



EAST HAMILTON HILL PRIMARY SCHOOL

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2022 - 2024 BUSINESS PLAN
cooperate • aspire • respect • excel

Inspired Learning, Inspired Future

Moorditj Kaadadjiny, Moorditj Boorkdakan

OUR SCHOOL CONTEXT

Building on Strength

Established in 1960, East Hamilton Hill Primary School is located in the suburb of Hamilton Hill, 5km south-east of the port of Fremantle, and caters for students from Kindergarten through to Year 6. Commencing as an Independent Public School in 2013, East Hamilton Hill Primary School continues to maintain a high level of autonomy with the capacity to make decisions centred around meeting the needs of the community we serve to consistently progress and nurture the learning and development trajectories of each and every student.

Together we are committed to building a genuine sense of welcome and belonging, while achieving excellence by placing students at the heart of all decisions. Building, fostering and maintaining positive relationships is embedded in our approach, while our relentless pursuit of 'better' prioritises improved student learning, outcomes, and engagement. Success does not look the same for all students, but all students can be successful in learning and life; empowering thriving students is our collective purpose. Driving our commitment to excellence recognises that every teacher is a highly effective teacher, not by chance but by design. Our dedicated staff maintain an environment which supports each child every day to achieve their personal best and employ evidence-based strategies within defined whole school approaches to maximise the impact they are having on student learning and progress. As a community, in partnership with parents, we build on strength; inspiring learning that leads to an inspired future.



CARE



EXCELLENCE

We acknowledge the traditional custodians of the Wadjak boodja on which our students live and are educated, and honour the Elders, past, present and emerging. We acknowledge parents, families and communities as the first educators of their children. We recognise and value the learning that Aboriginal children bring with them from their homes and communities into the classroom.

..... PURPOSE

Together we provide a connected and welcoming learning environment where individuals are empowered with the confidence to thrive.

..... BUSINESS PLAN

Our Business Plan 2022 – 2024, developed in association with the School Board, community, and staff, details the priority areas which will strategically focus our work over the next three years. Aligned with the Strategic Directions for WA Public Schools (2020 – 2024), Every Student, Every Classroom, Every Day, associated Department of Education Strategic Plans, and specifically addressing the needs of our students, this Business Plan places a significant emphasis on the development of the whole child and the enabling conditions required for students to be successful in learning. To achieve this, we sustain high expectations for ourselves as professionals, and operate within an environment of continuous self-reflection, acknowledging that there is always room for improvement. Comprehensive self-review structures, informed by The School Improvement and Accountability Framework and the National School Improvement Tool, ensure high level accountability and transparency as we strive to achieve our targets, vision and purpose.

This Business Plan maps our three-year journey through the following five priority areas:



**HIGH
QUALITY
TEACHING**



**NURTURING
LEARNING
ENVIRONMENTS**



**HIGHLY
EFFECTIVE
LEADERSHIP**



**POSITIVE
RELATIONSHIPS
& PARTNERSHIPS**



**SUCCESSFUL,
THRIVING
STUDENTS**

..... SCHOOL IMPROVEMENT TARGETS

ATTENDANCE



- By 2024, regular attendance will improve from 66% to 75% or above.

READING



- Establish a positive trend line in NAPLAN Relative Assessment in Years 3 and 5 by 2024.
- By 2024, 80% of students in Years 3 and 5 will achieve in the top 3 proficiency bands (Bands 4, 5 and 6 for Year 3 and Bands 6, 7 and 8 for Year 5).
- By 2024, increase the percentage of students demonstrating High and Very High progress from Years 3 to 5, relative to 2021 Progress and Achievement of 36% to 50% or above.
- By 2024, reduce the percentage of students demonstrating Very Low and Low progress in Reading from On Entry to Year 3 to 15% or less.

WRITING



- By 2024, Year 3 and Year 5 writing will be above that of like schools.
- By 2024, 70% of students in Year 5 will be achieving in the top 3 Bands (6, 7 and 8).
- By 2024, 80% of students in Year 3 will be achieving in the top 3 Bands (4, 5 and 6).
- By 2024, reduce the percentage of students demonstrating Very Low and Low progress from Years 3 to 5 to 20% or less.

