

School Strategic Plan 2018-2022

Heatherhill Primary School (4802)



Submitted for review by Mary Verwey (School Principal) on 12 December, 2018 at 01:06 PM

Endorsed by Kenneth Robinson (Senior Education Improvement Leader) on 12 December, 2018 at 03:50 PM

Endorsed by Keith Browning (School Council President) on 12 January, 2019 at 01:57 PM

School Strategic Plan - 2018-2022

Heatherhill Primary School (4802)

School vision	<p>Vision Learning to excel together</p> <p>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.</p> <p>Core Beliefs</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 through 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. <p>• The following four key principles, based on the school's pedagogical vision, guide our approach to teaching and learning:</p> <ul style="list-style-type: none">o Relationships form the basis of all learning. Learning partnerships are formed to enable students to drive their own learning.o Learning starts from the point of need, extending and challenging learners to achieve growth and success.o Learners' engagement needs are met through rich and authentic learning experiences.o 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.
----------------------	--

School values	<p>Values</p> <p>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:</p> <p>Respect (self, others and property)</p> <ul style="list-style-type: none"> • To be tolerant, considerate and courteous • To be tolerant, considerate and courteous • Develop positive relationships with whole community • Express our own opinions and feelings assertively, respecting the feelings and opinions of others, using appropriate language and tone of voice at all times. • Demonstrate courtesy to all, by greeting one another, including others in conversations and listening to others. • Allow others to speak without interruption in meetings and discussions. • Value everyone’s efforts – great and small; share and encourage; support one another. • Take pride in school environment. • Care for your own property, the school’s property and the property belonging to others <p>Trust</p> <ul style="list-style-type: none"> • To be fair, honest, truthful and reliable • Act with care, discretion, honesty and confidentiality in all personal relationships. • Honour commitments and be reliable. • Collaborate and cooperate with colleagues and focus on teamwork. • Demonstrate loyalty to all members of our school community. • Believe that we are all here to do “the right thing”. • Take responsibility <p>Doing Your Best</p> <ul style="list-style-type: none"> • To make the best possible use of all our talents and abilities • Understand and fulfil professional responsibilities. • Challenge oneself to keep learning about how to improve professional expertise. • At all times be a role model for your peers and students and undertake your duties appropriately. • Be pro-active, positive and optimistic and solution focused. • Follow through with commitments, don’t give up.
----------------------	--

	<ul style="list-style-type: none"> • Meet deadlines and work toward goals. • Notice when something needs to be done and address the need. • Actively participate in school events – eg Book Week, concert etc. • Contribute in meetings. • Accept responsibility for all students in the school
<p>Context challenges</p>	<p>The School Review Panel agreed that teacher capacity to analyse student data was emerging through their use of a range of strategies, including the introduction and use of school level testing incorporated in a schoolwide assessment schedule. This was further supported by staff involvement in Bastow professional learning in Literacy and use of data throughout 2018. The Panel also agreed that teachers were using a range of approaches which supported increased provision of targeted learning for all students. There were however inconsistencies evident in teacher assessment practices throughout the early period of the previous Strategic Plan and this proved to be a barrier to program development and delivery, and increased student learning growth. The Panel noted that there was not yet a consistent approach to how assessment was informing curriculum planning and this reflected in teacher judgements against NAPLAN data comparisons.</p> <p>Students articulated during focus groups that they were not consistently challenged in all areas of their learning. The Panel heard that students had learning goals, which were primarily related to task completion and the panel observed inconsistencies in how feedback on achievement of these goals was provided back to the students. The Panel also found that the school's documented approaches to teaching and learning were emerging in the later part of the review period and had previously been a barrier to the implementation of consistent practice and improved student learning.</p> <p>A limited understanding of genuine student agency in learning was identified by the staff and the leadership team as a future challenge for the school. The Panel agreed that the school had many of the preconditions to enact genuine student agency. It also agreed that with a future focus on student ownership and accountability for their learning via differentiation, quality feedback and explicit structures and processes student agency would be enhanced at the school.</p>
<p>Intent, rationale and focus</p>	<p>In reviewing the previous Strategic Plan period during the School Review, the school had made significant progress towards the establishment of an effective collegiate teaching and learning environment impacting positively on the quality of teaching practice within the classroom. There were however, through detailed analysis of the school's NAPLAN and school based student achievement data concerns about the higher than expected proportion of students demonstrating low relative growth and limited alignment between student NAPLAN results and Teacher Judgements on student learning outcomes. To address these concerns the Panel felt there was a need for there to be a focus on the whole school use and analysis of data and evidence to inform the provision of targeted learning and to measure the impact of teaching and learning programs and strategies. They also believed that this work would be further enhanced by further building teacher capacity to deliver high quality relevant literacy programs incorporating strategies promoting student voice and agency in their learning.</p> <p>Priorities that have been identified as areas of focus for the Strategic Plan period include:</p>

