

# School Strategic Plan 2020-2024

North Geelong Secondary College (7856)



Submitted for review by Nicholas Adamou (School Principal) on 18 December, 2020 at 03:02 PM  
Endorsed by Robyn Marr (Senior Education Improvement Leader) on 28 January, 2021 at 01:00 PM  
Endorsed by Dirk Heitmann (School Council President) on 01 February, 2021 at 10:14 AM

# School Strategic Plan - 2020-2024

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<b>School vision</b>	NGSC is a dynamic and diverse community which provides a high quality education within a safe, respectful, supportive and suitably challenging learning environment. We value a sense of individual worth and achievement, the wellbeing of the whole person, fostering personal and intellectual growth in pursuit of excellence. We empower our students to become resilient, responsible, global citizens who will positively contribute to society.
<b>School values</b>	North Geelong Secondary College holds the following values: Respect, Excellence, Achievement and Diversity <ul style="list-style-type: none"><li>• We demonstrate Respect, tolerance and fairness to each other</li><li>• We strive for Excellence, in everything we do</li><li>• We show integrity at all times by being open and honest</li><li>• We take pride in our school community and celebrate our Achievements</li><li>• We value critical thinking, creativity and collaboration in our learning</li><li>• We appreciate and celebrate our Diversity</li><li>• We show leadership by taking responsibility and being committed to our vision and to each other.</li></ul>
<b>Context challenges</b>	North Geelong Secondary College is a school of choice, currently at full capacity. The school's zone is very limited, therefore, approximately 80% of the students attending come from outside the zone. A key challenge is to maintain and improve student outcomes by strengthening teacher capacity, learner agency and the provision of specialized curriculum programs. The school's great reputation and its positive perception in the wider community needs to be maintained to continue to attract families to the school. A school culture of consistent high expectations will need to continue to support the daily school life and the identified areas for improvement. Despite the change in the school SFO, the student population continues to have complex and diverse needs (refugee, low socio-economic background students) which will continue to be addressed ensuring learning growth and successful pathways.
<b>Intent, rationale and focus</b>	Over the life of the 2020-24 strategic plan, the school aims to continue building on its success, improve rigour and practice excellence in teaching and learning whilst fostering the personal development and wellbeing of students. Leadership team discussions previously highlighted the need to improve rigour and practice excellence, this was also brought to light in the school review. The focus on improving student outcomes, is paramount to the future of the school community, as it will continue to underpin and strengthen the position of the school as "a school of choice". Prior work has readied the school to embrace this direction and staff are committed to do this work in the future. Our priority areas are literacy and numeracy, improving VCE results and VCAL completions (senior), and developing student investment in their learning and personal growth. The 2020-24 SSP will support the

	<p>next level of work including strengthening the PLC culture, continue building teacher capacity to use data literacy and differentiation. It will also support the work in learner agency within the classroom, shifting the balance of control of learning from teachers towards students, enhancing student intellectual engagement, cognitive challenge, self-regulation and resilience.</p>
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<b>Goal 1</b>	Maximise the achievement and learning growth of every student, particularly in Literacy and Numeracy.
<b>Target 1.1</b>	<p>NAPLAN</p> <p>By 2024 increase the percentage of Year 9 students achieving in the top two bands in NAPLAN:</p> <ul style="list-style-type: none"><li>• Reading to 18% or above (from 14% in 2019)</li><li>• Writing to 9% or above (from 6% in 2019)</li><li>• Numeracy to 20% or above (from 17% in 2019)</li></ul> <p>and reduce the percentage of Year 9 students in the bottom two bands in NAPLAN:</p> <ul style="list-style-type: none"><li>• Reading to 25% or less (from 30% in 2019)</li><li>• Writing to 38% or less (from 48% in 2019)</li><li>• Numeracy to 20% or less (from 24% in 2019)</li></ul> <p>By 2024, benchmark growth percentage for students in Year 7–9 NAPLAN Reading to be:</p> <ul style="list-style-type: none"><li>• Reading: 75% or more At or Above benchmark (from 68% in 2019)</li><li>• Writing: 18% Above benchmark (from 16% in 2019)</li></ul>
<b>Target 1.2</b>	<p>VCE and VCAL</p> <p>By 2024:</p> <ul style="list-style-type: none"><li>• VCE mean study score will increase from 26.95 to 28.00 or above</li></ul>

