

# School Strategic Plan 2018-2022

Frankston High School (7850)



Submitted for review by John Albiston (School Principal) on 24 February, 2019 at 09:17 AM

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Endorsed by David Cross (School Council President) on 28 February, 2019 at 02:44 PM

# School Strategic Plan - 2018-2022

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<b>School vision</b>	<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>Our school vision is: 'Together we become purposeful learners'. This vision is clarified by our Mission statement which further articulates the attributes of a purposeful learner. In addition Frankston High School's Learning Principles were established to identify the principles required if purposeful learning is to occur and the role of the teacher in ensuring the principles are in place for purposeful learning in their classrooms. The Mission statement and Learning Principles are as follows:</p> <p style="text-align: center;"><b>MISSION STATEMENT:</b></p> <p>The aim of FHS is to support the continued intellectual development of our students and prepare them to understand and practise:</p> <ul style="list-style-type: none"><li>• Independent learning</li><li>• Critical and creative thinking</li><li>• Behaviours that contribute productively to society</li><li>• Effective communication</li><li>• Sound physical, emotional and social behaviours.</li></ul> <p><b>LEARNING PRINCIPLES</b></p> <ul style="list-style-type: none"><li>• The key goal of school learning is that the knowledge and skills learnt need to be transferrable to real life situations where ultimately students can make positive contributions to society.</li></ul> <p>Therefore learners need to be assessed using authentic tasks where students demonstrate their understanding by applying knowledge and skills. Learners will be able to explain what they are doing and why and apply the learning to a new situation.</p> <ul style="list-style-type: none"><li>• Learning always starts with what the learner already knows. The learner then transforms their knowledge and consolidates, stores and applies the new knowledge.</li><li>• Therefore, all learners from novice to expert must be helped to actively connect new information and ideas to what they already know, using familiar language, actions and imagery to move forward in their learning.</li><li>• Successful learning depends on understanding that there is a purpose or reason for learning a particular topic.</li></ul>
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- Therefore curriculum should be framed in terms of critical understandings and essential questions rather than isolated facts, skills and experiences.

- Learning for understanding requires a safe, supportive and emotionally positive environment.

Therefore the classroom needs to be a place where “learning from mistakes” is valued and learners get the opportunity and enough time to revise, rethink and use new ideas creatively.

- Learners need to feel that educational progress is expected and that their work is valued. Learners need to see a clear pathway to their goals.

- Therefore learners need relevant criteria and rubrics to guide and revise their work.

- Independent learning requires students to have some degree of choice and control over how they are learning.

Therefore learners need the opportunity to understand how they learn; enabling them to make independent decisions about their learning.

- Learning is enhanced when the learners’ interests, creative strengths, contributions and developmental progress are acknowledged.

- Therefore, teachers need to differentiate their instruction by taking into account students’ interests and developmental progress.

- While learning is ultimately the responsibility of the individual, it requires effective communication in a collaborative environment.

Therefore learners need opportunities to share ideas, listen to and consider other opinions and points of view; building new knowledge on ideas and experiences of others through collaborative experiences and/or use of relevant technology.

- Learners require regular, timely and user friendly, purposeful feedback.

Therefore constant teacher feedback is essential for learners to understand where they are at in their learning and the next steps required to progress further.

- Learners need to be constantly challenged with real world problems and authentic tasks that demand high level critical and creative thinking.

Therefore students need the opportunity to participate in learning experiences where they are expected to use different types of thinking, such as categorization, analysis, synthesis and make inferences. Learners need to identify patterns, trends and

