

School Strategic Plan 2018-2022

Nossal High School (8865)



Submitted for review by Roger Page (School Principal) on 29 May, 2019 at 11:04 AM

Endorsed by Deborah Harry (Senior Education Improvement Leader) on 06 June, 2019 at 03:16 PM

Endorsed by John Inns (School Council President) on 06 June, 2019 at 09:27 PM

School Strategic Plan - 2018-2022

Nossal High School (8865)

<p>School vision</p>	<p>Nossal High School is committed to being an innovative, inclusive and dynamic educational environment. We challenge ourselves to be creative and critical thinkers with good communication skills and the resilience necessary to succeed in an ever-changing world. We build skills, self-confidence, leadership abilities and community spirit through a rigorous, rich and varied curricular and co-curricular program. We want our graduates to be ambitious, ethical and responsible citizens who conduct themselves with humility and compassion.</p>
<p>School values</p>	<p>Nossal is a school that.....</p> <ul style="list-style-type: none"> • Leads and develops leadership • Creates and cultivates creativity • Is respectful and fosters respectful citizenship • Inspires and seeks inspiration • Is ethical and develops ethical behaviours • Pursues excellence and celebrates individual progress • Develops resilience and independence and nurtures wellbeing • Encourages a strong work ethic with an emphasis on personal growth
<p>Context challenges</p>	<p>As a fully academically selective school, performance levels across most measures are at consistently high levels, and the school has established a stable and positive environment and culture that is greatly valued by the school community. The high performing and highly aspirational nature of the student cohort throws up some unique challenges around.....</p> <ul style="list-style-type: none"> * Broadening career aspirations, subject choice and future pathways * Reducing the focus on narrow academic achievement measures * Incorporating the school values, general capabilities and community engagement * Building well-being, self efficacy, student empowerment, and resilience
<p>Intent, rationale and focus</p>	<p>Goal 1 Nossal High School has a strong culture of learning & achievement & high aspirations on the part of students, staff and parents & the community. To ensure continued growth & improvement in student outcomes the school will continue to focus on improving teacher practice by.....</p> <ul style="list-style-type: none"> * refining the instructional framework & ensuring that it (& the pedagogy it foregrounds) is owned, understood & implemented by all

teachers & teams across the school,

- * more consistently utilising evidence-based high-impact teaching strategies,
- * embedding a whole school approach to the collection, collation & use of data to inform the next level of learning
- * reducing variability across Domains & teaching teams in the consistency of collaborative practice, differentiation, use of assessment data, growth mindset pedagogies & formative assessment strategies & clarity of learning intentions & success criteria.

Although VCE outcomes have been consistently high, the targets of the last strategic plan were not met, and outcomes have remained relatively static. Strategies to ensure that students were engaged in differentiated learning experiences that developed their learning repertoire have not been consistently implemented across the school, and more work needs to be done around the FISO dimensions of evidence-based high-impact teaching strategies, evaluating impact on learning and the use of data and evidence. This work will be the key school priority and will be driven by the Curriculum and Pedagogy team and the Learning Specialists; initially via a staged Professional Learning program to incorporate the FISO elements into a revised instructional framework, including peer observation and coaching and followed by the creation of professional learning communities which will address the annual priorities embedded in all staff professional development plans (PDPs).

Goal 2

Student leadership is well developed across the school & a culture of leadership & student voice opportunities is strongly promoted & embraced by the majority of the student cohort. There has been an increase in student empowerment in their learning but further work building teacher understanding, & efficacy of student voice & agency within the classroom program will be a target for this Strategic Plan.

To facilitate greater levels of effective student engagement, agency & voice within the classroom program the school will....

- * promote a more consistent & structured whole school approach to feedback (particularly in relation to student feedback to teachers)
- * continue to explore & develop on-line feedback processes & practices between students & teachers, & also between teachers & parents
- * encourage students to take responsibility for setting their own learning goals rather than having them set by their teachers
- * make learning intentions & success criteria more explicit in all classes
- * create more awareness of, & opportunity for differentiation, student collaboration & peer learning

This area is one of the school strengths, but there is still room for significant development and improvement in empowering students in their learning. The co-curricular area is strongly student centred and organised, and the school has powerful student voice traditions and procedures that enable students to be heard and to have input into decision and policy making at the highest levels, however there is opportunity to create more authentic voice and agency within the classrooms, many of which are predominantly teacher directed and content heavy (particularly at VCE level).

Initially, a continuation of the work on differentiation, growth mindsets, assessment and collaborative learning will be revisited and reinforced, alongside the FISO essential elements. A refocussing of the school Instructional Framework to align more closely with FISO will see a greater and more consistent emphasis on learning intentions and success criteria. Exploring options to broaden the approach at Years 11 and 12 while still meeting the demands of the VCE program will be the major challenge for this area of development.

Goals 1 & 2 will be addressed through a staged approach which will focus particularly on the issue of student agency &, specifically, the teaching of metacognition.

2019

- Work with Learning Specialists to increase staff skill in implementing inquiry cycles as a regular part of their practice
- Increase the culture of sharing of staff practice through the use of communities of practice as a pre-cursor to the establishment of a peer observation program
- review of instructional framework with an eye to maintaining its effectiveness as an "evolving toolkit"
- establish benchmarks and processes for monitoring classroom practice across the school

2020

- embed inquiry cycle & peer observation in the context of PLTs and CoPs
- CoPs based on PDP goals chosen to support student agency (differentiation, student choice, metacognition, student reflective practices & goal setting)
- delivery of PL on PLCs to distinguish between these and previous practice
- movement from PLTs to PLCs in the latter part of 2020
- slow introduction of foundational ideas around metacognition
- ongoing reinforcement of relationship between instructional framework & FISO elements (HITS, Practice Principles)
- monitoring of classroom practice ongoing

2021

- focussed year of professional learning around metacognition
- formal PLCs in place & operating
- monitoring of classroom practice ongoing

2022

- review & evaluation of PLC practice
- survey of classroom practice for increased consistency & shared vocabulary

Goal 3

Student & staff well-being continues to be a school priority & the school will focus on building & embedding well-being as an integral component by....

