

Endorsement	Re-Endorsement (if a Goal, KIS or Target is changed)	Re-endorsement (if a Goal, KIS or Target is changed)
Principal: Nick Adamou, Dec 2016[name]..... [date][name]..... [date]
School council: Diane Lang, Dec 2016[name]..... [date][name]..... [date]
Delegate of the Secretary: [name] [date][name]..... [date][name]..... [date]

School vision	School values	Context and challenges	Intent, rationale and focus
<p>North Geelong Secondary College (NGSC) provides a high quality education within a safe, supportive and suitably challenging learning environment. Innovative teaching and learning programs are provided to students, addressing individual needs in a culture of high expectations, promoting every student's right to learn regardless of postcode or social economic background, shaping learners who inspire the world.</p> <p>NGSC provides the resources, technology and opportunities to students to become resilient, responsible digital and global citizens.</p> <p>Our students future pathways include tertiary education, apprenticeships and full time employment and we are proud of the meaningful contributions our students make to enrich local and wider communities.</p>	<p>The school values "Respect, Excellence, Achievement and Diversity" (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 paramount.</p> <p>The school's commitment to its moral purpose that Every Child Can Succeed is the focus for our endeavours on behalf of the young people in our care.</p> <p>The school's documented curriculum and the consistent teaching and learning instructional model (Hattie's Visible Learning Framework) complement daily practice and inform the teaching and learning across our school community.</p> <p>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.</p> <p>Student academic learning outcomes and school attendance are the focus for the next four years.</p> <p>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.</p>	<p>NGSC is a single campus, 7-12 Secondary College that provides a creative, caring learning community where students from diverse backgrounds are able to become autonomous learners through their active engagement with imaginative and intellectually rigorous programs, developing students into mature and independent learners, preparing for a life of achievement and active and valuable participation in their local and global communities. The school values (READ) are the foundation for all school activities.</p> <p>The majority of our student enrolment is drawn from the northern and western suburbs of Geelong including students from the Golden Plains area. The biggest challenge for the College is that it does not have natural feeder Primary Schools, (only one small Primary School) and that may present issues on the school's long-term future viability.</p> <p>The school enrolment is expected to reach 930 students in 2017. The school is culturally diverse. The EAL enrolment is 24%, LBOTE enrolment (42%), LBOTE students who are also EAL and Refugee background (21%); ATSI enrolment (2%); Student Family Occupation (SFO) density (0.7529). In 2017, the school will have 64.3 (EFT) equivalent full-time teachers; 70 teachers, 4 Principal class, and 36.45 EFT Education Support Staff; 41 ES staff.</p> <p>NGSC provides an EAL program including EAL VCAL. Ongoing classroom support (Multicultural Educational Assistants - MEAs) is provided to EAL/Refugee background students. NGSC is a base for the Geelong English Language Centre available for all Geelong secondary students.</p> <p>Equity funding provides for a targeted and enhanced focus on teaching & learning, i.e. literacy and numeracy intervention programs (STAR and ACE), integration of ICT across the curriculum, building teacher and leadership capacity, Student Leadership, building EAL Teacher capacity to cater for EAL students in mainstream classes and provision of homework /tutorial programs.</p> <p>NGSC provides the following specialist programs: Select Entry Accelerated Learning (SEAL); Scholarship Program; Excellence in Sports (Soccer); VCE After-school Tutorial and Homework Clubs; Year 9 and 10 Applied Learning, student leadership; option of two languages (German and Japanese).</p>	<p>1. Intent – To build teacher capacity in pedagogy and deep content knowledge, in particular, literacy and numeracy, to improve student learning.</p> <p>Rationale – Effective teaching is the single biggest determinant of student improvement in the school. Teachers not only have a direct impact on student achievement but also student engagement and motivation for learning. What teachers do in the classroom and how they interact with students is vital.</p> <p>Focus – Excellence in teaching and learning – building practice excellence</p> <p>2. Intent – To improve student attendance by focusing on strengthening relationships and enhancing student connectedness to school.</p> <p>Rationale – Schools which are supportive and inclusive deliberately foster school connectedness and engagement with learning. In particular, schools develop targeted programs to re-engage students, particularly those at risk, i.e. Respectful Relationships.</p> <p>Focus – Positive climate for learning – student relationships, setting expectations and promoting inclusion.</p> <p>3. Intent – To enhance the collaborative efficacy of staff through distributive leadership structures.</p> <p>Rationale – Collaboration builds greater unity and shared vision for the school. The use of PLCs and other school professional learning structures, such a Community of Practice, provide opportunities for collaborative work, peer mentoring and personal professional growth.</p> <p>Focus – Professional Leadership – building leadership capacity /teams</p>