	<ul style="list-style-type: none"> <li>• VCE English study score will increase from 24.5 to 26.5 or above</li> <li>• Percentage of VCAL students with a senior certificate will increase to 35% (from 31% in 2019)</li> </ul>
<b>Target 1.3</b>	<p>Staff opinion</p> <p>By 2024, the per cent positive endorsement on SSS will be:</p> <ul style="list-style-type: none"> <li>• Academic emphasis—65% or above (from 33% in 2019)</li> <li>• Understand how to analyse data—60% or above (from 47% in 2019)</li> <li>• Seek feedback to improve practice—60% or above (from 43% in 2019)</li> <li>• Understand formative assessment—60% or above (from 51% in 2019)</li> </ul>
<b>Key Improvement Strategy 1.a</b> Curriculum planning and assessment	Strengthen teacher and team capability to use individual and cohort data and evidence to teach a differentiated and stimulating curriculum that targets each student's point of learning need.
<b>Key Improvement Strategy 1.b</b> Evidence-based high-impact teaching strategies	Further develop and embed the agreed college instructional model, integrating the use of HITS, to enable consistent, high quality instruction in every classroom.
<b>Key Improvement Strategy 1.c</b> Curriculum planning and assessment	Develop a whole-college literacy and numeracy plan that complements implementation of the Victorian Curriculum as a continuum of learning.
<b>Key Improvement Strategy 1.d</b> Building practice excellence	Further develop a PLC culture which is characterised by systematic and consistent feedback processes; coaching and modelling; and peer observation
<b>Goal 2</b>	Improve learner agency and engagement.

<p><b>Target 2.1</b></p>	<p><b>Student opinion</b></p> <p>By 2024, the overall percent positive score on the AToSS for Years 7–12 will be:</p> <ul style="list-style-type: none"> <li>• Student voice and agency—65% or above (from 48% in 2019)</li> <li>• Self-regulation and goal setting—70% or above (from 65% in 2019)</li> <li>• Motivation and interest—70% or above (from 63% in 2019)</li> <li>• Stimulated learning—65% or above (from 54% in 2019)</li> </ul> <p>By 2024, 85 per cent students will complete the AToSS (from 76 per cent in 2019)</p>
<p><b>Target 2.2</b></p>	<p><b>Staff opinion</b></p> <p>By 2024, the per cent positive endorsement scores on the SSS will be 60 per cent or above for:</p> <ul style="list-style-type: none"> <li>• Promote student ownership of learning (from 51% in 2019)</li> <li>• Use student feedback to improve practice (from 54% in 2019)</li> <li>• Focus learning on real-life problems (from 44% in 2019)</li> <li>• Collective efficacy (from 44% in 2019)</li> </ul>
<p><b>Target 2.3</b></p>	<p><b>Parent opinion</b></p> <p>By 2024, the per cent positive endorsement scores on the POS will be 85 per cent or above for:</p> <ul style="list-style-type: none"> <li>• Student agency and voice (from 82% in 2019)</li> <li>• Student motivation and support (from 76% in 2019)</li> <li>• Stimulating learning environment (from 80% in 2019)</li> </ul>

<b>Key Improvement Strategy 2.a</b> Intellectual engagement and self-awareness	Develop a learning climate that promotes challenge, engagement, inquiry and curiosity.
<b>Key Improvement Strategy 2.b</b> Intellectual engagement and self-awareness	Develop a learning climate that promotes a partnership between the learner and teacher and empowers students to become active self-regulating learners.
<b>Key Improvement Strategy 2.c</b> Empowering students and building school pride	Develop a whole-school understanding of student voice and learner agency.
<b>Goal 3</b>	Improve student wellbeing.
<b>Target 3.1</b>	<p><b>Student opinion</b></p> <p>By 2024, the overall percent positive score on the AToSS for Years 7–12 will be:</p> <ul style="list-style-type: none"> <li>• Resilience—70% or above (from 60% in 2019)</li> <li>• Teacher concern—70% or above (from 40% in 2019)</li> <li>• Respect for diversity—65% or above (from 52% in 2019)</li> <li>• Sense of confidence—70% or above (from 63% in 2019)</li> </ul>
<b>Target 3.2</b>	<p><b>Parent opinion</b></p> <p>By 2024, the per cent positive endorsement scores on the POS will be:</p> <ul style="list-style-type: none"> <li>• Respect for diversity—90% or above (from 88% in 2019)</li> </ul>

	<ul style="list-style-type: none"> <li>• Confidence and resiliency—85% or above (from 80% in 2019)</li> <li>• Promoting positive behaviour—85% or above (from 83% in 2019)</li> </ul>
<b>Target 3.3</b>	<p><b>School Wide Positive Behaviours</b></p> <p>By 2024, the annual number of positive behaviour reports will increase by 10 per cent on baseline data to be gathered in 2024.</p> <p>By 2024, the annual number of students suspended will decrease by 10 per cent of the 2019 number (175).</p>
<b>Key Improvement Strategy 3.a</b> Health and wellbeing	Refine and embed the whole-school SWPBS.
<b>Key Improvement Strategy 3.b</b> Setting expectations and promoting inclusion	Embed Respectful Relationships into the curriculum.
<b>Key Improvement Strategy 3.c</b> Intellectual engagement and self-awareness	Strengthen the career pathway programs through Years 7–9.