

School Profile

Philosophy

Heathmont College is committed to providing diverse programs that offer high quality learning to equip young people for their future – in education, training or employment and for life-long learning. Students, as part of the whole school community, are expected to take responsibility for their own actions. Balancing intellectual achievement with personal, emotional and social development is vital and we recognise the need to foster a strong sense of self-worth, self-confidence and the capacity for building fulfilling relationships with others. A key feature of student behaviour is mutual respect that includes positive and non-discriminatory relationships between boys and girls. Self-discipline, responsible behaviour and commitment to worthwhile goals are the main foundations of the school’s educational philosophy/outlook. Considerable emphasis is placed on academic achievement within the school program. Each student has the right to learn and each teacher has the right to teach in an environment that is positive, supportive, harmonious and productive.

Purpose

Heathmont College is committed to:

- Excellence in student academic achievement
- A culture of high expectations for all learners and school community members
- Creating opportunities for every student to be successful in their chosen pathway
- Encouraging students to act with integrity, self discipline and to take the initiative to contribute to their community

Values

The values that underpin the guiding principles and beliefs at Heathmont College are based on RESPECT:

- Respectful Relationships
- Excellence in all we do
- Supportive community
- Perseverance
- Enthusiasm for Learning
- Cooperation
- Trust

Environmental Context	<p>Built in 1976, Heathmont College is a co-educational 7-12 college situated in a tranquil bush setting in Heathmont in the eastern suburbs of Melbourne. It occupies a large site and provides ample sheltered and open recreational space for students. There is permanent accommodation for 750 students and both the buildings and grounds are well presented and are well resourced for staff and students alike.</p> <p>The current enrolment is 500 students with the enrolment now growing. In 2014, the Year 7 cohort is the largest in the school and the projected enrolment for 2015 should enable the formation of four groups at Year 7. There is a balanced gender distribution across the college. Almost 80% of the students reside in Ringwood and Heathmont. In 2015, there will be an increased percentage of students enrolling from local feeder schools compared to recent trends.</p> <p>The student population is predominantly from an English speaking background. There are three English as an Alternative Language (EAL) students enrolled at the school. The School Family Occupation index trend line has been stable and in 2015 is 0.601.</p> <p>The school employs 49.7 equivalent full time staff, 37 teachers and 12.7 Education Support Staff across classrooms and in learning support roles. There are three Principal Class Officers. There are three Leading Teachers who between them have responsibility for Curriculum and the two sub-schools.</p> <p>The Senior School, Years 10-12, and Middle School, Years 7-9, have structures and processes in place to cater for the education and wellbeing of all students. The agreed classroom management model, <i>Ready to Learn</i>, was developed four years ago and forms the basis of student management across the school. In addition, Learning Groups meet daily to build student connection within the staff and student community.</p> <p>The college offers a traditional VCE course of study with students in Year 10 being able to access a range of VCE Units 1 & 2 to enhance their learning pathways. A VCAL course of study at Intermediate and Senior levels is offered to students via the local 'atEAST' consortium of schools.</p> <p>Students in Years 7-9 follow a traditional curriculum program. Indonesian and German are offered 7 – 12 and a language other than English is compulsory at Years 7 and 8. 'HiPE@9' is a program specific to Year 9 and is delivered in the Learning Centre. Subjects studied in this environment include Personal Development, Humanities and Pathways Education.</p> <p>Selected Year 7 and 8 students are able to access an Excel program in the areas of Literacy and Numeracy that is developed to enhance their academic potential. All students from Years 7 – 12 have access to a personal notebook computer. Many diverse opportunities are provided for student development including student leadership, representative sports and performing arts.</p>

Service Standards	<p>General</p> <ul style="list-style-type: none"> • The School Council expects parents to uphold the goals of the College and encourages their involvement in the educational development of their children. • The school commits to the active sharing of its vision and goals to ensure school community engagement in the school’s strategic plan. • The school aims to deliver all students access to a broad, balanced and flexible curriculum including skills for learning and life. • The school provides a safe and stimulating learning environment to ensure all students can achieve their full potential. <p>Specific</p> <ul style="list-style-type: none"> • The school will respond to all communication by parents and caregivers in a timely fashion. • Parents will be informed when their child does not behave in accordance with the expectations of student behaviour as outlined in the College Planner. • Students will have the Ready to Learn expectations and the College values of RESPECT clearly communicated and reinforced on a regular basis. • Teachers will provide timely and targeted feedback to students on their work.