Four-year goals (for improving student achievement, engagement and wellbeing)	Improvement Priorities, Initiatives and/or Dimensions	Key improvement strategies	Targets (for improving student achievement, engagement and wellbeing)												
<p>1. Every year of the Strategic Plan teachers will adopt consistent teaching and learning protocols and high impact teaching strategies so that all students make at least one year's growth for one year's learning in English and Mathematics.</p> <p>Over the life of the Strategic Plan all teachers will adopt a whole school focus on high impact teaching and learning strategies to improve student VCE and VCAL outcomes.</p>	<p>Aligns with FISO Priorities Excellence in teaching and learning</p> <p>Initiatives Building Practice excellence Curriculum Planning and Assessment Evaluating impact on learning Evidence based high impact teaching strategies</p>	<p>Enhance staff capacity to:</p> <ul style="list-style-type: none"> consistently implement high impact teaching strategies aligned to the NGSC instructional model develop and implement a guaranteed and viable curriculum aligned to the Victorian curriculum and senior school studies analyze and interpret data to inform teaching and learning consistently integrate literacy teaching and assessment strategies across all domains enhance the integration of digital technologies <p>Continue to enhance and develop a whole school approach using research based high impact teaching strategies within teams (KLA-within domains, and Curriculum Learning Teams (CLT)-across domains, three sub schools, Junior/Middle/Senior) and whole school staff meetings.</p>	<ul style="list-style-type: none"> NAPLAN Year 7 to 9 Relative growth measures to show improvement each year of the Strategic Plan, at least: <table border="1" data-bbox="2000 338 2594 611"> <thead> <tr> <th></th> <th>Low Equal to or less than %</th> <th>High Equal to or greater than %</th> </tr> </thead> <tbody> <tr> <td>Numeracy</td> <td>30</td> <td>20</td> </tr> <tr> <td>Reading</td> <td>25</td> <td>20</td> </tr> <tr> <td>Writing</td> <td>35</td> <td>15</td> </tr> </tbody> </table> <ul style="list-style-type: none"> Consistently equal (similar) or exceed (higher) state benchmarks through NAPLAN Year 9 (Reading and Numeracy), VCE mean study score and Victorian Curriculum (English and Mathematics) intake adjusted data over the life of the Strategic Plan. Source: Government School Performance Summary (Annual Report) All VCE class study scores are at or above General Achievement Test (GAT) predictions each year of the Strategic Plan. Completion rates for VCAL units of competency to increase each year of the strategic plan; participation (attendance) and completion of SBAT and VETiS programs also to increase over the course of the strategic plan. Each student meets or exceeds the set growth targets in English, and Mathematics annually, over the life of the Strategic Plan using triangulated data incorporating the Victorian Curriculum. 		Low Equal to or less than %	High Equal to or greater than %	Numeracy	30	20	Reading	25	20	Writing	35	15
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<p>2. Over the life of the Strategic Plan we will provide a caring learning environment, encouraging all students to be curious, actively engaged, empowered and challenged so that they achieve their full potential and become valued members of their community.</p>	<p>Aligns with FISO Priorities</p> <p>Positive climate for learning</p> <p>Community engagement in learning</p> <p>Initiatives</p> <p>Empowering students and building school pride</p> <p>Building communities.</p>	<ul style="list-style-type: none"> Strengthen staff capacity working within the wider community to support students to become independent and curious learners through student voice in their learning, using data and feedback within authentic learning opportunities Provide opportunities and avenues to students, through The Arts, Sports, Technology and non-traditional curriculum areas, to flourish and achieve their full potential (Art Therapy, HPV, Alpine school, iLeaders, Skateboarding program, Student Leadership programs) 	<ul style="list-style-type: none"> Attitude to School Survey (AtSS) variables, Connectedness to Peers, and Teaching and Learning mean factor scores are at least 3.5 on a 5 point scale (mostly 'agree' or 'strongly agree') over the life of the Strategic Plan. Over the life of the SSP, Parent Opinion Survey (POS) School Climate percentiles, to be at least at or above 2016 benchmarks (in brackets). School Improvement (94.9) Parent Input (85.2) General Satisfaction (93.6) Average days absent per full time equivalent (FTE) student per year over the life of the Strategic Plan are similar or lower than similar schools as per intake adjusted data. <p>Source: Government Schools Performance Summary (Annual Report)</p>
<p>3. Over the life of the Strategic Plan the school will provide a values driven school environment where student social and emotional development is supported so that wellbeing is enhanced.</p>	<p>Aligns with FISO priority:</p> <p>Positive climate for learning</p> <p>Initiative:</p> <p>Setting expectations and promoting inclusion</p>	<ul style="list-style-type: none"> Promote a whole school community focus on positive relationships, building on the school mission, vision and values Strengthen student voice through SRC House system and School Captains 	<ul style="list-style-type: none"> Over the life of the SSP, AtSS factors to show improvement from the 2016 benchmark data; Classroom behaviour (2.73) Student Safety (4.17) Student Distress (4.93) Over the life of the SSP, Parent Opinion Survey (POS) Student Engagement percentiles, to be at least at or above 2016 benchmarks (in brackets). Connectedness to Peers (63.7) Student Motivations (83.9) School Connectedness (78.4) Wellbeing factors 'Connectedness to School' and student perceptions of 'Safety' are similar or higher than similar schools over the life of the Strategic Plan. Source: Government Schools Performance Summary (Annual Report)
<p>4. Over the life of the Strategic Plan, Teacher effectiveness will be improved through collaborative structures and accountable practices.</p> <p>This area will be reflected through attainment of Achievement, Engagement and Wellbeing goals</p>	<p>Aligns with FISO priority</p> <p>Professional leadership</p> <p>Initiatives</p> <p>Building leadership capacity/teams</p> <p>Instructional and shared leadership</p>	<ul style="list-style-type: none"> Enhance capacity of leaders to review and refine a distributed leadership structure with roles clearly focused on supporting teachers to build capacity and reflective practice. 	<p>Over the life of the Strategic Plan, School Staff Survey (SSS), School climate module component mean factor scores for principal and teacher, to be at least at or above 2016 benchmarks (in brackets).</p> <ul style="list-style-type: none"> Collective Efficacy (61.27) Academic emphasis (57.08) Staff trust in colleagues (74.08) Teacher Collaboration (62.04) Parent and community involvement (65.97) Collective focus on Student Learning (70.05) Guaranteed and Viable Curriculum (66.92)

