

School Strategic Plan for Heatherhill Primary School 4802 2015-2018



Learning to Excel Together

Endorsements

<p>Endorsement by School Principal</p>	<p>Signed.....</p> <p>Name Mary Verwey</p> <p>Date December 9, 2014</p>
<p>Endorsement by School Council</p>	<p>Signed.....</p> <p>Name Keith Browning</p> <p>Date December 9, 2014</p> <p>School Council President's endorsement represents endorsement of School Strategic Plan by School Council</p>
<p>Endorsement by the delegate of the Secretary</p>	<p>Signed.....</p> <p>Name.....</p> <p>Date.....</p>
<p>Legislative context for endorsement</p> <p>Section 2.3.24, subsection (2) of the act states that "A school plan prepared under subsection (1) must be signed by both the president of the school council and the principal and must be submitted to the Secretary for approval within the period specified in a Ministerial Order."</p> <p>Ministerial Order 470 states that "the requirements for the school plan are set out in guidelines produced by the Department of Education and Early Childhood Development." This template forms the guidelines.</p>	

School Profile

Motto

Learning to Excel Together

Purpose

Heatherhill Primary School is committed to provide a secure, caring and harmonious environment in which students learn the knowledge, skills and values they need to contribute to and live happily in society. The school maximises each student's potential to achieve academic and social success and celebrates and embraces diversity.

Regulatory context

The school implements the priorities of the Victorian education system, providing all students with strong foundations in literacy and numeracy learning.

The development of Personal and Interpersonal Learning utilising Inquiry, Thinking and ICT enables students to be well equipped for their futures. As a

school community we apply agreed values in our everyday dealings as well as recognising, valuing and celebrating all efforts. The school values are:

Respect, Trust and Doing Your Best. Student wellbeing is a high priority and programs are in place to support students and families. Staff, students and parents cooperate to maintain a congruent educative and positive pastoral, emotional, social, and physical environment.

The school aims to deliver the intended curriculum whilst recognising that not all students will attain the same curricula at the same time. This is an integral element of our instructional approach, which prioritises "point of need".

Four principles based on the school's pedagogical vision guide our approach to teaching and learning:

- Relationships form the basis of all learning. Learning partnerships are formed to enable students to drive their own learning.
- Learning starts from the point of need, extending and challenging learners to achieve growth and success.
- Learners' engagement needs are met through rich and authentic learning experiences.
- Evidence of learning is made visible within the learning partnership. Assessment and learning continua are used to match the curriculum to the learning needs of individual students.

Values

Values are universally shared and understood and are vitally important for a social organisation to function in an ordered manner. As a school community we apply the agreed values in our everyday dealings as well as recognising, valuing and celebrating all efforts.

The school values are:

Respect (self, others and property)

- To be tolerant, considerate and courteous

Trust

- To be fair, honest, truthful and reliable

	<p>Doing Your Best</p> <ul style="list-style-type: none"> To make the best possible use of all our talents and abilities
<p>Environmental Context</p>	<p>The school opened in 1958 and has served the Springvale, Springvale South and Noble Park communities as a centre of educational excellence to the present day. The school staff are highly trained educators, well equipped to provide high level instruction, with high expectations for academic, physical, social and emotional achievement. Many staff members are multilingual; languages other than English spoken by staff include: Vietnamese, Khmer, Chinese, Hindi, Greek, Italian, German, and Malaysian.</p> <p>The school is an integral part of the community and the student population is culturally and linguistically diverse. There are more than forty language groups present in the school. The school has received National Partnership funding during the period 2010 to 2014. Heatherhill Primary School forges and maintains strong community links and in 2011 and 2012 received major awards for its contribution to Cultural Diversity.</p> <p>Heatherhill Primary School has a current enrolment of 212, ensuring that all staff, students and families are well known to each other, working and learning together. There are 27 full and part-time staff members: 2 Principal Class Officers, 16 teachers and 9 Education Support staff.</p> <p>The school is well maintained and has expansive, well-kept grounds, three sets of playground equipment, passive and active play areas. The school has a large hall, Breakfast Club, a Library, and an Art Room.</p> <p>There are three Learning Centres:</p> <p>Senior School – Years 4,5,6. Teachers work with students to set learning goals and success criteria, and evaluate their learning. Senior School students have opportunities to participate in a wide range of extra-curricular activities, including interschool sport, choir and transition to secondary school</p> <p>Middle School – Years 2 & 3. In the Middle School learning is structured to be personalised and students are encouraged to take responsibility for their learning.</p> <p>Junior School – Years Prep (Foundation), 1. The Walker Learning Approach is undertaken in the Junior School. There is a strong focus on developing Literacy and Numeracy skills in the Junior School.</p> <p>Specialists programs in Visual Art, Physical Education and Library are run across the school. Each year a term-long Performing Arts (Singing or Dance) program is undertaken by instructors. Extra-Curricular projects, such as Artists in Schools Possum Skin Cloak, Boite Schools Chorus, City of Greater Dandenong Face to Face are embraced to provide opportunities for students to engage in and experience.</p> <p>The school has a strong emphasis on Student Well Being, and there is a range of support programs operating at the school: daily Breakfast Club, funded through Red Cross; Boys on the Bounce and Girls on the Go to enhance student relationships and resilience;</p>

