

School Strategic Plan 2022-2026

Frankston High School (7850)



Submitted for review by Andrew Batchelor (School Principal) on 29 November, 2022 at 12:21 PM

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School vision	<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, 98 years ago.</p> <p>In 2009 a clear community vision and associated values were developed, which we will be reviewing with our school community at the beginning of 2023 to ensure they continue to be lived each day by our school community.</p> <p>Our current 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>MISSION STATEMENT: 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">• Independent learning• Critical and creative thinking• Behaviours that contribute productively to society• Effective communication• Sound physical, emotional and social behaviours. <p>LEARNING PRINCIPLES</p> <ul style="list-style-type: none">• 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. <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">• Learning always starts with what the learner already knows. The learner then transforms their knowledge and consolidates, stores and applies the new knowledge.
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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.

- Successful learning depends on understanding that there is a purpose or reason for learning a particular topic.

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.

	<p>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.</p> <ul style="list-style-type: none"> Learners need to be constantly challenged with real world problems and authentic tasks that demand high level critical and creative thinking. <p>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 generalisations.</p>
<p>School values</p>	<p>Frankston High School has consulted with the community to develop an agreed upon set of values. They are as follows:</p> <p>VALUES</p> <p>Empathy: an understanding of and a compassion for others</p> <p>Integrity: strength of character to do the right thing</p> <p>Optimism: a positive outlook</p> <p>Persistence: striving to succeed</p> <p>Respect : an appreciation towards self, others and the community</p> <p>Responsibility: valuing the rights and obligations to self and others</p>
<p>Context challenges</p>	<p>Before embarking on the implementation of the new School Strategic Plan 2023 -2026, the School Review Panel agreed that the school would benefit, as part of the improvement journey, from an inclusive, collaborative discussion around the Frankston High School culture to determine what the school community holds dear (achievements, reputation, traditions) and how the vision, values and image of the school may be shaped by contemporary educational thinking.</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 student learning outcomes, to ensure the wellbeing needs of all students are met, and to improve student agency in learning. Focus areas for us to improve in the goal area of improving learning outcomes include:</p> <ul style="list-style-type: none"> - to undertake a school wide review of assessment practices. - to develop an assessment policy and schedule. - to undertake work on what quality feedback looks like including how this is to provided to students and teachers. - to move to continuous reporting using Compass.

	<ul style="list-style-type: none"> - to improve the data literacy of teachers so they are triangulating data and responding to it. - ensure greater alignment in teacher judgements with Victorian Curriculum standards and NAPLAN. - revise the Teaching and Learning Model (IM). - use PLCs to build teacher capacity. - develop guaranteed, viable and shared curriculum aligned with Victorian Curriculum. - review electives program at Years 7-10 to ensure balance and relevance in preparing students for the senior years. <p>Focus areas that need to be addressed to improve in the goal area of ensuring the wellbeing needs of all students are met include:</p> <ul style="list-style-type: none"> - develop a whole school health and wellbeing plan. - ensure inclusion of the full range of students. - develop a whole school approach to pastoral care. - implement a whole school student management policy to clarify roles of classroom teachers, sub-school leaders and Principal class. <p>Focus areas that need to be addressed to improve in the goal area to improve student agency in learning include:</p> <ul style="list-style-type: none"> - educate and inform students, staff and parents regarding the nature and purpose of student agency. - activate authentic student agency in the classroom to empower students and strengthen participation and engagement in learning.
<p>Intent, rationale and focus</p>	<p>INTENT Frankston High School will continue to focus on improving student learning outcomes through a whole school approach to teaching and learning, with a real focus on building teacher capacity through Professional Learning Communities (PLCs) and coaching. We will also focus on assessment practices to ensure we have high expectations for all learners and growth. We will ensure that the wellbeing needs of all students are met through teacher practice, wellbeing processes and counselling, and through our approach to pastoral care. We will improve student agency in learning. We want to continue to empower our students to understand themselves as learners, and be able to manage and monitor their learning.</p> <p>RATIONALE Examination of learning outcomes data through the period of the previous SSP showed a declining trend over time in both externally and internally generated results. Success in education is underpinned by the sound wellbeing of students, and student wellbeing has been recognised as increasingly important across the state after the resulting periods of remote learning and lockdowns. We want to activate authentic student agency in the classroom to empower students and strengthen student participation and engagement in learning. In regards to FISO 2.0, our Self-evaluation and School Review highlighted that we have the opportunity to continue to develop our school and move to 'excelling' over the next four years.</p> <p>FOCUS 2023 - Year 1: Student learning outcomes: - Revisit T&L Model and (re)establish shared understanding of each stage</p>

