

Numurkah Secondary College 8190

School Strategic Plan 2009 -2012



School Profile

<p>Purpose</p>	<p>Numurkah Secondary College aims to develop socially well adjusted students who will graduate to become confident, responsible citizens of the local and global communities with a commitment to lifelong learning. To achieve this we will strive to:</p> <ul style="list-style-type: none"> • Provide highly motivated and qualified staff to facilitate the education of our students • Provide programs that are innovative, challenging and relevant to the needs of our students. • Provide physical facilities and grounds that enhance learning. • Provide a safe and caring environment that will enable students to take full advantage of the programs we offer. • Have high but realistic expectations and encourage each student to achieve their best and participate in a wide range of College programs. • Ensure that each student has the knowledge, skills and personal qualities needed to succeed beyond schooling. • Build partnerships with parents, the local community, cluster and network schools and the Goulburn Murray LLEN.
<p>Values</p>	<p>We value</p> <ul style="list-style-type: none"> • fairness, respect and trust • cooperation and teamwork • honesty and integrity • the rights of individuals • the achievements and efforts of our staff and students

Environmental Context	<p>Numurkah Secondary College is a year 7-12 coeducational school situated in the town of Numurkah some 30km north of Shepparton in central Victoria. Its students are drawn from Numurkah itself and the surrounding townships and farms. After four years of relative stability, enrolments have declined due, in part, to the impact of the extended drought. In 2008, the total enrolment was 360, with slightly more boys than girls across the school as a whole.</p> <p>The local area is one of general disadvantage. Students come from a range of socio-economic but almost exclusively Anglo Saxon backgrounds. The 20% of state schools most like Numurkah SC in terms of the student family occupational (SFO) index, a socio-economic measure, ranged across the 23rd to 43rd percentile of state schools. This indicator (a predictor of performance) has remained stable over the past three years.</p> <p>The curriculum is structured around a dedicated program at year 7, vertical groupings at years 8, 9 and 10 (the middle school) and a combined 11 and 12 unit (senior school). The core program at year 7 moves to a core/elective approach in middle school and then to a broad range of options in VCE, VET and VCAL.</p>
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Strategic Intent

	Goals	Targets	Key Improvement Strategies
Student Learning	To improve the learning outcomes of all students at all year levels with a focus on English and especially mathematics.	<ul style="list-style-type: none"> • Each calendar year to increase the learning improvement of cohorts of students in years 7-10 in reading, writing, spelling, and mathematics as measured by the VELS teacher assessments year and the year 7 and 9 AIM tests above what might be expected over time and in comparison with past performance. • Improve the VCE all studies mean and the means of all studies with student enrolments of at least 10 to above the SFO percentile range. • Reduce to zero the number of VCE studies where the mean study score is 1.0 or more below the predicted study score (VCAA data) 	<ul style="list-style-type: none"> • Enhance the capacity of teachers to lead and implement change through a focus on teamwork, evidence and action • Improve teaching and learning practice
Student Engagement and Wellbeing	To improve the confidence and motivation of students and their engagement in learning	<ul style="list-style-type: none"> • Each year under review, set targets for each student cohort based on the previous year's data, to improve/maintain the variable score of those aspects of the student attitudes to school survey that demand attention. 	<ul style="list-style-type: none"> • Establish a student-centred learning environment based on respect and success for all

		<ul style="list-style-type: none"> • By 2012, improve the student motivation variable score of the staff survey to 65.0 on a 100 point scale. • Annually, improve the attendance record of each cohort of students. 	
Student Pathways and Transitions	To improve student pathways and transitions throughout the school	<ul style="list-style-type: none"> • Transition variable score of parent opinion survey to equal or better 5.4 • Real retention proportions 7–10 and 11-12 to equal or better 70.0% by the end of 2011 • Number of 'unknowns' in destination data to decrease to zero • 70% of students exiting at the end of year 12 to be 'continuing education and training' by the end of 2011 	<ul style="list-style-type: none"> • Deliver programs and transition processes that build the expectations and achievements of students as they progress through the school

