# Yea High School  8500   Strategic Plan 2018-2021

*For schools in the 2016 review cycle, the SSP must finish in 2020. School in the 2017 review cycle will finish in 2021.*

| Endorsement | | | Re-Endorsement (if a Goal, KIS or Target is changed) | Re-endorsement (if a Goal, KIS or Target is changed) |
|---|---|---|---|---|
| Principal: | Bruce Skewes | 11/12/2017 | …………………………………[name] ………………… [date] | …………………………………[name]………………[date] |
| School council: | Judy Watts | 11/12/2017 | …………………………………[name] ………………… [date] | …………………………………[name]………………[date] |
| Delegate of the Secretary: | Tony Gooden | | …………………………………[name] ………………… [date] | …………………………………[name]………………[date] |

| School vision | School values | Context and challenges | Intent, rationale and focus |
|---|---|---|---|
| Our School's vision continues to reflect the needs and aspirations of our whole school community. Students, parents and teachers continually address the four foundation principles daily. For the next planning cycle, our Foundation Education Principles form a strong basis on which to build. There is ongoing refinement of practice and re-examination of the relevance of both the general curriculum and personalised ones. Yea High School focuses on improved student learning outcomes through purposeful collaboration and an understanding that improved learning outcomes are the collective responsibility of the school community. | Yea High School bases all the work we do on four important foundation principles:<br><br>• Relationships: We seek to develop significant relationships with families and the broader community.<br>• Relevant and Personalised Curriculum<br>• Rigour: We hold high expectations of all students.<br>• Refining Professional Practice: Our teaching staff strive to be excellent educators.<br><br>The school values that are the focus of our school community are:<br>• Respect<br>• Trust<br>• Acceptance | The Yea High School main campus is located approximately 115 kilometres North East of the Melbourne Central Business District. Yea High School includes an additional six campuses across Victoria at Bayswater, Eltham, Frankston, Corio, Mount Martha and Epping which are used for the Access Yea Community Education (AYCE) Program.<br>Enrolments at Yea High School were approximately 340 students, in 2017, with approximately 130 of these AYCE students. Students in the local area come from Yea, Glenburn, Kinglake, Highlands and Strath Creek. The AYCE program supports a range of students and the re-engagement for many to main stream schooling.<br>The school grounds at Yea include basketball and netball courts and an oval. The school facilities comprise of a range of purpose-built classrooms for learning in Science, the Arts and Music.<br>The staffing profile of Yea High School in 2017 included a Principal and Assistant Principal, the equivalent to 27.8 full time teachers, 6.7 full time equivalent Education Support (ES) staff, including staff in administrative and classroom support roles.<br>The school curriculum covers all domains of the Victorian Curriculum standards and offers both the Victorian senior secondary certificates, the Victorian Certificate of Education (VCE) and the Victorian Certificate of Applied Learning (VCAL). Students can access Vocational Education and Training (VET) subjects in a range of areas. AYCE students access senior secondary pathways in VCE and VCAL.<br><br>Yea High School is a small rural secondary school and the challenges include; delivering high quality instruction across a comprehensive curriculum, Year 7 – Year 12, meeting the expectations of families from the Yea District, Kinglake district and AYCE community, improving the aspirations of our students and support the needs of students who come into the AYCE program. | The school, over this cycle of the strategic plan, will focus on student engagement with learning and support this with curriculum planning, analysis of student achievement data, the provision of targeted learning programs and by continuing to improve teacher practice. The school recognises the important role the school has in improving student outcomes and raising student aspirations. In particular the school will;<br><br>• Establish, implement and monitor whole school curriculum planning practices.<br>• Develop and monitor the impact of whole school approaches to maximise student engagement with learning<br>• Establish whole school approaches to the analysis of student achievement data to inform the provision of targeted learning for all students<br>• Develop and monitor the impact of whole school approaches to maximise student engagement with learning<br>• Enhance high student aspirations for themselves and their peers, with supports to realise these high expectations<br>• Establish a whole-school approach to health and wellbeing, engaging with students, parents/carers and community health specialists to plan, evaluate and improve health and wellbeing policies and programs<br><br>The first goal 'To improve Literacy and Numeracy outcomes' combines the analysis of student achievement, targeted learning and building teacher capacity.  The strategic target base data is the 2017 school data. The target areas reflect the areas of improvement considered by the review and the Design and Implantation Team.<br><br>The second goal 'To improve student engagement and motivation to learn' includes the key improvement strategies 'the implementation of whole school approach to student welfare and management' and 'to document and implement a whole school approach to student pathways from Year 7' as well as the FISO elements of Intellectual Engagement and Self Awareness (High expectations and the support and fostering of intellectual engagement) and Empowering students and building school pride (Fostering student motivation and confidence for learning). |

