

Noble Park Secondary College 01-8813

School Strategic Plan 2009 -2012



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| Endorsement by School Principal | SIGNED..... NAME Andy Stevenson DATE: 15 October 2008 |
| Endorsement by School Council | SIGNED..... NAME Barry Aitken DATE: 15 October 2008 School Council President signs indicating that the School Strategic Plan has been endorsed by School Council |
| Endorsement by Regional Director (or nominee) | SIGNED..... NAME Peter Greenwell DATE..... |

School Profile

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| <p>Purpose</p> | <p>Noble Park Secondary College’s purpose is: To provide a safe and stimulating learning environment where every individual is valued and encouraged to achieve their full potential - academically, socially and personally. Vision: A school which promotes integrity, life long learning and the attainment of excellence. The motto of Noble Park Secondary College is “Our Best Always” The school believes its responsibility is to deliver the very best education possible to each individual student. In turn, the school expects the highest standards from students in terms of their attitude to study and their demeanour.</p> |
| <p>Values</p> | <p>The values, which form the basis of our actions, are: Honesty – Trust – Respect – Positive Relationships – Learning – Professionalism – Cooperation – Self Esteem – Motivation</p> |
| <p>Environmental Context</p> | <p>Noble Park Secondary College is located within spacious and attractive grounds in an established and demographically stable South Eastern suburban residential area. Its position, close to the major railway arterial (20% of the student population comes from the Outer Eastern Suburbs), enhances the ability of the College to attract students from a variety of locations. The demographic profile of the College 2008: 664 students 51% male 49% female 50% of students born overseas 60% of students possess a non-English speaking background SFO Index = 0.7732 62% of students benefit from the support of EMA or the youth allowance</p> <p>The College is currently experiencing a stable enrolment and maintains a Year 7 intake of 100 students. The Year 7 intake is supported each year by a continuing transition program, which is a major feature of the College program. The College has a high immigrant and refugee population. Through the 1990s and early 2000s, the main countries from which the refugee students came were Croatia, Serbia and Vietnam. Now, the main countries from which these students come are Sudan, Somalia and Afghanistan.</p> <p>The College continues to develop and implement special structures which provide welfare support, safety and security and which ensure student attendance and punctuality. These include Sub School and Year Level Management teams, a Student Welfare Coordinator, Student Health Nurse, formal attendance checking each morning and afternoon, additional attendance checking each lesson, a late arrivals registration and detention structure and rapid follow up of student absences.</p> |

All students in Years 7 – 12 are required to wear the College uniform. The uniform enhances security in the College by enabling the immediate recognition of unwelcome visitors. It helps students to develop a sense of appropriate presentation and to represent the College in the community in a way that strengthens the community’s positive perception of the College.

The College curriculum structure is implemented within the framework of the Victorian Essential Learning Standards Domains: English, Mathematics, Science, the Arts, Health and Physical Education, Interpersonal Development, Personal Learning, the Humanities, Civic & Citizenship, Technology, Languages Other Than English (Japanese and German), Communication, Information & Communication Technology and Thinking. Mathematics classes at each year level are timetabled together to enable the classes to be structured according to student achievement levels.

Students in Years 7 and 8 study a core group of subjects representing each of the Victorian Essential Learning Standards Domains. Students in Years 9 and 10 undertake a program of core and elective units while VCE/VET/VCAL students undertake units from the wide range available.

Underlying the delivery of the curriculum is the aim that students be assisted to maximise their learning outcomes. These include standards of achievement, qualities as learners and personal attributes (self-confidence, social skills, participation and leadership). To further enhance the curriculum, the College provides programs such as a Student Representative Council, Peer Support, Interschool Debating, Annual Musical Production and Annual College Debutante Ball. In addition, the College has in place a well established cultural exchange program with its sister school in Japan, Shinminato Senior High School, a comprehensive Year 7 transition program, an ESL program, a bridging program for students with little or disrupted schooling and a Program for Students with Disabilities.

