



HEATHMONT EAST PRIMARY SCHOOL
4819

Strategic Plan 2017-2020

Endorsement	Re-Endorsement (if a Goal, KIS or Target is changed)	Re-endorsement (if a Goal, KIS or Target is changed)
Principal: Kitty Allard [date] [name] [date] [name] [date]
School Council: Rose Earles [date] [name] [date] [name] [date]
Delegate of the Secretary: [name] [name] [date] [name] [date]

School vision	School values	Context and challenges	Intent, rationale and focus
<p>Heathmont East Primary School believes that students need to develop a set of knowledge, skills and behaviours which will prepare them for success in a world which is complex, rapidly changing, rich in digital technologies, demanding high order thinking and understanding, and increasingly global in its outlook and influences. To succeed in that world, all students need to develop the capacities to:</p> <ul style="list-style-type: none"> • Manage themselves as individuals and in relation to others • Understand the world in which they live, and • Act effectively in that world. 	<p>'AIM HIGH' is our school logo and the mantra we express regularly. The school community has identified 5 values: Respect, Teamwork, Responsibility, Acceptance and Confidence. These values embedded in our culture provide a firm foundation for the positive and productive relationships between students, teachers, support staff and parents. We aim for HEPS students to leave primary school resilient and prepared for the exciting challenges that life presents, as well as possessing a passion for life-long learning! These values are referred to each week in our 'Star of the Week' award, which is presented at assembly to one student who displays the highlighted value of the term. We also use these values to create classroom agreements at the start of the year in various classes across the school.</p> <p>The Department of Education and Training's Social Emotional Learning Program has been introduced and delivers the six main areas: emotional literacy, personal strengths, positive coping, problem solving, stress management and help seeking. This program is in its infancy however is engaging for students and staff, assisting our students to recognise and understand their emotions, learn how to deal with them, as well as instilling necessary life skills.</p> <p>We hope that when our students step out from the comfort and safety of the HEPS community, they are emotionally intelligent, with the ability to navigate their way through life with a strong moral compass. We promote students who are independent and committed to lifelong learning. We encourage them to understand that learning is an active and dynamic part of life and that their achievements are not limited to their academic abilities but their willingness to apply themselves constructively to all human endeavours.</p>	<p>Heathmont East Primary School, established in 1963 is situated in a residential area in the eastern suburbs. The school has experienced significant growth: 2012 – 440, 2016 – 537 and 2017 predicted 570, a reflection of the school's fine reputation. The school is part of the 28-school Maroondah Network, the five-school FISO network, the 10 school Deakin Alliance and links with three government secondary schools.</p> <p>In 2015 the school's Index of Community Socio-Educational Advantage was 1096, which was higher than the national average of 1000, whilst the Student Family Occupation Index was 0.2982, placing the school below the state mean. The overall socio-economic profile of the school was described as high. In 2015, 14% of students were from a language background other than English, with this proportion increasing from 9% in 2013. This is expected to increase significantly in 2017 as the population of students with English as an additional language increases.</p> <p>Currently in 2016, there are 32 teaching staff, 14 Education Support staff, a non-teaching Curriculum Coordinator, a Leading Teacher/Instructional Coach and two Principal Class Officers. Specialist teachers are provided in physical education, the Arts, music, library, student learning support (reading recovery, individual programs and enhanced learning) and LOTE (Japanese). The school comprises 'straight grades': five Foundation, four Level 1, three Level 2, three Level 3, three Level 4, three Level 5 and three Level 6 classes. Learning facilities include a flexible learning space with six classrooms (used by Level 5 and 6 students) a food technology and science building with a four station kitchen, supported by a kitchen garden, a dedicated library, art and craft, gymnasium and music practice spaces.</p> <p>HEPS delivers a comprehensive and balanced curriculum with a strong focus on literacy and numeracy, supporting learning with the integration of digital technologies. In Level 5 and 6 a 'Bring Your Own Device' program operates to immerse digital technology into the learning program. There are support and extension programs provided to students, such as a modified Reading Recovery program. The school had an Inquiry learning approach across the school based on a two-year cycle with different throughlines each term, and a sequenced approach across the year levels. There is a wide variety of extra-curricular programs such as instrumental band, school choir, a rock band, string orchestra, an architecturally designed visual arts facility, an award winning kitchen garden, a Japanese intern program and two Japanese sister schools in Okinawa and Shimaya, a camp program from Years 2-6, lunchtime clubs and Life Education. The school provides a before and after school care program by outsourcing to Camp Australia.</p> <p>Challenges for the staff at HEPS will be to maintain the high standard of teaching and learning ensuring that our students benefit from high quality education including the challenges presented by an increasingly multi-cultural and English as an alternative language population without losing the HEPS personality. We are aware that the increasing enrolments will impact on our physical resources and we endeavour to ensure that the learning space will not impact on quality play space for our students.</p>	<p>The School Self-Evaluation/Review highlighted that the school had student-learning outcomes that were at or above expectations. It was also acknowledged that there was a need to help students develop greater ownership of their learning, and there was further work to be executed in refining a whole school approach to teaching and learning. The Review process accepted that the school should construct a student learning goal that focussed on student growth for all students across all learning areas, and an improvement strategy that would further develop and embed the school's approach to teaching and learning.</p> <p>School based discussions and the review process led to a recommendation that there should be improvement areas focussed on developing processes and structures that would help teachers be more collectively responsible for student learning, engagement and wellbeing, and on developing all middle level leaders so that they have a greater impact on teaching and learning. These improvement strategies are designed to help support teacher efforts to work together to improve student outcomes, and to develop the capacity of those in leadership roles to be more actively involved in supporting improved teacher practice.</p> <p>Conversations with all levels of the school community have supported the recommendation that it would be important to further develop student ownership of learning. Student interviews confirmed for the panel that student voice in learning, whilst evident, could be further developed. It appeared that teachers used ways to promote student ownership of learning but teachers perhaps too tightly controlled this. A student engagement and wellbeing goal related to student ownership of learning was suggested, with this focussed through an improvement strategy targeting development of student self-regulation, reflection and learning independence. The goal and improvement strategy is designed to allow for further development of the school's efforts to encourage students to be more actively involved in, and responsible for, their learning.</p> <p>The school is well prepared for its next stage of improvement. The three goals and multiple improvement strategies build upon work that has led to learning outcomes at or above expectations. In particular they focus on: high learning growth; a whole school approach to teaching and learning; student ownership of learning; developing self-regulation, reflection and learning independence; developing teacher collective responsibility, and developing middle leaders as instructional leaders.</p>



