

# School Strategic Plan 2022-2026

Narre Warren South P-12 College (8839)



Submitted for review by Peter Thatcher (School Principal) on 20 December, 2023 at 11:40 AM

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Endorsed by Erina Hamilton (School Council President) on 24 January, 2024 at 09:06 AM

# School Strategic Plan - 2022-2026

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<b>School vision</b>	"Getting The Best From and For Our Students"
<b>School values</b>	2023-2026 COLLEGE PRIDE Values - Perseverance, Respect, Integrity, Dedicated Teamwork, Excellence Embedded in everything and is at the College's Core, (FISO 2.0) ie. through LEARNING, WELLBEING, INCLUSION, STUDENT VOICE & AGENCY
<b>Context challenges</b>	<p>NWSP-12C is led by a College Principal (AP6) who is supported by a Head of Secondary (AP3) and Head of Primary (AP3). For context, Narre Warren South P-12 College is situated on one campus consisting of three sub schools - Prep to Year 6, Year 7 -9 and Year 10-12 who are led by 4 Assistant Principals at the AP2 Level. The 2 Primary Assistant Principals have discreet Teaching/Learning and Wellbeing/Inclusion portfolios. In addition, the College cites a Head of Secondary Wellbeing &amp; Inclusion (AP2), Head of P-12 PSD/Inclusion (AP1) and Head of 7-12 Intervention &amp; Extension (AP1). The PCO is well supported by a Business Manager, Finance Manager, HR Manager, Facilities Manager and IT Manager.</p> <p>Located in the Southeast growth corridor, the College opened in 2002. The school now has more than 2,600 students and 270 equivalent full-time staff, consisting of 9 Principal class, 163 teachers, Paraprofessionals 4.5, Tutors 8.3, and 83 education support staff, including administration, student support and integration staff. There are 37 Aboriginal or Torres Strait Islander students enrolled in the College. There are 777 EAL enrolments across the College. There were 4 International Student enrolled for 2021. We have 66 funded students in the Program for Students with Disabilities. The school is a welcoming place where students from many cultures learn together in excellent facilities.</p> <ul style="list-style-type: none"> <li>• The College is categorized as “low” compared to other State schools in socio-economic terms. • The school family occupation and education (SFOE) index is 0.583.</li> <li>• Many students have not attended Kindergarten or day care prior to commencing school.</li> <li>• We only receive transition statements for approximately 50% of our Prep enrolments.</li> <li>• Nearly all our students from Year 6 stay on to do their secondary education.</li> <li>• The College experiences significant change over of students over the 13 years of schooling.</li> <li>• Cultural diversity is a feature of the College community with at least 60 ethnic groups being represented speaking 66 languages.</li> <li>• Approximately 48% of the Year 7 enrolments originate from the primary school.</li> <li>• Approximately 50% of our senior students undertake a VCAL pathway (trade/vocational focus).</li> <li>• 60% of the College’s student population comes from families where the language background is other than English, and around 50% qualify for the EAL program.</li> <li>• Attendance rates at both Primary and Secondary levels are cause for concern post COVID, moving away from the previous trend.</li> <li>• Many community groups access a variety of the College’s facilities for sport and the College is a central facility within the</li> </ul>

	<p>community. We take great pride in all students working hard at school and getting excellent results. Our VCE median study score exceeded 30 in 2022, placing us above the state average. Coupled with our outstanding VCAL and VET results, we are a College that meets the pathway needs of all students. This is an outstanding achievement and has gained the school recognition far and wide across Victorian and the SSVR. The foundations for these results are found in our exemplary programs in the Primary and early Secondary sections of the College, where our focus on academic achievement, legitimate Specialist Pathway opportunities and strong civic participation are evident. Student Attitudes to School reflect a strong sense of connectedness to school in both the Primary and Secondary areas of the College. Parent opinion well above state benchmarks is also indicative of a happy and harmonious College community. We are a school that lives by our values of "PRIDE" - Perseverance, Respect, Integrity, Dedicated Teamwork and Excellence. A culture of high expectation exists in all areas of the College, and we are proud of our achievements in "getting the best from and for our students".</p>
<p><b>Intent, rationale and focus</b></p>	<p>A most successful externally completed College Review and the completion of our 2023-2026 College Strategic Plan. These will be provided to staff, Council and Consultative for final oversight during May/June 2023 and an opportunity for any further feedback. The Review will then land on the College's Website along with the SSPlan by the close of T2 2023.</p> <p>Particular review outcomes of focus over the next 6 -9 months into T1 2024 and to embed over the life of the Plan; include:-</p> <ul style="list-style-type: none"> <li># Curriculum Map: Overarching P-12.....then specifically P-6, 7-12.</li> <li># Improved data literacy and assessment procedures.</li> <li># A broadened ATOSS approach inclusive of PCO – Leadership, Mandatory Reporting etc.</li> <li># An authentic review of current Indigenous practise ie. strengthening Aboriginal self-determination in education through the lens of the First Nations Framework &amp; Koorie Learners – Curriculum, Support, Advocacy, Engagement &amp; Participation.</li> <li># Prioritise and action a review of the existing Governance and Structures that moving forward into 2024 will support our new 2023-2026 SSPlan. First task will be a focus on the existing College's P-12 Administrative delivery and how to maximise our collegial support for staff, students, and families; to be followed by Principal Class and Middle Tier Leaders.</li> </ul>

