

Hocking Primary School

Strategic Plan
2023 - 2025





2023 – 2025 Strategic Plan

This strategic plan references and seeks to implement the *Department of Education Strategic directions for public school 2020 – 2024*, the *'Building on strength, future directions for the Western Australian public school system'* rational. *"Every Student, every classroom, every day"* is the foundation of the intent of the plan.

The plan outlines an overview of strategic intent of the school towards quality improvement strategies within academic and non-academic areas. It has been informed by school performance data; student, staff and community feedback and findings from the Independent Public School Review. The plan forms part of a selection of documentation including annual Operational Plans, Learning Area Plans, Annual Report, Workforce Plan and the Statement of expectation 2021-2024.

Acknowledgement of Country

We acknowledge that Hocking Primary School is on Whadjuk Noongar land and, as the traditional custodians of the land on which we live and learn, we recognise their continuing connection to land, water and community. We pay respect and acknowledge Elders past, present and emerging.

Our Vision

As a learning community we aim to embrace our motto '**Honour, Persist, Succeed**'. We will pursue the **Honour** of respect, the virtue of **Persistence** and develop resilience as lifelong learners to **Succeed**.

Our Why

To provide every child with opportunities to learn so that they can grow to be independent, lifelong learners. *"Opportunities to learn for everyone."*

Our Strategic Priorities

Teaching Quality

Learning Environment

Relationships and Partnerships

Leadership

Our School

Hocking Primary School (HPS) is an Independent Public School, established in 2008 and has developed a strong culture of collaboration with all stakeholders and is highly regarded in the community. Student achievement and progress is supported by a positive, safe learning environment with a strong focus on Values Education and the use of technology as a tool for learning. Curriculum delivery is informed by the Australian Curriculum and supported by the Department of Education initiatives and resources. The school strives to provide opportunities to learn that are challenging, engaging, meaningful, respectful and empowering. HPS is a member of the Wanneroo Education Network. This network is comprised of neighbouring primary and secondary schools and facilitates professional learning events to support and guide curriculum and staff development.



Student Voice

If Hocking Primary School was working at 10/10, what will we see, hear and feel? – Summary

Relationships

Looks like:

- Close
 - Happy
 - people look like
- They're enjoying themselves.

Sounds like:

- laughter
- nice communication

Feels like:

- Feels nice
- reassuring
- calm and peaceful
- heard and understood
- wanting to be around

Learning Environment

Looks like:

- Students working peacefully
- Heads down working
- Students focused

Sounds like:

- Appropriate volume
- playful
- helpful
- quiet

Feels like:

- Welcoming
- Safe
- Opinion Sharing Value
- Changing
- Challenging

Leadership

Looks like:

- Role models and leading by example
- Expectations
- Older students encouraging the younger ones to follow the examples.
- Helping other people

Sounds like:

- People discussing and agreeing on things that will improve the school
- Showing school values
- Supportive

Feels like:

- Students feeling successful
- Persistent
- Like students feedback and suggestions are considered
- Feel heard

Teaching Quality

Looks like:

- Understand how they teach.
- Staff working together, to give students the best possibility to work to a high standard.
- Students getting the help they need.
- Student are enjoying school.
- Students working in different ways.

Sounds like:

- Teacher talking to students.
- Clear understanding.
- Asking questions.

Feels like:

- Creative hands on, learning activities and everyone takes part in everything.
- Feel confident
- Feels like you're doing a good job.
- Feels like you know what you're doing.

Teaching Quality

Our intent is to drive a culture that provides an opportunity for everyone to learn with high expectations. Effective teaching practice is understood and is consistently applied to deliver the curriculum for all students. Teacher performance and development aligns with the AITSL Australian Professional Standards for Teachers. Teachers use assessment data to plan all learning and differentiate teaching based on individual student needs. Assessment and reporting to parents is moderated to ensure consistency and alignment to Achievement Standards.

