

## Strategic Plan 2016-2019 Heyfield Primary School School Profile

<p><b>Purpose</b></p>	<p>Heyfield Primary School's purpose is to work together as a Learning Community in the provision of quality educational opportunities for its students with the belief that all students can learn and value the development of self-esteem, confidence, independence, caring and cooperation. It is the shared role of the school and community to build on a child's strengths and talents to ensure each child reaches their full potential. The school aims to develop students who are able to contribute to, and participate in all aspects of community life in a positive way. Students will develop a wide range of skills to enable them to be successful citizens, as reflected in our school motto: <b>"Today's Children – Tomorrow's Future."</b></p>
<p><b>Values</b></p>	<p>Heyfield Primary School community embraces:</p> <ul style="list-style-type: none"> <li>• <b>Commitment</b> to the wellbeing of the children.</li> <li>• <b>Respect</b> for individuality, capacity and backgrounds.</li> <li>• Maintenance of <b>high expectations</b>.</li> <li>• <b>Respect</b> for each other and our environment.</li> <li>• <b>Responsibility</b> for our actions and their implications on others.</li> <li>• <b>Collaboration</b> with parents and the broader community in order to improve education.</li> </ul> <p>Heyfield Primary School's School Wide Positive Behaviour (SWPBS) values to support and encourage the students in their learning and behaviour are:</p> <ul style="list-style-type: none"> <li>• <b>Curiosity    Compassion    Collaboration    Creativity    Celebration</b></li> </ul>
<p><b>Environmental Context</b></p>	<p>Heyfield Primary School (HPS) is a medium sized primary school in the South Eastern Victoria Region. The school prides itself on being an integral part of small, caring school community. The school is supported by an active School Council and the Parents and Friends group. It is located in the township of Heyfield in the Shire of Wellington. Heyfield is a picturesque town renowned for its timber industry and farming. It is situated in North Gippsland, 197 kilometres from Melbourne and 15 km west of the larger town of Maffra. The school is an active member of the Wellington School's Network.</p> <p>Its current enrolment is 196 students. The Student Family Occupation (SFO) is 0.56.. The enrolment has been increasing in the last two years, an indication of parent confidence in the school. There are a small number of Koorie students and students supported by the Program for Students with Disabilities (PSD). Schooling takes in a mixture of modern and older classroom facilities, including an art room and a library.</p> <p>Currently there is 11.3 full time staff: a Principal, 10.3 teaching staff including a Student Wellbeing Officer at 0.9 and 3.6 Education Support staff. In 2015 after careful consideration of student needs and school funding, an additional class was created to make nine classes: Prep, Prep/1, 1/2 x2, 2/3, 3/4, 4/5 and 2 x 5/6. Staff plan and work together as a Professional Learning Team (PLT)</p>

Our School Wide Positive Behaviour Support (SWPBS) values are: curiosity, compassion, collaboration, creativity and celebration. The school has adopted the SWPBS program to support and encourage the students in their learning and behaviour. The school has a positive approach to behaviour management which has increased student engagement and will be further embedded in consistent practice over the next Strategic Planning period.

Specialist programs include Art, Library and Indonesian / Global Studies. Students access modern Information Communications Technology (ICT) facilities. Students are encouraged to engage in physical activity, creativeness and collaborative play with a variety of play facilities. These include junior and senior adventure playground, fitness circuit, rebound wall and large sandpit. A recent and the PLAYMART shed. PLAYMART is a storage of recycled creative play materials. Students engage in a variety of activities that include making cubbies, dressing up, role-playing, construction, designing and experimentation.

Students access a number of extra-curricular programs including a Buddy program, Bike Ed, school concert, swimming, winter sport, athletics, tennis coaching, Little Athletics, Bug Blitz and Sport in Schools program. Student leadership opportunities include Junior School Council, School and House captains.

