**School Strategic Plan 2022-2026**

Rosehill Secondary College (7275)



Submitted for review by Arthur Soumalias (School Principal) on 19 February, 2023 at 12:40 PM  
Endorsed by Alex Artavilla (Senior Education Improvement Leader) on 19 February, 2023 at 05:24 PM  
Awaiting endorsement by School Council President

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| School vision | At Rosehill Secondary College the learner and learning outcomes are central. Our students are inspired to achieve success through stimulating and positive learning environments, and innovative and diverse teaching strategies. This is complemented by respect, co-operation and commitment by all members of the college community. New skills, new knowledge and new understandings will give our learners the confidence to face the future.  RESPECT: Trust, empathy and tolerance. INITIATIVE: Accepting challenges, developing leadership LEARNING: Powerful, progressive and purposeful |
| School values | RESPECT: Trust, empathy and tolerance. I respect myself, other people and property. INITIATIVE: Accepting challenges, developing leadership I accept challenges. I am a positive role model and actively engage in my education. LEARNING: Powerful, progressive and purposeful I actively listen to staff instruction. I am responsible for my own learning and I reflect on feedback. |
| Context challenges | The college leadership reported that the academic targets based on NAPLAN results and VCE performance were a positive during the duration of the SSP despite the challenges faced through lock downs. The well being data and targets remain a key area of focus in this new SSP and leadership believe a barrier to achieving these targets was the impact of COVID-19 from 2020 to 2022 demonstrated in the following: • the inability to recruit staff with specific strengths for the literacy and numeracy programs causing out of method teachers being assigned to some classes • the pressure on staff, leading to some burn out • less effective professional learning with the decrease in onsite programs • some students and/or parents were not in favour of students’ participation in MYLNs, particularly if this required removing favoured subjects from the student's timetable • decline in the attendance rates of some students • reduced motivation and increased mental/emotional health issues for some students • difficulty conducting/completing virtual assessments and authenticating work.  College leadership and staff reported in review fieldwork that a barrier to achieving the well-being targets was the disruption to schooling for teachers that occurred from 2020 to 2022. The shift to remote learning forced teachers to rapidly up-skill and deliver teaching and learning in new and different ways. This improved as time progressed, but the impact was significant and increased the level of anxiety for staff, students and families.  Students suffered from the periods of remote learning. This was more evident at junior school levels where students demonstrated behaviours that were clear indicators of disengagement. The school’s student management data and welfare referrals indicated a significant spike in both discipline and social/emotional issues. Welfare referrals were predominantly for students suffering depression, anxiety and a lack of resilience. There were high student and staff absence rates reported, with high levels of student school refusal. A key challenge will be to improve student engagement by ensuring greater differentiation and student voice in each classroom. A proactive approach to attendance will be introduced. College leadership also reported that the start of the 2022 was disrupted as many staff were absent with illness which de-stabilised the learning environment from the outset. This issue was exacerbated by a large number of new and graduate staff who were unfamiliar with face-to-face teaching and the particular programs aimed at improving student engagement that included the RIL approach based around the SWPBS and Respectful Relationships. Student cohorts had also missed participating in camps, sports and social activities. These issues coupled with the facilities upgrade, created a lack of physical space to run whole school activities, especially in a COVID-19 safe manner. There were also limited opportunities for students to participate in assemblies and large-group events. A key challenge will be to re-introduce very basic expectations and the school RIL matrix with very clear processes and behaviours expected by students and staff to help provide certainly, routine and clarity. |
| Intent, rationale and focus | The school's intent is: 1. To maximise the learning growth of every student. 2. Empower students to actively take responsibility and ownership of their learning and well-being.  These two areas are vital as they strongly align the school's aims with DET's FISO 2.0 and place students' learning and well-being as the CORE of our work. The capacity to improve both the learning and well-being of all students allows us to meet our school vision of helping learners build new skills, knowledge and understandings now and into the future. Building lifelong resilient, tolerant and cooperative learners. The following KIS will be prioritised during the life of the SP. 1. Build teacher capability to plan, facilitate and evaluate differentiated, inclusive, student-centred learning. 2. Develop and implement agreed processes for feedback, coaching and observations that challenge staff to regularly reflect and improve on their practice. 3. Strengthen teacher capacity to embed high quality pedagogy in literacy and numeracy across the school. 4. Develop and implement common language, understanding and practices for student voice and agency. 5. Strengthen pedagogical practice to activate learner agency to collectively improve student outcomes. 6. Enhance student capability to positively influence and monitor their learning and well-being experience at school.  The capacity to differentiate effectively and cater for Tier 1, 2, and 3 students is a major focus for the Western Melbourne Region. Our school goals align with the introduction of Disability Inclusion (DI). We have been successful in securing the support of a DI Education Improvement Leader (EIL) who will commence this exciting work with us in 2023. We believe this opportunity will help build staff capacity to better understand and deliver an inclusive classroom to our children. Effectively delivering such change in pedagogy will see benefits in maximising the growth of every student and improving engagement through greater student voice and agency. Ultimately, we want to see students having greater influence and ownership of their learning and see themselves as partners in learning and well-being during this SSP. |

