

# School Strategic Plan 2024-2028

Highvale Secondary College (7918)



Submitted for review by Evan Miller (School Principal) on 04 February, 2025 at 08:58 AM

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# School Strategic Plan - 2024-2028

Highvale Secondary College (7918)

<b>School vision</b>	<p>Highvale Secondary College has a culture which aims to empower students to be active, motivated and independent learners working co-operatively and individually in order to prepare them for a digital and changing society. Our educational philosophy is that students are individuals with differing learning needs. This philosophy is reflected by the student centred vertical curriculum structure, where individual student placement into classes is based on previous experience, ability, interest rather than chronological age. We actively promote academic excellence with an emphasis on acceleration, enrichment, student leadership and promotion of positive self esteem. The College is a registered provider of the International Student programs with international students coming from a number of countries. This diversity adds cultural richness and a global perspective to the student learning and the learning environment. The College provides a vibrant co-curricula program including opportunities in music, sport, academic enrichment, debating, chess, and Outdoor Education.</p>
<b>School values</b>	<p>Highvale Secondary College has the values of Respect, Resilience, Responsibility, Integrity and Excellence.</p>
<b>Context challenges</b>	<p>The school identified some key challenges as a part of the school review process. These include:</p> <ul style="list-style-type: none"><li>- a lack of guaranteed and viable curriculum mapping to the Victorian Curriculum</li><li>- a heavy focus on summative assessment over formative</li><li>- students being more passive in their learning (engagement)</li><li>- a task focus over skills focus</li><li>- inconsistent assessment practices including the use of rubrics</li><li>- an opportunity to increase student voice and agency in both learning and wellbeing</li><li>- a low leadership profile, especially in the area of teaching and learning</li><li>- a lack of understanding and use of the Highvale Teaching and Learning model</li></ul>
<b>Intent, rationale and focus</b>	<p>Given the findings of our school review, we will have a strong teaching and learning improvement focus over the next four years while we continue to maintain our school level report of high in the wellbeing space. This is extremely important as our NAPLAN results over the last 2 years have been outstanding; however we are not seeing a correlation to our VCE results with our mean study score at 29 for the second year in a row. We have extremely capable students, and we need to make sure we are extending them, so they are achieving their absolute best. Teaching and learning will be our priority with a focus on our curriculum documentation and leadership structure</p>

	<p>(organisational design) in the first year. This will be followed by a shift in focus to our assessment practices and embedding a reviewed and update teaching and learning model that is more closely aligned with the new VTLM 2.0.</p>
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<b>Goal 1</b>	To optimise the learning growth of every student in all areas of the curriculum.
<b>Target 1.1</b>	<p>Increase the percentage of Year 9 students assessed as above age expected Victorian Curriculum Level (Level 9) in:</p> <ul style="list-style-type: none"><li>• Reading and viewing, from 38% in 2023 to 50% in 2028</li><li>• Writing, from 43% in 2023 to 50% in 2028</li><li>• Number, from 33% in 2024 to 50% in 2028.</li></ul>
<b>Target 1.2</b>	<p>Maintain the percentage of Year 9 students in the NAPLAN Exceeding and Strong proficiency levels in:</p> <ul style="list-style-type: none"><li>• Reading at 90% in 2023 through to 2028</li><li>• Numeracy at 93% in 2023 through to 2028</li></ul>
<b>Target 1.3</b>	Increase the VCE all study median score from 29 in 2023 to 32 by 2028.
<b>Target 1.4</b>	<p>Target placeholder to measure learning using NAPLAN exceeding or strong proficiency levels:</p> <p>Maintain the percentage of students (matched cohort) in the NAPLAN exceeding or strong proficiency levels in Reading, Writing, and Numeracy as they move from Year 7 to Year 9 during the SSP period.</p> <p>The percentage benchmark (and therefore target) be calculated as an average of the Year 7 percentages from 2023 to 2026 and the comparative Year 9 figure calculated as an average of the Year 9 percentages from 2025 to 2028.</p>