- Embedding the School's Instructional Model, utilising:
 - o Gradual Release of Responsibility theory.
 - o Learning goals and success criteria.
 - o Inquiry and investigation.
 - o High Impact Teaching Strategies and evidence based best practice in teaching and learning.
 - o Agreed teaching and learning methods in delivering Literacy, Numeracy and Inquiry learning programs

- Developing teacher capacity in:
 - o Data knowledge.
 - o Curriculum planning.
 - o Collaborative planning

- Enhancing Student Agency through:
 - o The setting high quality learning goals and success criteria.
 - o The use of effective feedback to students about learning.
 - o Effective differentiation of the curriculum.
 - o The use of quality inquiry based learning.

School Strategic Plan - 2018-2022

Heatherhill Primary School (4802)

Goal 1	To maximise student learning growth in literacy.
Target 1.1	By 2022, 55 percent or more of Year 3 students will be in the top two bands of NAPLAN Reading.
Target 1.2	By 2022, 40 percent or more of Year 5 students will be in the top two bands of NAPLAN Reading
Target 1.3	By 2022, 25 percent or more of Year 5 students will achieve high relative growth in NAPLAN Reading
Target 1.4	By 2022, 25 percent or more Year 5 students will achieve high relative growth in NAPLAN Writing
Key Improvement Strategy 1.a Curriculum planning and assessment	Build teacher capability to utilise data and a range of assessment strategies to teach to a student's point of learning (CPA)
Key Improvement Strategy 1.b Curriculum planning and assessment	Embed a collaborative team planning approach to implement the agreed sequential curriculum plan (CPA)
Key Improvement Strategy 1.c Building practice excellence	Embed an agreed and consistent whole school approach to teaching and learning (BPE)
Key Improvement Strategy 1.d	Review and enhance the Instructional Model to enable point of need teaching and learning. (CPA)

Building practice excellence	
Key Improvement Strategy 1.e Building practice excellence	Build teacher capacity through professional learning, mentoring and coaching to effectively and consistently use the Heatherhill Instructional Model through professional learning, mentoring and coaching (BPE)
Goal 2	To maximise Student Agency.
Target 2.1	By 2022 all measures within the Attitudes to School Survey (AToS) Student Agency and Voice factors will be 85 or more percent positively endorsed.
Target 2.2	By 2022 all percentile measures within the Staff Opinion Survey (SOS) Academic Emphasis factor will be at or above 85 percent positively endorsed.
Target 2.3	By 2022, all percentile measures within the Parent Opinion Survey (POS) Student Agency and Voice and Confidence and Resilience will be at or above 85 percent positively endorsed
Key Improvement Strategy 2.a Empowering students and building school pride	Enhance active student engagement in their learning within a differentiated curriculum to stimulate and challenge all students. (ESBSP)
Key Improvement Strategy 2.b Empowering students and building school pride	Embed student agency to promote student leadership, differentiated learning and programs tailored individual student needs. (ESBSP)
Key Improvement Strategy 2.c Curriculum planning and assessment	Develop and implement a School Improvement Plan using the schools purpose statement and values as a foundation for all core learning priorities. (CPA)

Key Improvement Strategy 2.d Curriculum planning and assessment	To work as a Professional Learning Community to implement processes that support quality planning and decision making aligned to the SSP. (CPA)
Key Improvement Strategy 2.e Curriculum planning and assessment	Embed the Heatherhill Primary School structures and process that enable rigorous teaching and learning for all students at their point of need. (CPA) Including but not exclusive to: <ul style="list-style-type: none"> a. Student/Teacher conferences that facilitate student led goal setting and reflections b. Timely evidence-based feedback to maximise student growth c. The Heatherhill Primary School agreed Instructional Model
Key Improvement Strategy 2.f Curriculum planning and assessment	To embed whole school curriculum planning and practice that demonstrates the interconnectedness between the SSP, the AIP, PDPs, FISO initiatives and school improvement. (CPA)
Key Improvement Strategy 2.g Intellectual engagement and self-awareness	Embed the Heatherhill Primary School Wide Positive Behaviour Support (SWPBS) program. (IESA)