

Fairhills High School 7823 Strategic Plan 2017-2021

For schools in the 2016 review cycle, the SSP must finish in 2020. School in the 2017 review cycle will finish in 2021.

Draft revised 4/12/2017

Endorsement		Re-Endorsement (if a Goal, KIS or Target is changed)		Re-endorsement (if a Goal, KIS or Target is changed)	
Principal:	Harvey Wood [date]	[name] [date]	[name] [date]	[name] [date]	[name] [date]
School council:	Mike Hurd [date]	[name] [date]	[name] [date]	[name] [date]	[name] [date]
Delegate of the Secretary:	Justin Butler [date]	[name] [date]	[name] [date]	[name] [date]	[name] [date]

School vision	School values	Context and challenges	Intent, rationale and focus
<p>Educational Goals of Young Australians</p> <ul style="list-style-type: none"> Australian schooling promotes equity and excellence All young Australians become: <ul style="list-style-type: none"> Successful learners Confident and creative individuals Active and informed citizens <p>At Fairhills High School these goals are being achieved through our:</p> <p>Moral Purpose Achieving Excellence with our staff and students through our Teaching and Learning Practices which embody our school values and enable our students to achieve their potential and become responsible citizens.</p> <p>Vision Achievement through diverse and challenging learning experiences for all</p> <p>Mission Building a culture of respect for teaching, learning and each other</p> <p>Community Profile Fairhills: A School for Aspiring Families</p>	<p>Values</p> <p>Respect – Showing care and concern for other people and property. Developing a sense of pride, self-esteem and personal identity.</p> <p>Integrity – Being honest, sincere, truthful and trustworthy. Supporting the values of Fairhills High School.</p> <p>Persistence – Seeing each challenge as an opportunity to keep going and succeed.</p> <p>Inclusion – Recognising diversity and individual differences by showing understanding and acceptance of people who are different.</p> <p>Responsibility – Being consistent in our words and actions as we contribute to societal expectations.</p>	<p>Environment Context</p> <p>Fairhills High School was established in 1973 in the outer eastern suburbs of Melbourne. It is a medium sized, co-educational secondary school with a current population of 650 students, a teaching staff EFT of 43.4 and an education support staff (ES) EFT of 15. The school has an enrolment ceiling of 950 students. It is anticipated that the school will reach its enrolment ceiling over coming years as more families move into the district as demographic projections indicate.</p> <p>The school prides itself on the contribution it makes to its local community through the provision of excellent educational opportunities for young people and values the benefits of working collaboratively with the other Knox schools to further enhance the opportunities for all Knox students.</p> <p>With a Student Family Occupation/Education index of 0.4676 (state mean of 0.4061) our Fairhills community can be described as medium socio-economic with a typical mixture of professional, skilled and semi-skilled employment. Unemployed and low income households form a small but important factor in our educational provision for the community.</p> <p>Key Challenges:</p> <ul style="list-style-type: none"> Increasing Year 7 enrolments back to our target of 150. Increasing leadership development to build accountability. Increasing use of data to personalise T & L. More effective use of curriculum assessment standards. Extending student voice to learning goals and teaching strategies. Further developing classroom T & L practices. 	<p>Intent Building our school from Good to Great.</p> <p>Rationale</p> <ul style="list-style-type: none"> Student Engagement/Wellbeing Currently many of our students are under achieving their potential. If we can increase students' engagement with their learning then we would see improved outcomes and reduced discipline issues (Theory of Action - T of A). Student Achievement Our students tell us that they like their teachers but often find lessons uninteresting/not relevant to their needs. If we make more use of student voice and teachers increase their collaborative sharing of ideas and strategies, then the lessons will become more engaging, the curriculum guarantee will increase, the use of data will be developed and the students will enjoy and respond to a more personalised learning environment (T of A). Leadership Our staff tell us that we have a strong moral purpose and we are committed to doing the very best for our students, but we need to raise our expectations and be more consistent. If we focus on professional learning, particularly the development of leadership skills and classroom practice, then accountability will be improved and staff support better targeted (T of A). <p>Focus Our Strategic Plan will identify our particular strategies and targets and the AIP provide the necessary sequencing to progress these priorities.</p>

