

## RELATIONSHIPS

- Allow students to collaborate in the success of learning through student voice
- Targeted intervention for students with indicated, moderate and severe attendance risks
- Foster behaviours that contribute to a healthy lifestyle across the whole of the school community
- All teaching and support staff engages in active collaboration with the intent of raising student expectations, progress and achievement
- Share and develop expertise through collaborative meetings, mentoring and coaching
- Continue to link with Next Learning to further develop ICT pedagogy
- Enhance collaborative relationships with the HPS community, agencies, industry, and business to cater for diverse student needs
- Promote a diverse social context to provide opportunities for increased personal and social growth
- Increase the promotion of the school and communication with stakeholders through multiple multi-media formats

## TEACHING

- Students are clear about what they are learning and how they know when they are successful through:
  - Learning Intentions and Success Criteria
  - High quality feedback
  - Goal setting
- Embed Visible Learning practices through all teaching and learning
- Curriculum is differentiated to ensure learning is personalised, inclusive and engaging and includes a balance of student-led and direct instruction
- Continue to understand, teach and embed Positive Education through the PERMA model and Character Strengths
- Use the Thinking Actively in a Social Context (TASC) Wheel to foster:
  - Personalised learning
  - Problem solving, creativity and higher order thinking
  - Interacting and working seamlessly with others
  - Communicating in multi-media formats
  - Identifying, using and enhancing Character Strengths
  - Engaging in real world learning
  - Knowledge acquisition, knowledge deepening and knowledge creation
- Enhance whole school approach to 123 Magic and restorative practices
- Continue to establish innovative learning spaces to enhance student engagement and collaboration
- Focus on reporting individual student progress, as well as achievement, to parents and caregivers

## LEADERSHIP

- Continue to develop student ICT leadership in:
  - ICT
  - Year 6
- Build staff capacity and leadership in Mathematics
- Use the GROWTH coaching conversation framework to enhance staff success and wellbeing
- All teaching and support staff to engage in active collaboration with the intent of raising student expectations, progress and achievement
- Enhance whole school approach to 123 Magic and restorative practices
- Use collaborative leadership to undertake self-assessment that results in judgements about the standards of student achievement and the effectiveness of school processes in maximising student achievement
- Continue to establish innovative learning spaces to enhance student engagement and collaboration
- Focus on reporting individual student progress, as well as achievement, to parents and caregivers
- Promote intentional teaching and leadership to develop skill, competency and application of technologies across all year levels and learning areas
- Build capacity in school Corporate Services

# Business Plan

## 2019 - 2021



# Targets

Student achievement to be at or above like schools in all NAPLAN areas

On-Entry data to be comparable to state distributions

Improved level of intervention for students achieving significantly below expected level

National Parent Opinion Survey indicates 90% or above satisfaction rating in the area of:  
- My child's learning needs are being met

Students show progress along the Personal and Social Capabilities Continuum

Students demonstrate knowledge of personal Character Strengths

Students demonstrate increased knowledge of personal practices that promote well-being

Increase regular attendance rate

National Student Opinion Survey indicates an increasing level of satisfaction in the areas of:  
- Safety at school  
- I like being at school

National Parent Opinion Survey indicates 90% or above satisfaction rating each year in the areas of:  
- Safety at school  
- Student Behaviour is well managed  
- The school has strong relationships with the school community

National Staff Opinion Survey indicates increasing satisfaction rating in the area of:  
- Staff are well supported at school

Personalised Learning

Higher Order Thinking

Positive Education

Visible Learning

ICT Capabilities

Students show progress along the ICT Capabilities Continuum

Students show progress in their knowledge, skills and collaboration to analyse and creatively respond to digital challenges

Increased student access to and use of a variety of learning technologies

Students show progress along the Critical and Creative Thinking Continuum

National Student Opinion Survey indicates an increased level of satisfaction in the areas of:  
- Teachers motivate me to learn  
- My school gives me opportunities to do interesting things

Increase student opportunities in Early Childhood to investigate critically and creatively through play based learning

Students show an effect size of 0.6 or greater in core learning areas

Students demonstrate an increased responsibility for learning

National Student Opinion Survey (Years 5 and 6) indicates an increased level of satisfaction in the areas of:  
- Teachers expect me to do my best  
- Teachers provide me with useful feedback

National Parent Opinion Survey indicates a 90% or above satisfaction rating in the area of:  
- Teachers expect my child to do their best

National National Staff Opinion Survey indicates an increasing satisfaction rating in the area of:  
- I get useful feedback about my work