

# School Strategic Plan 2023-2027

Red Hill Consolidated School (6249)



Submitted for review by Angus Wettenhall (School Principal) on 28 November, 2025 at 02:13 PM

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# School Strategic Plan - 2023-2027

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<p><b>School vision</b></p>	<p>Red Hill Consolidated School develops curiosity, creativity and confidence, nurturing the skills and capabilities required to become successful lifelong learners and active participants in an ever changing world.</p>
<p><b>School values</b></p>	<p>Inquiry is at the heart of everything that we do at Red Hill Consolidated School. Inquiry pedagogies are interwoven through all of our teaching and learning experiences and our staff, including ES, teachers and leadership, constantly cycle through inquiries, exploring ways to continually improve teaching and learning for all students. Students from Prep to Grade 6 are taught the skills and dispositions for lifelong learning through our Learner Assets. These outline the most important qualities and skills that effective learners need in order to develop and enhance their learning. The RHCS Learner Assets are Thinker, Inquirer, Collaborator, Reflector and Self-Manager.</p> <p>At Red Hill Consolidated School our community celebrates and holds dear four highly visible school values that underpin how we approach all that we do. Our students, staff, families and school visitors are expected to display our school values. Our school values are Respect, Responsibility, Resilience and Empathy. These core values form the basis of our expectations and are explicitly taught and recognised in our students, as well as modelled by staff.</p>
<p><b>Context challenges</b></p>	<p>As a school we aim to continue to strengthen teaching practices that differentiate learning for all students, ensuring each learner is provided with appropriate challenge, especially those who are working above the expected level.</p> <p>RHCS will further develop our Inquiry pedagogy and ensure consistency in implementation across the school. This will include a focus on empowering our students to have greater agency in their learning; helping to co-design learning experiences, setting learning goals and tracking their progress.</p>
<p><b>Intent, rationale and focus</b></p>	<p>As a school we strongly believe in our pedagogical model, the Contemporary Learning Experience, and our staff are committed to seeing it embedded in our every day practice. However, upon reflection through the review process we found that we have missed the opportunity to completely embrace the five overarching elements to the CLE; being student-centred, question driven, contextually relevant, skills based and technology enriched learning. Through this Strategic Plan we aim to continue to strengthen staff, student and parent understanding of our pedagogical model and see it become a part of everything we do.</p> <p>Through the review process it was highlighted that our teacher judgement does not necessarily reflect the true abilities of</p>

our students. We have historically placed a vast majority of students at level in all areas of the curriculum, despite the fact that a large number of them are probably performing well above. Our historical NAPLAN results over time do not correlate with teacher judgement, adding to the belief of the review panel that we are not accurately assessing our learners and, as a result, are not catering for the learning needs of some of our students, especially those working significantly above expected level. We also identified that there is a need for our students to take a more active role in their learning and for staff to allow for increased student voice and agency in the curriculum.

A focus will be on how we can utilise our instructional model, the Gradual Release of Responsibility, to provide a consistent lesson structure for teachers that facilitates responsive teaching, student agency and reflection. We will investigate best practices for each stage of the instructional model to allow teachers to provide appropriate challenge for each learner at their point of need.

Over the course of the SSP, we will strive to improve student engagement through consistent inquiry approaches and opportunities for students to lead their own learning.

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<b>Goal 1</b>	Maximise student performance across all curriculum areas.
<b>Target 1.1</b>	By 2027 increase the percentage of Years F to 6 students assessed by teacher judgement against the Victorian Curriculum as above expected level: <ul style="list-style-type: none"><li>• Number and algebra from 32% (2022) to 36% (2027)</li><li>• Writing from 27% (2022) to 32% (2027)</li></ul>
<b>Target 1.2</b>	By 2027 increase the percentage of students assessed as achieving the 'Exceeding' proficiency level in NAPLAN for: <ul style="list-style-type: none"><li>• Year 3 numeracy from 20% (2023) to 22% (2027)</li><li>• Year 5 numeracy from 10% (2023) to 15% (2027)</li><li>• Year 3 writing from 6% (2023) to 10% (2027)</li><li>• Year 5 writing from 8% (2023) to 14% (2027)</li></ul>
<b>Target 1.3</b>	By 2027 increase, or maintain, the percentage of positive responses in the School Staff Survey for the factors: <ul style="list-style-type: none"><li>• Plan differentiated learning activities from 93% (2023) to 93%</li><li>• Professional learning through peer observation from 46% (2023) to 55%</li><li>• Teacher collaboration from 59% (2023) to 70%</li></ul>

<b>Target 1.4</b>	<p>By 2027, to increase the percentage of positive responses in the Attitude to School Survey for the factors:</p> <ul style="list-style-type: none"> <li>• Differentiated learning challenge from 86% (2023) to 88%</li> <li>• Stimulated learning from 84% (2023) to 86%</li> </ul>
<b>Key Improvement Strategy 1.a</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Refine and embed consistent implementation of each phase of the school’s instructional models in all classrooms.
<b>Key Improvement Strategy 1.b</b> Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Refine and embed a whole-school approach to the use of assessment.
<b>Key Improvement Strategy 1.c</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Build teacher capability to differentiate learning tasks to meet students at point of need.
<b>Key Improvement Strategy 1.c</b> Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	

<b>Goal 2</b>	Increase engagement of all students in their learning to support improved student wellbeing.
<b>Target 2.1</b>	<p>By 2027, increase the percentage of positive responses in the School Staff Survey for the factors:</p> <ul style="list-style-type: none"> <li>• Seek feedback to improve practice 68% (2023) to 72%</li> <li>• believe feedback can improve practice 71% to 75%.</li> </ul>
<b>Target 2.2</b>	<p>By 2027 increase the percentage of positive responses in the Attitude to School Survey for the factors:</p> <ul style="list-style-type: none"> <li>• Motivation and interest 78% (2023) to 81%</li> <li>• Teacher concern 78% (2023) to 81%</li> <li>• Emotional and relational engagement 79% (2023) to 81%.</li> </ul>
<p><b>Key Improvement Strategy 2.a</b>  Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	Build understanding of student agency in learning to develop student learning opportunities that are challenging, engaging and promote curiosity.
<p><b>Key Improvement Strategy 2.b</b>  Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	Develop opportunities across the school for students to co-design their learning.
<p><b>Key Improvement Strategy 2.b</b>  Documented teaching and learning program based on the Victorian Curriculum and senior secondary</p>	

<p>pathways, incorporating extra-curricula programs</p>	
<p><b>Key Improvement Strategy 2.c</b>          Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	<p>Refine and embed consistent implementation of the school's approach to inquiry learning.</p>