Four-year goals (for improving student achievement, engagement and wellbeing)	Improvement Priorities, Initiatives and/or Dimensions	Recommended Actions (Blue indicates that they are included in the 2018 AIP)	Targets (for improving student achievement, engagement and wellbeing)
Enhance student learning outcomes with a particular focus on Literacy, Numeracy and 21 st century skills	Excellence in Teaching and Learning -Building Practice Excellence	<ol style="list-style-type: none"> PL learning program tied to SP, AIP and PDP. Build teachers' understanding of curriculum, progression points and standards. Review curriculum documents so that they link assessment with the Victorian Curriculum. Make more use of KLAS, PLTs and Trios and other possible arrangements to increase collaboration and consistency. Build teacher use and understanding of data - how do we differentiate for all students. Investigate the desirability/process for Mainstream and Accelerated year 10 students undertaking VCE/VCAL subjects. Everyone is a teacher of literacy - maintain reading strategies and increase the focus on writing skills. Teachers in all KLAS identify and employ the reading and writing strategies relevant to their subjects. Review and ensure whole school implementation of the instructional model. 	<p>Assessment Outcomes (Years 7-10)</p> <ul style="list-style-type: none"> 75% of students achieve medium or high growth consistently in all aspects of year 7-9 NAPLAN. Overall Year 7-9 growth greater than the years 5-7 growth achieved in the students' primary schools Teacher judgements data in years 7 and 9 English and Maths to be closely aligned to NAPLAN results. (within 10%) <p>Assessment Outcomes (VCE)</p> <ul style="list-style-type: none"> Increase VCE data to State average or higher for the GAT-based 'Value Add' measure - State gov't school mean is -0.5 Successful VTAC placement increased to 85% or better of the students who apply VCE English mean at or better than 26.5 VCE and VCAL percent successful completion at or better than 95% <p>Documentation</p> <ul style="list-style-type: none"> Course outline templates reviewed to include Victorian Curriculum Standards and embedded in practice Teacher PDP documents reflect differentiation in practice, use of common assessment tasks Documented approach to assessment practices which show consistency across classes and within KLAS Identified list of 21st century skills developed and a common language with all staff