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| Goal 1 | To maximise the learning growth of every student. |
| Target 1.1 | NAPLAN Benchmark growth  By 2026, increase the percentage of Year 9 students assessed as achieving above benchmark growth in NAPLAN:   * Reading from 21% (2021) to 24% * Writing from 24% (2021) to 25% * Numeracy from 17% (2021) to 19%. |
| Target 1.2 | VCE  By 2026 increase the:   * percentage of English Study scores of 37+ from 11% in 2021 to 12% * VCE subjects above adjusted scores to exceed 75%. |
| Target 1.3 | School Staff Survey  By 2026 increase the percentages of positive staff responses to the following factors:  Teaching and Learning Evaluation module   * Use student feedback to improve practice from 61% (2022) to 65%.   Teaching and Learning Practice improvement module   * Professional learning through peer observation from 49% (2022) to 50%.   Teaching and Learning Practice planning module   * Plan differentiated learning activities from 65% (2022) to 66%. |
| Key Improvement Strategy 1.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs | Build teacher capability to plan, facilitate and evaluate differentiated, inclusive, student-centred learning. |
| Key Improvement Strategy 1.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs | Develop and implement agreed processes for feedback, coaching and observations that challenge staff to regularly reflect and improve on their practice. |
| Key Improvement Strategy 1.c Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs | Strengthen teacher capacity to embed high quality pedagogy in literacy and numeracy across the school. |
| Goal 2 | Empower students to actively take responsibility and ownership of their learning and wellbeing. |
| Target 2.1 | Attitudes to Schooling Survey (AtoSS)  By 2026 increase the percentages of positive student responses to the following factors:   * Student voice and agency from 33% (2022) to 40% * Teacher concern from 29% (2022) to 34% * Sense of confidence from 53% (2022) to 60% * Sense of connectedness from 44% (2022) to 50% * Perseverance from 56% (2022) to 60%. |
| Target 2.2 | SSS  By 2026 increase the percentages of positive staff responses to the following factor:  Teaching and Learning Implementation module   * Promote student ownership of learning goals from 65% (2022) to 67%. |
| Target 2.3 | Parent, Caregiver Guardian Opinion Survey (PCGOS)  By 2026 increase the percentages of positive parent responses to the following factors:   * Con?dence and resiliency skills from 80% (2021) to 81% * Student agency and voice from 79% (2021) to 81%. |
| Target 2.4 | PIVOT Survey  By 2026 increase the mean student score in the Student voice, agency and leadership section in the following factors   * This teacher cares about students' point of view from 3.9 (2022) to 4.1 * This teacher encourages me to share my ideas or opinions about what we are learning in the class from 3.8 (in 2022) to 4.0.   By 2026 increase the mean student score in the Additional Question section in the following factor:   * This teacher acts on our feedback from 3.8 (2022) - 4.0. |
| Key Improvement Strategy 2.a Activation of student voice and agency, including in leadership and learning, to strengthen students’ participation and engagement in school | Develop and implement common language, understanding and practices for student voice and agency. |
| Key Improvement Strategy 2.b Activation of student voice and agency, including in leadership and learning, to strengthen students’ participation and engagement in school | Strengthen pedagogical practice to activate learner agency to collectively improve student outcomes. |
| Key Improvement Strategy 2.c Activation of student voice and agency, including in leadership and learning, to strengthen students’ participation and engagement in school | Enhance student capability to positively influence and monitor their learning and wellbeing experience at school. |