

# School Strategic Plan 2025-2029

Fairhills High School (7823)



Submitted for review by Ian Van Schie (School Principal) on 11 November, 2025 at 08:20 PM  
Endorsed by John Roberts (Senior Education Improvement Leader) on 26 November, 2025 at 09:45 PM  
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# School Strategic Plan - 2025-2029

Fairhills High School (7823)

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| <b>School vision</b>               | Empowering our community to be curious, creative and positive learners.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>School values</b>               | Act Responsibly<br>Build Relationships<br>Show Respect                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Context challenges</b>          | <p>Fairhills High School is a medium-sized secondary school with 411 students. The school has shown strong improvement in NAPLAN, VCE and student wellbeing over the current SSP cycle. The LEARN instructional model, updated curriculum documentation and a strong wellbeing team support a positive and increasingly consistent learning culture. The school caters for diverse cohorts including high-ability, equity-funded, Koorie and EAL students, with a broad range of wellbeing and co-curricular programs.</p> <p>Key Challenges include:<br/>Ensuring consistent implementation of the instructional model, differentiation and curriculum documentation.<br/>Addressing high rates of absence, particularly in Years 9–10.<br/>Strengthening learner agency, challenge and engagement across all classrooms.<br/>Improving assessment accuracy, data literacy and consistency in teacher judgements.<br/>Embedding a safe and orderly learning environment school-wide.<br/>Managing workforce pressures impacting continuity of learning.</p> |
| <b>Intent, rationale and focus</b> | <p>Fairhills High School aims to deliver a consistently high-quality learning experience in every classroom, lift student achievement and growth across all cohorts, strengthen learner agency and engagement, and improve attendance, wellbeing and re-engagement. The school intends to ensure that all students, regardless of background are curious, creative and confident learners who experience success and challenge.</p> <p>The School Review identified variability in teaching practice, assessment accuracy, differentiation and student challenge, along with persistently high absence rates. These factors limit student growth, particularly for equity-funded, Koorie, EAL and high-ability learners. Strengthening core instructional practice, engagement and attendance is essential for improving learning continuity, lifting outcomes and ensuring equity across the school.</p>                                                                                                                                                    |

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|  | <p>Priorities include:</p> <ul style="list-style-type: none"> <li>Embed consistent high-quality teaching and learning through the LEARN model.</li> <li>Strengthen assessment and data literacy to improve accuracy and targeted planning.</li> <li>Lift student engagement, learner agency and challenge.</li> <li>Improve attendance and re-engagement, especially in Years 9–10 and equity cohorts.</li> <li>Ensure a predictable, safe and orderly learning environment school-wide.</li> </ul> <p>Over the next four years, Fairhills High School will strengthen the consistency and quality of teaching, learning and assessment across the school, supported by clear curriculum structures and collaborative professional practice. In the first two years, the focus will be on building coherence in instructional approaches, enhancing assessment practices, and beginning targeted work to lift student engagement and attendance. As the plan progresses into Years 3 and 4, the school will deepen differentiation, challenge and learner agency, further embedding high-impact instructional practices across all learning areas. Throughout the cycle, Fairhills will continue to strengthen its wellbeing, engagement and behaviour systems to ensure a safe, inclusive and orderly learning environment. By the end of the period, the school aims to embed a culture of ongoing reflection and improvement aligned to its vision of empowering students to be curious, creative and confident learners.</p> |
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| <b>Goal 1</b>     | Maximise learning growth for all students                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Target 1.1</b> | <p>By 2029, maintain/increase the percentage of Year 9 students achieving the NAPLAN Strong or Exceeding proficiency levels for:</p> <ul style="list-style-type: none"><li>• Reading maintained at 65% (2025)</li><li>• Writing maintained at 71% (2025)</li><li>• Numeracy:<ul style="list-style-type: none"><li>○ Strong or Exceeding from 63% (2025) to 67%</li><li>○ Exceeding from 5% (2025) to 15%.</li></ul></li></ul>                                                                                                                                                                                            |
| <b>Target 1.2</b> | By 2029, increase the median all studies VCE score from 26 (2024) to 29.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Target 1.3</b> | <p>By 2029 decrease the percentage of Year 7 to Year 10 students achieving below the expected level, according to Teacher Judgements against the Victorian Curriculum, for:</p> <ul style="list-style-type: none"><li>• Reading from 43% (2024) to 30%</li><li>• Writing from 41% (2024) to 30%</li><li>• Mathematics from 42% (2024) to 30%.</li></ul> <p>By 2029 increase the percentage of Year 7 to Year 10 students achieving above the expected level, according to Teacher Judgements against the Victorian Curriculum, for:</p> <ul style="list-style-type: none"><li>• Reading from 11% (2024) to 15%</li></ul> |

