

# School Strategic Plan 2024-2028

Heywood Consolidated School (6225)



Submitted for review by Ann Hawker (School Principal) on 27 February, 2025 at 03:39 PM

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# School Strategic Plan - 2024-2028

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<b>School vision</b>	At Heywood Consolidated School, we believe in the power of learning and growing together. Our vision is to create a nurturing and inclusive environment where every child is supported to reach their full potential—academically, socially and emotionally.
<b>School values</b>	We are guided by the values of: Respect – Treating ourselves, others and our environment with care and consideration. Resilience – Embracing challenges with courage and perseverance. Kindness – Acting with compassion, empathy and understanding. Gratitude – Appreciating and valuing people and opportunities around us. Through collaborative learning and strong community connections, we empower our students to become curious, confident and capable individuals who thrive in an ever-changing world. Together, we Learn, Grow and Succeed.
<b>Context challenges</b>	<p>Heywood Consolidated School is a coeducational primary institution, serving students from Foundation to Grade 6. The school emphasizes an inclusive learning environment that fosters both academic and personal growth. Our core values such as respect, kindness, gratitude, and resilience are integral to its educational approach. We support each and every student to learn together grow together, through providing a range of supports to each student to strive for their best each and every day.</p> <p>Heywood is a small town in south-western Victoria, located in the Shire of Glenelg. It sits along the Princes Highway, about 30 km north of Portland and 350 km west of Melbourne. The town is near the Fitzroy River and serves as a key service hub for the surrounding rural and farming communities. Heywood is known for its strong ties to agriculture, particularly sheep grazing and timber industries. It is also close to natural attractions like the Cobboboonee National Park and the Budj Bim Cultural Landscape, a UNESCO World Heritage site significant for its Indigenous Guditjmarra heritage. Historically, the school was established in the 1950s through the consolidation of ten primary schools from the communities of Heywood, Condah, Breakaway Creek, Heathmere, Hotspur, Homerton, Myamyn, Drumborg, Mount Eckersley, and Whittlebury (Lake Condah).</p> <p>Heywood Consolidated School serves a diverse student and family cohort from Heywood and surrounding rural communities. Many students travel to school by bus, or locally students ride/walk to school. Students benefit from strong community connections, with many participating in local sports and cultural activities. The school has a strong community</p>

	<p>focus, encouraging family involvement in school activities and events, as well as participating in local events such as Wood, Wine and Roses Festival. Many families have generational ties to the school, reflecting its long-standing role in the community.</p> <p>Heywood Consolidated School prioritizes student well-being and family engagement, creating a welcoming and inclusive environment for all. Heywood Consolidated School aims to be a highly valued asset to the community by striving for student success and fostering meaningful relationships. We are committed to providing a safe, secure and supportive learning environment that creates a sense of belonging for all.</p> <p>Our student population has a high SFOE Index (0.5341). We support all students with additional teacher aids in all classrooms and attempt to differentiate learning to individual student's needs. We continue to develop links for our Koorie students (which are currently 26% of our student population), through making stronger connections and relationships with Winda-Mara Aboriginal Co-operation such as Building the Dream workers and Koorie Education Support Officers, as well as consistently allowing feedback and new directions through our Marrung reference groups (both for students and staff).</p>
<b>Intent, rationale and focus</b>	<p>Our School Strategic Plan is dedicated to enhancing student learning growth in Numeracy and Literacy while fostering a supportive and thriving school environment that prioritizes student wellbeing.</p> <p>By strengthening current practices, refining skills, and providing targeted professional development, we aim to empower our staff in assessment, teaching, and learning. Through the consistent implementation of instructional models aligned with the Victorian Teaching and Learning Model (VTLM), we will drive improved student outcomes. Additionally, by building connections with other schools and integrating Department of Education initiatives, we will enrich professional practice and provide tailored support to meet student needs.</p> <p>To cultivate a culture of trust, collaboration, and collective efficacy, we will review and enhance our organisational structures and leadership capacity.</p> <p>Our commitment to maximising student wellbeing is at the heart of our school community. By reinforcing consistent whole-school expectations across all learning areas, creating meaningful opportunities for student agency, and implementing a multi-tiered system of support, we will ensure that every student is engaged, supported, and empowered to succeed.</p>



