

School Strategic Plan for The University High School School Number 8405 2014 -2017

Purpose

A quality strategic plan that engages the whole school community in its development ensures that the school is united by a common purpose. The plan helps to establish a clear and shared understanding of the school's strategic direction for the next four years, expressed through goals, targets and key improvement strategies.

The School Strategic Plan draws on the information gathered and directions identified through the school self-evaluation and review processes.

It is informed by extensive consultation with students, staff, parents and carers, and engagement with the broader community including relevant community agencies and business.

Importantly, the Plan is a living document; if the circumstances of the school change, then so too should the plan. The School Strategic Plan can be modified at any time through a process of re-endorsement by the Principal, School Council President, and the delegate of the Secretary of the Department of Education and Training.

Legislative context

The development of the School Strategic Plan is required under the *Education Training and Reform Act 2006* Section 2.3.24, subsection (1.) The Act states that:

“A school council must, in accordance with any Ministerial Order, prepare a school plan that sets out the school's goals and targets for the next 4 years and the strategies for achieving those goals and targets.”

Effective planning

There is no single best way to develop a quality strategic plan, but there are common processes that underpin effective planning. These includes:

- Engaging the whole school community in the development process
- Defining the school's vision, purpose and values
- Focusing on a 'desired future' for the school, its students and the community more broadly.
- Agreeing on a discrete set of outcomes to be achieved over the next four years
- Selecting a small number of improvement strategies that, based on the available evidence and the context of the school, will most likely lead to the achievement of the agreed outcomes.
- Planning the implementation of each strategy, with clear allocation of resources, roles and responsibilities to the achievement of each step
- Identifying, in the form of milestones and targets, what success will look like when it has been achieved.

Endorsements

<p>Endorsement by School Principal</p>	<p>Signed.....</p> <p>Name: Rob Newton</p> <p>Date.....</p>
<p>Endorsement by School Council</p>	<p>Signed.....</p> <p>Name: Dr Brenda Holt</p> <p>Date.....</p> <p>School Council President's endorsement represents endorsement of School Strategic Plan by School Council</p>
<p>Endorsement by the delegate of the Secretary</p>	<p>Signed.....</p> <p>Name.....</p> <p>Date: Endorsed 5/05/2015</p>
<p>Legislative context for endorsement</p> <p>Section 2.3.24, subsection (2) of the act states that "A school plan prepared under subsection (1) must be signed by both the president of the school council and the principal and must be submitted to the Secretary for approval within the period specified in a Ministerial Order."</p> <p>Ministerial Order 470 states that "the requirements for the school plan are set out in guidelines produced by the Department of Education and Training." This template forms the guidelines.</p>	

School Profile

<p>Regulatory context</p> <p>In order to be registered, all Victorian schools must meet a set of minimum standards, which are regulated by the Victorian Registration and Qualifications Authority (VRQA). Under the VRQA's School Governance standard, "a school must have a clear statement of its philosophy". The statement is expected to cover the school's vision, values, mission or objectives, including an explanation of how the school's philosophy is enacted and articulated to staff, students, parents, guardians and the school community.</p>	
<p>Purpose</p>	<p>The University High School is a state government secondary school providing outstanding educational opportunities for local students. The school is a leader in educational initiatives and a specialist provider of programs in gifted education, inquiry-based learning, the sciences and music. The University High School prides itself on achieving excellent academic results whilst nurturing well rounded individuals who are capable of forging their own pathways and futures with confidence.</p>
<p style="background-color: #cccccc;"> </p>	
<p>Values</p>	<p>The University High School core values:</p> <p>Individuality: A focus on individual self-worth underpinned by practices which foster independent thought and personal qualities such as integrity, resilience and respect.</p> <p>Diversity: Valuing the diverse nature of the school community and building a wide range of learning partnerships that broaden and enrich the skills and knowledge of students.</p> <p>Excellence: The pursuit of excellence in both teaching and learning fostered through supportive programs and well defined practices that enhance student achievement.</p>
<p style="background-color: #cccccc;"> </p>	
<p>Environmental Context</p>	<p>The University High School first opened in 1909 as a select entry school for Years 9-12. Today the school caters for 1,400 students from Years 7-12, most of who reside in the local area. A proportion of students come from further afield to participate in specialised programs including music, the sciences and gifted education. The school population is broad and students come from a range of socio-economic, cultural and ethnic backgrounds. In recognition of this the University High School has genuine commitment to nurturing this diversity whilst creating equity of opportunity.</p> <p>Students are expected to engage with all aspects of the formal curriculum and recognition is given to both outstanding achievement</p>

