2016 to 2019 Strategic Plan
### School Profile

#### Purpose

“To inspire passionate, positive and curious learners”

#### Values

Connect :::: Explore :::: Aspire

#### Environmental Context

Forest Hill College is a school that recognises the importance of knowing our students. We establish high expectations, provide ongoing support and expect great outcomes from each and every member of the community. The College has a reputation for inspiring students to achieve their personal best and generating great pride in their school. The foundations of our College lie within the six College values we live by every day.

Forest Hill College is a diverse and inclusive learning environment that encompasses students from a broad mix of cultural backgrounds along with the North Eastern Region Deaf Facility.

Classrooms are calm and orderly with staff and students working together to ensure our Learning Culture is maintained to the highest level. Students are aware of the College wide focus on our core business of academic success for all students and demonstrate this through their love of learning.

The College has an established set of Effective Learning Behaviours and an ongoing cycle of feedback to students and parents that fosters growth and cultivates aspirations. Whilst the College has embarked on some innovative initiatives such as full implementation of 1:1 devices (including a Bring Your Own Device Program), contemporary learning spaces and our new Sports Academy, we are proud of our focus on teaching and learning and academic rigour.

Students get to enjoy a wide range of opportunities to participate in extra-curricular activities that complement the academic program. We are renowned for our achievements in Debating, Sport and the Performing and Visual Arts.

The teaching staff at Forest Hill College are constantly building on their individual and collective strengths, through a rigorous and supportive performance appraisal system, aimed at promoting growth and improvement. I, along with my Assistant Principals, take great interest in the learning environment, making regular visits to all classes to ensure that we speak with confidence about the quality of teaching and learning that is occurring.
Achievement
Achievement refers to both the absolute levels of learning attainment and growth in student learning that schools strive to support.

While recognising that literacy and numeracy are essential foundations for students’ success, achievement outcomes encompass a broader view of learning, spanning the full range of curriculum domains, as well as students’ co-curricular achievements.

Goals
Goals are aspirational statements. They define what outcomes the school is striving to achieve. Goals evolve from the school’s purpose, values and context and build on the analysis of student outcomes undertaken through the self-evaluation and review processes.

<table>
<thead>
<tr>
<th>Targets</th>
<th>Improve whole school Literacy Outcomes as measured by: (reading/writing)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Low Relative Growth</td>
</tr>
<tr>
<td>Year 9</td>
<td></td>
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<tr>
<td>2015</td>
<td>23.8/42.6</td>
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<tr>
<td>Year 9</td>
<td>21.9/31.3</td>
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<tr>
<td>2019</td>
<td>20/20</td>
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Key improvement strategies
Key improvement strategies are the high-level actions that the school will undertake to achieve its goals and targets. They represent the sequential process of change that will need to occur if the goals and targets are to be realised. Key improvement strategies are broad and are likely to take several years to implement successfully and sustainably. Implementation of the key improvement strategies will be documented in detail through the school’s Annual Implementation Planning process.

Enhance whole school Literacy Outcomes:

- Improve the quality of the teaching and learning that is taking place in the classrooms
- Improve student outcomes at VCE
- Enhance whole school Numeracy Outcomes:
  - Improve the quality of the teaching and learning program in mathematics 7-12 through the documentation of high quality assessment and feedback tools
  - Implement a 7-10 assessment schedule that includes PAT-Maths testing to monitor whole school numeracy development
  - Research develop and implement an intervention program for identified students in years 7-9, inclusive of gifted and talented students

Targets
Targets are defined measures of the successful achievement of the school’s goals. Targets can take a number of forms and may focus on the outcomes achieved by all students, such as the learning growth all students will be expected to achieve, or on the outcomes of a smaller group of students.

1. Improve whole school Literacy Outcomes
   - Adapt and Implement the “Read to Learn Program” across the school
   - Implement a 7-10 assessment schedule that includes PAT-R testing to monitor whole school literacy development
   - Continue improve the quality of the 7 -12 English Program and the teaching occurring within
   - Research develop and implement an intervention program for identified students in years 7-9, inclusive of gifted and talented students
     - Inclusive of best practice associated with ILP’s

2. Improve whole school Numeracy Outcomes
   - Improve the quality of the teaching and learning program in mathematics 7-12 through the documentation of high quality assessment and feedback tools
   - Implement a 7-10 assessment schedule that includes PAT-Maths testing to monitor whole school numeracy development
   - Research develop and implement an intervention program for identified students in years 7-9, inclusive of gifted and talented students
     - Inclusive of best practice associated with ILP’s
     - Monitor and assess the effectiveness of QuickSmart Numeracy as an intervention program for year 7-9 students.

