

**NARRE WARREN SOUTH P-12 COLLEGE
8839**

School Strategic Plan
2015 - 2018

Endorsements

Endorsement by School Principal	Signed: Name: Date:
Endorsement by School Council	Signed: Name: Date:
Endorsement by the delegate of the Secretary	Signed: Name: Date:

School Profile

Purpose	<p>Our purpose at Narre Warren South P-12 College is twofold;</p> <ul style="list-style-type: none"> • To develop a school for young people where they can do their best in pursuit of their education. • To provide a broad range of educational experiences that support intellectual and social development of young people.
Values	<p>Narre Warren South P-12 College strives to nurture young people so as they can make fulfilling and positive contribution to our society. The values that guide our community create a harmonious school that has a positive sense of purpose and a commitment to each and every person.</p> <p>The values that guide our school are;</p> <ul style="list-style-type: none"> • Professionalism and Positive Behaviours • Respect • Integrity • Dedicated Teamwork • Excellence
Environmental Context	<p>Geographic:</p> <ul style="list-style-type: none"> • Narre Warren South P-12 College opened in 2002 and is located in the suburb of Narre Warren South within the rapidly growing south-east growth corridor of Melbourne. • The college is located in the City of Casey, which is Victoria's most populous municipality. The population is estimated at 240,000, or 79,000 households (February 2009 estimate) • Casey is approximately 45 km to the South-East from the Melbourne CBD by road • Casey also contains a large area of suburbs that are recently developed or rapidly developing (Narre Warren South, Berwick, Cranbourne, Cranbourne North, Cranbourne South, Lynbrook, Lyndhurst) • Public Bus services are available near the college, which connect students to the Narre Warren and Berwick Train Stations. <p>Social - Community and Demographics</p> <ul style="list-style-type: none"> • 30% of Casey's population is aged under 18 compared to 23% in Metropolitan Melbourne

- Student and staff numbers have experienced significant growth since opening in 2002. Current enrolment is 1944 students including 655 students in the primary school.
- The college is a unique school on one campus with two sub schools Primary (Prep to Year 6) and Secondary (Year 7 to 12), with a leadership structure of:
 - College Principal
 - Primary Assistant Principal
 - 2 x Secondary Assistant Principals
 - Assistant Principal – College Facilities and Development.
- The college is at the 28th percentile of all State schools in socio-economic terms.
- The school family occupation (SFO) percentile has changed only slightly as enrolments have stabilised.
- Many students have not attended Kindergarten or day care prior to commencing school.
- Nearly all our students from Year 6 (126 out of 127) stay on to do their secondary education.
- The college experiences significant change over of students over the 13 years of schooling.
- Cultural diversity is a feature of the College community with at least 50 ethnic groups being represented speaking 68 languages.
- Approximately 50% of the Year 7 enrolments originate from the primary school.
- A third of the College's student population comes from families where the language background is other than English.
- Many community groups access a variety of the college's facilities for sport and the College is in a central facility within the community.

Educational:

- During 2014 the college took part in a major review aimed at improving the student outcomes.
- In 2015 the College will strengthen the professional working relationship of teachers through the strengthening of Professional Learning Teams.
- In Years 11 and 12, VCAL will continue to be delivered by a team of teachers. Teachers of VCE will be part of the VCE Team but it is likely they will also teach at other levels.
- Three weekly reports are provided to families to fully inform them of their child's progress.

- Year Level Teams have full responsibility for all students at their particular year level. They will have responsibility for student well-being and curriculum. Domain Leaders will support these teams in the area of curriculum.
- In conjunction with Year Level Teams well-being support is provided across the college with two Student Well-being Counsellors and a Chaplain. The college receives additional assistance from Regional SSSO staff.
- The P-12 Curriculum is designed to provide maximum diversity and pathway opportunities through VCE, VCAL and VET programs.
- The college has a strong emphasis on Student Voice and there is a well-developed Student Leadership structure.
- The college is an orderly institution.
- Students in Years 3 to 9 are performing at expected levels in numeracy and literacy but are below the state mean.
- Our overall results from our Student Survey are excellent.
- Student attitudes to school are good across the College and we have a focus to improve at Year 5 and 6
- The college is working to improve student attendance with the framework of a somewhat transient population.

