

# School Strategic Plan 2018-2022

Northern Bay P-12 College (8901)



Awaiting for review by School Principal  
Awaiting endorsement by Senior Education Improvement Leader  
Awaiting endorsement by School Council President

# School Strategic Plan - 2018-2022

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<b>School vision</b>	<p>Our vision is to enable our school community to set and achieve high standards in terms of health, nutrition, education and employment. Our mission is to provide the Corio, Norlane community with the highest quality educational programs in the best possible world-class facilities with a vision to instill community commitment, confidence and high expectations in lifelong learning by:</p> <ol style="list-style-type: none"><li>1. Creating a community that is literate, numerate, curious, articulate, resilient and passionate.</li><li>2. Developing young people who are engaged, motivated and challenged to fulfil their potential.</li><li>3. Constructing curriculum, pedagogy and teacher professionalism to achieve above expected outcomes for all students at each stage of learning.</li><li>4. Maximising educational opportunities and creating purposeful and diverse pathways for all students.</li><li>5. Developing students who are highly employable with values of resilience, optimism, self-respect and who strive for personal best.</li><li>6. Developing partnerships with other school, community organisations and business, which can empower a community through learning.</li><li>7. Integrating education and community / family services into one precinct.</li></ol>
<b>School values</b>	<p>We aim to provide effective programs, services, information and resources that engage students as we model the values of:</p> <p>Collaboration</p> <ul style="list-style-type: none"><li>• The responsibility to actively work and plan together in a flexible learning environment</li><li>• The responsibility to share our resources and learning with others</li><li>• The responsibility to include all members of the College community</li><li>• The responsibility to manage differences of opinion in a respectful way</li></ul> <p>Outcomes</p> <ul style="list-style-type: none"><li>• The responsibility to implement the agreed actions of the College</li><li>• The responsibility to engage in reflective practice to inform ongoing improvement</li><li>• The responsibility to set goals and achieve targets</li><li>• The responsibility to collect, monitor and analyse data to drive improvement</li></ul> <p>Respect</p> <ul style="list-style-type: none"><li>• The right to a supportive, safe, secure and dynamic learning environment which encourages freedom of thought and expression</li><li>• The right to learn in an inclusive college community with access to full participation</li><li>• The right to value, celebrate and acknowledge cultural rights and diversity</li><li>• The right to have support at the point of need</li><li>• The right to have input into issues that affect you</li></ul> <p>Equity</p> <ul style="list-style-type: none"><li>• The right to what is fair and just</li><li>• The right to be included</li></ul>

	<ul style="list-style-type: none"> <li>• The right to adjustments that enable access</li> <li>• The right to be understood as an individual</li> </ul>
<p><b>Context challenges</b></p>	<p>Northern Bay College is a large and proud Government School that sits in the North of Geelong. We have a number of students who are identified through NCCD data collection process as requiring additional adjustments. We also have a number of students who have experienced early childhood trauma. Developmental delays and student attendance impact on our student learning data and sometimes compromise our safe and orderly learning environment. We are pleased that we are moving from a fixed mindset to a growth mindset with our staff and students however due to staff turnover some of our corporate knowledge has been lost and there is a need to further develop our middle leadership. Differentiation is a feature of our teaching practice but needs to be complimented by consistent planning practices college wide.</p> <p>As a large school, we have many priorities so there is a need to synthesise these into more focused plans, with high-level curriculum leadership at the forefront. The college leadership team consists of a College Principal, five Campus Principals and a Business Manager. By closing the gap between leadership and practice we will be able to impact greatly on student outcomes. A major focus moving forward for our College is our Secondary curriculum across all campuses and how we can create more opportunities for cross-campus moderation and improve our data collection processes. By principals having more time on instructional leadership we will be able to lift the quality of teaching and learning practices college wide while also building community engagement and school pride. With the introduction of targeted intervention and improved IT devices, we can ensure every student has exactly what they need to progress their learning.</p> <p>Our specific challenges include:</p> <p>Students</p> <ul style="list-style-type: none"> <li>• Induction processes for new students needs to be improved.</li> <li>• High percentage of NCCD students with many coming without funding</li> <li>• Low student attendance</li> <li>• High student transience</li> </ul> <p>Staff</p> <ul style="list-style-type: none"> <li>• A large turnover of staff resulting in a loss of corporate knowledge</li> <li>• Lack of consistent classroom differentiation</li> <li>• Inconsistent curriculum planning practices</li> </ul> <p>Leadership</p> <ul style="list-style-type: none"> <li>• Succession planning needs to be improved</li> <li>• Lack of high level curriculum leadership</li> <li>• Principal class time diverted from instructional leadership roles</li> <li>• Low adherence to data collection protocols</li> <li>• Focus on too many goals and targets</li> <li>• A need to close the gap between leadership and action</li> <li>• Lack of a strategic focus on moderation</li> <li>• A full 8-10 curriculum not available in all campuses</li> </ul>

