

School Strategic Plan 2023-2027

Yarra Hills Secondary College (8815)



Submitted for review by Darren Trippett (School Principal) on 06 December, 2023 at 12:10 PM

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School Strategic Plan - 2023-2027

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School vision	<p>VISION “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>MISSION “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. 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>
School values	<p>VALUES– YARRA HILLS SECONDARY COLLEGE</p> <p>We value and want our students to attain, as part of their growth within their time at Yarra Hills Secondary College:</p> <ul style="list-style-type: none">- Respect- Endeavour- Achievement- Pride <p>All students and staff should display and promote these values in their actions and interactions within and beyond the school community.</p> <p>We want our students to:</p> <p>Learn, Teach, Read, Calculate, See, Wonder, Feel, Contribute, Listen, Enjoy, Relate, Grow, Meet, Imagine, Touch, Share, Perform, Achieve, Imagine, Create, Play, Dance, Act, Write, Support, Collaborate, Reach, Think, Respond, Cooperate, Evaluate, Change, Nurture, Transform, Excel, Know, Enjoy, Care, Do, Aspire</p> <p>Our Teaching and Learning program will include:</p>

	<ul style="list-style-type: none"> - Personalised Teaching and Learning based on the use of data, observation and interpretation of the context of that information - The use of Professional Learning Communities to share knowledge and expertise and to provide peer to peer mentoring, coaching and collaborative planning - The raising of expectations and aspirations of students and their families - A focus on literacy and numeracy across the curriculum - A focus on what matters most - Professional development - Leadership training and development - Pride in the school - Pathways - Student well-being
Context challenges	<p>Yarra Hills Secondary College is a multi-campus college of around 700 students in the outer eastern suburbs of Melbourne, with campuses in Mooroolbark and Mt Evelyn. We have 81.09 FTE staff, none of who identify as Aboriginal or Torres Straight Islanders. The Mt Evelyn Campus is an entrenched part of the Mt Evelyn community and services the areas from Mt Evelyn through the Yarra Valley and all the way to Warburton.</p> <p>The Mooroolbark Campus is situated amongst the suburbs of Mooroolbark, Lilydale, Croydon and Kilsyth, serving these and surrounding areas. CHanges in demographics, as well as significant building works in surrounding schools, have led to a decline in enorlments in recent years.</p> <p>The two campuses are set up so as to provide dedicated educational precincts, with the Mt Evelyn Campus housing a Year 7 – Year 10 Junior precinct and a Year 11 -12 VCE-VM precinct. The Mooroolbark Campus has both Junior (Year 7 – Year 10) and Senior VCE & VCE-VM (Years 11 & 12) precincts on the one site, with each housed in separate areas and buildings. Students from the Mount Evelyn Campus can progress to the Mooroolbark Campus to undertake their VCE Senior studies, with transport available to do so. Yarra Hills' students come from a wide range of backgrounds and geographical areas, this includes a significant Hakha-Chin (Burmese/Myanmar) community, as well as semi-rural students from the outer Yarra Valley.</p> <p>Yarra Hills is also a part of the Yarra Valley and Lilydale District Collaborative Indigenous Strategy and is working closely with other schools, and the Region, in supporting indigenous members of our school community.</p>
Intent, rationale and focus	<p>INTENT</p> <ul style="list-style-type: none"> - Improve learning outcomes for all students, focusing on Literacy and Numeracy and to improve student wellbeing and engagement with learning. <p>RATIONALE</p> <ul style="list-style-type: none"> - Analysis of the school's NAPLAN and school-based assessment identified that some students were achieving at and above age-expected levels, some were making at and above-expected learning gains, and others were making less-than-expected learning

growth and attainment.
It was identified that a focus on further developing staff and students' use of assessment and data to inform and monitor students' point of need was required. Also, that cycles of inquiry supported by enhanced data analysis to inform curriculum planning, evidence-based high impact teaching strategies, and delivery and assessment of curriculum within agreed instructional frameworks should be areas of focus in the School Strategic Plan.

- The school's wellbeing, engagement, inclusion, teaching and learning processes and practices were analysed via fieldwork. It was found that orderly learning environments were generally evident across the two campuses. Observations showed some passive student engagement, and some passive and active disengagement. There was variance in how the agreed teaching and learning model and other support and engagement frameworks were implemented across and within teams. A tiered approach to enhancing student capabilities necessary for them to thrive, contribute and respond positively to life's challenges and opportunities was identified as a focus for future directions.

An additional focus that was identified was to enhance student goal setting, engagement and agency in their class learning so that students can better understand and own their learning achievement and growth

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- A strong focus on the development and implementation of effective Professional Learning Communities (PLCs) will underpin staff planning, use of data and implementation of initiatives.
- Data usage to effectively identify point of need will drive a continuation of improved differentiation practices.
- Student voice and agency will be enhanced and used to support greater engagement with learning
- SWPBS and Restorative Practices will be further developed and reinforced to create positive and supportive learning environments.

