Pre-Review Self-Evaluation
7856
North Geelong Secondary College
2016
Based on Strategic Plan 2012 - 2016

Endorsements

Endorsement by School Principal	Name: Nick Adamou Date……………………………………………
Endorsement by School Council	Name: Diane Lang Date……………………………………………
Endorsement by Senior Education Improvement Leader	Name……………………………………………. Date……………………………………………

Framework for Improving Student Outcomes

Victoria State Government

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1. School context

Contextual statement

"*As parents, guardians and educators we all want our children to have the best opportunity in life.*"

North Geelong Secondary College (NGSC) is a single campus, secondary college offering programs for Yrs 7 - 12. The college aims to develop a creative, caring learning community where girls and boys from diverse backgrounds are able to become autonomous learners through their active engagement with imaginative and intellectually rigorous programs. Our students have time and opportunity to develop into mature and independent learners, prepared for a life of achievement and active participation in their local and global communities.

NGSC aims to provide a high quality education within a safe, supportive and challenging learning and teaching environment.

The school values, "**R**espect, **E**xcellence, **A**chievement and **D**iversity" **(READ**) are the foundation for all school activities and these core values are continuously promoted in the wider school community via school events and communication channels. The majority of our student enrolment is drawn from the northern and western suburbs of Geelong. In the last four years the school has experienced a large increase in numbers of students from the Golden Plains catchment area (Bannockburn, Lethbridge, Teesdale, Inverleigh, Shelford, Meredith and Anakie).

The current school enrolment is 809 students. In the last 4 years, the school has experienced a steady increase in student numbers, from 547 in 2012 to 809 in 2016. 2017 indicative numbers will rise to low 900 students. The school is culturally diverse. The EAL enrolment is 24%, the LBOTE enrolment is 42% and the LBOTE students who are EAL and Refugee background is 21%. The ATSI enrolment is 2%. The Student Family Occupation (SFO) density is 0.7529. The school has 61.3 (EFT) equivalent full-time teachers; 67 teachers, 3 Principal class and 34.45 EFT Education Support Staff; 39 Educational Support staff.

North Geelong Secondary College provides a transition English as Additional Language (EAL) program which includes a VCAL/EAL program for mature age students. There is an ongoing classroom support program (Multicultural Educational Assistants - MEAs) provided to EAL and refugee background students. The college is a base for the Geelong English Language Centre (GELC) and this year the centre became available for use to all students from Geelong secondary schools. In 2015 the refugee enrolment was 10%. In addition to the school's primary role as a centre for refugee learners, the school also houses the North Geelong Student Support Services Network Officers (12 staff; Psychologists, Social Workers and Speech Pathologists), who support the Wellbeing Teams in twenty two schools in the North Schools Network.

The College is in receipt of Equity funding which provides for a targeted and enhanced focus on teaching & learning, in particular, literacy and numeracy intervention programs, better integration of ICT across the curriculum, building teacher and leadership capacity across the college as it grows, and provision of homework and tutorial programs and support.

This significant funding enables the school to continue to provide targeted intervention programs such as the school designed literacy and numeracy programs, STAR and ACE. The **S**trive **T**o **A**chieve **R**esults (**STAR**) program is an innovative, intervention program addressing Year 7 to 9 students' individual literacy and numeracy gaps. The **ACE** (**A**chieving **C**ore **E**ducation) literacy & numeracy intervention is a program for Yrs 7 and 8 students performing well below expected levels (as identified by school based assessments in reading and numeracy (Stanines 1 & 2). The school provides staffing for low class sizes in the Year 7 program with an average of 22 students per class, enabling closer monitoring and greater individualisation of learning and assessment. The school employs literacy and numeracy consultants to work with Maths and English staff members building individual teacher and team pedagogical skills. Lastly, the funding allowes for the employment of a qualified Maths Methods, Specialist and Physics tutor for Year 12

students.

The school provides the following specialist programs:

Select Entry Accelerated Learning program (**SEAL)** to address the needs of high performing students; a Scholarship Program which recognises the considerable achievements of children in our community and provides families with the means and opportunity to allow their children to experience exciting curriculum opportunities at NGSC (scholarships are available in the following areas: Academic Excellence, Student Leadership, Community (Good Citizenship), Sporting Excellence and the Arts); the Excellence in Sports program (Soccer); the VCE After School Tutorial and Homework Club and, of course, important leadership programs that build student voice, participation, agency and leadership skills.

NGSC prides itself on theprovision of programs and people that meet the needs of all students, regardless of backgound. This wellbeing focus places the student in the centre of curriculum, extracurricular activities, engagement & wellbeing, and Values Education. The school tailors educational programs to expressly improve student outcomes and ensure that important social, personal and academic opportunities are provided to students so that they may achieve the pathways of their choice, whether that be tertiary education, apprenticeships or full time sustainable employment.

Other relevant contextual information (CONFIDENTIAL)

NGSC has only one natural feeder Primary school (BPNPS). 83% of the school student population comes from outside the immediate catchment, (Inverleigh to Anakie, Golden Plains, Ashby, Manifold Heights, Herne Hill, Hamlyn Banks, Corio and Norlane).

In the last four years the school enrolment trend has been positive with a steady net increase of approximately 60 to 80 students per year. Many students bypass at least one, sometimes two, public secondary schools to enroll and attend NGSC. NGSC has become the school of choice for many parents outside the catchment area.

In the last five years the school invested heavily in Pathways and Transitions education (designated team, housed in the same space; Two Careers Educators, MIPS Coordinator, Pathways/Transitions Leading Teacher, Pathways/Transitions Assistant Coordinator) with a variety of primary to secondary transition activities (Science on Wheels, VCAL projects at various primary schools, primary school visits to NGSC, Young Science program, school tours) and a variety of transitions and pathways activities beginning from Years 8 to 12 and beyond.

In the last four years the school introduced a number of programs addressing individual student needs; SEAL, Scholarship, ACE and STAR literacy and numeracy intervention programs, Year 9 Applied Learning program, Excellence in Sports, Breakfast Club, Homework Club, Student Leadership (vertical and horizontal). These programs have been very popular within the wider community.

NGSC promotes a climate of high expectations for students, staff and parents; coupled with clear student management and wellbeing policies and protocols the school has experienced a radical shift in community perception and reputation regarding the academic profile.

The biggest concern for NGSC is the fact that it does not have natural feeder primary schools to sustain continuing enrolments. Currently, the school enjoys a yearly steady enrolment increase and a positive reputation; it is 'the school of choice' for many students in the wider Geelong region. The school aims to focus and concentrate resources and efforts in improving student outcomes (inclusive of NAPLAN and VCE results, and student attendance). Improved student outcomes and student attendance need to be an ongoing and relentless focus to ensure the school's long-term viability at high enrolment numbers. The announcement of a new secondary school to be located in Bannockburn, places a cloud for the long term enrolments, therefore NGSC is committed to ensuring that it remains the school of choice for parents and students. Strengthening the school's current educational programs will enhance its reputation as student results continue to trend upwards.

2. Methodology

The school self-evaluation report was prepared by following a systematic and integrated process. This report is the work of key stakeholders who led teams and canvassed staff members, groups of students and parents, to explore and represent views from across the school community.

In Term 2, 2016, the review process began with an analysis of the 2015 data (parent/student/staff opinion surveys, NAPLAN, VCE, ACE and STAR), and a key presentation of the review timeline and process to staff. Important considerations included keeping students and school council fully informed and involved so that the report would be an accurate reflection of discussion, data analysis and performance. Future recommendations and suggestions were also outcomes of this process.

Overview of Methodology

The following working groups, forums and committees were involved:

Key stages of review	Resources/ Focus	Who
March 2016 Process of methodology in preparation of the school's self-evaluation report	DET SSE template School Summary report, other data sets	Principal Class Officers
February and March School Council meetings 16 February 2016 15 March 2016	School Council Presentation on school review, analysis and discussion of school achievements	Principal School Council president and members
School Leadership team meeting 23 February 2016 8 March 2016	FISO components, analysis and responses to Student, Parent and Staff Opinion Survey data, establishing the focus areas for the self-evaluation process during Term 2, 2016.	Principal Class, Leading Teachers, Business Manager, ICT Manager
Student Management team meeting 1 March 2016	Follow up on Student Opinion Survey data, evaluation of effectiveness of student management policies and practices	Assistant Principal Team Members
Principal's Consultative Committee 3 March 2016 17 March 2016 12 May 2016 9 June 2016	Review of student pathways planning arrangements and student management arrangements in years 10, 11 and 12.	Principal
April 15th, 2016 Whole school staff meeting	Staff discussion and analysis of results using 2015 Annual Report, 2016 AIP and SSP	Principal Leadership team members Staff

