School Strategic Plan 2022-2026
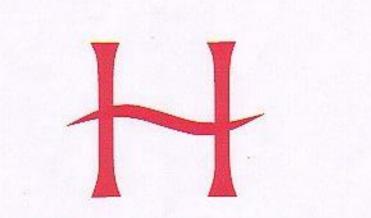
Heathmont College (8816)

Submitted for review by Kerryn Sandford (School Principal) on 11 September, 2022 at 11:46 AM
Endorsed by Kerrie Anderson (Senior Education Improvement Leader) on 11 October, 2022 at 11:12 AM
Awaiting endorsement by School Council President

School Strategic Plan - 2022-2026

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School vision	At Heathmont College, we empower our community to achieve their best and flourish in a changing, future focused world.
School values	In 2021, the college revisited its school values through a rigorous process of consultation and reflection. As a result of the this process, the new school values were determined to be: Curiosity - we have a desire for learning and a sense of hope and positivity. we celebrate growth when we understand new things. Compassion - We respect each other and celebrate our differences. We show kindness to ourselves and others to help build the resilience to achieve together. Community - We strive to build positive connections We listen and respect all contributions and work together so that everyone feels a sense of belonging. Throughout 2022, we will develop a School Wide Positive Behaviour matrix and associated resources to support the implementation and enactment of these values. By the end of the period of this Strategic Plan, we will be able to identify how these values have supported the college to make decisions, create shared expectations and norms, and help the community to remain focused on what is important.
Context challenges	Heathmont College has faced significant changes both internally and externally over the past few years (term of the previous SSP) including multiple changes to college leadership, staffing profile COVID-19 and periods of remote learning and a significant amount of staff turnover. The recent school review identified a number of challenges that the college faces as it enters a new SSP and period of development. These challenges include negative perceptions by staff, students and families of student motivation and agency, wellbeing and connectedness (including a sense of pride in the college and resilience for learning) and academic achievement, as measured by VCE attainment and completion levels and literacy and numeracy attainment in both Years 7 and 9. According to the data, this is not cohort specific and wide scale change and improvement is deemed to be necessary. Staff have identified a need for capacity building of teachers in both student management practices and curriculum planning and implementation. Analysis of current practice in Teaching and Learning points to a need for further work around teacher understanding and implementation of the Victorian Curriculum and the capacity to differentiate instruction to cater for diverse learners. This includes the capacity for every teacher to modify the learning experience for students to ensure that all learners are able to access the curriculum. Teacher understanding and use of core literacy and numeracy teaching practices also needs improvement. Developing teacher capacity to identify and implement High Impact Teaching Strategies in their classrooms for improved student learning and engagement outcomes will need to be a key focus, moving forward. This will involve addressing staff capacity to design engaging learning experiences as well as manage student behaviours in the classroom. Whilst the relationships between staff and students are clearly identified as a key strength of the college, currently, teaching staff

	seem to avoid challenging student behavior, underperformance and regulation in the interests of maintaining friendly and caring relationships. This appears to be allowing students to coast in their learning or not engage with the learning. Supporting staff to develop their capacity to use positive relationships to motivate and challenge students to achieve is a key next step. Staff have also identified a need for capacity building in the area of student management. This is likely result of a less experienced staffing profile but it is important to recognise that building staff capacity in this area is a key determinant for success in developing better teaching and learning practices. The lack of clear and consistent processes and procedures has been identified as a key area for growth and the work on this has begun. A continued focus on formative and diagnostic assessments is also needed with diagnostic data used only sporadically across the college. The use of assessment data to drive curriculum and pedagogical planning is beginning to take hold with staff and the coaching program is helping to support this in English and Mathematics classrooms but this is an area that requires a lot of further work. The use of data to support a Differentiated approach to curriculum planning and pedagogy is a further area for development of teacher capacity. There continues to be a need to work on developing the capacity of the leadership team to lead as well as to work collaboratively. Currently this is being addressed through the introduction of coaching for leaders (including the principal, APs and Leading Teachers), the inclusion of a professional learning element to all leadership meetings and encouraging staff to undertake leadership development courses. Further practices to support the development of leadership expertise across the college will need to be introduced with a number of teachers seeking opportunity for leadership development and experience. Teachers have identified Feedback as a key area in which they would like to see improvement at the college through the Staff Pulse survey tool. Whilst the coaching program addresses this it is currently largely focused on English and Mathematics teachers only. The coaching and staff development team are currently looking to design and establish formal and informal feedback processes for staff. The use of responsive, tiered and contextualised approaches to student management, student learning and wellbeing and engagement requires significant focus in the short and medium term. This has been recognised and is the basis for the introduction of the coaching program, the establishment of a senior leadership role to focus on Diversity and Equity (including Disability Inclusion) and the student management and wellbeing structure all established to address this across these three key areas. The work has begun to develop systems and processes of support but there is still so much to do. The significant investment into senior leadership to drive improvement and to develop the systems, processes and implementation schedules has been made with this in mind. Addressing and preventing chronic non-attendance at the college is an ongoing piece of work that will continue into this next SSP.
Intent, rationale and focus	Heathmont College is aiming to build a school culture that optimises student growth across learning, wellbeing and engagement measures by focusing on equity and inclusiveness and strong, positive relationships. We aim to build school pride in both staff and students and raise the expectations as to what is achievable and manageable. Through the process by which the college community has engaged in developing new values and vision statements, it is clear that our community values quality relationships to drive improvement, learning and wellbeing so as to ensure that all students have access to quality learning and are supported to thrive.

