University of Canberra High School Kaleen Strategic Plan 2016-2020 Belconnen Network

Endorsement by School Principal

Name: Lana Read

Signed

Lana Read

Date:

6 May 2016

Endorsement by School Board Chair

Name: Michael Hicks

Signed

MJ Hick

Date:

6 May 16

Endorsement by School Network Leader

Name: Steve Gwilliam

Signed

Date:

31/May.16

Strategic Priority 1: Embed an explicit improvement agenda across the school.

Outcomes to be achieved:

Targets

By the end of 2020 the school will achieve:

- A 'sustaining' rating in all areas of PLCs at Work Continuum (school self-assessment.) *(Currently rated between pre-initiating and implementing phases.)*
- 60 percent of staff reporting excellent sense of shared values and approach. *(Currently 4 percent)*
- 80 percent of parents and students report that teachers provide them with useful feedback about their learning. *(Currently 72 and 63 percent)*
- X% of students demonstrating growth mindset (ANU pilot project) *(Baseline data to be added in July 2016)*
- 90 percent of students achieving expected or better than expected growth in NAPLAN Reading, 95 percent in Writing and 75 percent in Numeracy between years 7 and 9. *(Currently 81.8, 89.2 and 65.4 percent respectively.)*

Key Improvement Strategies	Key Performance Indicators
Develop and embed professional learning community processes.	Improvement against professional learning community continuum. Proportion of staff using data to monitor their effectiveness. Level of satisfaction of staff and students related to shared values and approach and staff relations.
Embed a culture of data analysis to inform teaching	Proportion of staff using common formative assessments to track student progress. Proportion of staff who agree teachers use system data and processes to inform teaching. Effective use of student tracking system by all staff. Effective use of embedded formative assessment practices.
Develop a learning culture that promotes high expectations of behaviour and learning outcomes for all students.	*Level of staff, student and parent satisfaction in relation to academic emphasis(ASCSIMT) *proportion of students who agree that they do not engage in disruptive behaviours. (ASCSIMT)

Strategic Priority 2: Develop an expert teaching team.
Outcomes to be achieved:
Targets
By the end of 2020 the school will achieve:

- A 10 percentage point increase in the number of stakeholders reporting excellent focus on academic emphasis. (Currently students are 44, staff are 69 and parents are 51 percent).
- 50 percent of staff reporting excellent levels of professional development opportunities. *(Currently 33 percent).*
- 85 percent of teaching staff report that they receive useful feedback about their work. *(Currently 64 percent.)*
- 85 percent of teachers and 80 percent of parents indicate that students' learning needs are being met at this school. *(Currently 72 percent and 64 percent.)*
- A minimum 5 percent increase in the numbers of students achieving in top 2% of bands in NAPLAN Reading, Writing and Numeracy. *(Currently: Year 7 Reading 29, Writing 11, Numeracy 14 percent. Year 9: 19, 6 and 29 percent respectively.)*
- A minimum 5 percent decrease in the numbers of Students achieving in bottom 2 bands in NAPLAN Reading, Writing and Numeracy. *(Currently Y7: Reading 16, Writing 32 and Numeracy 25 percent. Year 9: 25, 59 and 29 percent respectively.)*

Key Improvement Strategies	Key Performance Indicators
Develop and embed coaching and mentoring system across the school.	Evidence of formal coaching processes by all executive staff and experienced educators. Proportion of staff engaged in research based action learning to investigate problems of practice. Evidence of collaboration and teamwork across the school (PLC artefacts)
Develop and embed a culture of peer observations and feedback on teaching practice	Evidence of systematic, effective feedback and reflection Levels of staff satisfaction in relation to professional development (ASCSIMT) Proportion of staff who agree that they receive useful feedback about their practice.
Embed effective pedagogical practices	Development of pedagogical framework Cyclic job-embedded professional learning is evident Proportion of staff who strongly agree with professional development items (ASCSIMT) Clear differentiation evident in all teaching programs Articulation and sharing of best practice during staff meetings and PLTs. Visible learning practices are evident in all classrooms.

Strategic Priority 3: Develop high levels of connectedness to the school and wellbeing for all stakeholders.
Outcomes to be achieved:
Targets
By the end of 2020 the school will achieve:

- 50 percent of students report excellent levels of emotional engagement. *(Currently 32 percent)*
- 60 percent of students report that they engage in moderate or low levels of general aggression. *(Currently 90 percent).*

- 60 percent of students report engaging in moderate or low levels of classroom disruption. *(Currently 83.9 percent.)*
- 50 percent of staff report excellent levels of team moral. *(Currently 44 percent).*
- 60 percent of staff report excellent relations between staff. *(Currently 50 percent).*
- 50 percent of parents report excellent levels of involvement with their child's school. *(Currently 44 percent).*
- 90 percent of students indicate that they feel safe at the school *(Currently 59 percent.)*
- 85 percent of staff and parents and students agree that student behavior is well-managed at this school. *(Currently 72, 75 and 35 percent.)*
- *80 percent of staff indicate that they are well supported at this school. (Currently 58 percent)*

Key Improvement Strategies	Key Performance Indicators
Develop and embed a whole school approach to student management using evidence based programs and a Positive Behaviours for Learning model (PBL).	Proportion of stakeholders agreeing that students feel safe at the school. (SSS) Proportion of stakeholders agreeing that student behavior is well-managed at the school. (SSS) Connectedness, belonging and identity items within (ASCSIMT) Consistent implementation of school-endorsed strategies, programs and language across all areas of the school. Proportion of students accessing the 'chill-out room' regularly. (local data)
Implement growth mindset theory across the school.	Attendance and engagement rates (ANU surveys) Data for 'at-risk' stereotyped students. Improved behavioural engagement items (in ASCSIMIT)
Increase community engagement in learning	Level of parent satisfaction related to school and family connections. Parent satisfaction in relation to parent involvement and home and at school.
Improve staff wellbeing	Proportion of staff who agree staff relations are strong. Proportion of staff who agree staff morale is high. Proportion of staff who agree that staff are well supported at this school.