

Heatley State School STRATEGIC PLAN 2020 – 2023

OUR PURPOSE

Our school is built on a community that values and respects uniqueness and strives to support the growth of its members in their educational, emotional and social pursuits

OUR VALUES

Respect
We show respect by listening, caring and celebrating difference

Relationships
We build supportive relationships that promote cooperation and teamwork

Creativity
We nurture creativity as part of personal development

Optimism
We think positively and aim high

Honesty
We value honesty and act with integrity

Personal Responsibility
We take personal responsibility and are accountable for our actions

SUCCESSFUL LEARNERS

Enhance our processes and practices in engagement, inclusion and student well-being to sustain a positive learning community.
Use our evidence-based processes and practices to extend student self-efficacy for learning and achievement.

All students can achieve high standards, given sufficient time and the right support

All teachers can teach to high standards given time and the right assistance

High expectations and early and ongoing intervention are essential

All leaders, teachers and students need to be able to articulate what they teach and why they teach the way they do

OUR SHARED BELIEFS & UNDERSTANDINGS

(adapted from Hill & Crevola 1999 in Sharratt 2012 to 2019)

LEADING FOR LEARNING

Define our school's explicit improvement agenda and monitor its implementation across the school.
Ensure our Professional Learning Plan is responsive to the learning needs of all staff and addresses systemic and local educational priorities.
Cultivate the educational leadership capabilities of staff, students and community.
Build our ongoing collegial learning communities to address student engagement and achievement.

OUR VISION

We lead the way for successful lifelong learners with inspired staff and innovative approaches.

QUALITY TEACHING

Deepen teacher and leader knowledge of the Australian Curriculum and monitor learning outcomes for all students.
Embed our pedagogical framework to ensure intentional, evidence driven pedagogical practises are consistently implemented.
Expand a consistent school-wide approach to differentiation that empowers all staff to enact a range of appropriate strategies to improve student achievement.

ENGAGED PARTNERS

Strengthen student engagement and achievement through our intentional and collaborative community communication and connections.
Enact the systemic Parent & Community Engagement Framework and continue to promote our school as a community hub.
Strengthen our Transition Programs for all students.

PERFORMANCE MEASURES

- ☐ >80% of all students achieve A-C level of achievement in English, Mathematics and Science
- ☐ Percentage of all non-exempted Year 3 and 5 students who achieve NMS in NAPLAN is similar to or exceeds the nation
- ☐ Percentage of all non-exempted Year 3 and 5 students who achieve in the upper 2 bands in NAPLAN is similar to or exceeds the nation
- ☐ Prep-3 student enrolment returns to 80 or more per year level
- ☐ Indigenous and non-Indigenous attendance rates are equal and at or close to the state
- ☐ Level of satisfaction in relevant dimensions of student, parent & staff in the School Opinion Survey are similar to or above state means
- ☐ 100% of teaching and non-teaching staff engage in our Professional Learning Plan
- ☐ All teachers engage in collaborative professional learning opportunities within and across schools regularly and in an ongoing way
- ☐ All permanent teaching and non-teaching staff engage in school wide annual Developing Performance Processes

EVIDENCE SOURCES

One School student data, School Data Profile, Headline Indicator Report, Annual School Opinion Survey, Development Performance Plans, CPD records on OneSchool and QCoT, School Professional Learning Plan, School Review Reports

This plan was developed in consultation with the school community and is a statement of direction that meets the school needs and systematic requirements.