1 June 2016 Whole school staff meeting	Analysis of opinion survey results and leadership using Staff Opinion & Attitude to School Surveys	Principal Leadership team members Staff
Key stages of review	**Resources/ Focus**	**Who**
25 May, 2016 Performance Evaluation Team	Focus: Student Learning Detailed analysis and preparation of draft report on student learning outcomes	Assistant Principal: Julie Andrews Curriculum Leader: Laura Cox Curriculum Leaders Leading Teachers Other key stakeholders
13 May, 2016 Performance Evaluation Team	Focus: Student Engagement & Wellbeing Detailed analysis and preparation of draft report on Student Engagement & Wellbeing	Assistant Principal: Paul Dawson, including Sub-School Leaders, Wellbeing Leaders, parents, students and other key stakeholders

9 March, 2016 Performance Evaluation Team: Student Pathways & Transitions	Detailed analysis and preparation of draft report on Pathways and Transitions	Principal: Nick Adamou, Transition/Pathways Leader School Operations Leader Other key stakeholders
20 April, 2016 Performance Evaluation Parent Committee	Detailed discussion and analysis of relevant results and making future recommendations	Principal: Nick Adamou School Council members Parents & Friends members Students
29 April, 2016 Performance Evaluation Student Committee	Detailed discussion and analysis of relevant data and making future recommendations	Assistant Principal: Paul Dawson Student Leadership members School Captains & SRC Leaders
4 May, 2016 Whole staff meeting	Discussion and recommendations for school improvement	Principal: Nick Adamou Leadership members Staff
June 21, 2016	Final self-evaluation report draft was presented to School Council members at a council meeting	Principal: Nick Adamou School Council President and members

The main sources of information for the self-evaluation report were:
- Data analysis 2012 to 2015 – School Portal and LLEN
- School Comparison Reports 2015 & 2016
- Statistical Families Report 2016
- NAPLAN Results 2012 to 2015
- Aggregated school level data on progress of individual students – assessment task data over time, end of semester and interim report ratings on student work effort and behavior (consistent with AusVELS student reports), record of student

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suspensions and relocation from class due to behavior problems, S level assessments of language learning progress of EAL and new arrival students and school records of destinations of individual students who leave school.

- North Geelong Secondary College Annual Reports 2012, 2013, 2014, 2015
- Annual Implementation Plans and identification of key improvement strategies for the 2016 AIP

The School Self Evaluation Guidelines, the Effective Schools Model and the goals and key improvement strategies in the 2012 to 2016 School Strategic Plan, Annual Implementation Plans were used to assist in framing the focus questions for staff/students/parents input into the self-evaluation process. The data analysis also identified the areas of concern on which to focus in the future.

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3. Vision and values

North Geelong Secondary College (NGSC) is a single campus, secondary Year 7–12 College. The school is a creative and caring college where girls and boys grow are provided with many opportunities and support to develop lifelong learning skills autonomous through their engagement with imaginative, and standards based, intellectually rigorous programs. We believe that our students develop into mature and independent individuals, fully prepared for a life of meaningful achievement and active participation in their local and global communities. NGSC is committed to the provision of a high quality education in a safe, supportive and challenging learning and teaching environment.

The school values "**R**espect, **E**xcellence, **A**chievement and **D**iversity" **(READ)** are the foundation for all school activities. These core values are continuously promoted and referenced in the wider school community. In addition, clearly articulated high expectations for students, staff and parents are also a central condition for the school success. The school's learning focus is the core belief that every student can learn and every student's potential can be fullfilled. The school's documented curriculum and the consistent teaching and learning instructional model (Hattie's Visible Learning Framework) complement daily practice and inform the lessons across our school community.

NGSC prides itself on addressing student individual needs. Teachers, school leaders and key stakeholders place the student in the centre of the college's life , including curriculum, extracurricular activities, engagement & wellbeing processes, and important values education. The school leadership endorses and provides for educational programs that improve learning outcomes and ensure that many opportunities are provided to achieve a pathway of choice; the College is proud of students' future destinations that include tertiary education, apprenticeships or full time sustainable employment.

The current school enrolment is 809 students. In the last 4 years, the school has experienced a steady increase in student numbers. The EAL enrolment is 24%, the LBOTE enrolment is 42% and the LBOTE students who are EAL and Refugee background is 21%. The ATSI enrolment is 2%. The Student Family Occupation (SFO) density is 0.7811. The school meets the needs of a dynamic, culturally diverse community.

North Geelong Secondary College provides a transition English as Additional Language (EAL) program which includes a VCAL/EAL program for mature students. There is also ongoing classroom support program (Multicultural Educational Assistants - MEAs) provided to EAL and refugee background students. The College is a base for the Geelong English Language Centre (GELC).

The College has a clear focus on research based teaching & learning practices. In particular literacy, numeracy intervention programs, integration of ICT across the curriculum, building teacher and leadership capacity, homework and tutorial programs support a broad range of student ability and interest. Critical funding enables the school to implement literacy and numeracy intervention programs such as STAR and ACE. The **S**trive **T**o **A**chieve **R**esults (**STAR)** program is an innovative literacy and numeracy intervention program addressing Year 7 to 9 learning gaps; The **ACE** (**A**chieving **C**ore **E**ducation) literacy & numeracy intervention program is for students in Years 7 and 8 performing below expected levels (identified reading and numeracy leves at Stanine 1 & 2). In addition, the College supports low class sizes in Year 7 (an average of 22 students per class), employment of literacy and numeracy consultatnts to work with Maths and English staff members to build individual teacher and team capacity. The school also provides a qulaified Maths Methods, Specialist and Physics Tutor for Year 12 students.

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North Geelong SC student attitudinal data has improved in the cycle of this review period. The data has strongly indicated that students find the College a positive climate for learning and teaching. Similarly, learning growth from Years 7-9, based on NAPLAN scores in Reading, Writing and Numeracy, has improved. The VCE completion rate has also improved from low 80% range to low 90% range over the past 4 years. Similarly, the Allstudy mean VCE score has improved marginally. There is a slight discrepancy between Year 9 NAPLAN results and predictive VCE results against actual VCE scores. GAT predictors need to be improved to meet the study score results. The school is focused on developing a viable curriculum from years 7-10 to ensure there are no gaps in essential skills, knowledge and understandings. Key improvement strategies in developing critical thinking, literacy, assessment and feedback across all year levels are vital components to the school's strategic plan. A strong focus on formative & summative assessment (student data) and the teaching of specialized vocabulary within the later years is also concurrently undertaken with a stated aim of improving senior students' outcomes across every content area.

NGSC aspires to continue developing robust learning programs, assessment practices to monitor student learning and provide for individual student point of need, and to embed a teaching and learning culture that believes that every student has a right to a high quality schooling experience, regardless of post code or socioeconomic background. Student academic learning outcomes and school attendance are the focus for the next four years.

Current strategies in place are regularly monitored, evaluated and revised to ensure continually that practices are meeting the needs of cohorts as they move through the College. This focus on research based methods and consequent student achievement will determine the College's long-term viability and future in the community.

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4. Practice and performance
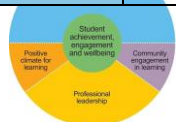
FISO Priority	Dimension / Initiative	Is this an AIP / SSP initiative?	Continuum status	School practice - Evidence and analysis	Student outcomes – Evidence and analysis	Confidential cohorts data analysis

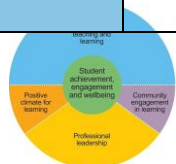| FISO Priority	Dimension / Initiative	Is this an AIP / SSP initiative?	Continuum status	School practice - Evidence and analysis	Student outcomes – Evidence and analysis	Confidential cohorts data analysis
Excellence in teaching and learning	**Building practice excellence**	Select Yes	3 - Embedding	*SSP:* *Focus as a whole-school on defining and documenting curriculum, assessment and instructional practices that lead to differentiated teaching and learning and improved student outcomes* *SSP:* *Strengthen the use of data for managing whole-school performance identifying individual student learning needs, enhancing the tracking of students and improving assessments in Literacy and Numeracy as students move through the school* *SSP: Create a learning environment characterised by high expectations for all students* School staff work together to identify factors that affect students' learning, engagement and wellbeing. Implementation of research-based models of best practice: Visible Learning Instructional Model, Gradual Release of Responsibility Established Classroom observation techniques: Learning Walks and	SSP targets – NAPLAN By 2015, 75% of Year 9 students deemed capable to be at or above Band 7 in Reading and Writing Writing - 2012(44%), 2013 (37%), 2014(25%), 2015(49%) Reading – 2012(63%), 2013(63%), 2014(45%), 2015(55%) By 2015, 80% of Year 9 students deemed capable to be at or above Band 7 in Mathematics 2012 (63%), 2013 (48%), 2014 (51%), and 2015 (62%) These targets have not been met. 2016 data (just added) Percentage of Year 9 students at or above Band 7 in Mathematics Reading 61% Writing 40% Spelling 63% Grammar & Punctuation 56% Numeracy 67% Targets not met. NAPLAN Matched Cohort (MC) data Over the past 3 years (2013-2015) most domains have trended upwards - students achieve above the National Minimum Standards (NMS) with more	NAPLAN 2012 - 2015 The focus group questioned the impact of the SEAL class on the cohort data; positive impact. Reading year 7: decrease from 17% to 2% in BAND 5(red), an increase from 23% to 31% in BAND 6 (yellow) and an increase from 0% to 4% in BAND 10 (dark blue). Writing year 7: decrease in the combined BANDS 5 and 6, from 60% to 44%, although the percentage of BAND 10 students decreased from 3% to 0%. Reading and Writing: Looking at the outcomes for Year 7(2012) to year 9 (2014) there is a significant increase in the lowest band, BAND 5, especially in Reading and Writing, 17-27% and 15-43% respectively. In the combined lower bands (5 and 6) there was an increase from 60-75% in Writing and an increase from 50-55% in Reading. The Focus group acknowledged the significant change in the cohorts over time with many new enrolments occurring between the two test periods. NGSC is a richly diverse and multicultural school and a large percentage of the newly enrolled students are from LBOTE families, with some students having