	<p>School Wide Positive Behaviours; Student Council; peer mediation; You Can Do It!; and well defined discipline procedures across the school. RAMP (Risk Assessment Management Program) ensures that each student's wellbeing is regularly monitored.</p> <p>Professional learning is targeted at developing leadership and teacher capacity.</p>
<p>Service Standards</p>	<ul style="list-style-type: none"> • All members of the diverse school community are treated with respect and positive relationships are sustained. Students feel safe and cared for and therefore, are better able to take advantage of all educational opportunities provided for them. • There are high expectations for student achievement. The school implements the priorities of the Victorian education system, emphasising the importance of providing all students with strong foundations in literacy and numeracy learning. Provision is made for intervention and enhancement in English and Mathematics. The curriculum is engaging and stimulating and is delivered through high quality planning, implementation and evaluation. • Students receive excellent instruction – a program that includes high quality, explicit and effective teaching, based on sound methodologies and research, catering for groups and individuals. The development of Personal and Interpersonal Learning utilising Inquiry, Thinking and Information and Communications Technology enables students to be well equipped for their futures. • All staff members understand and fulfil their professional responsibilities and cooperate and collaborate to address student learning needs. Staff members seek opportunities to enhance their own pedagogical growth through professional learning that is aligned with school goals. • An atmosphere that is conducive to learning is endorsed throughout the school. Staff, students and parents work together to maintain a congruent, educative, pastoral, emotional, social, and physical environment.

Strategic Direction

	Goals	Targets	Key Improvement Strategies
Achievement	To improve literacy and numeracy outcomes for every student across the school	To have all students deemed capable make at least one year's growth as indicated by AusVELS in both Literacy and Numeracy - Effect size at least .8 Increase the percentage of students scoring 'high' in the NAPLAN relative growth trend: 0.8 over a two year period.	<ul style="list-style-type: none"> Consolidate a whole school pedagogy and learning framework which uses a common language and common day to day practice Develop rigorous assessment/evidence gathering/moderation practices to guide teaching and learning
Engagement	To deepen and strengthen students' sense of connectedness to school and peers and promote a stronger sense of engagement in their learning	Increase the learning confidence, connectedness to school, student motivation and stimulating learning measures on the Student Attitudes to School Survey to be within the 3rd quartile or higher for all cohorts over the life of the strategic plan	<ul style="list-style-type: none"> Maintain and deepen a comprehensive approach for engaging all students
Wellbeing	To improve student connectedness to their learning across the school	Increase the connectedness to school, and connectedness to peers measures on the Student Attitudes to School Survey to be within the 3rd quartile or higher over the life of the strategic plan	<ul style="list-style-type: none"> Maintain and deepen a focus on personalising learning through development of responsibility as learners
Productivity	To effectively manage staffing profiles within budget constraints while providing a rigorous engaging education	Ensure a sustainable and equitable plan for the future which supports the philosophy of the school	<ul style="list-style-type: none"> Ensure resources are used with the best possible effect and in the best possible combination to support improved student outcomes and achieve set goals and targets

School Strategic Plan 2014– 2017: Indicative Planner

Key Improvement Strategies	Actions	Achievement Milestone
<p>Achievement</p> <p>Consolidate a whole school pedagogy and learning framework which uses a common language and common day to day practice</p>	<p>Year 1</p> <ul style="list-style-type: none"> • Develop and document a viable curriculum through a scope and sequence aligned with AusVELS /Australian Curriculum across the school • Introduce updated curriculum units aligned with the scope and sequence, ensuring they include the use of ICT and student personalised learning for maximum engagement • Develop and implement a developmental continuum of 21st century skills - audit throughlines scaffolded F-6 • Create a common Curriculum Planning (Visible Learning Term Planner, Inquiry Planning Template and Work Programs • Intro professional learning on Action Research (AR) for all teaching Staff Semester 2. • November 2015 call for Expression of Interest (EOI) for participants and project for AR in 2016 	<ul style="list-style-type: none"> ▪ Scope and sequence documents completed and used by teachers to inform planning • Introduce eSmart strategies ▪ Completed and consistently used planning docs ▪ Interested staff EOI AR
	<p>Year 2</p> <ul style="list-style-type: none"> • Continue to review and monitor as necessary curriculum units aligned with the scope and sequence, ensuring they include the use of ICT and student personalised learning for maximum engagement • Professional Learning Teams (PLT) investigate exemplary pedagogy around Literacy, Numeracy and Inquiry 	<ul style="list-style-type: none"> • Monitor eSmart strategies • PLTs collate and document <i>Exemplary Practice: The Heatherhill Philosophy of Good Teaching and Expectations of Practice</i>, detailing essentials for exemplary practice in Literacy, Numeracy, Inquiry

