



# Hallam Valley Primary School 4407 School Strategic Plan 2007 -2010



<b>Endorsement by School Principal</b>	SIGNED..... NAME...Debbie PejkoVIC DATE.....
<b>Endorsement by School Council</b>	SIGNED..... NAME Angelo Herft DATE..... School Council President signs indicating that the School Strategic Plan has been endorsed by School Council
<b>Endorsement by Regional Director (or nominee)</b>	SIGNED..... NAME Peter Greenwell DATE.....

# School Profile

<b>Purpose</b>	<b>Vision</b> “Hallam Valley Primary School is a community that values independent, lifelong learning and encourages excellence in each individual” <b>Purpose Statement</b> At Hallam Valley Primary School we aim to develop socially competent learners who are motivated to learn and who strive to achieve their best. Learning is designed to develop knowledge and skills for life.
<b>Values</b>	At Hallam Valley Primary School we recognise that people are its most valued resource. Our aim is to ensure that the school is a place where the community is valued and where individuals can develop trusting relationships. Our core values are: <b>Care</b> – Caring for self and others, be friendly, considerate and kind. <b>Honesty</b> – Being honest, sincere and true to yourself and others. <b>Respect</b> – Treating others with consideration and regard. Respecting another person’s point of view. <b>Teamwork</b> - Co-operating, empathising and helping others to achieve goals and your personal best. <b>Responsibility</b> – Being accountable for your own actions, resolving your problems calmly, fairly and sensibly, contributing to the school and society and taking care of the environment.

<p><b>Environmental Context</b></p>	<p><b>Social – Community and Demographics.</b></p> <p>Hallam Valley Primary School is located on Fleetwood Drive, Narre Warren. The school has celebrated its twelfth year on this site in 2007. Changes to the demographics of the area and the opening of new primary schools have led to a decline from 830 students to enrolments of 480 students in 2007. The school enrolment is expected to settle over the next few years at around 400 with Prep enrolments between 50 and 60 students.</p> <p>There is a mixed social demographic in the school with 35% receiving EMA. The majority of students are from an English speaking background although increasing numbers of students are enrolling from the Middle East, Asia and the Pacific regions. The school's ethnic mix is becoming more diverse.</p> <p>The school community participation is growing with parents offering their expertise and support for a wide range of projects including classroom help, fund raising, student banking, working bees, performances, excursions and the educational programs. We value and encourage this support as we believe that this enhances the school's capacity to provide a richer educational environment that positively impacts on the lives of our students. Effective communication and cooperation between students, staff, parents and the wider community is of vital importance.</p> <p><b>Environment – Grounds and Facilities.</b></p> <p>The school is situated on a 4 hectare site with external facilities including three playgrounds, two sand pits, a soccer oval and two basket ball courts. The Federal Government Investing in Schools grant has enabled us to further develop the grounds. The oval has been upgraded with new drainage and surfacing with drought tolerant grass, a rubberised imaginative play area has been installed and shade structures have been erected over two of the playgrounds. These projects have greatly added to the physical environment of the school</p> <p>Students have been actively involved in developing the gardens, weeding and mulching. The grade six students have drawn up plans to build a vegetable garden; they have costed the project and are running a working bee to complete this project. The school is lucky to have a volunteer who assists the students with gardening projects and facilitates the care of our animals. These environment projects have seen the classroom projects move into wider school environment.</p> <p>During the past twelve years the school council along with assistance from region has actively sort to provide the best possible facilities for our students. Two classrooms have been added the existing fourteen classrooms, during construction a mod five building was built in to join the new classrooms to provide and excellent learning centre for the students.</p> <p>A before and after school care building has been built, providing an excellent facility for both before and after care as well as the LAAF program. LAAF has proven to be a very successful program for our community members, providing a playgroup for 0-5 year olds.</p> <p>The gymnasium has been extended to provide a performance area, a stage has been added to both the Gym and the music room as well as a storage facility runs along the gym providing a space for parents to meet as well as storage for costumes and back drops. This facility has allowed assemblies to be of a higher quality, performing arts to have a higher profile and allows the students to organise lunchtime programs such as "Hallam Valley has Talent".</p>
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**Staffing.**

Throughout the period of decline staffing has changed markedly. In the growth years there was a constant need for employing and inducting new staff as well as the requirement to change the staffing profile to support the school size. In more recent years the student population has settled and consequently so has the staff. Each year the staff engage in ongoing knowledge and support in relation to school curriculum and management systems.

The school leadership structure is designed and the workforce plan developed to ensure that succession planning processes and leadership development programs are in place so that the school can continue to move forward over the next four years. Work force planning will provide a continuing challenge as the school declines in number.

