

# **Heywood Consolidated**

## **School Strategic Plan**

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2006–2009

## Part 1– School Profile

### **Purpose:**

To provide a positive and caring environment that enhances learning, supports opportunities and promotes well being for all students; creates a stimulating environment for all staff; and values and involves community input.

### **Values:**

The values that underpin our profession also flow on through all layers of our school. As staff members we promote...

**Integrity**...act in the best interests of students

...maintain a professional relationship with students, parents, colleagues and the community

**Respect** ...act with care and compassion

... treat students fairly

...hold our colleagues in high regard

...acknowledge parents as partners in the education of their children

**Responsibility** ..provide quality teaching

..maintain and develop our professional practice.

..work co-operatively with colleagues in the best interests of our students.

**Integrity, respect, and responsibility** are the cornerstones for our children, our staff, and the school community in all areas of our operation.

Other values such as persistence, resilience, commitment, confidence, and tolerance are instilled as part of our overall values program.

### **Environmental Context:**

Heywood Consolidated School is a well resourced school with ideal facilities to serve the needs of the community. Enrolments have fallen over the past few years but they are expected to rise again fractionally and stabilise over the next three years.

Personnel changes over the past few years has seen a new generation of teachers implementing rigorous teaching and learning strategies to lift literacy and numeracy standards. A Targeted School Improvement Plan is forming the basis for this.

Over the next few years the impact of this Plan is expected to be seen and enhance successful programs already in place. The school has strong musical and sporting programs that highlight the emphasis on the development of the overall child.

Community links are strong and will continue to be valued and developed. The school is a leading light within the community and its views are sought and respected by business leaders. While linking with our local community is important, of equal importance is linking with the global community, and giving our children and parents the confidence to take on the future challenges beyond Heywood.

Introduction of VELS, new assessment and reporting system, and a more rigorous approach to Staff Performance and Development will all have a positive impact on what is achieved over the next few years. An improvement in Koorie Literacy skills has been seen very recently and we want this to be sustainable as our Koorie children progress through the school.

Heywood Consolidated School is in a position to move forward in all areas of operation. Enrolments have levelled out and are set to rise, the community outlook with impending new industry is positive, and our initial Targeted School Improvement Plan has been successful in embedding a culture change and setting our direction. The TSIP has been extended for a year, which will not only consolidate work done, but will allow further extension. During 2005 we have been able to mould a school team with common goals and emerging skills to take us to these goals.

Further up skilling of staff is the key to further development as we now have a shortfall in experience in some areas of the school. This transition for staff must also engender a sense of shared ownership for the school with responsibility and accountability for peripheral programs that influence the overall development of the school.

## Part 2 – Strategic Intent

### Student Learning Outcomes

**Goal:**

To improve student outcomes in mathematics P-6

To improve student outcomes in speaking and listening P-2

**Targets:**

By 2009

80% of students will be assessed as achieving at or above the expected level in number and measurement as measured by teacher judgement against VELs and AIM.

By 2009

20% of students assessed as achieving above the expected level in number and measurement as measured by teacher judgement against VELs and AIM.

By 2009 AIM results to show increase in mean level of performance in number and measurement.

Baseline data collected in 2006 using Clay M.M. Record of Oral language.

Subsequent results collected in the remainder of the planning period to trend up from the baseline.

### Student Engagement and Wellbeing

**Goal:**

To improve student engagement and interpersonal development by building social relationships and team work.

**Targets:**

By 2009

The percentage of students who give a positive response to the statements relating to student safety in the Attitudes to school survey will increase from the 2004 result of 53% to at least 75%.

By 2009

80% of students will achieve the expected level in the Interpersonal Development standards of VELs as measured by teacher judgements.

Student absence reduced to not more than a school mean of 11 days by 2009.

Continuous improvements in the outcomes of the annual student safe school survey.

## **Student Pathways and Transitions**

### **Goal:**

To improve transition of students from year level to year level P-6.

To improve tracking of individual students P-6 identifying individual pathways as appropriate.

### **Targets:**

By the end of 2009 all students tracked on a central student data base.

By the end of 2008 ILP plans and individual pathways will be documented for all Koori Students, students with language disorders and those funded by the program for Students with Disabilities.

### **Key Improvement Strategies:**

1. Enhance the teaching and learning of Mathematics across the school.
  - Align whole school mathematics curriculum with VELS.
  - Evaluate the current delivery of mathematics and develop a whole school approach to be consistently used to inform the assessment, planning and learning of mathematics.
2. Enhance the teaching and learning of Speaking and Listening.
  - Implement suitable oral language enrichment programs P-2.
  - Ensure the incorporation of the VELS dimensions for speaking and listening into classroom teaching across all levels.
3. Develop policies and procedures that enhance student well being.
  - Investigate/address issues relating to student safety and decision making through a reference group representative of school community.
  - Embed Interpersonal Development Standards in classroom and school programs.
  - Investigate and where appropriate implement programs such as Restorative practices, Peer mediation, Buddies.
  - Establish and promote a student school council is in place.
4. Identify and document through a central student data base individual student pathways and transitions.
5. Support and sustain the Targeted School Improvement initiative.
  - Implement strategies that meet the needs of Koorie students.
  - Implement strategies that promote student attendance.
  - Enhance teacher capacity in the teaching and learning of literacy.

## Part 3 – Signatures

SIGNED by the Principal .....

Name Anthony Curran

Date ....../....../.....

SIGNED by the School Council President .....

Name Kirsti Keightley

Date ....../....../.....

SIGNED by the Regional Director (or nominee) .....

Name

Date ....../....../.....