



School Council Masterplan - 2018/2020

Heathmont East Primary School

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Overview

Purpose of the plan

Acknowledging the wonderful work of the school community over the past 15 + years, the needs of a growing school, and the mandate to continue going from “strength to strength”, the purpose of this plan is to:

- Enhance the educational experience for all HEPS students over the next 3-5 years
- Strengthen the HEPS community
- Give a clear focus and direction for the HEPS school council from 2018 and onwards
- Achieve our School Council goals in the areas of
 - New facilities
 - Communication and
 - Community Engagement

This plan is intended to be a working document, and should be reviewed and updated regularly - at least once per year.

Roles of School Council Members

Traditionally, School Council members have been active in the following areas:

- Education Sub-committee (often focused on governance, policy and student education outcomes)
- Finance - focused on governance specifically in the areas of school funding and budgets
- Social/Fundraising - engaging the school community in social activities and fundraising
- Grounds and Facilities - general maintenance of school facilities often via working bees

In 2018, the school council will expand its focus in the following areas:

- Future Facilities - new facilities required for the growth of the HEPS
- Communications - a focus on internal and external communications and marketing to ensure everyone is kept in the loop
- Community Engagement - how we as a community work with each other in an inclusive way. Initially focussing on enhancing the school’s Parent’s Association.

A recommended summary of the configuration of the school council and its members are listed in *“Roles, skills and structures required to fulfil the Plan”*.

Roles, skills and structures required to fulfil the Plan

Governance (previously Education Sub-Committee)

This area of the school council focuses on school governance including:

- Strategic planning
- Annual Implementation Plan
- Policies
- Measurement and Data of school related performance

Recommended configuration of this area of focus:

- At least 1 staff council member
- At least 2 parent council member
 - The recruitment of the parent member(s) may vary from year to year based on the focus of Governance that year

Finance

This area of the school council focuses specifically on the day to day and annual financial governance of the school.

Recommended configuration of this area of focus:

- The HEPS Business Manager
- School Council Treasurer
- Other members as necessary

Maintenance (previously Grounds and Facilities Sub-Committee)

This area of school council focuses on annual maintenance and minor improvement projects of the existing HEPS grounds and facilities.

Recommended configuration of this area of focus:

- At least 1 staff council member
- At least 1 parent council member
- A recruited parent based Maintenance team

Future Facilities (New)

This area of school council now focuses on the expanded vision of planning for and implementing the development of new facilities at HEPS over the next 3-5 years.

Recommended configuration of this area of focus:

- 1 staff member - preferably the same member to be involved over the lifetime of the project 3-5 years

- 1 parent council member - with a Project Management role. This parent member works with the staff member to plan out the year's activities and chairs a rolling subcommittee that includes short-term, externally recruited experts for different phases of the project.
- Principal or Assistant Principal
- Other members as necessary

Community Engagement (New - and encompasses previous Fundraising/Social Sub-Committee)

This area of school council focuses on all aspects of community engagement. This is defined as engagement with members of the HEPS community as well as local neighbours and the broader municipality. This area will also coordinate the immediate "Improving the Access to School" project to commence in 2018.

Recommended configuration of the area of focus:

- 1 staff member
- 1 parent council member lead - this role requires a specialist expertise in developing relationships with the wider community.
- 1 parent council member/PA liaison - this role focuses on internal HEPS community engagement, primarily via an expanded Parents Association
- Other members as necessary

Communications (New)

This area of school council focuses on all aspects of communication, marketing and branding surrounding the HEPS community. This area is a vital link between the school council and the HEPS community and actively engages in all other school council sub-committees and the Parents Association. This could include:

- Strategy Planning
- Identity - logo, uniforms, values
- Channels - web, newsletters, social media - facebook pages, promotional boards, bumper stickers
- School to Parent Communication - regular updates on school curriculum specific to their child
- Regular feedback to school community relating to project updates, fundraising, other community initiatives
- Coordinating feedback from the HEPS community to the school

Recommended configuration of the area of focus:

- 1 staff member - recommended Assistant Principal (not necessarily a council member)
- 1 parent council member - preferably a marketing or communication specialist.