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Goal 1	Improve learning outcomes for all students, focusing on Literacy and Numeracy.
Target 1.1	<p>NAPLAN – Benchmark growth</p> <p>By 2027, the percentage of students meeting or above the NAPLAN benchmark growth from Year 7 to Year 9 will increase.</p> <ol style="list-style-type: none">1. Reading, from 64 percent (2021) to 75 percent2. Writing, from 58 percent (2021) to 70 percent3. Numeracy, from 59 percent (2021) to 70 percent.
Target 1.2	<p>NAPLAN – Proficiency Level</p> <p>By 2027, increase the percentage of students achieving exceeding or strong proficiency levels in NAPLAN for Year 9: (AIP targets included, as data set new and being revised)</p> <ol style="list-style-type: none">1. Reading, 11% Exceeding2. Writing, Increase the % of Year 9 students Exceeding + Strong in Numeracy from 47% to 51%3. Numeracy, Increase the % of Year 9 students Exceeding in Numeracy from 3% to 4%
Target 1.3	<p>Teacher Judgments – Growth</p> <p>By 2027, increase the learning growth measured by teacher judgment over 12 months from semester two to semester two, for Year 7 to Year 10 students achieving at or above-expected growth.</p> <ol style="list-style-type: none">1. Reading and viewing, from 63 percent (2022) to 67 percent

	<ol style="list-style-type: none"> 2. Writing, from 67 percent (2022) to 72 percent 3. Number and algebra, from 59 percent (2022) to 63 percent.
Target 1.4	<p>VCE All Study Score Mean</p> <p>By 2027, increase the VCE all-study score mean from 26.39 (2022) to 28.</p>
Target 1.5	<p>VCE Study Score 40+</p> <p>By 2027, increase the percentage of students achieving a score of 37 or above in VCE</p> <ol style="list-style-type: none"> 1. English, from 6 percent (2022) to 10 percent 2. General Mathematics (formerly Further Mathematics), from 7 percent (2022) to 10 percent 3. Mathematical Methods CAS, from 0 percent (2022) to 4 percent.
Target 1.6	<p>VCE Mean Study Score</p> <p>By 2027, increase the VCE mean study score across studies of VCE</p> <ol style="list-style-type: none"> 1. English, from 26.62 (2022) to 28 2. General Mathematics (formally named Further Mathematics), from 29.19 (2022) to 30 3. Mathematical Methods CAS, from 21.33 (2022) to 25
Target 1.7	Staff Opinion Survey (SOS)

	<p>By 2027, the positive percentage endorsement rate will improve in the Staff Opinion Survey factors.</p> <ol style="list-style-type: none"> 1. Academic emphasis, from 20 percent (2022) to 32 percent 2. Collective efficacy, from 28 percent (2022) to 40 percent 3. Instructional leadership, from 35 percent (2022) to 51 percent 4. Understand how to analyse data, from 18 percent (2022) to 30 percent.
<p>Target 1.8</p>	<p>Student Attitudes to School Survey (AToSS)</p> <p>By 2027, the positive endorsement percentage in these Student Attitudes to School Survey factors will improve:</p> <ol style="list-style-type: none"> 1. Differentiated learning challenge, from 43 percent (2022) to 53 percent 2. Stimulating learning, from 30 percent (2022) to 47 percent 3. Motivation and interest, from 43 percent (2022) to 51 percent 4. Self-regulation and goal setting, from 43 percent (2022) to 51 percent.
<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</p>	<p>Strengthen teacher data usage to apply evidence-based enquiry cycles that optimise student learning attainment and growth.</p>
<p>Key Improvement Strategy 1.a Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities</p>	

<p>Key Improvement Strategy 1.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	
<p>Key Improvement Strategy 1.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	<p>Strengthen pedagogy using evidence-based and consistent high impact teaching strategies.</p>
<p>Key Improvement Strategy 1.c Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities</p>	<p>Strengthen staff capacity to deliver point-of-need teaching practice to optimise student learning growth.</p>
<p>Key Improvement Strategy 1.c Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	
<p>Goal 2</p>	<p>Improve student wellbeing and engagement in learning.</p>
<p>Target 2.1</p>	<p>School Staff Survey (SSS)</p> <p>By 2027, the positive endorsement percentage will improve in these School Staff Survey factors:</p> <ol style="list-style-type: none"> 1. Build resilience and a resilient, supportive environment, from 30 percent (2022) to 42 percent 2. Believes student engagement is key, from 72 percent (2022) to 82 percent

	3. Promotes student ownership of learning from 30 percent (2022) to 55 percent.
Target 2.2	<p>Parent Opinion Survey (POS)</p> <p>By 2027, the positive percentage endorsement rate in the Student Attitudes to School Survey factors will improve.</p> <ol style="list-style-type: none"> 1. Student connectedness, from 70percent (2022) to 78 percent 2. Confidence and resiliency skills, from 63percent (2022) to 67 percent 3. Student motivation and support, from 55percent (2022) to 59 percent 4. Student agency and voice, from 68 percent (2022) to 70 percent.
Target 2.3	By 2027, decrease the percentage of students with 20 or more days absent, from 43 percent (2022) to 35 percent.
Target 2.4	By 2027, the percentage of students who continue education past year 12 will increase from 40.7 percent to 60 percent.
<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>	Embed a whole school approach to student engagement in learning and wellbeing.
Key Improvement Strategy 2.a	

<p>Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</p>	
<p>Key Improvement Strategy 2.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</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>Create a learning environment that supports students to build self-efficacy and high expectations</p>
<p>Key Improvement Strategy 2.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	