

School Strategic Plan 2019-2022

Princes Hill Secondary College (8245)



Submitted for review by Trevor Smith (School Principal) on 15 November, 2018 at 09:36 AM
Endorsed by Pauline Rice (Senior Education Improvement Leader) on 06 December, 2018 at 09:25 AM
Awaiting endorsement by School Council President

School Strategic Plan - 2019-2022

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School vision	The 2019-2022 Strategic Plan includes a specific KIS in Goal 3 to: Review and develop school Vision, Mission and Values in consultation with the whole school community. The vision statement will be entered following the review.
School values	The 2019-2022 Strategic Plan includes a specific KIS in Goal 3 to: Review and develop school Vision, Mission and Values in consultation with the whole school community. The values statement will be entered following the review.
Context challenges	<p>The school's key contextual challenges are reflected in the review, Findings against the Terms of Reference Focus Questions below.</p> <p>Terms of Reference Focus Question 1: How does the school design for learning at the point of need? The panel investigated the school's approach to learning design and the role of assessment in determining a student's point of need. The panel found that the school planned for differentiation in the design of units of curriculum, with assessment linked to the achievement standards within the Victorian Curriculum Framework. There were common approaches within learning area teams and collaboration between teachers in developing learning tasks and assessments. Teachers had agreed common assessed tasks with common rubrics. The panel identified that the school could refine its approach to design and planning with a more precise use of different forms of evidence to identify prior knowledge, skills and understanding to inform each student's point of need.</p> <p>Terms of Reference Focus Question 2: What are the strengths and areas for development in the curriculum documentation? The panel heard that the school had audited and documented the school curriculum in 2016, and had reinvigorated the work of the Curriculum Committee to oversee the ongoing refinement of the work. The fieldwork identified that teachers tended to collaborate in year level teaching teams, where they were able to discuss teaching approaches, assessment and effective resources. The panel identified that the school could refine the curriculum planning cycle through enhanced opportunities for student input.</p> <p>Terms of Reference Focus Question 3: How can the school better engage with the school community to strengthen its learning offer? The panel found that the school had an established identity that celebrated diversity. It had developed a new student leadership body, which was establishing its sub-committees and protocols. Students, parents and staff held a shared view that student wellbeing processes lacked clarity and the wellbeing curriculum lacked coherence. This was an area of focus in the new Strategic</p>

	<p>Plan.</p> <p>The school had established a new leadership team during the Strategic Plan period, with a shift in emphasis to teaching and learning, student wellbeing and student outcomes. The panel also found that school improvement activities could be enhanced with greater engagement with the State-wide school improvement agenda.</p>
<p>Intent, rationale and focus</p>	<p>The School Review Panel recommended the following key directions for the next School Strategic Plan to address the contextual challenges.</p> <ul style="list-style-type: none"> • ensuring each student grows to their potential, through the improved quality and coherence of the school curriculum, pedagogy and assessment • building student's motivation, engagement and wellbeing by extending opportunities for student voice, agency and leadership in and beyond the classroom • building the capacity of all staff, in particular to build the capacity of all teachers as leaders, to support the attainment of the goals within the new Strategic Plan. <p>The rationale is specifically reflected in each SSP goal in a theory of action statement.</p> <p>Prioritisation of goals and KIS will occur in consultation with the leadership team and staff. An initial focus will be the</p>

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Goal 1	To maximise the learning growth of each student.
Target 1.1	Student attitude to school survey to show an improving trend over the course of the Strategic Plan in the measures: Differentiated learning challenge Sense of confidence Motivation and interest.
Target 1.2	Learning conversations with focus groups to show annual progression toward the goal.
Target 1.3	NAPLAN Year 7–9 literacy and numeracy relative growth data to show an increase in the percentage of students with high gain compared to the four-year trend from 2014–17.
Target 1.4	VCE median study scores in all English and mathematics studies to be at or above the 2017 median study scores.
Key Improvement Strategy 1.a Building practice excellence	Commit to and enact a set of quality principles to guide teaching and learning. Establish a shared and agreed approach to learning design that enacts these principles.
Key Improvement Strategy 1.b Curriculum planning and assessment	Refine and strengthen the documentation of a coherent and connected curriculum.

Key Improvement Strategy 1.c Curriculum planning and assessment	Strengthen the range of quality approaches to assessment so that we (staff, students and parents) know how students are progressing in their learning and can establish directions for learning growth. The focus of learning growth will reference literacy and numeracy as key building blocks.
Key Improvement Strategy 1.d Empowering students and building school pride	Investigate and create opportunities for students to be actively involved in maximising their learning growth.
Goal 2	To develop high levels of student motivation, engagement and wellbeing.
Target 2.1	Student attitudes to school survey to show an improving trend for each year of the Strategic Plan in the factor areas: Social engagement Learner dispositions.
Target 2.2	Parent opinion survey to show an improving trend for each year of the Strategic Plan in the factor: Student agency and voice.
Target 2.3	Learning conversations with focus groups to show annual progression toward the goal. **DN - this should be used at the AIP level as a success indicator**
Target 2.4	Student participation rates in co-curricular programs and leadership activities to increase annually.
Key Improvement Strategy 2.a	Improve student voice by partnering more effectively with students to influence their learning and foster a more meaningful school experience.

Empowering students and building school pride	
Key Improvement Strategy 2.b Health and wellbeing	Improve student wellbeing and resilience by implementing contextually relevant learning, embedded across the curriculum.
Key Improvement Strategy 2.c Health and wellbeing	Review, enhance and monitor wellbeing support processes to ensure that they are relevant and appropriate.
Key Improvement Strategy 2.d Setting expectations and promoting inclusion	Extend opportunities for student leadership development across the school through formalised programs.
Key Improvement Strategy 2.e Evidence-based high-impact teaching strategies	Build the capacity of teachers to understand and create opportunities for greater student agency.
Key Improvement Strategy 2.f Empowering students and building school pride	Explicitly teach the necessary capabilities and dispositions to students to make the most of their voice, agency and leadership opportunities.
Goal 3	To build the capacity of all staff as leaders of learning for improved student learning outcomes.
Target 3.1	Staff opinion survey to show an improving trend year-on-year in the following measures: Collective responsibility Teacher collaboration.
Target 3.2	School self assessment of performance to improve against the FISO continua priority area: Professional Leadership – Building leadership teams.

Key Improvement Strategy 3.a Vision, values and culture	Review and develop school Vision and Values in consultation with the whole school community.
Key Improvement Strategy 3.b Building leadership teams	Refine leadership and team roles and responsibilities to ensure clarity and effective interaction.
Key Improvement Strategy 3.c Instructional and shared leadership	Clarify and define effective professional learning structures and processes for targeted capacity building.
Key Improvement Strategy 3.d Building leadership teams	Build the capacity of teacher-leaders, emerging leaders, learning area leaders, leading teachers and principal class team to achieve the aspirations in goals one and two.
Key Improvement Strategy 3.e Strategic resource management	Review meeting structure to enable greater focus on student learning priorities.