

School Strategic Plan 2020-2024

Hopetoun P-12 College (8904)



HOPETOUN
P-12 COLLEGE

Submitted for review by Graeme Holmes (School Principal) on 19 March, 2021 at 12:46 PM

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School Strategic Plan - 2020-2024

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School vision	Hopetoun P-12 College strives to meet the individual needs of all students. The College promotes high expectations, accountability and feedback to produce responsible, respectful and collaborative citizens in a changing society.
School values	<p>Our Values</p> <ul style="list-style-type: none">• Respect - we show compassion for the feelings, abilities and rights of others and ourselves.• Responsibility – we manage our own behaviour to achieve our goals.• Teamwork – we work together to help everyone achieve their goals. <p>These core values underpin all we do within and across our College. We use these values to ground our decision making to develop and implement our policies and to deliver our day-to-day teaching and learning program. They form the basis of our interaction with students, amongst staff and with the broader community. These core values also underpin student management and student wellbeing as well as all aspects of our leadership and school management. They help to provide the direction and purpose for our College.</p>
Context challenges	<p>Current Context</p> <p>Hopetoun P-12 College is situated in the rural community of Yarriambiack Shire, approximately 385 kilometres to the North West of Melbourne. The College was formed in 2012 through the amalgamation of Hopetoun Primary School and Hopetoun Secondary College. The school grounds include an indoor basketball stadium, outdoor shade areas, an adventure playground, sand pit and cubby house. The grounds also include a sheep feedlot and an orchard developed and run by the school's Victorian Certificate of Applied Learning (VCAL) students.</p> <p>The main building is a typical 1960s with science classrooms, food technology and general-purpose rooms. Further buildings include a Technical Trade Centre (TTC) building used for metalwork, a music room, library, art rooms and detached sheds used for a range of purposes.</p> <p>Enrolments are approximately 77 students. Over the past four years, enrolments have remained consistent. The Student Family Occupation (SFO) category is 0.5 and our SFOE is 0.49 (2021). The staffing profile of Hopetoun P-12 College includes 15 EFT (Equivalent Full Time) teachers, including a Principal and five Leading Teachers (a substantive, an acting Learning specialist and three acting part-time Leading Teachers) supported by six EFT Education Support Staff, including learning support, wellbeing support, administration, a gardener, a canteen manager and cleaner.</p>

	<p>Hopetoun P-12 College provides a Foundation to Year 10 program through the Victorian Curriculum and a Year 10 to 12 program through the Victorian Certificate of Education (VCE), the Victorian Certificate of Applied Learning (VCAL) and access to Victorian Education and Training (VET).</p> <p>Students have access to the Wimmera Virtual School, and the Southern Mallee Cluster VET and VCAL provision enabling students to access more options.</p> <p>Key Challenges for 2021-2024</p> <p>A challenge we have is in the FISO dimension of Evaluating Impact on Learning. Specifically we need to:</p> <ol style="list-style-type: none"> 1. Align the school curriculum and assessment tools and processes. We need to focus on ensuring the planning and assessment are consistent with content descriptors and elaborations to direct differentiated student learning and assessment. 2. Although data sets are used and some triangulation occurs to assess learning growth, our challenge is to use data driven differentiation of teaching and learning to raise the level of challenge and expectations across the College. 3. Another component of evaluating impact is to develop a systematic and agreed approach to track the impact of programs, initiatives and chosen strategies and embed this into curriculum planning cycles. This then enables us to align professional learning needs and whole school approaches to teaching and learning with the successes and shortcomings of programs and initiatives. <p>Considerable progress has been made on developing and embedding school-wide approaches to teaching and learning, notably the development of the Hopetoun P-12 College's Instructional Model and a focus on the HITS. The challenge is to continue the emphasis on Building Practice Excellence with the intent of enabling students to progress at least one year's learning for one year of schooling.</p> <p>Hopetoun P-12 College has had a few years of relative stability in leadership and a flatter leadership structure has been developed but, with a number of people in acting positions a challenge will be to rebuild the leadership team and focus on Instructional and Shared Leadership.</p>
<p>Intent, rationale and focus</p>	<p>[1] To improve literacy and numeracy outcomes for all students.</p> <p>An analysis of the school's NAPLAN and school-based assessment identified some students were making less than expected learning growth at Hopetoun P-12 College. The school has focused efforts to enhance teacher collaboration and consistency of teaching approaches throughout the previous SSP. This has been supported by both external and internal professional learning and a distributive leadership approach.</p> <p>The school developed and implemented a four phased curriculum design model, an instructional model and enhanced staff</p>

collaboration throughout the SSP period.
We now need to focus on further developing a culture of data collection, analysis and evaluation of student learning growth over time, consistency of curriculum planning and delivery that is focused on student need and a targeted approach to student goal setting enabled by a culture of high expectations and learner agency. An additional focus is on embedding these practices and processes to minimise the impact of staff and or leadership change.
In order to achieve this, the focus will be on the FISO priorities of curriculum planning and assessment and building practice excellence.
Strategies will include embedding a whole-school guaranteed and viable curriculum, developing and implementing a whole school approach to student goal setting based on high expectations, high aspirations and student agency, and implementing an inquiry cycle to build collaboration and practice excellence.