The College places special emphasis on the outcomes of students and strategies to improve these are included in the College Annual Implementation Plan. The College has a well developed Literacy program. A Literacy Coordinator oversees a Secondary Teacher Assistant in delivering a Literacy Intervention Program with assistance at Years 7 and 8 and Literacy Professional Development across the curriculum.

The College provides enhanced Information Technology resources for students.

In addition the management structure of the College is student-needs centred with an emphasis on Home Group teachers, Year Level Heads and Sub School Heads and a competitive ‘House’ system for sports and other events.

Strategic Intent

| | Goals | Targets | Key Improvement Strategies |
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| Student Learning | To improve student learning outcomes in literacy and numeracy across the College. | <ul style="list-style-type: none"> • To maintain a mean growth in matched cohorts of 1.0 in all nationally assessed curriculum areas (NAPLAN) from Years 7 to 9. • To improve the Writing and Spelling of boys by 0.2 from 2007 data at Year 9 according to NAPLAN. • To ensure all students progress against previous performance (at least one VELS progression point per year) • To achieve VCE school means of 27 in All-studies, English and FM. | <ul style="list-style-type: none"> • Collaboratively redefine a vision for the school underpinned by shared values and a common approach to pedagogy. • Embed a Performance and Development Culture with an increasing focus on data, professional collaboration, feedback and peer coaching. • Embed a ‘whole school’ focus on literacy and numeracy. • Enhance the range of teaching and learning strategies for all teachers to meet the needs of ESL students and embed the use of ICT and POLT in the classroom. • Implement improvements in assessment for, of, and as learning. • Build leadership capacity across the school around student learning. |
| Student Pathways and Transitions | <p>To improve student pathway outcomes in the senior years.</p> <p>To improve learning transitions from Years 6 to 7 and between years.</p> | <ul style="list-style-type: none"> • Maintain the units of competency achieved by students in VET programs in Years 10 to 12 at 85%+. • Maintain an 85%+ satisfactory completion rate of VCAL credits. • Maintain student apparent retention at Years 10-11 to 90%. • Reduce total number of students at Years 10, 11 and 12 leaving to unemployment to <3. • Maintain % of students continuing in education or training at 80%+. | <ul style="list-style-type: none"> • Increase the capacity of teachers to track and respond to student performance over time. • Build leadership capacity across the school around student pathways and transitions. |

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| <p>Student Engagement and Wellbeing</p> | <p>To improve student engagement and wellbeing with a focus on enhancing student relationships.</p> | <ul style="list-style-type: none"> • To improve student attendance by reducing the number of days FTE absence to below 16.5. • To improve Year 7-12 Student Attitudes to School survey variables of Student Safety to 4.1, Connectedness to Peers to 4.0 and Classroom Behaviour to 2.8. • To improve Parent Opinion Survey variable of Classroom Behaviour to 3.7. • To improve Staff Opinion survey variables of Effective Discipline Policy to 60%, Student Misbehaviour to 50%, Classroom Misbehaviour to 25%, Student Decision Making to 55% and Student Orientation to 65%. | <ul style="list-style-type: none"> • Review, develop and embed an effective and consistent ‘whole-school’ student management and wellbeing program that is understood and accepted in the community. • Build leadership capacity across the school around student engagement and wellbeing. |
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SCHOOL STRATEGIC PLANNER 2009 - 2012: INDICATIVE PLANNER

