



School Strategic Plan for North Geelong Secondary College Barwon South West Region 2013-2016

Endorsement by School Principal	Signed: <i>Nick Adamou</i> (Principal's signature) Name: Mr Nick Adamou Date: 20/11/2012
Endorsement by School Council	Signed: <i>Marie Ramos</i> (School Council President's signature) Name: Ms Marie Ramos Date: 20/11/2012
Endorsement by Regional Director or nominee	Signed..... (Regional Director or nominee's signature) Name..... Date.....

School Profile

Purpose	Values	Environmental Context
<p>North Geelong Secondary College aims to provide a high quality education in a safe, supportive, creative and challenging learning environment where young adults learn and to grow. Students develop knowledge, skills, capabilities and personal characteristics that provide the foundation to optimize opportunities in academic, vocational, personal, physical and social aspects of their lives. They are prepared to be valuable citizens within their local and wider community.</p>	<p>North Geelong Secondary College values the cultural diversity of its student population and believes that all students, regardless of their backgrounds, abilities and individual needs, should be actively supported in achieving their personal best. The school promotes the values of Respect, Excellence, Achievement and Diversity (READ). The wider school community is well immersed in the values education.</p>	<p>North Geelong Secondary College (NGSC) is the only single campus 7-12 school located in the northern suburbs of the City of Greater Geelong. The majority of the student enrolment is drawn from the northern suburbs of Corio, Norlane, North Geelong and Bell Park. In 2011 there were changes in the educational provision in the northern suburbs of Geelong with the merger of nine primary and secondary school into one multi campus college (Northern Bay P – 12) which affected the college's catchment area, however, recently there has been an increase of students drawn from Geelong rural townships such as Bannockburn, Teesdale and Lethbridge.</p> <p>NGSC is a highly successful diverse and multicultural school. In recent years the college has catered for the needs of new arrival students. Approximately 20% of the student population comes from a refugee background, in particular, Karen, Kareni, Afghanistan, Iran, Liberia and The Republic of Congo. In 2011 the SFO density was 0.76 and the LBOTE was 0.47. Two thirds of students receive the Educational Maintenance Allowance/Youth Allowance (EMA/YA)</p> <p>NGSC operates successful English as an Additional Language (EAL) and New Arrivals Programs, ie EAL VCAL program for refugee background students. The college receives additional funding for the new arrivals program and it operates an English Language Centre on site.</p> <p>Throughout the life of the 2009 – 2012 SSP the college experienced a number of factors that affected the school's performance, particularly the changing college leadership which negatively impacted on student outcomes and staff welfare. However, the appointment of the current administration in 2011 provided the college with steady leadership and the chance to review college teaching and learning practices with further emphasis on a whole school approach to student assessment and data analysis, focusing on best practice teaching strategies and placing increasing importance on personalized student learning.</p> <p>Currently the college enjoys a strong and supportive College Council and parent involvement. It also enjoys a committed student leadership group including school captains and Student Representative Council. The professional staff team consists 58.4 full-time equivalent (FTE) teachers and 19.33 (FTE) Educational Support staff.</p> <p>In 2012 the college introduced an iPad program for all Years 7 to 10 students. In 2013 the college will welcome the first Year 7 group of Academic Achievers program.</p> <p>NGSC acquired a BER Language Centre at the end of 2011 and that has contributed to improved learning spaces. Rendering, painting, creation of new locker areas and well maintained gardens and grounds have improved the physical school environment</p>

Strategic Intent

	Goals	Targets	Key Improvement Strategies
Student Learning	<ul style="list-style-type: none"> To improve student learning and achievement in English and Mathematics, with a focus on Years 7 – 10 To improve student achievement in the senior secondary programs (VCE/VET/VCAL) 	<p>NAPLAN</p> <ul style="list-style-type: none"> By 2015, 75% of Year 9 students deemed capable to be at or above Band 7 in Reading and Writing By 2015, 80% of Year 9 students deemed capable to be at or above Band 7 in Mathematics <p>Teacher Judgments</p> <ul style="list-style-type: none"> By 2015, ensure that 90% of students deemed capable advance by at least one National Curriculum level each year <p>VCE</p> <ul style="list-style-type: none"> 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+ <p>VET</p> <ul style="list-style-type: none"> By 2015, satisfactory completion rates to be at or above 80% 	<ul style="list-style-type: none"> 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 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 Create a learning environment characterised by high expectations for all students

