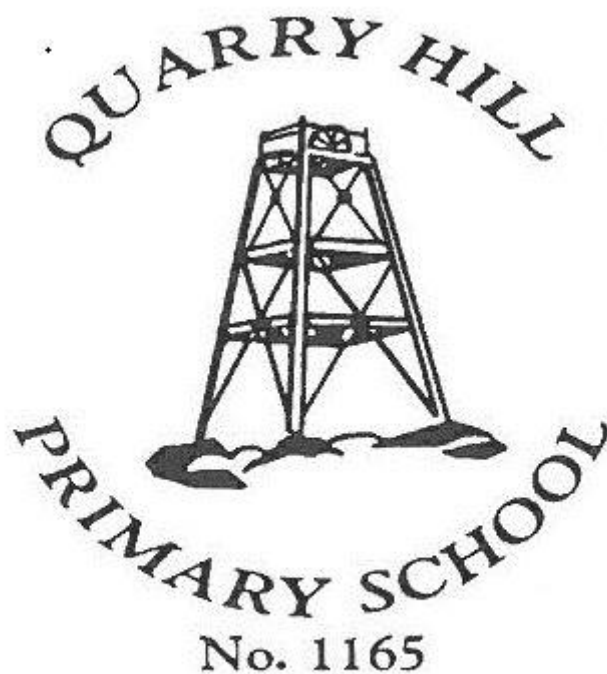


School Strategic Plan 2022-2026

Quarry Hill Primary School (1165)



Submitted for review by Jo Menzel (School Principal) on 05 October, 2022 at 02:47 PM

Endorsed by Damien Jenkyn (Senior Education Improvement Leader) on 05 October, 2022 at 02:48 PM

Awaiting endorsement by School Council President

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School vision	Vision Statement: 'QHPS students are empowered to be engaged learners. Our community fosters a culture of respect and belonging.'
School values	<p>Values</p> <p>1. Kind</p> <ul style="list-style-type: none">• I understand that everyone is different• I co-operate• I respect myself, others and the environment• I am community minded• I belong <p>2. Curious</p> <ul style="list-style-type: none">• I am a learner• I seek knowledge• I ask questions• I explore and wonder• I create <p>3. Brave</p> <ul style="list-style-type: none">• I am honest• I am independent• I have high expectations• I am resilient• I am open to feedback
Context challenges	<p>Our school is still significantly impacted by the COVID-19 pandemic. We are currently in the third year of disruption, and as such, not all aspects of our previous School Strategic Plan were covered. Some of the work that was identified in the previous plan remains relevant.</p> <p>Work has begun on improving the consistency of teaching practice in Mathematics. Focus on the essential learning and assessment</p>

	<p>practices is still a work in progress as this work is not yet embedded within teams and across year levels.</p> <p>The key challenges identified through the school review fieldwork include ensuring that we are catering for, and focusing on, improving extension processes and strategies for our students working above expected level.</p> <p>Our focus needs to remain on enhancing student voice in all areas from academic to social emotional situations. Students are not consistently setting high expectations for their own learning, indicating a need for a focus on goal setting and feedback. The overall low data for the male student cohort presents further work and research opportunities to ensure that boys learning styles are being met, they feel challenged or supported in their learning and they are developing voice and agency in their daily work.</p>
Intent, rationale and focus	<p>Quarry Hill Primary School is trying to:</p> <ul style="list-style-type: none"> • Continue to improve literacy and numeracy strategies for all students with a focus on value adding for students that are already achieving at or above expected level. We are aiming to improve teachers' capacity to differentiate learning for all students using evidence-based teaching strategies. <p>This is important because our Year 3 NAPLAN data consistently indicates that we have a number of high performing students (which is to be celebrated), however, our NAPLAN data also indicates that we do not sufficiently value add for these students between Year 3 and Year 5.</p> <p>Over the course of our new Strategic Plan, we are prioritising:</p> <ul style="list-style-type: none"> • Implementing instructional models that better meet the direction of the work that we are undertaking in literacy and numeracy. This will include ensuring all teachers have a pedagogical understanding of the components of the instructional models. • Continuing to build teacher capacity to implement whole school differentiated approaches to teaching and learning. • Through the PLC structure, build the capacity of all staff to use evidence based targeted teaching across the school. • Student leadership, voice, and agency