	<p>generalisations.</p>												
<p><b>School values</b></p>	<p>Frankston High School has consulted with the community to develop an agreed upon set of values. They are as follows:</p> <p><b>VALUES</b></p> <p>Empathy: an understanding of and a compassion for others  Integrity: strength of character to do the right thing  Optimism: a positive outlook  Persistence: striving to succeed  Respect : an appreciation towards self, others and the community  Responsibility: valuing the rights and obligations to self and others</p> <p>Furthermore the school has consulted with the community to more accurately identify the behaviours students need to demonstrate at school, to support these values. Each year teachers ask students to self assess their school related behaviours in reference to how well they are developing such behaviours to become a purposeful learner. Consequently, our school reports require teachers to assess student behaviours in relation to each school value. The following outlines how values and associated behaviours are reported to parents four times a year.</p> <table border="0" data-bbox="539 774 2110 1380"> <thead> <tr> <th data-bbox="539 774 1413 799">SCHOOL VALUES</th> <th data-bbox="1536 774 2007 799">EXPECTED LEARNING BEHAVIOURS</th> </tr> </thead> <tbody> <tr> <td data-bbox="539 805 1413 831">RATING ON REPORT: Rarely Occasionally Generally Frequently Always</td> <td></td> </tr> <tr> <td data-bbox="539 837 1413 997">Empathy  learning tasks  options and consider other ideas</td> <td data-bbox="1536 837 2110 965">Considerate of the opinions/beliefs of others Collaborates effectively with others during  Able to change perspectives, see alternative</td> </tr> <tr> <td data-bbox="539 1029 1413 1125">Integrity  ability</td> <td data-bbox="1536 1029 2110 1093">Takes ownership over learning Produces authentic work to the best of their</td> </tr> <tr> <td data-bbox="539 1157 1413 1284">Optimism  presents</td> <td data-bbox="1536 1157 2110 1252">Embraces and accepts feedback Willing to act on feedback provided Accepting the challenges that new learning</td> </tr> <tr> <td data-bbox="539 1316 1413 1380">Persistence time</td> <td data-bbox="1536 1316 2110 1348">Remains focused on learning tasks during class</td> </tr> </tbody> </table>	SCHOOL VALUES	EXPECTED LEARNING BEHAVIOURS	RATING ON REPORT: Rarely Occasionally Generally Frequently Always		Empathy  learning tasks  options and consider other ideas	Considerate of the opinions/beliefs of others Collaborates effectively with others during  Able to change perspectives, see alternative	Integrity  ability	Takes ownership over learning Produces authentic work to the best of their	Optimism  presents	Embraces and accepts feedback Willing to act on feedback provided Accepting the challenges that new learning	Persistence time	Remains focused on learning tasks during class
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	<p>completed</p> <p>Respect</p> <p>Responsibility</p> <p>Employs strategies to ensure tasks are</p> <p>Actively listens to others Responds positively to others Politely follows instructions Uses resources for learning appropriately</p> <p>Arrives on time Brings all required materials Meets deadlines Takes pride in the work completed</p>
<p><b>Context challenges</b></p>	<p>A number of challenges have been clearly articulated as a consequence of the self evaluation and review. They are summarised as follows:</p> <p>Goals in our review and strategic plan include improving learning outcomes in numeracy and literacy as well as improving growth and achievement across the school in all subjects Years 7-12. Challenges that need to be addressed to improve in these goal areas include:</p> <ul style="list-style-type: none"> <li>- to develop a whole school approach to the collection of data and how it will be used to inform practice across the school.</li> <li>- to develop a whole school approach in building teachers' data literacy in order for teachers to be experts in the use of pre and post assessments and formative assessments to measure growth in student learning and to understand how to plan more effectively in order to differentiate the learning environment. At the moment there is a lack of consistency in this pedagogical area across the school.</li> <li>- for teachers to provide a more consistent structured evidenced based approach to the teaching of reading.</li> <li>- to equip teachers across the school in all subjects to be teachers of literacy.</li> <li>- to provide students with in depth learning challenges, both learning tasks and assessments that enable them to develop high order critical and creative thinking skills, in applying their knowledge and skills to solve unfamiliar complex problems.</li> <li>- to develop consistent understanding and use of HITs across the school.</li> <li>- to review learning pathways in Year 7-12 in each subject to inform scope and sequence documents and the documentation of curriculum units with a continued emphasis on a UbD approach to curriculum design.</li> <li>- to redefine the purpose of faculty meetings and PLT meetings whereby faculty meetings become curriculum planning meetings and PLT meetings are utilised for teachers' to share pedagogical practice with a focus on professional learning , ie: sharing data to understand what practices can be most effective to produce learning growth, collaborating to support each other's understanding of research based best practice (eg use of HITs) and developing practices to best deliver curriculum, visiting colleagues' classrooms</li> </ul>