Strategic Direction

Purpose: A school's strategic direction is defined by goals and targets for improvement in the four outcome areas, and key improvement strategies to achieve the goals and targets.

Schools have significant flexibility in defining their goals, targets and key improvement strategies according to the needs and expectations of their community. Typically, the Strategic Plan will have one goal against each outcome area, though schools may choose to include more.

The goals, targets and key improvement strategies articulated in the School Strategic Plan will underpin individual performance and development planning for school staff.

Regulatory context

Under the *Education Training and Reform Act 2006* Section 2.3.24, subsection (1) of the Act states that:

"A school council must, in accordance with any Ministerial Order, prepare a school plan that sets out the school's goals and targets for the next 4 years and the strategies for achieving those goals and targets."

	Goals	Targets	Key Improvement Strategies HOW?
	Goals are aspirational statements. They define what outcomes the school is striving to achieve. Goals evolve from the school's purpose, values and context and build on the analysis of student outcomes undertaken through the self-evaluation and review processes.	Targets are defined measures of the successful achievement of the school's goals. Targets can take a number of forms and may focus on the outcomes achieved by all students, such as the learning growth all students will be expected to achieve, or on the outcomes of a smaller group of students.	Key improvement strategies are the high-level actions that the school will undertake to achieve its goals and targets. They represent the sequential process of change that will need to occur if the goals and targets are to be realised. Key improvement strategies are broad and are likely to take several years to implement successfully and sustainably. Implementation of the key improvement strategies will be documented in detail through the school's Annual Implementation Planning process.

<p>Achievement</p> <p>Achievement refers to both the absolute levels of learning attainment and growth in student learning that schools strive to support.</p> <p>While recognising that literacy and numeracy are essential foundations for students' success, achievement outcomes encompass a broader view of learning, spanning the full range of curriculum domains, as well as students' co-curricular achievements.</p>	<p>To improve student achievement across the whole curriculum, particularly in Literacy and Numeracy, and across all ability and Year 7-12 levels, ensuring that each student is appropriately challenged and supported to achieve their personal best.</p>	<ul style="list-style-type: none"> • Teachers demonstrate evidence of the implementation of the instructional model in their PDP. • All teachers engage in the data review program: VCE, VCAL and NAPLAN. <ol style="list-style-type: none"> 1. Whole school staff meeting professional development on data. 2. All teachers assign accurate AusVELS levels based on multiple sources of assessment. • VCE data targets: <ol style="list-style-type: none"> 1. Mean VCE study scores across all subjects equal to or above 30. 2. Percentage of study scores of 40 or more be 5% or above. • Year 9 NAPLAN data targets: <ol style="list-style-type: none"> 1. NAPLAN learning gain measure be less than the threshold value in numeracy over the course of the 4 year strategic plan. 2. Year 9 writing: 90% of students be at or above national minimum standards in year 9 NAPLAN writing over the course of the strategic plan. 	<ol style="list-style-type: none"> 1. Continue to build teacher capacity to consistently implement the agreed Heathmont College instructional model across Years 7-12. 2. Further build teacher capacity to more effectively interpret and use a broad range of data and evidence to ensure the curriculum is differentiated across all domains and levels to better cater for individual learning needs. 3. Further build teacher capacity for making more consistent and accurate assessment judgements through greater use of common assessment tasks, shared criteria, rubrics, cross marking, moderation, on demand testing, the use of regular and effective feedback.
<p>Engagement</p> <p>Engagement refers to the extent to which students feel connected to and engaged in their learning and with the broader school</p>	<p>To create a stimulating learning environment where there are increased opportunities for higher levels of student motivation, learning</p>	<ul style="list-style-type: none"> • ATSS – Stimulating learning to be in the 65th percentile for all year levels. • Real retention rate to exceed 80% at the 	<ol style="list-style-type: none"> 1. Continue to build teachers' capabilities to integrate the use of ICT across the curriculum to facilitate more

