



HOPETOUN
Primary School

Hopetoun Primary School
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Hopetoun Primary School

Strategic Plan 2022-2024



HOPE

by the sea



OUR PURPOSE

Through a safe and caring environment Hopetoun Primary School encourages all children to strive for excellence in all aspects of academic, social and personal development, in order to participate in and contribute to the community.

OUR VISION

HOPE by the sea – Our students and staff are:

Helpful, Organised, Persistent, Excellent

OUR VALUES

- | | |
|----------------------------|---|
| <i>Helpful</i> – | We nurture a safe, inclusive environment that promotes helpfulness, care and compassion |
| <i>Organised</i> – | We demonstrate respect for ourselves and take responsibility for our learning |
| <i>Persistent</i> – | We are empowered to accept challenges and demonstrate a resilient ‘can-do’ mindset |
| <i>Excellent</i> – | We are inspired to achieve academically, socially and emotionally |

OUR HIGH EXPECTATIONS FRAMEWORK

At Hopetoun Primary School we place high expectations on ourselves because we believe that it is only by doing so that together we can achieve our purpose of ensuring that every student is a successful learner and that Hopetoun PS continues to be the outstanding school that our community deserves.

Our expectations and commitments as staff are as follows:

1. An attitude of placing students' needs at the forefront of all decision making.
2. A strong commitment to working as part of a team.
3. A strong commitment to working within agreed whole school approaches.
4. A willingness and ability to apply a student-centred approach to learning with emphasis on your ability to differentiate the curriculum to meet the learning needs of all students, especially in a Multi-age classroom.
5. An attitude of continuous improvement and commitment to one's own professional learning.
6. A willingness to meet during and after school hours with teams and/or the whole staff.
7. A commitment to the use of fair and reasonable behaviour management practices with students in accordance with the school's Behaviour Management Policy.
8. A commitment to the development and fostering of strong, positive relationships with colleagues, students and parents.
9. An ability to take on leadership roles and responsibilities but also be a committed team member when not the designated leader.
10. The ability to use system, whole school and teacher judgement data to measure student achievement and to reflect on the effectiveness of teaching programmes to inform planning. Teacher assessment is used to inform teaching practices for individual, small groups and whole class teaching.
11. The ability to effectively use information and communication technologies to complement teaching and learning programmes.
12. A passion and pride in the school that will lead one to promote and advocate for the school and all our colleagues in the wider community.
13. A commitment to ensure all personal social media use and/or comments, both on your personal accounts and group forums will reflect the school, your colleagues, students and parents in a positive light.



PRINCIPAL STATEMENT

The Hopetoun Primary School Strategic Plan (2022 – 2024) outlines our school’s commitment to driving school improvement aligned with our key focus areas, strategies and achievement targets for the next three years.

Our school vision; HOPE by the sea - Helpful, Organised, Persistent, Excellent, is embedded into all learning programs including our Pastoral Care. We are committed to developing students through our vision and provide opportunities for all students to develop to their full potential.

As Principal, student engagement and achievement is fundamental and every decision made will reflect whether it is best for our students. My 3 core objectives for our school are clear – that everyone is safe at school, everyone is happy and engaged at school, and everyone is growing and succeeding at school.

Our staff are committed to delivering a high quality education program for all Kindergarten to Year 6 students, using evidence-based approaches to ensure your child experiences an exemplary education.

We believe in positive relationships and our school programs consider student social and emotional learning and their wellbeing as important as what they will learn academically at school.

Hopetoun Primary School thrives on positive partnerships with parents in education and strongly encourages open communication to achieve our shared vision. Our school is actively supported by a committed P&C committee and School Council.

Hopetoun Primary School provides an exceptional learning experience for students, with a vibrant school culture that inspires our students to be their best every day. We positively connect with our students and families from the moment you walk in the school.

Our beautiful coastal school lies on the shores of Mary Ann Haven on Western Australia’s Fitzgerald Coast, making it an attractive destination for all. I can’t wait to see you by the sea at Hopetoun Primary School.