		<ul style="list-style-type: none"> ● Implement small Action Research projects to investigate the effectiveness of programs over time such as: The Walker Learning Approach and Inquiry approach to personalising learning, tracking speaking and listening data, investigating the restructuring of PLT's – use action research as a vehicle to share teacher practice 	<ul style="list-style-type: none"> ▪ Support provided – for AR projects
	Year 3	<ul style="list-style-type: none"> ▪ Continue to review and monitor as necessary curriculum units aligned with the scope and sequence, ensuring they include the use of ICT and student personalised learning for maximum engagement ▪ Use “<i>Exemplary Practice</i>” document for induction of new staff and as a benchmark for teacher performance and development ▪ Instigate further AR projects ▪ Implement recommendation from AR projects 	<ul style="list-style-type: none"> ● Findings from AR projects
	Year 4	<ul style="list-style-type: none"> ▪ Review and audit curriculum units aligned with the scope and sequence ▪ Review and audit “<i>Exemplary Practice</i>” document 	
Achievement Develop rigorous assessment/evidence gathering/moderation practices to guide teaching and learning	Year 1	<ul style="list-style-type: none"> ● Following assessments, target specific intervention and support programs for identified students <ul style="list-style-type: none"> ○ Identify all students in need of support or extension(Targeted Intervention Programs – TIP) ○ Regular Meetings with Leadership Team focussed on analysis of student progress ● Review and Audit Assessment Schedule <ul style="list-style-type: none"> ○ Investigate PAT/R, PAT/M, TORCH and other commercial assessment packages 	<ul style="list-style-type: none"> ● TIP (Targeted Intervention Programs) established: Utilise specialist teachers and Education Support staff to conduct GRIN, Fine Motor, Language Support, Reading Intervention/Extension, Number Intervention/Extension programs ● Implement recommendations from investigations into preferred assessment packages

	<ul style="list-style-type: none"> • Investigate how Manovale PS structures regular <i>Data Conversations</i> • Develop <i>Data Conversations</i> protocols • Trial <i>Data Conversations</i> 	<ul style="list-style-type: none"> • Data Collection grid • Data Conversations records • Whole school Data Wall –rolled out and integrated into professional learning schedule
Year 2	<ul style="list-style-type: none"> ▪ Based on recommendations, introduce appropriate assessment tools into Whole School Assessment Program ▪ Review and adjust <i>Data Conversations</i> process 	
Year 3	<ul style="list-style-type: none"> ▪ Analyse the impact of <i>Data Conversations</i> process on student achievement 	
Year 4	<ul style="list-style-type: none"> ▪ Review <i>Data Conversations</i> 	

<p>Engagement</p> <p>Maintain and deepen a comprehensive approach for engaging all students</p>	<p>Year 1</p>	<p>Implement expanded or revised Inquiry-based programs to maintain high levels of student engagement across the school</p> <ul style="list-style-type: none"> • Roll out revised Inquiry throughlines for use in planning and facilitation of Inquiry Learning • Continue to use the Inquiry structure to engage students in authentic learning experiences in Years 2-6 • Continue Walker Learning Approach in Junior School • Develop 'Big Ideas' Program in Senior School to improve student outcomes in Speaking and Listening, Critical and Creative Thinking <ul style="list-style-type: none"> ○ Introduce philosophical questioning skills into Senior School • Introduce Investigations language and elements into Middle School Inquiry structure <p>Increase consistency of use of Visible Learning Framework across the school</p> <ul style="list-style-type: none"> • Organise and facilitate further Professional Learning around using Visible Learning to engage students in the learning process • Expand personalised learning to assist students with setting relevant and challenging learning goals • Develop a student survey based on elements of Visible Learning to generate additional data to show evidence of school philosophy/pedagogy –administer at the same time each year 	<ul style="list-style-type: none"> ▪ Use Student Attitudes to School Survey to continue monitoring student engagement and connectedness to school ▪ Use Parent Opinion Survey data to monitor and track Transitions, Stimulating Learning, Learning Focus <ul style="list-style-type: none"> • Collect, collate and analyse Visible Learning Survey data • All teachers using learning goals and selection criteria as an embedded element of their practice
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		<p>Gather data around student engagement for discussion and tracking</p> <ul style="list-style-type: none"> ▪ Build consistency of programs and assessment between year levels ▪ Expand current transitions at the end of the year to whole day transitions <ul style="list-style-type: none"> ○ Introduce further year level transition activities - ○ Improve communication to parents around all school transitions ○ Expand effective teacher handover of students between grades at the end of the year for the following year ○ Invite previous Year 7 students to participate in panel discussion with Year 6 students at the beginning and end of the year 	<ul style="list-style-type: none"> ▪ Monitor facilitation of Big Ideas program using observation and feedback conversations with teachers and students ▪ Use student engagement data and anecdotal evidence to assess impact of Big Ideas Program
Year 2	<p>Embed Big Ideas Program in Senior School</p> <ul style="list-style-type: none"> ▪ Timetable observation and workshop sessions with Big Ideas facilitators and teachers ▪ Continue to implement Big Ideas Program in the Senior School <p>Embed Investigations language and structure in Middle School</p> <ul style="list-style-type: none"> ▪ Provide professional learning for Middle School teachers on using investigations language and structure <p>Continue with observations and coaching of Middle School teachers on investigations structure and language review transitions activities and practices</p>	<ul style="list-style-type: none"> ▪ Use student engagement data and anecdotal evidence to assess impact of Middle School and Senior School Inquiry Programs 	<ul style="list-style-type: none"> ▪ Use speaking and listening data, as well as anecdotal evidence, to evaluate the impact of the Walker Learning Approach at Junior School
Year 3	<ul style="list-style-type: none"> ▪ Extend Big Ideas Program into Middle School ▪ Work with Big Ideas facilitators to adapt program for Middle School students 		

