



HILTON PRIMARY SCHOOL  
ADMINISTRATION  
INDEPENDENT PUBLIC SCHOOL

2026-2028

# **IMPROVEMENT FRAMEWORK**

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SUSTAINED EXCELLENCE  
**HILTON PRIMARY SCHOOL**

# **CULTURE**

How we work as a team is critical to the success of this plan and our aspirations for the students, staff, parents, and community of Hilton Primary School. The staff have worked very hard to discuss and clarify what they expect of each other to ensure the best outcomes and conditions for everyone.

We will continue to measure ourselves against our agreed-upon culture and values to ensure we create the best environment for everyone to work and learn in.

# **VALUES**

## **CLEAR VISION**

We will be clear in our purpose and ensure it is transparent for everyone. Our vision includes providing the support, accountability, feedback, and professional learning to ensure everyone has the confidence and competence to implement it.

## **COMMUNICATE TRANSPARENTLY**

We will ensure everyone has access to and is included in timely, supportive, and meaningful communication. This includes feedback and clarity on our role, how to share your input, and everyone's expectations.

## **HONESTY AND INTEGRITY**

This value focuses on our interactions as individuals, a team, and a staff. We want our workplace to be safe, enjoyable, successful, and respectful.

## **COLLABORATION**

We work as a team and share the work, thinking and success. We ensure opinions are heard and valued, not just 'the loudest' leads. Are we cohesive and inclusive? This is a good question for us to reflect on for this value.

## **A VOICE FOR EVERYONE**

We respect everyone's voice with equality and equity and ensure there are opportunities for everyone to be heard. We ensure consistency in how we interact with everyone and are timely in all we do.

## **PROFESSIONAL LEARNING**

We seek feedback to ensure the school, phase, and class look, sound, and feel well-led and achieve successful outcomes. This feedback allows us to build and engage in professional learning for ourselves and all stakeholders to grow our knowledge and capabilities continually.

## **RESPECTFUL RELATIONSHIPS**

We work to ensure respect in the relationships between staff, students, parents and the community. These relationships are positive, constructive and purposeful. Challenges are addressed in a respectful way, and we are proactive in building and nurturing positive relationships.

# WHOLE SCHOOL APPROACH TO TEACHING AND LEARNING

Our whole school approach to teaching and learning acknowledges this and is noted in the HPS Whole of School Teaching Plan.

- The high impact of consistent quality teaching, and
- The evidence is that our researched and validated pedagogy, implemented consistently across our school setting underpinned by instructional leadership, will improve student performance.

## TARGETS

<p><b>ON-ENTRY</b> PP and Year 1 results will be at or above like school results</p>	<p><b>NAPLAN</b> Year 3 and Year 5 scores will be at or above like school results</p>	<p><b>PAT</b> All year levels will have an average progression above the national average progression over a 12-month period in their PAT Reading and PAT Maths</p>	<p><b>ATTENDANCE</b> The regular attendance rate of all students will be similar or better than public schools</p>
<p>All students will demonstrate year-on-year progress in all learning areas</p>			

## SCHOOL PERFORMANCE

We will measure success using the following:

<p>Parent, staff, student response data from the National School Opinion Survey</p>	<p>Annual self-assessment against the 7 quality areas in the National Quality Standards</p>	<p>NAPLAN Assessment data – Years 3 and 5</p>
<p>On-entry Assessment data – PP and Year 1</p>	<p>Student attendance data for Kindergarten to Year 6 students</p>	<p>A – E grades for PP to Year 6 students using Reporting to Parent data</p>

# GROWING STRONGER TOGETHER

## High Standards - High Expectations

We uphold three key expectations to foster a respectful and collaborative school environment:

- **Courtesy** – Students demonstrate politeness and respect in all interactions.
- **Consideration** – We encourage empathy, mindfulness, and understanding of others' feelings and needs.
- **Cooperation** – Students learn to collaborate effectively, contribute positively, and value teamwork.

