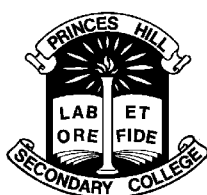


School Strategic Plan 2022-2026

Princes Hill Secondary College (8245)



Submitted for review by Trevor Smith (School Principal) on 26 September, 2022 at 04:00 PM
Endorsed by Pauline Rice (Senior Education Improvement Leader) on 24 October, 2022 at 03:53 PM

School Strategic Plan - 2022-2026

Princes Hill Secondary College (8245)

School vision	We believe that education has a fundamental role to play in fostering a deeper and more harmonious form of human personal and social development. Therefore, it is an indispensable asset in the attempt to attain the ideals of peace, freedom and social justice, and to reduce poverty, exclusion, ignorance, oppression and war.
School values	<p>Princes Hill Secondary College is a community united by a shared understanding in the importance of the following values:</p> <p>RESPECT We value and respect others.</p> <p>ACHIEVEMENT We strive to make the most of our opportunities to challenge ourselves and meet our learning goals.</p> <p>CREATIVITY We nurture a spirit of innovative inquiry and expression.</p> <p>INCLUSION We embrace inclusive practices in our community that value equity and diversity.</p> <p>RESILIENCE We demonstrate resilience by encouraging persistence, courage and determination.</p>
Context challenges	<p>Self evaluation - identified key challenges</p> <p>It is acknowledged that as we move from the pandemic response and the particular challenges of remote/online learning to onsite/in-person learning experiences, there are significant adjustments for students, teachers and parents. Academic outcomes are considered increasingly important in the community. The school seeks to similarly value, sustain and promote wellbeing, engagement and co-curricular programs. Facilitating student wellbeing (now a central focus of FISO 2.0 alongside learning), especially given the documented impact of the pandemic on student wellbeing.</p>

	<p>There is an agreed need for review of long-standing curriculum structures with the advent of DET Senior Pathways reform, and in the light of student, teacher and parent feedback, and student survey engagement data. Opportunities for learning challenge and differentiation for high ability students. Experienced staffing profile with associated budgetary challenges, and very limited equity funding. Facilitating and sustaining the use of the school's second campus at Mirimbah for student learning. (There is no recurrent funding other than small annual specific and targeted Bushfire at Risk Register (BARR) funding.)</p> <p>Review - identified key challenges</p> <p>Significant disparity between NAPLAN literacy and numeracy results and teacher judgements, with associated questions about reliability and suitability of assessment approaches Embedding evidence based practice approaches to learning and wellbeing, including high impact teaching strategies and agreed pedagogical approaches to inform teaching and learning. A need for professional learning to improve data literacy (i.e. data and evidence of student learning/wellbeing) for staff. It was observed that a high degree of teacher autonomy could be both an enabler in improving student learning and wellbeing, and/or a barrier.(e.g. individual expert practice exists) and a barrier (e.g. limited exposure to/awareness of such practice). Greater teacher collaboration through the PLC initiative, classroom observational practice, and more consistent collective learning opportunities in Learning Area meetings were identified as opportunities to constructively address this challenge.</p>
<p>Intent, rationale and focus</p>	<p>The learning growth of each student is a primary focus and a core responsibility of the school. Consequently, it is Goal 1 of the new SSP. Importantly, there is a concern that overall strong achievement outcomes may mask limited learning growth for some students who are consequently not reaching their full potential.</p> <p>The use of assessment information to plan for point of need learning, and to frame appropriately challenging learning for students in Years 7 to 10 is expected to be an early focus in the SSP period. Concomitantly, the Professional Learning Communities approach to build all teachers' capacity to offer point of need teaching through more effective use of data will be a particular focus in 2022-23. The re-establishment of classroom observation and implementation of new feedback processes will occur in 2023. The first 18months of the SSP period will also prioritise consultation and planning for the implementation new curriculum structures commencing in 2024 that will meet the needs identified in the review. Excellence in teaching and learning will be a focus throughout the SSP period.</p> <p>Improving all students' wellbeing and engagement in learning also a primary focus and is Goal 2 of the new SSP. It is important as an outcome itself and because of its close association with learning growth. The impact of the pandemic on health and wellbeing is well documented, and makes this focus more important than ever. As new funding for mental health and wellbeing becomes available in 2023/2024, additional programs and resources will be provided through an evidence informed needs analysis. The school will improve engagement via increased student (learner) agency by developing more consistent reciprocal feedback</p>

