

School Strategic Plan 2022-2026

Upwey High School (8415)



Submitted for review by Thomas Daly (School Principal) on 28 October, 2022 at 12:37 PM

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Endorsed by Kel Verwey (School Council President) on 21 November, 2022 at 11:02 PM

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<p>School vision</p>	<p>Vision Statement:</p> <ul style="list-style-type: none"> • We aim to develop students who will be resilient and responsible, highly motivated, lifelong learners. • Through the establishment of positive relationships and high expectations, students will be encouraged to reach their full potential.
<p>School values</p>	<p>UHS Values: Aspiration – Respect - Kindness</p>
<p>Context challenges</p>	<p>General</p> <ul style="list-style-type: none"> - How to encourage aspiration when tertiary institutions are moving away from score based entry. Changing the language we use around what it is and what it can look like. How we are packaging what success looks like? Multi layered approach needed. - Missing links between use of feedback and how this is acted on. Developing a routine from entry about feedback. I get it and I have to act on it. Active vs passive learners. <p>Time constraints. Less content and more time.</p> <ul style="list-style-type: none"> - Focus shifting from aspiration to wellbeing. Away from process thinking development to creative thinking. <p>Resilience building.</p> <ul style="list-style-type: none"> - Focusing more on skill building. Use a feedback sheet attached to each ASA. Need a plan on how a student holds themselves accountable to act on the feedback. - The need for students to feel good and comfortable versus pushing themselves to do better. It's ok to feel uncomfortable. - Parent level of comfort about what they want for their child. <p>Cohort focus</p> <ul style="list-style-type: none"> - Is there room to look back at VCE, if scores are no longer as important, do we look at doing things differently? eg: Different approach to exam revision - The drop off in application for student leadership - re invigorating this, making others want to apply. Is this a problem with a lack of visibility, what students can't see they can't aspire to. - Are we catering enough for those who are aspirational? - More celebration around high achievers. Make them more visible. - Celebrating all areas of the school - production, music, art.

	<ul style="list-style-type: none"> - Pockets of celebration rather than threads joining them together. Domain celebrations as opposed to year level ones. eg Yr 7-12 Art Show. Have a calendar of events/festivals/displays. - Making Respectful Relationships more visible.
Intent, rationale and focus	<ul style="list-style-type: none"> - Culture of academic rigor - elevates the learning. Creates a reason and purpose for learning. Do less but better. Teach the skills. - Embedding Instructional Model: add use of feedback. Students more active. - Differentiated Teaching and Learning: data informed, point of learning and ability to provide targeted learning for all. - High quality instructional practice, consistency. Better learning. Transference of skills/information across domains. - Student Voice and Agency: engagement and a sense of buy in. Building a positive learning environment. - Whole school wellbeing and management processes- consistency. Wholistic approach. Students more able to learn if wellbeing is in place. Allows focus to be on teaching and learning. <p>Priorities in Year 1 - Wellbeing, culture of intellectual rigor.</p>

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Goal 1	To improve the learning outcomes of all students.
Target 1.1	By 2026, increase the percentage of Year 9 students assessed at or above benchmark growth in NAPLAN: <ul style="list-style-type: none">• Reading from 60% (2021) to 75%• Writing from 56% (2021) to 75%• Numeracy from 59% (2021) to 75%
Target 1.2	By 2026, increase the percentage of students in Years 7–10 working at or above level against the Victorian Curriculum in: <ul style="list-style-type: none">• Reading and viewing from 81% (2021) to 85%• Writing from 75% (2021) to 80%• Number and algebra from 40% (2021) to 70%
Target 1.3	<ul style="list-style-type: none">• By 2026, to increase the VCE mean all study score from 27.12 (2021) to 29• By 2026, to increase the VCE mean English study score from 27.53 (2021) to 29• By 2026, to increase the percentage of VCE study scores which are 37 or more from 4.7 % (2021) to 9%
Target 1.4	By 2026, increase the percentage of positive response scores on the SSS in the factors:

	<ul style="list-style-type: none"> • Academic emphasis 37% (2021) to 40% • Collective efficacy 56% (2021) to 60% • Teacher collaboration 44% (2021) to 48% • Understand how to use formative assessment 55% (2021) to 58% • Understand how to analyse data 39% (2021) to 45%
Key Improvement Strategy 1.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Build teacher capacity to use evidence and data to identify and respond to each student's point of learning need.
Key Improvement Strategy 1.b 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 culture of academic rigour and growth, effort and high expectations.
Key Improvement Strategy 1.c Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Develop the capabilities of professional learning teams to expertly use data and the FISO improvement cycle to improve student learning.
Goal 2	To improve student engagement in learning.
Target 2.1	By 2026, increase the percentage of positive response score on the AToSS in the factors: <ul style="list-style-type: none"> • Student voice and agency from 23 % (2021) to 40% • Sense of confidence from 48% (2021) to 55%

	<ul style="list-style-type: none"> • Self-regulation and goal setting from 45% (2021) to 57% • Differentiated learning challenge from 51% (2021) to 58% • School connectedness from 42% (2021) to 50%
Target 2.2	<p>By 2026, increase the per cent positive endorsement on the POS in the factors:</p> <ul style="list-style-type: none"> • Parent participation and involvement from 88% (2021) to 90% • Student cognitive engagement from 84 % (2021) to 85%
Target 2.3	<p>By 2026 the percentage of students with 20 or more days absence will decrease from 26% (2021) to 20%</p>
<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>Embed a whole-school strategy for students to develop and monitor their own learning goals and track their progress.</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>Embed opportunities for students' voice, choice and agency across curriculum areas and learning tasks.</p>
<p>Key Improvement Strategy 2.c Responsive, tiered and contextualised approaches and strong relationships to</p>	<p>Further develop and embed authentic learning partnerships between students, families and community stakeholders.</p>

support student learning, wellbeing and inclusion	
Goal 3	To strengthen the wellbeing of all students.
Target 3.1	By 2026 increase the percentage of positive endorsement in the student AToSS for the following factors: <ul style="list-style-type: none"> • Teacher concern from 24% (2021) to 40% • Perseverance from 48% (2021) to 55% • Respect for diversity from 36% (2021) to 45% • Emotional awareness and regulation from 60% (2021) to 65%
Target 3.2	By 2026, increase the percentage of positive endorsement in the student POS: <ul style="list-style-type: none"> • Parent and community engagement from 55% (2021) to 65% • Confidence and resiliency skills from 63% (2021) to 70% • Student motivation and support from 49% (2021) to 55%
Target 3.3	By 2026, increase the percentage of positive endorsement in the SSS: <ul style="list-style-type: none"> • Staff psychological health from 57% (2021) to 60% • Staff safety and wellbeing consultation and participation from 61% (2021) to 65%
Key Improvement Strategy 3.a Responsive, tiered and contextualised approaches and strong relationships to	Embed a whole-school community approach to strengthening positive mental health

<p>support student learning, wellbeing and inclusion</p>	
<p>Key Improvement Strategy 3.b Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</p>	<p>Further develop the school's culture of partnerships with families and community agencies to enhance student learning and wellbeing outcomes.</p>
<p>Key Improvement Strategy 3.c 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</p>	<p>Further support and build the capacity of staff to respond to the health and wellbeing needs of students.</p>