An Expanded Parents Association (Building on the existing great work of the PA)

This will be essential to the ongoing development of the HEPS community and parent engagement. Aspects of this will include:

- Annual Fundraising events eg fete, trivia night, walk-athon, colour run
- Social events - family BBQs, the great race, movie nights
- Traditional school events - easter egg raffle, mothers and fathers day, end of year disco
- Appointed Class or year level PA representatives - to enable each class or year level to successfully engage and integrate all parents into the life of the school community
- 1 parent liaison (school council member) to be actively involved in both the PA and the School Council

A Summary of 2018 activity

2018	Term 1	Term 2	Term 3	Term 4
Future Facilities	Recruit: FF Staff Member Recruit Parent Project Manager for the project	Research HEPS community facility needs Eg surveys, meetings with Maroondah Council	Initial Planning Develop initial plan for facilities upgrades over the next 3-5 years	Conduct Activity Recruit capital raising team Launch initiative in the community with initial capital raising event
Communications - including marketing, branding	Recruit: Communication Staff Member and Recruit Parent Communications / Marketing Specialist	Initial Planning Develop initial Strategy for Marketing plan	Conduct Marketing Activity	Conduct Marketing Activity
Community Engagement - including Access to School Project, expanded PA	Recruit: Staff Member and Recruit Parents C.E Lead C.E PA Liaison	Additional Recruiting: Expanded PA Access to School Project	Conduct Commence Access to School Commence expanded PA Activity	Conduct Accelerate A2S Accelerate PA Activity

A Summary of achievements at the end of 2020

2020	
Facilities	<ul style="list-style-type: none"> ● Construction beginning <ul style="list-style-type: none"> ○ It will be a community, sporting and cultural hub - a new gym type building ○ The Foundation Level building will be a new community hub building with family education offerings outside of school hours ○ Outdoor sporting facilities - new oval, new toilets, new canteen, additional playground areas ○ Reception and administration needs overhauling
Communications - including marketing, branding	<ul style="list-style-type: none"> ● Every parent paying and giving permission for every school activity before the due date ● A growing participation rate in feedback - via surveys and other feedback tools ● Regular curriculum communication from teachers to parents before the commencement of the next term ● Uniforms - everyday school and sporting uniforms may be updated ● The wider community will know what “Aim High” means when HEPS is mentioned ● Excellence, consistency and professionalism in all areas ● Greater exposure to our traditions - school song, assembly traditions etc ● Proud symbols of affiliation eg stickers with “My kids aim high at HEPS” or “Keep aiming high - HEPS”
Community Engagement - including Access to School Project, expanded PA	<ul style="list-style-type: none"> ● New parents are actively informed about what they need to do when they join the school community and know who and how to interact with other parents ● Parent Association takes an active role in coordinating “Parent Class Representatives” and helping to induct new parents with simple tools like facebook pages, parent contact lists, morning teas ● Community volunteers are actively involved with activities including gardening, walking buses, canteen, literacy ● HEPS has a greater presence in the local shopping strips in Heathmont

	<p>Access to School Project:</p> <ul style="list-style-type: none">● Full participation and acceptance of the concept of walking to school● A lot less congestion in Armstrong Rd.● More children on bikes, and more walking buses● Less anxiety and negative emotions at drop-offs and pick-ups● New improved drop off zone
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Focus Areas for future development

The 5 focus areas for future development were conceived in the 2nd semester of 2017 by the presiding school council. The 5 areas included:

1. Grounds and Facilities
2. Communication
3. Access to School
4. Branding
5. Community Engagement

A summary of the School Council discussions are appended here in the following pages under the 5 area headings.