	<p>and to positive participation. The co-curricular program caters for a wide range of student interests and abilities and student participation at all levels is fostered. Developing students as future leaders is a key focus of the school and students are encouraged to take up both formal and informal leadership roles. Student voice is expressed at all levels of decision making and the SRC has a pivotal role in representing the views of students at school council.</p> <p>The school provides opportunities for all students to achieve success in a variety of ways:</p> <ol style="list-style-type: none"> 1. Gifted students: The Select Entry Accelerated Learning program operates across the full breadth of the curriculum in years 7-9. The Elizabeth Blackburn School of Sciences is a specialist program within the school which offers opportunities to gifted Science and Mathematics students at VCE level. This program operates in partnership with The University of Melbourne, Bio 21 and other medical/science/research facilities within the local area. 2. Music: The Music program has a long history at the school and all students are encouraged to participate in the instrumental music program. Some 450 students currently receive instrumental tuition and perform in one or more of the school's twenty-one orchestras, bands, ensembles and choirs. 3. Learning challenged: Students who are challenged in their learning are supported by dedicated programs such as Learning for Life, Maths in the Morning and Bridging Program. These programs are led by a number of key staff including specialist teachers, careers educators and ES support staff. <p>The school's curriculum encompasses the breadth of Domain learning areas with students undertaking a wide choice of subjects. A focus on breadth of experience permeates Years 7-9 whilst individualism and choice are the core at the senior level. Year 9 students participate in The Galileo Program, an enquiry-based program that encourages the development of life-long learning skills through a rich inquiry and community-based curriculum for one term of the year.</p> <p>At the University High School, student management and pastoral care is structured within a vertical sub-school framework. Students belong to one of three sub-schools: Brookes, Chapman and Sharman. Upon enrolment at the school, students are allocated to a sub-school and they stay within their sub-school for their time at the School. The wellbeing and student management work undertaken by the sub-school teams is complemented by the efforts of a large network of other staff members including the school's two wellbeing counsellors, the careers educators and specialist support staff.</p>
<p>Service Standards</p>	<ul style="list-style-type: none"> • <i>The school commits to the active sharing of its vision and goals through mediums such as the School Council, The UHS Parents' Association and the school website.</i> • <i>The school is committed to the development of ongoing partnerships with parents/guardians in order to enhance the learning, achievement and wellbeing of students.</i> • <i>The school is committed to enhancing the learning experience of students through the fostering of ongoing partnerships with specific organisations within the broader community.</i> • <i>The school values the individual and guarantees all students access to a broad, balanced and individually tailored</i>

curriculum.

- *The school provides a safe and stimulating learning environment to ensure all students can achieve their full potential.*
- *The school is committed to a rich and dynamic co-curricular program that complements classroom teaching and aims to enhance student capacity.*
- *The school is committed to supporting the wellbeing of students through a sub-school system and through the provision of wellbeing counselors and a robust careers program.*
- *The school is committed to providing meaningful pathways to enhance the learning experience of mainstream, gifted and learning challenged students.*
- *The school is committed to dynamic working partnerships between teachers and students that ensure that individual excellence is achieved.*

