VISION STATEMENT

Providing unique opportunities for learners and future innovators

MISSION STATEMENTS

To be an innovative educational leader in Agricultural and Horticultural Science, Technology and the Environment
To develop engaged citizens with critical and creative minds, a strong social conscience and a love of learning
To foster resilience, independence, personal responsibility, and respect for others

STRATEGIC NAVIGATION

CONTEXT STATEMENT

We are committed to a sustainable world. We focus on developing our understanding of the vital role of agriculture in our global future and promoting the considered use of material and information technologies to support a sustainable environment.

We have a passion for rigorous learning, characterised by scientific inquiry and evidence-based practice. Our students discover knowledge and understanding in a vibrant, interactive environment, and experience community, local, national and global learning experiences. Our graduates are positive, creative, articulate, active global citizens, who are equipped for success.

STRATEGIC NAVIGATION

2015-2018 PRIORITY: RIGOROUS LEARNING

Rigorous learning develops students' abilities to analyse, synthesise and evaluate ideas, acquire skills, and develop positive habits of mind, attitudes and behaviours. Rigorous learning at Urrbrae Agricultural High School has two foci: Quality Pedagogy and Wellbeing.

Quality Pedagogy

- Use of contemporary pedagogical technologies and practices
- Students have ownership and interest in their learning
- Align learning with the school foci: agriculture, technology and environment
- Assess learning using standards that develop creative productivity
- Numeracy and Literacy teaching is embedded across the curriculum

Wellbeing

- Positive education (PERMA) principles underpin and inform wellbeing for learning policy and practice
- Best practice at key transition points: Year 8, Year 10 and Year 12
- Connections, coherence and relevance in Pastoral Care programs
- Responsive and coordinated Pathways support
- Student voice is heard and acted upon in authentic ways
STRATEGIC PRIORITY 1: USE CONTEMPORARY PEDAGOGICAL TECHNOLOGIES AND PRACTICES

We believe in delivering rigorous learning through the use of contemporary pedagogical technologies and practices. In 2015-16, our focus will be on:

- developing a shared understanding of what rigorous learning looks like at UAHS
- creating assessment tasks designed to develop deep theoretical knowledge and apply skills in new contexts
- agreeing on the evidence sets that will be used at program and school level to measure success
- building a positive and rigorous culture of professional learning based on evidence about student achievement, informed by research and relevant to contemporary practice.

| Intended Outcomes                                      | 1) Increase the number of 2016 students achieving A standard from 18.5% to 21%
|                                                      | 2) Increase the attendance rate of 2016 students (8-10) from 91.3% to 93.5%

Responsibilities/Key Accountabilities

| Principal                                             | Will lead the development and realisation of the school’s vision and mission statements through the development of annual action plans to address the school’s strategic priorities, with a focus on contemporary pedagogical technologies and practices.
|                                                      | Will engage staff in developing a whole school definition and understanding of rigorous learning.
|                                                      | Will identify the data sets to be collected in order to measure success.
|                                                      | Will train leaders to collate and analyse data and evidence in order to identify achievement and areas for growth.
|                                                      | Will develop a professional learning program in line with identified staff training needs.
|                                                      | Will build a positive and rigorous culture of professional learning based on evidence about student achievement, informed by research and relevant to practice.

| Assistant Principal: Teaching & Learning              | Will ensure all staff complete an accurate performance development plan.
|                                                      | Will collate and communicate information from staff performance development plans to the Assistant Principal: Teaching & Learning to assist with the development of professional learning activities.

| Assistant Principal: Personnel                        | Will assist the Assistant Principal: Teaching & Learning to develop and deliver a professional learning program in line with identified staff training needs.
|                                                      | Will develop, implement and review a whole school eLearning strategy that incorporates the use of contemporary pedagogical technologies and practices.
|                                                      | Will promote and facilitate the use of contemporary pedagogical technologies and practices through the provision of professional learning and support to staff.
STRATEGIC PRIORITY 2: STUDENTS HAVE OWNERSHIP OF AND INTEREST IN THEIR LEARNING

We recognise the importance of students having ownership of and interest in their learning in order to maximise student engagement and achievement. In 2015-2016, our focus will be on:

- gathering and responding to student feedback in relation to their interest in learning
- designing teaching programs that meet the learning needs of all students
- improving the school’s self-review and improvement processes by incorporating a clear focus on data analysis and regularly reviewing the effectiveness of programs and strategies.

