

Annual Implementation Plan - 2024

Select annual goals and KIS

Upwey High School (8415)



Submitted for review by Debbie Martine (School Principal) on 24 December, 2023 at 10:41 AM

Endorsed by Scott Crawford (Senior Education Improvement Leader) on 29 December, 2023 at 11:35 AM

Endorsed by Kel Verwey (School Council President) on 05 January, 2024 at 12:09 AM

Select annual goals and KIS

Four-year strategic goals	Is this selected for focus this year?	Four-year strategic targets	12-month target
<p>Priorities goal In 2024 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the priorities goal, a learning key improvement strategy and a wellbeing key improvement strategy.</p>	Yes	Support for the priorities	<p>The 12-month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>In 2024 increase the percentage of positive response score on the AToSS in: Student Voice and Agency from 23% (2021) to 38% Sense of Confidence from 48% (2021) to 50% Self-regulation and goal setting from 45% (2021) to 50% Differentiated learning challenge from 51% (2021) to 55% School connectedness from 42% (2021) to 46%</p>
To improve the learning outcomes of all students.	Yes	<p>By 2026, increase the percentage of Year 9 students assessed at or above benchmark growth in NAPLAN:</p> <ul style="list-style-type: none"> • Reading from 60% (2021) to 75% • Writing from 56% (2021) to 75% • Numeracy from 59% (2021) to 75% 	<p>In 2024 increase the percentage of Year 9 students assessed at or above benchmark growth in NAPLAN: Reading: 65% of students achieve a score in the developing or exceeding range Writing: 65% of students achieve a score in the developing or exceeding range Numeracy: 65% of students achieve a score in the developing or exceeding range</p>
		<p>By 2026, increase the percentage of students in Years 7–10 working at or above level against the Victorian Curriculum in:</p> <ul style="list-style-type: none"> • Reading and viewing from 81% (2021) to 85% • Writing from 75% (2021) to 80% • Number and algebra from 40% (2021) to 70% 	<p>In 2024 increase the percentage of students in Years 7-10 working at or above level against the Victorian Curriculum in: Reading and Viewing: to 83% Writing: to 78% Number and Algebra: 60% of students achieve a score across developing to exceeding</p>

		<ul style="list-style-type: none"> • By 2026, to increase the VCE mean all study score from 27.12 (2021) to 29 • By 2026, to increase the VCE mean English study score from 27.53 (2021) to 29 • By 2026, to increase the percentage of VCE study scores which are 37 or more from 4.7 % (2021) to 9% 	<p>In 2024:To increase the VCE mean all study score to 28To increase the VCE mean English study score to 28To increase the percentage of VCE study scores which are 37 or more to 7%</p>
		<p>By 2026, increase the percentage of positive response scores on the SSS in the factors:</p> <ul style="list-style-type: none"> • Academic emphasis 37% (2021) to 40% • Collective efficacy 56% (2021) to 60% • Teacher collaboration 44% (2021) to 48% • Understand how to use formative assessment 55% (2021) to 58% • Understand how to analyse data 39% (2021) to 45% 	<p>In 2024, increase the percentage of positive response scores on the SSS in the factors:Academic emphasis 37% (2021) to 40%Collective efficacy 56% (2021) to 58%Teacher collaboration 44% (2021) to 46%Understand how to use formative assessment 55% (2021) to 58%Understand how to analyse data 39% (2021) to 43%</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"> • Student voice and agency from 23 % (2021) to 40% • Sense of confidence from 48% (2021) to 55% • Self–regulation and goal setting from 45% (2021) to 57% • Differentiated learning challenge from 51% (2021) to 58% • School connectedness from 42% (2021) to 50% 	<p>In 2024, increase the percentage of positive response score on the AToSS in the factors:Student voice and agency from 23 % (2021) to 33%Sense of confidence from 48% (2021) to 53% Self–regulation and goal setting from 45% (2021) to 53% Differentiated learning challenge from 51% (2021) to 54% School connectedness from 42% (2021) to 50%</p>
		<p>By 2026, increase the per cent positive endorsement on the POS in the factors:</p> <ul style="list-style-type: none"> • Parent participation and involvement from 88% (2021) to 90% • Student cognitive engagement from 84 % (2021) to 85% 	<p>In 2024, increase the per cent positive endorsement on the POS in the factors:Parent participation and involvement from 88% (2021) to 90% Student cognitive engagement from 84 % (2021) to 85%</p>
		<p>By 2026 the percentage of students with 20 or more days absence will decrease from 26% (2021) to 20%</p>	<p>In 2024 we will reduce the number of students with 20 to 30 days absence by 25%.</p>