	<p>and coaching each other to continually reflect upon and improve practice as well as allowing for moderation practices.</p> <ul style="list-style-type: none"> <li>- to introduce challenging STEM curriculum.</li> </ul> <p>In particular the review identified a goal which the panel had not previously considered. This goal is to improve student agency and voice in learning and teaching 7-12. The reviewer undertook discussions with students, teachers and parents as well as leadership being involved with learning walks, which helped the school identify challenges in relation to student agency which have not previously been addressed by the school. These challenges include:</p> <ul style="list-style-type: none"> <li>- to provide regular opportunities for students to collaborate with teachers and be more actively involved in making decisions about their learning and how it will be assessed.</li> <li>- for teachers to share with students how they use the UbD approach to design curriculum and the purpose of this approach, and allowing where appropriate for students to contribute to curriculum planning.</li> <li>- for teachers to share with students how their learning activities and assessments relate to the school's vision and mission</li> <li>- to develop a more consistent approach across the school of teachers actively engaging students in understanding learning intentions and the related success criteria, and where possible having students collaborate to contribute to the development of learning intentions and success criteria.</li> <li>- to revisit the school instructional model and have students understand this model particularly in relation to how they learn.</li> <li>- to involve students more frequently in active open discussions with teachers, about their views on how we can improve student agency/engagement at Frankston High School.</li> <li>- to ensure the school's PDP approach requires teachers to provide evidence in relation to student agency</li> <li>- for teachers to more consistently provide high quality feedback to students in response to the use of formative assessment strategies.</li> <li>- to provide more opportunities across the school for self and peer assessment to enhance the metacognitive skills of students.</li> <li>- to provide consistent opportunities across the school for students to regularly provide their teachers with feedback about the quality of the teaching and learning experience.</li> <li>- for students to clearly understand and be actively engaged in learning how particular learning tasks, and assessments are challenging them to develop high level critical and creative thinking skills.</li> </ul>
<p><b>Intent, rationale and focus</b></p>	<p><b>INTENT</b></p> <p>Frankston High School will continue to build upon our current Whole School approach to teaching and learning. Consequently, the school's response to our Vision and Mission statement in the form of using the vehicle of UbD for whole school curriculum design, becoming experts in the use of formative assessment and developing and delivering curriculum that challenges students to develop high levels of critical and creative thinking will continue. Such a whole school approach will be enhanced by building the data literacy capacity of all teachers to be able to use pre, post and formative assessment data whereby they are actively planning how to differentiate the learning environment. Also during this next Accountability Cycle all teachers will learn how to become teachers of literacy. In addition these priority areas will help to improve student learning outcomes if we are able to support all teachers in learning how to more openly collaborate with students to increase their ability to understand themselves as learners through them being more actively engaged in learning, where they understand the purpose of their learning and they have the opportunity to</p>

contribute to curriculum planning, the development of learning intentions, success criteria and assessments as appropriate. This involvement of students as active agents in their learning is known as 'student agency'.

#### RATIONALE

Student learning growth in reading and numeracy particularly are not at expected levels and the FISO assessment in the dimensions of evaluating impact on learning and the use of data and evidence to inform the next level of learning for students was at the emerging statement. This indicates the need to continue with a goal to improve literacy and numeracy outcomes and to support teachers in becoming experts in the area of data literacy. Naturally the further embedding of pre post and formative assessment strategies as well as more effective consistent moderation across the school will help to drive improved practice. In the FISO area of 'Empowering student and building school pride' dimension teachers have indicated that the school is at the Evolving stage. In addition the Student Attitudes to School data from the student voice and agency factor had the lowest percentile of all factors in the survey in 2018. Such data clearly flags a need to have our current whole school approach to teaching and learning more effectively enhance student agency across the school.

#### FOCUS

Year 1;

- Innovation teams formed to investigate the following
  - teaching literacy across the curriculum.
  - pre and post testing to measure growth and plan for differentiation
  - the use of developmental rubrics to build data literacy capacity.
- continued whole school professional learning to more accurately define and understand the elements of critical and creative thinking.
- continued work on exploring and trialling formative assessment strategies in relation to the use of a range of High Impact Teaching Strategies.
- continued professional learning in supporting teachers to more effectively analyse and respond to Naplan, PAT and VCE data.
- consolidate a more structured consistent framework for teaching reading in Junior English classes.
- to introduce student agency by Simplifying UBDs for student use with teachers openly sharing with students the purpose of the learning through the articulation of learning intentions and success criteria.