<p>Student Engagement and Wellbeing</p>	<ul style="list-style-type: none"> To provide a student-centred stimulating learning environment that builds student morale. 	<p>Parent Opinion Survey</p> <ul style="list-style-type: none"> Stimulating Learning 5.0 Student Safety 5.6 or above <p>Attitudes to School Survey</p> <ul style="list-style-type: none"> Student Morale 5.0 Student Distress 5.3 Learning Confidence 3.75 Classroom behaviour 2.90 <p>Staff Opinion Survey</p> <ul style="list-style-type: none"> Student Motivation 45.0 Respect for Students 75.0 Quality Teaching 70.0 Student behaviour (Time) 78.5 	<ul style="list-style-type: none"> Maintain effective teaching and learning by creating an exemplary ICT and Thinking environment Maintain and deepen a focus on personal growth and development through promoting student ownership of learning
<p>Student Pathways and Transitions</p>	<ul style="list-style-type: none"> To improve the transition process for students and their families into, through and out of the school. 	<p>Parent Opinion Survey</p> <ul style="list-style-type: none"> Transitions 5.5 General Satisfaction 5.5 <p>Staff Opinion Survey</p> <ul style="list-style-type: none"> Curriculum Processes 60.0 Professional Interaction 70.0 <p>Attitudes to School Survey</p> <ul style="list-style-type: none"> Teacher Effectiveness 3.7 School Connectedness 3.7 <ul style="list-style-type: none"> To increase to 95% by 2015 the proportion of students exiting to further education, training or sustainable employment 90% of students to achieve Year 12 or an equivalent qualification by 2015 	<ul style="list-style-type: none"> 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

School Strategic Planner 2013- 2016: Indicative Planner

Key Improvement Strategies (KIS across the three student outcomes areas)		Actions	Achievement Milestones (Changes in practice and behaviours)
<p>Student Learning</p> <ul style="list-style-type: none"> 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 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 Create a learning environment characterised by high expectations for all students 	Year 1	<ul style="list-style-type: none"> KLA Heads of departments to lead curriculum review and documentation Regular Learning Walks with feedback to the school community Vertical and horizontal moderation Years 7 – 10 using benchmarks data set learning goals and inform instructional practice Design quality benchmarks Regular use of data to monitor student progress 	<ul style="list-style-type: none"> Curriculum documentation stored and easily accessible by all staff on the school's intranet All staff demonstrate support and have contributed to the development of the agreed instructional model (Big Four) All staff have met regularly in Professional Learning teams (PLTs); minutes reflect contribution to curriculum planning, documentation and assessment based on the Big Four All staff have used SPA to inform their teaching and learning Each teacher has developed a learning profile for each of their classes by the first week of each semester
	Year 2	<ul style="list-style-type: none"> Develop a common language and understanding of writing demands across all year levels and knowledge domains Identify the major text types by domain and the scaffolding of complexity as students move through the school Build teacher capacity and understanding of text types, features and the development of a meta language to provide quality feedback to students 	<ul style="list-style-type: none"> All English/Literacy staff have participated in PD in Literacy strategies Literacy consultant delivered coaching model Published guidelines and documented examples of text types for each domain Peer observations and visible student feedback
	Year 3	<ul style="list-style-type: none"> Review and refine the actions to reflect the Key improvement strategies Continue the Learning Walks with feedback to the school community 	<ul style="list-style-type: none"> All teachers using the agreed instructional model (Big Four) Learning walks become regular practice in the teaching and learning culture Peer observations are part of staff professional review process
	Year 4	<ul style="list-style-type: none"> Review College progress against actions and achievement milestones All staff involved in reflective practice about pedagogy All staff involved in the review of the SSP 	<ul style="list-style-type: none"> Review of strategic Plan is discussed at a staff meeting, whole school consultation undertaken Regular PLTs focused on rich discussions about professional practice PD delivered focused on pedagogy for improved student outcomes
<p>Student Engagement and Wellbeing</p> <ul style="list-style-type: none"> Maintain effective teaching and learning by creating an exemplary ICT and Thinking environment 	Year 1	<ul style="list-style-type: none"> Audit all curriculum documentation for rich task and assessments, collaborative learning opportunities, differentiated learning Develop rich tasks that foster inquiry Investigate effective programs and software for the 	<ul style="list-style-type: none"> Documented rich differentiated curriculum on the intranet, accessible by all staff Evidence of student work displayed in classrooms and around the school All staff use iPads regularly in teaching and learning programs Years 7 to 10