Through the planning process the 5 areas have been condensed to 3:

1. Future Facilities
2. Communication/Marketing
3. Community Engagement

“Branding” being merged into “Communication” and the “Access to School Project” being merged into “Community Engagement”.

Grounds & Facilities

Overview

What is the current situation?

- Over the past 40 years of school history, the school has made significant contributions to the maintenance and development of the grounds and facilities. In more recent times this has included:
 - B.E.R
 - Custom designed playground
 - Kitchen Garden
 - Student Foodtech Kitchen modifications
- With continued strong growth of student numbers, new facilities need to be planned and developed in the future.
- The current facilities have reached their limit. They are just enough for the current 2017 student cohort at HEPS but not enough for the ongoing projections of the school population in future years.
- Do the current facilities cater for new approaches to teaching and student interaction?
 - The gym is limited - it is too small
 - The gym does not cater for a wide range of sports and physical education eg Basketball
 - The gym does not adequately cater for performing arts
 - The gym does not cater for the entire HEPS community to participate in assemblies
 - Foundation level and “The Cottage”
 - The Cottage was an adequate building 10 years ago, it is now bursting at the seams as HEPS’ foundation level continues to grow
 - The Foundation Level is physically disjointed and the preparation space for teachers is inadequate
 - Outside space - more kids means less space available
 - Toilets need upgrading
 - Canteen, while managed well, is too small for a growing school
 - Asbestos is an issue in the school and should be removed

If nothing changes, what will happen in the future?

- The school community will have to compromise more and more:
 - For space
 - For quality facilities
 - Fewer sports and cultural programs
- The HEPS community will suffer and lose the community feel eg Friday assemblies and other gatherings will have to split class levels.

Why? (What is the deeper purpose for improving this “focus area”?)

- Health & Safety
- Making the school more appealing
- Connectedness with the community ie if we get a bigger gym we could hire it out and interact more with the community
- Student learning outcome improvements
- Opportunities to participate in performing arts ie we could hold our school productions at our school.
- Our school could become more of the centre of our community for students and families
- Better facilities means less bandaid solutions and less money wasted on maintaining outdated facilities.
- Facilities could also be used for fundraising eg hiring out the gym to local basketball clubs

How? (What assets will be applied (Who?), and what approach?)

- Approaching federal government - the Hon. Michael Sukkar MP
- Approaching state government and the Victorian Education Department
- Approaching local government
 - How can any new facilities give a benefit to the wider community?
- A dedicated HEPS Capital Fundraising Team would need to be formed to secure the funding over the next 3 years
 - This would require a very specific skill set for this team - a skill set that would need to be identified asap
 - Volunteers and specific recruiting is recommended to form this team - this would be the school council’s responsibility

What? What we will have achieved by 2020?

- Construction beginning
 - It will be a community, sporting and cultural hub - a new gym type building
 - The Foundation Level building will be a new community hub building with family education offerings outside of school hours
 - Outdoor sporting facilities - new oval, new toilets, new canteen, additional playground areas
 - Reception and administration needs overhauling

What? What we will have achieved by the end of 2018?

- A detailed plan of the new buildings and facilities
- We will have formed a G&F future planning committee
- Sold the vision to the HEPS community
- Gathered information from successful fundraisers
- Talked to the local Maroondah Council about the needs of the community

- Finalised initial talks with influencers
- Detailed building, planning and architectural designs
- Forming partnerships with local community groups that could also use the developed facilities

Communication

Overview

What is the current situation?

- The concept of communication and the improvement of communication between the school and the school community is a constant issue raised at School Council Meetings over the past 10 years
- There are currently multiple communication channels between the school and the school community. These include:
 - Facebook - closed group
 - Compass - online school portal
 - Newsletter
 - Website - public
 - Informal parent “Grapevine”
 - Formal Parent-Teacher communication via reports and face-to-face meetings and interviews
 - Weekly school assemblies
- While there are many channels, there is often feedback from sections of the school community that communication needs improvement

If nothing changes, what will happen in the future?