	processes, and by creating more opportunities for increased challenge and applied learning in relevant, real-world contexts. This will include new programs at our Mirimbah campus.
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Goal 1	Improve learning growth and achievement for all students.
Target 1.1	By 2026, increase the proportion of Year 9 students with meeting or above benchmark growth in NAPLAN: <ul style="list-style-type: none">• Reading from 62% in 2021 to 75%• Writing from 76% in 2021 to 80%• Numeracy from 63% in 2021 to 75%
Target 1.2	By 2026, increase the proportion of Year 9 students achieving in the Top Two Bands of NAPLAN in: <ul style="list-style-type: none">• Reading from 21% in 2021 to 30%• Numeracy from 30% in 2021 to 35%
Target 1.3	By 2026, improve the proportion of students in Years 7-10 above the age expected level against the Victorian Curriculum as assessed by teacher judgements in: <ul style="list-style-type: none">• Reading and Viewing from 4% in 2021 to 10%• Speaking and Listening from 4% in 2021 to 10%• Writing from 4% in 2021 to 10%• Measurement and Geometry from 4% in 2021 to 14%• Number and Algebra from 18% in 2021 to 24%

Target 1.4	<p>By 2026, increase the positive endorsement on the School Staff Survey against the following variables:</p> <ul style="list-style-type: none"> • Teacher collaboration from 37% in 2021 to 47% • Guaranteed and viable curriculum from 46% in 2021 to 60% • Instructional leadership from 20% in 2021 to 50% • Interest in improving practice from 52% to 75% • Knowledge of high impact teaching strategies from 26% in 2021 to 55% • Use high impact teaching strategies from 48% in 2021 to 65%
Target 1.5	<p>By 2026, increase the VCE All Study Mean Score from 31.5 in 2021 to 33.</p>
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	Strengthen a culture of continuous improvement through a professional learning communities approach, the use of evidence and data, classroom observations and feedback processes, and collaborative planning structures.
Key Improvement Strategy 1.b Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Improve teachers' capability in analysing and using assessment data; to plan for and monitor students' learning progression, and to meet each student at their point of need.
Key Improvement Strategy 1.c Documented teaching and learning program based on the Victorian Curriculum	Develop all teachers' capability in using evidence-based pedagogical approaches through implementation of a whole school instructional model that integrates high impact teaching strategies.

and senior secondary pathways, incorporating extra-curricula programs	
Key Improvement Strategy 1.d Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Embed processes for the analysis and moderation of student assessment.
Key Improvement Strategy 1.e Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Build teacher capacity to identify and support the needs of high-ability students.
Goal 2	Improve all students' wellbeing and engagement in learning.
Target 2.1	By 2026, increase positive endorsement on the Attitudes to School Survey against the following variables: <ul style="list-style-type: none"> • Student voice and agency from 35% in 2021 to 45% • Stimulated learning from 50% in 2021 to 55% • Differentiated learning challenge from 48% in 2021 to 60%
Target 2.2	By 2026, increase positive endorsement on the School Staff Survey against the following variables: <ul style="list-style-type: none"> • Promote student ownership of learning goals from 48% in 2021 to 60% • Focus learning on real-life problems from 30% in 2021 to 50% • Seek feedback to improve practice from 30% in 2021 to 50% • Understand contribution to school improvement from 30% in 2021 to 50%

<p>Key Improvement Strategy 2.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	<p>Further enhance school-wide approaches to student wellbeing and engagement; both in and beyond the classroom.</p>
<p>Key Improvement Strategy 2.b Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	<p>Empower students through increased agency in their learning, more consistent and effective reciprocal feedback, and opportunities for increased challenge and learning in relevant, real-world contexts.</p>