

Box Hill High School

Strategic Plan 2006 – 2009

Part 1 SCHOOL PROFILE

Purpose and Values

Box Hill High School recognizes the following values as an essential part of education:

- The development of a culture in which there is respect for the beliefs of others, inclusiveness and a commitment to equal opportunity.
- The development in all students of confidence, initiative, determination and resilience.
- The creation of a culture in which all students aspire to the full realization of their potential.
- Respect for high achievement.
- The development of a culture of cooperation and teamwork.

The school aims to provide high quality programs for both mainstream and gifted students. By providing inclusive and academically challenging programs, students are given the opportunity to develop as people and as learners, and to embrace the educational pathways that will enable them to fulfil their potential and successfully negotiate the opportunities and challenges beyond Box Hill High School. Current resource restraints limit the capacity of the school to provide a wide range of programs for vocationally oriented learning, but there is a commitment within these constraints to provide innovative and high quality arts and technology programs such as the performing arts and model solar car challenge, and a commitment to provide all students with appropriate guidance and information about pursuing educational opportunities at a range of other institutions and settings.

School Context

Box Hill High School is a year 7 to 12 coeducational high school operating on one campus. It had opened as an academic boys' school in 1930, becoming coeducational in 1984. The school's enrolment has grown rapidly since the early 1990's, reaching 894 in February 2006. The increased enrolment has enabled the school to run a wider range of programs, but has caused significant accommodation problems. The school now has an enrolment ceiling, and it will be important for the school to achieve a stable enrolment.

The school buildings comprise: Block A, the original building opened in 1930, Block B, the rear building which was opened in 1968, the Assembly Hall, which was built with significant local funds and opened in 1961, the old caretaker's house which is now used for instrumental music, and twelve relocatable rooms.

Block A has an imposing appearance, but, as at February 2007, the buildings generally were inadequate for a modern secondary school. The main science rooms

had not been refurbished since 1968, and the facilities for sport and music were clearly inadequate. The assembly hall was used for both physical education classes and school productions and was clearly sub-standard for both purposes. Staff facilities were cramped, and the library was too small and difficult to access. The school review acknowledged that the condition of the facilities had adversely affected teaching and learning in the school. It is to be hoped that these problems will have been addressed well before the next school review.

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After years of lobbying, the school was approved for full planning, and a project of over \$6m for stage 1, including a school contribution of over \$1m, was prepared for approval in the May 2006 state budget. The school was finally advised in November 2006 that the project would be funded. The project will provide a new double court gymnasium, a relocated and enlarged library, improved staff accommodation and many other benefits. Completion of the gymnasium will enable physical education classes to move out of the hall, which can then be converted into an effective performing arts centre, if the school can locate the necessary funding.

The school is noted for a number of special programs, including:

- A SEAL program, which has been operating since 1994
- One of the largest fee-paying overseas student programs
- A strong instrumental music and performing arts program – the school now has two major productions each year
- The year 10 ACE program, which involves year 10 students in a range of vocational, cultural and personal development activities for one day per week
- The Model Solar Car program, which involves about 40 students and parent mentors working after school and at weekends to prepare cars for the Monash University Model Solar Car Challenge.

The school draws students from a wide area, and includes a significant proportion of students from non English speaking backgrounds. The school is using its membership of the Inquiry Learning (RAIL) Innovation and Excellence Cluster to promote the use of inquiry learning strategies in the school.

The school has adopted a wide range of strategies to ensure that the needs of individual students are catered for, and to ensure that students can find appropriate pathways through the school and beyond. These include:

- A Year 7 camp and a year 7 barbecue to assist in the bonding of students and parents from a large number of feeder schools.
- The appointment of assistant level coordinators and a transition coordinator to assist the work of year level coordinators and the school counsellor
- The prefect system and the peer support system to enable older students to assist younger students to adjust to secondary school.
- The appointment of a school services officer to assist the work of the careers teacher in career counselling and managed individual pathways.