<table>
<thead>
<tr>
<th>Intended Outcomes</th>
<th>1) Increase 2016 student survey ‘agree’ or ‘strongly agree’ responses to questions relating to interest in teaching programs and teachers’ skills in enthusing students from 48% to 56%</th>
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<thead>
<tr>
<th>Responsibilities/Key Accountabilities</th>
<th>Will oversee the improvement of the school's self-review and improvement processes by incorporating a clear focus on data analysis, and regularly reviewing the effectiveness of programs and strategies.</th>
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<thead>
<tr>
<th>Assistant Principal: Teaching &amp; Learning</th>
<th>Will regularly review the effectiveness of teaching programs and strategies through leading an improved school self-review process. Will ensure the learning needs of identified students, and learning design recommendations, are clearly documented and used by teaching staff.</th>
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<tr>
<th>Assistant Principal: Personnel</th>
<th>Will create a student questionnaire with questions designed to elicit feedback in relation to students’ interest in teaching programs and teachers’ ability to enthuse students.</th>
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<tr>
<th>Senior Leader: Quality Pedagogy &amp; eLearning</th>
<th>Will provide professional learning opportunities and information regarding evidence-based differentiation strategies to engage the full range of learners. Will support teachers to incorporate differentiation strategies in the design of their teaching programs and tasks. Will develop, implement and review a whole school eLearning strategy that promotes student ownership of and interest in their learning.</th>
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</thead>
</table>
Faculty Leaders

- Will collate information from student surveys and student results to create an overall understanding of their faculty and design faculty professional learning in response to agreed faculty action plans.
- Will assist teachers in their faculty to respond to feedback from student surveys when developing individual performance development plans.
- Will support teachers to incorporate appropriate differentiation strategies to meet the needs of the full range of learners.

Teachers

- Will incorporate information learned from student feedback and considered reflection on student results when creating their performance development plan.
- Will incorporate and document differentiation strategies in relation to student knowledge, skills and readiness to learn when planning teaching programs.
- Will incorporate specific strategies for students with identified learning needs when planning teaching and learning activities.
- Will document and share differentiation strategies for students with identified learning needs.

STRATEGIC PRIORITY 3: SCHOOL FOCI ARE REFLECTED IN TEACHING AND LEARNING PROGRAMS

We recognise students choose to attend Urrbrae Agricultural High School because they are passionate about the school’s ethos. We aim to develop an understanding of the vital role of agriculture in our global future and promoting the considered use of material and information technologies to support a sustainable environment. In 2015-2016, our focus will be on:

- designing tasks that incorporate contexts related to our school foci in all subject areas.

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<th>1) Increase 2016 student survey ‘agree’ or ‘strongly agree’ responses to questions relating to interest in teaching programs and teachers’ skills in enthusing students from 48% to 56%</th>
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<td>Responsibilities/Key Accountabilities</td>
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<tr>
<td>Assistant Principal: Personnel</td>
<td>• Will induct new staff into the culture of the school and the impact of the foci on their teaching and leadership.</td>
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</table>
| Assistant Principal: Agriculture | • Will liaise with Faculty Coordinators to support the inclusion of the school’s focus areas into teaching programs.  
  • Will keep staff regularly informed about teaching and learning opportunities and training related to the school’s focus areas. |
| Focus Area Faculty Coordinators | • Will present to staff meetings explaining recent innovations and school initiatives in relation to agriculture, technology and the environment. |
| Faculty Coordinators | • Will lead faculties to present to staff meetings explaining how their programs link to the school’s foci.  
  • Will ensure at least one task per semester in each teaching program incorporates contexts related to the school foci. |
| Teachers | • Will explicitly include the school’s foci in at least one major summative assessment task each semester. |
STRATEGIC PRIORITY 4: ASSESS LEARNING USING STANDARDS ALIGNED WITH LEARNING INTENTIONS