	<p>School community</p> <ul style="list-style-type: none"> <li>• Low community engagement</li> <li>• Moving from a fixed to a growth mindset</li> <li>• School entry developmental delay</li> <li>• New students to the college coming from complex family situations taking a lot of resources and negatively impacting upon our data sets</li> <li>• A significant number of our students have been exposed to trauma</li> <li>• We face strong competition from neighbouring secondary schools</li> <li>• We have a high number of IRIS reports lodged each month</li> </ul> <p>Resourcing</p> <ul style="list-style-type: none"> <li>• Inconsistent use of targeted support</li> <li>• Lack of quality IT devices</li> </ul>
<p><b>Intent, rationale and focus</b></p>	<p>Northern Bay College is working towards identifying and removing all barriers to a successful pathway for students into further education or employment. At Northern Bay College, we challenge all those who work within and beyond the college to do all they can to guarantee a successful pathway for our students.</p> <p>Steps towards achieving this outcome:</p> <ul style="list-style-type: none"> <li>• Northern Bay College Leadership would drive a 'challenge culture' of improvement</li> <li>• Northern Bay College staff would develop a 'growth mindset'</li> <li>• Northern Bay College parents / carers would engage with the college to ensure all barriers to a successful outcome were removed</li> <li>• Northern Bay College students would actively engage in college programs</li> <li>• Agencies and services would engage with Northern Bay College in a strategic and integrated fashion</li> <li>• 'Challenge Partners' would be sought to remove barriers to achieving our goal</li> </ul> <p>In addition to creating this new mindset we will prioritise the following actions:</p> <p>Intent 1</p> <ul style="list-style-type: none"> <li>• To optimise every student's achievement and learning growth across all curriculum areas and year levels.</li> </ul> <p>Rationale:</p> <ul style="list-style-type: none"> <li>• When the capacity of individual teachers and teams to monitor, and assess student progress, implement evidence-based, high impact teaching strategies and to plan differentiated instruction that meets the needs of all students are increased, the student achievement and learning growth will improve.</li> </ul> <p>Intent 2</p> <ul style="list-style-type: none"> <li>• Develop a structure and process to ensure learning is 'visible' for students and increase opportunities for higher levels of student cognitive and academic engagement where they are encouraged</li> </ul> <p>Rationale:</p>

- The research shows that when students are active participants in their school life there is a stronger sense:
  - of membership, so that students feel more positive about school
  - of respect and self-worth, so that students feel positive about themselves
  - of self as a learner, so that students are better able to manage their own progress in learning, and
  - of agency, so that students realise that they can impact on things that matter to them in school

Intent 3

- To develop and sustain an instructional and distributed leadership model that creates a high performance culture focused on collective responsibility for improving student outcomes.

Rationale:

- When the college has a culture of effective instructional and shared leadership with capacity to monitor performance, give accurate and regular feedback and provide for strong and collective accountability, then improvement efforts will be more effectively directed and outcomes for students will improve.