<p>community.</p> <p>Engagement spans students' motivation to learn, as well as their active involvement in learning.</p> <p>Engagement also refers to students engagement as they make critical transitions through school and beyond into further education and work.</p>	<p>confidence and more active involvement in learning (cognitive engagement).</p> <p>Increase the active participation of all students in their extra curricula learning.</p>	<p>end of this strategic review cycle.</p>	<p>stimulating learning, 21st century skill building and higher levels of student engagement.</p> <ol style="list-style-type: none"> 2. Consolidate student involvement and participation in their learning and decision-making through a continuing whole school commitment to extra curricula opportunities. 3. Pathways interviews will be used to assist with planning and decisions on College offerings.
<p>Wellbeing</p> <p>Students' health, safety and wellbeing are essential to learning and development. An inclusive, safe, orderly and stimulating environment for learning is critical to achieving and sustaining students' positive learning experiences.</p>	<p>To continue to foster a safe and supportive environment and culture, one that promotes positive relationships and connectedness and supports the development of students' social and emotional skills so that they are well placed for success now and beyond school.</p>	<ul style="list-style-type: none"> • ATSS – Student distress – to exceed 50th percentile at all year levels. • Attendance (year 7 – 12 mean) decrease from 22.65 full time equivalent days absent to below 19 days over the course of the strategic plan. 	<ol style="list-style-type: none"> 1. Continue to improve student attendance, particularly across Years 7-10. 2. Continue to strengthen the school's wellbeing programs; positive school culture so that the students' pride in, connectedness to, and sense of belonging in the school is enhanced. 3. Develop partnership with EACH Health Promotion Team based on School Connectedness.
<p>Productivity</p> <p>Productivity refers to the effective allocation and use of resources, supported by evidence and adapted to the unique contexts of each school.</p> <p>Successful productivity outcomes exist when a school uses its resources – people, time,</p>	<p>To effectively allocate and use resources (human, physical and financial) to achieve the goals in Achievement, Engagement and Wellbeing as set out in the SSP 2015-2018.</p>	<ul style="list-style-type: none"> • Parent Opinion Survey – General satisfaction to exceed a score of 5.8 by 2017. 	<ol style="list-style-type: none"> 1. Continued sound financial management approaches to maintain optimum standards in staffing and subject offerings, facilities and resources, and opportunities for School Council approved building upgrades. 2. Continue to invest in leadership development and staff professional

<p>space, funding, facilities, community expertise, professional learning, class structures, timetables, individual learning plans and facilities – to the best possible effect and in the best possible combination to support improved student outcomes and achieve its goals and targets.</p>			<p>learning as a priority, ensuring that knowledge transfer and succession planning are built into leadership development and staff professional learning processes.</p> <ol style="list-style-type: none"> 3. Continue to resource new ICT trends and developments (including Compass) to ensure an innovative ICT environment which supports students' and teachers' learning, to better track the progress of students as they move through the school and to enhance the communication between home and school. 4. Continue to investigate school-community partnerships for mutual benefit.
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School Strategic Plan 2014- 2017: Indicative Planner

