

School Strategic Plan 2023-2027

Healesville High School (7900)



HEALESVILLE

HIGH SCHOOL

Submitted for review by Allan Rennick (School Principal) on 30 November, 2023 at 01:58 PM

Endorsed by Mary Azer (Senior Education Improvement Leader) on 30 November, 2023 at 03:10 PM

Endorsed by Kylie Short (School Council President) on 30 November, 2023 at 03:10 PM

School Strategic Plan - 2023-2027

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School vision	To provide engaging and dynamic learning experiences for all students within a caring school community that nurtures individuals and motivates them to reach their full academic and personal potential.
School values	Respect: Care for self, others and the environment, accept and embrace diversity, tolerate different opinions Responsibility: Be accountable for your actions, make a commitment to all that you do, act in a fair and reasonable manner Relationships: Be trustworthy and honest, get along with others, be sensitive to the feelings of others Teamwork: Cooperate and share, learn together in a supportive way, persist and make a genuine effort
Context challenges	Healesville High School is located in the Shire of Yarra Ranges in outer eastern Melbourne approximately 66 kilometres from the Central Business District. The school was founded in 1961. Facilities include classrooms, dedicated Art Factory space and examination centre, a 250 seat performing arts theatre, a 25 metre indoor swimming pool, two indoor basketball courts, a trade training centre, synthetic external play spaces, outdoor and indoor fitness equipment with clean, spacious grounds with landscaped gardens. Enrolments at the time of the review were approximately 335 students. The Student Family Occupation (SFO) index was 0.5619 in 2023. The staffing profile of the school includes a Principal and an Assistant Principal, 31.13 teachers Full Time Equivalent (FTE), 14.05 FTE Education Support (ES) staff and a 0.2 doctor in the Doctor in Schools program. The school offers programs to extend and support learning, with extension classes operating from Years 7 – 9. Year 10 students are encouraged to undertake one VCE study and identified students two studies. Specialists programs offered include Japanese, language, instrumental music and band program, a range of sports, leadership programs and performances of the annual school musical production. The school has a purpose built trade training centre offering vocational education and training in building and construction, automotive mechanical, panel beating and spray painting. The school has a special education unit allowing students to attend Healesville High School. A school instructional model to inform teaching practice was developed by staff. However, designing learning intentions, using success criteria and planning differentiated learning is not yet consistent in all classrooms. To further improve the alignment of NAPLAN and teacher judgement data. Effective utilization of the instructional model together with embedding high impact teaching strategies is required to

	positively impact student achievement.
Intent, rationale and focus	Intent: Improve growth in student achievement in school based assessments, in NAPLAN and at VCE in both the median study score and the English study score mean. To obtain growth in student wellbeing, pride and connectedness; with each other with staff and with school. Rationale: That increasing student ownership of their learning would be a key goal to ensure students have positive school experiences. Build pride and connectedness by ensuring that there are regular opportunities through school assemblies, classroom presentations and newsletters for sharing and celebrating student and school achievements. Focus upon students, teachers, parents and carers working together to reinforce high expectations for learning and behavior; and on celebrating student achievements.

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Goal 1	To improve student learning.
Target 1.1	NAPLAN Target to be determined.
Target 1.2	Teacher Judgement By 2027, increase the percentage of students in Years 7–10 achieving above the expected level in: • Reading and Viewing from 5% (2022) to 15% • Writing from 4% (2022) to 15% • Number and Algebra from 5% (2022) to 15% By 2027, decrease the percentage of students in Years 7–10 achieving below the expected level in: • Reading and Viewing from 29% (2022) to 20% • Writing from 30% (2022) to 20% • Number and Algebra from 37% (2022) to 25%
Target 1.3	VCE By 2027, increase: • All Studies median score from 25 (2022) to 28 • Mean English study score from 22.9 (2022) to 28.0

Target 1.4	Attitudes to School Survey By 2027, increase the percentage of positive responses for the following factors: • Differentiated learning challenge from 39% (2022) to 55% • Stimulated learning from 32% (2022) to 45% • Student voice and agency from 28% (2022) to 45% • High expectations for success from 59% (2022) to 70%
Target 1.5	School Staff Survey By 2027, increase the percentage of positive responses for the following factors: • Academic emphasis from 32% (2022) to 45% • Collective efficacy from 38% (2022) to 50% • Guaranteed and viable curriculum from 45% (2022) to 65% • Teacher concern from 39% (2022) to 50%
Key Improvement Strategy 1.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Further develop, document and embed whole school collaborative approaches to curriculum planning and assessment, and a shared approach to teaching that utilises the agreed instructional model.
Key Improvement Strategy 1.b Activation of student voice and agency, including in leadership and learning, to	Activate student voice and agency and leadership to strengthen student participation and engagement in learning.

strengthen students' participation and engagement in school	
Key Improvement Strategy 1.c The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Build the capacity of all staff members to respond to the learning needs of each individual student.
Key Improvement Strategy 1.d Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Develop and implement a whole school approach to literacy.
Key Improvement Strategy 1.e The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Develop a school culture that fosters high expectations, academic rigour and the belief that all students can learn.
Goal 2	To improve student wellbeing.
Target 2.1	By 2027, decrease the average number of days absent, for students in: • Year 7 from 18 days (2022) to 16 days • Year 8 from 23 days (2022) to 17 days • Year 9 from 27 days (2022) to 18 days • Year 10 From 17 days (2022) to 15 days

	• Year 11 from 16 days (2022) to 13 days • Year 12 from 12 days (2022) to 7 days
Target 2.2	Attitudes to School Survey By 2027, increase the percentage of positive responses for the following factors: • Effective classroom behaviour from 42% (2022) to 52% • Teacher concern from 22% (2022) to 40% • Sense of connectedness from 38% (2022) to 50% • Respect for Diversity from 33% (2022) to 50%
Target 2.3	Parent Opinion Survey By 2027, increase the percentage of positive responses for the following factors: • Parent participation and involvement from 73% (2022) to 80% • Promoting positive behaviour from 66% (2022) to 75% • General school satisfaction from 54% (2022) to 75%
Key Improvement Strategy 2.a The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Build the capacity of leaders and teachers to provide a safe and orderly school learning environment that enables effective learning and fosters wellbeing.
Key Improvement Strategy 2.b	Further develop and embed the whole school approach to health, wellbeing, inclusion and engagement.

Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	
Key Improvement Strategy 2.c The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Enhance innovative partnerships with parents and carers, and community organisations.