| Key Improvement Strategies STUDENT LEARNING | Actions | | Achievement Milestones |
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| <ul style="list-style-type: none"> • Collaboratively redefine a vision for the school underpinned by shared values and a common approach to pedagogy. • Embed a Performance and Development Culture with an increasing focus on data, professional collaboration, feedback and peer coaching. • Embed a ‘whole school’ focus on literacy and numeracy. • Enhance the range of teaching and learning strategies for all teachers to meet the needs of ESL students and embed the use of ICT and POLT in the classroom. • Implement improvements in assessment for, of, and as learning. • Build leadership capacity across the school around student learning. | Year 1 | <ul style="list-style-type: none"> • AP in charge on Curriculum overview. • Review and revise school vision and values. • Develop a Teaching and Learning policy /Education plan. • Year 7 Literacy Learning Plan to be developed & implemented. • Consider adopting the 5 x E’s in teaching practice. • Consider special programs and changes to organisational practice to better cater for both higher and lower achievers. • Develop & implement alternative Year 9 program in a separate Subschool involving integrated curriculum and a Teaching & Learning Team to better cater for both higher and lower achievers. • Increase students’ involvement in their own learning. • Increase staff visits to other schools and colleagues classes. • Targeted teacher professional development in student assessment, ESL and the use of ICT in the classroom. • Increase staff familiarity with, and use of, appropriate data including VCE data service in Professional Learning Teams. • Expand use of diagnostic testing in English and Maths. • Develop preferred options for the use of technology and flexible learning spaces. • Undertake a curriculum review 7-10 and embed VELs. • Investigate Peer Coaching by teachers across the College | <ul style="list-style-type: none"> • Maintenance of a mean growth in matched cohorts in all nationally assessed curriculum areas (NAPLAN) from Years 7 to 9. • Improvement of the Writing and Spelling of boys by 0.2 from 2007 data at Year 9 according to NAPLAN. • All students improve at least 1 VELs progression point. • Improvement in VCE school means in All-studies, English and FM. |
| | Year 2 | <ul style="list-style-type: none"> • AP in charge on Curriculum overview. • Develop a Teaching and Learning policy | <ul style="list-style-type: none"> • Maintenance of a mean growth in matched cohorts in all nationally assessed curriculum areas |

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| | <p>/Education plan.</p> <ul style="list-style-type: none"> • Year 8 Literacy Learning Plan to be developed & implemented. • Consider special programs and changes to organisational practice to better cater for both higher and lower achievers. • Review alternative Year 9 program and separate SubschooL adopt successful practices at other levels. • Targeted teacher professional development in student assessment, ESL and the use of ICT in the classroom. • Increase staff familiarity with, and use of, appropriate data including VCE data service in Professional Learning Teams. • Expand use of diagnostic testing in English and Maths. • Implement preferred options for the use of technology and flexible learning spaces. • Implement recommendations arising from the Curriculum Review 7-10 • Implement Peer Coaching by teachers across the College | <p>(NAPLAN) from Years 7 to 9.</p> <ul style="list-style-type: none"> • Improvement of the Writing and Spelling of boys by 0.2 from 2007 data at Year 9 according to NAPLAN. • All students improve at least 1 VELs progression point. • Improvement in VCE school means in All-studies, English and FM. |
| Year 3 | <ul style="list-style-type: none"> • AP in charge on Curriculum overview. • Adopt a Teaching and Learning policy /Education plan. • Year 9 Literacy Learning Plan to be developed & implemented. • Increase students' involvement in their own learning. • Increase staff visits to other schools and colleagues classes. • Targeted teacher professional development in student assessment, ESL and the use of ICT in the classroom. • Increase staff familiarity with, and use of, appropriate data including VCE data service in Professional Learning Teams. | <ul style="list-style-type: none"> • Maintenance of a mean growth in matched cohorts in all nationally assessed curriculum areas (NAPLAN) from Years 7 to 9. • Improvement of the Writing and Spelling of boys by 0.2 from 2007 data at Year 9 according to NAPLAN. • All students improve at least 1 VELs progression point. • Improvement in VCE school means in All-studies, English and FM. |

