

School Strategic Plan 2018-2022

Box Hill High School (7635)



Submitted for review by Losh Pillay (School Principal) on 18 December, 2018 at 01:41 PM

Endorsed by Clayton Sturzaker (Senior Education Improvement Leader) on 18 December, 2018 at 01:46 PM

Endorsed by Marcus Balon (School Council President) on 21 December, 2018 at 03:48 PM

School Strategic Plan - 2018-2022

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School vision	<p>Box Hill High School is a learning community that fosters resilience, a passion for lifelong development and a commitment to impacting the world in positive ways.</p> <p>Our purpose is :</p> <ul style="list-style-type: none">• to ensure an inclusive safe community where students and staff are respectful to each other• to collaborate to set and achieve challenging learning goals to create an environment where everyone can flourish• to equip students with the skills to be resilient and passionate life-long learners• to respect and consider student voice in the classroom and wider school community• to demonstrate school pride in the way we present and conduct ourselves• to develop and nurture students who are ethical, think critically and can contribute as global citizens
School values	Excellence – Respect – Leadership - Community - Creativity
Context challenges	<p>Box Hill High School is a single campus school situated in the inner eastern suburbs of Melbourne. The school aims to provide students with an engaging, enriching and enjoyable education; one that fosters the personal, academic and social development of the individual and allows access to fulfilling post school options. Students at Box Hill High School are strongly encouraged to live up to the school's motto 'Ad Altiora Certamus' which means, 'We strive for higher things'. Students also have the opportunity to explore their interests through a variety of extra-curricular activities including sports, music, performing arts, solar cars and numerous clubs. An emphasis of the school is strong student support structures, with all students being known and supported both academically and personally.</p> <p>Box Hill High School is an accredited provider for gifted education, delivering a specially designed Select Entry Accelerated Learning program (SEAL). The school also has a strong emphasis on digital-rich curriculum with all students using digital devices in their learning. Box Hill High School has a strong record of achievement in the Victorian Certificate of Education (VCE) with 2017 results indicating 97.7 % completion and a mean study score of 32.30 with 15% of student's receiving study scores over 40.</p> <p>The School also has a very active student leadership group, consisting of School Captain and Vice-Captain, Prefects, House Captains, Class Captains and various Program Ambassadors and Peer Leaders.</p> <p>Box Hill High School is proud to be an accredited provider of education for international students. Our reputation for academic excellence has attracted a large number of students from overseas, predominantly from China, who are currently completing their</p>

	<p>secondary education with us. Our local and international parent communities are integral to the success of this program, and to the support provided to the students.</p> <p>Box Hill High School prepares young learners to live and work in a globalized world. Year 9 students participate in the Victorian Young Leaders to China Program, a six-week in-country immersion program designed to prepare them to live and work as citizens and future leaders in an inter-connected global community. We are also the first school in Victoria and only the third school in Australia to be invited to join the network of PASCH Schools, promoting German language education in schools. There are also opportunities for students to participate in German exchange programs and the World Challenge.</p> <p>There is a strong emphasis on a guaranteed, high quality curriculum as well as assessment and pedagogical practices that support students to develop 21st century skills. Our Wellbeing programs support students to connect with their peers and the school and build resilience and a positive mindset.</p> <p>Whilst there are challenges associated with the significant demand for enrolment that the school has experienced over recent years, this trend has also provided new opportunities and impetus for change. Major upgrading of the school's facilities continued in 2018 with the redevelopment of the school hall and media, drama and music spaces. Ongoing upgrades to the school's outdoor spaces and classrooms remains a continuing priority.</p>
<p>Intent, rationale and focus</p>	<p>Intent: Box Hill High School will continue to strive to maximize the learning growth and achievement of all students to become active, engaged global citizens and participate in the interconnected world of the 21st century. Using the BHHS educational vision for learning, the school will create a coherent and collective narrative that will build ownership by the whole school community (parents, students and staff).</p> <p>Rationale: Continuing to strengthen instructional practice through a whole school approach to curriculum development, assessment and the high impact teaching strategies will remain a priority in this Strategic Plan period. Using data, both quantitative and qualitative, to measure the impact of our programs and practices will be a strong focus of this work. While student leadership and agency has been strong outside the classroom, it is recognized that this can be further developed within classrooms in all learning areas. Student agency and voice in the teaching and learning program will be fostered and encouraged in every classroom. Students are critical partners in the learning process and there is an ongoing commitment to build their capacity to be both collaborative and active partners in their learning. Ongoing professional learning for staff and support for students to develop high quality learner behaviours will develop capacity for leadership, self-regulation, metacognition and reflection.</p> <p>Focus:</p> <ul style="list-style-type: none"> • Develop and document a guaranteed and viable curriculum and common, rigorous standards-based assessment and