Technological:

- Major emphasis to increase access to ICT in the college. The College is implementing a 1:1 iPad program in Years 5 and 7 in Term 2, 2015.
- Current ratio of computers to students is 1:2
- The college received National Secondary School Computer Funding to increase the ratio to 1:1 for year 9 – 12 students.
- Across the campus the college has:
 - 6 ICT labs
 - 13 class sets of laptops
 - 13 Interactive Whiteboards

	<ul style="list-style-type: none"> ○ And many fixed and portable projectors ● Extensive internal Professional Development is continually offered to staff <p>Environment – Grounds and Facilities</p> <ul style="list-style-type: none"> ● The college campus caters to a variety of purposes and uses. ● Major facilities include a Primary building, a Secondary building, a Senior building including a Study Hall, Administration building housing the library and Yr 7 Learning Centre, Gym with a multipurpose room, VCAL/VET Skill Centre, Science and Technology building and a Creative Arts and Auditorium building ● The college currently has 15 relocatable classrooms across the campus ● School community co-operative has funded the Gym extension ● There are three play grounds for Primary students, two basketball court areas for Primary and Secondary, a primary soccer/football field and a secondary oval ● The college continues the extensive development of its grounds and the maintenance of facilities developed over the previous 12 years.
Service Standards	<p>To deliver on the purpose this school:</p> <ul style="list-style-type: none"> ● fosters close links with parents and the broader school community through its commitment to open and regular communications. ● commits to the active sharing of its vision and goals to ensure school community engagement in the College's strategic plan. ● guarantees all students access to a broad, balanced and flexible curriculum including skills for learning and life. ● provides a safe and stimulating learning environment to ensure all students can achieve their full potential. ● aims to provide students with instruction that is adapted to their individual needs. ● will engage parents regularly when their child does not behave in a socially acceptable manner, or has attendance issues. ● expects teachers to provide timely and targeted feedback to students on their work.

Strategic Direction

	Goals	Targets	Key Improvement Strategies
Achievement	Maximise the learning growth of all students in all learning domains with particular focus on literacy and numeracy.	<ul style="list-style-type: none"> The percentage of Year 3, 5, 7 and 9 students achieving high Relative Gain in Writing, Reading and Numeracy is at or above state level by 2018. VCE all studies mean score to be at 32 by 2018. 	<ol style="list-style-type: none"> Establish a consistent teacher and learning practice across the College. Establish an evidence based, collaborative Professional Learning Team practice to plan for differentiated teaching that meets each student's individual needs. Build the capacity of staff to lead and implement purposeful teaching and achieve high quality learning.
Engagement	Achieve high levels of student engagement in their learning	<ul style="list-style-type: none"> Maintaining the Secondary Attitudes to School Survey in the top quartile. Achieve the top quartile in the Primary Attitudes to School Survey. Improve attendance across the College by 10% based on the 2014 attendance data. 	<ol style="list-style-type: none"> Maintain a stimulating and orderly learning environment, which actively encourages student leadership and participation in all aspects of College life. Sustain a focus on improved attendance. Explicit alignment of the staff PDP with links to each of the three scales targeted: school connectedness, teacher

			effectiveness and classroom behavior, via annual student feedback survey.
Wellbeing	Achieve high levels of student well-being and connectedness to school	<ul style="list-style-type: none"> Student survey variables for well-being, student behaviour, student safety and student connectedness to school to return consistently high results within the top quartile across the College 	<ol style="list-style-type: none"> 1. Develop a College wide student wellbeing policy. 2. Adopting a preventative approach to student welfare 3. Enhancing Student Voice.
Productivity	<p>Strategically use resources to target improvements identified throughout this plan.</p> <p>Ensure clear, ongoing communication with the wider community.</p>	<ul style="list-style-type: none"> Create a surplus of \$650,000.00 by 2018. RTO Growth Increase Prep intake to above 90 students 	<ol style="list-style-type: none"> 1. Maintain and increase our ratio of ICT equipment to students in the face of the challenge of significantly increasing enrolments through effective budgeting, planning and promotion of alternatives such as iPads. 2. Effectively match the schools resources to the school priorities. 3. Develop a workforce plan that supports the schools purpose and can be implemented progressively by 2018.

School Strategic Plan 2015 – 2018: Indicative Planner

Key Improvement Strategies	Actions		Achievement Milestone
Achievement			
1. Establish a consistent teacher and learning practice across the College.	Year 1	Development of Instructional Model(s) that acknowledges the stages of learning across the College.	<ul style="list-style-type: none"> • All staff understand and use the Instructional Model • Instructional Model on display in all classrooms • Teacher planning reflects the Instructional Model • Performance and Development plans directly link to the Instructional Model
	Year 2	Professional Learning around individual elements of the Instructional Model(s) identified through PCO classroom visits	<ul style="list-style-type: none"> • Classroom observations reflect a clear understanding and implementation of the Instructional Model
	Year 3	Embed the Instructional Models in both the Primary and Secondary sections of the College	<ul style="list-style-type: none"> • Classroom observations reflect teachers consistently and accurately implementing all elements of the Instructional Model
	Year 4	Review all actions relating to the Instructional Model in preparation for next review cycle	<ul style="list-style-type: none"> • Overall improvement in the staff survey areas of “collective efficacy”; “collective responsibility” and “academic emphasis” • Parent survey feedback has demonstrated improvement in learning focus scale • Levels of high relative gain in NAPLAN at all levels meets or exceeds state