Strategic Direction

Regulatory context			
Under the <i>Education Training and Reform Act 2006</i> Section 2.3.24, subsection (1) of the Act states that: “A school council must, in accordance with any Ministerial Order, prepare a school plan that sets out the school's goals and targets for the next 4 years and the strategies for achieving those goals and targets.”			
	Goals	Targets	Key Improvement Strategies
<p>Achievement</p> <p>Achievement refers to both the absolute levels of learning attainment and growth in student learning that schools strive to support.</p> <p>While recognising that literacy and numeracy are essential foundations for students’ success, achievement outcomes encompass a broader view of learning, spanning the full range of curriculum domains, as well as students’ co-curricular achievements.</p>	<p>To provide a challenging differentiated curriculum that caters for the needs of all learners and equips all students at the University High School with an understanding of how to be creative and ethical members of society.</p>	<p>KEY IMPROVEMENT INDICATORS</p> <ol style="list-style-type: none"> 1. Growth in Student Attitudes to School results in the specific area of Teacher Effectiveness. Results to be at or above the 75th percentile (from 64.9% to 75%). 2. Staff Opinion Survey results are positive in the following areas: Collective responsibility, Collective efficacy, Collective focus on student learning and Active participation. * <ul style="list-style-type: none"> ▪ All Domains to have developed curriculum documentation demonstrating differentiated practice. ▪ All teachers to be able to provide through the P&D process, examples of the use of differentiation to meet student needs. ▪ All teachers to assign accurate VELS levels for the reporting of the General Capabilities. ▪ Domain based curriculum mapping that demonstrates the explicit teaching of the VELS General Capabilities. <p><small>*Changes to the format of the Staff Opinion Survey in 2014 make it difficult to provide specific targets in this area.</small></p>	<ul style="list-style-type: none"> ▪ Teachers actively involved in Professional Development through the City Edge Network and at a school level to build teacher understanding of, and capacity to, deliver a differentiated curriculum. ▪ Develop and embed a whole school approach to the use of data to underpin differentiated practice so as to add value to student outcomes. ▪ Provision of effective professional development to assist teachers to use data to accurately identify individual student need and to map student progression. ▪ Professional development and meaningful professional interaction to enhance teacher understanding of the importance of the General Capabilities ▪ Enhancement of student capacity through embedding and explicitly teaching the VELS General Capabilities – <i>Critical and Creative Thinking, Personal and Social Capability, Intercultural Understanding and Ethical Understanding.</i> ▪ A review of the EBSS program to ensure that differentiation for high achieving students is occurring.

