School Review Report
2018 Cycle

North East Victoria Region 7050

Box Hill Senior Secondary College

18, 27, 28 February, 1 March 2019

Strategic Plan 2015–18

School Principal	Name: Mark Quinlan
School Council President	Name: Darren Cutts
Senior Education Improvement Leader	Name: Clayton Sturzaker
Accredited School Reviewer	Name: Martin Winfield
Review Company	Name: Monash

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1. Public section

1.1 SCHOOL CONTEXT

Location and history	Box Hill Senior Secondary College (Box Hill SSC) is a specialist sports school in the field of athlete development. Whilst it initially catered exclusively for students in the senior years, the College has recently provided specialist sports programs to students from Year 7 to Year 12. The College is located in Mont Albert, in the inner eastern suburbs of Melbourne, approximately 20 kilometres from the Melbourne Central Business District. The school was established as a boy's technical school in 1943. It became co–educational in 1985 when it amalgamated with Whitehorse Girls Technical School to form Box Hill Institute of TAFE. It became a senior college in 1993.
School facilities	The College has three permanent two–storey brick buildings and a number of relocatable buildings which contain administration facilities, 20 general classroom teaching spaces and a number of specialist teaching classrooms; including an industrial kitchen, building, metalwork, science, electronics, arts, media, music and computer rooms.
	A well–resourced library is available for student study and research and the canteen offers students a daily choice of healthy and freshly prepared hot and cold meals.
	The College has specialised sporting facilities which include nine tennis courts, basketball stadium, strength and conditioning rooms, dance studio and multi–purpose sporting areas.
	The grounds include various outside seating and playing areas to encourage student participation in sporting and recreational activities.
Enrolments	Enrolments at the time of the review were approximately 488 students. Over the past review period, enrolments decreased by 170 students. Students are drawn from over 140 schools, with approximately one third residing more than 15 kilometres from the college.
	Over 50 per cent of students enrol in the college's specialist sports programs in Basketball, Netball, Australian Rules Football, Tennis and "Athlete Development".
	There are a number of students with English as a second language and a low proportion of students who are of Aboriginal or Torres Strait Islander background.
SFO and SFOE	The Student Family Occupation Education (SFOE) index was 0.2622 in 2019 which places the College in the Low School Level Band.
Staff profile	The staffing profile of Box Hill SSC includes a Principal and two Assistant Principals, 38 Equivalent Full Time (EFT) teachers, 17.69 EFT Education Support (ES) staff, including 5.4 office administration staff and 6.82 ES staff supporting Information Technology, Food Technology, Science, Sport, Welfare and Library programs.
Curriculum	The school provides an approved curriculum framework Year 7–Year 10 based on the Victorian Curriculum, with senior programs including the Victorian Certificate of Education (VCE), Vocational Education and Training (VET) and Victorian Certificate of Applied Learning (VCAL). Post school pathways include tertiary placements, apprenticeships, traineeships and employment.

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Additional information	VET programs include Visual and Performing Arts as well as traditional trade programs. The College has a large trade and technology program in building and construction, electronics, engineering, horticulture and plumbing.
	Specialist Sport programs are offered in Basketball, Tennis, Netball, AFL and AFLW, with provision of specialist coaching during the normal school day.
	Pastoral care and advice and guidance to students is provided in a timetabled Advocacy program.
	The College has a number of international students.

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1.2 SCHOOL HIGHLIGHTS

Highlight 1

Title: "Ready to Learn" and "Ready to Teach"	**Framework for Improving Student Outcomes (FISO) Priority**: Positive climate for learning	**Dimension:** Intellectual engagement and self–awareness

The Panel found that a key school highlight was:

- Box Hill SSC designed and implemented a Ready to Learn and Ready to Teach initiative during the previous review period.

- Ready to Learn was designed to promote a safe and supportive learning environment. The Ready to Learn guidelines focused on what students needed to bring to class and what they needed to do in the classroom to support their own learning.

- The Ready to Learn guidelines arose from a number of student focus groups in 2015.

- In 2016, the focus shifted to teachers and the Ready to Teach guidelines. Staff undertook Professional Learning in Positive Psychology and the student management team developed common language related to student learning. In 2017 all teachers participated in Professional Learning related to the teacher wellbeing toolkit. A small number of teachers undertook Respectful Relationships training in 2017 and the College became a partner school in the Department of Education and Training (DET) Respectful Relationships initiative in 2018.