[2] To improve the engagement of all students in their learning
Hopetoun P – 12 College has established a positive climate for learning through the previous SSP. Through focus groups staff, students and families displayed pride in their school and valued positive relationships between teachers, parents/carers/kin and students.

For this School Strategic Plan, the focus will be on an explicit approach to student engagement in their learning outcomes so students reach their full potential.
In order to achieve this goal the FISO priorities will be, setting expectations and promoting inclusion, empowering students and building school pride, promoting parents and carers as partners and a focus on health and wellbeing.
Strategies will include developing a culture of high expectations and excellence, developing, documenting and implementing a whole school strategy to improve student voice, strengthening school engagement with the parents and community and embedding a consistent wellbeing strategy across the school that improves engagement of students in their learning.

Over the next four years the focus initially will be on implementing high-impact strategies and actions such as intervention programs based on MYLNS, Tutoring and proven intervention such as Quicksmart. Develop inquiry cycles to improve practice and strengthen relationships and input by external providers to support student wellbeing and learning. As these become embedded, the focus will shift to data-informed actions designed to implement and consolidate the strategies for improving student learning outcomes.

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<p>Goal 1</p>	<p>To improve literacy and numeracy outcomes for all students.</p>
<p>Target 1.1</p>	<p>NAPLAN – Benchmark growth By 2024, the percentage of students meeting or above NAPLAN benchmark growth in the two-year moving average will increase;</p> <ul style="list-style-type: none"> • Year 5 Reading from 93.3 (2019) to 95 • Year 7 Reading from 61.2 (2019) to 80 • Year 9 Reading from 69.4 (2019) to 85 • Year 5 Writing from 80.0 (2019) to 95 • Year 7 Writing from 84.9 (2019) to 95 • Year 9 Writing from 72.2 (2019) to 85 • Year 5 Numeracy from 86.7 (2019) to 95 • Year 7 Numeracy from 74.6 (2019) to 85 • Year 9 Numeracy from 69.4 (2019) to 85.
<p>Target 1.2</p>	<p>VCE - Mean study score By 2024, increase the VCE School – Study Score Mean from 21.05 (2019) to 29 (28.82 State – Study Score Mean 2019)</p> <ul style="list-style-type: none"> • VCE English Mean study score from 18.75 (2019) to 29 • VCE Further Mathematics from 32 for > 5 students (2019) [26.50 (2018)] to 29
<p>Target 1.3</p>	<p>VCAL - Completion</p>

	Throughout the 2021 - 2024 maintain the VCAL completion rate of 90 percent (2019) or greater.
Key Improvement Strategy 1.a Curriculum planning and assessment	Embed a whole school guaranteed and viable curriculum
Key Improvement Strategy 1.b Curriculum planning and assessment	Develop and implement a whole school approach to student goals setting that empowers high expectation, high aspirations and student agency
Key Improvement Strategy 1.c Building practice excellence	Implement an inquiry cycle to further build practice excellence and collaboration
Goal 2	To improve the engagement of all students in their learning.
Target 2.1	Attendance By 2024, reduce unapproved absences from an average of 10.5 days (2019) to an average of 5 days.
Target 2.2	Attitudes to School Survey (AToSS) By 2024, the positive percentage endorsement rate will improve in the Attitudes to School Survey factors <ul style="list-style-type: none"> • Sense of connectedness from 47 (2019) to 65 • Student Voice and Agency from 58 (2019) to 65 • Motivation and interest from 61 (2019) to 70 • Self-regulation and goal setting from 67 (2019) to 70 • Differentiated learning challenge from 72 (2019) to 80.

<p>Target 2.3</p>	<p>Staff Opinion Survey (POS) By 2024, the positive percentage endorsement rate will improve in the Staff Opinion Survey factors;</p> <ul style="list-style-type: none"> • Academic emphasis from 74 (2019) to 80 • Collective efficacy from 85 (2019) to 90 • Trust in students and parents from 78 (2019) to 85 • Guaranteed and viable curriculum from 88 (2019) to 95.
<p>Target 2.4</p>	<p>Parent Opinion Survey (POS) By 2024, the positive percentage endorsement rate will improve in the Parent Opinion Survey factors;</p> <ul style="list-style-type: none"> • Student connectedness from 80 (2019) to 90 • High expectations for success 80 (2019) to 90 • Student motivation and support 60 (2019) to 75.
<p>Key Improvement Strategy 2.a Setting expectations and promoting inclusion</p>	<p>Develop a culture of high expectations and excellence through the school community</p>
<p>Key Improvement Strategy 2.b Empowering students and building school pride</p>	<p>Develop, document and implement a whole school strategy to improve student voice, learner agency and student leadership</p>
<p>Key Improvement Strategy 2.c Parents and carers as partners</p>	<p>Strengthen the school engagement with parents and the wider community to improve student learning outcomes</p>
<p>Key Improvement Strategy 2.d Health and wellbeing</p>	<p>Embed a consistent wellbeing strategy across the school that improves the engagement of all students in their learning</p>

