

Heathcote Primary School Strategic Plan 2016-2019

Endorsement		Re-Endorsement (if a Goal, KIS or Target is changed)	Re-endorsement (if a Goal, KIS or Target is changed)
Principal:	Cindi Bruechert[name]..... [date][name]..... [date]
School Council:	Glenn Wilson[name]..... [date][name]..... [date]
Delegate of the Secretary:	Anne Cunniff[name]..... [date][name]..... [date]

School vision	School values	Context and challenges	Intent, rationale and focus
To provide a caring and motivational learning environment which prepares all students to become effective life-long learners in a constantly changing global society.	<p>The following values are central to the philosophy of our school and express how all members of the school community will conduct themselves:</p> <ul style="list-style-type: none"> 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 	<p>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 the larger number of retired couples living in Heathcote.</p> <p>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.</p> <p>The values of Respect, Learning, Teamwork and Responsibility are central to the philosophy of the 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.</p> <p>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.</p> <p>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.</p>	<p>Our intent:</p> <ul style="list-style-type: none"> 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 <p>Our Rationale:</p> <ul style="list-style-type: none"> Teachers will be clear about what student knows, 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 <p>Our Priorities and Focus Areas:</p> <p>We have chosen to link our Key Improvement Strategies to each of the priorities and initiatives outlined in the <i>Framework for Improving Student Outcomes</i>. Our body of work across the life of this Strategic Plan will encompass all six of the initiatives.</p>

