

# School Strategic Plan 2018-2022

Parkdale Secondary College (8225)



Submitted for review by David Russell (School Principal) on 21 November, 2018 at 10:14 AM  
Endorsed by Jennifer McCrabb (Senior Education Improvement Leader) on 26 November, 2018 at 12:34 PM  
Endorsed by Steve Galjar (School Council President) on 12 December, 2018 at 03:04 PM

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<b>School vision</b>	The review and resetting of the school vision is a KIS of Goal 1. We have started on this process
<b>School values</b>	The review and resetting of the school values is a KIS of Goal 1. We have started on this process
<b>Context challenges</b>	<p>The panel noted that, in the PRSE, the College stated that whilst there had been work related to curriculum development, delivery and assessment, there had been a decline in teacher collaboration and that this was attributed to the reduction in meeting time for learning areas as a whole. The panel found that this reduction in learning area meeting time contributed to reduced collaboration between staff, particularly learning area based discussions.</p> <p>The panel noted that teaching practice in the classroom was not consistent. It was noted that the use of the instructional model and high expectations were inconsistently applied whilst, in some subject areas, the curriculum program for students varied from class to class. Students informed panel members that inconsistency of practice affected their learning and the panel concluded that this inconsistency of practice was a key challenge to the learning confidence of students.</p> <p>Leadership - Stability, Role Clarity, Vision and Values</p> <p>During the last SSP, the College had three principals and two acting principals. During that time, the College enrolment increased by 300 students in total. Staff members indicated to panel members that there had been changes to structures and processes each time a new principal was appointed. Staff members believed that, over the period of the last SSP, there had been many changes and that they had occurred quickly and had resulted in a lack of consistency in terms of implementation of the changes. This, it was stated, had resulted in a lack of consistency of practice across the College. The panel members also heard that there had been a lack of accountability, and that this had added to the lack of consistency. It was noted that staff members did not regard changes as being non-negotiable. Staff members also informed panel members that the culture of the College had been affected by change. Further, it was suggested that the College lacked clear direction and many staff members were unclear as to where the College was heading in the future. Parents also stated to panel members that they thought that leadership changes were unsettling and that they were not aware of the College's vision and future directions regarding policy and processes. Students informed panel members that most students were not aware of the vision and could not say what it was. The same comment was made about the values although the 5 Ps (Punctuality, Preparation, Purpose, Participation and Probity) were well known as they were displayed prominently around the College.</p> <p>Role clarity was also mentioned to panel members as an area that required improvement. It was stated that there were leadership positions that were unclear, and that staff were not aware of the roles of some of the college's leaders. This, the panel noted, led to confusion and lack of trust. Over recent times, it was stated, there had been more clarity of roles but further work was needed.</p>

#### Consistency of Practice

The College has introduced an instructional model and had done a great deal of work related to the development of rubrics. However, the implementation of these initiatives had been inconsistent. The instructional model, based on curiosity and powerful learning, included having learning intentions written on the whiteboard at the start of each lesson along with success criteria, and a focus during the lesson on challenging tasks and differentiation of learning tasks. Classroom visits during the review showed panel members that learning intentions were observed in approximately 50 per cent of classes, and differentiation was observed in approximately 25 per cent of classes.

Staff and students informed panel members in focus groups that many staff members were not using the instructional model or were writing learning intentions on the board but had not referred to them during the lesson. Students stated that the use of the model varied from teacher to teacher and that, when it was first introduced, it was used widely but it had disappeared from many classes over recent times.

Similarly, with rubrics, staff informed panel members that rubrics were used inconsistently and that many staff members “did their own thing” when it came to reporting and feedback. It was noted that reporting was not consistent with some results being recorded as letter grades, others as numbers and some as percentages. Staff members stated that different faculties reported differently and that there was a need for consistency.

#### Professional Learning and Learning Area Meetings

Professional learning was considered to be important at the college but that it was not consistent. Although professional learning was regular it was said that it did not focus enough on improving teaching skills of staff, and that there were not enough high level discussions about classroom teaching practice. Similarly, it was noted that staff induction processes were variable and depended on when the staff member was appointed to the College.

Learning area meetings were, in some areas, not effective and in some cases they focused mainly on administration. These meetings occurred less often than was necessary, and there is a need for learning area meetings to be focused on classroom teaching practice and curriculum development.

