

School Strategic Plan for Box Hill Senior Secondary College (7050) 2015 - 2018

Endorsements

<p>Endorsement by School Principal</p>	<p>Signed.....</p> <p>Name.....Steve Cook.....</p> <p>Date.....March 24, 2015.....</p>
<p>Endorsement by School Council</p>	<p>Signed.....</p> <p>Name.....Michael Petering.....</p> <p>Date.....March 24, 2015.....</p> <p>School Council President's endorsement represents endorsement of School Strategic Plan by School Council</p>
<p>Endorsement by the delegate of the Secretary</p>	<p>Signed.....</p> <p>Name.....</p> <p>Date.....</p>

School Profile

Box Hill Senior Secondary College (BHSSC) is one of only two Specialist Sports Schools in Victoria. It is a co-educational school located in Mont Albert North which is the heart of Melbourne's eastern suburbs. It has two campuses. The Senior Campus is for Years 10 – 12 students. In 2005, with Leading Schools Fund support, the MY Tennis School (MYTS) was established to cater for students in Years 5 – 9. This was renamed as the Middle School Sports Campus (MYSC) in 2011 when Year 9 Basketball was added to the program.

The College has a 70 year history of service. Established as a boys' technical school on 1943, it became co-educational in 1985 when it amalgamated with Whitehorse Girls Technical School and formed the basis for the establishment of Box Hill Institute of TAFE in 1984. It became a Senior College in 1993.

Demographics

BHSSC has no feeder schools as such. Students are drawn from over 140 schools across the metropolitan area and it is not unusual for them to reside more than 20 kilometres from the College. Indeed, about one third reside at least 15 kilometres from the College. Some travel up to four hours a day to and from the College. The majority of students (442 of the 662) are in Years 11 (227) and 12 (215). There are 150 students in Year 10, and 69 in MYSC. Approximately half the student population is new to the College each year.

The School Summary report shows the total student number to have trended downward for the last three years, although there has been some relatively high growth off very low bases in Years 7 and 8. The College Student Family Occupation Index (SFO) had trended down over 2012-2014 from 0.3096 to 0.2955 rose to 0.3235 in 2015.

Provision

The College offers a broad curriculum to a diverse student population. The wide range of VCE studies (64) and VET in School programs (30) provide multiple pathways post school, including tertiary placements, apprenticeships and traineeships, and full time employment. The Victorian Certificate of Applied Learning (VCAL) is offered as a senior program at Year 12.

Vocational learning is enhanced through a large work placement program and through links with industry, TAFE Colleges, and peak sporting bodies. The College is recognised as a leading provider of vocational programs within the VCE, and is a Registered Training Organisation (RTO) for many VET programs. Nearly 50% of students are undertaking VET programs through the wide range of programs which include, for example, Visual and Performing Arts, and the traditional trade programs. The College has a large trade and technology program in building and construction, electronics, engineering, horticulture and plumbing.

A large proportion of students, about 52%, enrol with BHSSC for the sports development program in Basketball, Australian Rules football, Tennis and Future Stars. The related programs cater for students who have aspirations and potential to