To strengthen the wellbeing of all students.	Yes	<p>By 2026 increase the percentage of positive endorsement in the student AToSS for the following factors:</p> <ul style="list-style-type: none"> • Teacher concern from 24% (2021) to 40% • Perseverance from 48% (2021) to 55% • Respect for diversity from 36% (2021) to 45% • Emotional awareness and regulation from 60% (2021) to 65% 	<p>In 2024 increase the percentage of positive endorsement in the student AToSS for the following factors:Teacher concern from 24% (2021) to 32%Perseverance from 48% (2021) to 52% Respect for diversity from 36% (2021) to 40%Emotional awareness and regulation from 60% (2021) to 63%</p>
		<p>By 2026, increase the percentage of positive endorsement in the student POS:</p> <ul style="list-style-type: none"> • Parent and community engagement from 55% (2021) to 65% • Confidence and resiliency skills from 63% (2021) to 70% • Student motivation and support from 49% (2021) to 55% 	<p>In 2024 increase the percentage of positive endorsement in the student POS:Parent and community engagement from 55% (2021) to 60% Confidence and resiliency skills from 63% (2021) to 66% Student motivation and support from 49% (2021) to 52%</p>
		<p>By 2026, increase the percentage of positive endorsement in the SSS:</p> <ul style="list-style-type: none"> • Staff psychological health from 57% (2021) to 60% • Staff safety and wellbeing consultation and participation from 61% (2021) to 65% 	<p>In 2024 increase the percentage of positive endorsement in the SSS:Staff psychological health from 57% (2021) to 60% Staff safety and wellbeing consultation and participation from 61% (2021) to 65%</p>

Goal 1	<p>Priorities goal In 2024 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the priorities goal, a learning key improvement strategy and a wellbeing key improvement strategy.</p>	
12-month target 1.1-month target	<p>In 2024 increase the percentage of positive response score on the AToSS in: Student Voice and Agency from 23% (2021) to 38% Sense of Confidence from 48% (2021) to 50% Self-regulation and goal setting from 45% (2021) to 50% Differentiated learning challenge from 51% (2021) to 55% School connectedness from 42% (2021) to 46%</p>	
Key Improvement Strategies		<p>Is this KIS selected for focus this year?</p>

KIS 1.a	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy	Yes
KIS 1.b	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable	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.		
Goal 2	To improve the learning outcomes of all students.	
12-month target 2.1-month target	In 2024 increase the percentage of Year 9 students assessed at or above benchmark growth in NAPLAN: Reading: 65% of students achieve a score in the developing or exceeding range Writing: 65% of students achieve a score in the developing or exceeding range Numeracy: 65% of students achieve a score in the developing or exceeding range	
12-month target 2.2-month target	In 2024 increase the percentage of students in Years 7-10 working at or above level against the Victorian Curriculum in: Reading and Viewing: to 83% Writing: to 78% Number and Algebra: 60% of students achieve a score across developing to exceeding	
12-month target 2.3-month target	In 2024: To increase the VCE mean all study score to 28 To increase the VCE mean English study score to 28 To increase the percentage of VCE study scores which are 37 or more to 7%	
12-month target 2.4-month target	In 2024, increase the percentage of positive response scores on the SSS in the factors: Academic emphasis 37% (2021) to 40% Collective efficacy 56% (2021) to 58% Teacher collaboration 44% (2021) to 46%	

