

# Annual Implementation Plan - 2025

## Select annual goals and KIS

Upwey High School (8415)



Submitted for review by Rachel Lynch (School Principal) on 18 February, 2025 at 04:56 PM  
Endorsed by John Roberts (Senior Education Improvement Leader) on 18 February, 2025 at 10:04 PM

## Select annual goals and KIS

Four-year strategic goals	Is this selected for focus this year?	Four-year strategic targets	12-month target
To improve the learning outcomes of all students.	Yes	By 2026, increase the percentage of Year 9 students assessed at or above benchmark growth in NAPLAN: <ul style="list-style-type: none"> <li>• Reading from 60% (2021) to 75%</li> <li>• Writing from 56% (2021) to 75%</li> <li>• Numeracy from 59% (2021) to 75%</li> </ul>	The 12-month target is an incremental step towards meeting the 4-year target, using the same data set.  In 2025, reduce the number of NAS students in each of reading and numeracy in Year 7 and 9 compared to the number of NAS students in 2024 In 2025 to increase the percentage of Year 9 students assessed as exceeding or strong in NAPLAN (Numeracy), compared with 2024 (50%) In 2025 to increase the percentage of Year 9 students assessed as exceeding or strong in NAPLAN (Reading), compared with 2024 (60%) In 2025 to increase the percentage of Year 9 students assessed as exceeding in NAPLAN (Writing), compared with 2024 (%) In 2025 to increase the percentage of Year 9 students assessed as exceeding or strong in NAPLAN (Writing), compared with 2024
		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"> <li>• Reading and viewing from 81% (2021) to 85%</li> <li>• Writing from 75% (2021) to 80%</li> <li>• Number and algebra from 40% (2021) to 70%</li> </ul>	In 2025 to increase the percentage of students in Year 7-10 working at, or above level as assessed against the Victorian curriculum in;English:o Readingo WritingMathematics:o

			<p>Numero Algebrao          Measuremento          Spaceo          Statisticso          Probability</p>
		<ul style="list-style-type: none"> <li>• By 2026, to increase the VCE mean all study score from 27.12 (2021) to 29</li> <li>• By 2026, to increase the VCE mean English study score from 27.53 (2021) to 29</li> <li>• By 2026, to increase the percentage of VCE study scores which are 37 or more from 4.7 % (2021) to 9%</li> </ul>	<p>By 2025 the English Mean Study Score will increase compared with 2024 (26) to 27          By 2025 the School Mean Study Score will increase compared with 2024 (27) to 28          By 2025 the percentage of VCE Study Scores 37+ will increase compared to 2024 (5.32%) to 6%</p>
		<p>By 2026, increase the percentage of positive response scores on the SSS in the factors:</p> <ul style="list-style-type: none"> <li>• Academic emphasis 37% (2021) to 40%</li> <li>• Collective efficacy 56% (2021) to 60%</li> <li>• Teacher collaboration 44% (2021) to 48%</li> <li>• Understand how to use formative assessment 55% (2021) to 58%</li> <li>• Understand how to analyse data 39% (2021) to 45%</li> </ul>	<p>Increase the positive response scores on the School Staff Survey, (compared with 2024 results), in the following factors- Academic Emphasis (23%)- Collective Efficacy (42%)- Teacher Collaboration (31%)- Use evidence to inform teaching practice (71%)- Understand how to analyse data (42%)</p>
To improve student engagement in learning.	Yes	<p>By 2026, increase the percentage of positive response score on the AToSS in the factors:</p> <ul style="list-style-type: none"> <li>• Student voice and agency from 23 % (2021) to 40%</li> <li>• Sense of confidence from 48% (2021) to 55%</li> <li>• Self-regulation and goal setting from 45% (2021) to 57%</li> <li>• Differentiated learning challenge from 51% (2021) to 58%</li> <li>• School connectedness from 42% (2021) to 50%</li> </ul>	<p>Increase the positive response results on the Attitudes to School Survey (compared with 2024), in the following factors- Student Voice &amp; Agency (27%)- Sense of Confidence (46%)- Self Regulation &amp; Goal setting (47%)- Differentiated Learning Challenge (48%)- School Connectedness (38%)</p>
		<p>By 2026, increase the per cent positive endorsement on the POS in the factors:</p>	<p>Increase the positive response scores on the Parent Opinion Survey</p>

