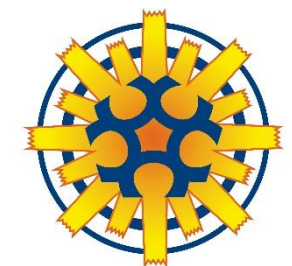


UC High School Kaleen

Network: Belconnen

School Improvement Plan 2021-2025



UC HIGH SCHOOL
KALEEN

The purpose of school improvement planning

This plan establishes a strong improvement agenda to be driven by school leaders over the next five years. It was informed by the Directorate's Strategic Plan and system-level and school-based analysis of multiple sources of evidence. Analysis of these multiple sources of evidence is supported by an annual provision to each school of a data summary as a key enabler of our improvement planning and implementation.

Each school participates in School Review as an integral component of its five-year improvement planning cycle. Review findings support annual improvement planning (Action Plan) and are an important component of Directorate monitoring and support of school improvement. Reviews provide schools with quality and independent feedback, tailored to the school's context. Each school is reviewed at least every five years, providing valuable opportunities for self-reflection, planning and improvement. The school improvement planning process is below. This representation is used in the footer of all school-based improvement documents to indicate the stage of planning or implementation.

Analysis ⇒ Priorities ⇒ Strategies ⇒ Actions ⇒ Impact (for student)

Our school improvement planning is grounded in evidence from research and practice and expressed in terms of improvements in measurable student outcomes. Explicit five-year targets for improvement have been set and will give life to monitoring, evaluation and communication of progress to teachers, families and students.

Our school's improvement agenda positioned within the Directorate's Strategic Plan

Vision

Directorate's vision:	We will be a leading learning organisation where people know they matter.
School's vision:	UCHSK thrives on a foundation of strong relationships, where individuals are valued and all student needs are met. There are high expectations of student behaviour and academic endeavour. All students achieve success.

Mission

Directorate's mission:	We develop and deliver educational services to empower each child and young person in the ACT to learn for life.
School's mission:	At UCHSK, we will function as a professional learning community, collaborating to ensure the academic, social and emotional growth of each student through quality and purposeful educational experiences. We will do whatever it takes to ensure all students achieve success.

Values

Directorate's Values:	Respect, Integrity, Collaboration, Innovation.
School's values:	Kindness, Achievement, Respect, Endeavour

Education Directorate's Strategic Goals for 2018-2021

- Schools where students love to learn
- Investing in early childhood
- Evidence informed decisions
- Learning culture
- United leadership team

Education Directorate's Strategic Indicators for 2018-2021

- To promote greater equity in learning outcomes in and across ACT public schools
- To facilitate high quality teaching in ACT public schools and strengthen educational outcomes
- To centre teaching and learning around students as individuals

The Directorate annually publishes progress against its Strategic Indicators. Our school's contributions to these Strategic Indicators are detailed in our annual Impact Reports.

Multiple sources of evidence

Evidence informing this School Improvement Plan includes:

- analysis of system-level data
- analysis of school-based evidence over time (past 4/5 years)
- for schools with a preschool setting, Quality Ratings from assessment against the National Quality Framework.*

**For schools with a preschool setting their Quality Improvement Plan (QIP) is revised each year as part of the annual planning process.*

Our improvement priorities

Priority 1:

Increase growth in student writing performance across all year levels and learning areas

The UCHSK community values the development of writing skills to support students to grow as writers. Students write for meaning and purpose in all learning areas to empower them to make choices about their future.

Targets/Measures to be achieved by 2025

Student learning data

Target or measure: To increase the percentage of year 9 students achieving at or above expected growth in writing to 60% or more. The target was set by averaging the percentage at or above expected growth in writing for similar schools over 2016-2019.

Source: NAPLAN data available through SCOUT.

Starting Point: Baseline data of 48% was determined by averaging the percentage of year 7-9 students at this school achieving at or above expected growth for writing over 2016-2019.

Target or measure: To increase the percentage of year 9 students in the top two bands of writing to 12% or more. The target was set by averaging the percentage of students in the top two bands of writing for similar schools over 2016-2019.

Source: NAPLAN data available through SCOUT.

Starting Point: Baseline data of 7% was determined by averaging the percentage of students in the top two bands of writing over 2016-2019.

Target or measure: To reduce the percentage of year 9 students in the bottom two bands of writing to 36% or less. The target was set by averaging the percentage of students in the bottom two bands of writing for similar schools over 2016-2019.