	<p>achieve excellence in their chosen sports as well as completing their VCE studies. MYSC is similar in purpose to the senior school; that is, students combine their academic studies with their aspirations in elite sport.</p> <p>Facilities</p> <p>The College has outstanding facilities. Students and staff are well supported with infrastructure and the College presents as a well maintained, attractive campus. The diversity of the curriculum has its own set of needs and demands if teaching and learning is to be executed to effect. This, in turn, generates its own set of priorities for strategic management of resources.</p> <p>Values</p> <p>The College values the diversity in the student population and has the mantra that students are treated with respect and both encouraged and assisted to take responsibility for developing their educational pathways. The College is conscious of the challenges that face many of its students face in moving to a new school for their specialist focus, or for their senior years. This is especially so in a context where for many students they might be the sole enrolment from their previous school. This consciousness is reflected in the Advocacy program and other wellbeing and connectedness support.</p> <p>The College mission is to create a learning community in which students are:</p> <ul style="list-style-type: none"> • Learning to make a life • Learning to make a living • Learning to make a difference <p>The guiding philosophy of the College is <i>that happy, healthy, resilient students learn best and achieve their personal best when they feel supported and valued as individuals.</i></p>
Service Standards	<p><i>General</i></p> <ul style="list-style-type: none"> • <i>The school provides a safe and stimulating learning environment to ensure all students can achieve their full potential.</i> • <i>All students will receive instruction that is adapted to their individual needs.</i> • <i>The school fosters close links with parents and the broader school community through its commitment to open and regular communications via the COMPASS portal</i> • <i>The school guarantees all students access to a broad, balanced and flexible curriculum including skills for learning and life.</i> <p><i>Specific</i></p> <ul style="list-style-type: none"> • <i>The school will respond to all communication by parents and caregivers within 2 working days.</i> • <i>Parents will be engaged regularly when their child does not behave in a socially acceptable manner.</i> • <i>All teachers will provide timely and targeted feedback to students on their work.</i>

Strategic Direction

	Goal	Targets	Key Improvement Strategies												
Achievement	Improve individual student outcomes based upon their intended pathways	<p>To improve the mean VCE study score from 25.8 in 2014 to 26.8 in 2018</p> <p>50% of studies to achieve mean scores above the GAT predictor</p> <p>Increase the % of students achieving a student score of ≥ 40 in VET from 1% to $>2\%$</p>	<ol style="list-style-type: none"> 1. To build a culture of personalised learning that focuses on a personal best philosophy 2. Grow teacher capacity to analyse, interpret, share and effectively use data to know students and provide for their learning needs 												
Engagement	Increase the active engagement of each student in their learning	<p>Attendance rate $> 90\%$ for all year levels by 2018</p> <table border="1"> <thead> <tr> <th colspan="3">Attitudes to School Survey</th> </tr> <tr> <th>Components</th> <th>2014</th> <th>2018</th> </tr> </thead> <tbody> <tr> <td>Connectedness to School</td> <td>3.84 (0.24 above State Mean)</td> <td>>0.3 above State Mean</td> </tr> <tr> <td>Stimulating Learning</td> <td>3.18 (0.03 above State Mean)</td> <td>>0.3 above State Mean</td> </tr> </tbody> </table>	Attitudes to School Survey			Components	2014	2018	Connectedness to School	3.84 (0.24 above State Mean)	>0.3 above State Mean	Stimulating Learning	3.18 (0.03 above State Mean)	>0.3 above State Mean	<ol style="list-style-type: none"> 1. Develop organisational capacity to allow students to develop higher levels of positive engagement and stronger academic performance. 2. Maintaining a data driven focus to build knowledge of the pathways, academic, engagement and wellbeing profile of each student
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Wellbeing	Ensure all members of the school community feel they are in a safe and supportive learning environment	<table border="1"> <thead> <tr> <th colspan="3">School Staff Survey</th> </tr> <tr> <th>Component</th> <th>2014</th> <th>2018</th> </tr> </thead> <tbody> <tr> <td>Collective responsibility</td> <td>59%</td> <td>$>70\%$</td> </tr> </tbody> </table>	School Staff Survey			Component	2014	2018	Collective responsibility	59%	$>70\%$	Build a culture where all members of the school community take responsibility for creating a safe and supportive learning environment			
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Productivity	<p>Improve the capacity of the school to function as a stable organisation</p>	<table border="1"> <tr> <th colspan="3">School Staff Survey</th> </tr> <tr> <th>Components</th> <th>2014</th> <th>2018</th> </tr> <tr> <td>Teacher collaboration</td> <td>56%</td> <td>>60%</td> </tr> <tr> <td>Collective focus on Student Learning</td> <td>59%</td> <td>>70%</td> </tr> </table> <p>Establish a minimum of one new female sport program by 2018</p> <p>Increase the number of International students to 30 in 2016 and maintain this number until 2019.</p> <p>Student enrolments of 675 - 700 per year</p>	School Staff Survey			Components	2014	2018	Teacher collaboration	56%	>60%	Collective focus on Student Learning	59%	>70%	<ol style="list-style-type: none"> 1. Develop and reinforce a consistent culture of high expectations of and for all members of the College and reflect this in professional learning 2. Create structures that lead to stable enrolments 	
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School Strategic Plan 2015 - 2018: Indicative Planner