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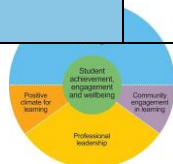| FISO Priority	Dimension / Initiative	Is this an AIP / SSP initiative?	Contin uum status	School practice - Evidence and analysis	Student outcomes – Evidence and analysis	Confidential cohorts data analysis
				Peer Observations, consistent with AITSL guidelines Re-modeled framework for student wellbeing, as mentioned below Consultancy – Curriculum / Teaching and Learning (Maryanne Pearce), Numeracy/Mathematics (Rick Swan). Building Leadership Capacity (Vicki Renick) Improvements in the year 7 and 8 data may be attributed to: -common rubrics delivering a greater consistency and accuracy in assessment data; more closely aligned with the curriculum; using a common assessment scale across the school -professional development on summative assessment -targeted reading and writing programs at years 7 and 8, and not at years 9 and 10 -Unit writing that is evidence based and explicit in outcomes and assessment. Concerns voiced by the focus group included the improvements required in the delivery of the Hattie's Visible Learning, for example, the inclusion and linking of the Success Criteria to the Learning Intention, the Learning Intention being explained clearly to	students achieving at least one year's growth, except in Spelling. More HIGH growth and LOW growth in Spelling. There are more 'HIGH growth' learners in 2015 compared to previous years, except for G & P. Higher levels of low growth is still evident in G & P and Spelling. In Numeracy and Writing (Medium Growth) students outperform the state. The LOW growth in MC is trending downwards. The 2013 cohort had HIGH Relative Growth in Reading and LOW Relative Growth in Writing, Spelling. Year 5-7 Matched Cohort Trend data suggests that a high number of students entering Year 7 are below skills in every domain. 35% to 50% of students entering Year 7 are demonstrably behind in skills across all domains. Year 9 Reading 24% of students are below NMS. 22% are at NMS. 13 students identified as in the top 2 Bands (2015). Year 9 Numeracy Two students achieved in Band 10, the top band. More than 31% achieve three bands above the NMS. Year 9 Writing About 4% of students achieve in Bands 9 and 10, the upper 2 bands. Only 20% achieve three bands above the NMS. Participation rate is improving (2013 – 2015 data).	no/little previous school experience. It is more reliable to use the Relative Growth data as it describes the matched cohort. Reading: NGSC has had consistent medium growth data that is at or above the state benchmark (50%). From 2012 - 2015, the low growth data is consistently lower or equal to the state benchmark (25%), and the high relative growth data shows variation from 17% to 31% compared to the state benchmark of 25%. i.e. 2012(16-57-27), 2013(19-50-31), 2014(25-58-17) and 2015(25-51-24). Writing: NGSC has made progress since 2013 when the relative growth percentages were 47-39-14, 2014(45-47-8) and 2015(24-57-20). The results for Reading 2014 and 2015 suggest that there was something different for these groups. The focus group queried the amount of personal reading by students of this age, formally/informally. A library based program, 'Bookmarkz' focusing on reading was provided for year 7 students only. Some classes have regular silent reading in English classes but it is not a school expectation. The focus group questioned: -if there had been a curriculum change

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				the class and then referred to during the class, and the use of feedback that is obvious and known to the students.	One student identified as performing in Band 10, the top band. Just fewer than 33% of students are at or below NMS. **SSP target: TEACHER JUDGMENTS** • By 2015, ensure that 90% of students deemed capable advance by at least one National Curriculum level each year. From the data below it is not possible to ascertain the advancement of individual student achievement against the standards, hence it cannot be stated that we have achieved the 90% target. However, the percentage of students who are working below the standards for English and Maths (varying between 30 to 47%) is an area that will need improvement focus and strategies to 'lift the tail'. This could be an indication that not enough students are making expected yearly academic growth. Teacher AUSVELS judgments 2012-2015 Year 7 English – an increase each year, in each dimension, in the percentage of students working at the expected level, and in the school mean (slightly below the state mean). This coincides with the increasing percentage (across dimensions) of students working at and above the expected level, with increasing numbers of students assessed in the above (B) and well above (A) levels.	or change in focus in these two years. The curriculum team indicates that there was a focus on Reading in 2012 and 2013, and a focus on Writing in 2014 and 2015. Efforts in the two focus areas have been effective but perhaps at the expense of the other. -the impact of less exposure to traditional reading materials, digital device usage increases and teenage students may be less inclined to read for pleasure -the impact of the iPad program; distraction in class, students not using the device properly, both having a possible effect on concentration and behaviour. Induction of new staff into the culture of independent reading in classes and managing student behaviour may be areas to consider. Numeracy 2012-2015 The focus group noted that over the review period the percentage of Year 7 students in the lowest two bands (5 and 6) decreased, 49% to 25%. This is perhaps an indicator of the introduction of the SEAL program with students bringing with them a higher mathematical understanding. Relative growth data in 2012 and 2015 were closely matched to the state benchmarks (24-49-27 and 22-56-22),

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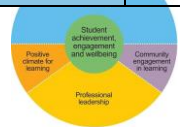| FISO Priority	Dimension / Initiative	Is this an AIP / SSP initiative?	Continuum status	School practice - Evidence and analysis	Student outcomes – Evidence and analysis	Confidential cohorts data analysis
					Year 8 English – also a yearly increase in the school mean for all dimensions but below state mean. However, the percentage of students at the expected level, or 'at and above' the level, do not indicate a similar increase. Year 9 English- no trend in the data; all means are below state mean; there appears to be a decrease in the percentage of students in the 'at and above' level as they move from year 8 to year 9. This is replicated in data for students moving from year 7 to year 8. Year 10 English – There is a decreasing trend in all dimensions for students 'at and above' the level. Significantly there are no students achieving well above the level in any dimension, and the percentage of students in the well below level have increased dramatically. This data is non-EAL. All values are below the state and region means. Year 7 Maths –In Measurement &Geometry (M&G) and Statistics &Probability (S&P) there are slight changes to the percentages of 'at and above' levels achieved, with all values slightly lower than the state and region means, but school means increasing over the review period. In Number & Algebra (N&A) there is an increase from 52.4% (2013) of 'at and above' levels, to 64.4% (2015). This coincides with an increase of the school mean. There is evidence of one student only in the 'well above' level across all dimensions. Year 8 Maths – M&G: Although reaching 55.1% (2015) for students 'at and above' the level, and an increasing school mean, the data indicated that	however the data for 2013 and 2014 relative growth indicated an imbalance of the low/medium/high sections, (29-57-14 and 39-48-13). Although the medium growth is in an acceptable range, this is at the expense of a significant increase in low growth and decrease in high growth. The focus group was pleased that the recent 2015 data was a close match to the state benchmarks. As a result of NAPLAN and PAT-R(reading) and PATMATHS data the school has: -engaged consultants in Literacy and Numeracy to work with teachers and leaders to implement strategies to address student learning -tested all year 7-9 students in February and November -implemented the ACE and STAR intervention programs -developed lesson structure strategies in Maths from an item analysis approach -adapted a writing process to a secondary school setting that was shared from two primary schools (reading and writing success in their data). VCE/Senior Years data **SSP Targets**
				VCE /Senior years data It was noted that the performance in English as a whole over the 2012-2015 period has been affected by the school offering a range of English subjects. During this period, NGSC offered English, English Language, Literature and EAL English. For a small Year 12 (unit 3 &4) cohort, it was believed that small class sizes do not deliver comparative data and was less reliable. Successful results may not necessarily be due to quality		