- Classroom visits by the review panel revealed a calm and orderly environment. Discussions with staff, parents and students led to a panel view that the Ready to Learn initiative had a positive impact on student engagement.

- The parent survey saw a total of 72 per cent positive responses to questions related to Stimulating Learning Environment. Student survey responses related to motivation varied according to year level, with high outcomes at Year 7 and Year 12, but lower results in other year levels.

Highlight 2

Title: Community Partnerships	**FISO Priority**: Positive climate for learning	**Dimension:** Setting expectations and promoting inclusion

The Panel found that a key school highlight was:

- Box Hill SSC identified gender imbalance as a key factor affecting enrolments during the previous review period. The School Strategic Plan (SSP) set a target to increase female participation in the sporting academy programs.

- In 2016 the College started to address this issue by initiating a Netball program. At the time of this review, nine senior and 15 intermediate girls were enrolled in the program.

- In 2018, an AFLW academy program was commenced in conjunction with the Collingwood Football Club. At the time of the current review, 23 girls were enrolled in the AFLW program.

- Discussions with girls across all sport programs revealed high levels of engagement and support for both the sport and academic streams at the College.

- Student survey results showed higher outcomes for girls across all variables and year levels.

- The parent survey saw a total of 72 per cent positive responses to questions related to Diversity.

- The review panel noted the higher level of participation by girls in sport programs offered by the College.

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1.3 SUMMARY OF KEY REVIEW FINDINGS

Performance against the SSP goals

SSP Goal 1:

The 2015–18 SSP for Box Hill SSC set a goal to improve individual student outcomes based upon their intended pathways. The Panel found that the school partially met this goal, with two of the three targets met and one partially met.

SSP Goal 2:

The second goal was to increase the active engagement of each student in their learning. The Panel found the school partially met this goal, with one target met and one target partially met.

SSP Goal 3:

The third goal was to ensure all members of the school community feel they are in a safe and supportive learning environment. The Panel found the school partially met this goal, with one target not met and one target partially met.

SSP Goal 4:

The fourth goal was to improve the capacity of the school to function as a stable organisation. The Panel found the school partially met this goal, with two targets met and two targets not met.

Findings against the Terms of Reference (ToR) Focus Questions

ToR Focus Question 1:

To what extent have teachers consistently implemented the College's teaching and learning model and used assessment data to develop a program structured and planned to provide rigour and challenge for individual students, student cohorts and groups of students so they can engage with the curriculum at their point of need?

Findings:

The panel found that a Teaching and Learning Model was developed, but that implementation was inconsistent at this stage. The Panel agreed that consistent implementation of a consistent, school–wide Teaching and Learning Model would constitute a significant enabler with respect to enhanced teacher practice and resultant improvements in learning outcomes.

ToR Focus Question 2:

How can the College seek and respond to authentic student voice related to issues that affect them and promote learner agency that results in independent and self–regulating learners who can track and monitor their own learning growth?

Findings:

Discussions with students, supported by a number of classroom visits, revealed high levels of participation in learning. In classes visited, the environment was generally very calm and orderly, with most students engaged in the learning task. All students interviewed were aware of what was expected of them in class and what was being learned.

The Panel concurred that the school should plan to further facilitate authentic student agency and advocacy, and provide opportunities for students to collaborate and make decisions with teachers around what and how they learn.

ToR Focus Question 3:

How can the College develop as a powerful learning community, with a clear identity and purpose, underpinned by a coherent vision and values, to maximise engagement of all sections of the college community (parents, carers, teachers, students and international students) and foster powerful relationships with schools and other organisations?

Findings:

Panel discussions with parents revealed very high levels of support for the College and what it was delivering to their children. However, it was acknowledged that students enrolled at the College from all over metropolitan Melbourne and beyond. As such, development of a strong local, supportive college community remained a challenge.

The panel concurred that the College should establish both a strong presence within the local schools network and continue to foster strong relationships and partnerships with other schools and organisations that reflect the broad range of programs offered at the College.

The panel agreed that the College needed to revisit its vision, establish a clear identity, clarify its core purpose and more effectively communicate these.

1.4 SUMMARY OF KEY DIRECTIONS FOR THE NEXT SSP

The School Review Panel recommends the following key directions for the next SSP:

- Raising achievement and improving learning growth for all students
- Whole–school approaches to teaching and learning, particularly in Literacy and Numeracy
- High impact teaching strategies
- Student voice, agency and advocacy
- Data literacy
- Home–College partnerships
- Family and community engagement
- Communication with parents and the broader community
- Vision and Values

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