	Goals	Targets	Key Improvement Strategies
<p>Engagement</p> <p>Engagement refers to the extent to which students feel connected to and engaged in their learning and with the broader school community.</p> <p>Engagement spans students' motivation to learn, as well as their active involvement in learning.</p> <p>Engagement also refers to students engagement as they make critical transitions through school and beyond into further education and work.</p>	<p>To build a stimulating learning environment so that all students are actively engaged in the classroom and capable of achieving their full individual potential.</p>	<p>KEY IMPROVEMENT INDICATORS</p> <ol style="list-style-type: none"> 1. Growth in Student Attitudes to School results in the specific area of Stimulating Learning Environment. Results in 2017 to be at or above the 75th percentile (from 69% to 75%). 2. Staff Opinion Survey results are positive in the following areas: Collective responsibility, Collective focus on student learning, Renewal of skills and knowledge and Feedback. <ul style="list-style-type: none"> Teacher effectiveness maximised through the review and enhancement of the P&D framework within the school. Effective transition to a school wide BYOD 1:1 ICT program underpinned by enhanced teacher and student capacity to use ICT as a creative thinking tool across various platforms. 	<ul style="list-style-type: none"> Prioritise feedback mechanism across the school student to teacher, teacher to student and teacher to teacher to encourage teachers to systematically gather information on the notion of a 'Stimulating Learning Environment' Enable students to reach their actual growth target by building the capacity of teachers to improve student outcomes through enhanced understanding of stimulating and engaging teaching methodologies and practices. Use value data from NAPLAN as a measure of student learning growth. Professional development and support for teachers in the use of learning technologies within the classroom as tools for creativity and thinking across various platforms.
<p>Wellbeing</p> <p>Students' health, safety and wellbeing are essential to learning and development. An inclusive, safe, orderly and stimulating environment for learning is critical to achieving and sustaining students' positive learning experiences.</p>	<p>To develop a learning environment that enhances student capacity to be resilient and empowered learners and proactive competent leaders in their own community and beyond.</p>	<p>KEY IMPROVEMENT INDICATOR</p> <ol style="list-style-type: none"> 1. Growth in Student Attitudes to School results in the specific area of Teacher Empathy. Results in 2017 to be at or above the 75th percentile (from 51.9% -75%) 2. Staff Opinion Survey results are positive in the following area: Trust in students and parents. <ul style="list-style-type: none"> Improved data at a VCE level in relation to student distress and perception of teacher empathy. Students and staff understand and reflect behaviours that empower them to be empowered, resilient learners. Student leadership profile expanded throughout the school. 	<ul style="list-style-type: none"> Continue to work on enhancing the sub-school structure at the school to support student wellbeing. Monitor and review the introduction of ES wellbeing counsellors Provide PD to teachers about risk factors for VCE students. Wellbeing team to work school wide to implement a school wide focus on resilience amongst students. To continue to support classroom teachers to build their capacity to contribute to student wellbeing. To work with students and teachers to build the skills of students as future leaders and to foster and acknowledge leadership qualities.

	Goals	Targets	Key Improvement Strategies
<p>Productivity</p> <p>Productivity refers to the effective allocation and use of resources, supported by evidence and adapted to the unique contexts of each school.</p> <p>Successful productivity outcomes exist when a school uses its resources – people, time, space, funding, facilities, community expertise, professional learning, class structures, timetables, individual learning plans and facilities – to the best possible effect and in the best possible combination to support improved student outcomes and achieve its goals and targets.</p>	<p>To maximise partnerships within and beyond the school community in order to develop an equitable, sustainable teaching and learning environment.</p>	<p>KEY IMPROVEMENT INDICATORS</p> <p>Staff Opinion Survey results are positive in the areas of: Parent and community involvement, School level support and Coherence.</p> <ul style="list-style-type: none"> ▪ All current partnerships that support students are maintained and enriched: The City Edge Network, The Academy of Accelerated Seal Schools, MTeach, GTAC, BIO 21, WEHI. ▪ The completion of a building master plan that enhances the environment and ensures equity of access for all. ▪ The completion of a transition plan for to energy saving alternative technologies. ▪ To improve the leadership abilities of teachers with a particular focus on the middle band of teachers (range 1.4-2.4) 	<ul style="list-style-type: none"> ▪ Continue to work productively with key partners: The City Edge Network, The SEAL network, MTeach, GTAC, BIO 21, WEHI to enhance the vibrant learning environment of the school ▪ Investigate new partnerships to support the development of an accessibility and sustainability plan for the school. ▪ Development and implementation of a new building master plan focused on accessibility for all members of the school community. ▪ Develop and implement a school wide sustainability plan. ▪ Sourcing of grants to support sustainability plan. ▪ Development of a whole school approach to sustainable practices. ▪ Partnerships with providers such as Bastow Institute to enhance and expand the leadership abilities of middle band teachers. ▪ Mentoring of middle band teachers by Leading Teacher and Principal Class. ▪ Use of the UHS teacher Fellowship fund to support professional development and learning of middle band teachers.

