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| **08815 Yarra Hills Secondary College - Strategic Plan 2016-2019** | **Endorsement**  Principal: Darren Trippett [date]  School council: Kevin Rolston [date]  Delegate of the  Secretary: [name] [date] | **Re-Endorsement** (if a Goal, KIS or Target is changed)  **………………………………………**[name] [date]  **………………………………………**[name] [date]  **………………………………………**[name] [date] | **Re-endorsement** (if a Goal, KIS or Target is changed)  **………………………………………**[name] [date]  **………………………………………**[name] [date]  **………………………………………**[name] [date] |

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| **School vision** | **School values** | **Context and challenges** | **Intent, rationale and focus** |
| Yarra Hills Secondary College’s vision is to provide the best possible learning experience and environment for all students, facilitate maximum personal growth and to be the school of choice in the local community. | Yarra Hills Secondary College has the College Values: **Respect, Endeavour, Achievement and Pride**  These values underpin all the actions and interactions across the college community and are used as a basis for improving student engagement and outcomes. | **Yarra Hills Secondary College** is a multi-campus government secondary school in the outer eastern suburbs of Melbourne, Victoria Australia. It has two campuses, a year 7 – 10 Campus at Mt Evelyn and a Mooroolbark Campus with both year 7 – 10 and senior (year 11/12) precincts on the one site. Current enrolments are between 700 – 750 students and have been rising over the last four years.  **The Mt Evelyn Campus** typically accepts students from the local Mt Evelyn area, nearby Lilydale, Silvan and towns further down the Warburton Highway in the Yarra Valley, including such areas as Wandin, Seville, Woori Yallock and beyond. Students attending this campus progress to the Mooroolbark Campus for their senior studies. Bus transport is made available to do this.  **The Mooroolbark Campus** directly serves the Mooroolbark, Lilydale, Kilsyth, Montrose, Croydon and Bayswater areas. At senior level, Yarra Hills provides VCE studies, as well as VET (Vocational Education & Training) and VCAL (Victorian Certificate of Applied Learning) School Based Apprenticeship Training.  Key challenges relate to the lower socio-economic cohort enrolled at the school, as well as a large Chin Burmese refugee contingent at the Mooroolbark Campus. Further challenges relating to the multi-campus structure are present in regard to consistent practice and community requirements in different residential areas. | Following on from the findings in the 2015 school Priority Review, there is a commitment within the school community to continuous improvement to support better outcomes for all students.  The Review team was of the view that improvement was more likely to be achieved in an environment where the following are in place:   * an embedded evidence-based curriculum and common instructional model * a stronger culture of high expectations and accountability * more consistency in implementing policies and practices * where resources are allocated more strategically |
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| **Four-year goals** | **Improvement Priorities, Initiatives and/or Dimensions** | **Key improvement strategies** | **Targets**  **{\* Attitudes to School Survey (AtSS), Parent Opinion Survey (PoS), School Staff Survey (SSS)}** |
| **Achievement** - Improve the learning growth of every student, with a whole school focus on literacy. | Excellence in Teaching & Learning – Curriculum Planning & Assessment | Build teacher capability to analyse data and a range of assessment strategies to inform teaching and learning | ***NAPLAN Relative Growth by Domains:*** *(Low Growth < 25%; High Growth > 25%)*  ***AusVELS Ratings ‘across dimensions’:*** *(English & Maths > 90% demonstrate minimum 12 months growth between levels 7/8,8/9, 9/10)*  ***VCE:*** *(Study Score average > 28.0, English Study Score > 29.0, 100% Study Scores >26.0, 70% students above GAT predicted result in each study)*  ***AtSS:*** *(Teaching & Learning – Teacher Effectiveness > 4.0)*  ***SSS:*** *(School Climate – Guaranteed & Viable Curriculum > 70.0; Professional Learning –School Level Support >70.0)*  ***PoS:*** *(School Climate – Learning Focus > 6.0)* |
| Build a whole-school guaranteed and viable curriculum focused on enhancing student learning, with all curriculum areas incorporating a literacy focus. |
| **Engagement** - Increase the active engagement of each student in their learning | Excellence in Teaching & Learning - Building Practice Excellence | Build staff capacity to implement evidence based instructional practices within a common instructional model | ***SSS****: (School Climate – Collective Efficacy >65.0; Collective Responsibility >75.0; Professional Learning – Active Participation >75.0)*  ***AtSS:*** *(Teaching & Learning – Stimulating Learning >4.0; Teacher Empathy >4.2, Student Motivation >4.3)*  ***PoS:*** *(School Climate – Stimulating Learning >5.7; Learning Focus >5.5)* |
| Positive Climate for Learning - Setting Expectations & Promoting Inclusion | Build the school’s capacity to provide a stimulating learning environment where all students are active learners |
| **Well-Being** - Create a supportive learning community, which nurtures the social and emotional development of all students. | Positive Climate for Learning - Setting Expectations & Promoting Inclusion | Build the capacity of students to be resilient, socially responsible and respectful in all their relationships. | ***Student Absences ‘Days per Full Time equivalent’:*** *(Yr 7 <15.0, Yr 8 <18.0, Yr 9 <20.0, Yr 10 <20.0, Yr 11 <15.0, Yr 12 < 15.0)*  ***SSS:*** *(School Climate – Staff Trust in Colleagues >75.0; Trust in Students and Parents >65.0; Safety & Wellbeing – Staff Social Behaviour >70.0)*  ***AtSS:*** *(Student Relationships – Student Morale >5.0; Teacher Empathy >4.0)*  ***PoS: (****Student Engagement – Connectedness to Peers >5.8; Teacher Morale >5.8)* |
| **Well-Being** - Create a culture of high expectations and high standards | Excellence in Teaching & Learning - Building Practice Excellence | Develop and implement whole school processes and procedures that support accountability for consistent practice. | ***SSS:*** *(Safety & Wellbeing – Staff Safety and Wellbeing Consultation and Participation >65.0; Build Resilience and a Resilient, Supportive Environment >65.0)*  ***AtSS:*** *(Student Relationships – Connectedness to Peers >4.2; Classroom Behaviour >4.0; Student Safety >4.8 )*  ***PoS:*** *(Student Behaviour – Student Safety >6.0; Classroom Behaviour >4.0; School Climate – Behaviour Management >5.5)* |
| **Productivity** - Enhance the sustainability of the College | Building Communities - Community Engagement in Learning | Strengthen the school’s capacity to provide a model of education provision that meets the needs of all students and the wider community. | ***Enrolments & Projections:*** *(Total enrolment >900; Mt Evelyn Campus enrolment > 250)*  ***SSS:*** *(Leadership Module – Leading Change >73.0; Parent & Community Involvement, Engagement & Outreach >74.0)*  ***AtSS:*** *(Teaching & Learning – School Connectedness >3.8)*  ***PoS:*** *(School Climate – School Improvement >5.6; Transitions >5.8)* |
| **Productivity** - Increase the capacity of the school to function as a strategic organisation | Building Leadership Teams - Professional Leadership | Build the capacity of the school leaders to develop and implement strategies for transformation | ***SSS:*** *(School Climate – Collective Focus on Student Learning >75.0 ; School Leadership – Cultural Leadership >70.0 )*  ***PoS:*** *(School Climate – General Satisfaction >5.6)* |