	Review transitions activities and practices	
Year 4	<ul style="list-style-type: none"> ▪ Evaluate Big Ideas Program ▪ Evaluate Inquiry Program ▪ Reassess throughlines to ensure that they remain context and cohort relevant ▪ Evaluate Walker Learning Approach ▪ Evaluate transitions activities and practices 	

Wellbeing Maintain and deepen a focus on personalised learning through development of responsibility as learners	Year 1	<ul style="list-style-type: none"> ▪ Further support students to become resilient and independent learners <ul style="list-style-type: none"> ○ Introduce School Wide Positive Behaviours (SWPBS) program ○ Investigate appropriate data collection methods for student behaviour ○ Introduce a system for recording behaviour incidents. ○ Introduce a reward system aimed at acknowledging long-term good citizenship ○ Introduce the SWPBS evaluation tools ○ Introduce lessons to support the Behaviour Matrix, You Can Do It, 7 Habits and the school values. 	<ul style="list-style-type: none"> ▪ SWPBS Records ▪ SWPBS evaluation tools ▪ SWPBS Lessons
	Year 2	<ul style="list-style-type: none"> ▪ Continue SWPBS and the mentoring support. ▪ Establish a bank of lessons as they are developed or accessed from sites (SWPBIS especially) 	
	Year 3	<ul style="list-style-type: none"> ▪ Continue SWPBS and the mentoring support. ▪ Establish a bank of lessons as they are developed or accessed from sites (SWPBIS especially) 	
	Year 4	<ul style="list-style-type: none"> • Review SWPB 	

<p>Productivity To effectively manage staffing profiles within budget constraints while providing a rigorous engaging education</p>	<p>Year 1</p>	<p>Ensure resources are used with the best possible effect and in the best possible combination to support improved student outcomes and achieve set goals and targets. Recommendations made in Achievement, Engagement and Wellbeing will impact on school resources and productivity. These include:</p> <ul style="list-style-type: none"> ○ Updating ICT as needed ○ Continuing to provide expertise through professional learning to strengthen leadership, pedagogy and to assist with curriculum documentation ○ Examine current class and teaching structures to ensure a sustainable and equitable plan for the future which supports the philosophy of the school and includes opportunity for succession planning ○ Consider how teacher time can be better resourced to allow more focused professional learning opportunities <p>Continue to build and deepen the capacity of all leaders and teachers in effective teaching and learning</p> <ul style="list-style-type: none"> ○ Introduce “Becoming a Reflective Teacher”, (Marzano) for teachers to reflect on their practice ○ Maintain Pedagogical Coaching 	<ul style="list-style-type: none"> ● Effective use of Student Resource Package ● Program Budgets are balanced
	<p>Year 2</p>	<ul style="list-style-type: none"> ■ As above 	<ul style="list-style-type: none"> ■ Teachers use “Becoming a Reflective Teacher”, (Marzano) as professional reading
	<p>Year 3</p>	<ul style="list-style-type: none"> ■ As above 	<ul style="list-style-type: none"> ■ Teachers use “Becoming a Reflective Teacher” strategies to monitor and improve efficacy
	<p>Year 4</p>	<ul style="list-style-type: none"> ■ Evaluate the Coaching program 	<ul style="list-style-type: none"> ● School Staff Opinion Surveys