School Strategic Plan 2014- 2017: Indicative Planner

Key Improvement Strategies			Actions	Achievement Milestone
<p>Achievement</p> <p>To provide a challenging differentiated curriculum that caters for the needs of all learners and equips all students at the University High School with the understanding of how to be a creative and ethical member of society.</p>	Year 1	<ul style="list-style-type: none"> Work within Domain areas on the VELS General Capabilities including curriculum mapping in each learning area. Sourcing of data analysis tools to be used school wide to support student learning. Professional learning on use of data to identify student need and progress. Continued work with the City Edge Network on curriculum differentiation. 	<ul style="list-style-type: none"> General school wide understanding of the VELS General Capabilities developed. Curriculum mapping completed. Teacher understanding of the use of data to improve student outcomes enhanced. Teachers trained in use of data tools. Teachers able to trial differentiated practices in the classroom 	
	Year 2	<ul style="list-style-type: none"> The development of the curriculum to support the explicit teaching of the VELS General Capabilities Years 7 and 8. Continued professional development and support for teachers on use of data. Teachers asked to provide evidence of differentiation as part of P&D process. 	<ul style="list-style-type: none"> Teaching of the VELS General Capabilities at Years 7 and 8. Teachers using data analysis tools at a basic level to differentiated practice within the classroom. Teachers provide evidence of differentiation within their classroom practice as part of the P&D Process. 	
	Year 3	<ul style="list-style-type: none"> The development of the curriculum to support the explicit teaching of the VELS General Capabilities Years 9 and 10 Embed data use in the common practice of all teachers. Embed differentiation in the common pedagogical practice of all teachers. 	<ul style="list-style-type: none"> The teaching of the VELS General Capabilities evident in all classrooms 7-10 Teachers using data analysis tools to identify and support the learning needs and progression of all students. Teachers have imbedded differentiation in their classroom pedagogy. P&D process indicates teacher use of data and differentiated practice. 	
	Year 4	<ul style="list-style-type: none"> Review the use of data analysis tools. Review differentiation as a tool for improving student outcomes within the school. Review of the teaching of the VELS General Capabilities. 	<ul style="list-style-type: none"> Improvement in teacher value adding data a reflection of the use of data analysis tools to identify and support student learning at all levels of ability Imbedded understanding and teaching of the General Capabilities across all Domains. Teacher Effectiveness at or above the 75th percentile Staff Opinion Survey results are positive in 	

			the following areas: Collective responsibility, Collective efficacy, Collective focus on student learning and Active participation.
<p>Engagement</p> <p>To build a stimulating learning environment so that all students are actively engaged in the classroom and capable of achieving their full individual potential.</p>	Year 1	<ul style="list-style-type: none"> ▪ Unpacking of the data related to Student Attitudes to School Survey– <i>Stimulating Learning Environment</i> and <i>Teacher Effectiveness</i> through increased student & teacher voice. ▪ Review of P&D process and student survey process used at the school undertaken by Leadership Team (Leading Teachers and Principal team). ▪ Create a model for including looking peer observation as a feedback mechanism. ▪ Use of Staff meeting PD sessions and Domain meetings to develop a competent level of understanding of ICT for creativity and thinking. 	<ul style="list-style-type: none"> ▪ Development of a school wide understanding of student concerns re: <i>Stimulating Learning</i> and <i>Teacher Effectiveness</i> ▪ Review of P&D process completed. ▪ Initial understanding of use of ICT for creativity and thinking across various platforms completed.
	Year 2	<ul style="list-style-type: none"> ▪ Implementation of enhanced P&D process. ▪ Trialling of voluntary peer observation to improve teacher to teacher feedback. ▪ Continued use of PD and Domain meetings to focus on effective use of ICT within the classroom 	<ul style="list-style-type: none"> ▪ Teacher awareness of Student Perception of Stimulating Learning Environment and Teacher Effectiveness developed. ▪ 10-20% Teachers volunteering to trial peer observations. ▪ Teachers beginning to use alternate formats within ICT to enhance creativity and thinking, across various platforms.
	Year 3	<ul style="list-style-type: none"> ▪ Trialling of voluntary peer observation to improve teacher to teacher feedback. ▪ Teacher use of ICT as a creative and thinking tool across multiple platforms imbedded in practice. 	<ul style="list-style-type: none"> ▪ 20-40% Teachers volunteering to trial peer observations. ▪ Ongoing professional development and collegiate discussion to enhance teacher capacity to use ICT as a learning tool.
	Year 4	<ul style="list-style-type: none"> ▪ Review of P&D processes that include peer observation. ▪ Review of Student Attitudes to School Survey 	<ul style="list-style-type: none"> ▪ Teacher Effectiveness and Stimulating Learning Environment at or above the 75th percentile ▪ 40+% of teachers using peer observation as a teacher improvement tool. ▪ Staff Opinion Survey ▪ Staff Opinion Survey results are positive in the following areas: Collective responsibility, Collective focus on student learning, Renewal of skills and knowledge and Feedback.

