

# School Strategic Plan 2020-2024

Norwood Secondary College (8185)



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# School Strategic Plan - 2020-2024

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<b>School vision</b>	<p>The College is a school with a strong focus on academic studies, but it also emphasises its many co-curricular programs, reflecting the College's commitment to programs that develop the whole child while at the same time supporting and enhancing their academic progress. Staff take pride in seeking to address the academic, social, emotional and physical needs and assisting our young adults in areas of their personal growth journey. The College has four key Values that underpin all our programs and practices: Respect, Aspiration, Responsibility and Resilience. These Values form an important base for discussions with students about their development as a person and were identified after considerable consultation with staff, students and parents.</p> <p>The College offers an enhancement program (a single class at Years 7 to 9) and in the senior years VCE, VCAL and VET programs are offered. Norwood also offers a rich variety of co-curricular programs. There is an annual musical Production, a vibrant Music program and a strong interschool sport program. In addition, the College is involved in interschool Debating competitions. There is a strong, formal, student leadership structure across the College. There are College Captains and Vice-Captains, Prefects, House Leaders, Year Level representatives and Class Captains. The College has an active Student Representative Council, with representatives from each Year Level and led by a Prefect. Two student representatives are members of the College Council and report on student matters at each College Council meeting.</p> <p>Norwood Secondary College is committed to providing our students with an environment that is both inspiring and nurturing. The College has a proud tradition of ensuring our students are provided with an excellent educational experience and opportunities to grow intellectually, socially and ethically. It is our belief that our students will benefit from their exposure to a broad range of learning experiences, in and out of the classroom, and our programs are developed with this as a core goal. Our students leave the College equipped with the skills and self-belief to continue to learn as their lives progress. They also understand the importance of seeking to be the best they can be in all their endeavours. The College aims to develop, in each student, the capacity to continue to learn well after leaving school. This involves developing the appropriate level of literacy and numeracy skills, together with the capacities and confidence for each individual to be able to retrain, relearn and continue to develop themselves through ongoing learning. The College recognises the importance, with the inevitable changes in employment opportunities through the coming years, for all departing students to have the capabilities to continue to learn and progress, even change, in their employment choices. A belief in the importance of 'life-long learning skills' underpins our teaching and learning programs.</p> <p>While we have strong transition strategies for student movement from level to level, we are particularly proud of our Grade 6 to Year 7 Transition Program. With many students joining the College from small Primary Schools, where they may be the only student or one of a small number of students coming to Norwood, the Transition Program ensures that they and their learning and social needs are 'known' prior to enrolment and addressed from commencement. We placed the Year 7 Camp early in Term 1 to ensure it</p>
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	<p>provides the opportunity for all students to make new friends in their class and year level. It has been a very successful strategy for many years. As students progress through the years of secondary schooling (from being 12 years old to 18 years old), the expectations of the College of them also transitions. In particular, our expectations of how students approach their studies and the manner in which they interact with each other and staff reflect our belief that as our students grow through adolescence to adulthood, they should show increasing levels of maturity in how they exhibit the values of respect and responsibility.</p> <p>Norwood Secondary College values the support of and input from our parents. We believe our students' school experiences will be more productive and positive if parents and College staff work in a supportive and cooperative manner.</p>
<p><b>School values</b></p>	<p>The College aims to provide a high quality education for all students irrespective of ability or their post-school aspirations re study or employment. Staff are strongly encouraged to work towards each of their teams being collaborative and having a common focus related to the improvement of their programs. The College has developed four Values that underpin all programs and interactions with members of our community. (Responsibility, Resilience, Aspiration, Respect). Celebrations of students' achievements are determined using these Values and conversations with students about their behaviour and/or attitude involve discussions about how they match the College's Values. Norwood's Values are an active part of school life.</p> <p>The expectations of students' learning outcomes is aspirational; all interactions involving adults or students is expected to take into account the premises of respect for self and others and taking responsibility for one's actions; when students (and staff) meet disappointment or challenges in their lives, they are encouraged to develop/employ coping strategies that assist in developing the resilience that is required as one navigates the 'ups and downs' of life.</p>
<p><b>Context challenges</b></p>	<p>Norwood Secondary College is gradually enrolling a broader range of cultural groups than has been the norm in past years. The issues of diversity and inclusiveness have been a focus of College policies in recent years and our SFOE has fallen each year over the past 6 years (from 3709 in 2016 to 3338 in 2021).</p> <p>Key challenges for Norwood include: improving the level of sophistication of staff knowledge and use of student data in their delivery of programs; improving our student outcomes (both as measured by teacher judgement and in our VCE outcomes); improving our student Literacy and Numeracy data (as measured by NAPLAN); meeting our students' wellbeing needs (most particularly in the years following 2020/2021 with the impact of COVID-restrictions); reducing student absences across all levels; improving student agency and voice in the coming years. We will also need to increase our competence in providing excellent programs for students with an EAL background.</p>
<p><b>Intent, rationale and focus</b></p>	<p>The overall intent of our future planning is to create a safe and supportive school environment in which students aspire to preform to the best of their abilities, in all endeavours, and develop into young adults who wish to contribute in a meaningful way to their lives and those of others, in future years.</p> <p>These goals are considered important because our staff recognise and parents agree that schools play a critical role in the development of our young and the range of opportunities that they will be able to access in their futures. These opportunities include</p>

