

Hesket Primary School

1004

School Strategic Plan 2013 -2016



Endorsement by School Principal	SIGNED..... NAME: Cliff Palmer DATE: 13 November 2012
Endorsement by School Council	SIGNED..... NAME: Michelle Lelia DATE: 13 November 2012 School Council President signs indicating that the School Strategic Plan has been endorsed by School Council
Endorsement by Regional Director (or nominee)	SIGNED..... NAME..... DATE.....

School Profile

<p>Purpose</p>	<p><i>To provide an engaging, respectful and supportive learning environment where wellbeing is nurtured and children are able to develop optimism while working towards their personal best individually and in the context of their school and wider community.</i></p>
<p>Values</p>	<p>The community of Heskett Primary School works towards achieving its purpose by planning and implementing daily academic, artistic, sporting and social programs and administrative policies that support and enhance the individual and group:</p> <ul style="list-style-type: none"> • All programs cater for individual differences, • All children are accepted as individuals, • All programs strive to bring out the best in every student, • All programs recognise and support students' academic, artistic and sporting talents, • The school works to ensure teamwork among school council, staff, students and the wider community. • The school recognises and welcomes parent participation.
<p>Environmental Context</p>	<p><i>Social – Community and Demographics</i></p> <ul style="list-style-type: none"> • <i>Heskett Primary School is a small school located approximately 76 kilometres west of metropolitan Melbourne within the Shire of Macedon Ranges.</i> • <i>Enrolments come from surrounding communities including Woodend, Lancefield, Romsey and Gisborne, with all students travelling to school by bus or car.</i> • <i>The Student Family Occupation (SFO) density has increased overall since 2004 and the percentile range has decreased from around the 80th percentile in 2006 and varied from year to year to sit at approximately 45 in 2011.</i> • <i>Currently 45% of families access the Educational Maintenance Allowance (EMA)</i> • <i>After an extended period of little staff change our school, generally as a result of retirements, has a mix of experienced long-serving staff and less experienced staff members creating a balanced and enthusiastic workforce of which our community is proud.</i>

Educational

- *Renewed focus on whole school approaches and high quality student work*
- *Embedding the Victorian Essential Learning Standards and the Principles of Learning and Teaching*
- *Our budget expenditure provides resources to deliver improved learning experiences*
- *Focus on engagement in teaching and learning as a tool for continuous improvement*
- *Curriculum planning, Teaching and Learning Coaching, on demand testing, moderation in assessment and reporting have been highlighted*
- *Children at educational risk and for those assessed as requiring extension are provided with additional support.*
- *Our teacher aide is integral to our program working in 1:1, small group situations and general classroom teacher support*
- *Small class sizes ensure individual attention.*

Technological

- *Our school is equipped with desktop and laptop computers in classrooms.*
- *Interactive whiteboards are available in all rooms.*
- *A greater proportion of our annual budget will be allocated to technology related teaching and learning throughout the period of this strategic plan*

Environmental – Grounds and Facilities

- *Our grounds are well established and include an excellent balance of active and passive play areas including playgrounds and sandpit, grassed "oval", basketball and netball courts, rebound wall covered areas, adequate seating and our Fairy Garden.*
- *All rooms are well equipped and are conducive to effective learning*
- *All classrooms are heated; P/1/2 room has heating and cooling and the new building has heating and fans.*
- *The environmentally spacious climate controlled facilities are state of the art.*