| Four-year goals (for improving student achievement, engagement and wellbeing) | Improvement Priorities, Initiatives and/or Dimensions | Key improvement strategies | Targets (for improving student achievement, engagement and wellbeing) |
|---|---|---|---|
| To improve literacy and numeracy outcomes for all students across the school. | **Excellence in teaching and Learning:** | Implement professional learning to support best practice instruction.<br><br>To improve the effective use of data to inform teacher instructional practice.<br>Build teacher capacity through coaching and feedback.<br><br>Establish, implement and monitor whole school curriculum planning practices.<br>Develop and monitor the impact of whole school approaches to maximise student engagement with learning.<br><br>Establish whole school approaches to the analysis of student achievement data to inform the provision of targeted learning for all students. | Increase the % of students with high or medium gains in NAPLAN Reading from 84% in 2017 to 88%( Years 7-9).<br>Increase Reading high gain from 29.73 to 40%<br>Increase the % of students in the top two bands of NAPLAN Reading from 21% in 2017 to 30% at year 9 .<br>Decrease the % of students in the bottom two bands of NAPLAN Reading from 21% in 2017 to 15% at year 9 .<br>According to UMNoS NAPLAN data analysis to reduce students in the 'Must Change' Effect Size group from 36% (2017) to at or below 30% and increase the combined Optimal and Growth group to 50% or more from 46% (2017).<br><br>Increase the % of students with high or medium gains in NAPLAN Writing from 75% in 2017 to 80% ( Years 7-9)<br>Increase the % of students in the top two bands of NAPLAN Writing from 7% in 2017 to 25% at year 9 .<br>Decrease the % of students in the bottom two bands of NAPLAN Writing from 42% in 2017 to 20% at year 9 .<br><br>Increase the % of students with high or medium gains in NAPLAN Numeracy from 74 in 2017 to 80% (Years 7-9)<br>Increase the % of students in the top two bands of NAPLAN Numeracy from 9.5 in 2017 to 28% at year 9 .<br>Decrease the % of students in the bottom two bands of NAPLAN Numeracy from 14% in 2017 to 10% at year 9.<br><br>To have VCE English Year 12 mean from 27 to 30 and VCE Further Mathematics from a mean of 26 to 28<br><br>VCE all study score to be at or above 28.<br><br>Staff Opinion Survey to improve:<br><br>Academic Emphasis from 67% to 75% endorsement.<br>Collective efficacy from 69% to 80% endorsement.<br>Feedback from 69% to 80% positive endorsement.<br>Formative assessment from 63% to 80%. |

| To enhance student engagement and raise levels of aspiration. | **Positive Climate for Learning:**<br><br>Intellectual Engagement and Self Awareness | The implementation of whole school approach to student welfare and management.<br><br>To document and implement a whole school approach to student pathways from Year 7.<br><br>Develop and monitor the impact of whole school approaches to maximise student engagement with learning.<br><br>Enhance high student aspirations for themselves and their peers, with supports to realise these high expectations. | **Parent Opinion Survey Data:** |
|---|---|---|---|

**Parent Opinion Survey Data:**

| Student cognitive engagement % | 2017 | 2021 |
|---|---|---|
| High expectations for success | 40.5 | 75 |
| Student motivation and support | 85.7 | 90 |
| Stimulating learning environment | 42.6 | 75 |
| Effective teaching | 85.3 | 90 |

**Student Attitudes to School Survey Data:**

| Learner characteristics and disposition % | 2017 | 2021 |
|---|---|---|
| Attitudes to attendance | 30.3 | 75 |
| Motivation and interest | 43.9 | 75 |
| Resilience | 71.0 | 80 |
| Self-regulation and goal setting | 44.9 | 75 |
| Sense of confidence | 48.1 | 75 |

(in left column, unlabelled figures)
| | 2017 | 2021 |
|---|---|---|
| | 75 | |
| | 48.1 | 75 |