		<p>8. Everyone is a teacher of numeracy - maintain the focus on 'word problem' strategies and increase the use of real life applications. Teachers in all KLAs identify and employ these strategies as relevant to their subjects.</p> <p>9. Review assessment processes and utilise PAT, On-Demand or Essential Assessments to provide more standardised common assessment data for teachers to triangulate internal assessment pieces. Develop common summative assessment tasks and moderation guidelines to increase consistency.</p> <p>10. Systematically implement the 'Curiosity and Powerful Learning' program over the next several years (as our Network FISO initiative) to continuously build teacher capacity and refine accountability arrangements so that we achieve improved student outcomes.</p> <p>11. Identify, incorporate and embed 21st century skills and attributes. Show how these can link with the Victorian Curriculum and adjust the current curriculum documentation accordingly.</p>	<p>Opinion Surveys</p> <ul style="list-style-type: none"> Staff Opinion Survey: <table border="1"> <thead> <tr> <th>Measure (Climate)</th> <th>2017 Benchmark</th> <th>2020 target</th> <th>2017 State</th> <th>Measure (Leadership)</th> <th>2017 Benchmark</th> <th>2020 target</th> <th>2017 State</th> </tr> </thead> <tbody> <tr> <td>Collective Efficacy</td> <td>34</td> <td>48</td> <td>48</td> <td>Instructional Leadership</td> <td>41</td> <td>44</td> <td>44</td> </tr> <tr> <td>Academic Emphasis</td> <td>33</td> <td>42</td> <td>42</td> <td>Cultural Leadership</td> <td>42</td> <td>51</td> <td>51</td> </tr> <tr> <td>Trust in students and parents</td> <td>35</td> <td>46</td> <td>46</td> <td>Leaders Support for Change</td> <td>46</td> <td>52</td> <td>52</td> </tr> <tr> <td>Collective focus on Stud Learning</td> <td>46</td> <td>65</td> <td>65</td> <td>Leading Change</td> <td>47</td> <td>51</td> <td>51</td> </tr> </tbody> </table> <ul style="list-style-type: none"> Student Opinion Survey (excellence in T&L) <table border="1"> <thead> <tr> <th>Measure</th> <th>2017 Benchmark</th> <th>2020 target</th> <th>State Mean</th> </tr> </thead> <tbody> <tr> <td>Differentiated Learning</td> <td>47</td> <td></td> <td></td> </tr> <tr> <td>Stimulated Learning</td> <td>39</td> <td></td> <td></td> </tr> <tr> <td>Learning Confidence</td> <td>50</td> <td></td> <td></td> </tr> <tr> <td>Classroom Behaviour</td> <td>47</td> <td></td> <td></td> </tr> <tr> <td>Teacher Concern</td> <td>34</td> <td></td> <td></td> </tr> </tbody> </table>	Measure (Climate)	2017 Benchmark	2020 target	2017 State	Measure (Leadership)	2017 Benchmark	2020 target	2017 State	Collective Efficacy	34	48	48	Instructional Leadership	41	44	44	Academic Emphasis	33	42	42	Cultural Leadership	42	51	51	Trust in students and parents	35	46	46	Leaders Support for Change	46	52	52	Collective focus on Stud Learning	46	65	65	Leading Change	47	51	51	Measure	2017 Benchmark	2020 target	State Mean	Differentiated Learning	47			Stimulated Learning	39			Learning Confidence	50			Classroom Behaviour	47			Teacher Concern	34																						
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<p>Increase levels of student empowerment and engagement with their school, their learning and their community</p>	<p>Positive Climate for Learning</p> <ul style="list-style-type: none"> -Empowering students and building school pride 	<p>12. Investigate various opportunities for mentors/buddies to link 7-9 with 10-12.</p> <p>13. Develop Pastoral care structures/Home group Tutorials.</p> <p>14. Provide targeted P/L for H/G Tutors – pastoral care, PSD curriculum, Careers program and other specialist programs such as 'Resilient Families'.</p> <p>15. Introduce a Principal's Student Advisory Group to get the pulse of the school - meet every 2-3 weeks.</p> <p>16. Review subject provision and possible opportunities for more student choice both within and between subjects.</p> <p>17. Review opportunities for authentic student voice that impacts on student learning; (curriculum, pedagogy and assessment) as well as student wellbeing.</p> <p>18. Students learn to be better learners through making expectations more explicit, both for teachers and students. What do effective lessons/activities look like in all subjects as well as pastoral care tutorials.</p> <p>19. Move the culture of the school to being more aspirational to build student efficacy. Celebrate and promote student academic success. Investigate whole-school events and opportunities.</p> <p>20. Ensure values are being practised and promoted across the school and used as a positive tool with a common language and culture. Ensure that student responsibility is clearly articulated.</p> <p>21. Review Behaviour Management with a focus on proactive, consistent and simplified approach. Include student voice and P/L for all staff.</p> <p>22. Ensure consistent implementation of a time out process, particularly the restorative conversations to achieve better student buy-in.</p> <p>23. Review parent engagement opportunities and increase the participation from parents in the school.