

# School Strategic Plan 2021-2025

University High School (8405)



Submitted for review by Ciar Foster (School Principal) on 20 April, 2022 at 02:37 PM

Endorsed by Natalie Bakai (Senior Education Improvement Leader) on 29 May, 2022 at 01:53 PM

Awaiting endorsement by School Council President

# School Strategic Plan - 2021-2025

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<p><b>School vision</b></p>	<p>University High School's vision is to be a dynamic community with active partnerships between staff, students and parents. We value a sense of individual worth and achievement, the comprehensive well being of the whole person and the pursuit of excellence.</p>
<p><b>School values</b></p>	<p>University High School's values are            Individuality: A focus on individual self-worth underpinned by practices which foster independent thought and personal qualities such as integrity, resilience and respect            Diversity: Valuing the diverse nature of people in the community and building a wide range of partnerships that broaden and enrich the skills and knowledge of students.            Excellence: The pursuit of excellence in both teaching and learning fostered through supportive programs and well-defined practices that enhance student achievement.</p>
<p><b>Context challenges</b></p>	<p>The school's key challenge is to ensure that we meet the diverse range of local student needs including those of EAL learners, students from disadvantaged backgrounds and high ability learners; providing support, opportunities and pathways for all these students. The self-evaluation and review found that there are areas of excellent learning and teaching practice throughout the school, but that a more coherent and consistent approach to learning, engagement and wellbeing is necessary.</p>
<p><b>Intent, rationale and focus</b></p>	<p>Our school is trying to achieve clearly defined, agreed practices that promote responsive teaching at the point of need for each student; consistent and proactive systems to support student wellbeing and engagement; and a sense of connectedness and belonging for all students and their families. This is important because it will provide every student with a strong foundation for future learning and active, engaged citizenship.</p> <p>The Strategic Plan will unfold as follows:            Year 1: embed leadership positions linked to Strategic Plan and engage leading teachers and learning specialists in ongoing professional development. Enhance collaborative teacher teams through the strengthening of curriculum planning teams and the introduction of PLCs. Provide professional learning in use and analysis of student learning data through PLCs. Continue professional learning for all staff in the Berry St Education Model and Respectful Relationships framework. Begin implementation of these in curriculum and student management processes. Develop consistent processes in sub-schools. Develop co-curricular leadership, voice and community engagement opportunities for students. Develop Year 1 VCE-VM curriculum and structure.</p> <p>Year 2: Continue to refine PLC practices and sharing of pedagogy in response to identified student needs. Enhance use of peer</p>

observation. Conduct review of assessment and reporting practices. Conduct review of middle years curriculum structure and overall timetable structure, including investigation of a home group or similar system. Implement Year 1 VCE-VM and plan for Year 2 implementation. Continue to embed BSEM principles in teacher practice and sub-school processes. Begin review of Student Engagement policies and practices; including investigation of SWPBS or similar. Identify opportunities to enhance student voice in classroom practice; develop and provide professional learning and tools for teachers to implement this. Introduce emerging leaders' professional development program.

Year 3-4: Continue to refine PLC practices. Begin implementation of changes to timetable, curriculum and/or assessment and reporting as identified in reviews. Continue to refine and embed BSEM and agreed student engagement framework and practices. Development of UHS instructional model/playbook, co-constructed through collaborative teams, which embeds practices to support student voice and agency.

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<b>Goal 1</b>	Every student in every class maximises their learning growth
<b>Target 1.1</b>	<p>By 2025 the percentage of Year 9 students achieving in the top two bands of NAPLAN will be:</p> <ul style="list-style-type: none"><li>• 55% in reading (from 45% in 2021)</li><li>• 35% in writing (from 24% in 2021)</li><li>• 60% in numeracy (from 52% in 2021)</li></ul>
<b>Target 1.2</b>	By 2025 improve the NAPLAN at and above Benchmark growth for Year 9 students in reading from 73% in 2021 to 85%, in writing from 80% in 2021 to 85% and in numeracy from 67% in 2021 to 85%
<b>Target 1.3</b>	By 2025 no greater than 10% discrepancy by teacher judgements when assessing students' Victorian Curriculum levels against NAPLAN bands
<b>Target 1.4</b>	<p>By 2025 increase the VCE GAT 'adjusted study scores' measure to reflect:</p> <ul style="list-style-type: none"><li>- in each subject, a positive trend in mean GAT residuals from 2020</li><li>- an increase in the number of subjects that have positive GAT residuals for students in the 25th, 50th and 75th percentiles (considering both year-by-year and 3 year averages)</li></ul>

<b>Target 1.5</b>	<p>By 2025 increase the positive response percentages on the Attitudes to School Survey:</p> <ul style="list-style-type: none"> <li>• <i>Student voice and agency</i> from 46% in 2021 to 55%</li> <li>• <i>Differentiated learning challenge</i> from 54% in 2021 to 65%</li> <li>• <i>Self-regulation and goal setting</i> from 63% in 2021 to 73%</li> </ul>
<b>Target 1.6</b>	<p>By 2025 increase the percentage of positive responses in the School Staff Survey for <i>teacher collaboration</i> from 45% in 2021 to 55%</p>
<b>Key Improvement Strategy 1.a</b> Building practice excellence	Develop and embed a shared, visible language of teaching and learning
<b>Key Improvement Strategy 1.b</b> Instructional and shared leadership	Develop and implement collaborative evidence-based professional learning culture and practices
<b>Key Improvement Strategy 1.c</b> Empowering students and building school pride	Develop student capabilities to set challenging learning goals and monitor their own growth
<b>Goal 2</b>	Every student feels engaged and connected to the school and the broader school community
<b>Target 2.1</b>	<p>By 2025 the percentage of positive responses in the Attitudes to School Survey, to increase for:</p> <ul style="list-style-type: none"> <li>• Sense of connectedness from 65% in 2021 to 70%</li> <li>• Stage transitions (Year 7 and new) from 61% in 2021 to 70%</li> <li>• Stage transitions (Year 10-12) from 59% in 2021 to 65%</li> <li>• Sense of confidence from 62% in 2021 to 72%</li> </ul>