The next improvement stage -

There is a strong sense of community at Heyfield Primary School with a dedicated and committed staff. Relationships between students, staff and parents are strong. Students, staff and parents show much pride in their school and are optimistic about future directions. The school aims to strive to improve student learning outcomes particularly for students with additional learning needs including those students capable of extension. In the next stage the school will focus on:

- The differentiation of the curriculum, including using learning intentions, success criteria and student feedback in teacher planning.
- Engaging students and parents in learning.
- A whole school research-based teaching and learning framework that underpins explicit and consistent classroom practice.
- Agreed protocols and whole school expectations to guide curriculum planning and assessment.
- Efficient collection and team analysis of data and the tracking of student learning growth.

The next School Strategic Plan should mark a period of consolidation and embedding the successful practices from the review period 2012-1015. The school is well positioned to enter a period of sustained school improvement.

## Strategic Direction

Achievement		Key improvement strategies
<b>Goals</b>	<p><u>Goal</u>: To achieve high literacy and numeracy achievement in a differentiated learning environment</p>	<p><u>Key Improvement Strategies</u>: Through a Community of Practice approach our teachers will share their collective learning to explore means to most effectively develop an agreed HPS instructional teaching and learning model. This teaching and learning model will guide and promote the use of more personalised student learning with clearly defined student learning intentions.</p>
<b>Targets</b>	<ul style="list-style-type: none"> <li>• Increasing the percentage of students achieving above the expected achievement levels in Naplan and Ausvels assessment to 25% or greater.</li> <li>• Increasing the percentage of students achieving high growth on NAPLAN relative growth assessments.</li> <li>• Decreasing the percentage of students achieving below the expected achievement levels on Naplan and Ausvels assessments to 25% or less.</li> <li>• Improvement in student learning as measured by improved student achievement in all writing genres through data collection and analysis.</li> </ul>	<p>The Community of Practice will drive our use of data and the evidence it provides teachers to identify and direct student learning.</p> <p>Student learning data will be used effectively to plan differentiated teaching and learning sequences that result in high learning growth for each student.</p> <p>Teacher capacity will be supported to efficiently utilise a range of assessment strategies to plan effective differentiated learning sequences.</p>
<b>Theory of action (optional)</b>	<p>If learning tasks are purposeful, clearly defined, differentiated and challenging, then all students will experience powerful learning. Curiosity is enhanced when students work at a level appropriate to their understanding.</p>	

	<p>If feedback data is connected to student actions and performance then motivation will be more positive, progress will accelerate and curiosity will be enhanced.</p> <p>Oral language is integral to literacy learning. Assessment tasks should include opportunities that include oral language.</p>	
	<b>Actions</b>	<b>Success criteria</b>
<b>Year 1 (2016)</b>	<ul style="list-style-type: none"> <li>• Develop a Community of Practice around teaching and learning through whole staff commitment and shared competence; building towards the development of-a HPS Teaching &amp; Learning Plan.</li> <li>• Use Carol Dweck’s “Mindset” ideas to overarch specific learning skills to be developed using James Nottingham’s “Encouraging Learning” &amp; the Bounceback program.</li> <li>• PLT’s to devise agreed approaches to Literacy &amp; Numeracy utilizing formative assessment tools.</li> </ul>	<ul style="list-style-type: none"> <li>• Mindset / Nottingham / Bounceback – consistent work program and timetabling references; classroom displays evident. Survey &amp; wellbeing trends positive.</li> <li>• PLT’s –meeting minutes, uniform approach, frequency of meetings, minutes available on “staffshared” the school database site.</li> <li>• HPS Teaching &amp; Learning Plan developed.</li> </ul>
<b>Year 2 (2017)</b>	<ul style="list-style-type: none"> <li>• Mindset / Nottingham / Bounceback implemented throughout the school.</li> <li>• Utilize formative assessment tools to identify point of</li> </ul>	<ul style="list-style-type: none"> <li>• Mindset / Nottingham / Bounceback – consistent work program and timetabling references; classroom displays evident. Survey &amp; wellbeing trends positive.</li> </ul>