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Northern Bay P-12 College (8901)

Goal 1	<b>To improve student learning outcomes for all students.</b> Suggested FISO high-impact improvement initiatives for this goal (in order of priority) <ol style="list-style-type: none"> <li>1. Excellence in teaching and learning.</li> <li>2. Building practice excellence.</li> <li>3. Curriculum planning and assessment.</li> </ol>	2018 Score	2019 Target	2022 Target	Reference for data source
Target 1.1 NAPLAN	Increase the percentage of students in the top two bands for Reading <div style="text-align: right;">Year 5 Year 9</div>	15.2% 6.4%	20% 10%	25% 15%	<b>School Performance Report</b> (Achievement - Reading) AND <b>Panorama</b> > NAPLAN > NAPLAN Two Bands > Year Level (5 or 9) > Domain (Reading)
	Decrease the percentage of students in the bottom two bands for Reading <div style="text-align: right;">Year 5 Year 9</div>	43.8% 35.9%	38% 30%	30% 25%	<b>School Performance Report</b> (Achievement - Reading) AND <b>Panorama</b> > NAPLAN > NAPLAN Two Bands > Year Level (5 or 9) > Domain (Reading)
	Increase the percentage of students achieving high/medium relative learning gain in Reading <div style="text-align: right;">Year 3 to Year 5 Year 7 to Year 9</div>	62.9% 63.9%	70% 70%	75% 75%	<b>School Performance Report</b> (Achievement - Reading) AND <b>Panorama</b> > NAPLAN > NAPLAN Relative Growth > Year Level (5 or 9) > Domain (Reading)
	Increase the percentage of students in the top two bands for Numeracy <div style="text-align: right;">Year 5 Year 9</div>	8% 5%	11% 10%	20% 15%	<b>School Performance Report</b> (Achievement - Numeracy) AND <b>Panorama</b> > NAPLAN > NAPLAN Two Bands > Year Level (5 or 9) > Domain (Numeracy)
	Decrease the percentage of students in the bottom two bands for Numeracy <div style="text-align: right;">Year 5 Year 9</div>	43.7% 28.8%	28% 25%	25% 20%	<b>School Performance Report</b> (Achievement - Numeracy) AND <b>Panorama</b> > NAPLAN > NAPLAN Two Bands > Year Level (5 or 9) > Domain (Numeracy)

	Increase the percentage of students achieving high/medium relative learning gain in Numeracy  Year 3 to Year 5 Year 7 to Year 9	50% 76.2%	62% 77%	75% 80%	<b>School Performance Report</b> (Achievement - Numeracy) AND <b>Panorama</b> > NAPLAN > NAPLAN Relative Growth > Year Level (5 or 9) > Domain (Numeracy)
<b>Target 1.2</b> TEACHER JUDGEMENT WITH VICTORIAN CURRICULUM	Increase the percentage of students at or above the Victorian Curriculum standard in teacher judgement for Reading and Viewing  Years F-6 Years 7-10	72% 52%	81% 62%	88% 72%	<b>Panorama</b> > Teacher Judgement Age Expected Level > English > P-6 <b>Panorama</b> > Teacher Judgement Age Expected Level > English > 7-10
	Increase the percentage of students at or above the Victorian Curriculum standard in teacher judgement for Number and Algebra  Years F-6 Years 7-10	62% 43%	75% 50%	87% 58%	<b>Panorama</b> > Teacher Judgement Age Expected Level > Mathematics > P-6 <b>Panorama</b> > Teacher Judgement Age Expected Level > Mathematics > 7-10
<b>Target 1.3</b> VCE/VCAL	Increase the Mean VCE English score	19.0	23.0	25.0	<b>School Performance Report</b> (Senior Secondary) AND <b>Panorama</b> > Senior Secondary > Year 12 > VCE Study Group (English) VCE Study (English)
	Increase the Mean All Study score	22.0	24.0	26.0	<b>VASS</b>
	Increase the percentage of VCE and VCAL certificate completions VCE certificate completion VCAL certificate completion	66.3%	75% 80% 70%	85% 90% 80%	<b>School Performance Report</b> (Senior Secondary) AND <b>VASS</b>
<b>Target 1.4</b> OPINION SURVEYS	Improve the perception of students, teachers and parents about student achievement and learning as evidenced in the Student Attitude to School Survey (SATSS), Parent Opinion Survey (POS), School Staff Survey (SSS).				<b>School Performance Report</b> (School Climate) AND <b>Panorama</b> > School Staff Survey > Module (School Climate) > Factor Name (Academic Focus)
	(SSS) Positive endorsement of Academic Focus	37.4%	45%	60%	
	(SATSS) Stimulated Learning  Years 5-6 Years 7-12	76% 68.4%	80% 75%	85% 80%	<b>School Performance Report</b> (Student Attitude) AND <b>Panorama</b> > Attitude to School Survey > Domain (Effective Teaching Practice for Cognitive Engagement) > Factor Name (Stimulated Learning)

