# School Strategic Plan 2018-2022

Box Hill Senior Secondary College (7050)



**BOX HILL SENIOR SECONDARY COLLEGE**

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**VICTORIA** State Government | Education and Training

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| School vision | Our vision at Box Hill Senior Secondary College is to develop a community of learners where our students and teachers inspire each other to achieve their maximum potential in a safe and supportive environment - to be confirmed.<br>Box Hill Senior Secondary College achieves its mission of preparing our senior students for their transition into further learning, employment and life as global citizens through quality teaching programs. |
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| School values | The Box Hill Senior Secondary College motto "learning to make a life, learning to make a living and learning to make a difference" provides a focused mantra. It conveys the meaning of why we are here and that for which we strive.  Box Hill Senior Secondary College values are the beacon that guide our students and instil the essence of what makes us unique.  Our core values are:<br>Achievement<br>Independence<br>Responsibility<br>Efficiency<br>Accountability<br>Respect<br>to be confirmed |
| Context challenges | Box Hill Senior Secondary College (BHSSC) is a senior college with specialist sports programs. 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.  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.<br>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.<br>The College has specialised sporting facilities which include nine tennis courts, basketball stadium, strength and conditioning rooms, dance studio and multi-purpose sporting areas.<br>The grounds include various outside seating and playing areas to encourage student participation in sporting and recreational activities.  Enrolments at the time of the review were approximately 430 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.

Fifty-one percent 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. The Student Family Occupation Education (SFOE) index was 0.2622 in 2019 which places the college in the Low School Level Band. The staffing profile of Box Hill SSC includes a Principal and two Assistant Principals, 38 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. 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). Vocational Education and Technology (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. Post school pathways include tertiary placements, apprenticeships, traineeships and employment.

Key Challenges

Raising achievement and improving learning growth for all students - lack of a consistently implemented model for differentiation was a significant barrier to improved outcomes. Developing common formats for curriculum, unit and lesson plans and fully implement a new Teaching and Learning Instructional Model; with all documents lodged on the college's learning management system.

Whole-school approaches to teaching and learning, particularly in Literacy and Numeracy - further development of data literacy, better management of individual student achievement data and further work on powerful assessment would enable teachers to more effectively track and monitor achievement and tailor learning to each child's point of learning need.

High impact teaching strategies - further integration and implementation of HITS within the college's Teaching and Learning model should be a key feature of work in the next review period.

Student voice, agency and advocacy - 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

Data literacy

Home – college partnerships - better use needed to be made of the college's learning management system in the areas of planning, assessment and communication with parents

Family and community engagement

Communication with parents and the broader community - establishing both a strong presence within the local schools network and by continuing to foster strong relationships and partnerships with other schools and organisations that reflect the broad range of programs offered at the college

Vision and Values

Advocacy and sports programs - concern about the combined effect of time spent in the Advocacy program and sport programs on student learning. Advocacy program needed to be redesigned and rationalised so that the college could provide an appropriate level of emphasis on core class programs.

Years 7 to 9 vertical curriculum - this arrangement compromised the task of planning and delivering programs that met all students' needs

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| | VCE/VET/VCAL pathways - if all learning needs were to be catered for, consideration should be given to broadening pathways and academic opportunities, reinvigorating the VET program and extending VCAL to years 10 and 11.  The number and type of programs, year levels serviced and pathways provided all needed to be revisited and clarified if the college was to reverse current declining enrolment trends. |
| **Intent, rationale and focus** | Our purpose at Box Hill Senior Secondary College is to provide high quality individual educational programs that cater for all students and maximise their potential.  As a College, we focus on high quality education, pathways and destinations for our students. Our review supported the College objective of offering high quality programs and a range of pathway options to meet the needs of the community. Our College goals for the next strategic plan focus on the key areas of students outcomes linked to achievement and engagement. These areas are central to achieving our stated purpose.<br>Our first priority is to to raise achievement and learning growth of all students by: building the instructional practice of every teacher by refining and fully implementing a whole–school approach to teaching and learning; and building data literacy and teacher capacity to utilise data and a range of assessment strategies to better track and monitor learning growth and teach to each student's point of learning need.<br>Our second priority is to enhance student voice, agency and advocacy by: enhancing curriculum planning, assessment and the school's Teaching and Learning Model to enable students to further develop agency, assess their own work and track and celebrate their own learning growth; enhancing the induction and screening processes for new and returning students in order to more accurately assess their learning and wellbeing needs and enhance record–keeping and data management related to these needs.<br>Our third priority is to improve student pathways and transitions into, within, and out of the College by: building a culture of high expectations and share responsibility for student achievement and support the health, wellbeing, inclusion and engagement of all students and families; developing an enhanced vision for the College that clearly identifies its identity, purpose and the needs and aspirations of the college community. |