We understand the need to communicate standards and learning intentions to students in order to support their success. In 2015-2016, our focus will be on:

- providing timely and regular information regarding assessment to students and parents/caregivers
- providing constructive and timely feedback to students and parents/caregivers regarding students’ progress in learning
- providing the opportunity for students explicitly to learn about and develop a range of higher-order thinking skills relevant to each discipline.

**Intended Outcomes**

1) Increase the number of students achieving a ‘C’ or better in Years 8-10 from 90% to 94%

**Responsibilities/Key Accountabilities**

<table>
<thead>
<tr>
<th>Assistant Principal: Teaching &amp; Learning</th>
<th>Faculty Coordinators</th>
<th>Teachers</th>
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<tbody>
<tr>
<td>• Will develop a UAHS Assessment and Reporting policy.</td>
<td>• Will identify relevant higher order thinking skills specific to their faculty area.</td>
<td>• Will articulate higher order thinking skills development in task descriptions and assessment criteria.</td>
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<tr>
<td>• Will ensure all assessment plans and summative assessment tasks for all subjects are available to parents and caregivers on Daymap.</td>
<td>• Will ensure higher order thinking skills development is articulated in task descriptions and incorporated in assessment criteria for all tasks.</td>
<td>• Will embed formative assessment into teaching programs and ensure feedback is communicated effectively.</td>
</tr>
<tr>
<td>• Will develop a program of collaborative moderation.</td>
<td>• Will check assessment plans and summative assessment tasks for all subjects are available to parents and caregivers on Daymap.</td>
<td>• Will provide students with the learning intentions and assessment criteria for all tasks.</td>
</tr>
<tr>
<td></td>
<td>• Will facilitate a program of collaborative moderation within their faculty.</td>
<td>• Will provide copies of all assessment plans and summative assessment tasks for all subjects to students and parents/caregiver via Daymap.</td>
</tr>
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STRATEGIC PRIORITY 5: NUMERACY AND LITERACY DEVELOPMENT IS EMBEDDED ACROSS THE CURRICULUM

We acknowledge all teachers and leaders share a responsibility for developing the numeracy and literacy skills of students. In 2015-2016, our focus will be on:

- identifying and addressing student learning needs through regular progress checks and data analysis.
### Intended Outcomes
1) Increase the number of 2016 students achieving the NAPLAN SEA (Numeracy) from 75.4% to 80.1%
2) Increase the number of 2016 students achieving the NAPLAN SEA (Reading) from 72.5% to 80%

### Responsibilities/Key Accountabilities

| Assistant Principal: Teaching & Learning | • Will develop a data analysis plan and cycle.  
• Will ensure individual student intervention strategies are developed, documented and followed by staff. |
|-----------------------------------------|--------------------------------------------------------------------------------------------------|
| **Senior Leader: Literacy**            | • Will deliver whole school professional development in *Literacy for Learning*.  
• Will develop and implement a *Results Plus* literacy agreement.  
• Will plan and implement appropriate training for staff to identify literacy-based activities in all faculties.  
• Will identify students requiring extra intervention strategies using PAT-R and NAPLAN data. |
| **Senior Leader: Numeracy**            | • Will develop and deliver a *Leading Numeracy Improvement* strategy.  
• Will develop and implement a *Results Plus* numeracy agreement.  
• Will plan and implement appropriate training for staff to identify numeracy-based activities in all faculties.  
• Will identify students requiring extra intervention strategies using PAT-M and NAPLAN data. |
| **Faculty Coordinators**               | • Will work with teachers to identify and articulate key numeracy and literacy skills relevant to specific faculties and/or subjects.  
• Will ensure subject assessment plans articulate relevant numeracy and literacy skills and state how they are embedded in tasks. |
| **Teachers**                           | • Will articulate relevant numeracy and literacy skills, and how they are embedded in tasks, in all assessment plans. |