<b>Target 2.2</b>	By 2025 decrease the percentage of students with 30+ absence days from 11% in 2021 to 8%
<b>Target 2.3</b>	<p>By 2025 the percentage of positive responses in the School Staff Survey, to increase for:</p> <ul style="list-style-type: none"> <li>• <i>Believe evaluating impact improves practice</i> from 54% in 2021 to 70%</li> <li>• <i>Use student feedback to improve practice</i> from 47% in 2021 to 60%</li> <li>• <i>Promote student ownership of learning goals</i> from 42% in 2021 to 60%</li> </ul>
<b>Target 2.4</b>	<p>By 2025 the percentage of positive responses in the Parent Opinion Survey to increase for:</p> <ul style="list-style-type: none"> <li>• <i>Stimulated learning</i> from 73% in 2020 to 80%</li> <li>• <i>Positive transitions</i> from 81% in 2020 to 85%</li> <li>• <i>Student motivation and support</i> from 61% in 2020 to 70%</li> <li>• <i>Parent Participation and involvement</i> from 49% in 2020 to 60%</li> <li>• <i>Teacher Communication</i> from 48% in 2020 to 60%</li> </ul>
<b>Key Improvement Strategy 2.a</b> Empowering students and building school pride	Improve the capabilities of every student to be active, confident and self-aware members of the school community
<b>Key Improvement Strategy 2.b</b> Parents and carers as partners	Strengthen parents and community partnerships in learning
<b>Key Improvement Strategy 2.c</b> Setting expectations and promoting inclusion	Improve effective transitions and pathways (into, through and beyond the school) for all students

<b>Goal 3</b>	Every student feels known, safe and valued at University High School
<b>Target 3.1</b>	<p>By 2025 the percentage of positive responses in the Attitudes to School Survey to increase for:</p> <ul style="list-style-type: none"> <li>• <i>Emotional awareness and regulation</i> from 65% in 2021 to 75%</li> <li>• <i>Sense of connectedness</i> from 65% in 2021 to 75%</li> <li>• <i>Managing bullying</i> from 54% in 2021 to 65%</li> <li>• <i>Teacher concern</i> from 36% in 2021 to 45%</li> </ul>
<b>Target 3.2</b>	<p>By 2025 the percentage of positive responses in the Parent Opinion Survey to increase for:</p> <ul style="list-style-type: none"> <li>• <i>Teacher communication</i> from 48% in 2020 to 60%</li> <li>• <i>Promoting positive behaviour</i> from 77% in 2020 to 83%</li> <li>• <i>Parent community engagement</i> from 57% in 2020 to 70%</li> </ul>
<b>Target 3.3</b>	<p>By 2025 the percentage of positive responses in the School Staff Survey, to increase for:</p> <ul style="list-style-type: none"> <li>• <i>Trust in students and parents</i> from 67% in 2021 to 75%</li> <li>• <i>Support growth and learning of whole student</i> from 49% in 2021 to 65%</li> <li>• <i>Build resilience and a resilient, supportive environment</i> from 42% in 2021 to 55%</li> </ul>
<b>Key Improvement Strategy 3.a</b> Health and wellbeing	Build a visible and shared language in developing positive relationships and wellbeing
<b>Key Improvement Strategy 3.b</b>	Strengthen consistent school-wide structures and processes to ensure a positive learning environment

Setting expectations and promoting inclusion	
<b>Key Improvement Strategy 3.c</b> Empowering students and building school pride	Build the structures and processes to activate and value student voice both in and outside the classroom
<b>Goal 4</b>	Activate student agency in STEM
<b>Target 4.1</b>	<p>By 2025 an increased proportion of students who report that as a result of participating in a Centre program they:</p> <ul style="list-style-type: none"> <li>• Have a greater understanding of the role of science and mathematics in everyday life</li> <li>• Have used knowledge and techniques they learned at the Centre in their schoolwork</li> </ul> <p>(To be finalised)</p>
<b>Target 4.2</b>	<p>By 2025 an increased proportion of teachers who:</p> <ul style="list-style-type: none"> <li>• Rated their enjoyment of a Centre program as high or very high</li> <li>• Rated their students' enjoyment of a Centre program as high or very high</li> </ul> <p>(To be finalised)</p>
<b>Target 4.3</b>	<p>By 2025 the percentage of positive responses in the School Staff Survey (for GTAC staff), to increase for:</p> <ul style="list-style-type: none"> <li>• <i>Collective efficacy</i> from XX% in 2021 to YY%</li> <li>• <i>Believe evaluating impact improves practice</i> from XX% in 2021 to YY%</li> <li>• <i>Use student feedback to improve practice</i> from XX% in 2021 to YY%</li> </ul>



	(To be finalised)
<b>Key Improvement Strategy 4.a</b> Building practice excellence	Build staff capabilities to design and deliver highly engaging STEM programs
<b>Key Improvement Strategy 4.b</b> Building practice excellence	Build consistency in high-quality teaching practice
<b>Key Improvement Strategy 4.c</b> Curriculum planning and assessment	Strengthen staff capabilities to effectively use data for continuous improvement