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| | | <ul style="list-style-type: none"> NPSC to improve learning continuity. Enhance programs to cater for refugee cohort. Review sub school structure & implement change to structure. Ensure effective tracking of student achievement from year to year. Ensure effective induction of all students new to the College. Document MIPPS Plans for all students in Years 10 – 12. | |
| | Year 2 | <ul style="list-style-type: none"> Build leadership capacity of all staff. Investigate Personalising Education and delivery of Individual Learning Plans for every student. ILPs for Year 7. Develop a Years 7-10 English/Maths continuum. Year 8 Literacy Learning Plan to be developed & implemented. Improve and expand the range and delivery of specialist programs at Years 9-12 including VET, VCAL and increased opportunity for Year 10 students to access VCE. Enhance programs to cater for refugee cohort. Improve communication to parents and students re high expectations and attendance. Increase cooperation between Primary schools and NPSC to improve learning continuity. Review change to subschool structure. Ensure effective tracking of student achievement from year to year. Ensure effective induction of all students new to the College Document MIPPS Plans for all students in Years 10 – 12. | <ul style="list-style-type: none"> Parent survey variables of Transitions to remain above 5.5. Maintenance of the units of competency achieved by students in VET programs in Years 10 to 12. Maintenance of an 85%+ satisfactory completion rate of VCAL credits. Maintenance of student apparent retention at Years 10-11 to 90%. Reduction total number of students at Years 10, 11 and 12 leaving to unemployment. Maintenance of % of students continuing in education or training at 80%+. |
| | Year 3 | <ul style="list-style-type: none"> Build leadership capacity of all staff. Investigate Personalising Education and delivery of Individual Learning Plans for every student. ILPs for Year 8. | <ul style="list-style-type: none"> Parent survey variables of Transitions to remain above 5.5. Maintenance of the units of competency achieved by students in VET programs in Years 10 to 12. |

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| | <ul style="list-style-type: none"> • Develop a Years 7-10 English/Maths continuum. Year 9 Literacy Learning Plan to be implemented. • Improve and expand the range and delivery of specialist programs at Years 9-12 including VET, VCAL and increased opportunity for Year 10 students to access VCE. • Enhance programs to cater for refugee cohort. • Improve communication to parents and students re high expectations and attendance. • Increase cooperation between Primary schools and NPSC to improve learning continuity. • Implement changes indicated by subschool structure review. • Build leadership capacity of all staff. • Ensure effective tracking of student achievement from year to year. • Ensure effective induction of all students new to the College. • Document MIPPS Plans for all students in Years 9 – 12. | <ul style="list-style-type: none"> • Maintenance of an 85%+ satisfactory completion rate of VCAL credits. • Maintenance of student apparent retention at Years 10-11 to 90%. • Reduction total number of students at Years 10, 11 and 12 leaving to unemployment. Maintenance of % of students continuing in education or training at 80%+. |
| Year 4 | <ul style="list-style-type: none"> • Build leadership capacity of all staff. • Investigate Personalising Education and delivery of Individual Learning Plans for every student. ILPs for Year 10. • Develop a Years 7-10 English/Maths continuum. Year 10 Literacy Learning Plan to be developed & implemented. • Improve and expand the range and delivery of specialist programs at Years 9-12 including VET, VCAL and increased opportunity for Year 10 students to access VCE. • Enhance programs to cater for refugee cohort. • Improve communication to parents and students re high expectations and attendance. • Increase cooperation between Primary schools and NPSC to improve learning continuity. • Ensure effective tracking of student achievement | <ul style="list-style-type: none"> • Parent survey variables of Transitions to remain above 5.5. • Maintenance of the units of competency achieved by students in VET programs in Years 10 to 12. • Maintenance of an 85%+ satisfactory completion rate of VCAL credits. • Maintenance of student apparent retention at Years 10-11 to 90%. • Reduction total number of students at Years 10, 11 and 12 leaving to unemployment. Maintenance of % of students continuing in education or training at 80%+. |