	(SATSS) Sense of Confidence	Years 5-6 Years 7-12	72.8% 70.5%	78% 76%	83% 83%	<b>School Performance Report</b> (Student Attitude) AND <b>Panorama</b> > Attitude to School Survey > Domain ( <i>Learner Characteristics and Dispositions</i> ) > Factor Name ( <i>Sense of Confidence</i> )
	(POS) Positive endorsement of Effective Teaching		86%	88%	90%	<b>Panorama</b> > Parent Opinion Survey > Module ( <i>Student Cognitive Engagement</i> ) > Factor name ( <i>Effective Teaching</i> )
	(POS) Positive endorsement of Stimulating Learning Environment		85%	88%	90%	<b>Panorama</b> > Parent Opinion Survey > Module ( <i>Student Cognitive Engagement</i> ) > Factor name ( <i>Stimulating Learning Environment</i> )
<b>Key Improvement Strategy 1.a</b> Evidence-based high-impact teaching strategies	Establish and embed whole school pedagogical approaches which include the consistent use of high impact teaching strategies.					
<b>Key Improvement Strategy 1.b</b> Curriculum planning and assessment	Secure school-wide commitment to the consistent teaching of literacy and numeracy, including the development and implementation of a whole school curriculum which is coherent, sequential and articulates a guaranteed program of learning.					
<b>Key Improvement Strategy 1.c</b> Building practice excellence	Enhance the impact of teaching by developing expertise in the collection, analysis and use of student learning data.					
<b>Key Improvement Strategy 1.d</b> Building practice excellence	Establish Communities of Practice to support collaborative practice, monitoring of student learning and intervention when needed.					



<b>Goal 2</b>	<b>To create a school that delivers on the high expectations we have for all students, their learning and their futures</b> Suggested FISO high-impact improvement initiatives for this goal (in order of priority) 1. Positive climate for learning. 2. Professional leadership.	<b>2018 Score</b>	<b>2019 Target</b>	<b>2022 Target</b>	<b>Reference for data source</b>
<b>Target 2.1</b> OPINION SURVEYS	Improve the perception of students, teachers and parents about high expectations for all students and their learning as evidenced in their positive endorsements in the Student Attitude to School Survey (SATSS), Parent Opinion Survey (POS), School Staff Survey (SSS).  (SSS) Collective Efficacy	38.1%	46%	55%	<b>School Performance Report</b> (School Climate) AND <b>Panorama</b> > School Staff Survey > School Climate > Collective Efficacy
	(SATSS) High Expectations for Success	83%	85%	87%	<b>Panorama</b> > Attitude to School Survey > Domain ( <i>Teacher-Student Relations</i> ) > Factor Name ( <i>High Expectations for Success</i> )
	(POS) High Expectations for Success	89%	91%	93%	<b>Panorama</b> > Parent Opinion Survey > Module ( <i>Student Cognitive Engagement</i> ) > Factor Name ( <i>High Expectations for Success</i> )
	(POS) General School Satisfaction	86%	88%	90%	<b>Panorama</b> > Parent Opinion Survey > Module ( <i>School Ethos and Environment</i> ) > Factor Name ( <i>General School Satisfaction</i> )
	(POS) School Pride and Confidence	88%	90%	92%	<b>Panorama</b> > Parent Opinion Survey > Module ( <i>School Ethos and Environment</i> ) > Factor Name ( <i>School Pride and Confidence</i> )
<b>Target 2.2</b> ATTENDANCE	Improve the average annual attendance rate for students at all year levels across the college  P-12 average annual attendance percentage to increase	88.4%	91%	94%	<b>School Performance Report</b> (Engagement)
	P-6 average annual attendance percentage to increase Prep to increase the percentage of days attended Year 1 to increase the percentage of days attended Year 2 to increase the percentage of days attended Year 3 to increase the percentage of days attended Year 4 to increase the percentage of days attended Year 5 to increase the percentage of days attended	88.5%	91%	94%	<b>Panorama</b> > Absences > Year Level Group (P-6) > Year Level (All) <b>Panorama</b> > Absences > Year Level Group (P-6) Year Level (Prep, 1, 2 etc) <i>Calculation:</i> $\frac{200 \text{ days} - \text{All Absences}}{200} \times 100 \text{ (for percentage)}$
		89.5%	92%	94%	94%