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|                                                                                                                                                                                         | <ul style="list-style-type: none"> <li>• Writing from 11% (2024) to 15%</li> <li>• Mathematics from 9% (2024) to 15%.</li> </ul>                                                                                                                                                                                                                                                                              |
| <b>Target 1.4</b>                                                                                                                                                                       | <p>By 2029, increase the percentage positive response rate on the Attitudes to School Survey (AtoSS) for factors:</p> <ul style="list-style-type: none"> <li>• Differentiated learning challenge from 68% (2025) to 70%</li> <li>• Stimulated learning from 61% (2025) to 65%</li> <li>• Motivation and interest from 60% (2025) to 65%</li> <li>• Effective teaching time from 66% (2025) to 70%.</li> </ul> |
| <b>Target 1.5</b>                                                                                                                                                                       | <p>By 2029, increase the percentage of positive responses on the School Staff Survey (SSS) for factors:</p> <ul style="list-style-type: none"> <li>• Guaranteed and viable curriculum from 53% (2024) to 65%</li> <li>• Academic emphasis from 29% (2024) to 40%</li> <li>• Understand how to analyse data from 32% (2024) to 50%.</li> </ul>                                                                 |
| <b>Key Improvement Strategy 1.a</b><br>Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs | Develop and embed whole school collaborative processes related to the implementation of the Victorian Teaching and Learning Model 2.0.                                                                                                                                                                                                                                                                        |
| <b>Key Improvement Strategy 1.a</b><br>The strategic direction and deployment of resources to create and reflect shared goals and values; high                                          |                                                                                                                                                                                                                                                                                                                                                                                                               |

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| expectations; and a positive, safe and orderly learning environment                                                                                                                                       |                                                                                                                                                                                 |
| <b>Key Improvement Strategy 1.b</b><br>Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs                   | Strengthen staff capacity in the delivery of a guaranteed and viable curriculum in an engaging and meaningful way.                                                              |
| <b>Key Improvement Strategy 1.b</b><br>Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school                       |                                                                                                                                                                                 |
| <b>Key Improvement Strategy 1.c</b><br>Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs                   | Strengthen staff capacity to analyse and use data to inform differentiated learning and to provide effective assessment and feedback on student learning growth and attainment. |
| <b>Key Improvement Strategy 1.c</b><br>Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities |                                                                                                                                                                                 |
| <b>Key Improvement Strategy 1.d</b><br>Documented teaching and learning program based on the Victorian                                                                                                    | Activate learner agency to strengthen student participation and engagement in learning.                                                                                         |

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| Curriculum and senior secondary pathways, incorporating extra-curricula programs                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Key Improvement Strategy 1.d</b><br>Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school |                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Goal 2</b>                                                                                                                                                                       | Maximise student wellbeing and connectedness.                                                                                                                                                                                                                                                                                                                                                 |
| <b>Target 2.1</b>                                                                                                                                                                   | By 2029, decrease the average number of days absent per student per year, from 34 (2024) to 28.                                                                                                                                                                                                                                                                                               |
| <b>Target 2.2</b>                                                                                                                                                                   | By 2029, increase the percentage of positive responses to the Attitudes to School Survey (AtoSS) factors: <ul style="list-style-type: none"> <li>• Emotional awareness and regulation from 71% (2025) to 75%</li> <li>• Managing bullying from 63% (2025) to 67%</li> <li>• Sense of connectedness from 58% (2025) to 62%</li> <li>• Respect for diversity from 52% (2025) to 56%.</li> </ul> |
| <b>Target 2.3</b>                                                                                                                                                                   | By 2029, increase the percentage of positive responses to the Parent/Caregiver/Guardian Opinion Survey (PCGOS) factors: <ul style="list-style-type: none"> <li>• Confidence and resiliency skills from 73% (2024) to 77%</li> <li>• Respect for diversity from 72% (2024) to 76%</li> <li>• School connectedness from 70% (2024) to 74%.</li> </ul>                                           |

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| <b>Key Improvement Strategy 2.a</b><br>Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs                            | Develop and implement a comprehensive whole school wellbeing curriculum.                                                                       |
| <b>Key Improvement Strategy 2.a</b><br>Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion                                              |                                                                                                                                                |
| <b>Key Improvement Strategy 2.b</b><br>Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion                                              | Embed multi-tiered systems of support that enhance student wellbeing and inclusion and allow students to feel valued, supported and connected. |
| <b>Key Improvement Strategy 2.b</b><br>Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school                                |                                                                                                                                                |
| <b>Key Improvement Strategy 2.c</b><br>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 | Further embed a safe and orderly school culture that enables effective learning.                                                               |
| <b>Key Improvement Strategy 2.c</b>                                                                                                                                                                                |                                                                                                                                                |

Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion