School Strategic Plan 2018-2022

Rosehill Secondary College (7275)

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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 people and property. INITIATIVE: Accepting challenges, developing leadership I accept challenges and develop leadership skills. I am a positive role model. LEARNING: Powerful, progressive and purposeful I actively listen to staff instruction. I am responsible for my own learning.
Context challenges	There were three key challenges from the review: 1. The school implemented a Professional Learning Communities (PLC) structure to develop improved teacher collaboration and enhanced analysis and use of student assessment data to inform teaching and learning. The review fieldwork identified that most PLCs were not using the allocated meeting times effectively for the intended purpose and were continuing to focus on curriculum development. This is a barrier to improved data literacy and improved teacher practice. KLA meetings were also focused for much of the SSP period on development of curriculum due to changes introduced to the curriculum. This did not allow sufficient time for teachers to discuss problems of practice and improvement in school assessment practices. The lack of KLA focus on differentiation in student learning impacts the relative learning growth of some students in reading and writing. 2. Student engagement strategies implemented had not led to improved motivation and engagement in students, but had resulted in improved classroom learning environments and improved student perceptions of student safety. Classroom observations, student and teacher focus groups and panel discussions indicated that student agency in learning was not activated in most classrooms. The impact of teacher directed learning and minimal input from students was reflected in the low percentage of positive responses to the

| | Attitudes to School (ATOS) Survey, particularly in the Effective teacher practice for cognitive engagement and Learner characteristics and dispositions domains. Limited opportunities for student voice and agency in learning is a barrier to developing highly engaged and motivated learners.

3. The school's strategies for improving VCE student outcomes had not led to improved VCE student outcomes in all subjects. The school provided time for teachers to moderate and cross-mark assessment tasks; accessed an extensive range of VCAA reports and shared them with VCE teachers; and structured times for teachers to collaborate on analysing the reports. The review fieldwork identified that some subjects achieved positive results when measuring predicted scores against achieved scores, while significant misalignment was evident in other subject areas. The school's improvement strategies are not effectively and consistently implemented and the strategies used do not result in changed practice and improved VCE scores in all subject areas. |
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| **Intent, rationale and focus** | The school's aims are to:
1. Improve high learning gain in reading and writing, increase the percentage of students achieving in the top two bands of NAPLAN reading and writing and lower the percentage in the bottom two bands, and have a stronger alignment of VCE predicted and actual scores.
2. Improve student engagement in learning as measured by Effective Teaching Practice, Learner Characteristics and Student Agency and Voice.
3. Build a collaborative Team culture through PLC's and develop a distributed instructional Leadership Structure to further improve teacher practice.

These three areas are important as they strongly align the school's aims with DET's goals for improving student outcomes across the state and the literacy levels of all children in Victoria. The KIS in the AIP will be supported by the following actions:
1. Rebuilding the College Leadership Team and appoint a new head of Teaching and Learning with a stronger knowledge base around PLC's.
2. More strongly define the processes that PLC's will operate under including set agendas and greater use of data.
3. Provide training for PLC leaders and the College Leadership Team on the functioning of successful PLCs which in turn will lead to a more distributed leadership model across the school.
4. Using data, PLC's will be identifying students, their levels and their growth and preparing for differentiation in the classroom.
5. PLC's will also have a focus on FISO and the greater implementation of the School's Instructional Model and the use of High Impact Teaching Strategies
6. There is a need to develop and implement an agreed approach to literacy, including the introduction of the DET Year 10 literacy strategy. The key will be finding literacy specialists to lead this.
7. VCE data will focus more on aligning predicted scores and actual scores rather than median study scores. This will involve a focus away from students selecting a non-scored VCE as a pathway.

At this stage the College has appointed a new Head of Teaching and Learning with strong PLC knowledge and implementation |

	experience. The Leadership structure to take us into the next SSP is almost complete except for the Literacy Specialist position.

