



# HEATHMONT EAST PRIMARY SCHOOL 4819

PRIMARY  
SCHOOL

## School Strategic Plan 2008 -2011



<p><b>Endorsement by School Principal</b></p>	<p>SIGNED..... NAME: Kitty Allard DATE: 8<sup>th</sup> December, 2008</p>
<p><b>Endorsement by School Council</b></p>	<p>SIGNED..... NAME: Vivienne Stapleton DATE: 8<sup>th</sup> December, 2008  School Council President signs indicating that the School Strategic Plan has been endorsed by School Council</p>
<p><b>Endorsement by Regional Director (or nominee)</b></p>	<p>SIGNED..... NAME..... DATE.....</p>

# School Profile

<p><b>Purpose</b></p>	<p>School Council, staff and management are dedicated to the school’s progress and success. The school is totally committed to optimising every child’s level of academic, social, physical and moral development and believes this goal is best met when parents, their children and school staff work closely and co-operatively together.</p> <p>At HEPS we support the Maroondah Network Purpose of: Passionate Educators working together to improve learning and well being for every student.</p> <p><b>(To be redefined during the life of the Strategic Plan)</b></p>
<p><b>Values</b></p>	<p><b>At Heathmont East Primary School we value:</b></p> <ul style="list-style-type: none"> <li>• high standards of student achievement</li> <li>• high standards of student behaviour, courtesy, commitment and welfare</li> <li>• students representing our school with pride, humility, a sense of belonging, a recognition of self worth</li> <li>• students accepting increasing levels of involvement and responsibility as they progress throughout the school</li> <li>• playground behaviour which is free from harassment and gives every child opportunity to enjoy time outside the classroom in a safe, secure and stimulating environment</li> <li>• a high level of mutual support between students, staff and community</li> <li>• staff given professional courtesy enabling them to effectively and efficiently achieve their daily tasks</li> <li>• a school curriculum maintained in line with DEECD expectations and which reflects school based priorities (e.g. The Integrated Curriculum)</li> <li>• a school council which is supportive and provides guidance and direction to the school and the community</li> </ul> <p>These values promote a school climate which encourages children to be happy at school and achieve at their best possible level of academic, physical, social and moral learning!</p> <p><b>(These to be redefined during the life of the Strategic Plan)</b></p>

**Environmental  
Context**

**Social – community and demographics**

- (HEPS) opened in 1962 and serves the needs of 317 students with increasing enrolments since 2003. Over the Charter period the school population had the profile of a like school group (LSG) four school
- 25% of our families receive the Education Maintenance Allowance (EMA) and few students with a language other than English spoken at home
- In the last two years, some NESB (non-English speaking background) students have enrolled at the school
- The Student Family Occupation (SFO) index is 0.36. HEPS has a low rate of mobility amongst families. The SFO indicative band for similar schools is in the top 36% of the state percentile rankings
- There is a good balance of teaching experience and staff expertise

**Educational**

- Introduction of Victorian Essential Learning Standards with emphasis on physical, personal and social learning
- The school offers an extensive range of extra curricula including activities such as a school band, school choir, enhanced learning program, relationship with a sister school in Osaka, Japan, swimming and after school programs
- The school has been accredited as meeting the criteria for a Performance and Development Culture
- The mandated Assessment and Reporting system was implemented in 2007

**Technological**

- All teaching staff have laptop computers used for professional development
- The school is equipped with computers in a ratio of 1:5 in conjunction with a fully operational lab and a bank of laptops
- Local intranet should be effectively used by all staff
- Interactive whiteboards introduced late 2008

**Grounds and Facilities**

- The school is set in extensive grounds which features a fitness track, oval, adventure playground, sporting facilities and native garden
- The Performing Arts facility, new upgraded student toilets and the LOTE activities room were completed in 2007
- Prep children commence their education in a ‘stand alone’ building endearly termed ‘The Cottage’
- The school is currently developing a kitchen garden

