

# School Strategic Plan 2021-2025

Yea High School (8500)



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# School Strategic Plan - 2021-2025

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<b>School vision</b>	<p>Yea High School's vision is to be a leader in state education. It will be at the forefront of educational initiatives, programs and policies. Yea High School will apply exceptional teaching and learning practices that inspire and engage students to achieve excellence in all that they do. It will become the local school of choice for families seeking quality educational options for their children.</p> <p>Our Secondary School Motto is 'Striving for Excellence'. This is embodied in the actions of all key stakeholders who are jointly committed to improving the learning outcomes of students. The Yea High School culture of participation and striving to achieve our best; always, is based on mutual respect.</p>
<b>School values</b>	<p>The following values and traits are seen as central to our community:</p> <p>Respect</p> <ul style="list-style-type: none"><li>• Following teacher's instructions</li><li>• Right words, right place</li><li>• Keep body to self</li><li>• Use manners</li><li>• Use equipment for intended use</li><li>• Remove hats inside</li></ul> <p>Trust</p> <ul style="list-style-type: none"><li>• Ask for clarification</li><li>• Speak up</li><li>• Open conversations</li><li>• Follow through on any commitments</li><li>• Keep all stake holders informed</li><li>• Provide a safe learning environment</li></ul> <p>Acceptance</p> <ul style="list-style-type: none"><li>• Be inclusive of others</li><li>• Be a positive member of the school community</li><li>• All abilities are catered for</li><li>• High expectations of all learners</li></ul>

	<ul style="list-style-type: none"> <li>• Never tolerate bullying</li> </ul>
<b>Context challenges</b>	<p>Yea High School is a co-educational secondary college, situated 100 kilometres north-east of Melbourne. The school has approximately 330 students enrolled and provides for the educational needs of a mixture of rural, semi-rural and urban communities. The student family occupation index in 2020 was 0.4774.</p> <p>The school caters for students in the Yea community and the districts of Glenburn, Murrindindi, Molesworth, Killingworth, Highlands, Homewood, Strath Creek, Kinglake and Flowerdale. The school has over 40% of its students travelling by bus from the south of Yea; in particular, these areas include Glenburn, Flowerdale and Kinglake. Public transport into Yea and out of Yea is limited. The school bus system and a V/Line commuter bus provide morning access to Seymour and a return to the township at 4.30 pm. There is one V/Line bus service through Yea from Melbourne each day.</p> <p>The school breakfast club is significant support for students. Some students are on the school bus for over 40 minutes in the morning and again on the return home.</p> <p>Yea High School also runs a re-engagement program for students who need to reconnect with education. The Access Yea Community Education (AYCE) Program, supports, or provides for, the educational needs of approximately 130 Yea High School students studying at the following study centres: Reservoir-Epping, Bayswater and Geelong, with the Bayswater Centre being the largest of these locations.</p> <p>The AYCE program commenced in 1999 with a small outreach program to support local students. Under the model developed in those early years the school was asked to provide an outreach program in Melbourne (with Education Department support). The success of the program is due to the mix of students in the intake and staff who work in the program. The Yea campus is the resource centre for the program.</p> <p>The school has approximately 35 equivalent full-time staff, currently 3.3 Principal class, 26.4 Teachers, 7 Educational Support staff and a school nurse.</p> <p>Yea High School strongly believes that education is best achieved through all key stake-holders working together with staff, parents, carers and community collaborating to help improve the educational outcomes of their young people. Yea High School believes that education should be about one student at a time, and students are better engaged when they are learning through their passions and interests.</p> <p>Professional Learning: In 2023 the school will continue to develop and implement the Professional Learning Communities (PLC) that include</p>