Mr Kieran Moore
Principal
Hopetoun Primary School

OUR SCHOOL BELIEFS

We believe:

- High expectations and high quality, evidence based teaching and classroom practice are essential for student success.
- All young people are capable of success: our focus is on developing the whole child- socially, emotionally, academically, creatively and physically.
- How children learn is as important as what they learn: process and content go hand in hand.
- Every child has the right to a safe and inclusive learning environment.

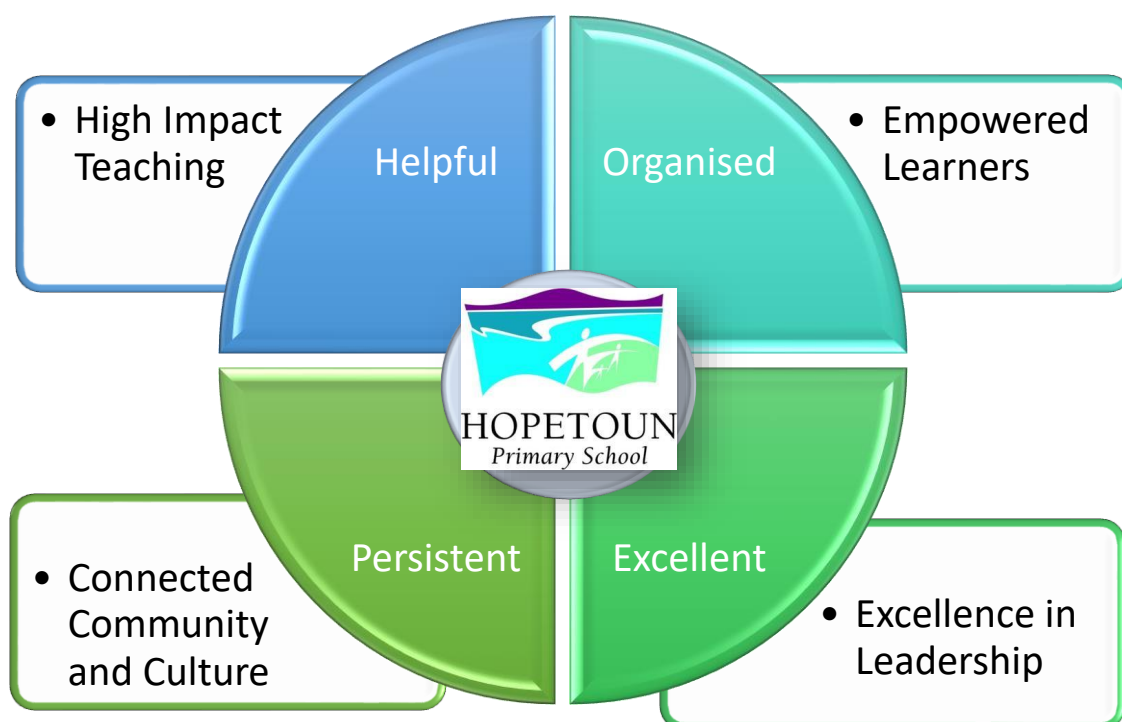
POSITIVE RELATIONSHIPS

Relationships underpin successful learning:

- Knowing the children we teach- individually, culturally and developmentally- is as important as the content we teach.
- Knowing the families of the children we teach and working with them as partners is essential to children's education.
- How the adults in our school community work together is as important as their individual competence.

STRATEGIC MODEL 2022-2024

Our Strategic Model 2022-2024 consists of four 'Focus Areas' (High Impact Teaching, Empowered Learners, Connected Community and Culture, and Excellence in Leadership) and our four HOPE Values (Helpful, Organised, Persistent, Excellent). This captures our vision for the next 3 years at Hopetoun Primary School.