</p> <p>24. Review the effectiveness of attendance follow-up procedures and IEPs in increasing student engagement</p> <p>25. Investigate strategies which lead to increased school connectedness and respect for diversity</p>	<p>Opinion surveys</p> <ul style="list-style-type: none"> Student Opinion Survey (Climate and Safety) <table border="1"> <thead> <tr> <th>Measure</th> <th>2017 Benchmark</th> <th>2020 target</th> <th>State Mean</th> </tr> </thead> <tbody> <tr> <td>1 School Connectedness</td> <td>40</td> <td></td> <td></td> </tr> <tr> <td>2 Student Voice</td> <td>36</td> <td></td> <td></td> </tr> <tr> <td>3 Advocate at school</td> <td>55</td> <td></td> <td></td> </tr> <tr> <td>4 Managing Bullying</td> <td>50</td> <td></td> <td></td> </tr> <tr> <td>5 Respect for Diversity</td> <td>39</td> <td></td> <td></td> </tr> <tr> <td>Safety (3+4+5)</td> <td>48</td> <td></td> <td></td> </tr> </tbody> </table> <ul style="list-style-type: none"> Student Resilience Survey at or better than state means at each year level (% Excellent/Good classification) <table border="1"> <thead> <tr> <th>Year Level</th> <th>2017 Benchmark</th> <th>2020 Target</th> <th>State Mean</th> </tr> </thead> <tbody> <tr> <td>T</td> <td>50</td> <td>49</td> <td></td> </tr> <tr> <td>8</td> <td>23</td> <td>37</td> <td></td> </tr> <tr> <td>9</td> <td>14</td> <td>32</td> <td></td> </tr> <tr> <td>10</td> <td>25</td> <td>28</td> <td></td> </tr> <tr> <td>11</td> <td>20</td> <td>26</td> <td></td> </tr> <tr> <td>12</td> <td>31</td> <td>26</td> <td></td> </tr> </tbody> </table> <ul style="list-style-type: none"> Parent Opinion Survey- 7 point scale average performance <table border="1"> <thead> <tr> <th></th> <th>2017 Benchmark</th> <th>2020 Target</th> <th>State mean</th> </tr> </thead> <tbody> <tr> <td>Parent Participation</td> <td>60</td> <td></td> <td></td> </tr> <tr> <td>Teacher Communication</td> <td>50</td> <td></td> <td></td> </tr> <tr> <td>School improvement</td> <td>61</td> <td></td> <td></td> </tr> <tr> <td>Stud Motivation/support</td> <td>50</td> <td></td> <td></td> </tr> <tr> <td>Non-experience of Bullying</td> <td>61</td> <td></td> <td></td> </tr> <tr> <td>General satisfaction</td> <td>81</td> <td></td> <td></td> </tr> </tbody> </table> <p>Attendance</p> <ul style="list-style-type: none"> Student attendance in each year level at or above the state means Percentage of students having more than 30 days per year of absence reduced from 18% (2016) to 15%. <p>Engagement</p> <ul style="list-style-type: none"> Revised Tutorial and Pastoral Care arrangements evaluated and embedded Principal's Student Advisory Group embedded to further build student voice in T&L Revised student management arrangements evaluated and embedded <p>Parent involvement</p> <ul style="list-style-type: none"> 150 students enrolled at year 7 by 2020 Growth in percentage of attendance at parent engagement opportunities 	Measure	2017 Benchmark	2020 target	State Mean	1 School Connectedness	40			2 Student Voice	36			3 Advocate at school	55			4 Managing Bullying	50			5 Respect for Diversity	39			Safety (3+4+5)	48			Year Level	2017 Benchmark	2020 Target	State Mean	T	50	49		8	23	37		9	14	32		10	25	28		11	20	26		12	31	26			2017 Benchmark	2020 Target	State mean	Parent Participation	60			Teacher Communication	50			School improvement	61			Stud Motivation/support	50			Non-experience of Bullying	61			General satisfaction	81		
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		Parent-Teacher-Student Interviews		Sem 1: 49% Sem 2: 38%																																											
		VCAL/VCE Information Night 10-11		12%																																											
		Regular Compass Log-In (5 times/term)																																													
Develop the leadership capacity of staff and maximise the effective allocation of human and physical resources	Leadership Development -Building Leadership Teams	26. Review the leadership structure and role clarity- including an increased emphasis on student learning in the role allocations.	Opinion Surveys - Staff Opinion Survey - percentage positive endorsement																																												
		27. Embed the new 'Learning Specialist' positions in the leadership structure to ensure that we build classroom practice.																																													
		28. Develop the leadership capacity of staff (with a focus on PCOs and PORs)- through the participation in Leadership programs, Bastow courses and succession training.																																													
		29. Review and develop structures and processes to ensure genuine consultation on curriculum and other matters between leadership and staff.																																													
		30. Review the process to allocate financial resources.																																													
		31. Financial resourcing to be appropriately targeted towards the priorities areas for the school linked to the AIP and SSP.																																													
		32. Build on the values and profile of the school to develop a recognisable brand that resonates with the community.																																													
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		Staff Leadership - New leadership structure embedded which reflects increased emphasis on T&L - Staff have had the opportunity to develop their leadership capacity through involvement in PL - Genuine consultation practices are embedded with improved communication and transparency of decision making																																													