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| Goal 1 | To raise achievement and learning growth of all students. |
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| **Target 1.1** | VCE<br><br>• Increase the College VCE mean study score from 26.08 in 2018 to at least 28 by 2022.<br>• Increase the College VCE English study score from 25.00 in 2017 to at least 28 by 2022.<br>• Increase the percentage of VCE study scores of 40 or more from 1.9% in 2018 to 5% by 2022<br>• Completion rate for all VCE studies, based on the VCE Data Service report 4, to be at least 85%  (Could be KIS)<br>• VCE Data Service report 17 to show at least 70% of students deemed to have 'added value' in each VCE study (Could be KIS) |
| **Target 1.2** | Student Attitudes—% positive responses<br><br>• Differentiated learning challenge—from 59% in 2018 to 75% by 2022<br>• High expectations of success—from 71% in 2018 to 75% by 2022<br>• Effective teaching time—from 61% in 2018 to 75% by 2022 |
| **Target 1.3** | Staff opinion—% endorsement<br><br>• Academic emphasis—from 34.6% in 2018 to 70% by 2022<br>• Use pedagogical model—from 56.5% in 2018 to 75% by 2022<br>• Use data for curriculum planning—from 39.1% in 2018 to 75% by 2022<br>• Plan differentiated learning activities—from 60.9% to 75% by 2022 |

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| **Key Improvement Strategy 1.a**<br>Building practice excellence | To build the instructional practice of every teacher by refining and fully implementing a whole–school approach to teaching and learning. |
| **Key Improvement Strategy 1.b**<br>Curriculum planning and assessment | To build data literacy and teacher capacity to utilise data and a range of assessment strategies to better track and monitor learning growth and teach to each student's point of learning need. |
| **Goal 2** | Enhance student voice, agency and advocacy. |
| **Target 2.1** | Student Attitudes—% positive responses<br><br>• Stimulated Learning—from 54% in 2018 to 70% by 2022<br>• Student voice and agency—from 57% in 2018 to 70% by 2022<br>• Self-regulation and goal setting—from 65% in 2018 to 75% by 2022 |
| **Target 2.2** | Staff Opinion—% endorsement<br><br>• Promote Student Ownership of Student Learning Goals—from 47.8% in 2018 to 75% by 2022<br>• Support Growth and Learning of the Whole Child—from 47.8% in 2018 to 75% by 2022 |
| **Target 2.3** | Parent Opinion—% positive responses<br><br>• Student agency and voice—increase from 77% in 2018 to 85% by 2022<br>• Confidence and resiliency skills—increase from 73% in 2018 to 85% by 2022 |
| **Key Improvement Strategy 2.a**<br>Curriculum planning and assessment | Enhance curriculum planning, assessment and the school's Teaching and Learning Model to enable students to further develop agency, assess their own work and track and celebrate their own learning growth. |
| **Key Improvement Strategy 2.b**<br>Health and wellbeing | Enhance induction and screening processes for new and returning students in order to more accurately assess their learning and wellbeing needs and enhance record–keeping and data management related to these needs. |

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| **Key Improvement Strategy 2.c**<br>Intellectual engagement and self-awareness | Enhance personalised support for all students |
| **Goal 3** | Improve student pathways and transitions into, within, and out of the College. |
| **Target 3.1** | Parent Opinion—% positive responses<br><br>&bull; Parent participation and involvement—increase from 50% in 2018 to 70% by 2022<br>&bull; Teacher communication—increase from 61% in 2018 to 75% by 2022<br>&bull; School support—increase from 74% in 2018 to 80% by 2022 |
| **Target 3.2** | Enrolments<br><br>&bull; Increase enrolments from 488 in 2018 to 600 in 2022. |
| **Key Improvement Strategy 3.a**<br>Building communities | To build a culture of high expectations and share responsibility for student achievement and support the health, wellbeing, inclusion and engagement of all students and families |
| **Key Improvement Strategy 3.b**<br>Vision, values and culture | To develop an enhanced vision for the College that clearly identifies its identity, purpose and the needs and aspirations of the college community. |
| **Key Improvement Strategy 3.c**<br>Parents and carers as partners | To develop a comprehensive communication strategy for the College and powerful induction processes for students, teachers and families. |