Key Improvement Strategies		Actions	Achievement Milestone
Achievement	Year 1	<p>Action 1 Conduct PL on the T&L model underpinned by Zbar and Fullan</p> <p>Action 2 Embedding the 'Language for Learning' initiative and the BHSSC 'Teaching and Learning Model' by providing Professional Learning time and TLA time to reinforce understanding and application of: Learning Intentions, Formative Assessment, Differentiation and Applied Learning</p>	90% of staff to "fully meet" their Student Outcomes goal through the implementation of 2 strategies from the 4 Pillars
	Year 2	<p>Action 1 Conduct PL on the teacher use of multiple sources of data as a tool for supporting personalised learning</p>	<p>All staff understand the importance of using multiple sources of data to creating individual learning profiles of students, to be case studied as evidence in their PDP</p> <p>Analysis of relative growth in NAPLAN data and adjust strategies accordingly</p> <p>Analysis of VCE Value Add data and adjust strategies accordingly</p>
	Year 3	<p>Action 1 Develop moderation processes across multiple classes to develop enhanced assessment skills, including consistency and reliability</p> <p>Action 2 Provide new and strong dimensions for genuine student voice, through the collection and sharing of student feedback in relation to teaching and learning</p> <p>Action 3 Whole school audit of the effectiveness of the 4 Pillars, Language for Learning and Personalised Learning culture by an external critical friend.</p>	<p>All subjects with multiple Year 12 classes undertaking Moderation.</p> <p>Audit of whole school community on T & L conducted</p> <p>Analysis of relative growth in NAPLAN data and adjust strategies accordingly</p> <p>Analysis of VCE Value Add data and adjust strategies accordingly</p>
	Year 4	<p>Action 1 Reflecting on the recommendations of the critical friend that may need to be implemented on an individual and whole school level.</p>	<p>Policies and protocols that guide teaching and learning at the College reviewed and published</p> <p>A shift in VCE study score means toward the State means.</p> <p>50% of studies to achieve mean scores above the GAT predictor</p> <p>Increase the % of students achieving a student score of ≥ 40 in VET from 1% to $>2\%$</p>

Engagement	Year 1	<p>Action 1 Continue to develop teacher Advocate skills by conducting PL on Coaching (Phil Owen)</p> <p>Action 2 Review the College roll marking and student EXIT procedures to reflect DET policy and processes. Communicate processes and exit destinations and reasons for exits to the College community.</p> <p>Action 3 Identify and monitor at risk students through the Advocacy program and re-engagement programs as appropriate to individual students</p>	<p>Professional Learning conducted</p> <p>Attendance rate > 90% for all year levels</p>
	Year 2	<p>Action 1 Focus on developing higher level peer to peer relationships through the implementation of enhanced Student Voice and Leadership in the College Culture</p> <p>Action 2 Review the College roll marking and student EXIT procedures to reflect DET policy and processes.</p>	<p>Establishment of Student Forum groups across all senior year levels.</p> <p>Attendance rate > 90% for all year levels</p> <p>No student 'unknown exits' 2016</p>
	Year 3	<p>Action 1 Communicate processes and exit destinations and reasons for exits to the College community</p> <p>Action 2 Drive student attendance data intervention strategies and track data per term for specific intervention to achieve the FTE absence target.</p> <p>Action 3 Evaluate coaching skills approach to Advocacy (Phil Owens model)</p>	<p>Documentation of exit data presented to the school community</p> <p>Attendance rate > 90% for all year levels</p> <p>Attitudes to school data 2017 - School Connectedness to be >0.24 above the state mean</p> <p>Coaching skills deployed by staff in Advocacy and teaching sessions and reflected in each staff member's PDP</p>
	Year 4	<p>Action 1 Student Voice and Leadership embedded in the College Culture</p> <p>Action 2 Drive student attendance data intervention strategies and track data per term for specific intervention to achieve the FTE absence target.</p>	<p>Documentation of the activities and contribution of Student Voice forums within the school community</p> <p>Attendance rate > 90% for all year levels</p>

