Forest Hill College
8724

School Strategic Plan 2010 - 2013

| Endorsement by School Principal | SIGNED………………………………………
| NAME Jenny Cook |
| DATE 25/11/09 |

| Endorsement by School Council | SIGNED………………………………………
| NAME Barbara Gough |
| DATE 25/11/09 |
| School Council President signs indicating that the School Strategic Plan has been endorsed by School Council |

| Endorsement by Regional Network Leader | SIGNED………………………………………
| NAME Rod Williamson |
| DATE…………………………………………… |
School Strategic Plan 2010 -2013

School Profile

Purpose
- To provide a challenging, safe, secure, inclusive and supportive learning environment in which the whole school community strives to pursue excellence in all endeavours.
- To engage students in learning which increasingly enables them to monitor and take responsibility for their own decisions, progress and achievements.

Values
Respect - Treating others with consideration and regard, respect another person’s point of view
Safe and Secure Environment – Care for self and others
Equality and Inclusiveness - Be aware of others and their cultures, accept diversity in our society, being included and including others
Honesty - Be honest, sincere and seek the truth
Love of Learning - Seek to accomplish mastery of essential learning, try hard, pursue excellence
Responsible - Be accountable for our actions, resolve differences in constructive, non-violent and peaceful ways, and contribute to society and to civic life.

Environmental Context

Social – community and demographics
- enrolment has settled at around 550 + students
- likely to see an increase over the next few years with already one extra class at Year 7 for 2010
- inflow of 20+ students during the year especially at Years 9-11
- increase in number of international students over the years, however will keep this number to 70 or below in future
- small gender bias of around 6% to boys
- 27% of families in receipt of Educational Maintenance Allowance
- 32% of students from sole parent households
- 21% of students speak a language other than English at home
- Culturally diverse with 28 different ethnic groups represented
- the age/experience profile of staff is changing with three graduates beginning in 2010
- current staff
  - 41% Expert/ 14% Accomplished/ 5% Graduate /8% Integration Teacher Aides
- Eastern Region Deaf Facility operates from the College with an enrolment of 16 students who are integrated into classes

Educational
- Focussed planning and implementation in 2010 of a Science, English, Mathematics and Technology (STEM) program for Year 7 students
- Planning in teams for curriculum delivery across year levels

- Use of on demand testing for students in Years 7-9
- Strong performing arts opportunities for all students
- Instrumental Music Program
- Camps, excursions and incursions planned to supplement and compliment curriculum delivery
- Growing Tribe (House) system for curriculum and College activities
- High participation rate in sporting activities
- Traditional participation by College community in 24 Hour basketball marathon as a fundraising activity for charities
- strong and developing leadership program for students

Technological
- Classrooms computers are less than 3 years old
- Internet access anywhere in the College
- Invested in wireless upgrade for 2010 that will see all areas of the College able to connect
- Introduction of a laptop program for Year 7 in 2010

Environmental – grounds and facilities
- Expansive College grounds with 2 ovals, 3 synthetic courts, indoor double gymnasium, 400 seat theatre, outdoor basketball courts
- Passive recreation areas in three separate courtyards
- Refurbishment of science area to be ready for 2010
- Internal reorganisation of spaces for 2010 to allow for all staff to be in one staffroom, with breakout meeting places,
- Office space to cater for Leading teachers, and Year Level Managers to be together
- New careers resource centre and Year 11/12 study centre
- Eastern Metropolitan Region Maroondah and Whitehorse Network, Student Support Officers collated at Forest Hill College
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<tr>
<th>Strategic Intent</th>
<th>Goals</th>
<th>Targets</th>
<th>Key Improvement Strategies</th>
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| **Student Learning** | To improve student outcomes at VCE and in English and Mathematics for Years 7-10. | • To increase all study scores to 29  
• To increase study scores of 40 or more to 6%  
• Increase the proportion of students achieving 8 or better in English and Mathematics in Years 7-10 for:  
  o Reading to 11%  
  o Writing to 11%  
  o Speaking and Listening to 7%  
  o Measurement, chance and Data to 11%  
  o Structure to 11%  
• Decrease the proportion of students achieving below the expected level English and Mathematics in Years 7-10 for:  
  o Reading to 10%  
  o Writing to 13%  
  o Speaking and Listening to 8%  
  o Measurement, chance and Data to 14%  
  o Structure to 15% | Build the capacity of teachers to implement a cohesive school wide approach to teaching and learning |
| **Student Engagement and Wellbeing** | To improve student engagement in their learning | Improvement by 2013 in Students Attitudes to Schools survey in school means plotted against distribution of all schools with Year 7-12 students in:  
  • Connectedness to peers to 4.15  
  • Classroom behaviour to 3.05  
  • Student safety to 3.05  
Improvement by 2013 the average score in the Staff Opinion Survey in:  
  • Role clarity to 4.0  
  • Appraisal and feedback to 4.0  
  • Professional growth to 4.0 | Build the capacity of teachers to implement an approach to teaching and classroom management that supports an engaging and productive learning environment |
| **Student Pathways and Transitions** | Improve the transition of students at each year level. | Reduce the number of students exiting to other Government schools in Year 10 to 5  
Improve Real retention at Years 7-10 to 86%  
Improve Real retention at Year 10-11 to 97% | Improve the school processes and programs for preparation of students moving from year to year. |
### Key Improvement Strategies
(Prioritised KIS across the three student outcomes areas)

