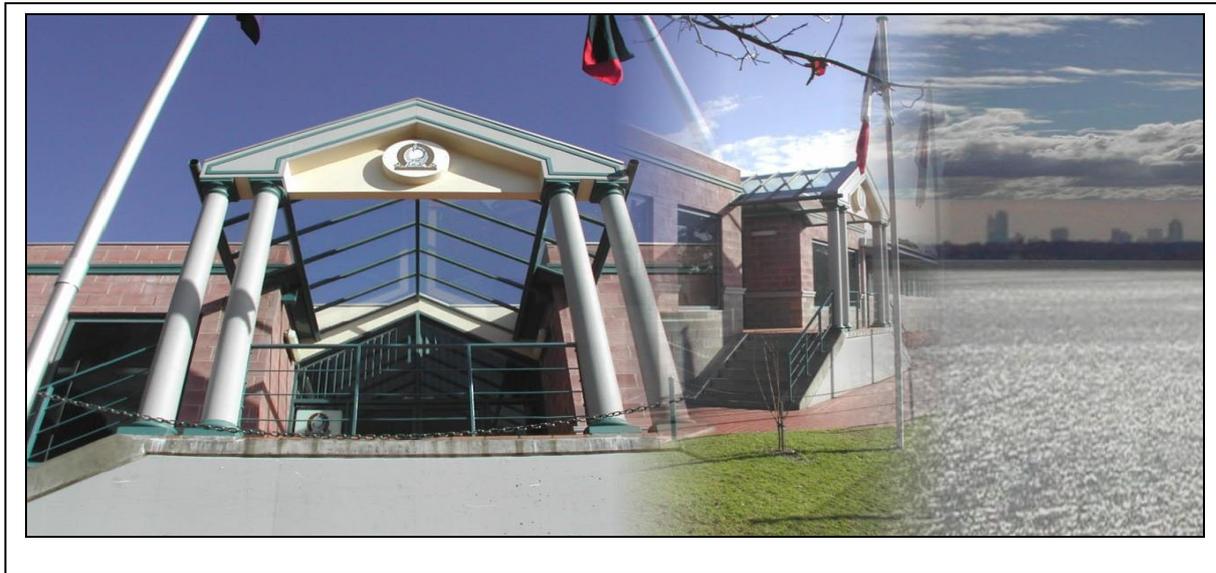




School Strategic Plan for Frankston High School Southern Metropolitan region 2015-2018



<p>Endorsement by School Principal</p>	<p>Signed.....</p> <p>Name.....</p> <p>Date.....</p>
<p>Endorsement by School Council</p>	<p>Signed.....</p> <p>Name.....</p> <p>Date.....</p> <p>School Council President signs indicating that the School Strategic Plan has been endorsed by School Council</p>

School Profile

<p>Purpose – including vision statement</p> <p><i>VRQA minimum standard for School Governance – Philosophy</i></p> <p><i>Education Training and Reform Act 2006 - Sch. 2, 16 School's philosophy</i></p>	<p>Frankston High School's motto: Optima Semper; (Best Always) has inspired successive generations of students, teachers and parents since the establishment of the school, 90 years ago.</p> <p>In 2009 a clear community vision and associated values were developed:</p> <p>VISION: <i>Together we become purposeful learners</i></p> <p>VALUES: Respect Responsibility, Integrity, Empathy, Optimism and Persistence</p> <p>Our school community firmly believes that if we do our Best Always and show behaviours that uphold our values then we are more likely to achieve our vision of becoming purposeful learners. However in 2012 our community decided that we needed to define the attributes of a purposeful learner. Consequently our Mission Statement was developed which further articulates the attributes of a purposeful learner. This Mission Statement drives curriculum planning, our framework for teaching and learning and in fact all learning activities that occur in our school community.</p> <p>MISSION STATEMENT:</p> <p><i>The aim of FHS is to support the continued intellectual development of our students and prepare them to understand and practise:</i></p> <ul style="list-style-type: none">• <i>Independent learning</i>• <i>Critical and creative thinking</i>• <i>Behaviours that contribute productively to society</i>• <i>Effective communication</i>• <i>Sound physical, emotional and social behaviours.</i>
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Environmental Context

Frankston High School is a large dual campus co-educational school which has a population in excess of 1600 students.