A pursuit of teaching excellence through a culture of high expectations, high care, high impact

Priority	Strategies	Achievement Targets
<p>1.1 A whole school approach to explicit teaching that is evidence-based and has a high impact on student learning</p>	<ul style="list-style-type: none"> The i-STAR teaching and learning lesson design is implemented in all learning experiences The learning intentions (WALT) and success criteria (WILF) is clearly visible and articulated by all students Teachers adopt research-based ‘high impact teaching strategies’ as part of our ‘Hopetoun Way’ teaching and learning expectations A research-based approach that supports student development of oral language, phonics, phonological awareness, spelling and reading is implemented effectively across the whole school 	<p>100% of staff to implement the i-STAR explicit teaching and learning framework daily</p> <p>100% of teachers implementing Warm Ups effectively to begin all Literacy and Numeracy Blocks</p> <p>100% of teachers to implement the ‘Hopetoun Way’ explicit teaching strategies that ensure accelerated growth in student learning</p>
<p>1.2 High quality Literacy and Numeracy instruction and practice is rigorously implemented from K-6</p>	<ul style="list-style-type: none"> Dedicated Literacy and Numeracy Blocks that follow a school-based model grounded in research to accelerate student outcomes Warm-Ups to begin all Literacy and Numeracy Blocks to consolidate learning using a Day 1, 2, 9, 27 instructional approach and follow the 30/40/30 rule The Concrete, Representational, Abstract (CRA) model is embedded in all Mathematics lessons in a targeted and logical manner Strong performance processes linked to peer-observations of Literacy and Numeracy lessons to improve practice In the early years, quality reading instruction is delivered through the evidence-supported ‘Sounds Write’ phonics program 	<p>100% of students that are tier 2 or 3 to receive educational adjustments and intervention that targets their learning goals</p> <p><u>NAPLAN Targets:</u></p> <p><u>Reading:</u> Student performance in Year 3 and 5 NAPLAN Reading to move from ‘below expected’ to within the ‘expected range’ against ‘like’ schools</p> <p><u>Writing:</u> Student performance in Year 3 and 5 NAPLAN Writing to</p>
<p>1.3 Implement a low-variation curriculum that ensures consistency and coherence of practice</p>	<ul style="list-style-type: none"> Staff to engage in moderation exercises every semester to improve accuracy of assessment and to determine next steps for growth Teachers use common language through agreed vocabulary scope and sequences from K-6 in English and Mathematics A framework for instructional strategies is established and implemented effectively from K-6 to enhance cooperative learning and maximise student engagement 	

		<p>improve within the 'expected range' against 'like' schools</p>
<p>1.4 All students at educational risk are identified early and provided with targeted intervention</p>	<ul style="list-style-type: none"> • All students at-risk are identified early through comprehensive support processes and provided tier 1, tier 2 or tier 3 levels of adjustment to enhance their progress and achievement • A case conference model is implemented for students requiring high levels of support, utilising school support services and external agencies to provide optimal learning opportunities for students to succeed • An evidence-based literacy intervention program is used to provide small-group instruction and support • Students requiring extension are provided opportunities to engage in deep learning aligned with the stages of cognitive thinking according to Bloom's Taxonomy • Support services coordinated by leadership including the school psychologist, school chaplain, community health nurse and outside agencies 	<p><u>Spelling:</u> Student performance in Year 3 and 5 NAPLAN Spelling to move from 'below expected' to within the 'expected range' against 'like' schools</p> <p><u>Grammar and Punctuation:</u> Student performance in Year 3 and 5 NAPLAN Grammar and Punctuation to move from 'below expected' to within the 'expected range' against 'like' schools</p> <p><u>Numeracy:</u> Student performance in Year 3 and 5 NAPLAN Numeracy to move from the 'expected range' to above the expected range against 'like' schools</p>