# Strategic Intent

	Goals	Targets	Key Improvement Strategies
<b>Student Learning</b>	To continue to improve and maximize student learning in literacy and numeracy using ICT as a learning tool	<p>Consistent and improved means in parent opinion across the strategic planning period so that by 2012 the following variables have shown the following improvement:</p> <ul style="list-style-type: none"> <li>• Approachability from 5.86 to 6.0</li> <li>• Reporting from 4.79 to 5.5</li> <li>• General Satisfaction from 5.90 to 6.0</li> </ul> <p>Consistent and improved means in staff opinion across the strategic planning period so that by 2012 the following variables have shown the following improvement:</p> <ul style="list-style-type: none"> <li>• Role Clarity from 75.8 to 83</li> <li>• Professional Interaction from 77.3 to 82</li> <li>• Appraisal and Recognition from 68.8 to 72</li> <li>• Curriculum Coordination 59 to 69</li> </ul> <p>Consistent and improved means in student attitudes to school over the strategic planning period so that by 2012 the following variables have shown the following improvement:</p> <ul style="list-style-type: none"> <li>• Teacher effectiveness from 4.29 to 4.62</li> <li>• Teacher empathy from 4.36 to 4.63</li> <li>• Stimulating learning from 4.44 to 4.70</li> <li>• PoLT surveys</li> <li>• Teacher developed surveys</li> </ul>	<p>Enhance teaching and learning practices across the whole school by:</p> <ul style="list-style-type: none"> <li>• Developing a purposeful and shared Teaching and Learning Vision, Values and Mission for HEPS</li> <li>• Developing a Maths Developmental Framework</li> <li>• Developing a Writing, Spelling and Comprehension Developmental Framework</li> <li>• Developing an Assessment schedule for Numeracy and Literacy</li> <li>• Developing personalized learning plans, further develop the student portfolios to include digital portfolios</li> <li>• Creating and sustaining an effective educational leadership and management team, policies and practices which will support a cohesive school culture and establishes an evidenced based culture</li> <li>• Maintaining and improving the school</li> </ul>

			facilities and resources to optimize student outcomes
<b>Student Engagement and Wellbeing</b>	To improve and enhance student engagement and develop personal learners who demonstrate resilience, responsibility, creativity, lateral thinking and problem solving	<p>Consistent and improved means in parent opinion across the strategic planning period so that by 2012 the following variables have shown the following improvement :</p> <ul style="list-style-type: none"> <li>• Student motivation from 5.67 to 5.95</li> </ul> <p>Consistent and improved means in staff opinion across the strategic planning period so that by 2012 the following variables have shown the following improvement:</p> <ul style="list-style-type: none"> <li>• Effective discipline policy from 75.0 to 83.0</li> <li>• Student orientation from 86.5 to 90.0</li> </ul> <p>Consistent and improved means in student attitudes to school across the strategic planning period so that by 2012 the following variable have shown the following improvement:</p> <ul style="list-style-type: none"> <li>• Student morale from 5.7 to 6.02</li> <li>• School connectedness from 4.39 to 4.60</li> <li>• Classroom behaviour from 2.89 to 3.50</li> </ul>	<ul style="list-style-type: none"> <li>• Improve student abilities in self-managing their social and learning behaviours</li> <li>• Enhance the positive student culture by strengthening student connectedness to school through a focus on student development and support programs which promote resiliency, responsibility, creativity, lateral thinking and problem solving (Program Achieve)</li> <li>• Promote improved levels of attendance</li> </ul>

<p><b>Student Pathways and Transitions</b></p>	<p>To provide a seamless education for K – 7 to support the best possible student learning.</p>	<ul style="list-style-type: none"> <li>• Student cohorts to show an average growth of 1.0 in VELs achievement levels or better over a two year period in all literacy and numeracy strands</li> <li>• The matched cohort NAPLAN results will continue to show the expected learning growth of 1.0 VELs level or better across Years 3 to 5</li> <li>• Parent satisfaction relating to transitions in the parent opinion survey increase from 5.94 to 6.04</li> </ul>	<ul style="list-style-type: none"> <li>• Strengthen the in-school transition processes which track students’ progress with particular emphasis on new enrolments</li> <li>• Continue to build links with local preschools and childcare centres to support the prep transition and focus on HEPS Framework for Purposeful Teaching</li> <li>• Continue to build links with local secondary colleges to support the 6-7 transition and focus on HEPS Framework for Purposeful Teaching (e.g. On-line collaboration)</li> <li>• Establish student developed individual learning plans with a focus on goal setting and reflection</li> </ul>
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