<table>
<thead>
<tr>
<th></th>
<th>Actions</th>
<th>Achievement Milestones</th>
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<tbody>
<tr>
<td><strong>Student Learning</strong></td>
<td><strong>Build the capacity of teachers to implement a cohesive school wide approach to teaching and learning</strong></td>
<td><strong>Year 1</strong></td>
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</table>
|        | - Review leadership structure – composition, roles, responsibilities and continue to develop leadership team skills in development of high performing teams | - Leadership team and whole school PL on team tools to develop functional teams with shared vision, goals, behaviours and expectations  
- Publication of roles of individuals and team goals                                   |
|        | - Enhance staff understanding of literacy and numeracy across the curriculum through whole staff workshops and team planning                         | - All staff with a plan and demonstrating how they explicitly teach literacy and numeracy in their classes |
|        | - Establish performance and development review processes for all teachers                                                                     | - All staff with a performance and development plan and having at least three professional conversations per year with Leading teacher and or Principal team member |
|        | - Expand use of digital learning tools for teaching, learning, assessment and planning through Leading teacher focus on use of technologies, team planning and staff workshops | - All staff completion of elearning plan  
- Staff teaching in Year 7 program undertake specific training for laptops  
- All staff using moodle |
<p>|        | - Enhance understanding of assessment practices using performance data and clear understanding of VELS progression points through team planning and staff workshops | - All staff using a variety of assessment strategies and VELS progression points in their judgements     |
|        | - Develop connections across schools for VCE teachers through attendance at network meetings                                                    | - Teachers attend network PL for VCE teachers                                                               |
| <strong>Year 2</strong> | <strong>Teachers continue focus on teaching literacy and numeracy across the curriculum through focussed PL sessions</strong> | <strong>Year 3</strong>                                                                                                                                                         |
|        | - Develop practice of regular peer observation across the school                                                                             | - All staff planning using consistent practices and strategies in the teaching of literacy and numeracy |
|        | - Review of Performance and Development process                                                                                              |                                                                                                             |
|        | - Develop practice of regular use of digital technologies in curriculum planning and assessment through PL                                       |                                                                                                             |
|        | - Develop practice of regular use of achievement data in teaching teams to drive teacher planning                                              |                                                                                                             |
| <strong>Year 3</strong> | <strong>Focus on assessment and its use to inform parents and students of progress</strong>                                                               |                                                                                                             |
|        | - Performance Plans demonstrating use of performance data for planning                                                                       |                                                                                                             |
| <strong>Year 4</strong> | <strong>Review leadership structure, composition, roles and responsibilities</strong>                                                                     |                                                                                                             |</p>
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<thead>
<tr>
<th>Year</th>
<th>Student Wellbeing and Engagement</th>
<th>Actions</th>
<th>Achievement Milestones</th>
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<td></td>
<td><strong>Build the capacity of teachers to implement an approach to teaching and classroom management that supports an engaging and productive learning environment</strong></td>
<td><strong>Develop and implement restorative practices across the College through a professional learning program for staff</strong></td>
<td><strong>Year Level Managers attend PL on restorative practices and develop program for staff understanding and implementation of strategies in classrooms</strong></td>
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<td><strong>Review Student Engagement Policy guidelines through staff workshops</strong></td>