developmental rubrics that are accessible to all staff.

- Develop consistent high quality pedagogical practices by strengthening the pedagogical expertise of teaching staff in consistently implementing the HITS.
- Strengthen the use of a range of data to plan for targeted teaching and differentiation with emphasis on our highest achieving students and those requiring significant intervention for progress.
- Activate student voice and agency in teaching and learning to promote self-regulation, goal setting and feedback.

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Goal 1	To improve the learning growth of every student.															
Target 1.1	Each ‘deemed capable’ Year 7-10 student to make at least one Victorian Curriculum level of learning progress in each school year during the strategic plan period in English language modes and Mathematics strands (teacher judgment).															
Target 1.2	<p>By 2022, the percentage of Year 9 students assessed as making high relative learning gain in NAPLAN to be at or above:</p> <ul style="list-style-type: none"> • Reading – 34 per cent • Writing – 32 per cent • Numeracy - 35 per cent <table border="1" data-bbox="667 911 1514 1094"> <thead> <tr> <th data-bbox="667 911 1095 943">NAPLAN</th> <th data-bbox="1095 911 1317 975">2018</th> <th data-bbox="1317 911 1514 975">2022</th> </tr> </thead> <tbody> <tr> <td data-bbox="667 975 1095 1007">% Yr 9 Learning Gain</td> <td data-bbox="1095 975 1317 1007"></td> <td data-bbox="1317 975 1514 1007"></td> </tr> <tr> <td data-bbox="667 1007 1095 1038">Reading</td> <td data-bbox="1095 1007 1317 1038">34%</td> <td data-bbox="1317 1007 1514 1038">37%</td> </tr> <tr> <td data-bbox="667 1038 1095 1070">Writing</td> <td data-bbox="1095 1038 1317 1070">32%</td> <td data-bbox="1317 1038 1514 1070">35%</td> </tr> <tr> <td data-bbox="667 1070 1095 1094">Numeracy</td> <td data-bbox="1095 1070 1317 1094">35%</td> <td data-bbox="1317 1070 1514 1094">37%</td> </tr> </tbody> </table>	NAPLAN	2018	2022	% Yr 9 Learning Gain			Reading	34%	37%	Writing	32%	35%	Numeracy	35%	37%
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<p>Target 1.3</p>	<p>By 2022, the following percentages of Year 9 students assessed in the top two NAP Bands (Bands 9 and 10) to be targeted:</p> <ul style="list-style-type: none"> • Reading, at or above 50 per cent (the three-year average as reported in 2017) • Writing – 35 per cent (the three-year average reported in 2017 was 29 per cent) • Numeracy, at or above 63 per cent (the three-year average as reported in 2017) <table border="1" data-bbox="667 448 1514 632"> <thead> <tr> <th colspan="3">NAPLAN</th> </tr> <tr> <th></th> <th>2018</th> <th>2022</th> </tr> </thead> <tbody> <tr> <td>% Yr 9 Top Two Bands</td> <td></td> <td></td> </tr> <tr> <td>Reading</td> <td>53%</td> <td>53%</td> </tr> <tr> <td>Writing</td> <td>22.4%</td> <td>28%</td> </tr> <tr> <td>Numeracy</td> <td>62%</td> <td>63%</td> </tr> </tbody> </table>	NAPLAN				2018	2022	% Yr 9 Top Two Bands			Reading	53%	53%	Writing	22.4%	28%	Numeracy	62%	63%						
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<p>Target 1.4</p>	<p>By 2022, increase the VCE English, VCE English Language, EAL, English Literature and All School Study mean scores.</p> <table border="1" data-bbox="667 770 1534 1013"> <thead> <tr> <th colspan="3">VCE</th> </tr> <tr> <th></th> <th>2018</th> <th>2022</th> </tr> </thead> <tbody> <tr> <td>Mean Study Scores</td> <td></td> <td></td> </tr> <tr> <td>English</td> <td>32.54</td> <td>32</td> </tr> <tr> <td>English Language</td> <td>34.32</td> <td>32</td> </tr> <tr> <td>English as Additional Language</td> <td>28.97</td> <td>31</td> </tr> <tr> <td>English Literature</td> <td>34.32</td> <td>32</td> </tr> <tr> <td>All School</td> <td>34</td> <td>33</td> </tr> </tbody> </table>	VCE				2018	2022	Mean Study Scores			English	32.54	32	English Language	34.32	32	English as Additional Language	28.97	31	English Literature	34.32	32	All School	34	33
