

School Strategic Plan 2020-2024

Highvale Secondary College (7918)



Submitted for review by Ian Watkins (School Principal) on 25 June, 2020 at 08:37 AM

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School Strategic Plan - 2020-2024

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<p>School vision</p>	<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.</p> <p>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>
<p>School values</p>	<p>Highvale Secondary College has the values of Respect, Resilience, Responsibility, Integrity and Excellence.</p>
<p>Context challenges</p>	<p>Established in 1979, Highvale Secondary College is a single campus school situated in the inner eastern suburbs of Melbourne. The school has approximately 1000 students and 100 staff. The school aims to provide students with an engaging and rich education, recognising that students are individuals with differing learning needs. Highvale provides a unique vertical curriculum structure that delivers greater curriculum choice, tailoring classes to the needs, experience, and interests of students. Students are also able to access a wide range of extra curricula activities. There is a strong emphasis on student health and wellbeing through a highly effective Sub School and Wellbeing support. Over the past two years the school has undergone a \$10 million whole school refurbishment.</p> <p>The School self evaluation and review identified the following key challenges:</p> <ul style="list-style-type: none"> * Through a professional learning community approach, embed the instructional model and develop rigor in the data literacy and triangulation of data to plan for differentiation by stretching and challenging all students at their point of need. * Develop strategies to build teacher capacity to implement strategies to promote student voice and learner agency to empower students. * Embed the School Wide Positive Behaviour Support program and a renewed emphasis on building community, and home/school learning partnerships.
<p>Intent, rationale and focus</p>	<p>Highvale Secondary College will continue to strive to maximise the learning growth and achievement of all students to become active, motivated and independent learners to ensure that they thrive in a changing society.</p> <p>The strategic plan focus of building teachers' instructional practice and effectiveness through a Professional Learning Community approach and facilitating their learning will support a rich and challenging learning program to meet the needs of all students. The</p>

effective collection, analysis and use of a wide range of data sets will ensure that point of need teaching is provided to all students. Teacher professional development and ongoing support from learning specialists will support this work. It is recognised that student agency and voice can be further developed within classrooms across all learning areas. The opportunity for students to give teachers feedback about the purpose, challenge and impact of their learning will lead to enhanced student engagement and more effective teaching. Students are recognised as critical partners in the learning process and an ongoing commitment to build their capacity to be both collaborative and active partners in their own learning process and the capacity of staff to effectively use this input will lead to improved student learning outcomes.

Highvale is committed to supporting and promoting student health and wellbeing. The embedding of a School Wide Positive Behaviour Support program will complement the work in developing student voice and agency and strengthen student positivity and confidence.

Over the period of this Strategic Plan the school will focus on:

- * Strengthening instructional practice through embedding the instructional model, a professional learning community approach to curriculum development, assessment and the use of high impact teaching strategies.
- * Using data, both qualitative and quantitative to measure the impact of our programs and practices.
- * Developing student voice and agency.
- * Embedding the School Wide Positive Behaviour Support program.

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Goal 1	To maximise learning growth for all students
Target 1.1	By 2024: The VCE Study Score mean will increase from 31.10 (2019) to 32 or above.
Target 1.2	By 2024 the percentage of Year 9 students assessed against the top two bands in NAPLAN Benchmark Growth will increase from: <ul style="list-style-type: none">• Numeracy 74% (2019) to 78% or above• Reading 84% (2019) to 88% or above• Writing 75% (2019) to 79% or above.
Target 1.3	By 2024 the percentage of students that demonstrate at or above learning growth using teacher judgement data that has been triangulated with reference to agreed norm-referenced/ standards-based data is: <ul style="list-style-type: none">• Year 10 Reading & Viewing from 61% (2018 SEM 2 - 2019 SEM 2) to 80% or above.• Year 10 Writing from 69% (2018 SEM 2 - 2019 SEM 2) to 80% or above.• Year 10 Number & Algebra from 70% (2018 SEM 2 - 2019 SEM 2) to 80% or above.
Target 1.4	By 2024 The SSS will have increased in the following factors: <ul style="list-style-type: none">• Use of HITS will increase from 48% (2019) to 52% or above

	<ul style="list-style-type: none"> • Instructional leadership will increase from 38% (2019) to 42% or above • Guaranteed and viable curriculum will increase from 60% (2019) to 64%.
Key Improvement Strategy 1.a Curriculum planning and assessment	Further develop the instructional leadership capacity of all leadership roles to enable them to establish higher levels of consistency and shared accountability for improving student achievement and learning growth
Key Improvement Strategy 1.b Building practice excellence	Embed the agreed college instructional model, integrating the use of HITS, to enable consistent high quality instruction in every lesson
Key Improvement Strategy 1.c Instructional and shared leadership	Build teacher and team capability to utilise data and a range of assessment strategies to differentiate the curriculum
Goal 2	To empower students to be independent, engaged and motivated learners
Target 2.1	<p>By 2024 AToSS Year 7–12 will increase in the following factors:</p> <ul style="list-style-type: none"> • Student voice and agency will increase from 36% (2019) to 40% or above • Stimulating learning will increase from 48% (2019) to 52% or above • Self–regulation and goal setting will increase from 58% (2019) to 62% or above.
Target 2.2	<p>By 2024 the SSS will increase in the following factors:</p> <ul style="list-style-type: none"> • Academic emphasis will increase from 56% (2019) to 60% or above • Teacher collaboration will increase from 39% (2019) to 43% or above.

Target 2.3	By 2024 the percentage of VCE certificate completions will increase from 96% to 98%.
Key Improvement Strategy 2.a Instructional and shared leadership	Enhance the capacity of leaders to support, monitor and evaluate the impact of teaching on student engagement and learning outcomes
Key Improvement Strategy 2.b Evaluating impact on learning	Develop the capability of teachers to work with students to evaluate the impact of teaching practices on learning outcomes
Goal 3	To improve the resilience and social and emotional wellbeing of every student
Target 3.1	By 2024 the AToSS will increase in the following factors: <ul style="list-style-type: none"> • Sense of connectedness will increase from 50% to 54% or above • Resilience will increase from 58% to 62% or above • Teacher concern will increase from 28% to 50% or above.
Target 3.2	By 2024 the SSS will increase in the following factor. <ul style="list-style-type: none"> • School climate will increase from 59% to 63% or above.
Target 3.3	By 2024 the percentage of students with 20 or more absence days will reduce from 18% to 16%.
Key Improvement Strategy 3.a Health and wellbeing	Embed the school wide positive behaviour support program across the college

Key Improvement Strategy 3.b
Parents and carers as partners

Build and communicate as part of the college values a strengthened role for community engagement in learning and wellbeing partnerships between home and school