

School Strategic Plan 2024-2028

Prahran High School (8231)

**PRAHRAN
HIGH
SCHOOL**

MAKE AN IMPACT



Submitted for review by Nathan Chisholm (School Principal) on 17 October, 2024 at 03:51 PM
Endorsed by Kevin Murphy (Senior Education Improvement Leader) on 28 October, 2024 at 10:32 AM
Awaiting endorsement by School Council President

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School vision	<p>Prahran High School is a purpose-built, co-educational, vertical campus in one of Melbourne’s most creative and eclectic inner-city urban villages. Our school is committed to working in harmony with our local community. We are a proud, diverse inner-city school and our students reflect the socio-economic and cultural diversity of this community. We see the diversity of our community as one of our great strengths and opportunities.</p> <p>We are grateful to be part of this extraordinary community and are grateful for the ongoing support of our families. Families, rightly, have very high expectations of our school. They are invested in the development and success of our school and are committed to working with us.</p> <p>This is Our Vision / Core Purpose: The purpose of Prahran High School is for all students to learn and to develop the intellectual rigour and character required to make a positive impact in their world.</p> <p>That is Furthered by Our Mission: Our mission is to foster curiosity, creativity and empathy in the students in our care to develop young leaders of character and purpose who can confidently embrace life’s challenges and make a positive impact in their world.</p>
School values	<p>At all levels of our learning organisation, the concept of prioritising, valuing and measuring ‘impact’ helps shape and guide our work, and it became our school motto: Prahran High School: Make an Impact! Couched within this big idea of ‘impact’ is a core set of values that underpins all that we do together at our school. The school values that we developed are simple, but with scope for depth and complexity limited only by our imaginations.</p> <p>Creativity - The ability to think creatively and critically will be a defining trait of tomorrow’s successful young adults. We encourage creative, independent and original thinking in all aspects of our school curriculum, fostering an environment of active collaboration and exploration.</p> <p>Curiosity - Curiosity is the doorway to exploration, understanding and the acquisition of knowledge and wisdom. We encourage our students to be lifetime learners and are inspired by what Albert Einstein said: “I have no special talent. I am only passionately curious.”</p> <p>Challenge - Today’s students will learn to live, grow and work in the most challenging of times characterised by</p>

	<p>complexity, uncertainty and constant change. We will strive to strengthen resilience, resolve and intellectual rigor in our students so they will be up to the challenge.</p> <p>Character - Character traits including empathy, compassion and self-awareness are essential to living a meaningful and purposeful life. At Prahran High School, we emphasise the development of sound and strong character alongside the achievement of academic excellence</p>
Context challenges	<p>After the School Review, our current, unique school challenges can be summarised as follows:</p> <ul style="list-style-type: none"> • We have identified a need to review and refine our assessment and curriculum design practices to ensure all students are learning and growing at their very best – we will have a specific focus on challenging our high ability students. • The size of our school building is an ongoing issue for the smooth running of our school – expansion is necessary. • We have an increasing number of students for whom English is an Additional Language and there is a need to develop better processes, strategies and practices to support them.
Intent, rationale and focus	<p>Our SSP intention is to drive improvement in student learning, wellbeing and community connections. Our overarching goal is to continue to progress as an innovative, future-focused learning environment which is evolving and improving all the time.</p> <p>Improving student learning outcomes is the core business of education and hence a need for this goal. The school and its leadership is also deeply committed to growth for all students.</p> <p>The review identified many strengths in teaching and learning at the school but also found areas for improvement. As the school is only in its' sixth year of operation, there is also a need to review and refine and embed programs and practices developed during this initial period. The review identified there is further work required to ensure appropriate challenge/extension opportunities are built into unit plans and the learning tracker.</p> <p>Wellbeing is essential for good learning and the school regards learning and wellbeing as being equally important. As for goal 1 the review found there are strong wellbeing practices and programs in place but there is a need to strengthen and embed practices introduced during the previous SSP period. This includes building on the work of the student wellbeing and engagement team and the sub-schools.</p>

As we begin our work toward achievement of the goals and targets of the SSP, we will prioritise:

- The implementation of our PHS instructional model
- Our literacy and numeracy improvement strategies
- The review and refinement of our curriculum and assessment design practices
- The strengthening and improvement of school attendance, connection and pride

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Goal 1	Improve learning for all students
Target 1.1	By 2028, increase the percentage* of Year 9 students above Benchmark NAPLAN growth in: <ul style="list-style-type: none">• Reading from XX% (2024) to YY%• Writing from XX% (2024) to YY%• Numeracy from XX% (2024) to YY% *Target to be determined when data becomes available
Target 1.2	By 2028, increase the percentage of Year 9 students in the exceeding proficiency level of NAPLAN in: <ul style="list-style-type: none">• Numeracy from 9% (2024) to 14%• Writing from 17% (2024) to 22%• Reading from 20% (2024) to 25%
Target 1.3	By 2028, maintain a VCE median study score of 30
Target 1.4	By 2028, increase the percentage* of students at or above level against the Victorian Curriculum in literacy and numeracy according to teacher judgement (Time Series) in: <ul style="list-style-type: none">• Literacy - Reading from XX% (2025) to YY%• Writing from XX% (2025) to YY%• Maths from XX% (2025) to YY% *Target to be determined when data becomes available

Target 1.5	By 2028, increase the percentage positive response on the AtoSS factors: <ul style="list-style-type: none"> • Differentiated learning challenge from 58% (2024) to 63% • Stimulated learning from 52% (2024) to 57%
Target 1.6	By 2028, increase the percentage positive response on the SSS factors: <ul style="list-style-type: none"> • Academic emphasis from 33% (2024) to 45% • Collective efficacy 51% (2024) to 60% • Collective participation 50% (2024) to 65%
Key Improvement Strategy 1.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Embed the school's instructional model across all areas of the curriculum.
Key Improvement Strategy 1.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Embed a whole-school, evidence-based approach to literacy and numeracy improvement.
Key Improvement Strategy 1.b Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	

<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>Refine and embed assessment practices and curriculum design, planning and documentation.</p>
<p>Key Improvement Strategy 1.c Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities</p>	
<p>Goal 2</p>	<p>Enhance student wellbeing and connectedness.</p>
<p>Target 2.1</p>	<p>By 2028, increase the percentage of positive response scores on the AtoSS factors:</p> <ul style="list-style-type: none"> • Sense of connectedness from 50% (2024) to 55% • Respect for diversity from 43% (2024) to 48%
<p>Target 2.2</p>	<p>By 2028, decrease the percentage* of students in Years 7-12 with 20 or more days absent from x days (2024) to y days. *Target to be determined when data becomes available</p>
<p>Target 2.3</p>	<p>By 2028, maintain the positive endorsement of the following Parent Opinion Survey factors:</p> <ul style="list-style-type: none"> • Student connectedness at 86% (2024) • Student motivation and support at 69% (2024) • Respect for diversity at 91% (2024)

<p>Key Improvement Strategy 2.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	<p>Enhance student connectedness through improvement of wellbeing and engagement strategies.</p>
<p>Key Improvement Strategy 2.a Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</p>	
<p>Key Improvement Strategy 2.b Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	<p>Empower students to lead and demonstrate voice and agency</p>
<p>Key Improvement Strategy 2.b Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</p>	
<p>Key Improvement Strategy 2.c Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</p>	<p>Strengthen community connections</p>