<td><strong>Review current processes and practices and develop new ones in alignment with DEECD policy and communicate to community</strong></td>
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<td><strong>Improve processes and practices for students at risk through developing and implementing procedures for managing, accessing and disposing of student information and data.</strong></td>
<td><strong>All staff using electronic roll in every class</strong></td>
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<td><strong>Through new staff leadership roles, develop programs for inclusion in the curriculum to address wellbeing of students</strong></td>
<td><strong>Teams of teachers using shared data management strategies</strong></td>
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<td><strong>Leaders to implement a process for reviewing curriculum delivery at Year 9 and 10 to include enhancement and community links components</strong></td>
<td><strong>Wellbeing needs identified with programs researched, chosen and implemented.</strong></td>
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<td><strong>Implementation of enhancement activities</strong></td>
<td><strong>New framework for delivery researched and presented to staff, students and parents for feedback with planning for implementation in Year 2</strong></td>
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<td><strong>Relocate staff to enable collaborative planning, learning and delivery of curriculum</strong></td>
<td><strong>Team planning and delivery of STEM and laptop program</strong></td>
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<td>Year 2</td>
<td><strong>Review and further implementation of enhancement activities/programs</strong></td>
<td><strong>Continue to enhance digital learning in each classroom</strong></td>
<td><strong>All staff demonstrating consistent approach in student management using restorative approaches</strong></td>
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<td><strong>Implementation of new framework for curriculum at Years 9-10</strong></td>
<td><strong>Team planning and delivery of curriculum at Years 9 and 10</strong></td>
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<td><strong>Staff development sessions with a focus on consistency in understanding of differentiated learning, and personalised learning plans</strong></td>
<td><strong>Teacher performance plans demonstrating consistent use of performance data for differentiated delivery</strong></td>
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<td><strong>Implementation of plans for refurbishment</strong></td>
<td><strong>Develop plans for future learning spaces</strong></td>
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<td>Year 3</td>
<td><strong>Implementation of wellbeing activities/programs into curriculum</strong></td>
<td><strong>Personalised learning plans implemented</strong></td>
<td><strong>Staff relocated to central administration area</strong></td>
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<td>Year 4</td>
<td><strong>Evaluation of wellbeing programs and enhancement activities and development of plans for future actions</strong></td>
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<td><strong>Programs planned as part of curriculum</strong></td>
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<td><strong>Plans written and published</strong></td>
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<td>Key Improvement Strategies (Prioritised KIS across the three student outcomes areas)</td>
<td>Actions</td>
<td>Achievement Milestones (Changes in practice and behaviours)</td>
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| **Student Pathways and Transitions**  
Improve the school processes and programs for preparation of students moving from year to year. | • Review the current processes for student transition into, through and out of school  
• Continue to build connections and shared learning opportunities with local Primary schools and staff  
• Review current delivery of MIPs, develop and implement a preferred model  
• Develop and implement a program to educate and inform parents and students of the range of pathways options  
• Develop and publish protocols and processes for enrolments into school during the year | • Develop a transition map/plan for Year 6 into Year 7  
• Development of a pathways map for staff, students and parents at Years 7-12  
• Action plan for MIPs written, shared and strategies for implementation begun  
• Parents attending course counselling with students  
• Trained staff counsellors/mentors used for transition activities |
| **Year 1** | • Continue focus on student transition through the College  
• Continue to increase parent involvement in pathways planning  
• Protocols for enrolments established for students moving through the College during the year  
• Use student performance data to track student learning through the College and explore methods for electronic tracking | • Increased numbers of parents attending pathways opportunities provided by College  
• Consistent enrolment practices and processes demonstrated  
• Protocols for sharing data developed, published and in use |
| **Year 2** | • Establish electronic tracking of students using performance data  
Review of wellbeing programs | Review of wellbeing programs |
| **Year 3** | Evaluation of transition protocols and processes throughout the school | Transition programs evaluated |