

School Strategic Plan 2019-2023

Red Hill Consolidated School (6249)



Submitted for review by Angus Wettenhall (School Principal) on 06 December, 2019 at 12:54 PM

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Endorsed by Naomi Douglas (School Council President) on 17 December, 2019 at 07:05 AM

School Strategic Plan - 2019-2023

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School vision	Through the Contemporary Learning Experience framework we will provide a rich learning environment that is student centred, technology enriched, question driven, skills based and contextually relevant. We will promote creativity and provide every opportunity for students to develop the essential skills to be active participants in a global community.
School values	<p>We move between structured, comfortable and critical collaboration, recognising the need for all types of collaboration and the importance of critical collaboration to our development as a school. Synergistic Collaboration at Red Hill is characterised by:</p> <p>COMMUNICATION where contributions are clear and constructive, Listening is genuine, respectful and understanding and conversations remains focused.</p> <p>ACTIVE PARTICIPATION where role clarity that utilises and develops strengths, we share collective responsibility and consensus without conformity.</p> <p>PRIORITISATION where clear goals and agendas are established and adaptability and transparency are valued.</p> <p>GROWTH MINDSETS where questioning for understanding occurs, Feeding-forward to develop capacity and up-skilling through deepened understanding.</p>
Context challenges	To improve students' cognitive engagement and active involvement in their learning - particularly in the teaching of Mathematics, there was little evidence of differentiation of curriculum. Students reported they are often not sufficiently challenged in their work, particularly in Mathematics. These factors were seen throughout the review process as barriers to improvement in cognitive engagement in learning. Staff expressed some frustration with the completion of the tracking sheet to monitor student progress.
Intent, rationale and focus	<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 our</p>

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 our students. 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.

As a school we have identified that it is a priority to provide teachers with more reliable and meaningful assessment tools, as well as professional learning in how to analyse and use collected evidence of learning to inform future teaching and learning opportunities. A second focus will be on embedding our instructional model, the Gradual Release of Responsibility, to provide a consistent lesson structure for teachers that facilitates targeted teaching, student agency and reflection.

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Goal 1	To improve student outcomes in all strands of Mathematics
Target 1.1	To increase the percentage of students achieving high benchmark growth in Numeracy from 9% in 2018 to 30% in 2023.
Target 1.2	To maintain the percentage of matched cohort students in the top two bands in NAPLAN Numeracy between Year 3 and Year 5.
Target 1.3	<p>To increase the proportion of students who are teacher assessed above the expected level across the school in the following strands:</p> <ul style="list-style-type: none"> * Measurement and Geometry from 8% in 2018 to 30% in 2023 * Number and Algebra from 18% in 2018 to 35% in 2023 * Stastics and Probability from 8% in 2018 to 30% in 2023
Key Improvement Strategy 1.a Evaluating impact on learning	Develop and implement a school-wide assessment schedule to ensure student achievement is measured accurately
Key Improvement Strategy 1.b Curriculum planning and assessment	Build teacher capacity to use the Victorian curriculum and data/evidence to inform planning and provide student feedback
Key Improvement Strategy 1.c	Build teacher capacity to embed and enhance the Instructional Model to develop student-centred learning

Building practice excellence	
Goal 2	To improve student outcomes in Reading and Writing
Target 2.1	To maintain the percentage of students achieving medium and high benchmark growth in Reading and improve the percentage of students achieving high growth from 26% in 2019 to 30% in 2023.
Target 2.2	To maintain the percentage of matched cohort students in the top two bands in NAPLAN Reading and Writing between Year 3 and Year 5.
Target 2.3	To increase the proportion of students who are teacher assessed above the expected level across the school: * In Reading and Viewing from 39% in 2018 to 50% in 2023. * In Writing from 22% in 2018 to 35% in 2023.
Key Improvement Strategy 2.a Evaluating impact on learning	Develop and implement a school-wide assessment schedule to ensure student achievement is measured accurately
Key Improvement Strategy 2.b Curriculum planning and assessment	Build teacher capacity to use the Victorian curriculum and data/evidence to inform planning and provide student feedback
Key Improvement Strategy 2.c Building practice excellence	Build teacher capacity to embed and enhance the Instructional Model to develop student-centred learning
Goal 3	To improve student capacity to actively lead their own learning

Target 3.1	Using the ATSS data - Increase the positive endorsement of the items 'Self-regulation and goal setting' and 'Student voice and agency' by at least three per cent.
Target 3.2	Using the School Staff Survey - Increase the positive endorsement of the item " Use of student feedback to improve practice" by at least 6 per cent.
Key Improvement Strategy 3.a Building practice excellence	Build teacher knowledge and understanding of authentic student voice and agency
Key Improvement Strategy 3.b Intellectual engagement and self-awareness	Develop student capacity to authentically lead, manage and monitor their academic, social and emotional learning
Key Improvement Strategy 3.c Building practice excellence	Ensure that the five principles of the Contemporary Learning Experience are used to inform all teaching and learning practice