

# School Strategic Plan 2018-2022

Narre Warren South P-12 College (8839)



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<p><b>School vision</b></p>	<p>Narre Warren South P-12 College strives to develop young people so they can become fulfilled, positive members and leaders of our society. By recognising and celebrating diversity, high aspirations and positive relations, we create a harmonious school that has a positive sense of purpose and a commitment to each and every person.</p>
<p><b>School values</b></p>	<p>The values that guide our school:</p> <ul style="list-style-type: none"> <li>• Perseverance</li> <li>• Respect</li> <li>• Integrity</li> <li>• Dedicated Teamwork</li> <li>• Excellence</li> </ul> <p>Our College Motto: "Getting the best from and for our students."</p>
<p><b>Context challenges</b></p>	<p>Narre Warren South P-12 College is a large school, located in the south-east growth corridor of the City of Casey. We are in our sixteenth year of operation, and our students come from diverse backgrounds. As of Term 3, 2018, the College draws its students from more than 50 nations, speaking 64 languages other than English. Narre Warren South P-12 College provides a broad range of learning opportunities and cater for a broad range of needs, interests and pathways.</p> <p>Enrolments: Student enrolments have risen dramatically in the last three years, as the College has improved both its performance and reputation in the local community. The total enrolled student population of 2018 was 2162, an increase of around 300 students since our last review. Currently, the College has the following enrolment diversity:</p> <ul style="list-style-type: none"> <li>• 1255 LBOTE students, with 697 identified as being EAL (English as an Additional Language).</li> <li>• 10 students identify as being ATSI (Aboriginal and Torres Strait Islander).</li> <li>• In 2018, the College supported 59 students who participated in the Program for Students with a Disability.</li> <li>• Approximately 25% of students are from Afghanistan.</li> </ul>

- Approximately 20% of students are from a Pasifika background, including Samoa, Cook Islands and New Zealand Maori.

The College enrolls students from within its designated neighbourhood boundary, with Strathaird, Coral Park and Kilberry Valley Primary Schools being our major three feeder schools, in addition to our own Primary School.

#### Staff Profile:

In alignment with the increased enrolments over the past three years, the workforce composition of the College has been increased measurably. Senior leadership stability has been a real advantage for the College with minimal change in the Principal Class team over the past 4 years. The staffing cohort currently consists of 146.2 teachers (an increase of 24 since 2014), 6 Principal Class members, and 51.4 non-teaching staff.

#### School Facilities:

The school grounds include an indoor gymnasium (2 full-size courts), a soon to be completed joint use all weather synthetic soccer field, with another larger oval which includes rugby and AFL. In addition, two multi-purpose all weather outdoor court areas are suitable for tennis, basketball (or similar) are provided in the Primary school and 6 outdoor courts including two under cover in the secondary school. Outdoor cricket and volleyball facilities are also provided. The Later Years building has a Study Hall, which is supervised throughout the day and used for VCE study periods and student support. The Careers Officer, VET Co-Ordinator and separate VCE / VCAL team offices are also located within this building, offering support and supervision to the students. The College has a Library, Food Technology, Science Technology buildings, with Art, Wood, Instrumental Music, ICT and Building specific rooms. A new Performing Arts Centre is soon to be built which will seat 380 and serve the local community. Improved facilities have been a key priority over the past 4 years.

A continual challenge for the College lies within our demography - a highly multicultural community, with over 50 nationalities represented, many from backgrounds of significant trauma within a municipality with some of the highest levels of reported family violence in the state. An SFOE which is indicative of significant socio-economic disadvantage compounds these issues. Our focus will be on developing wellbeing and educational support programs which enable these students to experience success at school. Further investment in wellbeing will be a cornerstone and cultural inclusion programs will facilitate a warm, welcoming and safe environment for all of our students.

A key focus in terms of student outcomes will be to lift our student performance in the top two bands of NAPLAN reading and numeracy over the life of the next strategic plan. As identified in the recent review, the College has performed exceptionally well on the growth measure, however top two bands performance, whilst increasing, still has some way to go to meet our expectations. A major challenge for the College will be managing our very high enrolment growth. The school has become very popular over recent years, experiencing significant growth. Our capacity to manage this will be stretched, in terms of space and attracting quality teachers to meet this new demand.

**Intent, rationale and focus**

Our school purpose is to get the best from and for every student. As a College, we focus on high quality pathways and destinations for our students. Our review supported the College objective of offering a range of pathway options to meet the needs of the community. Our College goals for the next strategic plan focus on the key areas of students outcomes, student voice and agency, and student wellbeing. These areas are central to achieving our stated purpose.

Our priorities will relate to improving the quality of our teaching, based around the implementation of High Impact Teaching Strategies, to further improve the number of students achieving the top two bands of NAPLAN at all levels. We will also continue to focus on a "value added" VCE measure of plus 2 adjusted score (VASS Report 10) which is more informative as to the quality of teaching than a standalone average VCE score.

Our second priority is to improve student agency in their own learning. College staff will develop a deep understanding of "Amplify" and work with students to develop a higher degree of self regulation over learning, with a focus on goal setting as an initial step.

Our third priority is perhaps our most important and challenging. Despite outstanding student attitudes to school survey results over a number of years, we are aware that our community has specific high level wellbeing needs and as a College we will strive to focus on a community based wellbeing strategy which provides the essential services to ensure all of our community can effectively engage in education. Whilst our last Strategic Plan focused heavily on wellbeing, the College will strive to be more proactive than reactive in our wellbeing approach over the next four years.

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<b>Goal 1</b>	To maximise the learning growth and achievement of every student
<b>Target 1.1</b>	<p>The 2022 NAPLAN, or similar benchmarking data, for Years 3, 5 and 9 has an increase of three per cent in the top two Bands for Reading, Writing and Numeracy, compared with 2018.</p> <ul style="list-style-type: none"> <li>• <i>Year 3 in 2018: Reading: 48%; Writing: 67%; Numeracy: 36%</i></li> <li>• <i>Year 5 in 2018: Reading: 30%; Writing: 18%; Numeracy: 28%</i></li> <li>• <i>Year 9 in 2018: Reading: 11%; Writing: 10%; Numeracy: 25%</i></li> </ul>
<b>Target 1.2</b>	In 2022, there is at least a 70 per cent correlation between teacher judgements and NAPLAN in both Numeracy (vs Number and Algebra) and for Reading (vs Reading and Viewing) in Years 3, 5, 7 and 9.
<b>Target 1.3</b>	VCE adjusted scores in 2021 are at least “+2” across every study (see VASS Report 10)
<b>Target 1.4</b>	<p>SSS data in 2021 shows more than 80 per cent positive endorsement for Principal Class Officers (PCOs) and teachers for:</p> <ul style="list-style-type: none"> <li>• Academic emphasis</li> <li>• Use student feedback to improve practice</li> <li>• Plan differentiated learning activities, and</li> <li>• Understand formative assessment.</li> </ul>

<b>Key Improvement Strategy 1.a</b> Curriculum planning and assessment	Embed differentiation into all curriculum documentation, planning and classroom practice
<b>Key Improvement Strategy 1.b</b> Evaluating impact on learning	Build the capacity of teachers to collect, analyse and effectively use data to improve student outcomes
<b>Key Improvement Strategy 1.c</b> Evaluating impact on learning	Build student capacity to monitor their own learning growth over time
<b>Goal 2</b>	To strengthen student voice and agency
<b>Target 2.1</b>	<p>The 2022 AToSS data shows more than 85 per cent positive endorsement by Years 4–12 students for:</p> <ul style="list-style-type: none"> <li>• Sense of confidence 2018: 82%</li> <li>• Differentiated learning challenge 2018: 79%</li> <li>• Self–regulation and goal setting, 2018: 84% and</li> <li>• Student voice and agency.2018: 74%</li> </ul>
<b>Target 2.2</b>	<p>The 2021 POS data shows more than 85 per cent positive endorsement 4 year average for:</p> <ul style="list-style-type: none"> <li>• Student motivation and support 2018:91%</li> <li>• Stimulating learning environment,2018: 92% and</li> <li>• Student agency and voice.2018: 91%</li> </ul>

<b>Target 2.3</b>	<p>SSS data for 2022 shows more than 90 per cent positive endorsement of PCO and teachers for:</p> <ul style="list-style-type: none"> <li>• Promote student ownership of learning goals 2018: 83%; and</li> <li>• Believe student engagement is key to learning 2018: 89%.</li> </ul>
<b>Key Improvement Strategy 2.a</b> Empowering students and building school pride	Develop a whole school understanding of student voice and agency
<b>Key Improvement Strategy 2.b</b> Intellectual engagement and self-awareness	Empower students to become active, self-regulating learners
<b>Goal 3</b>	To further develop the resilience and social and emotional learning of every student
<b>Target 3.1</b>	<p>AToSS data for 2022 shows more than 85 per cent positive endorsement of Years 4–12 students for:</p> <ul style="list-style-type: none"> <li>• Resilience 2018: 79%</li> <li>• High expectations of success 2018: 87%</li> <li>• Respect for diversity 2018: 72%, and</li> <li>• Teacher concern 2018: 70%</li> </ul>

<b>Target 3.2</b>	<p>The 2021 POS data shows more than 85 per cent positive endorsement over a 4 year average for:</p> <ul style="list-style-type: none"> <li>• Promoting positive behaviour 2018: 94%</li> <li>• Respect for diversity 2018: 96%, and</li> <li>• Confidence and resiliency skills 2018: 94%.</li> </ul>
<b>Target 3.3</b>	<p>By 2022 there is a reduction of five per cent in the proportion of students who have more than 20 days absence (i.e. a target of 13 per cent for Prep–Year 6; and 17% for Years 7–12).</p>
<b>Key Improvement Strategy 3.a</b> Setting expectations and promoting inclusion	Develop a School–Wide Positive Behaviour Support (SWPBS) plan, then implement and evaluate it
<b>Key Improvement Strategy 3.b</b> Health and wellbeing	Develop partnerships that support student health and wellbeing