		<ul style="list-style-type: none"> <li>• Parent participation and involvement from 88% (2021) to 90%</li> <li>• Student cognitive engagement from 84 % (2021) to 85%</li> </ul>	(compared with 2024), in the following factors- Parent participation & involvement (53%)- Student cognitive engagement (54%)- Teacher Collaboration (31%)
		By 2026 the percentage of students with 20 or more days absence will decrease from 26% (2021) to 20%	Decrease the percentage of students with 20 or more days absence, compared with 2024
To strengthen the wellbeing of all students.	Yes	By 2026 increase the percentage of positive endorsement in the student AToSS for the following factors: <ul style="list-style-type: none"> <li>• Teacher concern from 24% (2021) to 40%</li> <li>• Perseverance from 48% (2021) to 55%</li> <li>• Respect for diversity from 36% (2021) to 45%</li> <li>• Emotional awareness and regulation from 60% (2021) to 65%</li> </ul>	Increase the positive response scores on the Attitudes to School Survey (compared with 2024), in the following factors:- Teacher concern (26%)- Perseverance (49%)- Respect for diversity (31%)- Emotional awareness & regulation (60%)
		By 2026, increase the percentage of positive endorsement in the student POS: <ul style="list-style-type: none"> <li>• Parent and community engagement from 55% (2021) to 65%</li> <li>• Confidence and resiliency skills from 63% (2021) to 70%</li> <li>• Student motivation and support from 49% (2021) to 55%</li> </ul>	Increase the positive response scores on the Parent Opinion Survey (compared with 2024), in the following factors:- Parent participation & community engagement (54%)- Confidence & Resiliency skills (61%)- Student motivation & support (38%)
		By 2026, increase the percentage of positive endorsement in the SSS: <ul style="list-style-type: none"> <li>• Staff psychological health from 57% (2021) to 60%</li> <li>• Staff safety and wellbeing consultation and participation from 61% (2021) to 65%</li> </ul>	Increase the positive- response scores on the School Staff Survey (compared with 2024), in the following factors- Staff Psychological Health (40%)- Staff Safey and Wellbeing (41%)- Teacher Collaboration (31%)

<b>Goal 1</b>	<b>To improve the learning outcomes of all students.</b>
<b>12-month target 1.1</b>	<p>In 2025, reduce the number of NAS students in each of reading and numeracy in Year 7 and 9 compared to the number of NAS students in 2024</p> <p>In 2025 to increase the percentage of Year 9 students assessed as exceeding or strong in NAPLAN (Numeracy), compared with 2024 (50%)</p> <p>In 2025 to increase the percentage of Year 9 students assessed as exceeding or strong in NAPLAN (Reading), compared with 2024 (60%)</p> <p>In 2025 to increase the percentage of Year 9 students assessed as exceeding in NAPLAN (Writing), compared with 2024 (%)</p> <p>In 2025 to increase the percentage of Year 9 students assessed as exceeding or strong in NAPLAN (Writing), compared with 2024</p>
<b>12-month target 1.2</b>	<p>In 2025 to increase the percentage of students in Year 7-10 working at, or above level as assessed against the Victorian curriculum in;</p> <p>English:</p> <ul style="list-style-type: none"> <li>o Reading</li> <li>o Writing</li> </ul> <p>Mathematics:</p> <ul style="list-style-type: none"> <li>o Number</li> <li>o Algebra</li> <li>o Measurement</li> <li>o Space</li> <li>o Statistics</li> </ul>

	o Probability	
<b>12-month target 1.3</b>	By 2025 the English Mean Study Score will increase compared with 2024 (26) to 27 By 2025 the School Mean Study Score will increase compared with 2024 (27) to 28 By 2025 the percentage of VCE Study Scores 37+ will increase compared to 2024 (5.32%) to 6%	
<b>12-month target 1.4</b>	Increase the positive response scores on the School Staff Survey, (compared with 2024 results), in the following factors  <ul style="list-style-type: none"> <li>- Academic Emphasis (23%)</li> <li>- Collective Efficacy (42%)</li> <li>- Teacher Collaboration (31%)</li> <li>- Use evidence to inform teaching practice (71%)</li> <li>- Understand how to analyse data (42%)</li> </ul>	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1.a</b> Teaching and learning	Build teacher capacity to use evidence and data to identify and respond to each student's point of learning need.	Yes
<b>KIS 1.b</b> Leadership	Further embed a culture of academic rigour and growth, effort and high expectations.	No
<b>KIS 1.c</b> Teaching and learning	Develop the capabilities of professional learning teams to expertly use data and the FISO improvement cycle to improve student learning.	No