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<b>Goal 1</b>	Improve student learning growth in Numeracy and Literacy.
<b>Target 1.1</b>	By 2028, increase the 2024 percentage of students in NAPLAN 'Exceeding or Strong' proficiency levels: <ul style="list-style-type: none"><li>• Year 3 Numeracy from 57% to 60%</li><li>• Year 3 Reading from 41% to 50%</li><li>• Year 3 Writing from 62% to 70%</li><li>• Year 5 Numeracy from 29% to 50%</li><li>• Year 5 Reading from 36% to 50%</li><li>• Year 5 Writing from 31% to 50%.</li></ul>
<b>Target 1.2</b>	* Placeholder for NAPLAN benchmark growth target/s - TBC when baseline data available (anticipated 2025).
<b>Target 1.3</b>	By 2028, maintain the 2024 percentage positive endorsement on the student Attitudes to School Survey (AtoSS): <ul style="list-style-type: none"><li>• Effective teaching time at 86%</li><li>• Learning confidence/Sense of confidence at 78%.</li></ul>
<b>Target 1.4</b>	By 2028, maintain the 2024 percentage positive endorsement on the Staff Opinion Survey (SOS): <ul style="list-style-type: none"><li>• Staff trust in colleagues at 82% .</li></ul>

	<ul style="list-style-type: none"> <li>• Teaching and learning - Evaluation at 80%</li> <li>• Teaching and learning – Planning at 80%.</li> </ul>
<b>Key Improvement Strategy 1.a</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Strengthen the generation and use of data to inform planned, sequenced, and differentiated learning opportunities.
<b>Key Improvement Strategy 1.a</b> Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	
<b>Key Improvement Strategy 1.b</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	Consistently implement instructional models aligned to the Victorian Teaching and Learning Model (VTLM) to prioritise learning with rigor.
<b>Key Improvement Strategy 1.b</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	

<p><b>Key Improvement Strategy 1.c</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</p>	Build professional trust, collective efficacy and collegiality through collaborative structures.
<p><b>Key Improvement Strategy 1.c</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	
<p><b>Key Improvement Strategy 1.c</b> Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities</p>	
<p><b>Key Improvement Strategy 1.d</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</p>	Enhance organisational structures and leadership development to build capacity of all staff.
<p><b>Key Improvement Strategy 1.d</b> Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</p>	

<b>Goal 2</b>	Maximise student wellbeing outcomes.
<b>Target 2.1</b>	By 2028, decrease the 2023 percentage of students with 20 or more days of absence from 46% to 40%.
<b>Target 2.2</b>	<p>By 2028, maintain the 2024 percentage positive endorsement on the student Attitudes to School Survey (AtoSS):</p> <ul style="list-style-type: none"> <li>• Effort at 74%</li> <li>• Respect for diversity at 75%</li> <li>• Sense of inclusion at 89%.</li> </ul>
<b>Target 2.3</b>	<p>By 2028, maintain the 2023 percentage positive endorsement on the Parent Opinion Survey (POS):</p> <ul style="list-style-type: none"> <li>• Student connectedness at 91%</li> <li>• Respect for diversity at 95%.</li> </ul>
<b>Key Improvement Strategy 2.a</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	Establish commitment to the application and enactment of school vision and values throughout the school community.
<b>Key Improvement Strategy 2.a</b> Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	



<b>Key Improvement Strategy 2.a</b> Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	
<b>Key Improvement Strategy 2.b</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	Embed consistent, whole school expectations in all learning areas.
<b>Key Improvement Strategy 2.b</b> Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	
<b>Key Improvement Strategy 2.c</b> Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Enhance engagement through regular opportunities for student agency.
<b>Key Improvement Strategy 2.c</b> Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	
<b>Key Improvement Strategy 2.d</b>	

<p>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</p>	<p>Develop and implement an effective Multi-Tiered System of Support (MTSS) for students with diverse learning needs.</p>
<p><b>Key Improvement Strategy 2.d</b> Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</p>	