

School Strategic Plan 2022-2026

Box Hill Senior Secondary College (7050)



Submitted for review by Warren Dawson (School Principal) on 10 November, 2023 at 02:15 PM

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Awaiting endorsement by School Council President

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School vision	Our vision at Box Hill Senior Secondary College is to empower students to acquire, demonstrate, articulate and value knowledge and skills that will support them, as life long learners, to participate in and contribute to the global world and practice the core values of the school: respect, relationships, resilience and responsibility.
School values	<p>The College has four main values that underpin our College and what we are hoping to achieve, and they are Respect, Relationships, Resilience and Responsibility (The 4'R's) In meeting these values, demonstrated through our collective actions and behaviours, the following applies for our entire community:</p> <p>The 4R's (Respect, Relationships, Resilience, Responsibility)</p> <p>The school will undertake a process with students, staff and parents to unpack these values in terms of action statements regarding each "value" so that our values are understood and modeled by all members of our learning community, in an inclusive manner.</p> <p>As a Student we will: Respect Relationships Resilience Responsibility</p> <p>As staff we will: Respect Relationships Resilience Responsibility</p> <p>As parents/guardians we will: Respect</p>

	<p>Relationships Resilience Responsibility</p>
<p>Context challenges</p>	<p>The current context for Box Hill Senior Secondary College is to re-build its teaching and learning program through improved and consistent instructional practice, along with strengthening pathways options for students over time. Currently the majority of the student cohort travel from outside of the City of Whitehorse, primarily engaged in specialist sports academy programs, however the long term sustainability of the school must be explicitly linked to improving student outcomes, having greater community links across the City of Whitehorse and improved vocational, industry and tertiary relationships to ensure that all students are able to thrive within their respective pathways. After many years of decline, there has been some improvement in student enrolments and general results, while the College is also debt free for the first time in almost a decade. Staffing has been a challenge during the pandemic and the associated changes that have occurred in recent years, so it will be important to clearly articulate and improve what the school stands for, while developing teaching and learning excellence over time. Development of middle management throughout the school, linked to explicit roles and responsibilities will also be needed to support and deliver improved outcomes over the next four years.</p> <p>The school must focus on improving student voice, agency and leadership, linked to high expectations for all learners, while supporting staff with appropriate and on-going professional learning to develop professional capital. Literacy and Numeracy will continue to be major areas of focus and improvement, in line with more consistent pedagogical and instructional practice in all classes. On-going refinement of recruitment and induction processes for staff and students will be vital in developing the necessary supports and clarity of our purpose for all community members to better understand. More specifically, the school must focus on developing high quality relationships across the school between staff and students and between students themselves, while also improving the use of data to better inform teaching and learning practice. Staff will need to be supported through the application of differentiation practices, linked to improved communication with students and their families, while also improving assessment and general feedback to improve engagement and student progress. Improved classroom culture and student management practices will be supported through involvement in the Real Schools Network and associated professional learning over three years, to establish consistent approaches to management and general communication within all classes.</p> <p>Another area of contextual challenge is the need to develop applied learning curriculum, courses and industry based pathways learning opportunities, given the general physical resources within the school. Strategically there is a need to develop high quality relationships with system providers and DET, to maximise the use of the school facilities but also</p>

	<p>provide additional learning opportunities for students within the school and across the local area, given the lack of trade training places available.</p>
<p>Intent, rationale and focus</p>	<p>Intent: BHSSC aims to achieve a school environment where teaching and learning excellence is evident in all classrooms, regardless of the program, course or activity undertaken. As part of our school journey for students, personalised learning will be a focus (informed through data) where student capabilities, skills and resilience are built actively to support students in their learning journey, leading to successful post-secondary pathways. The school will strive to achieve excellence across our school programs, while also developing student centred curriculum in pathways and industry based learning. Refinement and establishment of programs of excellence in applied learning, the Arts and Sports will be areas of focus over the next four years. Explicitly linked to this, is the development of improved teaching and learning practice, along with continuous assessment and regular student acknowledgement opportunities to highlight and celebrate student progress and success.</p> <p>Rationale: For the College to be sustainable into the future, the teaching and learning program must deliver improved academic and pathways based results, given the locality of the school in one of the most high performing school networks in Australia. There is a need for the school to more effectively meet the needs of students across the Inner East and more specifically, the City of Whitehorse. As we develop improved rigour and associated high quality teaching and learning practice, local families will be provided with more educational pathways options across the local and wider area. There is also a strategic need for BHSSC to lead the development of applied learning and pathways based programs in schools, with further development and additional industry training courses being offered on-site, supported by improved system, industry and tertiary links.</p> <p>Focus: BHSSC will focus on significant improvement in teaching and learning practice, including engagement, attendance and student leadership. Further development of explicit curriculum and related programs, will provide students with a greater diversity of learning opportunities, including an improved use of data to inform teaching and learning practice in all programs. Improved on-going assessment and quality feedback will also be another area of professional growth for all teachers, to better engage students and their families in the learning partnership we have with our community. Linked to this will be the establishment of new pastoral care structures and curriculum delivery, while also providing students with more consistent opportunities to showcase their learning and be acknowledged more consistently for the progress being made. BHSSC will also focus on becoming a more inclusive school, with improved and deeper connections across our wider community to grow and develop further learning opportunities for students over time. Literacy, Numeracy and transferable life and industry based skills and capabilities will also be another area of focus, to assist students with making improved connections with their current learning and the real world contexts that are around them.</p>

