School Strategic Plan 2018-2022

Northcote High School (8180)

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VICTORIA State Government | Education and Training

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School vision	Northcote High School is an inclusive and caring community that inspires and nurtures every child to be a confident, flexible learner, and socially and globally responsible citizen, with a deep understanding of, and respect for, self and others.
School values	Achievement - We challenge ourselves. We are passionate about and take responsibility for our learning to ensure we make progress. Curiosity - We are curious. We are open to new ideas and new ways of thinking. Humanity - We learn in and with our community. We are generous and strive for justice in the world. Fairness - We are open and honest. We treat each other with respect.
Context challenges	Although the work of the previous strategic plan acknowledges significant work has been done on developing an evidence-based teaching and learning framework, there is still more work to be done developing an explicit and shared understanding of quality learning for staff, students and families. Quality learning is currently viewed through the lens of assessment and attainment and we would like to move to a culture that recognises learning progress. Quality learning is also viewed by students through a lens of relatively passive reception and thus developing learner agency is a key focus of the next strategic plan. The progress towards effective ongoing reporting has been significant, but more work needs to be done on consistency and the use of rubrics that support a focus on future learning. Further work is required on differentiated instruction to address the needs of all learners, and provide an appropriate level of stretch. There is extensive curriculum documentation at all year levels and for all courses, that are utilised with colleagues to have a gauranteed and viable curriculum within each course, however a school-wide, consistent mode of documentation, with agreed to templates is still yet to be achieved. This is an area requiring focused work, including explicit planning for differentiation, as well as the explicit teaching and learning of the Victorian Curriculum General Capabilities. The structures and processes as well as the positive regard for professional collaboration, in Professional Learning Communities and Faculty are strong and set the preconditions for further development. Additional preconditions for future foci are in place with staff working on an inquiry model for whole school implementation, with a view to increasing the focus on student agency in learning, and a restructure for Year 7 and 8 that incorporates explicit teaching of the Victorian Curriculum Capabilities, a focus on stimulating learning, learner agency, and consistent, caring relationships.

	The Connect program has been identified as an area for refinement so that it meets its intended purpose with consistent delivery and fidelity.
Intent, rationale and focus	Over the course of this strategic plan we are focused on ensuring our students feel connected to each other and staff, and are known, understood, engaged and appropriately challenged. We want our learners to understand quality learning, and that they play an active role in setting goals, and monitoring and progressing their learning. Our students are generally high performing, however we would also like to ensure that all students maximise their learning growth, which requires all learners to feel appropriately challenged. Over the course of the strategic plan we will further develop our practice, culture and structures to facilitate increased connections with, and knowledge of, learners, and scaffold their development as active learners. It requires further development of assessment practice, curriculum, pedagogy, program structures, and teacher collaboration.

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Goal 1	Maximise the learning growth of every student
Target 1.1	NAPLAN • Increase the percentage of students achieving in the top two bands of Year 9 NAPLAN Numeracy from 40 to 50 per cent by 2022 • Increase the percentage of students achieving in the top two bands of Year 9 NAPLAN Writing from 18 to 32 per cent by 2022 • Increase the proportion of students making medium and high growth in Year 9 NAPLAN Numeracy and Writing to above 75 per cent by 2022 • Maintain the proportion of students in the top two bands of NAPLAN Reading, Writing and Numeracy in Year 7 to the next testing period in Year 9, in each year of the Strategic Plan.
Target 1.2	Teacher Judgment • Increase the percentage of students in years 7 to 10 achieving above the expected level from an average of 20.7 to 28 per cent by 2022 in Mathematics • Increase the percentage of students in years 7 to 10 achieving above the expected level from an average of 23 to 30 per cent by 2022 in English.
Target 1.3	VCE • Increase the percentage of students achieving VCE English study scores above 37 from 13 to 20 per cent by 2022

	• Increase the mean VCE All study score from 30.29 to 32.0 by 2022.
Target 1.4	ATAR • Increase the proportion of students achieving ATAR rankings above 80 to at least 45 per cent by 2022 • Decrease the proportion of students achieving ATAR rankings below 50 to less than 15 per cent by 2022.
Key Improvement Strategy 1.a Building practice excellence	Refine and embed PLC practice to ensure all teachers provide high quality, differentiated instruction
Key Improvement Strategy 1.b Evaluating impact on learning	Build teacher capacity to use a range of data to monitor student growth and to design and implement curriculum in response to student need
Key Improvement Strategy 1.c Building practice excellence	Develop and use a shared language and understanding of quality learning for all members of the school community
Goal 2	Improve student agency
Target 2.1	Increase the AToSS positive endorsement for students in Year 7 to 9 from: • Stimulated learning from 40% to 55% • Self regulation and goal setting from 57% to 65% • Student voice and agency from 33% to 50% And in Year 10-12: • Stimulated learning from 49% to 60% • Self regulation and goal setting from 64% to 70%

	• Student voice and agency from 44% to 50%
Key Improvement Strategy 2.a Intellectual engagement and self-awareness	Build the capacity of all students to become metacognitive, reflective and self-regulating learners.
Key Improvement Strategy 2.b Empowering students and building school pride	Build the expertise of staff to collaboratively design and deliver learning experiences that enable students to exercise agency in their learning.
Key Improvement Strategy 2.c Intellectual engagement and self-awareness	Build the capacity of staff and students to embed assessment and two-way feedback practices to enable students to have agency over their learning
Goal 3	Strengthen student engagement and connectedness to school and peers.
Target 3.1	Reduce average days absent per student from 14.8 to 12 days by 2022
Target 3.2	Increase the AToSS positive endorsement for students in Year 7 to 9 from: • Teacher concern from 28% to 55% • Respect for diversity from 41% to 50% • Sense of connectedness from 53% to 65% And in Year 10-12: • Teacher concern from 37% to 60% • Respect for diversity from 44% to 50%

	• Sense of connectedness from 53% to 65%
Key Improvement Strategy 3.a Empowering students and building school pride	Improve a system and culture for promoting and celebrating school pride and connectedness across all year levels.
Key Improvement Strategy 3.b Vision, values and culture	Embed the structures and processes within the school that ensures that all learners are known and valued and that fosters the Northcote High School vision and values