

# School Strategic Plan 2020-2024

Noble Park Secondary College (8813)



Submitted for review by Pamela Dyson (School Principal) on 08 October, 2021 at 03:43 PM  
Awaiting endorsement by Senior Education Improvement Leader  
Awaiting endorsement by School Council President

# School Strategic Plan - 2020-2024

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<b>School vision</b>	<p>At Noble Park Secondary College our purpose is to provide a nurturing, supportive and safe learning environment of all members of our community where:</p> <p>Every Teacher: Knows their students and how they learn. Plans for and implements effectively Teaching and Learning Practices. Demonstrates individual student growth.</p> <p>Every Student: Works co-operatively with their Teachers Is actively involved in their learning growth.</p> <p>Our College has introduced a consistent instructional teaching model in 2019, which has been developed by all staff and has received student feedback. Staff are aligned to the College's vision of this consistent teaching and learning model through professional learning teams demonstrating evidence through their performance development process in a collaborative and professional manner. Though this process staff are committed to meeting A.I.P. targets and goals to continually improve student outcomes.</p>
<b>School values</b>	<p>Noble Park Secondary College is a Year 7-12 co-educational College which embraces the traditional values of: Respect, Excellence, Teamwork, Responsibility, Integrity.</p> <p>Our curriculum, focuses upon value added growth in all curriculum areas, with an emphasis upon understanding individual student achievement through a variety of assessment processes. The College offers VCE, VCAL and VET subjects for senior students and a strong careers/pathway. The College is proud of the connectedness of the students to the College which is enhanced through an extensive co-curriculum program and the strong relationship between staff and students.</p>

<p><b>Context challenges</b></p>	<p>The lack of NAPLAN data in 2020 in the context of COVID 19 Pandemic was a barrier to the achievement of the target to increase the relative growth of students in Literacy and Numeracy from Years 7 to 9.</p> <p>The school had achieved increased student learning growth in the NAPLAN data from 2017, 2018 and 2019 and should the pattern of improvement have continued, the target may have been achieved.</p> <p>A barrier to the achievement of the target for the alignment of VCE with GAT predicted performance was the inconsistency in the achievement across different learning areas and subjects, which was attributed to the challenges the College faced in establishing common approaches to moderation of assessments, mentoring and coaching of VCE staff, and the provision of subject-specific professional learning.</p> <p>The College was focused on continuing to prioritise the support offered to senior secondary teachers, and it was agreed that this was a challenge for the College due to the school size and the competing priorities for meeting schedules and access to time for professional learning.</p>
<p><b>Intent, rationale and focus</b></p>	<p>Goal 1 Maximise student achievement in learning.</p> <p>The College has achieved improved student learning growth. The College has identified areas for continued improvement and agreed that the first goal should be focused on maximising student achievement in learning, with continued development of school priorities including opportunities for teacher collaboration, assessment and moderation, and enhanced data literacy.</p> <p>Goal 2 Enhance pathways and transition outcomes for all students.</p> <p>There is a strong rationale for a focus on enhanced structures and processes to support students to navigate their choices about the senior secondary courses, subjects and how this aligned to their pathway to further education, training and employment.</p> <p>Goal 3 Embed student engagement in learning</p> <p>The College has created a safe, supportive and stimulating learning environment, however a continued focus on this will be important in the context of the uncertainty post the COVID 19 pandemic.</p>

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<b>Goal 1</b>	Maximise student achievement in learning.
<b>Target 1.1</b>	Increase achievement in the top two bands from the 2019 benchmarks of six per cent in Reading, eight per cent in Writing, nine per cent of Numeracy to 18 per cent by 2024.
<b>Target 1.2</b>	By 2024, reduce the percentages of Year 9 students in the bottom two bands of achievement (including exemptions) in NAPLAN to be less than 25 per cent (from 31 per cent in Reading and 53 per cent in Writing in 2019).
<b>Target 1.3</b>	To increase the percentage of students achieving benchmark growth in Writing at Year 9 from 75 per cent in 2019 to be at or above 85 per cent by 2024.
<b>Target 1.4</b>	Increase Staff Opinion survey data in the measures of <ul style="list-style-type: none"><li>• Understand how to analyse data from 41 per cent in 2020 to 60 per cent.</li><li>• Moderate assessment tasks together from 56 per cent in 2020 to 65 per cent by 2024, and</li><li>• Use data for curriculum planning from 50 per cent in 2020 to 61 per cent by 2024.</li></ul>

<b>Key Improvement Strategy 1.a</b> Building practice excellence	Embed whole school approaches to enhance collaboration across all learning areas, including consistent and rigorous assessment and moderation practices.
<b>Key Improvement Strategy 1.b</b> Evidence-based high-impact teaching strategies	Further develop and implement the consistent use of data to inform targeted teaching and learning.
<b>Key Improvement Strategy 1.c</b> Building practice excellence	Strengthen and build the capacity for instructional and shared leadership across the school.
<b>Goal 2</b>	Enhance pathways and transition outcomes for all students.
<b>Target 2.1</b>	Achieve a school study score mean of 30.0 by 2024.
<b>Target 2.2</b>	Improve VCAL Intermediate and Senior completion rates to be at 95 per cent by 2024.
<b>Target 2.3</b>	Achieve destinations of further education, training or employment for 100 per cent of students in all year levels, by 2024.
<b>Target 2.4</b>	Improve staff opinion survey data for the measures of Academic emphasis from 50 per cent positive endorsement in 2020 to 60 per cent by 2024, and student opinion data for the measure of School stage transitions (Years 10-12) from 77 per cent positive endorsement to 85 per cent in 2024.

<b>Key Improvement Strategy 2.a</b> Intellectual engagement and self-awareness	Establish a culture of high aspirations and rigour across all learning programs.
<b>Key Improvement Strategy 2.b</b> Networks with schools, services and agencies	Improve the structures and processes to maximise pathway options for all students throughout the College.
<b>Key Improvement Strategy 2.c</b> Networks with schools, services and agencies	Enhance whole school approaches to programs and information about learning pathways, including further education and work beyond Year 12.
<b>Goal 3</b>	Embed student engagement in learning.
<b>Target 3.1</b>	For student opinion data to increase positive endorsement for the following measures by 2024: <ul style="list-style-type: none"> <li>• Stimulating learning (from 73 per cent in 2019) to be at or above 80 per cent</li> <li>• Effective teaching time (from 76 per cent in 2019) to be at or above 80 per cent, and</li> <li>• Student voice and agency (from 66 per cent in 2019) to be at or above 75 per cent.</li> </ul>
<b>Target 3.2</b>	Improve the Parent opinion survey data for the measure of student motivation from 75 per cent to 85 per cent by 2024.
<b>Target 3.3</b>	Increase Staff Opinion survey data positive endorsement for the measures of: <ul style="list-style-type: none"> <li>• Teacher collaboration from 64 per cent in 2020 to 75 per cent in 2024</li> <li>• Seek feedback to improve practice from 53 per cent in 2020 to 78 per cent by 2024, and</li> <li>• Promote student ownership of learning from 69 per cent in 2020 to 80 per cent by 2024.</li> </ul>

<b>Key Improvement Strategy 3.a</b> Evidence-based high-impact teaching strategies	Embed whole school instructional and pedagogical approaches via a range of professional learning and teacher collaborative opportunities.
<b>Key Improvement Strategy 3.b</b> Empowering students and building school pride	Empower active student voice and agency to enable students to direct their futures and act as partners in school improvement.
<b>Key Improvement Strategy 3.c</b> Health and wellbeing	Embed comprehensive and proactive supports for student health and wellbeing.

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