Four-year goals (for improving student achievement, engagement and wellbeing)	Improvement Priorities, Initiatives and/or Dimensions	Key improvement strategies	Targets (for improving student achievement, engagement and wellbeing)																																																																																	
<p>To maximize learning potential so that all students show at least 12 months learning growth each year in all curriculum areas.</p>	<p>Excellence in Teaching and Learning</p> <ul style="list-style-type: none"> Building Practice Excellence Curriculum Planning and Assessment 	<p>Refine and embed the school's teaching and learning framework.</p> <p>Review and embed a consistent Instructional Model</p> <p>Identify strategically targeted, highly reliable visible teaching strategies across the school.</p> <p>Differentiate the curriculum through personalised pathways that reflect 21st century competencies.</p> <p>Invest in PD activities, Instructional coaching and peer observation, in order to build instructional capacity of teachers for the purpose of improving student learning outcomes.</p> <p>Identify and develop a school wide data strategy and tracking system.</p> <p>Build staff capacity in data literacy and interpretation that leads to targeted teaching and learning.</p>	<p>Using 2016 data as a benchmark, show continual improvement in the proportion of students who show at least one year of learning growth on teacher judgements in all learning areas.</p> <table border="1" data-bbox="1837 405 2881 674"> <thead> <tr> <th>SUBJECT</th> <th>Semester 1 2015 – Semester 1 - 2016 BENCHMARK</th> <th>TARGET</th> </tr> </thead> <tbody> <tr> <td>READING</td> <td>84%</td> <td>90%</td> </tr> <tr> <td>WRITING</td> <td>83%</td> <td>90%</td> </tr> <tr> <td>SPEAKING AND LISTENING</td> <td>94%</td> <td>95%</td> </tr> <tr> <td>NUMBER</td> <td>84%</td> <td>90%</td> </tr> <tr> <td>MEASUREMENT & GEOMETRY</td> <td>87%</td> <td>90%</td> </tr> <tr> <td>STATISTICS & PROBABILITY</td> <td>NA(Available early 2017)</td> <td>90%</td> </tr> </tbody> </table> <p>Using the 2016 data as a benchmark, show continual improvement in the percentage of matched cohort students who achieved high relative gain in NAPLAN literacy and numeracy</p> <p><u>% of students achieving high relative gain to be at a higher percentage than the state or increase the differential</u></p> <table border="1" data-bbox="1837 936 2881 1146"> <thead> <tr> <th></th> <th>School 2016</th> <th>State 2016</th> <th>Differential</th> </tr> </thead> <tbody> <tr> <td>READING</td> <td>32%</td> <td>25%</td> <td>7</td> </tr> <tr> <td>WRITING</td> <td>32%</td> <td>25%</td> <td>7</td> </tr> <tr> <td>SPELLING</td> <td>19%</td> <td>25%</td> <td>-6</td> </tr> <tr> <td>GRAMMAR & PUNCTUATION</td> <td>25%</td> <td>25%</td> <td>0</td> </tr> <tr> <td>NUMERACY</td> <td>32%</td> <td>25%</td> <td>7</td> </tr> </tbody> </table> <p>Using the 2016 data as a benchmark, increase the percentage of students achieving in the top two bands for NAPLAN Year 3 and 5 for literacy and numeracy</p> <p>Percentage of students achieving in the top two bands</p> <table border="1" data-bbox="1837 1377 2881 1587"> <thead> <tr> <th>YEAR 3 SUBJECT</th> <th>BENCHMARK</th> <th>TARGET</th> </tr> </thead> <tbody> <tr> <td>READING</td> <td>66%</td> <td>70%</td> </tr> <tr> <td>WRITING</td> <td>70%</td> <td>75%</td> </tr> <tr> <td>SPELLING</td> <td>65%</td> <td>70%</td> </tr> <tr> <td>GRAMMAR & PUNCTUATION</td> <td>68%</td> <td>75%</td> </tr> <tr> <td>NUMERACY</td> <td>59%</td> <td>65%</td> </tr> </tbody> </table> <table