	Understand how to use formative assessment 55% (2021) to 58% Understand how to analyse data 39% (2021) to 43%	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 2.a Teaching and learning	Build teacher capacity to use evidence and data to identify and respond to each student's point of learning need.	Yes
KIS 2.b Leadership	Further embed a culture of academic rigour and growth, effort and high expectations.	Yes
KIS 2.c Teaching and learning	Develop the capabilities of professional learning teams to expertly use data and the FISO improvement cycle to improve student learning.	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.	<p>We have begun to build teacher efficacy in using a wider range of data to identify and respond to each student's point of need. We need to continue to build on this. Our LS will present PL around data and teams will undertake an improvement cycle related to improved literacy or numeracy data. Based on 2023 results incremental targets have been adjusted. The need for PL and the direction it will take was introduced at 2024 Reinduction Day.</p> <p>We began an exploration of improving student voice through Quaglia in 2023 and will continue this focus by exploring the link between high expectations and student aspiration and some targeted PL. Our Priorities Leader will support both year level and domain teams to embed and monitor the effectiveness of strategies.</p> <p>The work around numeracy will be very targeted with the aim of building the knowledge of Maths teachers in teaching Mathematics that encourages connections and critical thinking over calculations. Domain meetings will be structured to include a short training session on teaching mathematics. The LS will peer observe every Maths teacher and have each teacher participate in a learning walk to witness an aspect of what was covered in the domain meetings. The curriculum mapping will be completed and each year level will have comprehensive resources available on one note or one drive. Whole staff PL will focus on building an awareness of the importance of numeracy across all curriculum areas.</p> <p>The PL and meeting agenda is tied tightly to the AIP and SP, leaders are aware of the need to continually reference both documents.</p>	
Goal 3	To improve student engagement in learning.	

12-month target 3.1-month target	In 2024, increase the percentage of positive response score on the AToSS in the factors: Student voice and agency from 23 % (2021) to 33% Sense of confidence from 48% (2021) to 53% Self-regulation and goal setting from 45% (2021) to 53% Differentiated learning challenge from 51% (2021) to 54% School connectedness from 42% (2021) to 50%	
12-month target 3.2-month target	In 2024, increase the per cent positive endorsement on the POS in the factors: Parent participation and involvement from 88% (2021) to 90% Student cognitive engagement from 84 % (2021) to 85%	
12-month target 3.3-month target	In 2024 we will reduce the number of students with 20 to 30 days absence by 25%.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 3.a Engagement	Embed a whole-school strategy for students to develop and monitor their own learning goals and track their progress.	Yes
KIS 3.b Engagement	Embed opportunities for students' voice, choice and agency across curriculum areas and learning tasks.	Yes
KIS 3.c 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.	Work on Learning Goals was undertaken in 2023. Goals were made more robust and tied to Writing and Maths foci, prior to this some goals had been a little simplistic. Goals focused on key strategies will help provide more of a narrative around how to improve literacy and numeracy results whilst impacting student engagement in learning. We have a Priorities Leader in place for 2024 who will focus on student leadership across the school, working with year level teams to actively drive engagement, student agency and voice.	
Goal 4	To strengthen the wellbeing of all students.	

12-month target 4.1-month target	In 2024 increase the percentage of positive endorsement in the student AToSS for the following factors: Teacher concern from 24% (2021) to 32% Perseverance from 48% (2021) to 52% Respect for diversity from 36% (2021) to 40% Emotional awareness and regulation from 60% (2021) to 63%	
12-month target 4.2-month target	In 2024 increase the percentage of positive endorsement in the student POS: Parent and community engagement from 55% (2021) to 60% Confidence and resiliency skills from 63% (2021) to 66% Student motivation and support from 49% (2021) to 52%	
12-month target 4.3-month target	In 2024 increase the percentage of positive endorsement in the SSS: Staff psychological health from 57% (2021) to 60% Staff safety and wellbeing consultation and participation from 61% (2021) to 65%	
Key Improvement Strategies	Is this KIS selected for focus this year?	
KIS 4.a Support and resources	Embed a whole-school community approach to strengthening positive mental health	No
KIS 4.b Support and resources	Further develop the school's culture of partnerships with families and community agencies to enhance student learning and wellbeing outcomes.	Yes
KIS 4.c 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.	The school's culture of working closely with families is embedded in our programs. Our co curricula programs encourage external involvement, our Volleyball and Music Programs, our Kitchen Garden and our Student Talent Programs, the Fathering Project, work with RMIT on Bushfire Management and the Nature Stewards Program are all designed to connect with people beyond the school walls. Providing a variety of ways for our students to connect with the school improves overall wellbeing and gives students a reason, somewhere in what is offered to want to come to connect with the school. The SRC is keen to do this and began to actively look for organisations to help. We will be looking at ways we can actively raise the profile of these partnerships to increase results in our parent surveys.	