<ul style="list-style-type: none"> Maintain and deepen a focus on personal growth and development through promoting student ownership of learning 		<p>iPad</p> <ul style="list-style-type: none"> Provide professional learning for staff on use of ipads in learning in all domains A school-wide focus on a taxonomy tool (Blooms/Anderson) to guide lesson planning, an inquiry focus and assessment Provide whole school professional development on Learning Intentions for the specific domains based on the requirements of the subject Evaluate extra-curricular programs offered 	<ul style="list-style-type: none"> Directed conversations in PLTs and sharing lessons on the use of apps in all domains All domains develop 'banks' of examples on the intranet of learning intentions. The introduction of programs which offer extension opportunities.
	Year 2	<ul style="list-style-type: none"> Develop a school assessment policy, which provides guidelines for success criteria PD focus on Collaborative learning/ flexible groupings used in classrooms. Build student voice through a regular use of the Reflection as a key part of the lesson. 	<ul style="list-style-type: none"> By 2014, school-wide use of Learning Intentions, evidenced by seeing the LI on the boards in 'walk throughs' around the school. Success Criteria has been documented for all assessment; and is available on intranet An improvement in student survey data Documentation will reflect lessons using Bloom/Anderson
	Year 3	<ul style="list-style-type: none"> By 2015, each teacher to identify ways in which they have addressed student learning styles in the classroom. By 2015, every teacher uses school documents developed by the team of lessons which have student learning at the core. 	<ul style="list-style-type: none"> Professional Review documents of staff demonstrates reflective practice and differentiation An improvement in student survey data An increase in student involvement in extra-curricular and extension programs
	Year 4	<ul style="list-style-type: none"> Review whole school student engagement and wellbeing initiatives at whole school level Hold student forums to ascertain areas of need for improvement 	<ul style="list-style-type: none"> An improvement in student survey data Students can select from a wide range of extra-curricular opportunities that meet diverse interests
<p>Student Pathways and Transitions</p> <ul style="list-style-type: none"> 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 	Year 1	<ul style="list-style-type: none"> All curriculum offerings to be documented and aligned to National Standards by the end of 2013 Develop year-level curricula that support a bridge to the world of work Every student to have a MIPs Plan Develop Individual Learning Plans for every PSD student and align them to Abilities Based Learning and Education Support (ABLES) Identify Koori students and provide services (Wannik Tutorial Program) through focused resources and leadership 	<ul style="list-style-type: none"> Students are more easily tracked as MIPS and exit data is included on the Student Management Tool All Year 9 students have some form of electronic MIPs plan All PSD students will have an Individual Learning Plan All eligible Koori students accessing Wannik Tutorial Program All student exits other than those to the school system have MIPS involvement and exit destination recorded
	Year 2	<ul style="list-style-type: none"> Develop e-learning portfolios for all students to reflect on their learning goals and make informed choices Provide significant opportunities for students to showcase their work 	<ul style="list-style-type: none"> All Later Years staff met regularly to provide input into the VCE/VET/VCAL and other pathways programs Display areas established in the college for student work to be showcased

	Year 3	<ul style="list-style-type: none"> • Review of student data related to teaching and learning with a focus on the post compulsory years and pathways chosen • Celebrate academic, arts and sporting success as a school community. 	<ul style="list-style-type: none"> • All staff demonstrate an understanding of student data through scheduled regular discussions held of using data to inform teaching • School assemblies, recognition and celebration of academic, arts and sporting success
	Year 4	<ul style="list-style-type: none"> • Review College progress against actions and achievement milestones 	<ul style="list-style-type: none"> • Whole school/KLA discussion and curriculum planning reflects an understanding of the College's pathways and transition policies