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| | <ul style="list-style-type: none">- Continue to use PLCs to build teacher capacity- Ensure a guaranteed and viable curriculum- Review assessment practices including planning for continuous reporting <p>Student wellbeing:</p> <ul style="list-style-type: none">- Develop a whole school health and wellbeing plan- Develop a whole school approach to pastoral care- Implement a whole school student management policy to clarify roles of classroom teachers, sub-school leaders and Principal class. <p>Student agency:</p> <ul style="list-style-type: none">- Educate and inform students, staff and parents regarding the nature and purpose of student agency. |
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Goal 1	Improve student learning outcomes.
Target 1.1	<p>By 2026, increase the percentage of students working at or above level against the Victorian Curriculum in all key learning areas in:</p> <ul style="list-style-type: none">• Year 7 from 12 percent in 2021 to 30 percent• Year 8 from 8 percent in 2021 to 30 percent• Year 9 from 10 percent in 2021 to 30 percent• Year 10 from 7 percent in 2021 to 30 percent
Target 1.2	<p>By 2026, increase the percentage of Year 9 students maintaining top two NAPLAN Bands in:</p> <ul style="list-style-type: none">• Reading from 67 per cent in 2019 to 80 percent• Writing from 33 per cent in 2019 to 80 percent• Numeracy from 67 per cent in 2019 to 80 percent
Target 1.3	<p>By 20236, increase results on the following VCE indicators:</p> <ul style="list-style-type: none">• Median All study score to not less than 32 (from 30.9 in 2021)• Study scores above 40 to at least 10 per cent (from 8 per cent in 2021)• VCE Studies scores (adjusted) – in each Study, final achievement to match or exceed predicted achievement (as per VCAA VCE data service Report 10).

Target 1.4	<p>By 2026, increase the percentage of Year 7-10 students making at least one Victorian Curriculum Level of learning growth in each school year (Semester 2 data) in all English language modes and Mathematics Strands to 100% for</p> <ul style="list-style-type: none"> • Reading and viewing from 74% in 2021 • Writing from 80% in 2021 • Speaking and listening from 82% in 2021 • Measurement and Geometry from 80% in 2021 • Number and algebra from 72% in 2021
Target 1.5	<p>By 2026, increase the percentage of Year 9 students making NAPLAN above benchmark learning growth in:</p> <ul style="list-style-type: none"> • Numeracy to 30 per cent (from 29 per cent in 2019) • Reading to 28 per cent (from 25 per cent in 2019) • Writing to 28 per cent (from 23 per cent in 2019).
Key Improvement Strategy 1.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	Restructure leadership to ensure cohesion, clarity and accountability in all crucial roles.
Key Improvement Strategy 1.b Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning	Address assessment issues through a school-wide review of assessment practices including – <ul style="list-style-type: none"> • Policy and schedule • Feedback • Reporting

<p>growth, attainment and wellbeing capabilities</p>	<ul style="list-style-type: none"> • Data literacy, triangulation of data • Alignment of teacher judgements with Victorian Curriculum (VC) standards and with NAPLAN.
<p>Key Improvement Strategy 1.c Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	<p>Review pedagogy through revision of the Teaching and Learning Model. Use PLCs to build teacher capacity.</p>
<p>Key Improvement Strategy 1.d Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	<p>Develop guaranteed, viable and shared curriculum aligned with VC and compliant with DET expectations.</p>
<p>Key Improvement Strategy 1.e Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	<p>Review electives program at Year 9 and 10 to ensure balance and relevance in preparing students for senior studies.</p>
<p>Goal 2</p>	<p>To ensure that the wellbeing needs of all students are met.</p>
<p>Target 2.1</p>	<p>By 2026, increase the percent positive responses score on AToSS for Years 7–12 in the factors:</p> <ul style="list-style-type: none"> • Teacher Concern – to 70 per cent (2019, 44 per cent) • Advocate at school – to 75 per cent (2021, 66 per cent) • Sense of Connectedness – to 80 per cent (2021 – 62 per cent) • Respect for diversity – to 70 per cent (2021 – 45 per cent)

Target 2.2	Improve the percentage positive endorsement in the Parent Opinion Survey for the following factor: <ul style="list-style-type: none"> • Motivation and Support – to 85 per cent (2021 – 74 per cent)
Target 2.3	By 2026, increase participation in the AT0SS Year 7-10 to not less than 90 per cent (2021 – 66 per cent)
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	Fully implement the recommendations from the Wellbeing Review (June 2022)
Key Improvement Strategy 2.b Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Ensure reliability of ATSS data by increasing participation of not less than 90 per cent of students in Years 7-10
Goal 3	To improve student agency in learning.
Target 3.1	By 2026, increase the percent positive responses score on AT0SS in the factors: <ul style="list-style-type: none"> • Student voice and agency – to 70 per cent (2021 – 35 per cent) • Self-regulation and goal-setting – to 75 per cent (2021 – 58 per cent)

Target 3.2	<p>By 2026, improve the percentage positive endorsement in the School Staff Survey for the following measures:</p> <ul style="list-style-type: none"> • Use student feedback to improve practice – to 80 per cent (2021 – 63 per cent) • Trust in Students and Parents – to 80 per cent (2021- 60 per cent)
Target 3.3	<p>Attendance – increase the percentage of students with fewer than 10 days absence per year to 55 per cent (2019 – 45 per cent)</p>
Key Improvement Strategy 3.a Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	<p>Educate and inform each stakeholder group regarding the nature and purpose of student agency.</p>
Key Improvement Strategy 3.b Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	<p>Activate authentic student agency in the classroom to empower students and strengthen student participation and engagement in learning</p>