	<p>(amongst many issues) relationships with others, their future employment and their mental health/resilience.</p> <p>The Strategic Plan (and upcoming AIPs) will therefore focus on FISO 2.0 (noting the importance of the dual focus on learning outcomes and wellbeing of students), the development of the important foundations for improved learning outcomes (Literacy and Numeracy), the embedding of excellence of teaching practices in staff (HITS, use of data and adherence to the College's Teaching and Learning model) and creating a safe, supportive, connected and stimulating learning environment.</p> <p>There will also be a focus on increasing staff understanding of the Victorian Curriculum and improving the tracking of student performance.</p>
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<b>Goal 1</b>	Maximise the achievement and learning growth of all students.
<b>Target 1.1</b>	<p><b>ACHIEVEMENT TARGETS:</b></p> <p>Increase Top Two Bands of NAPLAN, and the proportion of students achieving medium to high Benchmark Growth in Year 9:</p> <p><b>Top 2 Bands</b></p> <ul style="list-style-type: none"><li>• Reading from 22% (2019) to 25% (2024)</li><li>• Writing from 9% (2019) to 12% (2024)</li><li>• Numeracy from 21% (2019) to 25% (2024)</li></ul> <p><b>Med-high Growth</b></p> <ul style="list-style-type: none"><li>• Reading from 75% (2019) to 80% (2024)</li><li>• Writing from 69% (2019) to 75% (2024)</li><li>• Numeracy from 70% (2019) to 80% (2024)</li></ul> <p>Increase the proportion of students achieving above the age-expected levels (Semester 2, 2024 - Years 7-10) in Teacher Judgements as shown:</p> <ul style="list-style-type: none"><li>• Reading and Viewing from 9% (Above-expected level S2, 2020) to 20% (Target S2, 2024)</li><li>• Writing from 7% (Above-expected level S2, 2020) to 15% (Target S2, 2024)</li><li>• Number and Algebra from 7% (Above-expected level S2, 2020) to 20% (Target S2, 2024)</li></ul> <p>Increase student achievement in VCE as shown:</p>

	<ul style="list-style-type: none"> <li>• VCE English Mean Study Score from 26.56 (2020) to 29.5 (2024)</li> <li>• VCE Mean All-study Score from 26.36 (2020) to 29.5 (2024)</li> <li>• Prop. students with 37+ scores (Eng) from 1% (2020) to 10% (2024)</li> </ul>
<p><b>Target 1.2</b></p>	<p><b>SURVEY TARGETS</b></p> <p>Increase the levels of positive endorsement against the survey variables as shown:</p> <p><b>Attitudes to School Survey</b></p> <ul style="list-style-type: none"> <li>• Stimulated learning from 52% (2019) to 60% (2024)</li> <li>• Differentiated learning challenge from 58% (2019) to 70% (2024)</li> <li>• Sense of confidence from 62% (2019) to 70% (2024)</li> </ul> <p><b>School Staff Survey</b></p> <ul style="list-style-type: none"> <li>• Academic emphasis from 49% (2019) to 60% (2024)</li> <li>• Understand how to analyse data from 44% (2019) to 60% (2024)</li> <li>• Use student feedback to improve teaching practice from 68% (2019) to 75% (2024)</li> <li>• Seek feedback (colleagues) to improve practice from 62% (2019) to 70% (2024)</li> </ul>
<p><b>Key Improvement Strategy 1.a</b> Curriculum planning and assessment</p>	<p>Strengthen all teachers' capacity to use data to teach to student point of need.</p>
<p><b>Key Improvement Strategy 1.b</b> Building practice excellence</p>	<p>Build all teachers' capability to be teachers of Literacy.</p>
<p><b>Key Improvement Strategy 1.c</b></p>	<p>Embed consistent understanding and high-quality implementation of the school's instructional model.</p>

Evidence-based high-impact teaching strategies	
<b>Key Improvement Strategy 1.d</b> Building practice excellence	Build all teachers' capability to be teachers of Numeracy.
<b>Goal 2</b>	Improve the health, wellbeing and engagement of all students.
<b>Target 2.1</b>	<p><b>SURVEY TARGETS</b></p> <p><b>Attitudes to School Survey</b></p> <ul style="list-style-type: none"> <li>• Student voice and agency from 41% (2019) to 55% (2024)</li> <li>• Self-regulation and goal-setting from 59% (2019) to 70% (2024)</li> <li>• Resilience from 61% (2019) to 65% (2024)</li> <li>• Teacher concern from 34% (2019) to 45% (2024)</li> </ul> <p><b>School Staff Survey</b></p> <ul style="list-style-type: none"> <li>• Promote student ownership of learning goals from 68% (2020) to 75% (2024)</li> </ul>
<b>Target 2.2</b>	<p><b>ABSENCES TARGET</b></p> <ul style="list-style-type: none"> <li>• Reduce the proportion of students with 20 or more days of absences per year from 23 percent (average of students with 20+ absences in 2019 and 2020) to 17 percent in 2024 (To be confirmed).</li> <li>• Reduce the average days of absence per FTE student from 19 days (Y8 and 9 – YTD 2021) to 15 days or less (To be confirmed).</li> </ul>

<b>Key Improvement Strategy 2.a</b> Health and wellbeing	Implement and embed evidence-based, school-wide approaches that promote wellbeing, regular attendance and school connectedness.
<b>Key Improvement Strategy 2.b</b> Intellectual engagement and self-awareness	Develop students as active and empowered learners.