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Goal 1	To improve the learning growth of every student in literacy and numeracy.
Target 1.1	By 2022 the percentage of Year 9 students achieving in the top two bands in NAPLAN reading, writing and numeracy will increase from the 2018 percentages to the targets identified below: • Reading from 18% to 22% or greater • Writing from 8% to 15% or greater • Numeracy from 28% to 30% or greater
Target 1.2	By 2022 the percentage of Year 9 students achieving in the bottom two bands in NAPLAN reading, writing and numeracy will decrease from the 2018 percentages to the targets identified below: • Reading from 16% to 14% or less • Writing from 39% to 25% or less • Numeracy from 11% to 9% or less
Target 1.3	By 2022 the percentage of students achieving medium and high relative learning growth from Year 7 to Year 9 on NAPLAN reading, writing and numeracy to increase from 2018 percentages to the targets identified below: • Reading from 77% to 80% or greater • Writing from 70% to 75% or greater • Numeracy from 78% to 81% or greater

Target 1.4	By 2022 achieved scores to be at or above the VCAA predicted scores in each VCE subject.
Key Improvement Strategy 1.a Building practice excellence	Build the capability of every teacher to implement a whole school approach to instructional practice within an agreed framework (BPE)
Key Improvement Strategy 1.b Curriculum planning and assessment	Build teacher capability to utilise data and a range of assessment strategies to differentiate teaching, in order to challenge and ensure progress for every student (CP&A)
Key Improvement Strategy 1.c Building practice excellence	Develop and implement an agreed approach to the effective teaching of literacy (BPE)
Goal 2	To improve student engagement, motivation and connectedness.
Target 2.1	By 2022 improve the percentage of positive responses for the Student Attitudes to School (ATOS) survey factor student voice and agency from 40% to 55% or greater.
Target 2.2	By 2022 improve the percentage of positive responses in each of the factors in the ATOS survey Effective teaching practice for cognitive engagement to 60% or greater and Learner characteristics and disposition domains to 68% or greater.
Key Improvement Strategy 2.a Empowering students and building school pride	Empower students in their learning through improved student agency (ES&BSP)
Key Improvement Strategy 2.b Empowering students and building school pride	Enhance student engagement in their learning within a differentiated curriculum to stimulate and challenge all students (ES&BSP)

Key Improvement Strategy 2.c Setting expectations and promoting inclusion	Embed high expectations and aspirations of students, staff and families (SE&PI)
Goal 3	Improve learning outcomes for students across the curriculum through a focus on distributed leadership.
Target 3.1	By 2022 improve the School Staff Survey (SSS) School Climate module percentage of positive responses for: • Academic emphasis from 39% to 60% or greater • Collective efficacy from 48% to 60% or greater • Collective focus on student learning from 63% to 70% or greater • Collective responsibility from 74% to 78% or greater • Teacher collaboration from 39% to 60% or greater
Target 3.2	By 2022 improve the SSS School Leadership module percentage of positive responses for: • Leading change from 60% to 64% or greater • Cultural leadership from 60% to 64% or greater • Instructional leadership from 48% to 60% or greater
Target 3.3	By 2022 improve the Professional Learning module percentage of positive responses for: • School level support from 53% to 60% or greater • Renewal of knowledge and skills from 53% to 62% or greater • Applicability of professional learning from 52% to 60% or greater • Collective participation from 48% to 60% or greater • Active participation from 46% to 60% or greater • Coherence from 61% to 65% or greater

	• Feedback from 39% to 60% or greater
Target 3.4	By 2022 improve the percentage of positive responses for the ATOS Teacher-Student domain factors for: • High expectations from 66% to 70% or greater • Effort from 63% to 70% or greater • Teacher concern from 37% to 60% or greater
Key Improvement Strategy 3.a Building leadership teams	Create a leadership framework to support a distributed leadership model (BLT)
Key Improvement Strategy 3.b Building leadership teams	Build team leaders' capability to lead and implement change (BLT)