**Education.**

The school provides a balanced, comprehensive and challenging curriculum and is well on the way with the implementation of the Victorian Essential learning Standards framework. There is a focus on developing sound skills in Literacy and Numeracy. Other key areas are taught through the integrated curriculum model. Specialist programs include Information Literacies, Music, Physical Education and Literacy support.

The school has embraced the Principals of Learning and Teaching (PoLT), the staff are improving their practices through the component mapping and the setting of goals under the principles. Staff are continuing to develop sound practices from both the Early and Middle Years methodologies they are supported by a critical friend Lyn Watts, a literacy Specialist - Anne Coburn and through the Innovation and Excellence Cluster.

The continuing development and implementation of the 'You Can Do It' Program and other student wellbeing programs across the school ensures that curriculum and welfare are integrally linked.

**Technology.**

The school has developed a learning Technologies centre equipped with 28 computers, scanners, printers and digital cameras. Each classroom has four desk top computers. To provide extra access for students, as we move into digital portfolios, 30 Lap Tops have been purchased with Investing in Schools money. The Lap tops will provide teachers with the ability to give access to all students in their grade to enrich the curriculum in the area of Information and Communication Technology.

The school also provides technical training for parents and community members to enhance their skills.

# Strategic Intent

	Goals	Targets	Key Improvement Strategies
<b>Student Learning</b>	<p>To provide a strategic sequence of education in English and Mathematics P-6, designed to improve student learning outcomes in these areas.</p> <p>To improve the quality of instruction through staff professional development and the implementation of a high quality teaching and learning programs.</p>	<p>Increase the proportion of students achieving at A &amp; B on student reports</p> <p>Approaching 75% of students at or above the expected level.</p> <p>Decrease the number of students performing below the expected VELs level in reading and number, over a three year period.</p>	<ul style="list-style-type: none"> <li>• Strengthen Team Planning to include planning, assessing and moderating student learning. The learning will be linked to VELs and moderated within and across teams.</li> <li>• Develop student language skills through the provision of rich learning experiences linked to inquiry learning units.</li> <li>• The assessment grid will be implemented to inform planning and student goal setting</li> <li>• Maths scope and sequence will be developed and implemented.</li> <li>• Digital Portfolios to be introduced to support Student Goals and to assist students to Lead their Student Led Conferences</li> <li>• Focus Group instruction to continue as a key strategy for improved student learning outcome</li> <li>• Review and redevelop a literacy support strategy to better support students in need.</li> <li>• POLT principles continue to guide teaching and learning and staff development including Collegiate Learning in Partnerships</li> <li>• Establish key leadership roles through: Professional Learning Teams representation, key coordination roles and staff performance</li> </ul>

<p><b>Student Engagement and Wellbeing</b></p>	<p>To improve student well-being through developing students' leadership capacity, strengthening social competencies and promoting acceptance of individual differences.</p> <p>To develop strengthen relationship between students, students and teachers and teachers and parents.</p>	<p>A trend of improvement in the survey component of Student Relationships.</p> <p>Establish a benchmark for Individual Behaviour Plans (data to be tracked and discussed regularly with staff and students)</p>	<ul style="list-style-type: none"> <li>• Redevelop student social competencies through: The Hallam Valley Citizenship Passport – Passport to Success; You Can do It; Friendly Kids Friendly Classroom; Circle Time to run regularly in all classrooms.</li> <li>• Start Up Program to be established and implemented to develop strong partnerships at the beginning of each year</li> <li>• Principal Class to meet regularly with students through SRC and class meetings.</li> <li>• School Rules to be reviewed and updated.</li> <li>• Hallam Valley Behaviour Rubric implemented - Individual Behaviour Plans at classroom level and data kept by Administration</li> <li>• 'Partnership Agreement' to be implemented with all families.</li> </ul>
<p><b>Student Pathways and Transitions</b></p>	<p>To improve student transition through the school by providing a coherent sequence of learning P-6</p> <p>Increased focus on transition between grades 2 to 3 and 4 to 5.</p>	<p>Increase the proportion of students achieving at A &amp; B on student reports</p> <p>Approaching 75% of students at or above the expected level</p> <p>A trend of improvement in the Student Attitude to School Survey component of Teaching and Learning over a three year period.</p>	<p>Improve curriculum coordination across the school by:</p> <ul style="list-style-type: none"> <li>• Developing a consistent whole school teaching and learning and assessment approach P-6 in English and Mathematics.</li> <li>• Structured team planning days and weekly team meetings guided by student learning outcomes focussing on Literacy and Numeracy</li> <li>• Moderation to focus on transition between grades across the school. A special emphasis on transitions between grades 2 - 3 and grades 4 – 5.</li> </ul>