border="1" data-bbox="1837 1623 2881 1833"> <thead> <tr> <th>YEAR 5 SUBJECT</th> <th>BENCHMARK</th> <th>TARGET</th> </tr> </thead> <tbody> <tr> <td>READING</td> <td>60%</td> <td>65%</td> </tr> <tr> <td>WRITING</td> <td>35%</td> <td>45%</td> </tr> <tr> <td>SPELLING</td> <td>43%</td> <td>50%</td> </tr> <tr> <td>GRAMMAR & PUNCTUATION</td> <td>67%</td> <td>70%</td> </tr> <tr> <td>NUMERACY</td> <td>47%</td> <td>55%</td> </tr> </tbody> </table>	SUBJECT	Semester 1 2015 – Semester 1 - 2016 BENCHMARK	TARGET	READING	84%	90%	WRITING	83%	90%	SPEAKING AND LISTENING	94%	95%	NUMBER	84%	90%	MEASUREMENT & GEOMETRY	87%	90%	STATISTICS & PROBABILITY	NA(Available early 2017)	90%		School 2016	State 2016	Differential	READING	32%	25%	7	WRITING	32%	25%	7	SPELLING	19%	25%	-6	GRAMMAR & PUNCTUATION	25%	25%	0	NUMERACY	32%	25%	7	YEAR 3 SUBJECT	BENCHMARK	TARGET	READING	66%	70%	WRITING	70%	75%	SPELLING	65%	70%	GRAMMAR & PUNCTUATION	68%	75%	NUMERACY	59%	65%	YEAR 5 SUBJECT	BENCHMARK	TARGET	READING	60%	65%	WRITING	35%	45%	SPELLING	43%	50%	GRAMMAR & PUNCTUATION	67%	70%	NUMERACY	47%	55%
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			<p>Using 2016 data as a benchmark, show improvement in the Parent Opinion Survey scores for the following factors: stimulating learning, learning focus, general satisfaction, student motivation and school connectedness.</p> <p>2016 Parent Opinion Survey – Mean Factor Scores</p> <table border="1"> <thead> <tr> <th>FACTOR</th> <th>BENCHMARK</th> <th>TARGET</th> </tr> </thead> <tbody> <tr> <td>STIMULATING LEARNING</td> <td>5.85</td> <td>6.1</td> </tr> <tr> <td>LEARNING FOCUS</td> <td>5.56</td> <td>5.9</td> </tr> <tr> <td>GENERAL SATISFACTION</td> <td>5.69</td> <td>5.95</td> </tr> <tr> <td>STUDENT MOTIVATION</td> <td>5.58</td> <td>5.9</td> </tr> <tr> <td>SCHOOL CONNECTEDNESS</td> <td>5.80</td> <td>6.1</td> </tr> </tbody> </table>	FACTOR	BENCHMARK	TARGET	STIMULATING LEARNING	5.85	6.1	LEARNING FOCUS	5.56	5.9	GENERAL SATISFACTION	5.69	5.95	STUDENT MOTIVATION	5.58	5.9	SCHOOL CONNECTEDNESS	5.80	6.1
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<p>To empower students to be leaders of their own learning.</p>	<p>Positive Climate for Learning</p> <ul style="list-style-type: none"> Empowering students and building school pride Intellectual Engagement and Self awareness Setting expectations and promoting inclusion 	<p>Enable students to be self-regulating, reflective and independent learners.</p> <p>Investigate and develop a F-6 self and peer assessment strategy.</p> <p>Investigate and develop a Student Friendly version of the HEPS Instructional Model</p> <p>Refine assessment schedule/system to include and enable students to effectively and routinely self and peer assess.</p> <p>Develop students' capacity to become confident active learners who are engaged in their personal learning; through building strong relationships, service learning and problem-based learning.</p>	<p>In 2017 establish benchmarks for the new DET student survey and then construct a target that aims for continual improvement during the remainder of the Strategic Plan.</p> <p>Unavailable – Review in 2017</p> <p>In 2017 establish benchmarks for the school constructed student survey, in line with the Key Improvement Strategies, and then construct a target that aims for continual improvement during the remainder of the Strategic Plan.</p> <p>Unavailable – Review in 2017</p> <p>Reduction in the average days absent per student across Years F – 6 to 12 by 2019.</p> <p>School Absence 2015 data – 15 days average</p>																		



