**School Strategic Plan 2022-2026**

Heatherhill Primary School (4802)



Submitted for review by Amanda McLean (School Principal) on 19 December, 2022 at 04:19 PM  
Endorsed by Amadeo Ferra (Senior Education Improvement Leader) on 14 February, 2023 at 09:09 AM  
Awaiting endorsement by School Council President

**School Strategic Plan - 2022-2026**

Heatherhill Primary School (4802)

|  |  |
| --- | --- |
| School vision | VISION Learn.Persevere.Excel  MISSION Heatherhill Primary School is committed to providing a secure, caring and harmonious environment where 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. |
| School values | VALUES Values as a school community, we apply the agreed values in our everyday dealings and recognise, value, and celebrate all efforts. The school values are:   RESPECT (SELF, OTHERS AND PROPERTY)  TRUST  DOING YOUR BEST |
| Context challenges | The Panel concluded that a whole-school instructional model was in place and supporting documentation had been developed to assist teachers to deliver an agreed pedagogical model. They noted that learning walks had been an effective tool used by leadership to build the capabilities of teachers to engage students in their learning. They found there was a focus on explicit teaching within the instructional model, but that opportunities for differentiation within the model for students above standard were limited. The Panel noted that students needed more agency in learning.   The Panel members agreed that the professional learning programs had effectively supported teachers to develop the application of the school instructional model and built the capabilities of teachers to improve their teaching and learning and design the curriculum to meet the needs of students. The Panel noted that the utilisation of an agreed whole-school assessment schedule had supported teachers’ capability to understand and utilise student data and evidence to drive weekly planning. Regular opportunities were created for teachers to analyse data. |
| Intent, rationale and focus | The School Review Panel recommends the following key directions for the next School Strategic Plan: • English and Mathematics • Student agency • Middle leader development • Differentiation • Professional Learning Communities.  Priorities of the School Strategic Plan period includes: English and Mathematics: - Embed the co-created whole school instructional model - Differentiate student learning in Mathematics and English with a particular focus for students working above the level - Use assessment tools and data to cater for the next learning needs of students.   Student Agency: - Build student capabilities to be agents of their own learning - Provide stimulating and challenging learning experiences to build self-regulation and agency - Build teacher capabilities in providing effective student feedback and identify next step in their learning - Build student capabilities to make decisions and take responsibility for their learning - Use collaborative processes to facilitate learning talk so students can learn with, from and behalf of one another.  Middle leader development: - Build the leadership capabilities of middle leaders to lead their teams  - Provide opportunities for middle leaders to plan and facilitate teacher professional learning - Build middle leader capabilities in planning, delivering and evaluating highly effective learning and teaching  Professional Learning Community: - Build staff capabilities in working collaboratively as a whole school professional learning community - Provide opportunities for staff to learn with, from and on behalf of one another through coaching, mentoring and learning walks. |

**School Strategic Plan - 2022-2026**

Heatherhill Primary School (4802)

|  |  |
| --- | --- |
| Goal 1 | Strengthen students’ wellbeing. |
| Target 1.1 | Decrease the proportion of students with 20+ days absence from 23 percent in 2021 to 20 percent in 2026. |
| Target 1.2 | By 2026, improve the percentage positive responses on the Attitudes to School Survey for the following factors:   * Teacher concern from 73% in 2021 to 77% * Sense of confidence from 73% in 2021 to 80% |
| Target 1.3 | By 2026, improve the percentage positive responses on the Parent Opinion Survey for the following factors:   * Promoting positive behaviours from 81% in 2021 to 86% * Confidence and resiliency skills from 81% in 2021 to 85% |
| Key Improvement Strategy 1.a Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion | Promote and engage students in programs to develop their mental and physical health and social-emotional wellbeing. |
| Key Improvement Strategy 1.b The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment | Review and refine the development, implementation, and monitoring of Individual Education Plans (IEP) and student learning contracts. |
| Key Improvement Strategy 1.c Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion | Embed procedures, protocols, and systems to identify students at risk of disengagement and implement a tiered response to ensure all students are connected to learning. |
| Goal 2 | Maximise student learning growth in literacy and numeracy. |
| Target 2.1 | NAPLAN Top two bands in Year 5   * Increase the proportion of students in the top two bands in reading to at least 33 percent (from 29 percent in 2022) * Increase the proportion of students in the top two bands in writing to at least 28 percent (from 23 percent in 2022) * Increase the proportion of students in the top two bands in numeracy to at least 25 percent (from 19 percent in 2022). |
| Target 2.2 | By 2026, improve the percentage positive responses on the Staff Opinion Survey for the following factors:   * Academic emphasis from 67% in 2021 to 72% * Collective efficacy from 66% in 2021 to 72% * Promote student ownership of learning goals from 60% in 2021 to 75% |
| Target 2.3 | By 2026, improve the percentage positive responses on the Attitudes to School Survey for the following factors:   * Stimulated learning from 83% in 2021 to 86% * Differentiated learning challenge from 87% in 2021 to 90% * Student voice and agency from 64% in 2021 to 70% * Perseverance from 76% in 2021 to 80% |
| Key Improvement Strategy 2.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs | Strengthen teacher capability in implementing highly effective learning and teaching practice. |
| Key Improvement Strategy 2.b Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities | Embed teacher capabilities to analyse and use data to inform differentiated learning. |
| Key Improvement Strategy 2.c Activation of student voice and agency, including in leadership and learning, to strengthen students’ participation and engagement in school | Strengthen teacher knowledge and practice to activate learner agency. |
| Key Improvement Strategy 2.d Activation of student voice and agency, including in leadership and learning, to strengthen students’ participation and engagement in school | Develop students’ capabilities to persevere with their learning. |