- Time table arrangements which enable students to work at a number of different levels with great flexibility
- The appointment of a school services officer to manage first aid.

Part 2 STRATEGIC INTENT

A. Goals and Targets

Student Learning Outcomes

Goals

- To maximise student achievement in all areas of the school program, and to develop life-long learners who take responsibility for their own learning.
- To develop a clearly articulated and documented curriculum.

Targets

- **Teacher Survey**

Overall improvement in the variables – *Professional Interaction, Goal congruence, PDM, and Curriculum Coordination*, to be at the **effective** level in comparison with other secondary schools.

- **Student Learning Whole School Self Assessment Matrix**

To be at level four by the next school review, in particular:

- Curriculum planning and practice to address the full range of learning needs of individual students.
 - POLT to be embedded in teaching practice
 - The school to have an agenda of continuous improvement
 - The school to achieve accreditation as a Performance and Development Culture school.
- **AIM Tests.**

Students to improve by at least one VELS level from their year 7 test to their year 9 test.

- **VCE Results**

Improvement in mean study scores (all studies), median ENTER scores and percentage of study scores over 40 over the period of the strategic plan.

- **Parent Surveys**

Overall improvement in the variables: *stimulating learning and reporting*, to be at the **effective** level or beyond in comparison with other secondary schools.

- **Student Surveys**

An overall improvement in variables in the area of *teaching and learning*, to be at the **effective** level or beyond in comparison with other secondary schools.

Student Engagement and Wellbeing

Goal

To improve student engagement and well-being at all levels of the school, and to develop students who are able to participate constructively in the school community and beyond.

Targets

- **Student Absenteeism**

Further reduction in average number of days absent

- **Student Survey**

Overall improvement in variable scores in the areas of *wellbeing* and *student relationships* to be at the **effective** level or beyond in comparison with other secondary schools.

- **Parent Survey**

Overall improvement in the variable scores for *school climate*, *student behaviour* and *general satisfaction*, to be at the **effective** level or beyond in comparison with other secondary schools.

Student Pathways and Transition

Goal

1. To ensure that, as students move from primary school to secondary school and from middle school to VCE years, they are able to develop successfully both academically and socially.
2. To enable students to make appropriate choices for further study and career paths and to maximise their chances of achieving their post-school goals.

Targets

- Improvement of student survey scores for *connectedness with peers* and *school connectedness*.
- Improving the percentage of exit students who gain first-choice tertiary places.

B. Strategies

- Funding to be secured for the staged implementation of a physical environment conducive to fostering learning within the school as set out in the school master plan.
- Development of architectural and financing plans to convert the school hall into an effective performing arts centre
- The development of stronger and more active parent groups within the school, including a fund-raising committee, a buildings and grounds committee and a Friends of the Performing Arts group.
- Further documentation of the school curriculum, using the Tech Paths program, so that each course of study has a detailed teaching plan that includes

a range of teaching, assessment and feedback strategies, to provide a basis for ongoing curriculum planning and development using appropriate data.

- A greater emphasis on staff development, including the exploration of strategies such as peer observation, POLT and the development of a performance and development culture, supported by the creation of a leading teacher position with responsibility for this strategy.
- Further development of the use of learning technologies and ICT at all levels of the school.
- An ongoing investigation into the development of a range of policies and teaching practices to improve VCE results
- The maintenance of the Accelerated Learning Program and programs for the gifted as a priority for the school
- Student enrolments to be managed in accordance with the DOE policy for schools with an approved enrolment ceiling.
- The continued exploration of pathways that secure the best outcomes for all senior students.
- Development of a professional learning culture where data and evidence is used to inform teaching, measure 'value added' and improve student learning.

Endorsement by School Principal	SIGNED..... NAME..... DATE.....
Endorsement by School Council	SIGNED..... NAME..... DATE..... School Council President signs indicating that the School Strategic Plan has been endorsed by School Council
Endorsement by Regional Director (or nominee)	SIGNED..... NAME..... DATE.....