

School Strategic Plan 2019-2023

Yarra Hills Secondary College (8815)



Yarra Hills
SECONDARY COLLEGE

Submitted for review by Darren Trippett (School Principal) on 29 October, 2019 at 10:48 AM

Endorsed by Deidre Deklijn (Senior Education Improvement Leader) on 30 October, 2019 at 09:24 AM

Awaiting endorsement by School Council President

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<p>School vision</p>	<p>“Yarra Hills Secondary College’s vision is to be the school of choice for the local community, providing the highest quality educational outcomes, extension and enrichment to all students in a supportive and inclusive environment”</p>
<p>School values</p>	<p>“Our mission is to provide opportunities, experiences and pathways that enable all students to reach their full potential while reinforcing the importance of our College Values: Respect, Endeavour, Achievement & Pride. Yarra Hills’ students should graduate from the school with a sense of pride, confidence and curiosity about the world around them, be respectful in their relationships, accepting of all others and aspire to be lifelong learners and positive contributors to society”</p>
<p>Context challenges</p>	<p>Yarra Hills Secondary College is a multi-campus Year 7-12 college in the outer eastern suburbs of Melbourne. The college has emerged from the amalgamation of Pembroke High and Mooroolbark Technical Schools in 1994, and two years later the Mount Evelyn Secondary College. The college has two campuses; a Year 7–10 campus at Mount Evelyn and a Mooroolbark Campus with both Year 7–10 and Year 11 and 12 precincts on the one site. The Mooroolbark campus was newly completed in 2013, coinciding with a new name and identity for the college with the launch of Yarra Hills Secondary College. The school consists of a mix of facilities across the two campuses. Yarra Hills Secondary College is unique in that it is the only government multi-campus school that has both a rural and an urban campus functioning as regular schools.</p> <p>The Mooroolbark Campus is set on a large open area with the back drop of Mount Dandenong. It includes open-plan designed buildings and state-of-the-art facilities that include a: Gymnasium, Synthetic multi-purpose pitch, specialist and generalist multi-purpose rooms designed as flexible learning spaces. The Mt Evelyn Campus is in a treed setting beside a sporting precinct. It includes re-furbished Science and Technology spaces, a Performing Arts Centre, Wellbeing Centre and Gymnasium.</p> <p>Multiple pathways through and beyond the college are provided for students, this includes Victorian Certificate of Education (VCE), Vocational Education and Training (VET) and the Victorian Certificate of Applied Learning (VCAL). Pathways counselling is provided for all students at various stages, and supported through a Life Skills program starting at Year 7.</p> <p>A range of co-curricular programs are provided, with students able to participate in passion areas, such as the College Production, Yarra Hills Community Art Show, Instrumental Music Program, Sports, Outdoor Ed and Camps. These programs create opportunities for all students and allow them to develop a broad range of talents.</p> <p>Key challenges for the college include maintaining consistency of protocols and practice across two separate campuses in a varied multi campus setting. This particularly presents in teaching practice and curriculum documentation, areas we have recently been focusing on addressing. Another challenge is providing appropriately for the different student cohorts at each campus. The Mt Evelyn Campus, which draws most of its students from the nearby Mt Evelyn area and the wider Yarra Valley communities, has a small enrollment (currently around 180 students), while the Mooroolbark Campus, which has around 750 students on one site, draws students from the surrounding suburbs of Mooroolbark , Montrose, Kilsyth and Croydon, including a large representative population</p>

	<p>of Burmese (Chin) refugees. These diverse and different communities require a broad and varied approach and the ability to support a number of disadvantaged students, as well as those with advantaged backgrounds.</p>
<p>Intent, rationale and focus</p>	<p>Intent: Our school is trying to not only lift the educational outcomes of all students, but to achieve this through attaining high levels of growth, built upon effective, evidence-based high impact teaching and learning in a calm and orderly educational environment.</p> <p>Rationale: This is important because all students, no matter where they come from or what background they bring, should be able to achieve positive learning growth and have the opportunity to achieve their full potential. This gives them the greatest chance to experience a positive, fulfilling life and contribute to society.</p> <p>Focus: Our focus is on effective practice, which includes pedagogical practice and behavioural management, as well as the development, support and maintenance of positive relationships and mental health and wellbeing.</p>