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				programs but to individual, distinct efforts of a few students. From 2016, English and EAL English will be the main subjects offered and Literature provided in years when the capacity of the cohort is expected to be successful. Further Maths , Math Methods, Specialist Maths – With more focus on the most relevant Maths course for individual students during subject selection, data across the three Maths subjects has shown minimal increase over the review period. In 2015, particular effort was made to identify appropriate Maths studies for students during the subject counseling process. NGSC has had a greater focus on offering in-house and external VET certificates particularly in the last two years, with more students interested in studying these courses. NGSC provided specific coordination of the VET/SBAT program, separate coordination of the VCAL and the EAL VCAL programs, as well as a Year 12 YLC and a Senior Sub-School Manager (Leading Teacher) who manage the	more than half of the group were below the standard in 2013 and 2014. N&A/S&P: Similarly the 2013 and 2014 data indicates that more than half of the students were below the standard. By 2015, the percentage of students 'at and above' was 56.3% (N&A) and 65.9% (S&P). It is interesting to note that the percentage of the 'well below' level has decreased significantly from as high as 30% down to 5% (M&G, N&A) and 3% (S&P). In S&P, the data indicates that 10.3% of students are working 'above' the level (2015). <u>Year 9 Maths –</u> Across all dimensions the data for 2014 indicated that 40% of students were working 'at and above' the level. This was lower than the 2013 and 2015 data for M&G and N&A, but higher than the 2013 S&P (22.2%). In 2015, all dimensions achieved significantly higher values for 'at and above' levels, 65.4(M&G), 56.2(N&A) and 66.7 (S&P). By 2015, all school means had increased and were only slightly lower than region means. For all dimensions the percentage of students in 'well below' decreased to approx. 7% by 2015. The percentage of students 'above and well above' increased to 5% across all dimensions by 2015. <u>Year 10 Maths –</u> In all dimensions the school means decreased over the review period. In M&G and N&A, there was a percentage decrease from 71.7 to 54.9 and 74.4 to 56.5 respectively. The data for S&P stayed around 50%. Over the review period there was only one student (2014 N&A) who was above the level. The significant percentage of students in the 'well below' levels	**VCE** • By 2015, the VCE all-study score to be 27 • By 2015, the English study score to be at or above 28 • By 2015, Further Maths study score to be at or above 27 • By 2015, Maths Methods study score to be at or above 25 • By 2015, Specialist Maths study score to be at or above 25 • By 2015, positive achievement trends noted in every VCE study offered • By 2015, 4% of VCE study Scores above 40+ **VET** • By 2015, satisfactory completion rates to be at or above 80% <u>VCE study score data</u> The VCE all-study score has increased slightly over the review period from 24.2 to 24.4. These scores are below all comparison data and below the SSP target of 27. The school VCE Study Score Mean improved by 3 points between 2013 and 2014. Quite a number of VCE studies trended significantly upwards between 2013 and 2014. Four studies outperformed the state:

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				VCE courses. A Leading Teacher managed Transition and Pathways and was involved in the refinement of the student subject selection processes. The focus group noted that these coordination/management positions have supported students to make more relevant choices in senior pathways and that the increase in completion rates reflected this support. The strong focus on a learning culture and a safe, secure, learning environment is likely to have had positive influences on the retention rates. Students often reported throughout the review period that they like being at this school; for some senior students it has been difficult for them to leave.	for all dimensions is likely to be attributed to the provision of the Maths C class; a class/curriculum that caters for students who find Maths difficult.	Literature, Studio Arts, Persian, ICT VET. English – 2012 -2015 data was below comparison data. 2014 was the only year that the study score was close to the state mean (27.79 compared with 28.22). The SSP target of 28 was not achieved. There were no students achieving above 40 scores in this period. Further Maths – 2012 -2015 data show below comparison data for each year finishing with a school mean of 23.87. There were no students achieving above 40 during this period. The SSP target of 27 as not achieved. Maths Methods CAS – 2012 -2015 data show below comparison data for each year. 2014 was the highest result (27.71) compared to the state mean of 29.37. There were no students achieving above 40 in this period. 2014 was the only year that the SSP target of 25 was achieved. Specialist Maths – 2012 -2015 data show below comparison data for each year. 2012 was the highest result (26.40) compared to the state mean of 28.78. There were no students achieving above 40 in this period. 2012 was the only year that the SSP target of 25 was achieved.

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						Six of the 24 VCE studies, where there is at least 2 years of data, showed increased study scores over the review period; EAL English, Chemistry, Food and Technology, Information Processing and Management, Studio Arts and Visual Communication and Design. The target of all studies showing an increased study score trend was not achieved. VCE completion rates have risen from 83.8% in 2012 to 93% in 2014 VCAL completion rates have risen from 30.9% in 2012 to 49.0% in 2015 These completion rates, although improved, are below all comparison data. VET completion rates have risen during the period, 38.7% in 2012 to 46.8% in 2015, and are values above the School Type, Enrolment Band and SFO band data. This is below the SSP target of 80%. Retention rates for both the Year 7-12 data (63.8% to 91.2%) and the 10-12 data (53.8% to 86.4%) have shown increases that correlate to the increases in VET, VCAL and VCE completion rates.

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	Curriculum planning and assessment	Yes	3 - Embedding	*SSP* *Focus as a whole-school on defining and documenting curriculum, assessment and instructional practices that lead to differentiated teaching and learning and improved student outcomes* Staff groups use a range of assessment approaches to understand and diagnose students' progress. Literacy and Numeracy instruction is led by Leading Teachers. Introduction of select entry academic achievers programme. Intervention provided for low and middle band students via the respective programmes, ACE (Achieving Core Education) and STAR (Strive to Achieve Results). Whole school documented and published Curriculum aligned to AusVELS across 7-10, all Key Learning Areas publish a Scope and Sequence Common assessment tasks and explicit assessment criteria in all learning areas across 7-10	PAT data and NAPLAN to inform intervention programs ACER 'select entry' testing to inform SEAL class group. **Embedded data systems** The school uses a range of data analysis services to monitor performance. Services such as Student Performance Analyzer (SPA), Progressive Achievement Tests (PAT-R, PAT-M) have been in place for a while. Over this strategic plan cycle, school leaders have identified that these services do not provide fully for their data analysis needs. Leaders are using more expedient software and embedding their own data systems to more accurately assess student achievement levels and target misconception. Assessment data is used to help students see the progress they are making, and to celebrate their achievements **Year 7 NAPLAN Trend data** In Writing, over 44% are at/ or below NMS and trending downwards. So, entry students display skills well below appropriate level. No Band 9 students evident in 2014/2015 in spite of a SEAL program. **Student Attitudes to School Survey** In the six factors of Teaching and Learning over the last three years, this school has outperformed the	*Student Motivation* is trending higher and is above Region and State measures. *Learning Confidence* is trending higher and is now on par with Region and State measures. Parents value and set high expectations for their child's learning. Students endorse the school's teaching and learning programmes as noted in these SAtSS results. The SEAL programme has high achieving readers identified in the selection process. However, their writing skills showed significant gaps, both at NAPLAN level and school based assessments. Next step is to make students more data literate and to use explicit strategies to approach assessment and experience success. **Student Goal Setting** Although data has been a focus of teachers in the review period, there has not been the same expectation for students or, if it has been a focus it was used in an ad hoc way. It would be a reasonable step given that the climate is more accepting and informed, to develop protocols and mechanisms for

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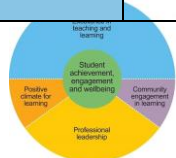| FISO Priority	Dimension / Initiative	Is this an AIP / SSP initiative?	Continuum status	School practice - Evidence and analysis	Student outcomes – Evidence and analysis	Confidential cohorts data analysis
				Established shared electronic space for the whole-school publication of curriculum	State and Regional Mean factor scores. The percentile score shows that 5 of the 6 indicators to be in the 4th quartile, in line with the degree to which teachers plan.	students to become literate in their academic data. .
				Implementation of current VCAA study designs		
				Significant increase of students in the VCAL program.		
				Assessment schedule for Literacy and Numeracy, including identification of formative and summative measures.		
				Professional development provided to staff to facilitate increased student engagement through research-based best practice (Glenn Pearsall)		
				Refined Assessment and Reporting – Progressive and On Demand e-Learning: Introduction of electronic texts and communication portal, including whole school use of Google Suite		
				Introduction of Integrated Applied Learning Program for year 9 students		
				Scope and Sequence documents developed and shared across all KLAs		

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FISO Priority	Dimension / Initiative	Is this an AIP / SSP initiative?	Continuum status	School practice - Evidence and analysis	Student outcomes – Evidence and analysis	Confidential cohorts data analysis
				Common assessment tasks for all subjects 7-10 Diagnostic testing Literacy and Numeracy – PAT Testing / TORCH testing Whole School Literacy plan emerging end of 2015, focusing on whole school writing in 2016		

FISO Priority	Dimension / Initiative	Is this an AIP / SSP initiative?	Continuum status	School practice - Evidence and analysis	Student outcomes – Evidence and analysis	Confidential cohorts data analysis
	Evidence-based high impact teaching strategies	Yes	3 - Embedding	*SSP:* *Focus as a whole-school on defining and documenting curriculum, assessment and instructional practices that lead to differentiated teaching and learning and improved student outcomes* Implementation of the Visible Learning Instructional Model Use of the Understanding by Design Template New writing process in the junior years Literacy and Numeracy data gathered at start and end of the year to determine eligibility for the various programs: ACE, STAR and SEAL. S-level data also identified or updated for the EAL students. All data is available to teachers using shared Google folders.	ACE, STAR and SEAL programs ACE program has shown significant growth in stanine levels for those students. Students complete either numeracy or literacy in one year and may be eligible to complete the other discipline the following year. STAR program results offer anecdotal information pertaining to students learning confidence and a greater capacity to engage in the classroom. The introduction of a SEAL program has offered opportunity to build school profile alongside the academic growth of these students. Various students have participated successfully in subject competitions (group and individual) and debating. Many student leadership positions come from this cohort. Learning Walks are conducted once per semester with the focus on the implementation of the Visible Learning model. The observation group has changed from being the administration or leadership group to including classroom teachers. Teachers have enjoyed the opportunity to be an observer and to contribute to the 'next steps' of using the model in the classroom. Over the review period, the focus of the LW has moved from the use of a learning intention to the alignment of the learning, the task and success criteria. The curriculum documentation is completed to a very high level with all KLAs participating in the whole school focus of having documented curriculum and scope and sequence documents. These are stored/shared on the school wiki.	The school places a high priority on ensuring that classroom teachers identify and address the learning needs of individual students, including high-achieving students. Differentiation is a key to this evolving practice at NGSC. We acknowledge the high numbers of new enrolments that impact on planning and provision of a coherent and consistent teaching program. While teachers are encouraged and supported to monitor closely the progress of individuals, identify learning difficulties and tailor classroom activities to levels of readiness and need, we need to move beyond grouping students as the only differentiation strategy for learning. We see that different assessment models need to be applied.

