



PRESTON HIGH SCHOOL

# Strategic Plan

2025 - 2035



# Acknowledgement of Country

Preston High School takes pride in acknowledging the Wurundjeri people as the Traditional Owners of the land where our school is located. The school community recognises the continuing connection to land, water and culture of the Wurundjeri people. We pay our respects to Elders past, present and emerging.

## CONTENTS

|   |    |
|---|----|
| Acknowledgement of Country                        | 2  |
| Executive Summary                                 | 4  |
| Why a 10-Year school Strategy                     | 5  |
| Our Values  | 6  |
| Our Community Beliefs                             | 7  |
| Strategic Plan Overview                           | 9  |
| FOCUS - 5-10 Years                                | 9  |
| STRATEGIC AREAS - 3-7 Years                       | 10 |
| Exceptional teams and teaching                    | 13 |
| Inspiring curriculum and developmental Assessment | 14 |
| Confident, engaged students                       | 15 |
| FIELDS OF ACTION - 1-3 Years                      | 16 |
| Exceptional teams and teaching                    | 17 |
| Inspiring curriculum and developmental Assessment | 18 |
| Confident, engaged students                       | 19 |
| ACTIONS - 2026                                    | 21 |

## Executive Summary

This 10-year strategy sets an ambition and articulates the work for our organization. It provides direction and sustenance through which our school's high-achieving culture will continue to thrive. It. To be successful over the long-term, this strategy is flexible enough to adjust to the dynamic environment of education, while holding true to a fundamental core.

Preston High School's 10-Year Strategic Plan articulates the purpose behind our actions as an organization and constructs a mechanism to support future decision making. This document functions as a roadmap; directing decision-making and resource allocation to ensure that we best serve our community and work towards the realisation of our core purpose, to empower the leaders of tomorrow.

Our community envisions Preston High School as a highly regarded academic institution with broad discipline-based programs engendering confidence in learners as well as specialist programs to enable young people to flourish in areas of passion or talent. We are unashamedly aspirational. We empower young people to be the leaders of tomorrow.

## Why a 10-Year School Strategy?

A comprehensive 10-year strategic plan provides our school with the stability and direction needed to thrive amid inevitable changes in government policy, departmental priorities, and leadership transitions.

This long-term framework creates organisational agility, enabling us to adapt to new circumstances and seize emerging opportunities while remaining anchored to our core strategic intent. By sharing this strategy with our school community, we clearly communicate our identity, values, and educational mission, fostering transparency and collective understanding of our purpose.

Rather than allowing constant change to disrupt our progress, a structured strategic approach helps us control and coordinate improvements, significantly enhancing our ability to achieve sustained, meaningful transformation that benefits every student in our care.



**Sean Butler** - Principal



# Our Values and Beliefs

Our work to achieve the ambition of Preston High School’s 10-Year Strategy is undertaken within the Victorian Public Sector and Department of Education Values. Our community beliefs reflect the shared values and aspirations that guide our school’s daily practice and unite us in developing well-rounded future leaders.



OUR SCHOOL’S CORE PURPOSE:

Empowering Tomorrow’s Leaders

OUR VALUES:

Excellence, Inclusion, Community.

OUR MOTTO:

Lead, Explore, Inspire.



# Strategic Plan Overview

To provide clarity for our community on the journey through our 10-Year Strategic Plan, we identify four elements that structure the work required of us.

|                  |   |
|------------------|---|
| FOCUS            | <b>5-10 YEARS</b><br>Maximising Learner Growth.   |
| STRATEGIC AREAS  | <b>3-7 YEARS</b><br>There will always be other work, but this is the most important work to maximise learner growth.                |
| FIELDS OF ACTION | <b>1-3 YEARS</b><br>These fields of action allow us to focus attention on substantial but achievable improvements and enhancements. |
| ACTIONS          | <b>1 YEAR</b><br>Our short-term moves to carry us forward with our strategic work.  |



## FOCUS

# 5-10 YEARS

The focus of our strategy to empower tomorrow's leaders is:

### **Maximising Learner Growth.**

Every young person starts their High School journey with a profile of skills they have mastered in Primary School and skills that they are in the process of honing or are ready to discover.

All young people – in-fact all people - have skills that they have learnt, internalized and excel at, and skills they need to develop. There is no child who is skillful at everything, but all children have immense capacity for growth.