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Goal 1	Improve the learning growth of every student
Target 1.1	<p><u>Teacher Judgment</u>—For Year 7-10 students assessed against the Victorian Curriculum (VC) Levels 1-10:</p> <ol style="list-style-type: none"> 1. 90 per cent of students to be at or above their age expected VC Level of learning 2. Each student to make at least one VC Level of learning progress in each school year during the SSP period with a focus on English and Mathematics (as students move from Year 7>8, 8>9, 9>10).
Target 1.2	<p><u>NAPLAN</u>—By 2023, the percentage of Year 9 students assessed as making</p> <ol style="list-style-type: none"> 1. high relative learning gain in NAPLAN Reading, Writing and Numeracy will be equal to or greater than 25 per cent 2. low level learning gain in NAPLAN Reading, Writing and Numeracy will be 25 per cent or less.
Target 1.3	<p><u>Senior Secondary Qualifications</u>—By 2023</p> <ol style="list-style-type: none"> 1. Decrease the percentage of VCE Study Scores less than 20 from 19 per cent to 15 per cent 2. increase the VCE English, VCE English Language, EAL, English Literature and All Study mean scores (<i>targeted scores to be finalised by the school</i>) 3. By 2022, increase the percentage VCE Study Scores of 37 or more to 5 per cent.
Key Improvement Strategy 1.a	Revise, improve and embed the WHATIF common model of explicit and differentiated instruction in each classroom and learning area

Curriculum planning and assessment	
Key Improvement Strategy 1.b Building practice excellence	Build school and teacher capacity to plan curriculum and assess to inform differentiated teaching practice
Key Improvement Strategy 1.c Instructional and shared leadership	Develop and build capacity for a shared instructional leadership model designed to guide, support and direct improvement in teacher practice and student learning outcomes
Goal 2	Improve student active and creative agency and engagement in learning
Target 2.1	<p>By 2023, increase the percentage of Year 7-12 students responding positively to the following measures contained in the student Attitudes to School Survey:</p> <ul style="list-style-type: none"> • Student Voice and agency from 39 per cent in 2018 to 80 per cent • Motivation and interest from 52 per cent in 2018 to 80 per cent • Self-Regulation and Goal-setting from 51 per cent in 2018 to 80 per cent
Target 2.2	<p>Decrease the average number of days absent per student as follows:</p> <ul style="list-style-type: none"> • Year 7 from 19.5 (2018) to 15 (2023) • Year 8 from 22.3 (2018) to 18 (2023) • Year 9 from 34.5 (2018) to 20 (2023) • Year 10 from 25.4 (2018) to 20 (2023) • Year 11 from 17.6 (2018) to 15 (2023) • Year 12 from 17.7 (2018) to 15 (2023)

Key Improvement Strategy 2.a Empowering students and building school pride	Clarify and facilitate the role of students as agents of learning within WHATIF
Key Improvement Strategy 2.b Building leadership teams	Build staff and leadership capacity to plan and implement student agency in learning
Goal 3	Develop respectful and resilient students who display growth mindsets and behaviours and attitudes that reflect the college values
Target 3.1	<p>Drafting note: please consider addition of 1-2 extra targets to measure the goal to enable triangulation. As a wellbeing goal, you may wish to consider SWPBS data, SSS data, etc.</p> <p>By 2022, increase the percentage of Year 7-12 students responding positively to the following factors contained in the student Attitudes to School Survey to 80 per cent (AtSS factors to be targeted to be confirmed by the college)</p> <ul style="list-style-type: none"> • Self-regulation and goal setting from 51 per cent in 2018 • Learning confidence from 50 per cent in 2018 • Resilience from 49 per cent in 2018 • Attitudes to attendance from 68 per cent in 2018 • Teacher concern from 78 per cent in 2018.
Key Improvement Strategy 3.a Empowering students and building school pride	Develop an agreed whole college approach to student management
Key Improvement Strategy 3.b Health and wellbeing	Develop consistent staff understanding and application of the school wellbeing, resilience and engagement program