Source: NAPLAN data available through SCOUT.

Starting Point: Baseline data of 57% was determined by averaging the percentage of students in the bottom two bands of writing over 2016-2019.

Target or measure: To increase the percentage of year 9 students in the top two bands of spelling to 24% or more. The target was set by averaging the percentage of students in the top two bands of spelling for similar schools over 2016-2019.

Source: NAPLAN data available through SCOUT.

Starting Point: Baseline data of 14% was determined by averaging the percentage of students in the top two bands of spelling over 2016-2019.

Target or measure: **Average 73%** or more students achieve C grade or higher (proficiency) against writing based Essential Learnings, in Science, SOSE and English, over the last 2 years of this School Improvement Plan.

Source: University of Canberra High School Kaleen Science, SOSE and English Semester Markbooks

Starting point: **Baseline of 70%** was determined by averaging the percentage of students achieving C grade or higher (proficiency) against writing based Essential Learnings in Science, SOSE and English across the period 2021-2022.

Perception data

Target or measure: 69% or above of students agree or strongly agree that 'Overall I am satisfied I am getting a good education at this school'. The target was set by averaging the percentage of agree or strongly agree for similar schools over 2018-2020.

Source: Annual Student Satisfaction Survey

Starting Point: Baseline data of 64% for the school for 'Overall I am satisfied I am getting a good education at this school' is the average for this school over 2018-2020 for agree or strongly agree.

School program and process data

No school program or process targets currently.

Priority 2:

Strengthen student wellbeing through connection to learning and increased engagement across all areas of school life.

UCHSK is an inclusive learning community that purposefully collaborates to support students to feel safe, respected and valued, to nurture student engagement, resilience and responsibility.

Targets/Measures to be achieved by 2025

Student learning data

Target or measure: Average 75% or more of student achievement grades are C grade or higher over the last 2 years of this School Improvement Plan.

Source: University of Canberra High School Kaleen Student End of Semester Reports.

Starting point: Baseline of 73% was determined by averaging the highest and lowest percentages of C grades awarded or higher, in a semester, over the period of 2015 -2020.

Perception data

Target or measure: 54% or more of our students will identify with the school and have a sense of belonging and connection to the school. Students who identify with their school are more likely to engage in learning and to behave in line with school norms and values. The target was set by averaging the percentage of students in ACT 7-10 schools identifying with their school over 2018 – 2020.

Source: Qualtrics Climate Survey

Starting Point: Baseline data of 51% was determined by averaging the percentages of students identifying with the school over 2018 – 2020.

Target or measure: 61% or more of students agree or strongly agree that ‘Students at this school are being equipped with the capabilities to learn and live successfully’. The target is based on the average of students in ACT 7-10 schools who agree or strongly agree with this item over 2019 – 2020.

Source: Annual Student Satisfaction Survey

Starting Point: Baseline data of 57% was calculated by averaging the school responses for the item ‘Students at this school are being equipped with the capabilities to learn and live successfully’ over 2019 – 2020.

Target or measure: 59% or more of students agree or strongly agree that ‘I feel safe at this school’. The target is based on the average of ACT 7-10 students who agree or strongly agree with this item over 2017 – 2020.

Source: Annual Student Satisfaction Survey

Starting Point: Baseline data of 52% for the school for 'I feel safe at this school' was calculated by averaging the school responses for this item over 2017 – 2020.

School program and process data

Target or measure: Average of .45 Major Negative Incidents per student per term over the last 2 years of this School Improvement Plan.

Source: UCHSK Sentral Wellbeing module: Major Negative Incident data.

Starting point: Baseline of .69 Major Negative Incidents per student was calculated by averaging the average Major Negative Incidents per student each term over 2019. 2020 was excluded due to disruptions to the school year.

Target or measure: Average of **4 Positive/1 Negative** incidents over the last 2 years of this School Improvement Plan.

Source: UCHSK Sentral Wellbeing module: Awards & Negative Incident data.

Starting point: Baseline of **2.7 Positive/1 Negative** incidents over the period 2020 - 2022.

Endorsement

This School Improvement Plan has been endorsed electronically by our Principal, Director School Improvement and Board Chair.

Principal

Name: Daniel Mowbray

Date: 29 November 2023

Director School Improvement

Name: Sam Seton

Date: 21 November 2023

Board Chair

Name: Andrew Kable

Date: 13 December 2023