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<b>Goal 1</b>	To improve student learning.
<b>Target 1.1</b>	<p>NAPLAN targets for 2026</p> <p>For Reading, Numeracy and Writing</p> <p>Year 3: 10% Needs Additional Supports; 20% Developing; 50% Strong; 20% Exceeding</p> <p>Year 5: 10% Needs Additional Supports; 20% Developing; 50% Strong; 20% Exceeding</p> <p>Year 7: 10% Needs Additional Supports; 20% Developing; 50% Strong; 20% Exceeding</p> <p>Year 9: 10% Needs Additional Supports; 20% Developing; 50% Strong; 20% Exceeding</p>
<b>Target 1.2</b>	<p>By 2026, the percentage of students whose teacher judgements are at or above the expected level will increase to 80% from:</p> <ol style="list-style-type: none"><li>1. 76% (2022) for Prep–Year 6 in Reading and Viewing;</li><li>2. 74% (2022) for Prep–Year 6 in Writing;</li><li>3. 72% (2022) for Prep–Year 6 in Number and Algebra;</li><li>4. 70% (2022) for Year 7–10 in Reading and Viewing;</li><li>5. 74% (2022) for Year 7–10 in Writing;</li><li>6. 77% (2022) for Year 7–10 in Number and Algebra.</li></ol>

<b>Target 1.3</b>	<p>By 2026, the percentage positive response on the AtoSS will:</p> <ol style="list-style-type: none"> <li>1. Increase from 59% (Year 7–9) and 63% (Year 10–12) in 2022 to 70% for Differentiated learning challenge;</li> <li>2. Increase from 48% (Year 7–9) and 63% (Year 10–12) in 2022 to 70% for Stimulating learning;</li> <li>3. Increase from 62% (Year 7–9) and 70% (Year 10–12) in 2022 to 72% for Self–regulation and goal setting.</li> </ol>
<b>Target 1.4</b>	<p>By 2026, the percentage positive response on the SSS will increase from:</p> <ol style="list-style-type: none"> <li>a. 37% (2022) to 65% for Collective efficacy;</li> <li>b. 37% (2022) to 65% for Academic emphasis</li> <li>c. 44% (2022) to 65% for Teacher collaboration.</li> </ol>
<b>Target 1.5</b>	<p>By 2026,</p> <ol style="list-style-type: none"> <li>a. The percentage of Year 12 students who have a positive post–school destination (University, TAFE, Apprenticeship/Traineeship, or full–time employment) will increase from 91.7% (2022) to 96%;</li> <li>b. The median VCE All Studies score will increase from 30 (2022) to 32.</li> </ol>
<b>Key Improvement Strategy 1.a</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	Embed a PLC approach for collaborative inquiry into planning for teaching, the modelling of effective practice, and the use of observation and feedback in all areas of the curriculum.

<p><b>Key Improvement Strategy 1.b</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	<p>Further develop, document and embed whole school collaborative approaches to curriculum planning, assessment and shared instructional approaches.</p>
<p><b>Key Improvement Strategy 1.c</b> Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities</p>	<p>Strengthen teacher capacity to analyse and use data to inform differentiated learning and to provide effective learning focused feedback to students in all learning areas.</p>
<p><b>Key Improvement Strategy 1.d</b> Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	<p>Develop a whole school approach to student agency whereby students have influence over their learning.</p>
<p><b>Goal 2</b></p>	<p>To improve student wellbeing.</p>
<p><b>Target 2.1</b></p>	<p>By 2026, the percentage positive response on the Attitudes to School Survey (AToSS) will:</p> <ul style="list-style-type: none"> <li>a. Increase from 55% (Year 7–9) and 64% (Year 10–12) in 2022 to 70% for Effective classroom behaviour;</li> <li>b. Increase from 56% (Year 7–9) and 69% (Year 10–12) in 2022 to 70% for Motivation and interest;</li> <li>c. Increase from 48% (Year 7–9) and 62% (Year 10–12) in 2022 to 70% for Managing bullying;</li> <li>d. Increase from 40% (Year 7–9) and 54% (Year 10–12) in 2022 to 65% for Student voice and agency;</li> <li>e. Increase from 63% (Year 7–9) and 65% (Year 10–12) in 2022 to 70% for Advocate at school;</li> <li>f. Increase from 41% (Year 7–9) and 61% (Year 10–12) in 2022 to 65% for Respect for diversity.</li> </ul>

<b>Target 2.2</b>	<p>By 2026, the percentage positive response on the SSS will increase from:</p> <ul style="list-style-type: none"> <li>a. 53% (2022) to 65% for Promote student ownership of learning;</li> <li>b. 50% (2022) to 65% for Use student feedback to improve practice.</li> </ul>
<b>Target 2.3</b>	<p>A target related to the School Staff Safety and Wellbeing module of the SSS will be determined in 2023 after the module is completed by the college staff.</p>
<b>Target 2.4</b>	<p>By 2026, the percentage positive response on the POS will increase from 55% (2022) to 70% for Parent participation and involvement.</p>
<b>Key Improvement Strategy 2.a</b> Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	<p>Develop the capacity of leaders and teachers to provide a safe and orderly school environment that enables effective learning and fosters wellbeing.</p>
<b>Key Improvement Strategy 2.b</b> Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	<p>Develop and implement a whole school wellbeing plan.</p>
<b>Key Improvement Strategy 2.c</b> Responsive, tiered and contextualised approaches and strong relationships to	<p>Embed multi-tiered systems of support that enhance student engagement, wellbeing, and inclusion.</p>

support student learning, wellbeing and inclusion	
<b>Key Improvement Strategy 2.d</b> Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Activate student voice and agency, and leadership, to strengthen student participation and engagement in school.