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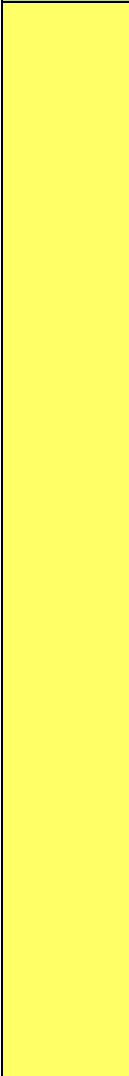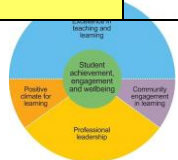| FISO Priority	Dimension / Initiative	Is this an AIP / SSP initiative?	Contin uum status	School practice - Evidence and analysis	Student outcomes – Evidence and analysis	Confidential cohorts data analysis

	Evaluating impact on learning	Yes	2 - Evolvin g	*SSP:*
				Focus as a whole-school on defining and documenting curriculum, assessment and instructional practices that lead to differentiated teaching and learning and improved student outcomes
				
				Literacy and Numeracy assessment schedule:
				Formative / Diagnostic
				PAT testing (Maths, Reading, Vocabulary)
				TORCH testing (comprehension)
				Summative / Growth indicators
				South Australian Spelling Test
				
				Development and use of common assessment tasks in years 7 – 10
				Explicit assessment criteria for all assessments
				Embedded use of rubrics within all English and Humanities subjects
				
				Learning Walks conducted once per term, indicating the embedding of Learning intentions and Success Criteria across the school
				
				Professional Development time allocated to Differentiation (Various forms of data indicate the need to better accommodate the
					SSP targets
					Parent Opinion Survey
					Transitions 5.5
					    Data: 5.7 (2015)
					General Satisfaction 5.5
					    Data: 5.9 (2015)
					Targets met.
					
					Staff Opinion Survey
					Curriculum Processes 60.0
					    Data: Compared with Guaranteed and Viable
					    Curriculum, increasing to 78.7 (2015)
					Professional Interaction 70.0
					    Data: Compared with Teacher Collaboration, increasing to 71.7; Trust in colleagues, 78.9 (2015)
					Targets met.
					
					Attitudes to School Survey
					Teacher Effectiveness 3.7
					    Data: 3.8 (2014/2015/2016)
					School Connectedness 3.7
					    Data: 3.8(2014/2016), 3.9 (2015)
					Targets met.
					
					SSP Target: To increase to 95% by 2015 the proportion of students exiting to further education, training or sustainable employment
					Assuming sustainable work implies full time work the percentages are:
					2012-74%, 2013 – 75%, 2014 – no data, 2015 – 72%
					The target was not met.
					The trend indicated that students were more
						Attendance
						An issue over the review period has been student attendance. The days of absence in all year levels had increased. In 2015, a specific and targeted approach to improving student attendance was planned for the start of 2016. Sub school assistants were employed to monitor and manage daily attendance.
						
						Attendance data
						Compared to the State in 2013 & 2014, this school has a higher absence rate. The highest absences were attributed to Years 8, 9 and 10.
						Unexplained absences trend up and down but contribute significantly to absence at each year level.
						
						2014 data showed Years 8 and 10 as attending less frequently than their peers.
						
						The 2016 data indicates a significant improvement at every level justifying the resources that have been utilized in this area. (2016 Yr. 7-12 absence days is 13.7 as of September).
						
						Year 5 - 7 Matched Cohort
						Spelling: About 10% of students entering NGSC are assessed as below NMS.

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				range of learners in the classroom; NMS levels of grade 6 students are concerning, PAT R And PAT M data indicate a large percentage of students than expected in the lowest stanines); EAL and PSD students are also included in the understanding and development of differentiated teaching and learning practices.	inclined to transition into full time employment than to further their education. (Continuing education: 70% - 2012 to 54% - 2015; Employed full time: 4% - 2012 to 18% - 2015) SSP Target: 90% of students to achieve Year 12 or an equivalent qualification by 2015 The collection of both VCE and VCAL completion rates for the review period shows an increase of completion from 72% to 77%. VCE completion rates increased from 84% to 89%. VCAL completion rates increased from 52% to 63%. Although the VCE completion rate is on target, the lower rate of the VCAL completion affects the final percentage. It is noted that there are a number of students for whom the completion of VCAL is surpassed by the successful transition into an apprenticeship etc. before the end of their final year.	About 70% are above NMS. All Domains: Trend data suggests that a high number of students entering Year 7 are below skills in every domain. One third to one half of students entering Year 7 are demonstrably behind in skills in all domains. **Year 7 - 9 Relative Growth Matched Cohort** Over the past 3 years (2013-2015) most domains have trended upwards - students' achieve above the National Minimum Standards (NMS) with more students achieving at least one year's growth, except in Spelling. More HIGH growth and LOW growth in Spelling. There are more 'HIGH growth' learners in 2015 compared to previous years, except for G & P. Higher levels of 'low growth' is still evident in G & P and Spelling. In Numeracy and Writing, 'MEDIUM Growth' students outperform the state.

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Professional leadership	**Building leadership teams**	Yes	3 - Embedding	**Student Management** Recent addition of Sub-school assistants in Junior and Senior sub-schools. Structure of YLC changed over the 4 years in the junior and senior sub schools (Assistant YLCs, clarification of Home Group teacher role) Development of more significant roles – LT in each sub-school **Evidence** Sub-school support staff positions are helping in terms of student management. Knowledge of the students has improved and there is someone always contactable. **Opportunities provided by the school to build Leadership Teams:** SRC – linked with mentor teachers, PCO Senior Student Leadership / Captains; iLeaders, Leadership Profile (Principal Class, Leading Teachers) KLA Managers and PORs School council, Sub committees, PCC Numeracy/Literacy Multiculturalism - lead within the community, new arrivals, EAL etc. Sporting teams, multicultural football, Specialized leadership programs - Alpine school and	**School Staff Survey** Teacher collaboration, Staff trust in colleagues and collaborative responsibility means for the past two years are higher than the state means. The strategic use of teams, together with high expectations of all staff as teacher leaders contributes to these results. Structured group activities enable varied forms of leadership to evolve. Transfer of leadership skills observed in a variety of settings through their own initiative. ANZAC day service –student initiative Multi-cultural performances directed by students School production Pathways – as discussed above; the subject/course counseling is a high impact event for students and families, the school pathways and transition teams operate in a professional, informative and solution focused manner. Encouragement of student voice in the classroom or within other aspects of schooling Students self-motivated to attend home work groups	Staff meetings and PLT meetings are held regularly through the term allowing for discussion and professional learning. A well-planned calendar of team meetings is generated and published each term. Improvements suggested by the focus group: Increase in student numbers poses a significant problem to the work being conducted Training of staff into POR roles Preparation/Induction of YLC/assistants needs to be investigated further

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				exchange program, HPV AARnet internet network KLA partnerships with other schools School production/performances; links with Western Edge Drama group Homework groups accessible and attended ACE, STAR, SEAL Primary school student leadership forum

Teachers meet in Professional Learning Teams: KLA based – these are led by a KLA manager and meet every fortnight; subject/year level teams are formed to develop and share specific curriculum understanding and documentation and lead from within the team. PLT – 4 to 5 times a term; various foci and various formats depending on the requirements of the presentations and learning; leading teachers and program leaders often deliver the professional learning or lead workshops/discussion groups.

School leaders place a very high priority on the ongoing | | |

FISO Priority	Dimension / Initiative	Is this an AIP / SSP initiative?	Continuum status	School practice - Evidence and analysis	Student outcomes – Evidence and analysis	Confidential cohorts data analysis
				professional learning of all staff (teacher leaders). Professional reading "Visible Learning": Hattie, "Data Wise": DuFour and Gardiner are two of the researchers of interest. School leaders participate in professional learning activities, learning alongside teachers. Leadership development is supported through professional learning and personal coaching. The school supports teachers to continue formal study and celebrates professional success. The school provides mentoring, team leader contact time for graduate teachers.		

