton Primary Sch	ool: 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	C 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.	
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- 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.

Summary comments @ 1/9: Leadership Team (Principal, Deputy & LSC) is working with AED (Matt Osborne) & Collegiate Principal (Frank Pansini)

1/9/21: Presentation of PSR Report and Plan for Growth tracking document to HPS staff

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.

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.

14/9/21: Preparation of document explaining links b/w PSR report and Plan for Growth for school website & Schools Online.

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.

PSR	Domain 1	
Relationships & Partnerships	ACTIONS	STATUS
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.	
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.	
<ol> <li>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.</li> </ol>	1/9: Shared with Board. Presentation of NSOS to all staff on 11.10.21. Referenced at curriculum meetings prior.	

Analyse and act on exit feedback in order to strategically address the reasons why student numbers in upper primary are declining.	2020: Principal conducts informal exit interviews. 2021: Formalise exit data processes.						
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- 1. By the end of 2021, HPS will have developed a standard exit interview process. All exiting families will be invited to complete this.
- 2. The HPS staff handbook will be reviewed ready for Jan 2022 staff induction. Feedback will be sought from all staff.
- 3. By the end of Term 1, 2022, the PBS Team will have facilitated development of a matrix of expected behaviours for HPS staff.
- 4. All feedback from families will be anonymously shared with HPS staff.

Comments @ 1/9/21: Strong community partnerships: Board, P&C, Grounds Committee, PCYC, Hilton Harvest, Playgroups WA, The Fathering Project

# **PSR Domain 2**

Learning Environment	ACTIONS	STATUS
Establish and embed as a priority, consistent behaviour management practices through the development of clearly articulated policies and procedures.	2020: Hilton PS BMIS Policy reviewed August 2020: Positive Behaviour Support Team formed & initial training undertaken. Term 4 2020: SSEN- Behaviour & Engagement consults working with HPS staff April 2021: Permanent Deputy Principal leading Positive Behaviour Support Aug 2021: decision to modify the pace of PBS implementation for HPS and to link to Zones of Regulation (ZoR) as a whole school social-emotional/self-regulation approach. Ongoing: Admin continue to provide frequent and detailed feedback to staff and parents with focus to trauma informed practice & explicit teaching of expected behaviours (PBS)	
2. Establish and embed consistent processes and procedures for students at educational risk.	July 2020: Three Tiers model (Response To Intervention) introduced to all staff with Students At Educational Risk (SAER) Policy. Feb 2021: Increase in School Psychology hours to 8days/term August 2021: Permanent Learning Support Coordinator (LSC) collaborating with staff re SAER policy. Recent, intensive development of Risk Management Plans (RMPs), Care Plans (CPs)	

	Ongoing liaison with Lead School Psych re children with complex needs. Weekly Student Services team meetings initiated. Chaplain included.				
3.Strategically link to Statewide Services (SSEN: D, SSEN: S and SSEN: BE) to support the implementation and management of effective school-wide practice.	Active engagement is ongoing.				
4.Further develop the ECE teaching philosophy. Review the balance between play-based learning and explicit teaching. Ensure nature pedagogy through extended breaks enables authentic, intentional teaching.	Aug 2021: HPS Kindy staff selected for statewide Kindy Connections Sept 2021: Kindy Pre Primary team are continuing to develop their evidence base for practice.				
5. Formalise the Reconciliation Action Plan and engage all staff in the review aligned to the Aboriginal Cultural Standards Framework.	Ongoing attention to cultural inclusivity & consultation/connections with Noongar community . Sept 2021: further staff involvement in network Cultural Inclusivity group.				
6. Explore opportunities to strategically address the wellbeing needs of staff and students	Aug 2021: Staff survey resulted in whole school decision to adopt Zones of Regulation, coaching support for staff via LSC.				

Next TARGETS: Development of the physical learning environment.