The school promotes excellence in a wide range of subjects and is able to offer a diverse range of subject choices particularly in elective choices in Years 9 and 10 and VCE subjects from Years 10 to 12. Students achieve outstanding results in the VCE with increasing numbers receiving tertiary offers and proceeding onwards in such learning pathways. This has resulted in Frankston High School no longer being classified as under represented at Monash University and the University of Melbourne.

Frankston High School's outstanding reputation attracts strong fields of teachers applying to teach at our school with the calibre of teaching staff progressing from strength to strength. A constant challenge is to manage the workforce plan since most staff are remunerated in the Level 2 range. However, over the last Accountability cycle many more exceptional graduates have been recruited bringing even greater strength to the quality of curriculum planning and delivery as well as enhancing our always exceptional co-curricular program.

A feature of the school is the staff willingness to work cooperatively in Professional Learning Teams whereby experienced teachers mentor graduates and new staff, whilst openly sharing both formally and informally in the curriculum planning process. A greater focus on pairing the excellent curriculum planning that is occurring across the school with the consequent changed instructional practice that is required in the classroom will be a priority in furthering our Whole School approach to teaching and learning in the next Accountability Cycle.

The curriculum program is enhanced by an extensive extra-curricular program including music, sport, lunchtime activities, musical production, camp/trip/trek opportunities and a significant student leadership program. The introduction of a select entry leadership program as part of the elective offerings in Year 9 has been popular as has the introduction of the annual Great Victorian Bike Ride and World Challenge Expeditions and Semper Squad training sessions. Increasing numbers of students are seeking such authentic learning experiences.

The school has taken the lead in the government sector in the application of learning technologies. Notebook computer classes at Years 7 to 9 continue to be successful and staff have available extensive relevant professional development to support its application.

A strong School Council provides the decision making structures and processes to ensure broad school community consultation. Parent involvement in all aspects of the school is actively encouraged and parents are regarded as partners with the school in their child's education. Frankston High School benefits from a very positive parent community who value education and encourage their children to make the best of their secondary school years.

The school community is proud of its reputation as a high performing school of academic excellence, and its members continue to work tirelessly to further develop and consolidate the many exemplary educational programs at the school.

Strategic Intent

The Education Training and Reform Act 2006 section 2.3.24, states schools must produce a 4 year strategic plan that clearly articulates its **goals** and **targets** over that period.

	Goals	Targets	Key Improvement Strategies														
Achievement	<p>To further improve growth of student learning in Literacy and Numeracy over the Accountability Cycle.</p> <p>To improve student outcomes in all VCE subjects.</p> <p>To improve the percentage of students achieving at or above expected levels in AusVels as measured by teacher judgements in all subjects in Years 7-10.</p>	<p>To have consistent High and Medium Cohort Growth Years 7 to 9 to be at or above 85% by 2018 as indicated by Naplan data.</p> <table border="1"> <thead> <tr> <th></th> <th>% of Students Medium/High Growth</th> </tr> </thead> <tbody> <tr> <td></td> <td>Naplan Data 2011-2013</td> </tr> <tr> <td>Reading</td> <td>FHS 74.3%</td> </tr> <tr> <td>Writing</td> <td>FHS 83%</td> </tr> <tr> <td>Spelling</td> <td>FHS 77.25%</td> </tr> <tr> <td>Numeracy</td> <td>FHS 83.26%</td> </tr> <tr> <td>G&P</td> <td>FHS 78.5%</td> </tr> </tbody> </table> <p>To consistently achieve a VCE median study score of 31.</p>		% of Students Medium/High Growth		Naplan Data 2011-2013	Reading	FHS 74.3%	Writing	FHS 83%	Spelling	FHS 77.25%	Numeracy	FHS 83.26%	G&P	FHS 78.5%	<ul style="list-style-type: none"> Continue developing a whole school approach to curriculum design and delivery consistent with the philosophy of the Understanding by Design (UbD) Template for unit design. To ensure resultant Unit Plans provide learning pathways accessible for all students to achieve relevant understandings. Develop a whole school understanding and approach to high quality assessment and reporting A whole school focus on professional learning and application of formative assessment strategies to obtain feedback from students in order to differentiate the learning & teaching environment In response to assessments (teacher, peer, self) both formal and informal, teachers and students will develop high quality feedback strategies to support students in becoming independent, metacognitive learners Staff to develop and embed a strong and consistent shared practice instructional model across the school.
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Engagement

To enhance student engagement with challenging and thought provoking learning opportunities provided through the delivery of curriculum whilst providing a breadth of learning pathway choices for students.