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### STRATEGIC PRIORITY 6: POSITIVE EDUCATION (PERMA) PRINCIPLES UNDERPIN AND INFORM WELLBEING FOR LEARNING POLICY AND PRACTICE

We recognise the importance of the wellbeing of students being central to any and all policies and practice. In 2015-2016, our focus will be on:

- implementing the principles of positive education into all teaching and pastoral care programs.

| Intended Outcomes | 1) Reduce the percentage of students who report a low rating for ‘Optimism’ from 14% to 12% in the MDI Survey  
2) Reduce the percentage of students who report a low rating for ‘Perseverance’ from 35% to 32% in the MDI Survey |
|-------------------|--------------------------------------------------------------------------------------------------|
| **Responsibilities/Key Accountabilities** | • Will program specific professional learning opportunities for whole staff delivery regarding positive education and growth mindset.  
• Will facilitate external professional learning at Geelong Grammar School for identified members of staff. |
### Assistant Principal: Wellbeing
- Will lead the Positive Education Committee to plan and deliver professional learning for whole staff.
- Will administer growth mindset and disposition surveys, generate reports and lead a review of wellbeing data.
- Will ensure teaching and learning programs incorporate PERMA and growth mindset practices.

### Assistant Principal: Personnel
- Will ensure staff identify aspects of PERMA as areas of strength and development in performance development plans.

### Faculty Coordinators
- Will support staff to identify aspects of PERMA as areas of strength and development in performance development plans.
- Will ensure teaching plans identify the character strengths that are developed in each program.
- Will lead faculty-specific professional learning to incorporate positive education principles in faculty teaching and learning programs.

### Teachers
- Will identify aspects of PERMA as areas of strength and development in annual performance development plans.
- Will identify the Character Strengths that are developed in teaching and learning programs.
- Will incorporate growth mindset into individual teaching practice.

### STRATEGIC PRIORITY 7: BEST PRACTICE AT KEY TRANSITION POINTS: YEAR 8, YEAR 10 AND YEAR 12

We believe in supporting the success of students by incorporating best practice at the key transition points in students’ lives. In 2015-2016, our focus will be on:

- obtaining the information necessary to support students through transition points
- offering support to students as they plan transition
- providing information to parents and caregivers regarding options for transition

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<tbody>
<tr>
<td>1) Reduce the percentage of unknown complex Year 8 transitions from 5% in 2015 to 2% in 2016.</td>
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<tr>
<td>2) Reduce the number of Year 10 to 11 students changing courses in Term 1 to 10% of the cohort</td>
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<tr>
<td>3) Ensure &gt;60% of Year 12 graduates report satisfaction with work, training or tertiary education choices after 6 months</td>
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### Responsibilities/Key Accountabilities

<table>
<thead>
<tr>
<th>Assistant Principal: Wellbeing</th>
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<tbody>
<tr>
<td>Will ensure information regarding Year 8 transition is obtained and collated from primary schools and through the application process.</td>
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<tr>
<th>Senior Leader: Student Pathways</th>
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<tbody>
<tr>
<td>Will develop a Career Development Strategy for students.</td>
</tr>
<tr>
<td>Will implement career counselling to support student pathways planning.</td>
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<tr>
<td>Will implement SATAC Information Evening for parents/caregivers and students with support from the Senior Leader: Senior School.</td>
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<tr>
<th>Senior Leader: Senior School</th>
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<tbody>
<tr>
<td>Will ensure students seeking to leave early are supported to create a transition folder.</td>
</tr>
<tr>
<td>Will implement SATAC Information Evening for parents/caregivers and students with support from the Senior Leader: Student Pathways.</td>
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<tr>
<td>Will collect and collate destination data from all Year 12 students.</td>
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STRATEGIC PRIORITY 8: CONNECTION, COHERENCE AND RELEVANCE IN PASTORAL CARE PROGRAMS

Our aim is to support student wellbeing and success through the provision of a coherent pastoral care program, relevant to students’ experiences and the lives students will live. In 2015-2016, our focus will be on:

- creating a pastoral care program which develops in students the skills and knowledge relevant to positive education, child protection, career strategy and graduate qualities.