			benchmarks
2. Establish an evidence based, collaborative Professional Learning Team practice to plan for differentiated teaching that meets each student's individual needs.	Year 1	Implementation of the PLT model into the Secondary structure in the Maths and English Domains.	<ul style="list-style-type: none"> • PLT are on the meeting schedule • Secondary Maths and English teachers develop a working understanding of PLT's
	Year 2	Implementation of the PLT's into other secondary domains	<ul style="list-style-type: none"> • PLT's are embedded practice in Maths and English Domains
	Year 3	Review the effectiveness of the introduction of PLT's across the whole College	<ul style="list-style-type: none"> • PLT's are embedded practice across all Secondary Domains and all Primary Teams.
	Year 4	Review all actions relating to PLT's in preparation for next review cycle.	<ul style="list-style-type: none"> • Levels of high relative gain in NAPLAN at all levels meets or exceeds state benchmarks. • Overall improvement in teacher effectiveness survey
3. Build the capacity of staff to lead and implement purposeful teaching and achieve high quality learning.	Year 1	<p>Performance Plans reflect individual teacher growth and effectiveness</p> <p>Establish a systemic approach to regularly track and monitor student-learning growth to inform teaching and individual learning through the school.</p>	<ul style="list-style-type: none"> • Instructional model on display in all classrooms • Classroom observations and teacher review meetings to focus on differentiation and student growth
	Year 2	Implement a leadership focus on Teaching and Learning through the introduction of a Pedagogical team of Leading Teacher positions in T&L and	<ul style="list-style-type: none"> • New focus on T&L in the secondary school implemented • Classroom observations reflect teachers work

		Learning Design.	around the strategies implemented.
	Year 3	Further embed the T&L focus through the continued development of the pedagogical team	<ul style="list-style-type: none"> Parent survey feedback has demonstrated improvement in reporting and learning focus scales
	Year 4	Review all actions relating to Teaching and Learning in preparation for next review cycle.	<ul style="list-style-type: none"> Levels of high relative gain in NAPLAN at all levels meets or exceeds state benchmarks. VCE all study mean at 32 Overall improvement in teacher effectiveness survey
Engagement			
1. Maintain a stimulating and orderly learning environment, which actively encourages student leadership and participation in all aspects of College life.	Year 1	Renew focus on high expectations across the College using Lemov's 5 strategies to demonstrate high expectations	<ul style="list-style-type: none"> Whole College community using the language of high expectation
	Year 2	<ul style="list-style-type: none"> Continue to build on the work around high expectations With Student Voice increase opportunities for students to lead a culture of high expectation 	<ul style="list-style-type: none"> Parent opinion survey shows improvement in in student motivation and classroom behavior Student opinion survey shows improvement in behavior and connectedness scale
	Year 3	<ul style="list-style-type: none"> Continue to build on the work around high expectations With Student Voice increase opportunities for students to lead a culture of high expectation 	<ul style="list-style-type: none"> Parent opinion survey shows improvement in in student motivation and classroom behavior Student opinion survey shows improvement in behavior and connectedness scale
	Year 4	Review all actions relating to	Both Primary and Secondary

		stimulating and orderly environment in preparation for next review cycle.	Attitudes to School Data within the top quartile of the state.
2. Sustain a focus on improved attendance.	Year 1	Develop a strategic response to the attendance data in the Primary school Prioritize "It's not OK to be away" message in all school to home communications.	Response and plan for improvement developed
	Year 2	Work with student voice and parents on curriculum initiatives which may enhance attendance outcomes across the College Develop College wide targets for attendance using state benchmarks as a guide	Formal response and plan developed for implementation in Year 3 Visible attendance targets in all classrooms across the College
	Year 3	Implement curriculum initiatives developed by Student Voice and Parents and agreed to by teaching staff	Evidence of improved attendance particularly in the Primary school
	Year 4	Review all actions relating to attendance in preparation for next review cycle.	Improved attendance by 10% in all areas of the College
Wellbeing			
1. Develop a College wide student wellbeing policy.	Year 1	Consult and develop the policy.	Policy written and communicated to College community.
	Year 2	Implement and review the policy.	Staff survey results show the policy underpins the approach to student wellbeing.
	Year 3	Refine and embed the policy.	Parent survey results show the policy underpins the approach to student wellbeing.
	Year 4	Review all actions in relation to the wellbeing policy in	Attitudes to school survey shows an average 10% improvement across

		preparation for the next review cycle	"student safety", "student distress" and "connectedness to school"
2. Adopting a preventative approach to student welfare.	Year 1	Align a preventative approach to the student wellbeing policy.	Resilience Programs run at Yr. 7 & 10.
	Year 2	Sustainable Resilience program at Year 9.	Student morale and distress section of Attitudes to School Survey increased by 10 % at Yr. 9.
	Year 3	Sustainable Resilience program to be embed into Yr. 8 timetable. Pastoral Care class ran by HG teachers.	Student morale and distress section of Attitudes to School Survey increased by 10% at Yr. 8.
	Year 4	Review all actions in relation to the preventative approach to student welfare in preparation for the next review cycle	Attitudes to school survey shows an average 10% improvement across "student safety", "student distress" and "connectedness to school"
3. Enhancing Student Voice.	Year 1	<ul style="list-style-type: none"> Consolidate the strength of the Student Voice capacity. Protocol relationship between Student Voice, Team Leaders and student wellbeing. 	<ul style="list-style-type: none"> Teach the Teachers Program Agreement on Student Voice budget Student Voice empowering students against Bullying.
	Year 2	Improved commitment of the College stakeholders to Student Voice.	<ul style="list-style-type: none"> Improve Student Voice budget. Formal Leadership camp Interstate (Canberra).
	Year 3	<ul style="list-style-type: none"> Construct a formal input structure for Student Voice students. 	Students develop and design surveys to gather information and data to present and assist in College decision-making.
	Year 4	Review all actions in relation to Student Voice in preparation for the next review cycle	Attitudes to school survey shows an average 10% improvement across "student safety", "student distress" and "connectedness to school"
Productivity			
1. Maintain and increase our ratio of ICT	Year 1	Introduce 1-1 iPads for Year 5 and Year 7.	Program effectively implemented at Years 5 and 7

equipment to students in the face of the challenge of significantly increasing enrolments through effective budgeting, planning and promotion of alternatives such as iPads.	Year 2	Introduce 1-1 iPads for Year 6 and Year 8.	Program effectively implemented at Years 6 and 8
	Year 3	Introduce 1-1 iPads for Year 9	Program effectively implemented at Year 9
	Year 4	Review all actions in relation to iPad implementation in preparation for the next review cycle	College ICT equipment effectively meets the needs of students and within budget
2. Effectively match the schools resources to the school priorities.	Year 1	<ul style="list-style-type: none"> • CRT Budget reduced. • Grounds and Facilities maintained and improved. • Professional Development budget established across the College. • Photocopying reduced in line with the ICT implementation. 	<ul style="list-style-type: none"> • CRT budget proportionately split between Primary and Secondary schools • Professional Development budget allocated proportionately between Primary and Secondary school • Reduction in photocopying
	Year 2	<ul style="list-style-type: none"> • Adjustment of Leading Teacher positions across the College in line with new structure and priorities • Adjustment to PCO roles and responsibilities in line with new structure and priorities 	<ul style="list-style-type: none"> • PCO roles aligned with focus on Teaching and Learning
	Year 3	<ul style="list-style-type: none"> • Statewide advertisement for all Leading Teacher positions with the College to reflect new College foci on Pedagogy and Orderly environment. 	<ul style="list-style-type: none"> • New leadership structure is fully implemented
	Year 4	Review all actions in relation to School resourcing in preparation for the next review cycle	<ul style="list-style-type: none"> • Levels of high relative gain in NAPLAN at all levels meets or exceeds state benchmarks. • VCE all study mean at 32 • Overall improvement in teacher effectiveness survey

<p>3. Develop a workforce plan and communication strategy that support the schools purpose and can be implemented progressively by 2018.</p>	Year 1	Develop an operational, leadership and management structure around the College Strategic Plan and vision.	<ul style="list-style-type: none"> • Agreed Leadership structure aligned to Strategic Plan. • Agreed ES Structure aligned to Strategic Plan. • Meetings Procedures and Protocols developed.
	Year 2	Develop an effective College wide communications strategy.	<ul style="list-style-type: none"> • Leadership structure implemented. • ES structure implemented. • Meeting Procedures and Protocols adopted.
	Year 3	Embed the structure and strategy.	<ul style="list-style-type: none"> • Leadership structure embedded through Professional Development. • ES Structure embedded and providing budget savings. • Communications judged as effective.
	Year 4	Review the effectiveness of the leadership and management structures	<ul style="list-style-type: none"> • Prep enrolment stable at 90 • Proportion of staffing budget allocated to ES no more than 25% of total staffing budget • College surplus of \$650,000