

School Strategic Plan 2018-2022

Upwey High School (8415)



Submitted for review by Thomas Daly (School Principal) on 21 February, 2019 at 12:28 PM

Endorsed by Denise Kotsikas (Senior Education Improvement Leader) on 21 February, 2019 at 07:35 PM

Endorsed by Karen Rook (School Council President) on 25 February, 2019 at 03:38 PM

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School vision	<p>We aim to develop students who will be resilient and responsible, highly motivated, lifelong learners.</p> <p>Through the establishment of positive relationships and high expectations, students will be encouraged to reach their full potential.</p>
School values	<p>Upwey High School values are: Integrity - Personal best - Citizenship - Responsibility - Tolerance - Respect</p> <p>Enactment of School Philosophy: Upwey High School affirms democratic principles and our school vision through our policies and processes. In all documents, in all practice by students and teachers, in work with the School Council and the community, in all teaching and learning programs, in all school initiatives, in all internal and external interactions, in all organisational structures and practices democratic principles guide our work and the vision of the school will sit at the centre.</p> <p>We do expect our work to align with the school vision. Regular evaluation processes will be in place to measure performance in all areas of the school with respect to the implementation of the vision and values of the school.</p> <p>The process at our school can be represented as the vision and values at the centre of a circle. As a further outer ring will be a set of practices. A detailed list of school policies will sit within this framework.</p> <p>In all work in the school, the question 'Is this work or process in line with the school vision and values?' This question will be a fundamental part of the practice of all leaders in the school.</p>
Context challenges	<p>We are a medium-sized comprehensive secondary school, located in the Dandenong Ranges, 40 kilometres east of Melbourne. The school is in a magnificent mountain setting amongst the slopes and mountain ash on the edge of the Sherbrooke Forest. There are beautiful views of the surrounding Dandenongs and the site integrates well with the adjoining Upwey-Tecoma Recreational Reserve and facilities.</p> <p>Established in 1937, our school has a strong sense of community and a history in the provision of education in the Dandenong Ranges. We are a school where successive generations of families have been educated and a school to which they proudly return. Upwey High School provides educational pathways for students in VCE, VET and VCAL programs, ensuring that the needs of all students attending this school are met.</p> <p>Infrastructure includes 9 core buildings. Facilities include: Years 7, 8, 9 Learning Commons, Reading Centre, 250 seat Presentation</p>

	<p>Space, Later Years Centre, Recording Studio, Weights Room, Drama Performance Space, Music Rehearsal Spaces, Multimedia Suite, Photo Darkroom, Ceramics Room and kiln.</p> <p>The school has started a 2-stage rebuilding program that will see the eventual replacement of 6 pre-existing buildings with 2 new buildings. The project will be complete by 2021.</p> <p>Student and community demographics:</p> <p>Between 2006 and 2016 across the statistical districts of Upwey, Belgrave and Belgrave Heights there was a reduction of 26% in the number of 11 to 20 year olds. Upwey High School enrolments certainly followed this demographic shift.</p> <p>The 2016 census predicts quite stable numbers of 11 to 20 year olds until 2026; +24 in Upwey, -4 in Belgrave, -31 in Belgrave Heights – a net of -11 young people.</p> <p>In this context, it is pleasing to see the growth in our enrolments, and particularly the large proportions of our Year 7 enrolments who reside in our school neighborhood.</p> <p>Full Time Effective Enrolments: 2015 - 692, 2016 - 688 (-0.6%), 2017 - 723 (+5.1%), 2018 - 762 (+5.4%) Year 7 Enrolments: 2015 - 96, 2016 - 122 (+27.1%), 2017 - 146 (+19.7%), 2018 - 166 (+13.7%)</p> <p>There is also a steady slight downward trend in our Student Family Occupation and Education Index (SFOE), but the school level band remains as Low-Medium.</p> <p>Special programs include our challenging camps and tours, Instrumental Music, Volleyball program, the Student Talents program, the ADVANCE Surf Life Saving (delivered in partnership with the Woolamai SLSC) and the Music Industry program.</p> <p>Other partners include a homestay program with our sister school in Japan, Mito Eiko JHS and a regular overseas service opportunity. We are also proud to be a member of the Upwey District Educational Community (UDEEC) and the Dandenong Ranges Network of government schools.</p>
Intent, rationale and focus	<p>1. To improve student engagement</p> <p>Rationale:</p> <p>Evidence during the school review, from data, staff, student and parent focus groups and classroom observations indicated that student engagement was an area that required improvement. This goal was determined to provide a focus on improving student engagement through building a culture and climate for learning that provided improvement in areas including development of:</p> <ul style="list-style-type: none"> a) a vision, values and culture appropriate to the current school circumstance b) strategies to implement student voice and agency, and feedback processes c) a coaching program to improve teacher capacity d) improved student resilience and emotional support for students and the development of authentic relationships between students and teachers

Our plan is to work in these FISO areas:

1. Vision, Values and Culture
2. Empowering Students and Building School Pride
3. Health and Wellbeing

using a key improvement strategy of implementing strategies to develop a positive climate for learning.

