

School Strategic Plan 2024-2028

North Geelong Secondary College (7856)



Submitted for review by Paul Dawson (School Principal) on 28 July, 2024 at 12:56 PM

Endorsed by Robyn Marr (Senior Education Improvement Leader) on 03 September, 2024 at 03:59 PM

Endorsed by Sue Davenport (School Council President) on 04 September, 2024 at 04:42 PM

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School vision	NGSC is a dynamic and diverse community which provides a high quality education within a safe, respectful, supportive and suitably challenging learning environment. We value a sense of individual worth and achievement, the wellbeing of the whole person, fostering personal and intellectual growth in pursuit of excellence. We empower our students to become resilient, responsible, global citizens who will positively contribute to society.
School values	North Geelong Secondary College holds the following values: Respect, Excellence, Achievement and Diversity <ul style="list-style-type: none">• We demonstrate Respect, tolerance and fairness to each other• We strive for Excellence, in everything we do• We show integrity at all times by being open and honest• We take pride in our school community and celebrate our Achievements• We value critical thinking, creativity and collaboration in our learning• We appreciate and celebrate our Diversity• We show leadership by taking responsibility and being committed to our vision and to each other
Context challenges	North Geelong Secondary College is a school of choice, currently at full capacity. The school's zone is minimal, therefore, approximately 80% of the students attending come from outside the zone and this information highlights the school's vulnerability. The majority of the student enrolment is from the Northern and Western suburbs. A key challenge is maintaining and improving student outcomes by strengthening teacher capacity, learner agency and providing specialized curriculum programs. The school's excellent reputation and positive perception of the broader community must be maintained to continue attracting enrolments. A school culture of consistently high expectations will need to continue to support daily school life and the identified areas for improvement. Despite the change in the school SFO, the student population continues to have complex and diverse needs (refugee, low socio-economic background students) which will continue to be addressed ensuring learning growth and successful pathways.
Intent, rationale and focus	Over the life of the 2024-28 strategic plan, the school aims to continue building on its success, improve rigour and practice excellence in teaching and learning whilst fostering students' personal development and wellbeing. Leadership team discussions highlighted the need to enhance rigour and practice excellence, which was also brought to light in the

	<p>school review. The focus on improving student outcomes, is paramount to the future of the school community, as it will continue to underpin and strengthen the school's position as "a school of choice". The review has shown that the school's literacy and numeracy results require improvement, and they have begun refining current strategies and introducing new ones in the coming timeframe. The school will also ensure that resources are allocated to support these strategies. The school possesses the necessary conditions for a productive learning environment and aims to make significant improvements in student learning throughout the life of this SSP. Prior work has readied the school to embrace this direction and staff are committed to do this work in the future. The school will prioritise maintaining the excellent VCE results and VM completions (senior), and developing student investment in their learning and personal growth. Students will also be encouraged to analyse and own their data to give them voice and agency in their learning. The 2024-28 SSP will support the next level of work, including further strengthening the PLC culture and continue building teacher capacity to use data literacy and differentiation. It will also support the work in learner agency within the classroom, shifting the balance of control of learning from teachers towards students, enhancing student intellectual engagement, cognitive challenge, self-regulation and resilience.</p>
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Goal 1	Optimise student learning growth.
Target 1.1	By 2028, improve the percent of medium and high relative NAPLAN growth for year 9 students in: <ul style="list-style-type: none">• Reading from 60 percent in 2023 to at or above 70 percent• Numeracy from 67 percent in 2023 to at or above 75 percent• Writing placeholder target for when growth data becomes available.
Target 1.2	By 2028, maintain the VCE mean scores for the following: <ul style="list-style-type: none">• English at or above 28 (2023 benchmark)• All Study at or above 28.95 (2023 benchmark).
Target 1.3	By 2028, increase the percent of positive endorsement of the School Staff Survey for the measure of: <ul style="list-style-type: none">• Understand how to analyse data from 48% (2023) to 52%.
Target 1.4	By 2028, increase the percent of positive endorsement of the Attitudes to School Survey for the measure of: <ul style="list-style-type: none">• Learning confidence from 57% (2023) to 63%.
Key Improvement Strategy 1.a	Develop a consistent and rigorous whole school framework for improving literacy and numeracy.

Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	
Key Improvement Strategy 1.a Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	
Key Improvement Strategy 1.a The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	
Key Improvement Strategy 1.b Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Strengthen the use of data and assessment to support the implementation of differentiation in the classroom.
Key Improvement Strategy 1.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	

Key Improvement Strategy 1.b The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	
Key Improvement Strategy 1.c Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Continue to build staff capability in the use of high impact teaching strategies.
Key Improvement Strategy 1.c Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	
Goal 2	Enhance student wellbeing and engagement.
Target 2.1	By 2028, increase the percent of positive endorsement in the School Staff Survey for the measure of: <ul style="list-style-type: none"> • Use of student feedback to improve practice from 62% (2023) to 66%.
Target 2.2	By 2028, increase the percent of positive endorsement in the Attitudes to School Survey for the measures of: <ul style="list-style-type: none"> • Managing bullying from 51% (2023) to 60% • Student voice and agency from 42% (2023) to 46% • Stimulated learning from 54% (2023) to 60%

	<ul style="list-style-type: none"> • Resilience from 71% (2023) to 75%.
Target 2.3	Maintain attendance at or above the 2023 rate of 90 percent.
Target 2.4	Improve the percent of students exiting to a positive destination (further schooling, training and education) to 78%.
Key Improvement Strategy 2.a Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Embed multi-tiered systems of support that enhance student wellbeing, engagement and inclusion.
Key Improvement Strategy 2.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	
Key Improvement Strategy 2.a The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	
Key Improvement Strategy 2.b	Strengthen teacher knowledge and practice to activate student voice and learner agency.

Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	
Key Improvement Strategy 2.b Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	
Key Improvement Strategy 2.b Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	