NUMERACY



- By 2024, the percentage of students achieving Moderate, High and Very High progress from Year 3 to Year 5 in NAPLAN will increase, relative to the 2021 Progress and Achievement of 50%, to 65% or above.
- By 2024, NAPLAN Numeracy performance exceed that of like schools in Years 3 and 5.
- By 2024, 75% of students in Years 3 and 5 will demonstrate achievement in the top 3 proficiency bands (Bands 4, 5, and 6 for Year 3 and Bands 6, 7 and 8 for Year 5).
- Students in Years 2, 4 and 6 will demonstrate yearly improvement relative to the 2021 ACER testing.

NATIONAL SCHOOL OPINION SURVEY



- 70% of families (110) complete the National School Opinion Survey annually.
- Average score results are positive for Community, Staff and Student Surveys with each item having a ranking of 4.0 or higher.

..... HIGH QUALITY TEACHING

At East Hamilton Hill Primary School, we relentlessly pursue continuous self-improvement through a focus on the embedding whole school approaches, high quality teaching practices, and engaging learning opportunities. Meaningful collaboration that grows our collective efficacy is central to our success.

WHOLE SCHOOL APPROACHES TO TEACHING & LEARNING



- Establish and embed the EHHPS Pedagogical Framework.
- Common structures for effective, differentiated, and hands-on teaching in Mathematics established and implemented.
- Further embed evidence-based approaches in literacy, including Talk for Writing.
- Refine whole-school approaches to the explicit teaching of reading.
- Implement developmentally appropriate, systematic and direct instruction approaches to the teaching of spelling, including a synthetic approach to phonics (Sounds Write) and phonological awareness (Heggerty) in Early Childhood through to Year 2/3, and a focus on phonemic, morphemic and whole-word instruction (Spelling Mastery) in Years 3-6.
- Staff engage in the regular moderation of student work samples to ensure consistency of judgements, student progress and to inform planning.

BUILDING STAFF CAPACITY



- Establish and embed whole-school observation and feedback structures for the purposes of reflection, continuous improvement and pedagogical growth.
- Embed a data-literate approach where teachers collaborate, moderate and interrogate data to effectively inform plan-teach-assess cycles, monitor individual student and cohort progression, and analyse impact of teaching practices, using systematic and school-based data.
- Access targeted professional learning for all staff that supports school priorities, high impact pedagogical practices, effective differentiation and curriculum knowledge.
- Provide opportunities for staff to work collaboratively.
- Performance and Development processes, aligned with the AITSL Standards and Department of Education Performance Management and Staff Development Policy will support staff to continuously grow their instructional skills and curriculum knowledge, maintaining high expectations for teacher performance.
- Implement comprehensive induction structures for new staff.



..... NURTURING LEARNING ENVIRONMENTS

At East Hamilton Hill Primary School, we provide the learning conditions that enable all students to be successful, happy, and empowered learners.

POSITIVE & WELCOMING SCHOOL CULTURE



- Continue to progress the implementation journey of Positive Behaviour Support (PBS) to explicitly teach and positively reinforce the school expectations: Cooperate, Aspire, Respect and Excel.
- Attendance and punctuality to be addressed through rigorous, explicit whole-school strategies with the regular attendance career of each student fostered and actively promoted.
- Student voice is actively empowered through regular school processes and information collection, with associated actions collaboratively implemented.

CULTURAL RESPONSIVENESS



- Establish and progress a Reconciliation Action Plan working group to develop and implement our school's RAP.
- Embed the Aboriginal Cultural Standards Framework across the school.
- Teach Noongar language to all student from Pre-Primary to Year 6 as a Specialist subject.
- Progress our scope of work through the AIEO to increase student attendance and engagement, connect with families and the wider community, and grow the network connections of local AIEOs.
- Ensure our school environment is a safe and welcoming space for all families.

EXCELLENCE IN EARLY CHILDHOOD



- A collective focus on meeting all Quality Areas within the National Quality Standard through the use of the Reflection Tool and continuous improvement planning.
- A balance of intentional play opportunities with explicit teaching in Early Childhood classrooms is through an articulated approach to be developed and consistently implemented.



..... NURTURING LEARNING ENVIRONMENTS

HEALTH & WELLBEING



- Collaborative development of whole school policies, plans and structures for protecting the safety and promoting the well-being of staff, students and families.
- Explicit teaching of social and emotional skills, mindfulness, resilience and self-regulation using whole school approaches to be evident.
- Establish a safe place to support students to effectively self-regulate that includes access to appropriate resources, staff support and a common language toolkit.
- Breakfast Club is available daily to all students to ensure they are ready to engage in learning.
- School Chaplain time allocation supplemented to provide more opportunities for students, families and staff to engage with this social-emotional support service.