Empowered Learners



Set every student on a pathway to a successful future

Priority	Strategies	Achievement Targets
2.1 Social and Emotional learning is fundamental to student success at school	<ul style="list-style-type: none"> The research-proven ‘Friendology’ program is implemented from K-6 on a weekly basis to significantly improve student social, emotional and friendship skills The SDERA Health Curriculum is linked into all teacher Health Programs to emphasise the importance of wellbeing, resilience, road safety and drug education 	100% of students are provided with an extensive Friendology and SDERA curriculum that enhances their development of social and emotional wellbeing skills
2.2 Students are provided with life skills and values to prepare them for a life beyond school	<ul style="list-style-type: none"> The Schools HOPE Values (Helpful, Organised, Persistent, Excellent) are visible, understood by all and linked to school behaviour and positive incentive programs Student leaders are upskilled through an effective leadership program, provided with opportunities to lead school activities and positively influence others 	95% of students and 100% of staff can recite the ‘HOPE’ Values
2.3 Focus on developing curiosity, courage and challenge in students	<ul style="list-style-type: none"> Focus on Fullan’s Deep Learning core competencies of critical thinking, creativity, collaboration, communication, character and citizenship through students engaging in innovative, inquiry projects based in Science Technology Engineering and Mathematics (STEM) Engage Year 3-6 students in Future Problem Solving to develop solutions to global issues Increased student engagement and citizenship through involvement in local, national, and global initiatives 	100% of students are engaged in hands-on opportunities to explore the Digital Technologies curriculum and STEM-based projects <u>Attendance:</u>
2.4 Build student capabilities in ICT and Digital Technologies	<ul style="list-style-type: none"> Develop a Vision and Strategic Plan for purposeful integration of ICT and Design & Digital Technologies. Describe the specific skills expected in each year level Professional learning and coaching in the effective use of digital technologies provided to teachers by the Curriculum Support Teacher to collaborate, experiment, and engage students in innovative learning experiences 	Improve the number of students attending regularly (90%) or more from 35.7% to 50%.

<p>2.5 A rigorous focus on behaviour, engagement and attendance</p>	<ul style="list-style-type: none"> • A whole school behaviour management policy is fully adopted and implemented within the school, providing clear processes and incentives for reinforcing and promoting positive behaviour, and restorative approaches in responding to undesirable behaviour • The Classroom Management Strategies (CMS) program is embedded within behaviour policy and practice to enable students to reflect and restore behaviour • Zones of Regulation is used across the school to ensure students can identify and articulate how they are feeling in order to make effective decisions • An Attendance Policy that heavily promotes attendance on a 'regular basis' is adopted, implemented and promoted throughout the school community • Families of students at-risk with attendance supported through an Individual Attendance Plan • Students at-risk financially are identified and engaged at school through participation in the weekly Breakfast Club Program 	<p>Improve our overall attendance rate from 85.7% to 95%, aligned with the Esperance Regional Schools Network Attendance Target.</p> <p><u>Behaviour:</u></p> <p>Behaviour: 90% of our students in each year level achieving 'consistently' or 'often' in all areas of our Attitude, Behaviour and Effort Reporting</p>
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Connected Community and Culture



The heart of the community preparing students for a world beyond school

Priority	Strategies	Achievement Targets
<p>3.1 A culture of collective efficacy and influence is grounded in practice</p>	<ul style="list-style-type: none"> • All decisions are made in the 'best interests' of students and student outcomes, with a clear emphasis on John Hattie's research into 'effect sizes' (visible learning) • The 'FISH Philosophy' is adopted and implemented as part of staff mindset, leading to a highly effective and positive school culture (Be Present, Play, Choose your Attitude, Make their Day) • Staff expressing gratitude and appreciation for peer achievements 	<p>100% of staff can describe the 'FISH' philosophy and how they implement it as part of their practice daily</p> <p>School becomes 'Waste Wise' and 'Water Wise'</p>