2. To Improve student achievement

Rationale:

Evidence during the school review, from data, staff, student and parent focus groups and classroom observations indicated that student levels of achievement were below the expected level, particularly in Mathematics. This goal was developed in order to provide improved outcomes in Mathematics and to ensure development and implementation of curriculum structures and pedagogical practices that would increase consistency of practice, continuity from year to year and incorporate activities that will engage students. In particular, this goal was aimed at improving:

- (a) Transitions into, within and out of the school
- (b) The teaching of literacy across the curriculum
- (c) The use of the school's Instructional Model and, especially differentiation of student learning
- (d) The development of a Mathematics strategy that maximises student learning, engagement and outcomes
- (e) Assessment strategies including the use of data to inform teaching and assessment

Our plan is to work in these FISO areas:

1. Building Practice Excellence
2. Curriculum Planning and Assessment

using key improvement strategies of:

1. Development and implementation of a guaranteed and viable curriculum
2. Development and implementation of a Mathematics strategy to improve student achievement

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Goal 1	To improve student engagement in learning
Target 1.1	By 2021, the percentile rank for the AToSS will increase from the first quartile to at least the 50th percentile in: <ul style="list-style-type: none"> a. Stimulated Learning b. Differentiated Learning Challenge c. Motivation and Interest d. Student Voice and Agency.
Target 1.2	By 2021, the average student absence rates will decrease to be below: <ul style="list-style-type: none"> a. 20 days per year at Years 8, 9 and 10; b. 15 days per year at Years 7, 11 and 12.
Target 1.3	By 2021, the percentage of positive responses for the Student Motivation scale on the POS will increase from 47 per cent to 75 per cent.
Key Improvement Strategy 1.a Empowering students and building school pride	Continue to develop as a powerful learning community, with a clear identity and purpose, underpinned by a coherent vision and values.
Key Improvement Strategy 1.b Empowering students and building school pride	Implement strategies to improve learner agency to develop independent and self-regulating learners.
Key Improvement Strategy 1.c Empowering students and building school pride	Implement strategies to build learner resilient mindsets.

Goal 2	To improve student achievement in Mathematics
Target 2.1	By 2022, the percentage of students in the bottom two bands in Year 9 NAPLAN will decrease from 22 per cent to 15 per cent in Numeracy.
Target 2.2	By 2022, the percentage of students with low growth from Year 7 to Year 9 NAPLAN will decrease from 50 per cent to 25 per cent in Numeracy.
Target 2.3	By 2022, the percentage of students assessed as being below the expected level in teacher judgements will decrease to below 20 per cent in Mathematics, at each year level, from Year 7 to Year 10.
Target 2.4	By 2022, the mean study score in VCE will increase from 25.82 to 29 in Further Mathematics and from 27.50 to 30 in Mathematics Methods.
Key Improvement Strategy 2.a Building practice excellence	Implementation of strategies to build teacher capacity in Mathematics (BPE)
Key Improvement Strategy 2.b Curriculum planning and assessment	Development and implementation of a guaranteed and viable curriculum in Mathematics
Key Improvement Strategy 2.c Building practice excellence	Development and implementation of a Mathematics strategy to improve student achievement
Goal 3	To improve student achievement in literacy in all subject areas across the school
Target 3.1	By 2022, the percentage of students in the bottom two bands in Year 9 NAPLAN will decrease: <ul style="list-style-type: none"> a. from 20 per cent to 15 per cent in Reading; b. from 41 per cent to 20 per cent in Writing.

Target 3.2	By 2022, the percentage of students with low growth from Year 7 to Year 9 NAPLAN will decrease: <ul style="list-style-type: none"> a. from 28.9 per cent to below 25 per cent in Reading; b. from 30.3 per cent to below 25 per cent in Writing.
Target 3.3	By 2022, the percentage of students who are assessed as being below the expected level in teacher judgements will decrease to below 20 per cent in all subject areas, at each year level, from Year 7 to Year 10.
Target 3.4	By 2022, the All Studies mean score in VCE will increase from 27.12 to 30 and the English mean study score will increase from 27.53 to 30.
Key Improvement Strategy 3.a Building practice excellence	Implementation of strategies to build teacher capacity in literacy across all areas of the curriculum.
Key Improvement Strategy 3.b Building practice excellence	Implementation of strategies to improve literacy levels for all students
Key Improvement Strategy 3.c Curriculum planning and assessment	Development and implementation of a guaranteed and viable curriculum in literacy across all curriculum areas