- 1. Consultation and planning are underway to develop a 'sensory room'/transition or 'wellness' space by April 2022, using a local grant.
- 2. Grounds Committee focus to development of a primary Nature Play area
- 3. Planning underway for the opening of the Yarning Circle.
- 4. Fortnightly meetings of the PBS Committee

Comments: 2019-2020 intentional development & use of sustainable/outdoor classrooms developed 2020-2021:

Bush trail, Yarning Circle, Butterfly Garden, Seed nursery, Junior & ECE nature play areas. High level of engagement by staff, students, families

# **PSR Domain 3**

# Lead change and school improvement that will drive conditions for learning to occur. Drive transparent and collaborative processes and ensure a shared purpose and direction to improve outcomes is articulated. Sept 2020 on: Whole school planning for PSR, documentation of Plan for Growth 2021-2024, Aug 2021: Planning focus to first 12 months in collaboration with SMERO staff, collegiate Principal, Statewide services & HPS staff 2.Capitalise on staff expertise though establishing explicit role clarity, leadership development and support. 2021: Recruitment of additional K-6 teachers, permanent Deputy Principal, Learning Support coordinator. Refinement of leadership portfolios with permanent staff.

Teachers are engaged in curriculum leadership & teams

3. Finalise, socialise and embed the strategic plan: Our Plan for Growth, prioritising	In progress. Ongoing staff development			
stakeholder engagement in the process.	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	Commenced July 2021. Ongoing.			
teams.	New members are invited.			
5.Collaboratively develop Kindergarten to Year 6 operational plans, with explicit targets,	2019, 2020, 2021: English Operational Plan updated by Literacy			
milestones and resourcing links to support consistency in programs and pedagogy.	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	2021: Increase accountability to Assessment Schedule via data			
guide consistency and growth.	coaching, curriculum teams & performance management			
	processes			

- 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.			

- 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	

	upskilling in behaviour support. All are linked to Performance Management & shared planning (as needed). :			
4. Support teachers to know every child's progress and achievement. Implement targeted, evidence-based interventions to differentiate learning as needed.	2020: school wide use of the Response to Intervention Model (3 Tiers) was introduced re academic and behavioural support. 2021 focus to Tier 1- Quality Differentiated teaching Practice K-6. This focus will continue 2021-2024. 2021: further revision of Student Services for students with Tier 2 & 3 needs. Active collaboration with SSEN-D & SSEN-BE			
5.Establish curriculum teams for English, mathematics, science and HASS6, each with representation from across the school. Explicitly connect whole-school plans to phases of learning.	Active, as above. 2020: Performance management focus was to the explicit teaching of literacy. 2021 Performance management focus is to lesson design/lesson intentions & success criteria.			
6.Increase data literacy through consistent and meaningful data collection. Establish structures and supports to drive planning, data-informed practice, assessment and reporting.	August 2021: Curriculum leaders/ teams are reviewing data needs, assessment schedules, common assessments & moderation processes.  Ongoing leadership support for staff to collect data.			
7.Embrace network opportunities for professional learning and moderation.	As above.			

- 1. All K-6 staff to engage with WA Curriculum updates (mandatory & extra components) by the end of Term 1, 2022.
- 2. Kindergarten staff to share professional learning with K-PP team by the end of Term 4, 2021.
- 3. Current cycle of performance management interviews for teachers due for completion by Week 3, Term 4.
- 4. Non-teaching staff to engage in performance management during Term 4, 2021.
- 5. Ongoing performance management sessions will be scheduled during Term 4, as needed.
- 6. Self-reflection processes and collection of data (especially in Years 3-6) is ongoing. Phase of learning targets to be specified in MESH operational plans by 12.11.21.
- 7. Ongoing development of links between our Plan For Growth, operational plans, assessment schedule, curriculum updates and performance management by curriculum teams in Term 4. Each team to set development priorities for 2022.
- 8. 2022 whole school focus areas to be confirmed by the end of Term 4: possibly lesson design and data literacy.
- 9. Leadership team to liaise with Statewide Services (revised service provision model) in Week 1, Term 4 to set ongoing priorities.

#### Comments:

Our Plan For Growth brings welcome focus to teaching quality. More individual staff are engaging in curriculum leadership.opportunities. All staff will be supported and challenged through our Plan For Growth 2021-2024.

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 SSEN-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.		
5Manage 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.		

- 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, <a href="mailto:Carmel.Bochenek@education.wa.edu.au">Carmel.Bochenek@education.wa.edu.au</a> 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