At Preston High School, we aim to meet students where they are at and to extend their learning no matter what their starting point.

This means that the focus of our Strategy is to maximise the learning growth for each student.

## STRATEGIC AREAS

# 3-7 YEARS

The following Strategic Areas will assist our school staff and leaders to anchor and prioritise their work.

There will always be other work that has to be done, but this is the most important work. We will privilege time and devote resourcing over a 3 to 7-year period to channel effort in these strategic areas.

## Exceptional teams and teaching

Two key ideas underpin this Strategic Area and our efforts in this space over the next 3-7 years. First, that exceptional teaching underpins any efforts to maximise learner growth. Second, that teaching is a team sport.

Teaching is imperfectible. A teacher could teach the best lesson ever delivered in the history of the world, and still walk away with things to improve next time. That challenge is what makes teaching a rewarding career for people interested and active in the world around them and committed to making that world a better place.

The culture that a school builds around the work of teaching is critical, and our culture is dictated by what we do every day and the stories we tell about what we do and why we do it. In this context, our teams - and our commitment to deep collaboration - is vitally important.

Over the next 3-7 years, Preston High School will actively invest in systems, processes and structures that help teachers thrive through actions that:

- Develop and retain exceptional teachers
- Enrich collaborative practices.





# Inspiring curriculum and developmental assessment

When we focus on maximising learner growth it is critical that - at an individual student level - students, teachers and families understand the next steps for learning. We need to know, skill by skill, where the student is at and where to apply effort. This is supported by a developmental understanding of knowledge acquisition and skill building, and the importance of curriculum to support learning at the point-of-need for the student with explicit instruction.

Over the next 3-7 years, Preston High School will enhance our reputation as a leader in growth-focussed assessment and will deliver resources to deepen students' ownership of their learning journey through actions that:

- Enhance proactive learner agency using developmental rubrics.
- Embed support and stretch for students in content, processes and products of learning.
- Enhance our Curriculum Narrative as an empowering pathway through high school.



# Confident, engaged students.

If we want all students to excel and maximise their learning growth, then we must attend to the environment in which they learn. Students learning growth is supported in environments that boost connection, health and self-efficacy.

Over the next 3-7 years, Preston High School will invest in consolidating our work within the schools' positive relationships framework and will dedicate effort to empowering students through community engagement and clarity on goal setting and pathways through actions that:

- Promote our positive relationships framework.
- Establish and maintain purposeful partnerships in the community.
- Enhance our proactive pathways and goal setting approaches with students and their families.





# FIELDS OF ACTION 1-3 YEARS

The following Fields of Action nest within the schools three Strategic Areas and allow us to focus attention on substantial but achievable improvements and enhancements.

Each of the eight Fields of Action describe areas of effort over the next 1-3 years. Each of these draws on a well understood evidence base from educational research.

By concentrating our efforts we provide clarity for community members - particularly for school staff and school leaders - and we maximise our impact.



## Exceptional teams and teaching

### Developing and retaining exceptional teachers.

By the end of 2027, Preston High School will be the premier destination for teachers and educational support staff statewide, recognized for its cutting-edge approach to professional development. Just as we nurture our students, we will provide our staff with crystal-clear pathways to excellence, ensuring they have absolute role clarity and feel empowered to manage their time, resources, and capabilities to drive student growth. Our culture will support them in understanding what needs to happen, when it will happen, and how to assess their effectiveness. Our comprehensive induction, professional development, and leadership programs will be seamlessly integrated and anchored in evidence-driven strategies, complemented by a robust observation framework. Together, we'll create an environment where every educator thrives.

### Enriching collaborative practices.

By the end of 2027, our staff will possess the skills, structures, and culture necessary to collaborate dynamically when action is needed. This approach will make our school agile and responsive to the evolving needs of students, staff, and the community. Moving away from a one-size-fits-all model, our teams will be empowered to collaborate effectively, leveraging their expertise in the mechanics of high-performing teams and agile strategies. Staff will have access to efficient platforms equipped with essential input and impact data at their fingertips. Integration will be seamless across agendas, actions, and timelines, ensuring accountability and enabling everyone to follow through on commitments with the necessary resources and time. A strong foundation of trust, mutual respect, and high expectations will foster open conversations, allowing staff to confidently address challenges head-on. In this environment, unproductive talk will be the exception, not the norm, as we work together to drive meaningful change.