## School Self Assessment

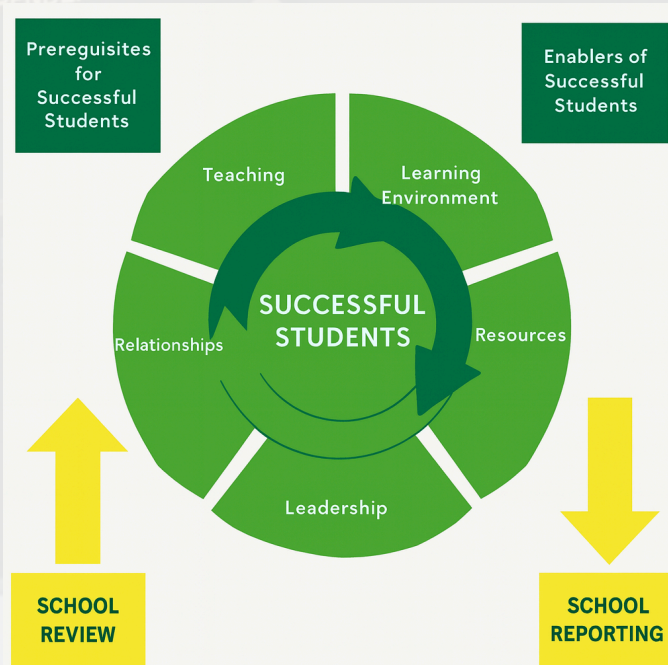
Each year, Hilton PS completes a cycle of self-assessment, review, annual reporting and planning. Quality performance information assists the setting of priorities and decisions related to targets, strategies, resourcing and monitoring and evaluation measures within school planning.

Hilton PS will use the Department's Electronic School Assessment Tool (ESAT) against the following 6 domains:

- Relationships and Partnerships
- Teaching Quality
- Learning Environment
- Leadership
- Use of Resources
- Student Achievement and Progress

Through engagement in effective school self-assessment practices, Hilton Primary School addresses the three fundamental accountability questions:

- What are we seeking to achieve?
- How well are we doing?
- How can we improve?



# HILTON PRIMARY SCHOOL

# LEADERSHIP

## DOMAIN OVERVIEW

School leaders are concerned with leadership practice and how it is exercised and transacted. They facilitate organisational change and growth, aligning management obligations, professional responsibilities and accountability. Clarity of vision and a reliable sense of direction are leadership traits that create confidence and trust in both staff and the wider school community.

<b>What we will do</b>	<b>What you will see</b>
<p>Articulate clear roles and responsibilities for the Principal and leadership team, that will inspire confidence and a sense of stability for staff (PSR, 2025).</p> <p>Revisit the committee structure supporting instructional leadership around curriculum and change initiatives to support staff instructional practice (PSR, 2025).</p> <p>Proceed with the intent to finalise the business plan, including developing measurable targets. Continue to develop operational plans with clear alignment to the business plan and classroom practice (PSR, 2025).</p>	<ul style="list-style-type: none"><li>• Develop and implement an agreed strategic change management process (Foci, 1, 2, 3, 4)</li><li>• Ensure whole of school alignment between strategic plan, operational planning and classroom planning and curriculum delivery (Foci, 1)</li><li>• Provide a whole of school vision and an agreed sense of direction to build confidence and trust in both staff and the wider school community (Foci, 1, 2)</li><li>• Develop a distributed leadership model creating opportunity for all staff to lead (Foci, 4, 6)</li><li>• Annual surveys (TTFM) gather insights from students, staff, and parents to inform leadership decisions and school improvement planning (Foci, 5)</li><li>• 2026-2028 Business plan completed, produced and available for staff to implement (Foci, 1).</li><li>• Opportunities are created for teachers to engage in developing plans based on school performance (PoL) (Foci, 6, 7)</li><li>• Change is introduced according to agreed change management process (Foci, 3)</li></ul>
<p>Refine the performance management model to incorporate negotiated targets, aligned with identified priorities to provide effective performance and practice feedback (PSR, 2025).</p>	<ul style="list-style-type: none"><li>• Performance development processes support staff growth, providing continuous feedback for professional development (Foci, 4, 7)</li></ul>
<p>Continue to implement the Talk for Writing roadmap to guide consistent, whole-school writing instruction extending to a peer coaching model (PSR, 2025).</p>	<ul style="list-style-type: none"><li>• Preview, update and embed the whole-school teaching and learning document to reflect current practices (Foci, 2)</li></ul>

# LEARNING ENVIRONMENT

## DOMAIN OVERVIEW

Schools strive to establish a safe, positive, supportive learning environment for students and staff. They create programs to address student attendance, behaviour, engagement and retention and implement strategies to support all students, particularly those at educational risk.

What we will do	What you will see
<p>Use well-being survey to inform and develop a consistent student well-being approach and embed this school wide (PSR, 2025).</p> <p>Develop and establish a clear, whole-school attendance policy to promote consistent attendance, support student engagement and address barriers to regular participation (PSR, 2025).</p> <p>Develop and establish a clear, whole-school attendance policy to promote consistent attendance, support student engagement and address barriers to regular participation (PSR, 2025).</p>	<ul style="list-style-type: none"> <li>• Students and staff using respectful and responsible language and actions (Foci, 1, 2)</li> <li>• Create a culture of restorative practice (Foci, 1, 2, 3)</li> <li>• Student Wellbeing Officer program to be responsive to the current needs of our students (Foci, 1, 3, 4)</li> <li>• Fair and consistent behaviour management with equitable, visible, whole school approaches (Foci, 1, 2)</li> <li>• Fair and consistent attendance management with equitable, visible, whole school approaches (Foci, 1, 2)</li> </ul>
<p>Build school-wide culturally responsive practices through prioritising actions, resourcing and embedding implementation of the Aboriginal Cultural Standards Framework (PSR, 2025).</p> <p>Provide a culturally inclusive environment</p>	<ul style="list-style-type: none"> <li>• Continue to implement the Aboriginal Cultural and Standards Framework, and develop a Reconciliation Action Plan (Foci, 1, 2, 5).</li> <li>• They build on the strengths of Aboriginal students and create culturally safe environments to engage them in their learning (Foci, 1, 2, 5, 6)</li> <li>• Whole school and year level planning recognises cultural diversity of our school in the school environment (Foci, 1)</li> </ul>
<p>Use Progressive Achievement well-being survey to inform and develop a consistent student well-being approach and embed this school wide (PSR, 2025).</p> <p>Strengthen mental health and well-being programs for staff, students, and families through targeted initiatives and support services (PSR, 2025).</p> <p>Develop a staff wellbeing framework with opportunities for staff consultation and input (PSR, 2025).</p>	<ul style="list-style-type: none"> <li>• Participation in special event days which acknowledge positive health and well-being practices (Foci, 1, 2, 3, 5)</li> <li>• Socially inclusive, extra-curricular activities at lunch time to engage students (Foci, 1, 2, 5, 6)</li> <li>• A whole school mental health and well-being program to support positive behaviour (Foci, 2, 3, 4)</li> <li>• Roll out Zones of Regulations and Friendly Schools programs that strengthen student resilience (Foci, 1, 2, 3)</li> </ul>
<p>Provide an engaging physical environment for our students</p>	<ul style="list-style-type: none"> <li>• Develop a 1-year grounds plan and committee, which includes student representation (Foci, 6)</li> </ul>

# TEACHING QUALITY

## DOMAIN OVERVIEW

Schools invest significantly in creating and sustaining the conditions under which quality teaching can prosper. Research shows that quality teaching, above all other influences, is the most important factor in supporting student achievement. An ethos of shared ownership for the success of all students defines schools where quality teaching is evident.

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# SCHOOL BOARD AGENDA: 2026-2028

MEETING		REPORT	MEETING		REPORT
		2026			2027
Term 1		<ul style="list-style-type: none"> <li>2026 Budget Review</li> <li>School Business Plan</li> <li>2026 Annual report</li> </ul>	Term 3		<ul style="list-style-type: none"> <li>Semester 1 Attendance Data</li> <li>Semester 1 Whole-School Data Review</li> </ul>
Term 2		<ul style="list-style-type: none"> <li>Workforce Plan update</li> <li>Board Self-Reflection from the previous Year</li> <li>School self-assessment schedule</li> </ul>	Term 4		<ul style="list-style-type: none"> <li>2027 NAPLAN Review</li> <li>Board Self Review</li> </ul>
Term 3		<ul style="list-style-type: none"> <li>Leadership Review</li> <li>Parent Surveys</li> <li>Branding/Marketing</li> <li>Policy Review</li> <li>Curriculum Focus</li> </ul>	<b>2028</b>		
Term 4		<ul style="list-style-type: none"> <li>Semester 1 Attendance Data</li> <li>Semester 1 Whole-School Data Review</li> <li>2026 NAPLAN Review</li> <li>Board Self Review</li> </ul>	Term 1		<ul style="list-style-type: none"> <li>2028 Budget Review</li> <li>2028 Annual report</li> <li>Workforce Plan update</li> <li>Board Self-Reflection from the previous Year</li> <li>School self-assessment schedule</li> </ul>
Term 1		<ul style="list-style-type: none"> <li>Proposed 2027 Budget</li> <li>Proposed Student Fees &amp; Charges</li> <li>Report on Performance against School Business Plan Targets</li> <li>Review the Delivery &amp; Performance Agreement progress</li> </ul>	Term 2		<ul style="list-style-type: none"> <li>Leadership Review</li> <li>Parent Surveys</li> <li>Branding/Marketing</li> <li>Policy Review</li> <li>Curriculum Focus</li> <li>Board Self Review</li> </ul>
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# ***HILTON PRIMARY SCHOOL***

## **Staff Improvement Framework**

### **Created**

*February 2026*

### **Review**

*December 2028*