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Goal 1	To improve outcomes in literacy and numeracy for all students.
Target 1.1	To increase the mean study score in the following VCE Study Groups: <ul style="list-style-type: none">• English – from 25.5 (2022) to 27.5 (2026)• Business Studies- Business Management – from 23.6 (2022) to 25.6 (2026)• Mathematics – Further Mathematics from 24.4 (2022) to 26.4 (2026)• Mathematics – Mathematical Methods (CAS) from 23.0 (2022) to 25.0 (2026)• Science – Biology from 22.9 (2022) to 24.9 (2026)• Science – Chemistry from 23.0 (2022) to 25.0 (2026)• Science – Physics from 24.6 (2022) to 26.6 (2026)• Science – Psychology from 21.6 (2022) to 23.6 (2026)• Technology – Design and Technology from 23.0 (2022) to 25.0 (2026)• Technology – Food and Technology from 25.6 (2022) to 27.6 (2026)
Target 1.2	By 2026, increase the percentage of positive responses on the School Staff Survey to the following factor: <ul style="list-style-type: none">• Teaching and Learning- Practice Improvement module: Use pedagogical model from 50% (2022) to 65%.
Target 1.3	By 2026, increase the percentage of positive responses on the School Staff Survey to the following factor: <ul style="list-style-type: none">• Teaching and Learning- Evaluation module: Understand how to analyse data from 38% (2022) to 50%.

Target 1.4	By 2026, increase the percentage of positive responses on the School Staff Survey to the following factor: <ul style="list-style-type: none"> Teaching and Learning- Implementation module: Use high impact teaching strategies from 56% (2022) to 67%.
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	Develop and implement a whole college literacy and numeracy plan.
Key Improvement Strategy 1.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Develop and implement a PLC model
Key Improvement Strategy 1.c Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Develop a consistent approach to the implementation of High Impact Teaching Strategies (HITS).
Goal 2	To improve wellbeing for all students
Target 2.1	By 2026, increase the percentage of positive responses on the School Staff Survey to the following factor: <ul style="list-style-type: none"> Teaching and Learning-Planning module: plan differentiated learning activities from 50% (2022) to 60%.

Target 2.2	<p>By 2026, maintain or increase the percentage of positive responses on the Attitudes to School Survey to the following factors:</p> <ul style="list-style-type: none"> • Social engagement module: Sense of connectedness at 71% (2022) or higher.
Target 2.3	<p>By 2026, decrease the percentage of not positive responses on the Attitudes to School Survey to the following factors:</p> <ul style="list-style-type: none"> • Effective teaching practice for cognitive engagement module: Stimulated learning from 26% (2022) to 15%.
Target 2.4	<p>By 2026, increase the percentage of positive responses on the Parent Opinion Survey to the following factors:</p> <ul style="list-style-type: none"> • Parent community engagement module: School communication from 54% (2022) to 66%.
<p>Key Improvement Strategy 2.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>	Build all staff capability to respond to the learning and wellbeing needs of individual groups and priority cohorts.
<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>	Embed multi-tiered systems of support that enhance student wellbeing and mental health, engagement and inclusion.

<p>Key Improvement Strategy 2.c Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</p>	<p>Develop a consistent approach to the implementation of High Impact Wellbeing Strategies (HIWS).</p>
<p>Goal 3</p>	<p>To improve student agency and pathways for all students.</p>
<p>Target 3.1</p>	<p>By 2026, increase the percentage of positive responses on the School Staff Survey to the following factor:</p> <ul style="list-style-type: none"> • Teaching and Learning- Evaluation module: use student feedback to improve practice from 38% (2022) to 50%.
<p>Target 3.2</p>	<p>By 2026, increase the percentage of positive responses on the School Staff Survey to the following factor:</p> <ul style="list-style-type: none"> • School climate module: Collective efficacy from 44% (2022) to 55%.
<p>Target 3.3</p>	<p>By 2026, maintain or increase the percentage of positive responses on the Attitudes to School Survey to the following factors:</p> <ul style="list-style-type: none"> • Social engagement module: Student voice and agency at 53% (2022) or higher.
<p>Target 3.4</p>	<p>By 2026, increase the percentage of positive responses on the Parent Opinion Survey to the following factors:</p> <ul style="list-style-type: none"> • School ethos and environment module: General school satisfaction from 52% (2022) to 67%.
<p>Key Improvement Strategy 3.a Activation of student voice and agency, including in leadership and learning, to</p>	<p>Develop a whole school understanding and approach to student voice and agency.</p>

strengthen students' participation and engagement in school	
Key Improvement Strategy 3.b Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Deepen and diversify community partnerships to support student learning, transitions and pathways.
Key Improvement Strategy 3.c Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Enrich the school and family partnerships.