	Year 6 to increase the percentage of days attended	91.6%		94%	
	Years 7-12 average annual attendance percentage to increase	82.3%	88%	94%	<b>Panorama &gt; Absences &gt; Year Level Group(7-12)</b> <b>&gt; Year Level (All)</b> <b>Panorama &gt; Absences &gt; Year Level Group(7-12)</b> <b>Year Level (7,8,9 etc)</b> <i>Calculation:</i> $\frac{200 \text{ days} - \text{All Absences}}{200} \times 100 \text{ (for percentage)}$
	Year 7 to increase the percentage of days attended	85.7%	90.0%	94%	
	Year 8 to increase the percentage of days attended	84.2%	89.2%	94%	
	Year 9 to increase the percentage of days attended	84.2%	89.2%	94%	
	Year 10 to increase the percentage of days attended	80.0%	87%	94%	
	Year 11 to increase the percentage of days attended	82.1%	88.1%	94%	
	Year 12 to increase the percentage of days attended	85.9%	90%	94%	
<b>Key Improvement Strategy 2.a</b> Empowering students and building school pride	Activate student voice and agency to establish an authentic learning partnership throughout the school which develops independent and self-regulating learners.				
<b>Key Improvement Strategy 2.b</b> Building leadership teams	Establish a culture of high aspirations and expectations and whole community commitment to the school's vision, values and high expectations which supports a learning environment that maximises success for all students.				
<b>Key Improvement Strategy 2.c</b> Building leadership teams	Develop professional leadership to enable clarity in decision-making, communication and ongoing monitoring of teacher impact and school improvement approaches/initiatives.				

<b>Goal 3</b>	<b>To develop the capabilities of Leadership to build an effective learning culture</b> Suggested FISO high-impact improvement initiatives for this goal (in order of priority) <ol style="list-style-type: none"> <li>1. Building leadership teams</li> <li>2. Instructional and shared leadership</li> </ol>	<b>2018 Score</b>	<b>2019 Target</b>	<b>2022 Target</b>	<b>Reference for data source</b>
<b>Target 3.1</b> OPINION SURVEYS	Improve staff opinion in the Leadership modules of the staff opinion survey (School Staff Survey) evidenced with increased positive endorsement:  Instructional Leadership to increase	52%	60%	65%	<b>Panorama</b> > School Staff Survey > Module ( <i>School Leadership</i> ) > Factor Name ( <i>Instructional Leadership</i> )
	Leaders' Support for Change establish a benchmark in 2019	N/A	55%	65%+	<b>Panorama</b> > School Staff Survey > Module ( <i>School Leadership</i> ) > Factor Name ( <i>Leaders' Support for Change</i> )
	Leading Change to establish a benchmark in 2019	N/A	55%	65%+	<b>Panorama</b> > School Staff Survey > Module ( <i>School Leadership</i> ) > Factor Name ( <i>Leading Change</i> )
<b>Key Improvement Strategy 3.a</b> Building leadership teams	Establish and embed consistent and high quality instructional leadership practice across the college.				
<b>Key Improvement Strategy 3.b</b> Instructional and shared leadership	Create a culture of review, responsibility and shared accountability for school improvement.				