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<b>Goal 1</b>	To improve student learning growth in literacy and numeracy across the curriculum.
<b>Target 1.1</b>	<p>By 2022 improve relative high growth on Naplan from Year 7 to 9:</p> <ul style="list-style-type: none"> <li>• Improve the average percentage achieving relative high growth from Year 7 to 9 in reading (from 22% to 30%), writing (from 30% to 35%) and numeracy (from 33% to 38%).</li> </ul>
<b>Target 1.2</b>	<p>By 2022 decrease the relative low growth in Naplan from Year 7 to 9:</p> <ul style="list-style-type: none"> <li>• Decrease the percentage of relative low growth in reading (from 26% to 15%), writing (from 19% to 15%) and numeracy (from 19% to 15%).</li> </ul>
<b>Target 1.3</b>	<p>By 2022 improve the percentage of positive responses on the Staff Opinion Survey- Teaching and Learning module (implementation and evaluation) in the following components from the 2018 benchmarks:</p> <ul style="list-style-type: none"> <li>• Moderate assessment tasks together from 75/6% to 80%</li> <li>• Knowledge of High Impact Strategies from 71.7% to 80%</li> <li>• Skills to measure impact from 73.3% to 80%</li> <li>• Use student feedback to improve practice from 86.7% to 90%</li> <li>• Monitor effectiveness using data from 73.3% to 80%</li> <li>• Understand how to analyse data from 55.6% to 80%</li> </ul>

<b>Target 1.4</b>	<p>By 2022 improve the percentage of positive responses on the School Staff Opinion Survey - School Climate module for the following components from 2018 benchmarks:</p> <ul style="list-style-type: none"> <li>• Collective efficacy from 75.5% to 80%</li> </ul>
<b>Key Improvement Strategy 1.a</b> Curriculum planning and assessment	Build the capability of every teacher to understand and utilise data and a range of assessment strategies to teach to a student's point of learning (CPA) (EIL)
<b>Key Improvement Strategy 1.b</b> Curriculum planning and assessment	Build and document a whole school approach to literacy and numeracy that promote high quality teaching and learning (CPA).
<b>Goal 2</b>	To improve student learning growth and achievement across the school 7-12.
<b>Target 2.1</b>	By 2022 maintain the percentage of students in the top two bands in all Naplan areas.
<b>Target 2.2</b>	By 2022 improve VCE All Study median score from 31 to 33
<b>Target 2.3</b>	By 2022 increase the percentage of students achieving a score of 40+ from 8% to 15%
<b>Key Improvement Strategy 2.a</b> Curriculum planning and assessment	Build a whole school approach to consistency of high quality teacher practice – curriculum, instruction, assessment (CPA)
<b>Key Improvement Strategy 2.b</b> Building practice excellence	Build teacher capacity for collaboration and the professional learning teams (PLT's) (BPE)

<b>Key Improvement Strategy 2.c</b> Instructional and shared leadership	Build the leadership team for instructional and shared leadership across the school (ISL)
<b>Goal 3</b>	To improve student agency and voice in learning and teaching 7-12
<b>Target 3.1</b>	<p>By 2022 improve the percentage of positive responses in the Attitudes to School Survey for the following factors:</p> <p><u>Year 7 - 12 % of positive responses</u>          Differentiated learning challenge from 69.8% (2018) to 80% (2022)          Stimulated learning from 71.3% (2018) to 80% (2022)          Student voice and agency from 49.5% (2018) to 70% (2022)          Self-regulation and goal setting from 73.8% (2018) to 80% (2022)</p>
<b>Target 3.2</b>	<p>By 2022 improve the percentage of positive responses on the School Staff Survey – School Climate module for the following components:</p> <ul style="list-style-type: none"> <li>● academic emphasis from 69.4% to 80%</li> <li>● teacher collaboration from 44.9% to 80%</li> <li>● Guaranteed and viable curriculum from 65.6% to 80%</li> </ul> <p>Teaching and Learning module for the following components:</p> <ul style="list-style-type: none"> <li>● Promote student ownership of learning goals (from 75.6% in 2018 to 80% in 2022),</li> </ul>

	<ul style="list-style-type: none"> <li>• Use student feedback to inform teaching practice (from 49% in 2018 to 70% in 2022).</li> </ul>
<b>Key Improvement Strategy 3.a</b> Empowering students and building school pride	Build student voice and agency in learning (ESBSP)
<b>Key Improvement Strategy 3.b</b> Intellectual engagement and self-awareness	Embed critical and creative thinking across the curriculum (IESA)