| | | <p>from year to year.</p> <ul style="list-style-type: none"> • Ensure effective induction of all students new to the College. • Document MIPPS Plans for all students in Years 9 – 12 | |
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| Key Improvement Strategies STUDENT ENGAGEMENT AND WELLBEING | Actions | | Achievement Milestones |
| <ul style="list-style-type: none"> • Review, develop and embed an effective and consistent ‘whole-school’ student management and wellbeing program that is understood and accepted in the community. • Build leadership capacity across the school. | Year 1 | <ul style="list-style-type: none"> • AP in charge of Student Wellbeing overview • Provide professional development for staff and community on Restorative Practice. • Review student code of conduct and investigate student wellbeing programs to develop whole school model. • Investigate ‘Safe Schools are Effective Schools’ policy to enhance ‘Anti-bullying’ program. • Investigate alternative organisational structures to increase student engagement such as the four-period day. • Set up focus groups to investigate student safety, peer connectedness and classroom behaviour. • Investigate implementing strategies from the ‘Success for Boys’ program. • Investigate use of ‘Students at risk mapping tool’. • Enhance electronic roll marking and SMS program to improve attendance. • Increase student leadership opportunities. • Improve communication to parents and students re high expectations and attendance. | <ul style="list-style-type: none"> • Improvement in student attendance by reducing the number of days FTE absence. • Improvement in Year 7-12 Student Attitudes to School survey variables of Student Safety , Connectedness to Peers and Classroom Behaviour. • Improvement in Parent Opinion Survey variable of Classroom Behaviour. • Improvement in Staff Opinion survey variables of Effective Discipline Policy, Student Misbehaviour, Classroom Misbehaviour, Student Decision Making and Student Orientation. |
| | Year 2 | <ul style="list-style-type: none"> • AP in charge of Student Wellbeing overview • Investigate implementation of Restorative Practice or other program. • Implement Whole School Student Management Code developed. • Implement ‘Safe Schools are Effective Schools’ policy to enhance ‘Anti-bullying’ program. • Increase use and understanding of ‘Students at risk mapping tool’. • Enhance electronic roll marking and SMS program | <ul style="list-style-type: none"> • Improvement in student attendance by reducing the number of days FTE absence. • Improvement in Year 7-12 Student Attitudes to School survey variables of Student Safety , Connectedness to Peers and Classroom Behaviour. • Improvement in Parent Opinion Survey variable of Classroom Behaviour. • Improvement in Staff Opinion survey variables of Effective Discipline Policy, Student Misbehaviour, Classroom Misbehaviour, Student Decision |

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| | | <p>to improve attendance.</p> <ul style="list-style-type: none"> • Increase student leadership opportunities. • Improve communication to parents and students re high expectations and attendance. | Making and Student Orientation. |
| | Year 3 | <ul style="list-style-type: none"> • AP in charge of Student Wellbeing overview • Implement Restorative Practice or other program Review. • Whole School Student Management Code. • Implement ‘Safe School are Effective Schools’ policy to enhance ‘Anti-bullying’ program. • Increase use and understanding of ‘Students at risk mapping tool’. • Enhance electronic roll marking and SMS program to improve attendance. • Increase student leadership opportunities. • Improve communication to parents and students re high expectations and attendance. | <ul style="list-style-type: none"> • Improvement in student attendance by reducing the number of days FTE absence. • Improvement in Year 7-12 Student Attitudes to School survey variables of Student Safety , Connectedness to Peers and Classroom Behaviour. • Improvement in Parent Opinion Survey variable of Classroom Behaviour. • Improvement in Staff Opinion survey variables of Effective Discipline Policy, Student Misbehaviour, Classroom Misbehaviour, Student Decision Making and Student Orientation. |
| | Year 4 | <ul style="list-style-type: none"> • AP in charge of Student Wellbeing overview • Review implementation of Restorative Practice or other program Review. • Implement updated Whole School Student Management Code. • Implement ‘Safe School are Effective Schools’ policy. • Enhance ‘Anti-bullying’ program. • Increase use and understanding of ‘Students at risk mapping tool’. • Enhance electronic roll marking and SMS program to improve attendance. • Increase student leadership opportunities. • Improve communication to parents and students re high expectations and attendance. | <ul style="list-style-type: none"> • Improvement in student attendance by reducing the number of days FTE absence. • Improvement in Year 7-12 Student Attitudes to School survey variables of Student Safety , Connectedness to Peers and Classroom Behaviour. • Improvement in Parent Opinion Survey variable of Classroom Behaviour. • Improvement in Staff Opinion survey variables of Effective Discipline Policy, Student Misbehaviour, Classroom Misbehaviour, Student Decision Making and Student Orientation . |