Wellbeing	Year 1	<p>Action 1 College to explore ways to maintain a college Student Welfare Officer position and onsite psychological services and connect with external provider networks to support students at high risk</p> <p>Action 2 Explore opportunities to enhance the Advocacy Model by underpinning it with a positive psychology approach</p> <p>Action 3 Integrate training around Wellbeing issues and DET Wellbeing policies and procedures into the College professional learning sessions</p>	<p>Provision in the budget for support services</p> <p>Plan of action positive psychology developed for implementation.</p> <p>Scheduled Professional Development sessions with a documented agenda and action program</p>
	Year 2	<p>Action 1 Underpin the Advocacy Model with a positive psychology approach</p> <p>Action 2 Embed the Integration of training around Wellbeing issues and DET Wellbeing policies and procedures into the College professional learning sessions</p>	<p>Implementation of the positive psychology model</p> <p>Scheduled Professional Development sessions with a documented agenda and action program</p>
	Year 3	<p>Action 1 Review and adapt positive psychology model</p> <p>Action 2 Identify and address gaps in staff capacity on the practical application of Wellbeing policies and procedures</p> <p>Action 3 Review the role of the Wellbeing Officer and the efficacy of community connections with other providers</p>	<p>Positive psychology model reviewed</p> <p>Strategies developed documented and implemented for addressing gaps in service provision and understanding</p>
	Year 4	<p>Action 1 Evaluation of the positive psychology model</p> <p>Action 2 Evaluate the role of the Wellbeing Officer and the efficacy of community connections with other providers</p> <p>Action 3 Evaluate staff capacity to implement the practical application of DET Wellbeing policies and procedures</p>	<p>BHSSC has a published set of protocols and polices regarding positive psychology approaches and that these are implemented by teaching staff.</p>

Productivity	Year 1	<p>Action 1 Use the PDP process as a vehicle for monitoring the embedding of the Teaching and Learning Model and the establishment of processes and protocols around building a peer observation culture</p> <p>Action 2 Use Professional Learning sessions to consolidate understanding of the connection between the AITSL Professional Standards and the BHSSC Teaching and Learning Model</p> <p>Action 3 Further exploration of sporting partnerships to enhance enrolments in the Sport Development Program with a particular focus on creating gender balance and International students</p>	<p>Implementation of a trial of a Classroom Observation Model through the development of agreed protocols</p> <p>One new community relationship with a sporting group established</p> <p>International student enrolments to rise to 30 students</p>
	Year 2	<p>Action 1 Expansion of the trial of Classroom Observation Model by establishing purposeful Observation Teams</p> <p>Action 2 Further development of partnerships with post compulsory providers to support more cost effective curriculum delivery of VET programs</p> <p>Action 3 Whole school approach and commitment to publicity and marketing including establishment of an Alumni program</p>	<p>Classroom observation experiences are a requirement of the 2016 PDP</p> <p>VET from the Performing Arts added to the scope of our RTO</p> <p>Alumni database established</p>
	Year 3	<p>Action 1 Review of Classroom Observation Model by establishing purposeful Observation Teams</p> <p>Action 2 Ongoing discussions with Sporting groups to maintain established community links</p> <p>Action 3 Alumni program expanded</p>	<p>BHSSC has a published set of protocols and policies regarding classroom observation.</p> <p>Alumni added to College website</p>
	Year 4	<p>Action 1 Classroom Observation embedded in PDP process</p> <p>Action 2 Further exploration of sporting partnerships to enhance enrolments in the Sport Development Program with a particular focus on creating gender balance and International students</p>	<p>90% of staff to “fully meet” their Classroom observation goal</p> <p>Five International students participating in the College Sports programs.</p>