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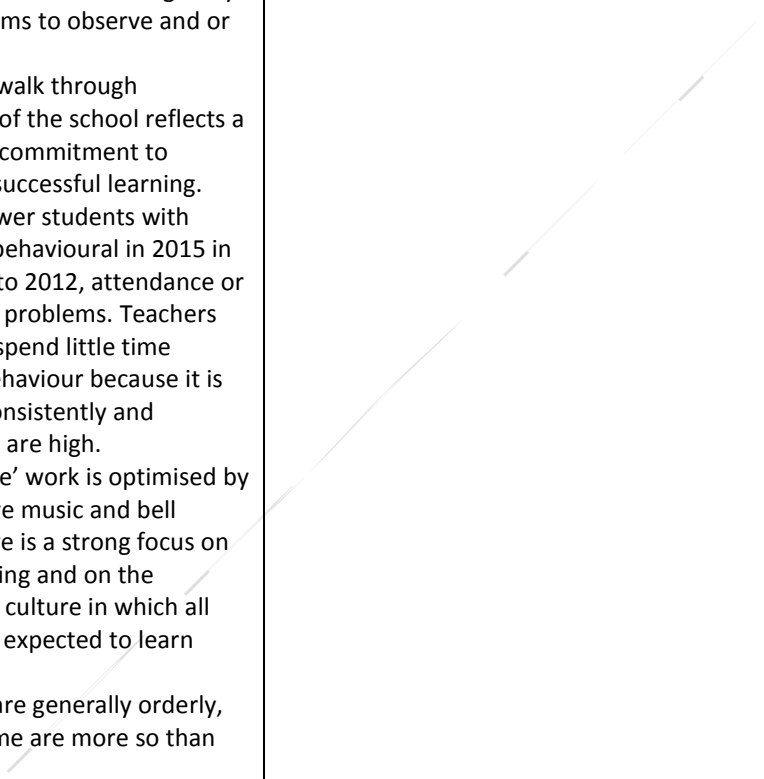| FISO Priority	Dimension / Initiative	Is this an AIP / SSP initiative?	Continuum status	School practice - Evidence and analysis	Student outcomes – Evidence and analysis	Confidential cohorts data analysis
	Instructional and shared leadership	No	3 - Embedding	*SSP:* *Create a learning environment characterised by high expectations for all students* Various staff teams to facilitate shared instructional leadership. A culture of school-wide, self-reflective focus on improving classroom teaching is developing; consultants have supported growth in this area. Fostering the interests of individual staff members. Staff induction process, including a mentor Structured meetings weekly focusing on mentoring. Learning walks to reinforce the Teaching and Learning instructional model with staff, one per semester. Peer observations to identify successes and improvements in teaching and learning one per term. Curriculum committee	**Teams** School Staff Survey results indicate a high level of endorsement for the collaboration, trust and responsibility undertaken by the staff. These characteristics of the staff allowed for the implementation of the Visible Learning framework, Gradual Release Model of instruction and the development of a documented curriculum. It will also allow for future opportunities to look at the next level of work to be done. Students can verify that they recognise what they are learning when the teacher uses the Instructional model. Reported by students in focus groups that approximately 1 in 8 teachers were not using the model properly, including experienced staff. Need to be more individualized to students' needs; future work in Differentiated Instruction	Feedback from forum groups: School and home relationships built positively from Parent Teacher interviews, however, this had not occurred prior to the interviews. Deliver high quality instruction across each Domain and year level and hold teams accountable to planning and the provision of timely feedback to teachers. Creating an open, respectful transparent practice across the school is ongoing work. The 2015 students did not have a good work ethic. Did not have the skills to compete with students from other schools. Expecting greater results in future **Improvements to consider:** Science and eLearning representatives in the leadership team Reflect on needs and directions of the school/government Teachers are encouraged to mentor individuals as an expectation through the review process, but it seems more ad hoc or dependent on the individual More resources into student management to foster leadership development; small and proactive tasks are lost due to time spent on student management issues

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	Strategic resource management	No	4 - Excelling	Leadership Profile (PCO, LT) Provision of assistants in Student Management (YLC and Sub-school) PD in leadership (Consultants, PD for LT and POR) Synthetic courts and outdoor setting including water proof undercover student apace Drama room VET in Schools Program including Beauty New Furniture ACE & STAR intervention programs Initiated and implemented AARnet ICT support a priority to enable greater digital access Scholarship programs HPV program Teaching aides, PSD and MEA Managing numbers in classes at VCE to ensure appropriate numbers Well-being team (2 x Social Workers, 0.4 x school nurse, 0.4 x Chaplain) Succession planning –future employment for CRTs EAL and Mainstream VCAL programs Small VCE classes (Specialist and Physics, Literature) Sports excellence Student leadership	XUNO - the school subscribed to a number of software platforms for the operational needs. XUNO provides a student management database, electronic roll marking, access to class lists and timetables, and in 2016 the launch of online reporting. First Class is used for developing the timetable. StaffPD, now EMS360 was used for managing staff PD registrations, activities affecting the Daily Organisation of the school and the annual staff review process. Support of Electronic Devices: Increased band width, nearly all rooms have Apple TV screen/whiteboard/projector, support of BYOD devices; professional learning and support of staff/students Financial situation is positive and continues to resource the school in its needs; continues to provide staffing and spaces appropriate for the needs of the students Options can be provided to students to address individual needs The Arts catered for the needs of the students, significantly improved program Improvement measures in ACE, STAR – facilitated by specific staffing	Growth in school is exciting – student number data: the student population has increased from 548 (2011) to 820 (2016). Increased student numbers have great affect on the appropriate staffing, physical learning spaces, staff spaces, outdoor environments etc. The school will look at the provision of ICT moving into 2017. Many devices will be replaced and it is expected that a range of devices for senior students will be made available. The iPad program will continue for the junior classes.

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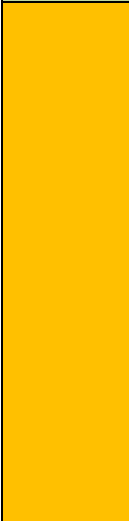| FISO Priority	Dimension / Initiative	Is this an AIP / SSP initiative?	Continuum status	School practice - Evidence and analysis	Student outcomes – Evidence and analysis	Confidential cohorts data analysis
	Vision, values and culture	No	3 - Embedding	*SSP:* *Create a learning environment characterised by high expectations for all students* Culture in the school is good, however, challenging with the increase of many cultural experiences (students entering after year 7 who have not 'grown' with the NGSC culture). Not self- directed learners as yet; students are quieter and many have developed negative approaches to expectations, to some extent. We live by our core values *READ.* "**R**espect, **E**xcellence, **A**chievement and **D**iversity". READ values: R and D are evident by all, however E and A need to be improved. Our trademark behaviours are clearly demonstrated. We promote high standards and articulate things we will not tolerate. A strong collegial culture has been established. Teachers have an open and shared commitment to the improvement of teaching and receive from colleagues. This is	Student Attitude to School Survey Parent Opinion Survey Enrolment/population growth – the school population has grown to above 800 (large school) **Student Opinion Survey** Data indicates students in Years 7-12 have strong agreement with statements about their learning and teachers. Indicators in all six, *Stimulating Learning*, *Learning Confidence, School Connectedness, Student motivation*, *Teacher Effectiveness,* and *Teacher Empathy* are trending upward, and are higher than State and Regional values, with five of the measures in the highest percentile, the 4th quartile. Students enjoy the culture of learning at this school. They share the vision of the teachers for their success. **Staff Opinion Survey** Trust in students and parents is on par with both regions and state means (65.5) A mean of 71 for Parent and Community involvement is higher that the state and region means. The Academic Emphasis mean is slightly lower (59) than the region and state (62). This is an area that the school is building as part of its vision and culture; creating a place of quality education and opportunity; to be the school of choice in the broader community.	Students are aware of the high expectations for learning at this school. Behavioral expectations are clear but perhaps not as consistently applied across the school. Parents are interested in student attendance results etc – this has been a culture shift. Principal: to be school of choice by enabling the students to reach their desired outcomes or potential. Some parents are not completely embracing expectations on uniform/appearance. Less focus on growth; spend time on building school culture. A lot of work being done, but we still need to set goals of growth. Vision should be geared toward consolidation rather than growth. Induction of new staff critical as the school continues to grow. In relation to AIP student outcomes data, should our data be elevated as a goal? Thoughts are that we may get

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				evident by teachers sharing classes and planning in PLTs and proximity to shared resources. Consultants and mentors regularly visit classrooms to observe and or coach. The overall 'walk through experience" of the school reflects a school-wide commitment to purposeful, successful learning. There are fewer students with challenging behavioural in 2015 in comparison to 2012, attendance or engagement problems. Teachers and leaders spend little time managing behaviour because it is dealt with consistently and expectations are high. 'Class on time' work is optimised by a pre-emptive music and bell system. There is a strong focus on quality learning and on the creation of a culture in which all students are expected to learn successfully. Classrooms are generally orderly, although some are more so than others.		worse before we get better.