	<ul style="list-style-type: none"> <li>a. Reading to be maintained at XX%</li> <li>b. Writing to be maintained at YY%</li> <li>c. Numeracy to be maintained at ZZ%</li> </ul> <p><b>NB</b>, this would mean the percentages would not be calculated until 2026, but monitored on an annual basis (e.g., the 2025 Year 9 percentages compared with the 2023 Year 7 percentages)</p>
<p><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</p>	<p>Refine and strengthen implementation of the Highvale teaching and learning model.</p>
<p><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</p>	
<p><b>Key Improvement Strategy 1.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</p>	
<p><b>Key Improvement Strategy 1.b</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary</p>	<p>Redevelop and document school curriculum to better align with the VC 2.0.</p>

<p>pathways, incorporating extra-curricula programs</p>	
<p><b>Key Improvement Strategy 1.b</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.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</p>	
<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>Enhance school capability to use assessment and evidence of learning to inform teacher practice and monitor student growth against the Victorian and senior secondary curriculum.</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.c</b></p>	

<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><b>Goal 2</b></p>	<p>To ensure the achievement of high-quality wellbeing and learning outcomes for all students.</p>
<p><b>Target 2.1</b></p>	<p>Increase the percentage of Year 12 students exiting to further education/training and/or work from xx% in 2024 to 100% in 2028 (benchmark percentage to be established at the end of 2024).</p>
<p><b>Target 2.2</b></p>	<p>Increase the percentage of Year 10 to 12 students responding positively the Attitudes to School Survey (AtoSS) <i>School stage transitions</i> factor from 55% in 2023 to 65% by 2028.</p>
<p><b>Target 2.3</b></p>	<p>Increase the percentage of Year 7 to 12 students responding positively to the Attitudes to School Survey (AtoSS):</p> <ul style="list-style-type: none"> <li>• Self-regulation and goal setting factor from 58% in 2023 to 62% by 2028</li> <li>• Sense of confidence factor from 57% in 2023 to 59% by 2028</li> <li>• Student voice and agency factor from 35% in 2023 to 43% by 2028</li> </ul>
<p><b>Target 2.4</b></p>	<p>Maintain the percentage of Year 7 to 10 students at or above expected Victorian Curriculum Critical and Creative Thinking Capability Level at 83% (2023 semester 2) to 2027 (Semester 2).</p>
<p><b>Key Improvement Strategy 2.a</b> The strategic direction and deployment of resources to create and reflect</p>	<p>Create an organisational design that enables/cultivates highly effective team-based practices and culture of evidence-based collaboration, feedback, and professional responsibility that supports improved practice.</p>

<p>shared goals and values; high expectations; and a positive, safe and orderly learning environment</p>	
<p><b>Key Improvement Strategy 2.a</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 2.b</b> Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</p>	<p>Continued implementation of the whole school tiered model to strengthen student attendance, engagement, and resilience.</p>
<p><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</p>	
<p><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</p>	<p>Strengthen partnerships with families and carers that enhance student learning and wellbeing.</p>
<p><b>Key Improvement Strategy 2.c</b> The strategic direction and deployment of resources to create and reflect shared goals and values; high</p>	



expectations; and a positive, safe and orderly learning environment	
<b>Key Improvement Strategy 2.c</b> Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	
<b>Goal 3</b>	To develop interdependent learners who are emotionally and cognitively engaged.
<b>Target 3.1</b>	Increase the percentage of Year 7 to 12 students responding positively to the Attitudes to School Survey (AtoSS): <ul style="list-style-type: none"> <li>• Perseverance factor from 56% in 2023 to 62% by 2028</li> <li>• Advocate at school factor from 59% in 2023 to 63% by 2028</li> <li>• Respect for diversity factor from 45% in 2023 to 51% by 2028</li> </ul>
<b>Target 3.2</b>	Decrease the percentage of Year 7 to 12 students with 20 or more days absent from 28% in 2023 to 24% by 2028.
<b>Target 3.3</b>	Increase the percentage of Year 7 to 10 students at or above expected Personal and Social Capability Victorian Curriculum Level from 51% in 2023 (semester 2) to 80% in 2027 (Semester 2).
<b>Key Improvement Strategy 3.a</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary	Develop a shared understanding and commitment a vision for Highvale students as leaders of their own learning.

<p>pathways, incorporating extra-curricula programs</p>	
<p><b>Key Improvement Strategy 3.a</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 3.a</b> Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	
<p><b>Key Improvement Strategy 3.b</b> Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	<p>Develop consistent and coherent models to enact student agency across the curriculum and within the Highvale teaching and learning model.</p>
<p><b>Key Improvement Strategy 3.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</p>	