To provide a more stimulating learning environment.

By 2018 increase the percentage of students exiting to continuing education and training/ fulltime employment in Year 12 to be: 95/5

Year	2013 data % Further learning/ Employed/ Unemployed/Unknown
Post Year 12 On Track (2013)	95% : Tertiary offers <u>May 2013</u> Further learning/ Deferred/Employed/ Unemployed 75/13/9/3

Whole School Student Attitudes to School Survey percentile rankings to be above the 90th percentile consistently by 2018, in Student Motivation and School Connectedness.

Attitudes To School Survey	Percentile Trend (Whole School) 2010-2013			
	10	11	12	13
Student Motivation	77	81	92	98
School Connectedness	73	84	88	91

- Consult staff to review the curriculum structure, especially with a focus on rigour and authenticity of learning provided in Years 7-12 while still focusing on engaging students, ie: consider proposal of LOTE faculty for 6 months, of each language in Yr 7.
- Identify alternate pathways for students with structured work placements, SBAs and more alternative subject offerings such as VET
- Ensure that the intended attributes in Mission Statement are equally valued. Teachers will have developed a shared understanding of the attributes to be able to specifically teach each attribute eg independent learning skills
- Ensure ongoing planning of units, including the identification of the essential elements of the curriculum that can be utilized to empower students to be creative critical thinkers and to manage and monitor their own learning
- Increase student voice by having students lead discussions to collect further data in response to AtSS trends with all types of students (disengaged and engaged) annually re: engagement
- Develop further opportunities for students and teachers to use existing and new technologies to enhance and extend teaching and learning outcomes.

		<p>To achieve measures of Stimulating Learning consistently above 85th percentile across the school by 2018.</p> <table border="1" data-bbox="958 322 1514 756"> <tr> <td data-bbox="958 322 1247 507">Attitudes To school survey</td> <td colspan="4" data-bbox="1247 322 1514 507">Percentile Trend (Whole School) 2010-2013</td> </tr> <tr> <td data-bbox="958 507 1247 568"></td> <td data-bbox="1247 507 1308 568">10</td> <td data-bbox="1308 507 1370 568">11</td> <td data-bbox="1370 507 1433 568">12</td> <td data-bbox="1433 507 1514 568">13</td> </tr> <tr> <td data-bbox="958 568 1247 628">Classroom Behaviour</td> <td data-bbox="1247 568 1308 628">93</td> <td data-bbox="1308 568 1370 628">96</td> <td data-bbox="1370 568 1433 628">98</td> <td data-bbox="1433 568 1514 628">97</td> </tr> <tr> <td data-bbox="958 628 1247 689">Safety</td> <td data-bbox="1247 628 1308 689">78</td> <td data-bbox="1308 628 1370 689">89</td> <td data-bbox="1370 628 1433 689">96</td> <td data-bbox="1433 628 1514 689">94</td> </tr> <tr> <td data-bbox="958 689 1247 756">Stimulating Learning</td> <td data-bbox="1247 689 1308 756">35</td> <td data-bbox="1308 689 1370 756">57</td> <td data-bbox="1370 689 1433 756">67</td> <td data-bbox="1433 689 1514 756">82</td> </tr> </table>	Attitudes To school survey	Percentile Trend (Whole School) 2010-2013					10	11	12	13	Classroom Behaviour	93	96	98	97	Safety	78	89	96	94	Stimulating Learning	35	57	67	82				
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<p>Wellbeing</p>	<p>To constantly strengthen the school's capacity as a healthy setting for living, learning and working.</p>	<p>To achieve measures on Student distress and morale consistently above the 80th percentile across the school by 2018.</p> <table border="1" data-bbox="958 970 1321 1394"> <tr> <td colspan="4" data-bbox="958 970 1321 1031">Percentile trend data Whole School</td> </tr> <tr> <td colspan="4" data-bbox="958 1031 1321 1091">Student Distress</td> </tr> <tr> <td data-bbox="958 1091 1048 1174">2010</td> <td data-bbox="1048 1091 1137 1174">2011</td> <td data-bbox="1137 1091 1227 1174">2012</td> <td data-bbox="1227 1091 1321 1174">2013</td> </tr> <tr> <td data-bbox="958 1174 1048 1206">61</td> <td data-bbox="1048 1174 1137 1206">73</td> <td data-bbox="1137 1174 1227 1206">74</td> <td data-bbox="1227 1174 1321 1206">85</td> </tr> <tr> <td colspan="4" data-bbox="958 1206 1321 1267">Student Morale</td> </tr> <tr> <td data-bbox="958 1267 1048 1362">2010</td> <td data-bbox="1048 1267 1137 1362">2011</td> <td data-bbox="1137 1267 1227 1362">2012</td> <td data-bbox="1227 1267 1321 1362">2013</td> </tr> <tr> <td data-bbox="958 1362 1048 1394">36</td> <td data-bbox="1048 1362 1137 1394">62</td> <td data-bbox="1137 1362 1227 1394">69</td> <td data-bbox="1227 1362 1321 1394">85</td> </tr> </table>	Percentile trend data Whole School				Student Distress				2010	2011	2012	2013	61	73	74	85	Student Morale				2010	2011	2012	2013	36	62	69	85	<ul style="list-style-type: none"> • Implement the Health Promoting Schools Framework, with an emphasis on improving student morale and decreasing distress to enhance resilience in our students. • To further address student wellbeing in Later Years with programs that provide support for students in stress/anxiety management.
Percentile trend data Whole School																															
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<p>Productivity</p>	<p>To allocate resources strategically with an emphasis on improving teacher performance and consequently, student outcomes.</p>	<p>A greater allocation of the professional learning budget to onsite learning during the school day for sharing within and across PLTs.</p> <p>Allocation of greater time allowances for personnel with a focus on teaching and learning as the SRP allows.</p>	<ul style="list-style-type: none"> • To support teachers in accessing high quality professional learning that is aligned with our Whole School approach to teaching and learning. • Utilise cash budget to provide increased time allowances for curriculum planning, coaching, mentoring, data analysis and sharing in PLTs to improve teacher practice and resultant student outcomes • To invest time in Leadership team to increase their capacity as Educational Leaders ie, UbD, Formative Assessment, Differentiation, FHS lesson framework etc • To invest time in Aspirational leaders to develop their general leadership and specifically their Educational Leadership skills • To continue to refine and develop our whole school Performance and Development culture to support teachers in working on continuous improvement.
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School Strategic Plan 2015- 2018: Indicative Planner