#### Teamwork

Creating an environment and opportunity for staff to work together and for staff to have trust in their colleagues.

#### High Expectations

In focus groups, staff members informed the panel that expectations at the College were inconsistent and that, in many classes, expectations were too low. Many students, in focus groups, informed panel members that they wanted expectations of them to be higher, and parents commented that their students were not challenged sufficiently and that there was little challenge for the higher achieving students.

#### Student Voice and Agency

Student voice was considered important at the College. However, in general, student voice only included those students in

	<p>leadership positions and the Student Representative Council (SRC). Students were positive about the work of the SRC and the activities and fund-raising events that they had arranged. Student voice and agency is therefore an opportunity for future development as it was teacher dependent on whether students were involved in setting their own learning goals and were able to provide feedback on their learning. Students informed panel members that, in some classes, they were able to do this but this was not common and it depended on the teacher.</p>
<p><b>Intent, rationale and focus</b></p>	<p>Creating a clear vision for the future direction of the college. What we aspire to be. This will be underpinned with agreed values to which all school community members will be expected to uphold in all decision making and behaviours. This is important as it will set out clear expectations and set the platform for our work over the next four years. We also need to clearly define roles and responsibilities for all staff so everyone has clarity.</p> <p>Our priorities will therefore be:</p> <ul style="list-style-type: none"> <li>• Developing a new college vision and values</li> <li>• Improving student outcomes in all subjects at all year levels</li> <li>• Building the capacity of teachers in the classroom</li> <li>• Building the leadership capacity of all leaders at the College</li> <li>• Student voice and agency</li> <li>• High expectations of students</li> <li>• Consistency of teacher practice in the classroom</li> <li>• A college-wide approach to wellbeing</li> </ul>

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<b>Goal 1</b>	To improve student achievement in all learning areas at all year levels.
<b>Target 1.1</b>	The percentage of students in the top two bands in NAPLAN to be, at least, 30 per cent in Reading, 20 per cent in Writing and 32 per cent in Numeracy by 2022.
<b>Target 1.2</b>	The percentage of medium and high growth in NAPLAN to be, at least, 78% in Reading, 78% in Writing and 80% in Numeracy by 2022.
<b>Target 1.3</b>	The mean VCE All Studies Score to be at least 30.5 by 2022.
<b>Key Improvement Strategy 1.a</b> Vision, values and culture	To develop and communicate the vision and values for the college (VVC).
<b>Key Improvement Strategy 1.b</b> Building practice excellence	To build the capacity of teachers to improve the quality of teaching and learning in the classroom (BPE).
<b>Goal 2</b>	To improve student engagement in learning.
<b>Target 2.1</b>	By 2022, the AToSS results are: <ul style="list-style-type: none"> <li>• Differentiated Learning Challenge to have at least 60 per cent positive response</li> <li>• High Expectations for Success to have at least 75 per cent positive response</li> </ul>

	<ul style="list-style-type: none"> <li>• Stimulated Learning to have at least 55 per cent positive response</li> <li>• Student Voice and Agency to have at least 50 per cent positive response</li> </ul>
<b>Target 2.2</b>	By 2022, the SOS to have at least 48 per cent positive response for Instructional Leadership.
<b>Key Improvement Strategy 2.a</b> Empowering students and building school pride	To implement a student voice and agency strategy across the College (ESBSP).
<b>Key Improvement Strategy 2.b</b> Vision, values and culture	To develop a culture of high expectations and consistency of practice across the College (VVC).
<b>Goal 3</b>	To improve student wellbeing.
<b>Target 3.1</b>	By 2022, the AToSS results are: <ul style="list-style-type: none"> <li>• Advocate at School to have at least 70 per cent positive response;</li> <li>• Motivation and Interest to have at least 65 per cent positive response;</li> <li>• Sense of Confidence to have at least 68 per cent positive response.</li> </ul>
<b>Target 3.2</b>	By 2022, the SOS results are: <ul style="list-style-type: none"> <li>• Collective Responsibility to have at least 65 per cent positive response;</li> <li>• Teacher Collaboration to have at least 48 per cent positive response.</li> </ul>

<b>Key Improvement Strategy 3.a</b> Health and wellbeing	To develop a college-wide approach to wellbeing (HW).
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