To provide an inclusive, safe, and learning, across all sectors of the school community.

Heathcote is a small rural community of around 3000 people, some 100 kilometres north of Melbourne and is part of the City of Greater Bendigo. Most recent census data indicates that the proportion of the population made up of older childless couples was considerably higher than the state average, and the proportion of families with children was lower than the state average, confirming a higher proportion of retired couples living in Heathcote.

The school enrolment at the beginning of 2016 was 70 students. Enrolment projections indicate this will remain steady in the period of this Strategic Plan. The school has a transient population with an average of 10 to 12 students coming and going throughout each year. The 2015 Student Family Occupation (SFO) index was 0.74.

The values of Respect, Learning, Teamwork and Responsibility are central to the philosophy of this school. These values are explicitly taught throughout the school and reinforced through the School Wide Positive Behaviour Support philosophy, the Bounce Back wellbeing program and some Restorative Practices strategies.

The school is organised into two team teaching units: the Junior Learning Community – two Year F-2 classes - and the Senior Learning Community – one Year 3-4 class and one Year 5-6 class. In addition to an emphasis on Literacy and Numeracy, reflected in the strong improvement in NAPLAN results over the life of our previous Strategic Plan, the school operates a whole school inquiry curriculum planned over a two-year cycle, which is based on the Victorian Curriculum.

The Stephanie Alexander Kitchen Garden Program, established in 2012, complements the inquiry curriculum and has been significant in adding diversity to the learning environment. It has also proven to be beneficial for the physical, social and emotional growth of the students.

School vision

To provide an inclusive, safe, and learning, across all sectors of the school community.

School values

The following values are central to the philosophy of our school and express how all members of the school community will conduct themselves:

- Respect – recognising and accepting individual differences and valuing our environment and belongings
- Learning – developing the skills, values and attitudes to become a lifelong learner
- Teamwork – learning together to achieve the best possible outcomes for all
- Responsibility – being accountable for our own actions, what we say and what we do

Context and challenges

The values of Respect, Learning, Teamwork and Responsibility are central to the philosophy of this school. These values are explicitly taught throughout the school and reinforced through the School Wide Positive Behaviour Support philosophy, the Bounce Back wellbeing program and some Restorative Practices strategies.

The school is organised into two team teaching units: the Junior Learning Community – two Year F-2 classes - and the Senior Learning Community – one Year 3-4 class and one Year 5-6 class. In addition to an emphasis on Literacy and Numeracy, reflected in the strong improvement in NAPLAN results over the life of our previous Strategic Plan, the school operates a whole school inquiry curriculum planned over a two-year cycle, which is based on the Victorian Curriculum.

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Intent, rationale and focus

Our intent:
- To improve student learning outcomes in Literacy and Numeracy
- To increase engagement in learning, across all sectors of the school community
- To provide an inclusive, safe, and orderly learning environment

Our rationale:
- Teachers will be clear about what student know, what to teach next and how to recognise success
- Teacher judgments and other data collections will be more closely aligned
- Parents will have a greater involvement in student learning
- School attendance data will improve
- Student motivation and learner confidence will grow
- Opportunities to develop student voice will increase, complementing the school wellbeing policy
- Student goal setting will build confidence, motivation and ensure positive learning experiences

Our Priorities and Focus Areas:
We have chosen to link our Key Improvement Strategies to each of the priorities and initiatives outlined in the Framework for Improving Student Outcomes. Our body of work across the life of this Strategic Plan will encompass all six of the initiatives.

Four-year Goals

To improve student learning outcomes in Literacy and Numeracy.

To increase engagement in learning, across all sectors of the school community.

To provide an inclusive, safe, and orderly learning environment.

Improvement Priorities and Initiatives

**Excellence in teaching and learning**

- Building practice excellence
- Curriculum planning and assessment

**Professional Leadership**

- Building leadership teams

**Community engagement in learning**

- Building communities
- A positive climate for learning

**To provide an inclusive, safe, and orderly learning environment.**

- Setting expectations and promoting inclusion.

Key Improvement Strategies

**To improve student learning outcomes in Literacy and Numeracy.**

1. Continue to build teacher capacity and enable collaborative professional learning, which has a focus on research and implementation of best practice to improve student outcomes.
2. Update literacy and numeracy documents and renew the inquiry learning program to include essential knowledge with assessable achievement goals included for each stage of learning.
3. Adopt an assessment and data collection system that enables students’ progress to be efficiently tracked as they transition through the school.
4. Develop the capabilities of teachers in using evidence and proven peer coaching and feedback methods to lead improvements in student learning.

**To increase engagement in learning, across all sectors of the school community.**

1. Strengthen and build on current community relationships and partnering with community sectors to promote lifelong learning.
2. Continue to build a positive, caring environment that empowers and supports students to drive their own learning.

**To provide an inclusive, safe, and orderly learning environment.**

1. Develop the next level of work in the community behavior management agreement ensuring consistency across the school community and ensuring that Heathcote PS is a place where all community members feel safe.
2. Implement a shared approach to supporting the inclusion, health and wellbeing of all students.

Targets

**By the end of 2018, the percentage of students achieving below and above the expected level will be:**

Teacher Judgments: Literacy

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<thead>
<tr>
<th></th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
<th>2018</th>
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<td>Below</td>
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NAPLAN Relative Growth

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<thead>
<tr>
<th></th>
<th>2014</th>
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<tbody>
<tr>
<td>Mode</td>
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<td>Reading</td>
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<td>Writing</td>
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<tr>
<td>Numeracy</td>
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**By the end of 2018, the percentage of students with low and high NAPLAN Relative Growth will be:**

Student Absences Days per FTE Students

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<thead>
<tr>
<th></th>
<th>2014</th>
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<tbody>
<tr>
<td>Prep – Year 6</td>
<td>20.24</td>
<td>16.24</td>
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**By the end of 2018, the mean factor scores for the following Attribute to School and Parent Opinion Survey Factors will be:**

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<thead>
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<tbody>
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<td>Safety</td>
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<tr>
<td>Connect. to Peers</td>
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<tr>
<td>Student Safety</td>
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