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<p>Target 1.5</p>	<p>By 2022, increase the percentage of students with Study scores of 37 or more to 30%.</p> <table border="1" data-bbox="667 1117 1514 1238"> <thead> <tr> <th colspan="3">VCE</th> </tr> <tr> <th></th> <th>2018</th> <th>2022</th> </tr> </thead> <tbody> <tr> <td>% Study Score 37+</td> <td></td> <td></td> </tr> <tr> <td></td> <td>31%</td> <td>30%</td> </tr> </tbody> </table>	VCE				2018	2022	% Study Score 37+				31%	30%												
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<p>Target 1.6</p>	<p>By 2022, the percentage of Year 9 students assessed as making low relative learning gain in NAPLAN to be at or below the following historical three-year average percentage (based on the 2017 supplementary school level report the proportions would be):</p> <ul style="list-style-type: none"> • Reading – 18% • Writing – 20% • Numeracy – 15% <table border="1" data-bbox="667 486 1514 727"> <thead> <tr> <th colspan="3">NAPLAN</th> </tr> <tr> <th>% Yr 9 Low Relative Learning Gain</th> <th>2018</th> <th>2022</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>14.8%</td> <td>14%</td> </tr> <tr> <td>Writing</td> <td>19.2%</td> <td>17%</td> </tr> <tr> <td>Numeracy</td> <td>14.8%</td> <td>14%</td> </tr> </tbody> </table>	NAPLAN			% Yr 9 Low Relative Learning Gain	2018	2022	Reading	14.8%	14%	Writing	19.2%	17%	Numeracy	14.8%	14%
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<p>Target 1.7</p>	<p>A target based on reduction in the percentage of Year 9 students assessed at or below the NAPLAN National Minimum Standards (Bands 6) for Writing to be less than 10%.</p> <table border="1" data-bbox="667 868 1514 991"> <thead> <tr> <th colspan="3">NAPLAN</th> </tr> <tr> <th>% Yr 9 Band 5 and 6</th> <th>2018</th> <th>2022</th> </tr> </thead> <tbody> <tr> <td>Writing</td> <td>9.1%</td> <td>8%</td> </tr> </tbody> </table>	NAPLAN			% Yr 9 Band 5 and 6	2018	2022	Writing	9.1%	8%						
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<p>Key Improvement Strategy 1.a Curriculum planning and assessment</p>	<p>Continued development and implementation of a guaranteed and viable curriculum (CPA and E-bHITS).</p>															
<p>Key Improvement Strategy 1.b Building practice excellence</p>	<p>Further development of teacher collaboration to embed the differentiated Teaching and Learning Program through a team evidence-based inquiry approach (BPE and EIOL).</p>															
<p>Key Improvement Strategy 1.c Building leadership teams</p>	<p>Continue to build instructional leadership capacity to guide, support and direct improvement in teacher practice and student outcomes (BLT and ISL).</p>															

Goal 2	To develop engaged, critical thinking learners who demonstrate the school's learner behaviours.																																																																	
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<p>Key Improvement Strategy 3.a Empowering students and building school pride</p>	Continue to implement a whole-school approach to student health, wellbeing and inclusion (PCL)																																				