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Positive climate for learning	**Empowering students and building school pride**	Yes	3 - Embedding	**SSP:** *Maintain and deepen a focus on personal growth and development through promoting student ownership of learning*
				
				Maintain effective teaching and learning by creating an exemplary ICT and Thinking environment
				
				Uniform has been consistently enforced by all.
				Art work and photos around the school promote school pride.
				Assemblies – Year Level and whole school where student success is celebrated, performances conducted and leadership is acknowledged.
				50th Anniversary celebrations
				The SRC profile has been expanded and leaders are developing new programs around the school – leadership opportunities
				Introduction of iLeaders to give a new group of students a leadership experience in a different context.
				United Nations Model Assembly
				NGSC has a Yearly School Production to develop the confidence of students with an interest in the performing arts.
				Immense improvement in the
					Parent Opinion Survey Targets
					Stimulating Learning 5.0
					   • Data: 5.48 (2015)
					Student Safety 5.6 or above
					   • Data: 5.60 (2015)
					Targets met.
					
					Attitudes to School Survey Targets
					Student Morale 5.0
					   • Data: 4.90 (2015)
					Student Distress 5.3
					   • Data: 5.1 (2015)
					Learning Confidence 3.75
					   • Data: 3.97 (2015)
					Classroom Behaviour 2.90
					   • Data: 2.94 (2015)
					Two out of four targets met and the other two improved and close to the state mean.
					
					In seven factors of student attitudes over the last three years, this school has outperformed the State and Regional Mean factor scores.
					
					SSP Staff Opinion Survey Targets
					
					Student Motivation 45.0 NGSC 59.7
					Respect for Students 75.0 NGSC 64.4
					Quality Teaching 70.0 NGSC 81.6
					
					Two out three targets are met; however there is a 10-point lower score for *Respect for Students.* This target may have been set too high as like schools	

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				school environment – buildings and grounds Cultural diversity – embraced by the students, seen as an asset within the school. House Teams – This an area that requires further development with the need for house activities outside the sports Continual reference to the school values and behavioural expectations. A common reference to the excellent behaviour of NGSC students on excursions	achieved a score of 70.2. *Student Behavior* (Time) 78.5 NGSC 64.4 *Student Behaviour* still requires further improvement and discussion.	

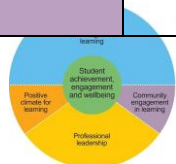| FISO Priority	Dimension / Initiative	Is this an AIP / SSP initiative?	Continuum status	School practice - Evidence and analysis	Student outcomes – Evidence and analysis	Confidential cohorts data analysis
	Setting expectations and promoting inclusion	Yes	3 - Embedding	***SSP**:* *Create a learning environment characterised by high expectations for all students* Inclusion- excelling Harmony Day and Multicultural Day Leadership for students; Cultural Captain School Values (Diversity) Hattie's Visible Learning Instructional model – consistent approach to learning style Classroom management strategies Diverse student intake Disability Program – integrated within classrooms Expectations are clearly established Inclusion – lunchtime wellbeing activities, very high multicultural inclusion, PSD	<u>Attitudes to School Survey</u> *Student Morale* has no discernible pattern although it is above the Region and State mean scores. *Student connectedness* is above State and Region mean scores for the three year period. *Classroom Behaviour* and *Student Safety* is below Region and State Means.	The school has a long tradition of nurturing and welcoming students from disadvantaged and refugee backgrounds. The SFO has varied slightly over the review period but remains in the 'High' Band Classification. The proportion of EAL students remains constantly around 24% with refugee background students being 21% of the school population. LBOTE at 42%. ATSI is 2%. The school caters for the educational and inclusion needs of all students. It has been the school of choice for agencies that are helping clients choose schools (PSD, learning difficulties, Out Of Home Care (OOHC), new arrivals etc.)

FISO Priority	Dimension / Initiative	Is this an AIP / SSP initiative?	Continuum status	School practice - Evidence and analysis	Student outcomes – Evidence and analysis	Confidential cohorts data analysis
	Health and wellbeing	No	3 - Embedding	The Wellbeing Team is easily accessible for the many students who require assistance; no stigma for those who receive support. Canteen – outsourced and heavily used by students Year level presentations – Cyber bullying, resilience, careers HAPE curriculum Whole School Health Days Attendance –overall focus for improvement and deliberate Student Wellbeing Team (SWT) work for school refusers. Catholic Care service Emerald Tree Counselling SSSO Support Strong Links (BatForce, Diversitat, headspace, Barwon Child Youth Family Services)	Student Wellbeing Team data The team undertakes: financial assistance, Whole School Health and Wellbeing promotion days/weeks, in class programs (SAPPSS and Docs and Teens), in class education on health and wellbeing topics, organizing guest speakers /performers or running sessions on health and wellbeing topics (Responsible Cyber Use, Sexual Health, Brainstorm Productions) and workshops like Just Think! Party SAFE, facilitate group work (Soul Art- Art Therapy or Headspace Ambassadors Project), belonging lunchtime groups, advocacy for young people in the community. We work alongside the coordinators for the cohort to identify and organize the events. There were 54 of these events/groups/programs run in 2015. **Well Being (**Attitudes to School Survey Student distress – a mean of 5.1 (2015), which is equal to both region and state means, indicates that the students are feeling comfortable and confident about being at school. The percentile score shows the 2014 indicator to be in the 2nd quartile, indicative of teacher responsiveness. Teacher empathy – a mean of 3.8 and a 3-yearly average of 3.9, is higher than the state /region means and is in the 4th quartile, indicative of positive teacher-student relationships.	Junior classes and behaviour management are the main concerns / focus of the student management team. Work continues to be done on empowering classroom teachers in classroom management. Audit Middle Years programmes: Applied learning, Project week, and rewards program. Career information sessions and subject selection processes. More specifically re SWT (for 2015): 637 referrals, predominately self-referring, parent /YLC referrals remain fairly consistent and similar. 363 individuals supported 1-to-1 (Yr. 8 &10 being the highest, 12s the lowest). Top 5 reasons recorded for referral: mental health, peer conflict, family relationships, health and practical assistance (other than financial). 250 referrals to support agencies for197 students (some referred to more than one service, e.g. family support agency for the parent/s, Headspace for student) 2800+ contacts recorded for students, plus exited student contacts, (106 extra contacts of those who have exited 2015) Time-consuming referrals for students who are homeless or those no longer in the care of their parents. Initially 4-6 hours then regular follow up over many weeks. Other students -a one off session of 20-30 minutes with check-in arrangements.

FISO Priority	Dimension / Initiative	Is this an AIP / SSP initiative?	Continuum status	School practice - Evidence and analysis	Student outcomes – Evidence and analysis	Confidential cohorts data analysis
	Intellectual engagement and self-awareness	No	2 - Evolving	*SSP:* *Create a learning environment characterised by high expectations for all students* Continuing to aim for higher VCE results/expectations Hands On Learning Program Select Entry Accelerated Learning Program (SEAL) ACE & STAR intervention programs Curriculum is being documented but there are questions as to the quality of the units and how well the units are being used and updated. In regards to student capacity to meet high expectations in learning, staff report that many are happy with a mediocre effort/outcome, indicating a lack of motivation and not realistic about how their efforts relate to the wider world. Students are not able to identify their own areas for improvement VCAL profile increasing – further interest in VCAL may improve student learning outcomes and senior completion rates; less negative attitude to "Hands On" style programs Peer – Observations for teachers are now regular practice to improve and focus on the craft of teaching and learning	*Learning Confidence* – higher than state mean *Stimulating Learning* – higher than state mean *Teacher Effectiveness* – higher than state mean *Student safety*- 3-yearly average of 4.0 just below the state mean There is a pattern of most variables trending upwards. This school has outperformed the State and Regional Mean factor scores in six *Teaching and Learning* factors over the last three years. The percentile score shows the 5 of the 6 indicators to be in the 4th quartile, in line with the degree to which teachers plan. *Learning Confidence* is the lowest of the variables but trending upwards. *Classroom Behaviour* and *Student Safety* are below Region and State Means.	The Feedback loop - teachers to students, students to students, students to teachers, leaders to teachers, etc. is ongoing work. Developing Voice and agency in students is a priority.