	<p>student learning and student wellbeing. There will also be a strong focus on developing teacher capacity around data literacy, and the School Wide Positive Behaviour and Support (SWPBS). The school will continue to embed the Independent Reading Program and Number Fluency Program whilst maintaining a focus on Writing across the curriculum.</p> <p>Challenges:</p> <p>In 2023, Yea High School will have a new members of the leadership team with 2 new positions centered on the management of student wellbeing and learning at year's 7 to 9 and a leadership position focused on student learning across the whole school. It will be important to ensure role clarity in these new roles.</p> <p>The need to continue to raise expectations and the work happening with families to build trust and connectedness and develop more of a partnership. The ongoing need to focus on further enhancing teaching and learning with the need to better differentiate using data to inform practice.</p> <p>Ensuring consistent implementation of the Instructional Model will be a priority.</p> <p>Teaching and Learning:</p> <ul style="list-style-type: none"> <li>• In line with Department of Education requirements, each Koorie, out of home care students and students below the minimum standards to have an Individual Learning Plan.</li> <li>• ensure Koorie curriculum resources support teaching all students about the history and culture of Australia's First Peoples</li> <li>• engage Koorie speakers</li> <li>• enhance strategic resource management</li> <li>• engage further with KESOs to enable the Learning Places regional operating model.</li> <li>• identifying opportunities to work in partnership with relevant place-based initiatives and mechanisms.</li> <li>• activate student voice and agency (for all students to include an 'own choice' goal on their ILPs)</li> </ul>
<b>Intent, rationale and focus</b>	<p>Intent:</p> <p>Yea High School is aiming to improve student outcomes in Literacy and Numeracy (Goal 1). The school will focus on</p>

increasing the number of students working 'above level' and achieving high relative growth in all areas of Literacy and Numeracy, whilst reducing the difference between teacher judgement and NAPLAN data. Another key area of work will be to maximise physical health, mental health and wellbeing outcomes for every student. (Goal 3). The school will also focus on improving school connectedness with all students (goal 2), providing a stimulating learning environment and improving the amount of student feedback that teachers use to improve teacher practice and student outcomes.

**Rationale:**

In Literacy, student outcomes have improved in Reading, however, Writing outcomes have not made the same progress. High Relative Growth in NAPLAN Writing met the state benchmark on a single occasion in the preceding four years. There has also been misalignment between teacher judgement and NAPLAN results in Reading and Writing.

An analysis of the school's NAPLAN and school-based data identified that the percentage of students achieving high relative growth in Numeracy (11%) was below the similar school benchmark (22%) in 2021. Similarly the percentage of students with high gain in Reading (15%) was below the similar schools benchmark (20%). Also in 2022 in the relative growth of reading was 12% compared to 19% in similar schools. This data represents our key areas for improvement.

Student leadership has been established in the school for a number of years, although we are investigating ways for students to have a larger role in school improvement. Through the School Review process, most teachers interviewed understood the purpose of student voice and agency but were not confident in how to develop this with their students. There was insufficient evidence of students having opportunities to influence curriculum design and provide feedback on the impact of teaching and learning. At the time of the review, there was also little evidence of goal selection that was fully owned and tracked by the students. This will continue to be a focus.

Our school is committed to student wellbeing, engagement and achievement through our three goals for continuous school improvement:

- To provide for all students at Yea High School a challenging and differentiated curriculum that equips each and every student for successful future pathways and ensures that they are lifelong learners.
- To improve the relative learning growth of every student across all domains but particularly in literacy and numeracy.
- To improve student achievement and completion rates in VCE, VET and VM programs.
- To provide a stimulating learning environment so that all students are actively engaged in all learning opportunities both inside and outside of the classroom and capable of achieving their full individual potential.
- To develop a positive, healthy and safe learning environment that enhances student voice and empowers all students to achieve positive pathways in their own community and beyond.
- To build the capacity of all staff at Yea High School in order to develop an equitable, sustainable and high

	performing teaching and learning environment.
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<b>Goal 1</b>	Maximise the learning outcomes in literacy and numeracy for every student.
<b>Target 1.1</b>	By 2025 increase the percentage of Year 9 students achieving above benchmark growth in NAPLAN: <ul style="list-style-type: none"><li>• Reading from 15 per cent to 25 per cent</li><li>• Writing from 9 per cent to 20 per cent</li><li>• Numeracy from 6 per cent to 20 per cent.</li></ul>
<b>Target 1.2</b>	By 2025 increase the percentage of Year 9 students achieving in the top two bands in NAPLAN: <ul style="list-style-type: none"><li>• Reading from 22 per cent to 30 per cent</li><li>• Writing from 5 per cent to 15 per cent</li><li>• Numeracy from 4 per cent to 15 per cent.</li></ul>
<b>Target 1.3</b>	By 2025 increase the percentage of Year 7 – 10 students achieving at and above expected level in Victorian Curriculum Teacher Judgements for: <ul style="list-style-type: none"><li>• Reading and Viewing from 44 per cent to 60 per cent</li><li>• Writing from 43 per cent to 60 per cent</li><li>• Number and Algebra from 15 per cent to 50 per cent.</li></ul>
<b>Target 1.4</b>	By 2025, increase the percentage positive endorsement on the School Staff Survey for the factor 'Moderation of student assessment' from 70 per cent in 2021 to 74 per cent.