<p>3.2 Introduce sustainable practices across the school</p>	<ul style="list-style-type: none"> • Establish a sustainability approach aligned with the Departments ‘Sustainability Framework’ • All classrooms responsible for ensuring the school garden is sustainable, using it as an opportunity for scientific inquiry • Become a ‘Waste Wise’ and ‘Water Wise’ school 	<p>The school reviews its Reconciliation Action Plan (RAP) annually</p>
<p>3.3 Lead highly effective culturally responsive practices</p>	<ul style="list-style-type: none"> • A cultural awareness committee is established, leading to a Reconciliation Action Plan (RAP) that improves culturally responsive school practices • Teachers integrate history, culture, and experiences of Aboriginal and Torres Strait Islander people in learning programs across the curriculum • Engagement with the wider Aboriginal community to enrich learning experiences for students, including use of the school reconciliation Garden for culturally responsive practice • Cultural Diversity activities and events planned to celebrate Harmony Week, Reconciliation Week, NAIDOC week 	<p>100% of teachers use ClassDojo to post weekly communications to engage all parents</p> <p>The School Achieves an average of 4.0 (Agree) to 5.0 (Strongly Agree) in all areas of the Parent Opinion Survey</p>
<p>3.4 Engage families and the community in strong, positive partnerships with the school</p>	<ul style="list-style-type: none"> • Strong communication processes (ClassDojo, Newsletters, Emails etc) are used to effectively communicate key information and showcase student learning • The school promotes its vision, values and ethos with the community and demonstrates this through school and community events • Key events including parent information sessions, Kindy transition programs, Learning Journey and end of year celebrations engage all members of the community 	<p>100% of staff are committed to our ‘High Expectations Framework’.</p>
<p>3.5 Function as a professional learning community through a focus on student learning, improvement and a collaborative culture</p>	<ul style="list-style-type: none"> • A commitment to attend, engage with and contribute to the schools within the Western Cell Network and Esperance Regional Schools Network • The leadership team support and participate actively in community forums • The school supports and works towards shared goals and targets for the region 	

Leaders of learning, leaders of change

Priority	Strategies	Achievement Targets
<p>4.1 High expectations of all staff are engrained within the culture and embedded within school development and performance processes</p>	<ul style="list-style-type: none"> The Hopetoun ‘High Expectations Framework’ will be included within all recruitment, performance development and observation processes as part of our accountability for our students Performance Development of teachers is aligned to the AITSL Teaching Standards with a clear focus of current strengths and areas requiring growth All professional learning is deliberate and connected to staff development and achievement targets within the Strategic Plan 	<p>The WA Future Leaders Framework is used to identify aspirant or potential leaders in the school</p> <p>100% of new teachers receive a comprehensive induction program including being assigned a mentor</p>
<p>4.2 Develop analytical and evaluative practices that inform the plan, teach and assess cycle and improve the data-literacy of staff</p>	<ul style="list-style-type: none"> A comprehensive and purposeful assessment and reporting schedule is used to capture key learning milestones, progress and achievement and is recorded effectively to determine class and school strengths and priority areas The ‘Disciplined Dialogue’ model is explicitly used as part of data analysis, leading to questions of ‘What is the data telling us?’, ‘How do we know?’ and ‘What, if anything, are we going to do about it?’ Staff implement a ‘SMART’ approach to goal setting for individual and groups of students (Specific, Measurable, Attainable, Realistic, Time-Bound) 	<p>100% of teachers and EA’s are assigned to a curriculum committee to oversee and lead improved practice in the school</p>
<p>4.3 Strong Induction and Handover Processes for all new staff</p>	<ul style="list-style-type: none"> All new staff provided with a comprehensive induction including extensive handover information New Teachers to be assigned mentors to guide a smooth transition to our school 	<p>The School Achieves an average of 3.8 (Agree) to 5.0 (Strongly Agree) in all areas</p>

<p>4.4 School leadership drives a focus on high expectations for all staff and students</p>	<ul style="list-style-type: none"> • A middle level leadership team is established and empowered to carry out key functions and roles within the school that maximise student outcomes • Senior Teachers and Curriculum Leaders provided professional learning opportunities to build their capacity in effectively undertaking their roles and responsibilities • Stephen Covey’s Habits of highly effective people and the ‘Personal attributes of effective leaders’ are pivotal in developing current and aspiring leaders 	<p>of the Staff and Student Opinion Survey</p>
<p>4.5 School leadership creates enabling conditions to maximise student outcomes</p>	<ul style="list-style-type: none"> • The schools financial and physical resources are used to strategically improve student outcomes • Staff wellbeing is promoted and prioritised through pastoral care support and check-ins, wellbeing events and activities, social gatherings and opportunities to ‘reflect, rest and reset’ (The Third Space) 	

Goldfields Regional Vision

To provide every student with a pathway to a successful future

Goldfields Regional Targets

Increase Year 6 to 7 retention from 79% to 85%

Increase overall attendance percentage from the Esperance region from 88% to 95%

Year 6 to WACE completion for the Goldfields region 56% by 2024.

Increase overall Goldfields WACE achievement from 62% - 75%





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