

# School Strategic Plan 2024-2028

Numurkah Secondary College (8190)



Submitted for review by Cate Eddy (School Principal) on 10 June, 2024 at 11:10 AM

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Endorsed by Kathleen Newby (School Council President) on 12 June, 2024 at 04:13 PM

# School Strategic Plan - 2024-2028

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<b>School vision</b>	Numurkah Secondary College; inspiring aspiration and lifelong learning.
<b>School values</b>	<p>At Numurkah Secondary College our REAP values guide and influence our decisions , goals and the ambitions of our school community</p> <p>Respect : Show acceptance and kindness to every person.</p> <p>Excellence: Always do your best.</p> <p>Aspiration: Dream big! Work hard! Reach high!</p> <p>Pride: Autograph your actions with honour.</p>
<b>Context challenges</b>	<p>The challenge to ensure learning growth and achievement for every student is ongoing and essential to all we do.</p> <ul style="list-style-type: none"> <li>• Learning growth and achievement of every student.</li> <li>• Use of learning and wellbeing data and evidence across the curriculum.</li> <li>• Teacher knowledge and instructional practice.</li> <li>• Whole school, multi-tiered systems of support that enhance student wellbeing, engagement, and inclusion.</li> <li>• Capacity of students to take active responsibility for their learning and wellbeing.</li> </ul>
<b>Intent, rationale and focus</b>	<p>Goal 1: To improve the learning growth and achievement of every student.</p> <p>Goal 2: Enhance student engagement, wellbeing and connectedness to school.</p> <p>Why do we believe these are the areas to focus on?</p> <p>Goal 1. The school has seen significant growth in curriculum development and use of data across all areas in planning to meet individual students at their point to ensure learning is accessible for all. Improvements in the levels of student engagement and behaviour management approaches during the previous review period have seen an improvement in student engagement in their learning. The opportunity now is to embed consistent practice of reviewing data in PLC teams and collaborating to develop consistency and informed practice in our classrooms.</p> <p>Goal 2. Student focus sessions have seen an improved recognition of the role the school plays in building student wellbeing and connectedness to their learning. The next step is to develop an understanding of the language around the meaning of student voice and learner agency. Opportunities will be developed for students to provide feedback to teachers on the impact of their teaching, learning and assessment practices relating to their achievement.</p>



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<b>Goal 1</b>	To improve the learning growth and achievement of every student.
<b>Target 1.1</b>	By 2028, the percentage of students with Medium or High Relative Growth (Years 7 to 9) in the Reading and Numeracy domains will be maintained at or above 75% (2023).
<b>Target 1.2</b>	By 2028, increase the percentage of Year 9 students in the NAPLAN exceeding or strong proficiency levels in: <ul style="list-style-type: none"><li>• Reading from 36% in 2023 to 45%.</li><li>• Writing from 33% in 2023 to 45%.</li><li>• Numeracy from 31% in 2023 to 50%.</li></ul>
<b>Target 1.3</b>	By 2028, the VCE All Studies median score will increase from 22 (2023) to 25. By 2028, the VCE English mean score will increase from 22 (2023) to 26.
<b>Target 1.4</b>	Attitudes to School Survey. By 2028, the percentage of positive responses on the student Attitudes to School Survey for the. <ul style="list-style-type: none"><li>• Effective teaching practice factor to be increased from 58% (2023) to 65%.</li><li>• Stimulated learning factor to be increased from 48% (2023) to 53%.</li></ul>

	<ul style="list-style-type: none"> <li>• Differentiated learning challenge factor to be increased from 58% to 65%.</li> </ul>
<p><b>Target 1.5</b></p>	<p>School Staff Survey.</p> <p>By 2028, increase the percentage of positive responses on the School Staff Survey for the.</p> <ul style="list-style-type: none"> <li>• Understand how to use data factor from 50% (2023) to 55%.</li> <li>• Academic emphasis factor from 26% (2023) to 50%.</li> <li>• Seeking feedback to improve practice from 40% to 54%.</li> </ul>
<p><b>Key Improvement Strategy 1.a</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 practices to curriculum planning and instructional approaches.</p>
<p><b>Key Improvement Strategy 1.a</b> Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities</p>	
<p><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</p>	

<p><b>Key Improvement Strategy 1.a</b> Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	
<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>Strengthen teacher capacity to analyse and use learning and wellbeing data to inform differentiated learning.</p>
<p><b>Key Improvement Strategy 1.b</b> Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities</p>	
<p><b>Key Improvement Strategy 1.b</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</p>	
<p><b>Key Improvement Strategy 1.b</b> Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	
<p><b>Key Improvement Strategy 1.c</b> Documented teaching and learning program based on the Victorian Curriculum</p>	

<p>and senior secondary pathways, incorporating extra-curricula programs</p>	
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<p><b>Key Improvement Strategy 1.c</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</p>	
<p><b>Key Improvement Strategy 1.c</b> Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	
<p><b>Goal 2</b></p>	<p>Enhance student engagement, wellbeing and connectedness to school.</p>
<p><b>Target 2.1</b></p>	<p>School Staff Survey.</p> <p>By 2028, increase the percentage of positive responses on the School Staff Survey for the.</p> <ul style="list-style-type: none"> <li>• Teaching and learning evaluation module from 72% (2023) to 75%.</li> <li>• Teaching and learning implementation module from 74% (2023) to 78%.</li> <li>• Teacher endorsement of the School Climate module from 57% (2023) to 65%.</li> </ul>

<p><b>Target 2.2</b></p>	<p>Attitudes to School Survey.</p> <p>By 2028, the percentage of positive responses on the student Attitudes to School Survey for the.</p> <ul style="list-style-type: none"> <li>• Sense of connectedness factor to be increased from 58% (2023) to 65%.</li> <li>• Student voice and agency factor to be increased from 39% (2023) to 45%.</li> <li>• Teacher concern factor to be increased from 36% (2023) to 45%.</li> <li>• Normal or High resilience is to be increased from 59% (2023) to 69%.</li> </ul>
<p><b>Target 2.3</b></p>	<p>Attendance</p> <p>By 2028, the percentage of students with more than 20 days of absence will be reduced from 54% (2023) to 50%.</p>
<p><b>Key Improvement Strategy 2.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</p>	<p>Embed whole school, multi-tiered systems of support that enhance student wellbeing, engagement, and inclusion.</p>
<p><b>Key Improvement Strategy 2.a</b> Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</p>	
<p><b>Key Improvement Strategy 2.a</b> Activation of student voice and agency, including in leadership and learning, to</p>	



<p>strengthen students' participation and engagement in school</p>	
<p><b>Key Improvement Strategy 2.b</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	<p>Build the capacity of students to take active responsibility for their learning and wellbeing.</p>
<p><b>Key Improvement Strategy 2.b</b> Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities</p>	
<p><b>Key Improvement Strategy 2.b</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</p>	
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