<u>Key Improvement Strategies across 4 outcome areas</u>		Actions	Achievement Milestones
Achievement	Year 1	<ul style="list-style-type: none"> ▪ Mission Statement launched with parents and taught to students ▪ UbD approach to curriculum design further embedded ▪ Review of Coaching and Classroom visitation program ▪ Review of P&D process introduced in 2014 ▪ Review of FHS lesson framework in light of Dylan Wiliam presentation ▪ Greater focus on Stage 3 of UbD ▪ Review of FHS Data Schedule ▪ Further development of Leadership team as Instructional Leaders ▪ Extension of the use of Compass to communicate with families ▪ Review of assessment & reporting across the school. 	<ul style="list-style-type: none"> ▪ School Community has a clear understanding of Mission and how it relates to Motto, Vision and Values ▪ All faculties to be documenting unit plans based on UbD template on Onenote ▪ A new coaching, classroom visitation program to be in place for 2016 ▪ Teachers to be trialling and refining instructional practice in light of unit plans and FHS lesson framework ▪ Compass used to communicate common assessment tasks, due dates etc to parents ▪ A method to reintroduce Year 12 teams to reflect on Year 12 data at the beginning of year introduced.
	Year 2	<ul style="list-style-type: none"> ▪ Vision, Mission, Motto and Values taught to students ▪ PLTs to focus on the relationship between curriculum design and improved instructional practice ▪ A whole school coaching program introduced ▪ Review and improvement of P&D process. 	<ul style="list-style-type: none"> ▪ Classrooms across the school to be more student centred, with students working more independently, problem solving and working collaboratively ▪ Teachers more regularly visiting each other's classes and giving feedback on each other's teaching ▪ Further use of Compass as an ongoing reporting tool.
	Year 3	<ul style="list-style-type: none"> ▪ Review of progress to take further action. 	<ul style="list-style-type: none"> ▪ A new curriculum structure may have been introduced with greater pathway offerings from Years 7-12.
	Year 4	<ul style="list-style-type: none"> ▪ Year of Review ▪ Develop new Strategic Plan. 	<ul style="list-style-type: none"> ▪ New Strategic Plan: 2019-2022.