- New parents have found it difficult to get a grip on how communication happens in a “Big School”. This concept of HEPS being perceived as a “Big School” has quickly crept up on the school, as 5 years ago, it would have been perceived as a small to medium size school
- With the growing size of the school community, it is the desire of all participants to keep everyone informed, connected and strongly engaged. To that end, it is important to keep the idea of “Communication” at the forefront of school discussions so that HEPS can continue to be a strong community. If this does not happen, more and more HEPS community members will continue to disengage, and the HEPS community and strongly fought for culture will suffer as a result.

Why? (What is the deeper purpose for improving this “focus area”?)

- The key purpose? Building community and connecting members closer and closer into the HEPS family
- Keeping parents informed of what is happening with their student’s learning and with what is happening in the curriculum

- To build strong aligned partnerships between the school and families for the benefit of every student

How? (What assets will be applied (Who?), and what approach?)

- A “Communication” representative on the school council who is actively advocating and promoting excellence in school community communication
- This could include:
 - A “How to” guide of school communications for all parents
 - Communication Induction sessions at the beginning of every year
 - Measuring and monitoring communication effectiveness - via surveys
 - Opening clear feedback channels for parents

What? What we will have achieved by 2020?

- Every parent paying and giving permission for every school activity before the due date
- A growing participation rate in feedback - via surveys and other feedback tools
- Regular curriculum communication from teachers to parents before the commencement of the next term

What? What we will have achieved by the end of 2018?

- The selection of a school council “Communication” representative
- Parents to have received compass education and for 90% of parents to have downloaded the compass application on their mobile device
- The successful conduct of a number of communication information sessions throughout 2018

Access to School

Overview

What is the current situation?

- With the continual growth of the school over the past decade, parking at school “drop off” and “pick up” has almost become a tradable commodity.
- Parents are coming to school earlier and earlier to secure a parking spot in the mornings and afternoons.
- Along with the traffic congestion, a number of new issues have arisen:
 - Illegal parking including double parking and parking in “no standing” zones has increased in frequency - especially in Louis St.
 - Aggressive behaviour and incidents of road rage
 - Some accidents have also been reported.
- Other issues include:
 - Risky pedestrian and traffic behaviour near the Armstrong Rd, Louis St intersection
 - Limited car parks for the growing number of staff

If nothing changes, what will happen in the future?

- Undesirable traffic behaviour will continue and likely escalate
- Possible accidents will increase in frequency
- HEPS community connectedness will suffer

Why? (What is the deeper purpose for improving this “focus area”?)

- Health & Safety - children/parents/staff
- To provide a more welcoming feel for everyone
- Community relations - with HEPS neighbours
- Health & Fitness - a chance for HEPS members to have a strong focus on physical health by promoting walking to school

How? (What assets will be applied (Who?), and what approach?)

- Approaching Local Government - Maroondah Council about a number of issues:
 - Possible school “walking” bus activity program
 - Alloted parking areas and drop off zones
- An “Access to School” sub-committee to:
 - help organise and coordinate a walking bus from set points around the school
 - Promote the program to the school community

- Organise others in the school community to participate

What? What we will have achieved by 2020?

- Full participation and acceptance of the concept of walking to school
- A lot less congestion in Armstrong Rd.
- More children on bikes, and more walking buses
- Less anxiety and negative emotions at drop-offs and pick-ups
- New improved drop off zone

What? What we will have achieved by the end of 2018?

- The formation of a sub-committee
- Maps and plans and recommended walking paths
- Promotional information sessions for parents and students
- An initial engagement with the local Maroondah council
- Have explored and reported back to school council about the practices of other schools with congestion issues

Branding

What is the current situation?