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Goal 1	Improve the health and wellbeing all students.
Target 1.1	<p>By 2026, the percentage of Year 4-6 students reporting positive endorsement to the student Attitudes to School Survey (AtoSS) measures will increase in:</p> <ul style="list-style-type: none"> • the Social Engagement domain: Sense of inclusion from 87% in 2021 to 89% • the Teacher-Student relations domain: Teacher concern from 74% in 2021 to 76% <p>By 2025, the percentage of Year 6 students reporting positive endorsement to the student Attitudes to School Survey (AtSS) measures will increase:</p> <ul style="list-style-type: none"> • In the Social Engagement domain: Sense of connectedness from 72% in 2021 to 75%.
Target 1.2	<p>By 2026, the percentage of parents reporting positive endorsement to the Parent Opinion Survey measures will increase in the Parent Community Engagement domain:</p> <ul style="list-style-type: none"> • Parent participation and involvement from 55% in 2021 to 75% • School communication from 79% in 2021 to 81%
Target 1.3	<p>By 2026, the percentage of staff reporting positive endorsement to the School Staff Survey measures will increase in:</p> <ul style="list-style-type: none"> • the School Climate module: Trust in students and parents from 78% in 2021 to 80%

Target 1.4	By 2026 the percentage of students (P-6) with 20 or more days absent will decrease from 23% in 2021 to 21%.
Key Improvement Strategy 1.a Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Develop and embed a multi-tiered response to the needs of all students.
Key Improvement Strategy 1.b Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Review partnerships with parents, carers, local health care providers and the wider community.
Goal 2	To optimise the learning growth of all students in Literacy and Numeracy
Target 2.1	<p>By 2026, the percentage of Year 5 students assessed in the top two NAPLAN bands will increase in Numeracy from 35% in 2021 to 38%</p> <p>By 2026, the percentage of Year 5 students assessed as maintaining Top Two Bands for Writing to increase from 54% in 2021 to 60%</p>
Target 2.2	<p>By 2026, the percentage of Year 5 students assessed as meeting or above NAPLAN benchmark growth will increase in:</p> <ul style="list-style-type: none"> • Reading from 27% in 2021 to 29%

	<ul style="list-style-type: none"> • Numeracy from 10% in 2021 to 20%
Target 2.3	<p>By 2025, the percentage of F-6 students assessed against the Victorian Curriculum (VC) levels F-10 as being at or above age expected levels will increase in:</p> <ul style="list-style-type: none"> • Reading and Viewing from 78% in 2021 to 86% • Writing from 77% in 2021 to 81% • Number and Algebra from 78% in 2021 to 85%
Target 2.4	<p>By 2026, the percentage of Year 4-6 students reporting positive endorsement to the student Attitudes to School Survey (AtoSS) measures will increase in:</p> <ul style="list-style-type: none"> • the effective teaching practice for cognitive behaviour domain: Differentiated learning challenge from 81% in 2021 to 86%. • the Social Engagement domain: Student voice and agency from 63% in 2021 to 67%.
Target 2.5	<p>By 2026, the percentage of staff reporting positive endorsement to the School Staff Survey measures will increase in:</p> <ul style="list-style-type: none"> • the School Climate module: Academic emphasis from 65% in 2021 to 71%.
Key Improvement Strategy 2.a Documented teaching and learning program based on the Victorian Curriculum	Develop and embed a whole-school approach to the teaching of Numeracy

and senior secondary pathways, incorporating extra-curricula programs	
Key Improvement Strategy 2.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Strengthen the whole-school approach to Literacy
Key Improvement Strategy 2.c Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Define and embed a whole-school approach to student voice.