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<tr>
<th>Intended Outcomes</th>
<th>1) Reduce the percentage of students who report a low rating for ‘Satisfaction with Life’ from 16% to 12% in the MDI Survey</th>
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<tr>
<td>Responsibilities/Key Accountabilities</td>
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**Senior Leader:**
- **Middle School**: Will share information with staff regarding Year 8 transition collected and collated from primary schools and through the application process.
- Will plan the transition process for new Year 8 students.

**Senior Leader:**
- **Senior School**: Will map the complete Pastoral Care program for Years 8-12 by end of 2015.
- Will implement a new Pastoral Care program from Term 1, 2016.
- Will ensure the new Pastoral Care program includes the necessary planning, documentation and resource activities to develop strands of Positive Education, Child Protection, Career Strategies and Graduate Qualities across Years 8-12.

**Senior Leader:**
- **Middle School**: Will commit fully to delivering a new Pastoral Care program from Term 1, 2016, including engaging with any and all associated professional learning activities.

**Teachers**
- Will map the complete Pastoral Care program for Years 8-12 by end of 2015.
- Will implement a new Pastoral Care program from Term 1, 2016.
- Will ensure the new Pastoral Care program includes the necessary planning, documentation and resource activities to develop strands of Positive Education, Child Protection, Career Strategies and Graduate Qualities across Years 8-12.

STRATEGIC PRIORITY 9: RESPONSIVE AND COORDINATED PATHWAYS SUPPORT

We are committed to supporting students to successfully transition to their chosen futures. In 2015-2016, our focus will be on:

- developing a student pathways strategy, career strategy and vocational pathways plan.

<table>
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<tr>
<th>Intended Outcomes</th>
<th>1) 100% of Year 12 graduates report successful transition to work, training or tertiary education</th>
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<tr>
<td>Responsibilities/Key Accountabilities</td>
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**Senior Leader:**
- **Student Pathways**: Will establish a Student Pathways working party.
- Will develop and implement a Student Pathways strategy by the end of 2016.
- Will develop and implement an online program for delivery of the Personal Learning Plan subject by the end of 2015.
- Will review and improve the online delivery of the Personal Learning Plan in 2016.
- Will develop and implement a work experience policy by the end of 2015.
- Will develop a Career Development Strategy for students.
- Will develop a Vocational Pathways plan.
STRATEGIC PRIORITY 10: STUDENT VOICE IS HEARD AND ACTED UPON IN AUTHENTIC WAYS

We recognise the importance of students having an authentic voice in order to maximise their satisfaction, engagement and achievement at school. In 2015-2016, our focus will be on:

- providing opportunities to students to offer feedback
- collecting, analysing and acting upon student feedback.

<table>
<thead>
<tr>
<th>Intended Outcomes</th>
<th>1) Increase the number of students that ‘agree’ and ‘strongly agree’ that they are involved in decisions about their education from 61% to 65%</th>
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<tbody>
<tr>
<td>Responsibilities/Key Accountabilities</td>
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<tr>
<td>Assistant Principal: Personnel</td>
<td>• Will ensure 100% of staff conduct student surveys for reflection in their performance development plans.</td>
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<tr>
<td>Senior Leader: Senior School</td>
<td>• Will map the digital citizenship requirements as identified by students in 2015 to the 2016 pastoral care program.</td>
</tr>
<tr>
<td>Senior Leader: Middle School</td>
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</tbody>
</table>
| Faculty Coordinators | • Will work with teachers to ensure student feedback is collected and analysed on a regular basis.  
• Will support teachers in their faculty to map the digital citizenship requirements identified by students in 2015 to the learning area. |
| Teachers | • Will collect and analyse student feedback on a regular basis.  
• Will map the digital citizenship requirements as identified by students in 2015 to teaching programs. |