- The HEPS brand has been steadily evolving over the school's history and encompasses a myriad of cultural themes including:
 - Cultural Symbols such as:
 - The HEPS motto and logo
 - Assemblies
 - Values
 - School Song
 - Uniforms - students and staff (eg badges)
 - Student recognition and leadership
 - Extra curricular activities such as the music and sporting programs
 - HEPS school reputation in the community
 - Strong academic performance - tied to NAPLAN results
 - Excellent staff
 - Strong leadership
 - HEPS' community spirit and involvement
 - Family high participation rate in student education activities

If nothing changes, what will happen in the future?

- If school growth factors are not considered, some of the very positive aspects of the school branding may suffer - eg assemblies, public recognition of student achievement, leadership structures (more teachers and support for them)

Why? (What is the deeper purpose for improving this "focus area"?)

- It is good to have pride in the school
- HEPS should "not rest on its laurels", as our motto suggests, we should always be aiming high in everything we do including building our brand
- By making it a focus area of the Master Plan, HEPS makes accountable decisions on building the brand. If we add or subtract anything from the school, it must align with our brand
- The brand needs to be able to be articulated. HEPS needs to clearly understand what it stands for and what it doesn't stand for.

How? (What assets will be applied (Who?), and what approach?)

- The brand needs an active developing presence with representatives from the school council
- HEPS needs to continue to have excellent community engagement activities to promote the brand
- To make this a focus, HEPS needs to form a sub-committee OR recruit someone with skills in marketing and branding to be an active member of the School Council

- This could also involve surveying the school community
- Initially, an audit of everything linked with the brand needs to take place (buildings, signage, branding templates ... to name a few)
- Branding and communication have a strong cross-over. Promotional signage and messaging needs to occur in line with our brand

What? What we will have achieved by 2020?

- Uniforms - everyday school and sporting uniforms may be updated
- The wider community will know what "Aim High" means when HEPS is mentioned
- Excellence, consistency and professionalism in all areas
- Proud symbols of affiliation eg stickers with "My kids aim high at HEPS" or "Keep aiming high - HEPS"

What? What we will have achieved by the end of 2018?

- A branding representative on School Council
- A branding plan developed for the next few years
- Sports uniforms for district events and School representative uniforms for all areas of representation (academic, music, drama etc).
- Development of other cultural symbols eg hold music and messages on phones

Community Engagement

What is the current situation?

- HEPS is an open and inclusive community
- Community groups and sporting clubs regularly use the facilities
- Performances and representation outside of the school - including music performances, student leadership representation at Maroondah Festival and ANZAC day
- Fetes, Trivia Nights, Car Races, Movie Nights, Working Bees, Voting booths
- Transition programs for Foundation Level is engaging with the community and promotes a sense of belonging

If nothing changes, what will happen in the future?

- If school growth factors are not considered, some negative aspects may arise. These include:
 - New parents feeling isolated
 - Local neighbours becoming disgruntled with congestion

Why? (What is the deeper purpose for improving this “focus area”?)

- Benefits the children - providing a harmonious and happy environment. Kids see a model of what community can be - about others not about themselves.
- When the community engages with HEPS it can help HEPS achieve its goals

How? (What assets will be applied (Who?), and what approach?)

- A parent representative in every class - to help parents and families in the classes connect with the community. The parent representative would also interact with the Parent Association
- Wider community involvement - potentially coordinating early retirees to volunteer their time with reading and other classroom help activities (eg “Toe by Toe”, “Kids Hope” program)
- Student involvement – continued and enhanced development of programs designed for students giving back to the community by performing in kinders and elderly residence homes.

What? What we will have achieved by 2020?

- New parents are actively informed about what they need to do when they join the school community and know who and how to interact with other parents
- Parent Association takes an active role in coordinating “Parent Class Representatives” and helping to induct new parents with simple tools like facebook pages, parent contact lists, morning teas

- Community volunteers are actively involved with activities including gardening, walking buses, canteen, literacy
- HEPS has a greater presence in the local shopping strips in Heathmont

What? What we will have achieved by the end of 2018?

- A community engagement representative on School Council
- A wider and revamped charter for the Parents Association
- Explored a stronger relationship with Maroondah Council regarding “community engagement”.