	<p>need teaching and student growth</p> <ul style="list-style-type: none"> <li>Establish a HPS T&amp;L plan, reviewing &amp; modifying where necessary.</li> </ul>	<ul style="list-style-type: none"> <li>PLT's –meeting minutes, uniform approach, frequency of meetings, minutes available on "staffshared" the school database site.</li> <li>HPS Teaching &amp; Learning Plan referred to in all planning and implemented in all classrooms.</li> </ul>
<b>Year 3 (2018)</b>	<ul style="list-style-type: none"> <li>Mindset / Nottingham / Bounceback implemented throughout the school. Review for traction and effectiveness.</li> <li>Utilize formative assessment tools to identify point of need teaching and student growth –adjust &amp; modify.</li> <li>Implement &amp; review HPS T&amp;L plan, reviewing &amp; modifying where necessary.</li> </ul>	<ul style="list-style-type: none"> <li>Mindset / Nottingham / Bounceback – consistent work program and timetabling references; classroom displays evident. Survey &amp; wellbeing trends positive.</li> <li>PLT's –meeting minutes, uniform approach, frequency of meetings, minutes available on "staffshared" the school database site.</li> <li>HPS Teaching &amp; Learning Plan enacted and supported by staff practice.</li> </ul>
<b>Year 4 (2019)</b>	<ul style="list-style-type: none"> <li>Review Mindset / Nottingham / Bounceback strategies for traction and effectiveness.</li> <li>Review use of formative assessment tools to identify point of need teaching and student growth.</li> <li>Review the effectiveness of HPS T&amp;L Plan.</li> </ul>	<ul style="list-style-type: none"> <li>Mindset / Nottingham / Bounceback strategies reviewed and appraised for effectiveness.</li> <li>PLT format examined and adjusted to maintain strategic relevance and impact.</li> <li>HPS Teaching &amp; Learning Plan enacted and supported by staff practice.</li> </ul>

<b>Engagement</b>		<b>Key improvement strategies</b>
<b>Goals</b>	<p><u>Goal:</u> To develop higher levels of student engagement and motivation.</p>	<p><u>Key Improvement Strategies:</u></p> <p>As part of Community of Practice and through consultation with George Telford Principal of Yinnar PS and the Wellington Principals network explore how HPS can:</p> <p>Build opportunities for increased student voice and leadership opportunities across the school.</p> <p>Expand opportunities for students to give and receive feedback, to set individual goals, to reflect, to evaluate and take ownership of their learning.</p> <p>Develop a parent engagement strategy that enhances home/school partnerships and adds value to student learning.</p> <ul style="list-style-type: none"> <li>Develop a whole school Mindset survey to be implemented in terms 1 &amp; again in term 4. Compare yearly data and build baseline trend.</li> </ul>
<b>Targets</b>	<p><u>Target:</u></p> <ul style="list-style-type: none"> <li>An upwards trend to be evident across the duration of this plan on school designed tools to assess improvement in student Mindset.</li> <li>An upwards trend to be evident across the duration of this plan in the AtSS variables of student motivation, stimulating learning and learning confidence.</li> </ul>	
<b>Theory of action (optional)</b>	<p>Student learning can be enhanced with students having ownership of their learning including increased opportunities for feedback, peer and self-assessment.</p>	
	<b>Actions</b>	<b>Success criteria</b>
<b>Year 1 (2016)</b>	<p>Through a Community of Practice build opportunities for increased student voice and leadership opportunities across the school.</p> <p>Expand opportunities for students to give and receive feedback, to set individual goals.</p> <p>Develop strategies to engage students and parents in a shared exploration of the Dweck and Nottingham learning</p>	<ul style="list-style-type: none"> <li>Greater confidence, ability and desire in students towards the expression of their thoughts around their learning and in the performance of duties as school leaders.</li> </ul>