Engagement	Year 1	<ul style="list-style-type: none"> ▪ Review of Curriculum Structure : Years 7-12 ▪ A focus on Stage 2 and 3 of UbD to improve teacher practice in the use of formative assessment strategies ▪ Continue to further embed and improve Schools Access Monash program. ▪ Improve course counselling process from Years 8 to 11 ▪ Develop an annual mechanism for ensuring students and teachers collaboratively explore areas of strength and weakness in student opinion data ▪ Develop a program where all students have the experience of contributing to the wider community ▪ Further support of teachers to use a range of elearning strategies to engage students in learning. 	<ul style="list-style-type: none"> ▪ Recommendations for any changes to curriculum structure to be in place by end of 2015 ▪ Teachers developing a greater capacity to differentiate the learning environment ▪ Students more aware of further learning pathways in the early years of secondary school onwards ▪ Parents and students more aware of Later Years, learning pathway options and choices from Year 7 onwards ▪ Teachers increasing their repertoire of elearning strategies to enhance student learning.
	Year 2	<ul style="list-style-type: none"> ▪ Prepare for any proposed changes in curriculum structure ▪ Further support of teachers to differentiate the learning environment and to provide effective feedback to students ▪ Further support of teachers to use a range of elearning strategies to engage students in learning ▪ Introduce program for students to contribute to wider community ▪ Reflect on ATSS data and explore using student directed forums in collaboration with teachers. 	<ul style="list-style-type: none"> ▪ Teachers increasing their repertoire of elearning strategies to enhance student learning ▪ Teachers developing a greater capacity to differentiate the learning environment ▪ Reflect upon student feedback and improve teacher practice as required.
	Year 3	<ul style="list-style-type: none"> ▪ Introduce new curriculum structure ▪ Review success of community involvement program ▪ Review of progress. 	<ul style="list-style-type: none"> ▪ A new curriculum structure may have been introduced with greater pathway offerings from Years 7-12.
	Year 4	<ul style="list-style-type: none"> ▪ Year of Review ▪ Develop new Strategic Plan 	<ul style="list-style-type: none"> ▪ New Strategic Plan: 2019-2022.
Well Being	Year 1	<ul style="list-style-type: none"> ▪ Undertake Health Promoting Schools audit ▪ Make recommendations for Health & Wellbeing initiatives to be implemented across the school. 	<ul style="list-style-type: none"> ▪ A whole school Health and Well Being Strategic Plan is developed.
	Year 2	<ul style="list-style-type: none"> ▪ Implement Health Promoting Schools Strategic Plan. 	<ul style="list-style-type: none"> ▪ Improvement in Student Morale and Distress across the school.
	Year 3	<ul style="list-style-type: none"> ▪ Implement and review Health Promoting Schools Strategic Plan. 	<ul style="list-style-type: none"> ▪ Improvement in Student Morale and Distress across the school.
	Year 4	<ul style="list-style-type: none"> ▪ Year of Review ▪ Develop new Strategic Plan. 	<ul style="list-style-type: none"> ▪ New Strategic Plan: 2019-2022.

Productivity	Year 1	<ul style="list-style-type: none"> ▪ Monitor funding of extra time allowances and buying onsite learning time for PLTs and other groups of teachers to focus on improvements in Teaching and Learning ▪ Oversee development of facilities with government grant of 8.5 million. 	<ul style="list-style-type: none"> ▪ Master plan developed for school upgrade. ▪ Teachers with increased time allowances will be sharing new understandings and teaching practices with fellow PLT/faculty members.
	Year 2	<ul style="list-style-type: none"> ▪ Attempt to increase extra time allowances and buying onsite learning time for PLTs and other groups of teachers to focus on improvements in Teaching and Learning ▪ Oversee development of facilities with government grant of 8.5 million. 	<ul style="list-style-type: none"> ▪ Improved teaching in classrooms with a focus on more collaborative independent learning whereby students required to transfer their knowledge to solve authentic problems ▪ Building of new facilities in progress.
	Year 3	<ul style="list-style-type: none"> ▪ Oversee development of facilities with government grant of 8.5 million. 	<ul style="list-style-type: none"> ▪ Building of new facilities in progress.
	Year 4	<ul style="list-style-type: none"> ▪ Year of Review ▪ Develop new Strategic Plan 	<ul style="list-style-type: none"> ▪ New Strategic Plan: 2019-2022 ▪ New Facilities in place.

END OF STRATEGIC PLAN