Framework for Improving Student Outcomes

FISO Priority	Dimension / Initiative	Is this an AIP / SSP initiative?	Continuum status	School practice - Evidence and analysis	Student outcomes – Evidence and analysis	Confidential cohorts data analysis
Community engagement in learning	**Building communities**	Yes	3 - Embedding	*SSP:* *Enhance transitions across all year levels with a particular focus on National Curriculum standards* *Continue to build on successful pathways with a focus on strengthening and embedding them within the curriculum* *Monitor parent and student satisfaction with all transitions measured by school created surveys and Parent Opinion Survey* Grade 3-6 Primary school visits to and from NGSC to strengthen community links Scholarship Program (5 scholarships) Multicultural Day & Harmony Day & celebrations School Productions Sports Activities Deakin Access Program Partnership Year 12 camps (Outdoor Ed and Year 12 residential at Deakin Warrnambool) School portal, parent newsletters, parents and friends, student wellbeing, YLC parent contact, acknowledgement of achievers and leaders, school council Extensive Careers/Pathways program including Parent involvement	**Student Opinion Survey** Data indicates students in Years7-12 have high agreement with statements about their *Connectedness to School.* *Connectedness to Peers* is less than State and Regional values, with School Connectedness in the 2nd quartile. Although a direct link with academic outcomes is not easily defined, there is data and anecdotal evidence suggesting that programs and experiences contribute to the significant growth and positive outcomes of students at this school. Numerous avenues for parents to engage with school community positively.	Parents and families, other education and training institutions, local businesses and community organisations are encouraged to support student learning and wellbeing through formal and informal partnerships. We have identified partners involved in planning and are committed to the purposes and objectives of the partnership to include innovative curriculum. Parents, extended families and carers are recognised as valuable members of the school community and together we are instrumental in fostering their children's education. We have an extensive extra curricula program. While procedures are in place to ensure effective communications and to monitor and evaluate the intended impacts of our communication, there is evidence that we can do more.

Framework for Improving Student Outcomes

VICTORIA
State Government

FISO Priority	Dimension / Initiative	Is this an AIP / SSP initiative?	Continuum status	School practice - Evidence and analysis	Student outcomes – Evidence and analysis	Confidential cohorts data analysis
	Global citizenship	No	2 - Evolving	Leadership Camps Multiculturalism and Festival Day SRC concept and structure; including cultural captains International Alpine Camp Year 9 'Hands On program' German Exchange program Engagement in Performing Arts Languages – German Taste of Success Program – VCAL Enrolment of International students BPW Geelong mentor program Focus Group AARnet, parent portal, multicultural student body, programs to assist in transition for students of different backgrounds, International students, HPV, Social justice, environmental groups, large school celebrations for diversity, school values represent Global citizenship, student leadership overseas and Alpine school, various speakers and programs –model UN	Sister school partnerships to be investigated Promotion of the school as a destination for International students The school has a complex demographic that aligns with the Global Citizenship notion. 53 student ethnic backgrounds	

FISO Priority	Dimension / Initiative	Is this an AIP / SSP initiative?	Continuum status	School practice - Evidence and analysis	Student outcomes – Evidence and analysis	Confidential cohorts data analysis
	Networks with schools, services and agencies	Yes	3 - Embedding	**SSP:** *Enhance transitions across all year levels with a particular focus on National Curriculum standards* *Continue to build on successful pathways with a focus on strengthening and embedding them within the curriculum* *Monitor parent and student satisfaction with all transitions measured by school created surveys and Parent Opinion Survey* North Principals Network Geelong VASSP Principals Network Deakin University Teaching Academy SSSO Northern Network Geelong Industry trading Training Centre Curriculum networks Geelong College /Bellarine SC /NGSC VCAL program/activities COGG - FoRT SBAT partnersips The Gordon TAFE Diversitat (client services, student homework club) Vic Police – CASA Headspace Human Powered Vehicle (HPV)	Student Attitude to School survey results – are high as previously addressed. Attendance at Homework club – the homework opportunity is offered by Diversitat at the school two afternoons a week during the term. Volunteer tutors are available to support the learning of EAL students. Attendance varies from 15 to 50 each session. NGSC runs its own homework club (as of 2016) with varied attendance. Teachers offer to support the students during this time. It is offered once a week. Retention rate – years 7-10 and years 10-11 retention are higher than state percentages; year 11-12 is slightly lower than the state; for years 7-12, the school data is much lower than for the state. NGSC has always had a transient population; the school culture has changed in the review period, which may have impacted on some students remaining at the school. SWT data – previously discussed Taste of Success Program Report - next column *Student Safety, Connectedness to Peers* and *Classroom Behaviour* are the lowest variables reported in the Student Attitude to School Survey data. *Students score Teaching and Learning factors high.* However, there are different participation rates by year level. The junior years have significant participation rates above the senior years. It would appear that *Classroom Behaviour* and *Student*	The Taste of Success project was highly successful. It allowed the EAL VCAL students at North Geelong Secondary College and the school to network and establishe links with other organisations, businesses and employers that we would not have had access to without the grant. There were many activities involved in the project and underlying all of these was the premise that we would encourage social cohesion between our EAL VCAL students, other mainstream students and the wider community. We believe many barriers were broken down through the interactions with a diverse number of community groups and organisations in this project. The profile of the students was raised as evidenced by the positive outcomes in the documentation and links provided. Through their participation in the project the students have grown in self-confidence and have a better understanding of the host culture and the Australian workplace. Not only have they developed a better understanding of the expectations of employers, but also their language acquisition has markedly improved through getting out into the community.

Framework for Improving Student Outcomes

FISO Priority	Dimension / Initiative	Is this an AIP / SSP initiative?	Continuum status	School practice - Evidence and analysis	Student outcomes – Evidence and analysis	Confidential cohorts data analysis
				tournaments (RACV Breakthrough) L2P Driving Program Catholicare Mackillop Education Secondary Schools Nursing Program Chaplaincy program Breakfast Club – Feeding approximately 150 students per day (volunteers- Churches, Rotoract; Second Bite) Geelong Corio Lions Club Grovedale Lions Club Geelong Soroptimist Business Professional Women (Geelong) –mentor program Men's Shed	*Safety* are reported as low in the junior classes.	

Framework for Improving Student Outcomes

FISO Priority	Dimension / Initiative	Is this an AIP / SSP initiative?	Continuum status	School practice - Evidence and analysis	Student outcomes – Evidence and analysis	Confidential cohorts data analysis
	Parents and carers as partners	No	2 - Evolving	**SSP** *Enhance transitions across all year levels with a particular focus on National Curriculum standards* *Continue to build on successful pathways with a focus on strengthening and embedding them within the curriculum* *Monitor parent and student satisfaction with all transitions measured by school created surveys and Parent Opinion Survey* Parents and Friends Group (School Council) Parent information nights – ACE, Transition, Senior student subject selection, Elevate study program, Parent Portal- XUNO Social Media presence Homework Club School SMS service Sub-school assistants Parent Teacher Interview Days SSG meetings – behaviour and PSD Fortnightly newsletter Yearly school magazine **Focus Group** Improved school perception and reputation	Parent Opinion survey Parent contact Parent Portal School Website School Facebook Page XUNO records/data Informal verbal feedback	With the introduction of the Parent Portal and online Newsletters the school is concerned about the readership by parents/carers. These have become the main communication format to families and relies on them to access via electronic devices the school website and subsequent pages/links. Student Managers and the Wellbeing team work hard at maintaining positive contact with families which makes future challenging situations easier to manage. The office personnel also have great capacity to create positive school/family connections.

5.   VRQA self-assessment

Drafting Note (delete)

Schools are responsible for ensuring that they remain VRQA compliant and, as part of the School Review process, each school must undergo VRQA requirements verification. The "School Record of registration requirements (for internal use)" can assist schools in preparing for this process. Please use this document (available on the *Registration Requirements for Schools* site under "Supporting documents for schools") to ensure that all the required documents have been completed, ratified by school council and stored electronically and in hard copy in a single file. Once finished, report below the outcomes of the assessment.

DOCUMENTATION COMPLETION	Yes / No	Date
All documents complete		
All documents ratified by school council		
All documents stored electronically in a single file		
All documents stored in hardcopy in a single file		

6. Prioritise and set goals

The self-evaluation should provide schools with a clear picture (i.e. a diagnosis) of the current strengths, opportunities, risks and issues faced by the school community. This information positions the school to prioritise and set goals in preparation for the following strategic planning cycle.

In this section the school should capture the key findings from the self-evaluation process and its initial thinking about any potential areas of focus for the following strategic planning cycle. (**recommended length**: up to 1 page)

The following list of future goals have been identified through the analysis of achievement during the 2012 – 2016 SSP

- Building capacity of teachers to plan and deliver Writing processes within their domains
- Appropriate writing processes need to be documented within the current curriculum (Scope and Sequence and Unit Writing)
- Explicit teaching of specialised vocabulary within domains, with particular focus on VCE studies
- Using formative and summative assessment to inform and track student learninng
- Consolidate the implementation of Differentiated teaching instruction to address student diversity. Continue building teacher capacity delivering differentiated curriculum
- Consolidate the implementation of Hattie's visible learning framework with a particular focus on linking Learning Intentions with Success Criteria and Feedback. Focus on an improved understanding by students of the teaching and learning framework
- Embed consistent and cohesive assessment and reporting processes, providing improved reporting to parents/guardians about student achievement
- Attendance rates to be maintained or improved compared to 2016 data (which is below state means)
- NAPLAN Literacy and Numeracy relative growth for matched cohorts to be increased in HIGH level and decreased in LOW level
- Improved VCE results with all study mean score above 25 and an increase in 40+ study scores
- Improved VCE VET and VCAL completion rates
- Focus on embedding 21st century ICT skills within all domains