	principles.	
<b>Year 2 (2017)</b>	<p>Through our Community of Practice build opportunities for increased student voice and leadership opportunities across the school.</p> <p>Expand opportunities for students to give and receive feedback, to set individual goals.</p> <p>Continue to engage with students and parents through the Dweck and Nottingham learning principles.</p>	<ul style="list-style-type: none"> <li>• Greater confidence, ability and desire in students towards the expression of their thoughts around their learning and in the performance of duties as school leaders.</li> </ul>
<b>Year 3 (2018)</b>	<p>Through our Community of Practice build opportunities for increased student voice and leadership opportunities across the school.</p> <p>Expand opportunities for students to give and receive feedback, to set individual goals.</p> <p>Continue to hone and develop ways to engage students and parent using Dweck and Nottingham learning principles.</p>	<ul style="list-style-type: none"> <li>• Greater confidence, ability and desire in students towards the expression of their thoughts around their learning and in the performance of duties as school leaders.</li> </ul>
<b>Year 4 (2019)</b>	<p>Through Community of Practice review the developments in student voice and leadership opportunities across the school that arose over the term of this plan.</p> <p>Review opportunities for students to give and receive feedback, to set individual goals.</p> <p>Review engagement of students and parent exploring Dweck and Nottingham learning tools.</p>	<ul style="list-style-type: none"> <li>• Review the developments in student confidence, ability and desire in students to express their thoughts around their learning and in the performance of their duties as school leaders.</li> </ul>

<b>Wellbeing</b>		<b>Key improvement strategies</b>
<b>Goals</b>	<p><u>Goal:</u></p> <p>To increase student motivation, engagement, resilience and willingness to contribute to the wellbeing of themselves, the community and their environment.</p>	<p><u>Key Improvement Strategies:</u></p> <p>Through Community of Practice:</p> <ul style="list-style-type: none"> <li>- Broaden the whole school approach to developing resilience, social skills and wellbeing including the emphasis on consistent and high expectations for classroom and school behaviour.</li> <li>- Work with students and parents to further develop the student's ownership and responsibility for their learning, attitude and behaviour.</li> <li>- Strengthen communication and partnerships with parents and the wider community.</li> </ul>
<b>Targets</b>	<p><u>Targets that reflect improved student wellbeing:</u></p> <ul style="list-style-type: none"> <li>• Improvement in the POS variables of parent input, classroom behaviour, student safety and behaviour management.</li> <li>• Improvement in the AtSS variable of classroom behaviour.</li> </ul>	
<b>Theory of action</b>	<p><u>Theory of Action:</u></p> <p><b>Parent Engagement</b></p> <p>If communication and partnerships with parents are strengthened, there will be a supportive school culture to sustain student wellbeing.</p> <p><b>Social Skills and Classroom Behaviour</b></p> <p>If the social skills program is active and embedded, student motivation, confidence and resilience will improve and contribute to positive student wellbeing.</p> <p>If a consistent, whole school approach to behaviour management is maintained an orderly environment for learning will ensue.</p>	