Strategic Intent

	Goals	Targets	Key Improvement Strategies
Student Learning	<ul style="list-style-type: none"> To improve overall student learning outcomes in literacy and numeracy from P-6 	<ul style="list-style-type: none"> All students to move through at least one VELS level over the appropriate time. % of students achieving at or better than the expected levels of the VELS at Years 2,4 and 6 to be at or above 75% as measured by On-demand adaptive testing. Student performance in NAPLAN to consistently approximate the State mean 	<ul style="list-style-type: none"> Seek input from the school community in setting our vision and goals and engage the school in practices that reflect learning for the future Align all school plans by developing whole school units of work based on effective pedagogy Develop student focussed curriculum that is inquiry based with open ended tasks and embraces differentiated learning, scope and sequence and an expectation of high quality work as a key performance indicator Have focussed professional learning to align with school goals and a whole school approach to curriculum coordination and units of work Strengthen teacher capacity through a whole school focus on moderation, assessing and reporting student learning using a range of data and showing greater correlation between teacher based assessment and centrally assessed tasks
Student Engagement and Wellbeing	<ul style="list-style-type: none"> To improve student wellbeing and student relationships. To strengthen student leadership by developing buddy programs To continue to improve student 	<ul style="list-style-type: none"> The variable scores in the Student Motivation and Student Leadership variables of the Staff opinion survey will be maintained or improved using 2011 data as the benchmark To further develop the buddies program operating in the school 	<ul style="list-style-type: none"> Develop increased student responsibility for their learning involving them in goal setting and buddy programs. Ensure a whole school focus on purposeful teaching, so that there is a shared agreement about, and

	attendance and student punctuality	between junior and senior rooms. <ul style="list-style-type: none"> To improve student relationships as reflected in the staff opinion survey variables of student misbehaviour and motivation. To have student absences consistently at or below State Mean across all year levels 	common language for, what constitutes good teaching in a secure, stimulating and flexible learning environment. <ul style="list-style-type: none"> Investigate and implement the You Can Do It program
Student Pathways and Transitions	<ul style="list-style-type: none"> To continue and improve transitions and pathways at all levels. To encourage successful pathways through to secondary schooling 	<ul style="list-style-type: none"> Seamless transitions between Years P/1/2, 3-4 and 5-6 are implemented. Continue to provide an individualised approach for transition into Prep and Year 7. Consistently achieve a score of 6.0 or greater for the Transition variable in the Parent Opinion Survey. For 2013-2016 the transition variable on the Parent Opinion survey will be at 5.85 or higher. 	<ul style="list-style-type: none"> Strengthen the use of data to track student progress and to assess and identify students at risk Develop increased student responsibility for their learning involving them in goal setting and buddy programs

Key Improvement Strategies (Prioritised KIS across the three student outcomes areas)	Actions		Achievement Milestones (Changes in practice and behaviours)
<p>Student Learning</p> <p>1. To improve overall student learning outcomes in literacy and numeracy from P-6</p>	Year 1	<ul style="list-style-type: none"> • Establish, consolidate and document a shared understanding of learning through further investigation of AusVELS and PoLT. • Introduce and develop AusVELS for effective teaching and learning including scope and sequence, units of work, assessment and the attributes of highly engaging and successful classrooms. • Embed strategies for increased engagement and successful transitions. • Focussed professional learning in literacy and numeracy. • Introduce P-6 student self evaluation to accompany the June and December reports. • 	<ul style="list-style-type: none"> • Weekly staff meetings to have a clear focus on strengthening teacher capacity through research, discussion and professional sharing. All work in this area to be progressively documented and distributed to staff. • Improvements to ILPs for specific students.
	Year 2	<ul style="list-style-type: none"> • Refine the whole-school teaching and learning model using information from the first year of implementation. • Develop and implement whole-school units of work based on specific AusVELS dimensions such as <i>writing</i> and <i>measurement</i>. • Audit and revise assessment procedures. • Embed the revised assessment and reporting procedures. • Focussed professional learning in literacy and numeracy 	<ul style="list-style-type: none"> • Staff members are consistently following the whole-school approach for curriculum delivery. • Weekly staff meetings have a focus on curriculum development. • As each whole-school unit is complete it is implemented and evaluated • Assessment procedures are relevant, documented and take into account assessment for, as <i>and</i> of learning. • Improvements to ILPs for specific students.
	Year 3	<ul style="list-style-type: none"> • Develop and implement whole-school units of work based on specific AusVELS dimensions such as <i>writing</i> and <i>measurement</i>. • Focussed professional learning in literacy and numeracy 	<ul style="list-style-type: none"> • Improvements to a range of data such as NAPLAN, opinion surveys and teacher assessments. • Improvements to ILP for specific students
	Year 4	<ul style="list-style-type: none"> • Review whole-school planning, scope and sequence, assessment and reporting and student portfolios. • Focussed professional learning in literacy and numeracy. 	<ul style="list-style-type: none"> • Staff to review school curriculum delivery in terms of improved student learning and engagement during staff meetings. • School planning documentation to reflect changes/improvements in content and practice. • Improvements to a range of data such as NAPLAN, opinion surveys and teacher assessments. • Improvements to ILPs for specific students