SCHOOL STRATEGIC PLANNER 2009 - 2012: INDICATIVE PLANNER

Key Improvement Strategies (Prioritised KIS across the three student outcomes areas)	Actions		Achievement Milestones (Changes in practice and behaviours)
Student Learning	Year 1	<ul style="list-style-type: none"> ▪ Review the college vision and common understandings ▪ Form a strategic leadership team ▪ Review role and responsibilities statements of all staff ▪ Appoint a T&L coach - what makes good teaching & learning at NSC in different subjects at specific year levels. ▪ Implement a rigorous and effective staff induction program. ▪ Promote the expectation that ‘every child can learn, every child can succeed’ as a core belief. ▪ Implement literacy and numeracy initiatives. ▪ Review Professional Learning Team (PLT structure) – investigate option of PLTs based on subject areas 	<ul style="list-style-type: none"> ▪ Leadership team speaking with one voice, teaching and learning central. ▪ Leadership team to meet regularly. ▪ Staff induction component of staff survey to show clear improvement. ▪ Staff conversation to be indicative of improved expectations of students. Staff to make expectations of behaviour and learning outcomes clear to students. ▪ Development of literacy plan and numeracy plan. ▪ PLTs used as an opportunity to modelling PoLT best practices.
	Year 2	<ul style="list-style-type: none"> ▪ Enhance the understanding and use of data to inform practice, data to be reflected in planning ▪ Develop year level teams at years 7-10 within the vertical system. ▪ Invest time and resources in collaborative and team teaching. Utilise focused learning walks and provide feedback. ▪ Define the expectations of teachers – observable and learnable. ▪ Raise and sustain the focus of teaching and learning. ▪ Set expectations and expected outcomes. ▪ Develop support materials for all staff. 	<ul style="list-style-type: none"> ▪ Staff to be trained in evaluating school level reports and its impact on teaching practice. Students will have effective ILPs. ▪ Regular meeting of years seven to ten teachers to occur. ▪ Each staff member to include ‘participation in learning a walk’ as part of PLT goals. ▪ Staff to collaboratively form T&L expectations for teachers. ▪ Once a term review units on offer and develop more effective T&L resources. ▪ All units to contain VELs rubric based expectations and outcomes. All students provided with assessment rubric.
	Year 3	<ul style="list-style-type: none"> ▪ Open classroom doors – investigate and implement the development of open learning spaces ▪ Grow a high performance and development culture. ▪ Provide staff development on giving and 	<ul style="list-style-type: none"> ▪ Staff volunteers to participate in open classrooms. ▪ Increased use of PD offered by staff and for staff in a range of areas of expertise. ▪ Use PLT’s for each teacher to model best practice and receive collaborative, constructive

		<p>receiving feedback.</p> <ul style="list-style-type: none"> Review and formalise assessment and moderation practices and processes. Train staff in assessment of, for, and as learning. 	<p>and supportive feedback.</p> <ul style="list-style-type: none"> Each subject area to review assessment requirements for each unit with regard to assessment of, for, and as learning.
	Year 4	<ul style="list-style-type: none"> Link lesson and unit planning with progression points. Focus on basic skill development. Identify students at risk using targeted programs. Work with primary schools in literacy and numeracy. Review T&L coach position and effectiveness. Review use of open classroom policy with view to using this information to improve student outcomes. 	<ul style="list-style-type: none"> Staff provided with time release to analyse unit results and develop programs for targeted students more than .5 below standard. Regular liaison with primary teachers with particular focus on T&L literacy and numeracy. Appropriate reviews to take place
Student Engagement and Wellbeing	Year 1	<ul style="list-style-type: none"> Review and modify school discipline policy based on restorative justice – train targeted staff in restorative practices Expand student leadership at all year levels – senior student leaders linked to each junior year level. Review SRC and Leadership structure/roles. Use student leadership team to run student forum to discuss concerns. Enhance the student voice. Investigate programs and strategies to encourage improved attendance, review Home Group program. Continue to implement bullying survey (more regularly) and yr 7 bullying program. Review ‘bully beater’ program. 	<ul style="list-style-type: none"> Increased consistency across the school. Improved quality of relationships – staff, students and parents. Improved teacher perception of student behaviour. Positive feedback for leadership team, improved student connectedness to school Improved data from student, staff and parents re student voice. Improved attendance data on the school level report, improved student engagement in Home Group program. Decreased perceptions of bullying and harassment
	Year 2	<ul style="list-style-type: none"> Build partnerships with parents and the community. Investigate possibility of reforming parents & friends committee. Community project to adopt an approach to deal with and take ownership of issues such as bullying & underage drinking. Explore online learning opportunities Train all staff in restorative practices 	<ul style="list-style-type: none"> Improved parent opinion data Improved results on student opinion data re-bullying Improved community perceptions of bullying at NSC Increased staff awareness of ICT & increased confidence of trialling these in the classroom Increased number of staff leading restorative