<p>Purpose: the purpose of the indicative planner is to assist the school to prioritise key improvement strategies to support resource allocation and to describe the changes in practice and behavior that might be observable at the school if the key improvement strategies are being implemented as intended.</p>			
Key Improvement Strategies	<p>Actions</p>		<p>Achievement Milestone</p>
	<p>Actions are the specific activities to be undertaken in each year to progress the key improvement strategies. There may be more than one action for each strategy. Schools will choose to describe actions with different levels of detail.</p>		<p>Achievement milestones are markers of success. They are useful in demonstrating whether the strategies and actions have been successful. Achievement milestones often reflect observable changes in practice or behaviour. To simplify and focus the school's monitoring of progress, only a limited number of achievement milestones should be set.</p>
Achievement	Year 1	<ul style="list-style-type: none"> • Implement instructional model through consultation with teaching staff. • Implementation of 'WOW' (Watching Others Work) week across College. • Teachers to obtain multiple sources of feedback (including peer observations, coaching, mentoring & student feedback) • Continue with the VCE & Naplan data initiative that involves all VCE teachers: examination of GAT scores and data use to enhance teaching strategies • Continue Carmel Richardson data presentation for all teaching staff • Implementation of specific domain based PD plan to enhance teacher effectiveness • Extension of EXCEL program into Year 9 	<ul style="list-style-type: none"> ▪ Instructional model displayed in all classrooms across the school, teachers using it consistently ▪ All teaching staff participate in 'WOW' week ▪ All teachers provide written evidence of student assessment data in the interview process as part of their PDP ▪ A greater % of teachers are using a suite of ICT options ▪ Teachers provide evidence of multiple sources of feedback to student through the PDP Process ▪ Professional development is clearly linked to enhancing teacher capacity to improve student outcomes ▪ EXCEL program extended into Year 9
	Year 2	<ul style="list-style-type: none"> • Introduction of school based electronic resources for classes • Teachers working in domains to develop consistent teaching strategies across KLAs based 	<ul style="list-style-type: none"> ▪ Students using the resources developed by teachers in every class ▪ Regular observations of each member of the triads – recorded as part of the PDP

		<p>on the instructional model</p> <ul style="list-style-type: none"> Consolidation and further enhancement of the rigout, challenge and level of differentiation of learning and assessment tasks incorporating strategies for making consistent judgements. 	<ul style="list-style-type: none"> Consolidation on Compass of rigorous course documentation that is Aus VELS/VCE compliant, and incorporates eLearning, differentiation, common assessment tasks, shared criteria, rubrics and exemplars.
	Year 3	<ul style="list-style-type: none"> Further develop the triads program based on Heathmont College Instructional Model, and exemplary teaching and learning for all teaching staff Review and refine the use of data to improve student achievement 	<ul style="list-style-type: none"> Students able to access their course work via online sources Teachers are able to produce rigorous course documentation that is incorporates eLearning, differentiation, common assessment tasks, shared criteria, rubrics and exemplars. AusVELS/VCE compliant. All domains have designed and implemented a timeline for accessing data throughout the year to inform their practice
	Year 4	<ul style="list-style-type: none"> Review the 2014-2016 PLT processes Review and prepare the self evaluation for the next Strategic Plan 	<ul style="list-style-type: none"> 2017 PLT process or equivalent is implemented for all teaching staff Leadership team to complete the review Self evaluation prepared
Engagement	Year 1	<ul style="list-style-type: none"> Students, parents and LG teacher engage in 3 Way conferencing on first day for students preparedness and Ready to Learn. Introduction of Compass to students and parents through workshops in 2016 Increased involvement of the SRC in school based planning Continue to strengthen partnerships with VET providers and local business Review the Learning Group program across the College Introduction of Heathmont College 'Outreach Program' Develop partnership with EACH based around school connectedness 	<ul style="list-style-type: none"> Focus to be on two way information between parent/student and Learning Group teacher. Students, parents and teachers regularly accessing and using all Compass functions. Attendance at all network meetings Learning Group teachers to be established as the primary contact for all phone calls in to the College. Where possible, LG teachers to be involved in all SSG & PSG meetings. Program launched, student skill sets developed. Selection criteria determined for students who wish to be involved Develop 3-year plan for partnership with EACH.