PHYSICAL ENVIRONMENT



- Increase our focus on sustainability learning and practices to promote environmental awareness and individual responsibility.
- Establish, implement and review facilities and grounds management plans that prioritise and address the learning needs of the whole child and ensure the physical school environment is improved and maintained.



..... HIGHLY EFFECTIVE LEADERSHIP

At East Hamilton Hill Primary School, we strive to achieve strong and empowered multi-layered leadership that is evident and supported across the whole school.

LEARNING CULTURE



- Teacher engagement, active participation and routine analysis of the school's journey of continuous improvement promotes a culture of learning, growth and collective accountability.
- All school planning places student achievement, progress and wellbeing at the centre.
- High expectations for all students are maintained with the belief that success does not look the same for everyone.

ENHANCING LEADERSHIP ACROSS THE SCHOOL



- A model of distributed leadership with specific roles and responsibilities that align with school priorities and directions to be established and progressed.
- The career development and aspirations of staff to be supported through initiatives such as Network leadership programs, and promotional pathways including Level 3 Classroom Teacher and Senior Teacher processes.
- Processes for mentoring graduates, new staff and aspirant leaders to be defined, articulated and embedded.
- Continue to provide a range of opportunities for student leadership across the school.

DRIVING THE IMPROVEMENT AGENDA



- To strengthen the leadership within the school and drive a comprehensive improvement agenda the school will re-enter the Fogarty EDvance program as part of Cohort 9.
- Financial and human resources strategically transparently allocated to support, progress and meet school priority areas.
- Rigorous and comprehensive school self-review processes and procedures are established and actively involve all staff.
- Clear alignment of strategic, operational, financial and classroom planning that moves the school collectively in and towards our purpose.



..... POSITIVE RELATIONSHIPS & PARTNERSHIPS

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• *At East Hamilton Hill Primary School, we value mutually respectful, supportive, and beneficial relationships through a culture of care and attentive connection with our community.*
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COMMUNICATION & FEEDBACK



- Based on community feedback, we will effectively align communication strategies in order to connect and inform parents and the community in a comprehensive manner. This will include Connect, newsletters, website and social media.
- Parent, student and staff satisfaction feedback through school surveys is collected and reviewed annually.
- Maintain relationships and pro-active communication between school staff and parents to ensure shared understandings of individual student progress.

COMMUNITY & PROFESSIONAL PARTNERSHIPS



- Engagement with individuals, agencies and organisations, including the school psychologist, chaplain, speech and occupational therapists, and government agencies to assist in the identification and addressing of individual student needs.
- Ensure a welcoming school environment that strengthens our relationships with parents and promotes community engagement with the school.
- Expand external community partnerships to provide students with opportunities to perform for and engage with the wider community.

EDUCATIONAL PARTNERSHIPS



- Provide opportunities to build classroom expertise and best practice through sharing and collaborative structures internally and externally.
- Critically analyse and evaluate school data to inform decision making in order to effectively respond to the changing needs of students and families.
- Foster professional partnerships within the Fremantle Cockburn Network of schools, including Fremantle College.
- Support the work of, and connection between the P&C and School Board to provide opportunities for all parents to proactively engage with school initiatives and events.
- Develop effective partnerships with Universities to provide pre-service teacher placements and ongoing mentoring.

GOVERNANCE



- School Board will actively participate in governing and the accountability associated with expected roles, supporting the strategic directions of the school.
- Continue to build the profile of the School Board and communicate its role and decisions effectively in the school community.

..... SUCCESSFUL, THRIVING STUDENTS

At East Hamilton Hill Primary School, we have high expectations for all students and ensure learning opportunities are engaging and set students up for success so they can thrive. This is our purpose.

HIGH PERFORMANCE, HIGH CARE



- Review and enhance our approach to the identification, monitoring, targeted intervention and evaluation of students at risk.
- Implement evidence-based small group and individual programs for high impact intervention in literacy and numeracy.
- Establish and foster structures, programs and opportunities to extend and challenge high performing students in English, Maths and Science.
- Enable Special Needs Education Assistants to work collaboratively to develop resources, strategies and other effective means of supporting students with disabilities.

21ST CENTURY SKILLS



- Increase student access to ICT and Digital Technologies through an integrated approach to enhance learning.
- Collaboratively plan opportunities to foster critical and creative thinking skills through inquiry and innovation.
- Focus on meaningful opportunities for students to engage with STEM learning, developing their competencies.





**“ Inspired learning,
inspired future. ”**



EAST HAMILTON HILL PRIMARY SCHOOL

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