To accomplish collective responsibility for student learning, engagement and wellbeing.

Professional Leadership

- Building leadership teams
- Instructional and shared leadership

Develop processes and structures to accomplish collective responsibility for student learning, engagement and wellbeing.

Embed an instructional leadership model for all middle level leaders.

Develop a high quality distributive leadership model at all levels through whole school succession planning.

Sustain and strengthen a professional learning culture where individuals and teams feel empowered and are confident that they can and do make a positive impact on the life of the school.

Build staff and student capacity to work collaboratively and to give and receive effective feedback for learning whilst promoting a culture of accountability

Using 2016 data as a benchmark, show improvement in the School Staff Survey endorsement percentage across all the components and the overall scores for the school climate and leadership modules.

LEADERSHIP MODULE

Component	Benchmark	Goal
Leading Change	77.1%	82%
Cultural Leadership	76.2%	81%
Flexibility	65.2%	70%
Intellectual Stimulation	87.5%	92%
Instructional Leadership	73.5%	78%
Parent and Community Involvement	89.9%	94%
Leaders Support for Change	77.8%	82%
Visibility	65.3%	70%
Overall Endorsement Percentage	77.1%	82%

SCHOOL CLIMATE

Component	Benchmark	Goal
Collective efficacy	90.8%	95%
Collective responsibility	87.5%	92%
Academic emphasis	80.7%	85%
Trust in students and parents	82.9%	87%
Staff trust in colleagues	77.2%	82%
Teacher collaboration	76.7%	81%
Parent and community involvement	86.9%	91%
Collective focus on student learning	91.1%	95%
Guaranteed and viable curriculum	79.2%	84%
Shielding/Buffering	66.7%	71%
Overall Endorsement Percentage	83.5%	88%

In 2017 establish benchmarks for the school constructed student survey, in line with the Key Improvement Strategies, and then construct a target that aims for continual improvement during the remainder of the Strategic Plan.