	Year 2	<ul style="list-style-type: none"> • Increase in the number of student led activities – regular focus groups • VCE orientation to be held at Deakin university • Interview skills workshops year 10 • Continue to strengthen partnerships with VET providers and local business • HC outreach program reviewed and possible expansion 	<ul style="list-style-type: none"> ▪ Students involved in organising and implementing activities from each KLA ▪ Survey students to ascertain the success of orientation ▪ All Year 10 students involved in a VCE workshop ▪ Attendance at all network meetings ▪ Use of outside agencies to provide students with skills ▪ Implement EACH school partnership
	Year 3	<ul style="list-style-type: none"> • Interview skills workshops for year 8 and 9 students • Continue to strengthen partnerships with VET providers and local business 	<ul style="list-style-type: none"> ▪ Every student to be involved in a MIPS interview and interview skills workshops ▪ Attendance at all network meetings ▪ Use of ILP's to be demonstrated in teaching staff PDP's ▪ Evaluate EACH school partnership
	Year 4	<ul style="list-style-type: none"> • Review the 'Ready for Learning' Program at the College in the context of the period of the SSP revisit with staff and students • Review and prepare the self evaluation for the next Strategic Plan 	<ul style="list-style-type: none"> ▪ Working party developed to review the Ready for Learning Policy ▪ Self evaluation prepared ▪ Leadership retreat organised to develop the school's Strategic Plan for next four year period
Wellbeing	Year 1	<ul style="list-style-type: none"> • Health Days to be implemented for each year level • Implementation of College Chaplain program at Heathmont College • Development of a lunchtime activities program • Peer coaching program sport developed at College 	<ul style="list-style-type: none"> ▪ Year level retreats – activities and discussions to compliment the Health curriculum ▪ Local community group to assist with the reintroduction of breakfast club with input of Chaplain ▪ Health program to be developed with input of the Secondary School Nursing program ▪ Whole school musical production to be introduced to the College

			<ul style="list-style-type: none"> ▪ Training for Peer Coaching sport program
	Year 2	<ul style="list-style-type: none"> • Introduce the VCE attendance policy in year 7 - 10 • Learning Group teachers to be given welfare professional development to focus on improving attendance 	<ul style="list-style-type: none"> ▪ Year 7 – 10 attendance policy aligns with VCE ▪ Peer coaching to be undertaken by students in the sport program. ▪ Learning Group teachers to be involved in attendance support group meetings
	Year 3	<ul style="list-style-type: none"> • Review the wellbeing programs across the school • Investigate the current programs and initiatives to enhance student wellbeing • Review and refine attendance policies and processes 	<ul style="list-style-type: none"> ▪ Leadership teams to review the wellbeing programs to ensure they are current and relevant ▪ Working party set up to investigate programs and initiatives ▪ Wellbeing working party to review the current programs
	Year 4	<ul style="list-style-type: none"> • Review and prepare the self evaluation for the next Strategic Plan 	<ul style="list-style-type: none"> ▪ Self evaluation prepared
Productivity	Year 1	<ul style="list-style-type: none"> • Review all leadership roles • Restructure the IT department to take into account the introduction of Compass and changing use of IT in the classroom • Commence the development of an ICT/eLearning Plan to enhance the resources available to the College • Develop the skill sets of leaders within the College to understand financial management • Investigation of workforce management plans. Use of leave committee to continue 	<ul style="list-style-type: none"> ▪ Strengthening of Leadership across the College with regular meetings including specific professional development for Leaders at the College. ▪ New IT structure is embedded with the staff taking on new roles and demonstrating an improved understanding of the use of IT in the classroom. Resources targeted to reflect this. ▪ Staff to attend Dollars and Cents ▪ All new staff are inducted and mentored by a senior staff member ▪ Business Manager to investigate what other schools are doing in this area of IT and report back to Principal team
	Year 2	<ul style="list-style-type: none"> • Review the 4 period day • Continue to engage with coaching and skill enhancement courses for leadership development • Ensure the systemic approach to maintenance of facilities and projects through recurrent 	<ul style="list-style-type: none"> ▪ Four period day has been considered in the context of the changing nature of classroom activities and use of IT ▪ Targeted use of finances to ensure small Y 12 cohort in 2016 have access to appropriate breadth of curriculum

		<p>expenditure</p> <ul style="list-style-type: none"> • Development of workforce plan 	
	Year 3	<ul style="list-style-type: none"> • Review the wellbeing structures across the school • Review the VCE 'ICT' device program 	<ul style="list-style-type: none"> ▪ Leadership team to review in semester one ▪ VCE team/ curriculum team to review ICT device program
	Year 4	<ul style="list-style-type: none"> • Review and prepare the self-evaluation for the next strategic plan. • Review of all financial, staffing, facilities, resources, community partnerships, professional learning and ICT approaches. 	<ul style="list-style-type: none"> ▪ Self-evaluation prepared. ▪ Heathmont College budgets reflect the Strategic plan and affirms all practices and resourcing approaches with clear alignment to the goals of the SSP.