Improve the quality of the teaching and learning that is taking place in the classrooms

- Research, develop and implement an explicit model of practice to guide the quality of teaching and learning that occurs
- Incorporating Strengths based learning and language associated with a growth mindset
- Complete the documentation of a high quality curriculum that is aligned with Victorian Curriculum and VCAA outcomes
- Continually monitor teacher understanding of the Victorian Curriculum and VCAA outcomes and respond accordingly
3. Improve the quality of the teaching and learning that is taking place in the classrooms

<table>
<thead>
<tr>
<th>% of the Curriculum documented</th>
<th>VELS vs NAPLAN</th>
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<tbody>
<tr>
<td>50% to 100%</td>
<td>Difference between objective external tests (NAPLAN/PAT/PISA) and AusVELS/VC Teacher Judgement is reduced to an average of the equivalent of one progression point across 7 to 10.</td>
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4. Improve student outcomes at VCE

<table>
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<tr>
<th>Increase median study score</th>
<th>Increase scores over 40</th>
<th>Increase % of students achieving 75 or more</th>
<th>Increase the percentage of studies showing value add</th>
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<tr>
<td>26 to 30 (1 mark per year)</td>
<td>2.3% to 12% (2% per year)</td>
<td>15% to 35% (5% per year)</td>
<td>34% to 60% (5% per year)</td>
</tr>
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e. Research, develop, implement and monitor an accreditation process for units of work, common assessment tasks and exam

f. Develop high performing Domain Teams

g. Design and implement a whole school assessment/feedback schedule to monitor achievement growth of set targets (students, staff and school)
h. Drawing on positive education and the language associated with a growth mindset and strengths based learning

Improve outcomes at VCE:
a. Research, develop, implement and monitor a whole school study skills program based on strengths and growth mindset

b. Moderation
c. Working collaboratively with other teachers of subject
d. Later Years Centre and Team Culture
**Engagement**

Engagement refers to the extent to which students feel connected to and engaged in their learning and with the broader school community.

Engagement spans students’ motivation to learn, as well as their active involvement in learning.

Engagement also refers to students' engagement as they make critical transitions through school and beyond into further education and work.

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To deliver an increase in student engagement as measured by:

- Enrolment figure increase
- Retention rates
- Student morale
- School connectedness
- Student Motivation
- Connectedness to peers

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1. Research, develop, implement and monitor a leadership development program for all students

2. Research, develop and implement an effective model for students to provide direct feedback to staff about their practice that is used in the PRP process – goal set in relation to feedback

3. Research, develop and implement whole school approaches to career and pathways planning (careers action plans MIPs program) – strengths and growth mindset

4. Implement whole school processes for regular reflection and goal setting related to ELB’s and strengths
**Wellbeing**

Students’ health, safety and wellbeing are essential to learning and development. An inclusive, safe, orderly and stimulating environment for learning is critical to achieving and sustaining students’ positive learning experiences.

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<th>Goals</th>
<th>For all staff to take responsibility for the wellbeing of all students drawing on elements of positive education as a framework</th>
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| Targets | • Classroom Behaviour Year 7-12 from 2.82 to 4.5  
|        | • Student Morale Year 7-12 from 4.61 to 6.00  
|        | • Student Absences Days per full time equivalent from 21.58 to 8 |

1. Research, develop and implement strategies to improve students attendance
2. Refine and embed practices and procedures associated with the learning culture framework. Inclusive of the incorporation of school-wide positive behaviours, and positive education
3. Research, develop and implement elements of positive education in all staff/student interactions that will enhance the wellbeing of all students. Focussed on the following elements, strength based learning, resilience development and modelling a growth mindset.
**Productivity**

Productivity refers to the effective allocation and use of resources, supported by evidence and adapted to the unique contexts of each school.

Successful productivity outcomes exist when a school uses its resources – people, time, space, funding, facilities, community expertise, professional learning, class structures, timetables, individual learning plans and facilities – to the best possible effect and in the best possible combination to support improved student outcomes and achieve its goals and targets.

| Goals | 1. Develop Leadership capacity across the College to enhance student outcomes  
2. Review the timetable structure to ensure it optimises the human resourcing and the introduction of the Victorian curriculum  
3. Implement the 2.7 million dollar building program  
4. Build on the unique strengths of programs to draw on the diversity within the College |
| Targets | School Leadership- Visibility from 78.81 to 90  
School Leadership- Cultural Leadership from 66.38 to 80  
School Leadership- Leading Change from 66.96 to 80  
School Climate Collective Efficacy from 68.84 to 85  
School Climate Academic Focus from 63.50 to 90  
School Climate Staff Trust In Colleagues from 74.24 to 95  
School Climate Teacher Collaboration from 64.21 to 90  
Building program Phase 1 complete  
Timetable realigned to optimise Victorian Curriculum Implementation 100 International Students enrolled  
Cross Cultural Learning competencies in Victorian Curriculum driving international opportunities for students  
Men's Shed fully embedded in College  
Tennis (20) Netball (30) Football (100) and Dance Programs (30) fully embedded in College (enrolment targets in brackets) |

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| Develop Leadership capacity | Research, develop and implement a leadership development program for the Leadership Team and aspirant leaders to ensure the SSP is delivered and the College staff work towards their leadership potential. |
| Review the timetable structure | Research, develop and implement strategies to optimise the relationship between the College Timetable and the Victorian Curriculum. |
| Implement the 2.7 million dollar building program | Work with Architect, Local member of Parliament and DEECD staff to ensure Master Plan is fully implemented. |
| Build on the unique strengths of programs | Develop relationships with providers who can introduce Dance and Netball Academies |

| Develop Leadership capacity | Develop and or maintain relationships with  
- orphanage in Indonesia,  
- Wenzhou Middle School (sister school)  
- Anning and Guangzhou Sport Academies,  
- FC11 and Tennistrain  
- Student recruitment agencies in Japan and China |