<p>Student Engagement and Wellbeing</p> <ol style="list-style-type: none"> 1. To improve student wellbeing and student relationships. 2. To strengthen student leadership by developing a buddies program. 3. To continue to improve student attendance and student punctuality 	Year 1	<ul style="list-style-type: none"> • Personal Learning and Social Relationships dimensions to be included in all unit planning. • Instigate revised structure for student leadership opportunities to include a buddies program. • Continue measures to decrease student absence • Staff to visit other schools to see best practice with YCDI programs. 	<ul style="list-style-type: none"> • Personal Learning and Social Relationships dimensions to be included in all planning. • Student Leadership established using a “buddies” model. • Students to write information reports for the newsletter and or magazine as required. • Students to write their own self evaluation for June and December reports • Increase in staff opinion survey variables of student misbehaviour and student motivation
	Year 2	<ul style="list-style-type: none"> • Develop and implement units of work from P-6 based around the setting of realistic goals and to include personal short, medium and longer term goals and the actions necessary to attempt to achieve them for the senior students. • Continue and revise buddies program • Continue measures to decrease student absence 	<ul style="list-style-type: none"> • Units of work on goal setting are written into the planning processes for the junior and senior school. • Digital and other folders styles are investigated through sources such as network schools. • Students to write information reports for the newsletter and or magazine as required. • Students to write their own self evaluation for June and December reports
	Year 3	<ul style="list-style-type: none"> • Involve all students in the development of folders including work samples, reflections and progress towards goals for senior students. • Continue and revise buddies program • Continue measures to decrease student absence 	<ul style="list-style-type: none"> • All students are involved in the development of portfolios that include work samples, reflections and progress towards goals. • Students to write information reports for the newsletter and or magazine as required. • Students to write their own self evaluation for June and December reports
	Year 4	<ul style="list-style-type: none"> • Consolidate the actions of years 1-3 and review procedures. • Continue and revise buddies program • Continue measures to decrease student absence 	<ul style="list-style-type: none"> • Improvements to a range of data such as NAPLAN, opinion surveys and teacher assessments. • Students to write information reports for the newsletter and or magazine as required. • Students to write their own self evaluation for June and December reports
<p>Student Pathways and Transitions</p> <ul style="list-style-type: none"> • To continue and improve transitions and pathways at all levels. • To encourage successful pathways through to secondary schooling 	Year 1	<ul style="list-style-type: none"> • Prep and Grade 6 teachers to act as transitions co-ordinators. • Develop a whole school plan and procedures for transitions to include Prep entry, year/VELS level and year 6 to year 7. • Develop a procedure for “induction” of mid-year enrollees. 	<ul style="list-style-type: none"> • Transitions program outline is established P-6 • Transitions are included in whole school planning. • Aspects of the program are trialled as they become available.

	Year 2	<ul style="list-style-type: none"> • Implement the whole-school plan for transitions. • Appropriately timed newsletter articles to assist parents and children to deal successfully with transitions. • Refine mid year enrolees transition program 	<ul style="list-style-type: none"> • The new program is implemented from P-6 • Feedback sources indicate improvement in attitudes/opinions regarding pathways and transitions. • Newsletter articles appear during first and fourth term.
	Year 3	<ul style="list-style-type: none"> • Fully implement and monitor the program • Develop and administer a questionnaire for parents regarding successful pathways and transitions. • Refine mid year enrolees transition program 	<ul style="list-style-type: none"> • The transition program is implemented from P-6 • Feedback sources indicate improvement in attitudes/opinions regarding pathways and transitions.
	Year 4	<ul style="list-style-type: none"> • Review and revise the program as necessary • Refine mid year enrolees transition program 	<ul style="list-style-type: none"> • The transition program is implemented from P-6 • Feedback sources indicate improvement in attitudes/opinions regarding pathways and transitions.