<table>
<thead>
<tr>
<th>Strategic Priorities for Student Learning. (What do we want to do this year?)</th>
<th>Teacher Actions (What will it mean for teacher’s work?)</th>
<th>Evidence (How will we measure learner progress?)</th>
<th>Targets (Key indicators of learner success)</th>
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</table>
| **Quality Teaching and Learning** | Underdale High School is a professional learning community. Engage in learning teams to improve student outcomes through:  
- A whole school approach to a pedagogical framework and agreed strategies.  
- Professional development aligned to site priorities.  
- Active participation in the learning team processes.  
- Improved explicit teaching of literacy with a focus on writing and numeracy, across the curriculum.  
- Incorporation of digital learning as a teaching and learning tool.  
- Engagement in sustained and purposeful observation linked to learning teams.  
- Participation in the collaborative development of curriculum.  
- Engagement in student feedback and guided observation. |  
- Improved attendance data.  
- Learning teams providing evidence of a range of assessment and feedback strategies.  
- Improved student participation in learning, work completion and grades.  
- Improved student management data.  
- Establishment of a supported learning centre.  
- Consistency of expectations of student achievement. |  
- Improved Year 8, 9 and 10 GA  
- Improve SACE completion > 95%  
- Improve % of stage 2 A grades >10%  
- Improve % of stage 2 passing grades > 95%  
- % of students above national min. standard is > 90% in all areas  
- Increase % of students achieving Bands 7-10  
- Increased % of students achieving a high rate of progress in PAT and NAPLAN results. |
| **Engagement in Learning** | Underdale High School has the core belief that all students can learn, improve and be successful... Staff commit to a whole school approach to:  
- Improved attendance.  
- Development of a learning environment where students feel safe and valued.  
- Development of a positive student work ethic and pride in achievement.  
- Engagement of students in their learning through effective differentiation.  
- Use of a range of assessment strategies. (summative and formative)  
- Improved student achievement, including student self and peer assessment.  
- Early intervention and case management of students at risk of suspension. |  
- Increased communication with parents/caregivers and their participation and attendance at school events.  
- Strengthened links with the school in our partnership.  
- Strengthened links with business and industry.  
- Increased student involvement in school and community.  
- Active student leadership. |  
- As above  
- Improve attendance 95% or better.  
- Positive student survey response in engagement and involvement in school.  
- Maintain SBM data at current level.  
- A lower % of students suspended and repeated suspension. |
| **Partnerships** | Underdale High School engages in partnerships with our community to promote a positive profile through.  
- Development of community based learning opportunities.  
- Strengthening of connections with our families.  
- Establishment of closer links with Primary School, staff students and parents.  
- Marketing of UHS as a school of choice.  
- Publicising of successful school programs and activities. |  
- Increased student engagement in community based learning.  
- Full Governing Council membership.  
- Increase in year 8 students.  
- Increased evidence of positive school profile.  
- Improvement in parent involvement in school events i.e. interviews, information nights, surveys. |  
- Increased student engagement in community based learning.  
- Full Governing Council membership.  
- Increase in year 8 students.  
- Increased evidence of positive school profile.  
- Improvement in parent involvement in school events i.e. interviews, information nights, surveys. |