<p>Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.</p>	<p>In 2025 we are introducing three Strategic Planning Teams, led by Principal Class, and supported by leaders across the school. The 'Teaching &amp; Learning Strategic Planning Team' will drive the actions and activities for this goal. Our main priority, initially, will need to be ensuring we have a fully documented, guaranteed and viable curriculum across all year levels and domains - which, at present, continues to need work. In response to the DE introduction of the VTLM 2.0 we will also review our consistency of practice in the classroom - with a focus on explicit teaching. We have been working towards growing the capacity of individual teachers to use both evidence and data to respond to each student's point of learning need. We have restructured our Head of Later Years role and have a new person in the role who has already put in place new procedures and content designed to drive improvements to our VCE data and consistency of practice. The increase in the percentage of scores above 37 from 4.98% to 5.32% over the past 12 months and the lack of any meaningful movement in the school median and mean (both around 27) will be a focus for this role. We also have a new person in the Numeracy role and we will build on the work started in 2024 to drive whole-school numeracy improvements - this will include work with the Regional Numeracy Community of Practice.</p>
<p><b>Goal 2</b></p>	<p><b>To improve student engagement in learning.</b></p>
<p><b>12-month target 2.1</b></p>	<p>Increase the positive response results on the Attitudes to School Survey (compared with 2024), in the following factors</p> <ul style="list-style-type: none"> <li>- Student Voice &amp; Agency (27%)</li> <li>- Sense of Confidence (46%)</li> <li>- Self Regulation &amp; Goal setting (47%)</li> <li>- Differentiated Learning Challenge (48%)</li> <li>- School Connectedness (38%)</li> </ul>
<p><b>12-month target 2.2</b></p>	<p>Increase the positive response scores on the Parent Opinion Survey (compared with 2024), in the following factors</p> <ul style="list-style-type: none"> <li>- Parent participation &amp; involvement (53%)</li> <li>- Student cognitive engagement (54%)</li> <li>- Teacher Collaboration (31%)</li> </ul>

<b>12-month target 2.3</b>	Decrease the percentage of students with 20 or more days absence, compared with 2024	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 2.a</b> Engagement	Embed a whole-school strategy for students to develop and monitor their own learning goals and track their progress.	No
<b>KIS 2.b</b> Engagement	Embed opportunities for students' voice, choice and agency across curriculum areas and learning tasks.	Yes
<b>KIS 2.c</b> Support and resources	Further develop and embed authentic learning partnerships between students, families and community stakeholders.	No
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	The 'Engagement Strategic Planning Team' developed for 2025 will focus on two key areas; Student Voice & Agency and Positive Learning Culture. In 2024 we introduced a Priorities Leader who has been working with the SRC to broaden the scope of their work, while teachers were all able to articulate how they embed voice and agency in their lessons, the challenge for 2025 is to now embed the process in all curriculum documentation. In 2025 we will be running Professional Learning about Student Voice & Agency in the classroom to drive this. Our connectedness to school data was very disappointing at only 38%, some staffing issues at Years 8, 11 and 12 significantly impacted here. We have some plans in place to attempt to minimise staff absence for anything other than personal leave. Alongside this we will be focusing on consistency in behaviour management processes and building the capacity of staff to ensure students have a safe and orderly classroom environment by explicitly developing our UHS Positive Learning Culture and promoting high expectations across the school.	
<b>Goal 3</b>	<b>To strengthen the wellbeing of all students.</b>	
<b>12-month target 3.1</b>	Increase the positive response scores on the Attitudes to School Survey (compared with 2024), in the following factors:  <ul style="list-style-type: none"> <li>- Teacher concern (26%)</li> <li>- Perseverance (49%)</li> <li>- Respect for diversity (31%)</li> </ul>	



	- Emotional awareness & regulation (60%)	
<b>12-month target 3.2</b>	Increase the positive response scores on the Parent Opinion Survey (compared with 2024), in the following factors: <ul style="list-style-type: none"> <li>- Parent participation &amp; community engagement (54%)</li> <li>- Confidence &amp; Resiliency skills (61%)</li> <li>- Student motivation &amp; support (38%)</li> </ul>	
<b>12-month target 3.3</b>	Increase the positive response scores on the School Staff Survey (compared with 2024), in the following factors <ul style="list-style-type: none"> <li>- Staff Psychological Health (40%)</li> <li>- Staff Safety and Wellbeing (41%)</li> <li>- Teacher Collaboration (31%)</li> </ul>	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 3.a</b> Support and resources	Embed a whole-school community approach to strengthening positive mental health	No
<b>KIS 3.b</b> Support and resources	Further develop the school's culture of partnerships with families and community agencies to enhance student learning and wellbeing outcomes.	No
<b>KIS 3.c</b> Leadership	Further support and build the capacity of staff to respond to the health and wellbeing needs of students.	Yes

Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.

Our 'Wellbeing & Inclusion Strategic Planning Team' will be driving the work in wellbeing and inclusion. While we have leaders in this space (MHP, Wellbeing Leader, Disability Inclusion Leader and assistant), we will do some work to reframe these roles and how they support of all students. We will continue to build the capacity of our teachers through building on our work in 2024 with the High Impact Wellbeing Strategies. The aim with this work is to improve results on the AtoSS - in particular around teacher concern and student connectedness. The Mental Health Fund menu is being used to deliver targeted programs to each year level and a number of our staff have completed Youth Mental Health First Aid training. Teacher concern of only 26% was quite confronting for several teams, which can, in part be explained by significant class coverage issues in Years 11 and 12 and also Year 8. The strategies we put in place this year, and in future years, will hopefully address this. We will also continue to provide support for teaching staff to develop curriculum that is adjusted, as required, and document this through IEPs and ILPs.