		<ul style="list-style-type: none"> ▪ Explore ways to inform parents of school initiatives and gain their feedback 	meetings
	Year 3	<ul style="list-style-type: none"> ▪ Implement online learning that cater for different learning styles ▪ Continued work on identified actions, and evaluation of progress towards milestones in first two years of the strategic plan. 	<ul style="list-style-type: none"> ▪ Improved engagement of students in learning. ▪ Increased perception of student motivation
	Year 4	<ul style="list-style-type: none"> ▪ Introduce peer mediation practices ▪ Extend learning into the home through the communication technologies. ▪ Continued work on identified actions, and evaluation of progress towards milestones in first three years of the strategic plan. 	<ul style="list-style-type: none"> ▪ Decreased incidents of ongoing conflict, student finding solutions prior to staff intervention ▪ Increased staff and parent perception of students taking on responsibility for own learning.
Student Pathways and Transitions	Year 1	<ul style="list-style-type: none"> ▪ Review communication Practices ▪ Review transition material with a panel of parents ▪ Involve parents in pathways planning. Have an intranet Careers program for parental education. ▪ New parents to be linked to a parent contact. ▪ Review transition of new students after two weeks and then one month. ▪ Students who arrive later in the year to be given an orientation program. • Continue to promote fast tracking to students to encourage high achievers. • At half year and end of year Program Managers hold meeting with underperforming students to discuss promotion and readiness for the next. Options to be presented and course variations negotiated. • Develop a 2 year VCE Program plan that is published to students in Years 9 and 10 and parents. • Investigate ways to get parents to attend Information sessions. Maybe hold information 	<ul style="list-style-type: none"> ▪ A meeting with a small group of parents of informal discussions with parents regarding communication practices and transition material and activities. ▪ Create an appointment schedule for parents to make times to talk to appropriate staff regarding pathways planning. ▪ Provide orientation material for students who arrive later in the year. ▪ Increase in the number of students fast tracking. ▪ Decrease in the number of students the PM needs to talk to about under achieving. ▪ Published VCE Program available to students in Yr 10. ▪ Moderation meeting become part of KLA agenda items.

		<p>session earlier in day for students and parents.</p> <ul style="list-style-type: none"> • More moderation activities in Literacy and Numeracy to ensure higher standards of achievement. • Have a House Award system , awarding points for academic achievement or participation in Science days etc . Award at end of year presentation night. • Strengthen counselling process. Emphasis on students choosing challenging units. HG teachers to be provided with training and up to date information about each student to facilitate better counselling. 	
	Year 2	<ul style="list-style-type: none"> ▪ Involve parents in career counselling from Yr 9 on. ▪ Literacy and Numeracy assessment for students who arrive later in the year.- information disseminated to all student's teachers ▪ Track achievement from entry. Monitor individual students and intervene promptly. ▪ Strengthen counselling to ensure staff advise students to choose challenging units. ▪ Implement an end of year program (not just one day, perhaps one week) for Yr 7 – 11 focused on the next years work. ▪ Make greater use of Wednesday VCE study day for VCE assessment tasks. ▪ Develop a VCE improvement plan. Focusing on study skills and exam preparation. ▪ Information about VCE Summer Programs to be disseminated to relevant staff to facilitate promotion to students ▪ Create a Mentor system for Yr 12's one teacher to mentor three students once a fortnight covering study skills, revision, planning homework time etc. Content to be organised by Program Manager (Wednesday as suggested day to encourage attendance). 	<ul style="list-style-type: none"> ▪ Create an appointment schedule for parents to make times to talk to appropriate staff regarding pathways planning. ▪ Progress report then scheduled meeting with all new students three weeks after starting. PM to undertake. ▪ End of year program will run that focuses on the following years work. ▪ A tutor system will be in operation and this shall improve student performance particularly in exams and study skills.

	Year 3	<ul style="list-style-type: none"> ▪ Monitor learning growth of cohorts. ▪ Continue to broaden student horizons by role models, past students presenting their experience post school. This could be undertaken in extended home groups. ▪ Investigate a high fliers club. ▪ 	<ul style="list-style-type: none"> ▪ Investigate NAPLAN data and online testing data for cohorts with each KLA. ▪ Extended home groups will be used to broaden students horizons.
	Year 4	<ul style="list-style-type: none"> ▪ Adopt a student centred approach to VCE ▪ Establish a high fliers club ▪ 	<ul style="list-style-type: none"> ▪ By using the Tutor system staff will notice improvement in student motivation and skills. ▪ Established high fliers club.