Four-year Goals	Improvement Priorities and Initiatives	Key Improvement Strategies	Targets																																																																																					
To improve student learning outcomes in Literacy and Numeracy.	<p>Excellence in teaching and learning <i>Building practice excellence</i></p> <p><i>Curriculum planning and assessment</i></p> <p>Professional Leadership <i>Building leadership teams</i></p>	<ol style="list-style-type: none"> Continue to build teacher capacity and to enable collaborative professional learning, which has a focus on research and implementation of best practice to improve student outcomes. 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. Adopt an assessment and data collection system that enables students' progress to be efficiently tracked as they transition through the school. Develop the capabilities of teachers in using evidence and proven peer coaching and feedback methods to lead improvements in student learning. 	<p>By the end of 2018, the percentage of students achieving below and above the expected level will be:</p> <table border="1"> <thead> <tr> <th colspan="5">Teacher Judgments: Literacy % students below and above expected level</th> </tr> <tr> <th></th> <th colspan="2">below</th> <th colspan="2">above</th> </tr> <tr> <th>Mode</th> <th>2014</th> <th>2018</th> <th>2014</th> <th>2018</th> </tr> </thead> <tbody> <tr> <td>R and V</td> <td>19</td> <td>15</td> <td>24</td> <td>30</td> </tr> <tr> <td>S and L</td> <td>17</td> <td>13</td> <td>14</td> <td>25</td> </tr> <tr> <td>Writing</td> <td>23</td> <td>19</td> <td>11</td> <td>25</td> </tr> <tr> <td>M and G</td> <td>18</td> <td>14</td> <td>15</td> <td>20</td> </tr> <tr> <td>N and A</td> <td>15</td> <td>11</td> <td>14</td> <td>20</td> </tr> <tr> <td>S and P</td> <td>14</td> <td>10</td> <td>15</td> <td>20</td> </tr> </tbody> </table> <p>By the end of 2018, the percentage of students with low and high NAPLAN Relative Growth will be:</p> <table border="1"> <thead> <tr> <th colspan="5">NAPLAN Relative Growth % students high and low growth</th> </tr> <tr> <th></th> <th colspan="2">low</th> <th colspan="2">high</th> </tr> <tr> <th>Mode</th> <th>2014</th> <th>2018</th> <th>2014</th> <th>2018</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>18</td> <td>14</td> <td>63</td> <td>67</td> </tr> <tr> <td>Spelling</td> <td>36</td> <td>20</td> <td>45</td> <td>49</td> </tr> <tr> <td>G and P</td> <td>27</td> <td>20</td> <td>45</td> <td>49</td> </tr> <tr> <td>Numeracy</td> <td>20</td> <td>16</td> <td>80</td> <td>84</td> </tr> <tr> <td>Writing</td> <td>63</td> <td>30</td> <td>9</td> <td>30</td> </tr> </tbody> </table>	Teacher Judgments: Literacy % students below and above expected level						below		above		Mode	2014	2018	2014	2018	R and V	19	15	24	30	S and L	17	13	14	25	Writing	23	19	11	25	M and G	18	14	15	20	N and A	15	11	14	20	S and P	14	10	15	20	NAPLAN Relative Growth % students high and low growth						low		high		Mode	2014	2018	2014	2018	Reading	18	14	63	67	Spelling	36	20	45	49	G and P	27	20	45	49	Numeracy	20	16	80	84	Writing	63	30	9	30
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To increase engagement in learning, across all sectors of the school community.	<p>Community engagement in learning <i>Building communities</i></p> <p>A positive climate for learning <i>Empowering students and building school pride</i></p>	<ol style="list-style-type: none"> Strengthen and build on current community relationships and partnering with community sectors to promote life-long learning. Continue to build a positive, caring environment that empowers and supports students to drive their own learning 	<p>By the end of 2018, the mean factor scores for the following Attitude to School and Parent Opinion Survey Factors will be:</p> <table border="1"> <thead> <tr> <th colspan="5">Attitudes to School and Parent Survey Results Mean Factor Score 0.00</th> </tr> <tr> <th></th> <th colspan="2">Att. to School</th> <th colspan="2">Parent Opinion</th> </tr> <tr> <th>T and L</th> <th>2014</th> <th>2018</th> <th>2014</th> <th>2018</th> </tr> </thead> <tbody> <tr> <td>School Connect</td> <td>4.61</td> <td>4.80</td> <td>5.97</td> <td>6.40</td> </tr> <tr> <td>Stim Learn</td> <td>4.50</td> <td>4.75</td> <td>6.40</td> <td>6.80</td> </tr> <tr> <td>Stud Mot</td> <td>4.57</td> <td>4.75</td> <td>5.74</td> <td>6.20</td> </tr> </tbody> </table> <p>By the end of 2018, the Student Absences averages will have decreased, as outlined below:</p> <table border="1"> <thead> <tr> <th colspan="3">Student Absences Days per FTE Student</th> </tr> <tr> <th>Year Level</th> <th>2014</th> <th>2018</th> </tr> </thead> <tbody> <tr> <td>Prep – Year 6</td> <td>20.24</td> <td>16.24</td> </tr> </tbody> </table>	Attitudes to School and Parent Survey Results Mean Factor Score 0.00						Att. to School		Parent Opinion		T and L	2014	2018	2014	2018	School Connect	4.61	4.80	5.97	6.40	Stim Learn	4.50	4.75	6.40	6.80	Stud Mot	4.57	4.75	5.74	6.20	Student Absences Days per FTE Student			Year Level	2014	2018	Prep – Year 6	20.24	16.24																																														
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To provide an inclusive, safe, and orderly learning environment.	<p>A positive climate for learning <i>Setting expectations and promoting inclusion.</i></p>	<ol style="list-style-type: none"> 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. Implement a shared approach to supporting the inclusion, health and wellbeing of all students. 	<p>By the end of 2018, the mean factor scores for the following Attitude to School and Parent Opinion Survey Factors will be:</p> <table border="1"> <thead> <tr> <th colspan="5">Attitudes to School and Parent Survey Results Mean Factor Score 0.00</th> </tr> <tr> <th></th> <th colspan="2">Att. to School</th> <th colspan="2">Parent Opinion</th> </tr> <tr> <th>Stud. Rel.</th> <th>2014</th> <th>2018</th> <th>2014</th> <th>2018</th> </tr> </thead> <tbody> <tr> <td>Classroom. Beh.</td> <td>4.58</td> <td>4.68</td> <td>3.94</td> <td>4.30</td> </tr> <tr> <td>Connect. to Peers</td> <td>4.52</td> <td>4.62</td> <td>6.04</td> <td>6.20</td> </tr> <tr> <td>Student Safety</td> <td>4.61</td> <td>4.71</td> <td>5.17</td> <td>5.40</td> </tr> </tbody> </table> <p>By the end of 2018, all components of the Inclusion Self-Assessment Tool will be rated at 'Exceeds Standards':</p> <table border="1"> <thead> <tr> <th colspan="5">Inclusion Self-Assessment Tool % of Components</th> </tr> <tr> <th rowspan="2">Component</th> <th colspan="2">2015</th> <th colspan="2">2018</th> </tr> <tr> <th>At</th> <th>Exceed</th> <th>At</th> <th>Exceed</th> </tr> </thead> <tbody> <tr> <td>Sch Wide Cult</td> <td>45</td> <td>55</td> <td>0</td> <td>100</td> </tr> <tr> <td>Enrol & Induct</td> <td>33</td> <td>67</td> <td>0</td> <td>100</td> </tr> <tr> <td>Id Stud Needs...</td> <td>47</td> <td>53</td> <td>0</td> <td>100</td> </tr> <tr> <td>Links with Fam</td> <td>67</td> <td>33</td> <td>0</td> <td>100</td> </tr> </tbody> </table>	Attitudes to School and Parent Survey Results Mean Factor Score 0.00						Att. to School		Parent Opinion		Stud. Rel.	2014	2018	2014	2018	Classroom. Beh.	4.58	4.68	3.94	4.30	Connect. to Peers	4.52	4.62	6.04	6.20	Student Safety	4.61	4.71	5.17	5.40	Inclusion Self-Assessment Tool % of Components					Component	2015		2018		At	Exceed	At	Exceed	Sch Wide Cult	45	55	0	100	Enrol & Induct	33	67	0	100	Id Stud Needs...	47	53	0	100	Links with Fam	67	33	0	100																					
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