## Inspiring curriculum and developmental assessment

### Enhancing proactive learner agency utilising developmental rubrics.

By the end of 2027, students will take proactive charge of their learning, clearly understanding where they are and where they need to go next. They'll know exactly what to achieve, seeing their next steps and mastering the strategies required for growth. With support, they'll become increasingly independent, using improvement strategies with minimal teacher intervention. Families will play a key role in this process, reinforcing learning at home. To streamline understanding, our school will adopt a unified approach to strategies, tools, and processes related to developmental rubrics. This includes annotated rubrics, explicit literacy and numeracy instruction, and a stronger focus on growth habits and goal setting, all aimed at enhancing student agency.

### Embedding support and stretch for students in content, processes and products of learning.

By the end of 2027, staff will be experts in a Preston High School Pedagogical Model, seamlessly integrating it into their daily teaching. This expertise will arise from a deep understanding of responsive pedagogy and fluency in strategies tailored to their students' needs.

With a solid grasp of their learners, teachers will consistently apply effective strategies, leveraging our collaborative documented curriculum to meet students right at their point of need. This approach will uphold the rigor of our curriculum while allowing teachers to efficiently implement responsive strategies to support and stretch students in content, processes or products of learning, without reinventing lesson plans.

### Enhancing our curriculum narrative as an empowering pathway through high school.

By the end of 2027, our school community will have a shared, deep understanding of what students are learning and why it matters at this stage of their development. This will be reflected in a clear curriculum narrative for students, families, and teachers alike. Everyone will recognize how our school empowers students to become the leaders of tomorrow while embodying our values. Teachers will grasp the mechanics of an age-appropriate curriculum that supports adolescent growth, with inclusive processes for selecting texts and topics of study driven by student and community input. Ultimately, everyone will understand, "Why study this now?" Teachers will be fluent in strategies that meet students at their developmental point of need, paving a clear pathway through our curriculum that fosters responsibility and independence as students progress.

## Confident, engaged students.

### Promoting our positive relationships framework.

By the end of 2027, students, teachers, and families will be proficient and empowered in using Growth Habits and our Positive Relationship framework to drive both academic and personal success focused on dispositions for successful learning. This shared expertise will arise from a deep, collective understanding of these dispositions and a skillful application of related relationships strategies. The language and actions surrounding Growth Habits will seamlessly integrate into daily school life. Students will have a clear grasp of their current progress with these dispositions and the steps needed for growth. They'll understand what each habit entails, its role in their success, and how to apply these strategies effectively in their everyday lives.

### Establish and maintain purposeful partnerships in the community.

By the end of 2027, we will establish purposeful partnerships that create meaningful opportunities for the entire school community. This will be achieved through a clear and consistent communication strategy that connects students, teachers, families, and the broader community. We will foster strong relationships with local industries and community groups, providing students with pathways for real-world engagement. Students will actively seek work experience, supported by a network that empowers them to connect learning with career and community involvement.

### Enhancing our proactive pathways and goal setting approaches with students and their families.

By the end of 2027, students will have a clear vision of their goals and the pathways to achieve them. They'll know where they want to be, how to get there, and will proactively advocate for their own growth. Families will understand both the school's role in supporting their child and the steps they can take to reinforce that support at home. Every teacher will be equipped to guide students using a shared, aspirational language focused on growth pathways, creating a cohesive environment that empowers students to succeed.





# ACTIONS

# 2026

## Responsive Teaching Practice

Our staff are committed to strengthening responsive teaching practices that adapt to meet the diverse needs of every learner. This involves developing our ability to recognise individual student requirements and adjust our instructional approaches accordingly, ensuring that all students are appropriately challenged and supported in their learning journey.

## Curriculum Enhancement for Student Growth

We are enhancing our curriculum to provide comprehensive support and stretch opportunities for all students. This means designing learning experiences that not only meet students where they are but also challenge them to reach their full potential, regardless of their starting point or ability level.

## Consolidate Meaningful Student Connections

Creating genuine connections for and with students remains at the heart of our approach. We recognise that strong relationships between staff and students, as well as fostering connections among students themselves, form the foundation for effective learning and personal development.

*Note: These focus areas are reviewed and updated annually to ensure they remain relevant and responsive to our school community's evolving needs.*