What we aim to achieve

- Match or exceed like schools in NAPLAN achievement
- Maintain or improve performance in year level ACER Progressive Achievement Tests (PAT) over each 12-month period (or achieve above the National Mean)
- Match or exceed like school's average progress in On-Entry assessments in Pre-primary
- All staff use whole school approaches as per Operational Plans and engage in peer observations

What we will do

- ✓ Full implementation of the school wide spelling program at a whole school level.
- ✓ Develop a whole school mathematical approach.
- ✓ Further development and implementation of a HPS peer observation process that will support consistency and best practice in classrooms.
- ✓ Develop and embed Daily Reviews.
- ✓ Access the Department's Quality Teaching Strategy to guide our teaching quality priorities.
- ✓ Track implementation of whole school approaches via Performance and Development

What you will see

- ✓ Full implementation of the school wide spelling program at a whole school level
- ✓ Continued collaboration and response to student data
- ✓ Staff promoting high expectations for all students
- ✓ Staff with a strong understanding of the students' needs



Learning Environment

Our focus is to facilitate a safe, orderly, culturally responsive and inclusive learning environment. One that promotes a caring, collaborative culture with high trust between staff, students, and parents. Flexible learning where student voice, collaboration, innovation, technology and high levels of student engagement and wellbeing is valued and reinforced. Our BRAVE values drive engagement with each other, our community, and the outside world.

What we aim to achieve

- Documented evidence of SAER planning, implementation and review
- Evidence of avenues of student voice and leadership opportunities
- Implementation of a student wellbeing tool to inform future direction
- Evidence of staff wellbeing initiatives
- Placement of Identified EAL/D students on Progress Maps

What we will do

- ✓ Refine and embed our Students at Educational Risk (SAER), referral, recording and monitoring processes
- ✓ Promote and value the students' voice
- ✓ Provide highly engaging learning activities that motivate students
- ✓ Support the wellbeing of students and staff

What you will see

- ✓ Student voice and feedback sought
- ✓ Effective use of resources that align with operational plans
- ✓ Initiatives and resources implemented to support the health and wellbeing of all students and staff
- ✓ Increasing knowledge of EAL/D students to better support their needs
- ✓ Documented evidence to identify, plan, monitor and support students at educational risk



Leadership

Our leadership is inclusive and promotes the sharing of our vision and school-wide direction. Change is managed strategically, supported by quality professional learning, performance and development systems. Curriculum leadership is distributed. High expectations, standards and accountability is supported through transparency, clear lines of communication and effective whole-school planning. Student voice is valued.

What we aim to achieve

- Evidence of effective distributed leadership roles for students and staff
- Increase the average rating on the National School Opinion Survey, for staff, for the response 'this school is well led'
- Create a Professional Learning operational plan to strategically support development of leaders across the school

What we will do

- ✓ Use the WA Future Leaders Framework to identify and develop leaders throughout the school
- ✓ Build on students' voice
- ✓ Implement the Department's performance management resources to develop the capacity of our staff
- ✓ Develop targeted programs providing opportunities for senior students to become effective leaders of the school

What you will see

- ✓ Leadership opportunities across the school
- ✓ A collaborative, engaged and supportive leadership team
- ✓ Teachers sharing knowledge and skills to build the capacity of others
- ✓ Student leaders contributing to school decisions



Relationships and Partnerships

Our resolve is to actively seek ways to enhance student learning and wellbeing by forging strong relationships and partnerships between staff, students and families. Families are recognised as integral members of the school community and partners in their children's education. Communication that is open and transparent will drive these relationships and the collaboration needed to provide learning opportunities for everyone.

What we aim to achieve

- Positive biennial Student, Staff and Parent National School Opinion Survey (NSOS) data that is analysed with actions planned and implemented to celebrate positive aspects and address areas of concern
- Positive School Culture survey data that is analysed with actions planned and implemented to celebrate positive aspects and address areas of concern
- Evidence promoting profile of the School Board
- Demonstrated culturally responsive practices and engagement with Aboriginal families and community
- A comprehensive restorative approach to behaviour that is documented, implemented, reviewed and communicated

What we will do

- ✓ Continue to build strong relationships with Aboriginal community members and leaders
- ✓ Prioritise the promotion of the School Board
- ✓ Increase the effectiveness of our communication with the community
- ✓ Gather staff, parent and student feedback to inform school direction and priorities
- ✓ Embed a restorative approach to support students in developing their self-regulation skill

What you will see

- ✓ The school's learning environment and community engagement reflect culturally responsive practices
- ✓ Clear and timely communication from teachers to parents about their learning programs and plans to support their children
- ✓ Opportunities for families to be involved in the education of their children through volunteer work and engaging in parent information sessions
- ✓ Opportunity for parent feedback





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