



UNIVERSITY  
HIGH SCHOOL

# Annual Implementation Plan

2023



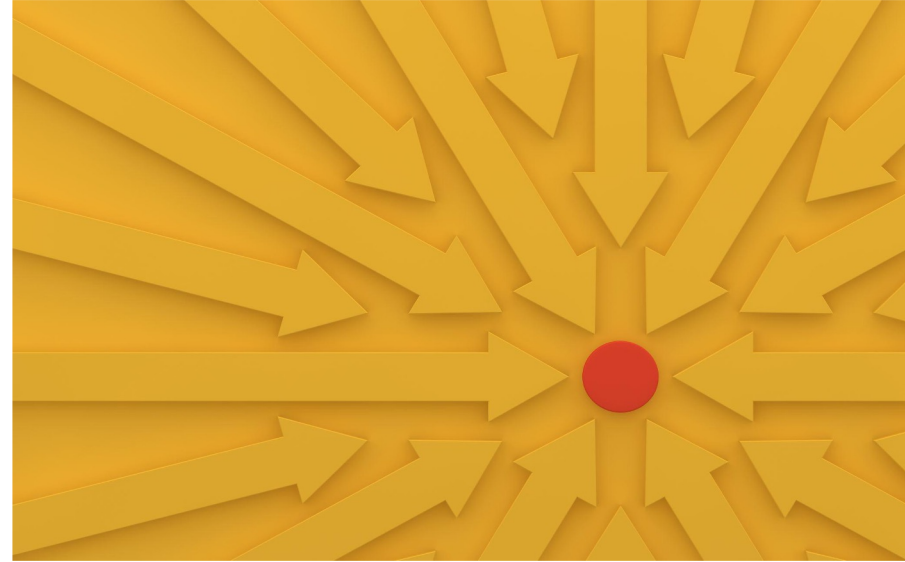
PRESENTED BY

**Ciar Foster**  
Principal

# What is an AIP?

## Annual Implementation Plan

- Enacts part of the School Strategic Plan
- Aligned to Framework for Improving Student Outcomes (FISO)
- Selected key priorities, actions and measures of progress
- Not EVERYTHING!



## Framework for Improving Student Outcomes (FISO)



# Big picture -> detail





# Our Goals 2022-2025



Every student in every class  
maximises their learning growth



Every student feels engaged and  
connected to the school and the  
broader school community



Every student feels known, safe  
and valued at UHS

# Goal 1: Every student in every class maximises their learning growth



**KIS 1a:** Develop and embed a shared, visible language of teaching and learning



**KIS 1b:** Develop and implement collaborative, evidence-based professional learning culture and practices



**KIS 1c:** Develop student capabilities to set challenging learning goals and monitor their own growth

# Goal 2: Every student feels engaged and connected to the school and the broader school community



**KIS 2a:** Improve the capabilities of every student to be an active, confident and self-aware member of the school community



**KIS 2b:** Strengthen parent/carer and community partnerships in learning



**KIS 2c:** Improve effective transitions and pathways (into, through and beyond school) for all students



# Goal 3: Every student feels known, safe and valued at UHS



**KIS 3a:** Build a visible and shared language in developing positive relationships and wellbeing



**KIS 3b:** Build and strengthen consistent school-wide structures and processes to ensure a positive learning environment



**KIS 3c:** Build the structures and processes to activate and value student voice both in and outside the classroom

# 2023 Focus



**KIS 1b:** Develop and implement collaborative, evidence-based professional learning culture and practices



**KIS 2c:** Improve effective transitions and pathways (into, through and beyond school) for all students



**KIS 3b:** Build and strengthen consistent school-wide structures and processes to ensure a positive learning environment

# DE priorities

These are required for all schools

**Learning** - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy

**Wellbeing** - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable





**KIS 1b:** Develop and implement collaborative, evidence-based professional learning culture and practices

- Embed Professional Learning Communities (PLCs) and collaborative domain/subject team practices
  - Meeting schedules and structures
  - Facilitator training
  - Scaffolded process
  - Supporting and building skills of Domain Leaders
- Curriculum planning and documentation practices – enhanced consistency
- Enhance use of student learning information and evidence
  - In PLCs and subject teams
  - At VCE – moderation and data inquiry protocols
  - Student Learning Profiles
- Learning Specialists support new and early career teachers; shared focus and professional learning on Responsive Teaching strategies





**KIS 2c: Improve effective transitions and pathways** (into, through and beyond school) for all students

- Review of Senior Pathways provision (Year 10-12) and timetable structure
  - Revised Year 10 subject structure and offerings in 2023-24
  - Structural changes to enhance access to particular programs
  - Embed enhanced subject selection counselling practices
  - Review of overall timetable structure for possible 2025 change
- Implementation of VCE-Vocational Major
  - Inaugural Year 11 cohort
  - Accreditation for Year 12 delivery
  - Exploring School-Based Apprenticeships and engagement with Headstart
- Enhance profile of Careers Education and Career Action Planning
  - Space created for this in Connect program
  - Increase Year 7-9 use of career action plans
- New approach to Attitude and Effort reporting to support reflection and goal-setting by students





**KIS 3b: Build and strengthen consistent school-wide structures and processes to ensure a positive learning environment**

- Introduction of Homegroup (Connect) program Year 7-12
  - Curriculum design and development
  - Staff engagement and training
- Extension of Respectful Relationships curriculum
  - Whole-staff training; delivery through Connect program
- Development of UHS Relationships, Engagement and Empowerment Framework
  - Embed Berry St Education Model (BSEM) principles in sub-school and classroom practice
  - Engage in the School Wide Positive Behaviour Support program: implementation team and plan, guided by an SWPBS coach
  - Complete and introduce/embed new school values and vision
- Year 1 implementation of Disability Inclusion reforms
  - Focus on identification of students with additional needs and consistent use of Individual Education Plans and Learning recommendations; targeted support to teachers via Learning Specialists



# DE priorities

**Learning** - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy

- Supported by **GOAL 1 Actions** – PLCs; Professional learning for Responsive Teaching; use of student evidence of learning
- Allocation of Tutors to support students in Maths and Numeracy; English and Literacy; EAL
- Support programs in Literacy and Numeracy from Year 7-11
- Implementation of Victorian High Ability Program and Student Excellence Program
- Engagement in Numeracy Communities of Practice and extended Professional Learning

**Wellbeing** - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable

- Supported by **GOAL 3 Actions** – Homegroup program; Respectful Relationships; School Wide Positive Behaviours
- Focus on proactive wellbeing and engagement activities and community celebrations
- Raise profile of wellbeing supports, team and help-seeking
- Parenting information sessions and online resources

# Monitoring our progress

## How do we know?

- Mid-point targets derived from School Strategic Plan
- Internal surveys, focus groups, feedback
- Other internal data – participation rates, attendance, school assessments etc
- Artefacts and observational data – documentation, meeting records, events etc