<b>Target 1.5</b>	<p>By 2025:</p> <ul style="list-style-type: none"> <li>• Increase the VCE English Year 12 study score mean from 27 in 2021 to 30</li> <li>• Increase the VCE Further Mathematics study score mean from 27 in 2021 to 30.</li> </ul>
<b>Target 1.6</b>	<p>By 2025, improve the positive endorsement on the SSS for the following factors:</p> <ul style="list-style-type: none"> <li>• Academic emphasis from 63 per cent (2021) to 71 per cent</li> <li>• Collective efficacy from 66 per cent (2021) to 74 per cent</li> <li>• Professional learning through peer observation from 55 per cent (2021) to 70 per cent</li> <li>• Understand how to analyse data from 60 per cent (2021) to 70 per cent</li> <li>• Differentiated learning challenge from 68 per cent (2021) to 76 per cent.</li> </ul>
<b>Key Improvement Strategy 1.a</b> The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Develop and implement a school wide comprehensive plan for a high expectations culture of collective efficacy.
<b>Key Improvement Strategy 1.b</b> The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Develop, implement and embed a school wide PLC approach for planning teaching, modelling effective practice and using observation and feedback.



<b>Key Improvement Strategy 1.c</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Build teacher capability to consistently implement a school wide agreed Instructional Model.
<b>Key Improvement Strategy 1.d</b> Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Build teacher data literacy and assessment capacity to inform school wide differentiated teaching practice that challenges and extends every student.
<b>Goal 2</b>	Enhance student engagement in their learning.
<b>Target 2.1</b>	By 2025, improve the positive endorsement on the AToSS for the following factors: <ul style="list-style-type: none"> <li>• Stimulated learning from 64 per cent (2021) to 72 per cent</li> <li>• Student voice and agency from 57 per cent (2021) to 70 per cent</li> <li>• Sense of connectedness from 57 per cent (2021) to 70 per cent</li> <li>• Self regulation and goal setting from 56 per cent (2021) to 70 per cent.</li> </ul>
<b>Target 2.2</b>	By 2025, improve the positive endorsement on the POS for the following factor: <ul style="list-style-type: none"> <li>• Student connectedness from 71 per cent (2021) to 79 per cent.</li> </ul>
<b>Key Improvement Strategy 2.a</b> Activation of student voice and agency, including in leadership and learning, to	Build school wide staff capacity to understand and activate student voice, learner agency and leadership to strengthen student participation and engagement in learning.

strengthen students' participation and engagement in school	
<b>Key Improvement Strategy 2.b</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Develop the capacity of all teachers to design learning programs which explicitly build deep levels of thinking and application.
<b>Goal 3</b>	Maximise physical health, mental health and wellbeing outcomes for every student.
<b>Target 3.1</b>	By 2025 decrease the percentage of Year 7 to Year 12 students who are absent for: <ul style="list-style-type: none"> <li>• 20 to 29.5 days from 15 per cent in 2021 to 12 per cent</li> <li>• 30 plus days from 22 per cent in 2021 to 20 per cent.</li> </ul>
<b>Target 3.2</b>	By 2025, improve the positive endorsement on the AToSS for the following factors: <ul style="list-style-type: none"> <li>• Resilience from 61 per cent in 2021 to 69 per cent</li> <li>• Sense of Confidence from 56 per cent in 2021 to 64 per cent</li> <li>• Effective classroom behaviour from 68 per cent in 2021 to 76 per cent</li> <li>• Teacher concern from 54 per cent in 2021 to 62 per cent</li> <li>• Respect for diversity from 61 per cent in 2021 to 69 per cent.</li> </ul>
<b>Target 3.3</b>	By 2025, improve the positive endorsement on the POS for the following factors: <ul style="list-style-type: none"> <li>• Managing bullying from 71 per cent in 2021 to 79 per cent</li> </ul>

	<ul style="list-style-type: none"> <li>• Not experiencing bullying from 59 per cent in 2021 to 67 per cent</li> <li>• Confidence and resiliency skills from 76 per cent in 2021 to 84 per cent.</li> </ul>
<b>Key Improvement Strategy 3.a</b> Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Build and embed school wide multi-tiered systems of support that enhance student learning and engagement.
<b>Key Improvement Strategy 3.b</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Develop and embed teacher capacity to implement school wide health and wellbeing curriculum, structures and practices.