

School Strategic Plan 2019-2023

Neerim District Secondary College (8145)



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School Strategic Plan - 2019-2023

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School vision	<p>Our vision is to provide a point of need education for all students, maximising their ability to achieve the best possible outcomes. We see our school as a community that cares for and respects one another. We pride ourselves on staff working as a cohesive unit to support students and families to achieve their goals. We have high expectations for our students and believe that all students can achieve excellence in their educational pursuits.</p>
School values	<p>NDSC is a Positive School Wide Behaviors school. The values developed by students, staff and the community include:</p> <ul style="list-style-type: none">Community - We have a strong sense of belonging to the school community and welcome everyone.Respect - We have due regard for the feelings, wishes and/or rights of others.Perseverance - We admire and encourage others to continue to persevere in spite of barriers.Leadership - <p>Fundamental to these values is a belief that everyone has something to contribute, hence tolerance and understanding are core to the way students and staff operate at NDSC.</p>
Context challenges	<p>NDSC is a small, rural school of approximately 195 students and 30 staff. Because of its size, the school attracts a higher than average number of funded students and students with additional learning needs. The community of Neerim South is aspirational and a large number of students leave the area to attend private schools in Warragul. This creates a strong impetus for NDSC to be competitive and provide a high quality education for all students as well as enhancing the opportunities for our top students. Students came to us from a large number of schools and their abilities range from Prep to Year 10 level on entry. Consequently, the school is faced with a number of challenges.</p> <p>Neerim District Secondary College staff have had limited exposure to a wide range of data and are not practiced in the analysis of student learning data to inform teaching. They have until recently had little exposure to instructional models and this will inform the work over the next 4-years.</p> <p>The College has experienced a steady decline in student attendance. Students with chronic absence have increased and this is evidenced in the ATSS with 'Attitudes to attendance' being by far the lowest ranking item on the survey.</p> <p>There has been a lack of success in improving VCE outcomes over time. A lack of rigour around course selection, task completion and submission of work have been identified as challenges.</p>
Intent, rationale and focus	<p>Specifically we are trying to improve student outcomes in literacy and numeracy with a particular focus on building consistent improvement at VCE English and Further Mathematics. Results have been inconsistent over the previous four years and some rigor</p>

	<p>around course selection, task completion and task submission will be developed through new and improved processes. A strong focus on use of assessment data to inform teaching will be a major focus over the course of the plan. An assessment schedule that is well communicated will be a starting point, as will building staff capacity to become more data literate. The school will undertake PLC training to build collaborative processes, including data and assessment analysis to inform teaching.</p> <p>We will have a strong focus on building rigour and high expectations for students in learning. We will focus very heavily on improving attendance rates for students, particularly those that are chronic absentees.</p>
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Goal 1	To improve learning outcomes in literacy for every student
Target 1.1	Using VASS report 10, 90% of students will achieve an adjusted score of +3 in VCE English (40% in 2018).
Target 1.2	Improve the percentage of Year 9 students in the top two bands of NAPLAN Reading from 25% (2019) to 28% or above.
Target 1.3	Improve the percentage of Year 9 students achieving above benchmark growth for NAPLAN Reading from 32% (2019) to 36% or above.
Target 1.4	Improve the percentage of Year 9 students achieving above benchmark growth for NAPLAN Writing from 26% (2019) to 30% or above.
Key Improvement Strategy 1.a Evidence-based high-impact teaching strategies	Develop evidence-based assessment practices to inform teacher judgements and student learning outcomes
Key Improvement Strategy 1.b Instructional and shared leadership	Embed an agreed instructional framework throughout the college
Key Improvement Strategy 1.c	Design and continuously evaluate data-informed sequential curriculum in key learning areas

Curriculum planning and assessment	
Goal 2	To improve learning outcomes in numeracy for every student
Target 2.1	Increase study score for VCE Further Mathematics from 25.8 in 2018 to 28.0.
Target 2.2	Improve the percentage of Year 9 students achieving in the top two bands for Year 9 NAPLAN Numeracy from 24% (2019) to 28% or above.
Target 2.3	Improve the percentage of Year 9 students achieving above benchmark growth for NAPLAN Numeracy from 29% (2019) to 35% or above.
Key Improvement Strategy 2.a Building practice excellence	Implement a Professional Learning Community (PLC) model at the college to build staff collaboration and teamwork
Key Improvement Strategy 2.b Building practice excellence	Develop and implement an adult learning plan including peer observation, coaching and feedback
Key Improvement Strategy 2.c Evaluating impact on learning	Design and continuously evaluate data-informed sequential curriculum in key learning areas
Goal 3	To increase student engagement and motivation in learning.
Target 3.1	Reduce student absence rate from average 25.8 days per student per annum in 2018 to 22 days.

Target 3.2	Using Staff Opinion Survey (SOS) data - increase 'Academic emphasis' from 56% positive endorsement in 2019 to not less than 80% positive endorsement.
Target 3.3	Using SOS data -increase 'Collective focus on student learning' from 82% positive endorsement in 2019 to 95% positive endorsement.
Target 3.4	Using Attitudes to School survey (ATSS) data -increase student motivation and interest to 85% positive endorsement (70% in 2019); self regulation and goal setting to 85% positive endorsement (73% in 2019); and attitudes to attendance to 85% positive endorsement (67% in 2019)
Key Improvement Strategy 3.a Setting expectations and promoting inclusion	Develop and rigorously implement a school-wide attendance plan
Key Improvement Strategy 3.b Empowering students and building school pride	Build student agency in learning across the college
Key Improvement Strategy 3.c Setting expectations and promoting inclusion	Build a culture of academic rigour and high expectations throughout the college and the community