	<b>Actions</b>	<b>Success criteria</b>
<b>Year 1 (2016)</b>	<ul style="list-style-type: none"> <li>• Conduct parent information sessions focussing on Dweck and Nottinham's views and strategies on learner resilience and responsibility for actions.</li> <li>• Seek feedback using school designed surveys.</li> </ul>	<ul style="list-style-type: none"> <li>• Feedback through school designed surveys to reflect a 70% or greater satisfaction rating.</li> </ul>
<b>Year 2 (2017)</b>	<ul style="list-style-type: none"> <li>• Conduct parent information sessions focussing on Dweck and Nottinham's views and strategies on learner resilience and responsibility for actions.</li> <li>• Seek feedback using school designed surveys.</li> </ul>	<ul style="list-style-type: none"> <li>• Feedback through school designed surveys to reflect a 70% or greater satisfaction rating.</li> </ul>
<b>Year 3 (2018)</b>	<ul style="list-style-type: none"> <li>• Conduct parent information sessions focussing on Dweck and Nottinham's focus on learner resilience and responsibility for actions.</li> <li>• Seek feedback using school designed surveys.</li> </ul>	<ul style="list-style-type: none"> <li>• Feedback through school designed surveys to reflect a 70% or greater satisfaction rating.</li> </ul>
<b>Year 4 (2019)</b>	<ul style="list-style-type: none"> <li>• Review the data from the surveys used over the duration of this plan to gauge the success of the parent information sessions which focussed on Dweck and Nottinham's learner resilience and responsibility for actions thinking.</li> </ul>	<ul style="list-style-type: none"> <li>• Feedback through school designed surveys to reflect a 70% or greater satisfaction rating.</li> </ul>

<b>Productivity</b>		<b>Key improvement strategies</b>
<b>Goals</b>	<p><u>Goal:</u></p> <p>To ensure the allocation of resources is aimed at optimizing student learning outcomes</p>	<p><u>Key Improvement Strategy:</u></p> <p>Annually review and ensure that resources are allocated according to student needs identified in the School Strategic Plan.</p>
<b>Targets</b>	<p><u>Targets that reflect improved productivity:</u></p> <p>Improvement in DET staff and parent surveys as well as school developed feedback mechanisms could be used. For example, staff satisfaction with professional growth, parent opinion of school improvement, facilities and curriculum.</p>	
<b>Theory of action</b>	<p>Successful productivity outcomes exist when a school uses its resources – people, funding, facilities, community expertise and professional learning to the best possible effect with the best possible combination, to support improved student outcomes and the achievement of goals and targets.</p>	
	<b>Actions</b>	<b>Success criteria</b>
<b>Year 1 (2016)</b>	<ul style="list-style-type: none"> <li>Promote, advertise &amp; articulate improvements in school operations through the various communication mediums available.</li> <li>Review progress and strategies used over the year period.</li> </ul>	<ul style="list-style-type: none"> <li>Improved staff satisfaction with Professional Growth.</li> <li>Improved parent satisfaction of school improvement.</li> <li>Improved parent satisfaction of school facilities.</li> <li>Improved parent satisfaction of school curriculum.</li> </ul>
<b>Year 2 (2017)</b>	<ul style="list-style-type: none"> <li>Promote, advertise &amp; articulate improvements in school operations through the various communication mediums available.</li> <li>Review progress and strategies used over the year period.</li> </ul>	<ul style="list-style-type: none"> <li>Achieve staff satisfaction with Professional Growth in the third quartile.</li> <li>Achieve parent satisfaction of school improvement, school facilities and of school curriculum in at least the third quartile.</li> </ul>

<b>Year 3 (2018)</b>	<ul style="list-style-type: none"> <li>• Promote, advertise &amp; articulate improvements in school operations through the various communication mediums available.</li> <li>• Review progress and strategies used over the year period.</li> </ul>	<ul style="list-style-type: none"> <li>• Extend:</li> <li>• staff satisfaction with Professional Growth.</li> <li>• parent satisfaction of school improvement.</li> <li>• parent satisfaction of school facilities.</li> <li>• parent satisfaction of school curriculum beyond the third quartile mark of success.</li> </ul>
<b>Year 4 (2019)</b>	<ul style="list-style-type: none"> <li>• Promote, advertise &amp; articulate improvements in school operations through the various communication mediums available.</li> <li>• Review progress and strategies used over the four year period.</li> </ul>	<ul style="list-style-type: none"> <li>• Maintain:</li> <li>• staff satisfaction with Professional Growth.</li> <li>• parent satisfaction of school improvement, school facilities and of the school curriculum</li> <li>• Review and analyse trend data, developing future strategies.</li> </ul>