	We will be first prioritising the development of the preconditions of success through capacity building for staff to maintain and orderly and respectful learning environment. Part of this capacity building will focus on Curriculum Area Leaders and Coordinators (Middle Leaders) to develop their practice and their capacity to influence the development of others. At the same time, a focus on the development of the leadership team for driving whole school improvement will occur. Building the capacity of all teachers to collaborate and use data to plan, and assess student learning and growth will continue with a strong focus on Literacy, Numeracy and the Capabilities of the Curriculum through targeted professional learning, Professional Learning Communities and the college coaching program. A strong focus on a knowledge of curriculum and the use of data and feedback to differentiate instruction will be employed with a sustained focus on the implementation of the school Instructional Model.
	A redevelopment of the college Flourish and SWEL curriculum programs will also occur with the aim of incorporating more student voice and building greater levels of student agency. This curriculum will aim to increase student resilience in learning and wellbeing. A staff wellbeing development program will also be introduced to support teachers and ES staff to also increase their levels of agency and resilience.
	Work on enhancing Inclusivity and a respect for diversity will continue with work in this area focusing on the new Disability Inclusion framework and Marrung strategy. Further community involvement in college work will also be sought and built across the period of the SSP.

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Goal 1	Optimise learning growth for every student.
Target 1.1	By 2026, increase the percentage of Year 9 students achieving above benchmark growth in NAPLAN: • Reading from 15% (2021) to 22% • Writing from 15% (2021) to 20% • Numeracy from 12% (2021) to 14%
Target 1.2	By 2026, increase the percentage of positive responses on AToSS Years 7–12 for: • High expectations for success from 64% (2021) to 69% • Effort from 59% (2021) to 64%
Target 1.3	By 2026, increase the percentage of positive responses in School Staff Survey (SSS) for: • Teacher collaboration from 32% (2021) to 40% • Instructional leadership from 28% (2021) to 40% • Use of data for curriculum planning from 29% (2021) to 40% • Use evidence to inform teaching practice from 33% (2021) to 45% • Feedback form 17% (2021) to 30%

Target 1.4	By 2026, increase VCE all study mean score from 26.0 to 28.0
Key Improvement Strategy 1.a The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Develop the capacity of leaders to lead self, others and change.
Key Improvement Strategy 1.b The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Develop and implement a whole school literacy and numeracy improvement strategy.
Key Improvement Strategy 1.c Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Embed evidence–based, collaborative and shared approaches to curriculum design and planning.
Key Improvement Strategy 1.d Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Develop a whole school strategy to improve differentiated teaching practice and feedback.
Key Improvement Strategy 1.e Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning	Develop a whole school strategy to improve assessment and reporting practices to support a focus on growth.

growth, attainment and wellbeing capabilities	
Goal 2	Optimise student engagement and wellbeing.
Target 2.1	By 2026, decrease the percentage of students with 20 or more days absent from 36% (2021) to 32%
Target 2.2	By 2026, increase the percentage of positive responses on the Attitudes to School Survey (AToSS) Years 7–12 for: • Student motivation and interest from 49% (2021) to 54% • Differentiated learning challenge from 50% (2021) to 55% • Stimulated learning from 45% (2021) to 50% • Respect for diversity from 39% (2021) to 44% • Sense of confidence from 50% (2021) to 55%
Target 2.3	By 2026, increase the percentage of positive responses in the School Staff Survey (SSS) for: • Believes student engagement is key to learning from 63% (2021) to 70% • Focus learning on real–life problems from 38% (2021) to 45%
Key Improvement Strategy 2.a Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Develop and embed a whole school culture of inclusion.

Key Improvement Strategy 2.b Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Build the capacity of staff to design learning experiences that promote cognitive and emotional engagement.
Key Improvement Strategy 2.c Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Build the capacity of staff to scaffold the development of independent learners.
Key Improvement Strategy 2.d Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Develop a whole–school culture that emphasises the importance of belonging and community connectedness for wellbeing and learning.