- * continuing to build the parent/community partnership with a focus on improved communication
- * further developing social emotional intelligence capabilities via the Whole School Nossal time & 9 Time programs
- * building the capacity & roles of staff & student well-being leaders
- * focusing on resilience, responsibility & self confidence in students via specific programs (ie. Respectful relationships) & school structures & processes
- * explicitly targeting strategies to enhance & improve staff relationships, morale & well-being

The school has undertaken a number of targetted programs to support staff and student wellbeing and puts considerable human resourcing behind the programs to ensure that wellbeing is embedded in the school ethos and approach at all times. In a high

performing school full of highly aspirational students (and staff and parents) there will always be high levels of pressure and anxiety. The school will prioritise the further development of the wellbeing team and House Leader roles and specific skills through targeted PD and group planning. Explicit wellbeing programs will be implemented via the pastoral and Nossal Time programs, and as part of the co-curricular and student leadership program under the House Leaders. Staff wellbeing will be a key priority for the leadership team who will directly respond to staff survey feedback data and prioritise staged responses and improvement strategies.

2019

- implement Respectful Relationships program; train staff & students; develop implementation plan
- Review Nossal Time/Pastoral & Whole school programs
- investigate parent online communication tools
- implement responses to Staff Surveys re leader visibility, staff activities, PDP priorities

2020

- embed RR in curric. NT/9Time
- refine & develop whole school programs after review
- select and train for online communication tool
- refine & develop staff wellbeing responses following staff survey feedback

2021

- refine/develop RR
- refine/develop whole school programs
- implement/embed online tool
- refine/develop wellbeing responses

2022

- review/evaluate RR
- review/evaluate whole school programs
- review/evaluate communication tool
- review/evaluate wellbeing responses

School Strategic Plan - 2018-2022

Nossal High School (8865)

Goal 1	To improve student outcomes across the school
Target 1.1	By 2022 improve VCE All Study median score from 35 to 36.5
Target 1.2	By 2022 increase the percentage of VCE 40+ scores from 26% to 28%
Target 1.3	By 2022 reduce the number of students below 28 study score (TBD) in English, Maths Methods, Chemistry
Target 1.4	<p>By 2022 increase percentage endorsement of the following components of the School Staff Survey:</p> <p>Teaching and Learning – Practice Improvement module</p> <ul style="list-style-type: none">• Seek feedback to improve practice – from 36.2% to 60%• Professional learning through peer observation – from 17% to 50% <p>School leadership module</p> <ul style="list-style-type: none">• Instructional leadership – from 45.3% to 60%• Visibility – from 33.3% to 60%

Key Improvement Strategy 1.a Evidence-based high-impact teaching strategies	Re-develop, implement and monitor a whole school instructional framework that includes curriculum, instructional practices (HITS) and assessment, to improve the pedagogical practice of every teacher and team
Key Improvement Strategy 1.b Building practice excellence	Implement a whole school approach to Professional Learning Communities (PLCs) to build consistency of collaborative practice and peer observations to drive school improvement. At least one PLC to focus on Literacy.
Key Improvement Strategy 1.c Instructional and shared leadership	Build a whole school approach to instructional and shared leadership across the school
Goal 2	To improve student engagement in learning
Target 2.1	By 2022 increase percentage positive endorsement of the following components of the School Staff Survey: Teaching and Learning – Planning module: <ul style="list-style-type: none"> ● Plan differentiated learning activities from 57.4% to 70% ● Teaching and Learning – Implementation module: ● Promote student ownership of learning goals from 74.5% to 80% School climate module <ul style="list-style-type: none"> ● Teacher collaboration from 52.2% to 70%
Target 2.2	By 2022 increase the percentage positive endorsement of the following factors of the Student Attitudes to School Survey (ATOSS) domains: <ul style="list-style-type: none"> ● Social engagement - Student voice & agency from 61% to 75% ● Effective teaching practice for cognitive engagement – Differentiated learning challenge from 67% to 75%

	Learner characteristics and disposition - Self-regulation and goal setting from 57.4% to 70%
Key Improvement Strategy 2.a Empowering students and building school pride	Build student agency and voice in learning across the school that includes a whole school approach to student learning goals, metacognition, formative assessment, growth mind-set
Key Improvement Strategy 2.b Intellectual engagement and self-awareness	Align teaching and learning and curriculum practices with the vision and values of the school
Goal 3	To improve student and staff wellbeing across the school
Target 3.1	By 2022 increase percentage positive endorsement of the following components of the School Staff Survey (SSS): School climate module: <ul style="list-style-type: none"> • Staff trust in colleagues from 69.1% to 75% • School staff safety and wellbeing module: overall from 55.6% to 70%
Target 3.2	By 2022 increase the percentage positive endorsement of the following factors of the Student Attitudes to School Survey (ATOSS) domain: <ul style="list-style-type: none"> • Learner characteristics and disposition - Resilience from 67% to 75%
Target 3.3	By 2022 increase percentage positive endorsement of the following factor of the Parent Opinion Survey (POS) in the Parent Community Engagement domain:

	<ul style="list-style-type: none"> • Teacher communication from 73% to 85%
Key Improvement Strategy 3.a Health and wellbeing	Build the wellbeing and efficacy of students and staff with a focus on developing social emotional intelligence capabilities
Key Improvement Strategy 3.b Parents and carers as partners	Build the parent/community partnership with a focus on communication