<p>Wellbeing</p> <p>To develop a learning environment that enhances student capacity to be resilient and empowered learners and proactive competent leaders in their own community and beyond.</p>	Year 1	<ul style="list-style-type: none"> Unpack data relating to Teacher Empathy – inclusion of student voice. Investigation into student learning resilience research. Evaluate the student leadership profile of the school – include looking at the VELs General Capabilities in the process. 	<ul style="list-style-type: none"> Unpacking of data in relation to teacher empathy (particular focus on VCE students) completed. Review of student leadership profile completed.
	Year 2	<ul style="list-style-type: none"> Development of relevant learning resilience programs by wellbeing counsellors and sub-school and careers teams. Implementation of strategies to build student leadership. 	<ul style="list-style-type: none"> Programs developed. Leadership profile developed. Staff Professional development on building learner resilience in students in the classroom.
	Year 3	<ul style="list-style-type: none"> Implementation of learning resilience programs by wellbeing counsellors and sub-school and careers teams. Continued focus on student leadership. 	<ul style="list-style-type: none"> Implementation of programs to support student wellbeing and resilience. Teachers implementing learner resilience strategies with students in the classroom
	Year 4	<ul style="list-style-type: none"> Review of implemented programs Review of sub-school structure Review of role of wellbeing counsellors 	<ul style="list-style-type: none"> Teacher Empathy at or above the 75th Percentile. Staff Opinion Survey results are positive in the following area: Trust in students and parents.
<p>Productivity</p> <p>To maximise partnerships within and beyond the school community in order to develop an equitable, sustainable teaching and learning environment.</p>	Year 1	<ul style="list-style-type: none"> Develop a school wide access plan Development of a sustainability plan Continue to maintain and nurture existing Partnerships and source new partnerships Source grants and partnerships to assist with the sustainability and access plans Identification of key strategies for building leadership capacity in teachers. Whole staff collegiate discussion. 	<ul style="list-style-type: none"> Plans developed and communicated to the school council, school community and staff. Development of key strategies for building leadership capacity.
	Year 2	<ul style="list-style-type: none"> Implement Stage 1 of accessibility Master Plan Implementation Stage 1 of Sustainability Plan Identify potential future leaders. 	<ul style="list-style-type: none"> Stage 1 of plans completed with communication of work completed to school council and the school community. Future leaders identified and provided with targeted professional development and mentoring.
	Year 3	<ul style="list-style-type: none"> Implement Stage 2 of accessibility Master Plan Implementation Stage 2 of Sustainability Plan Targeted professional development and mentoring of future leaders. 	<ul style="list-style-type: none"> Stage 2 of plans completed and communicated to the school council and the school community.

	Year 4	<ul style="list-style-type: none">▪ Implement Stage 3 of accessibility Master Plan▪ Implementation Stage 3 of Sustainability Plan▪ Reflection on work undertaken▪ Review existing community partnerships.	<ul style="list-style-type: none">▪ Stage 3 of plans completed and communicated to the school council and school community.▪ Staff Opinion Survey results are positive in the areas of: Parent and community involvement, School level support and Coherence.
--	--------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------