

# School Strategic Plan 2022-2026

Northern Bay P-12 College (8901)



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Awaiting endorsement by School Council President

# School Strategic Plan - 2022-2026

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<b>School vision</b>	<p>The vision of Northern Bay College is to instil community commitment, confidence and high expectations in lifelong learning by:</p> <ul style="list-style-type: none"><li>• Constructing curriculum, pedagogy and teacher professionalism to achieve above expected outcomes for all students at each stage of learning</li><li>• Developing students who are highly employable with values of resilience, optimism, self-respect and who strive for personal best</li><li>• Developing young people who are engaged, motivated and challenged to fulfil their potential</li><li>• Maximising educational opportunities and creating purposeful and diverse pathways for all students</li><li>• Developing partnerships with other schools, community organisations and business</li></ul>
<b>School values</b>	<p>Northern Bay College participated in an extensive process through 2021 to re-define the values and vision of our school. This process included participation of all students and staff as well as parent groups. The result of this work was a re-imagined set of school values that the college will use the basis for all college wide processes.</p> <p>Already the new values have been unpacked to identify the behaviours we look for from all stakeholders as the college has worked to develop an undated School Wide Positive Behaviour Matrix.</p> <p>In summary for the current northern Bay College Values are:</p> <p><b>KINDNESS</b> Our College encourages all members of our community to model and interact with each other in a positive and respectful manner. As students, staff and families we operate with a kindness mindset, encouraging and developing an inclusive and diverse community.</p> <p><b>COLLABORATION</b> We value positive actions and relationships across the College that increase our collective potential for improvement. Actively working together supports our goal to better improve outcomes in learning, health and participation.</p> <p><b>PERSISTENCE</b> Our College communities share expectations to continue to pursue our goals and outcomes, even if challenging or when it takes time and energy. We seek solutions and strategies to ensure our ongoing improvement.</p> <p><b>GROWTH</b> The College has a shared community commitment to support every child to grow academically and emotionally. With a growth culture we celebrate improvements in skills, engagement, outcomes and participation.</p>

<p><b>Context challenges</b></p>	<p>Northern Bay P-12 College (NBC) is a unique multi-campus school located in the Northern suburbs of Geelong. Our school comprises four junior campuses (four P-8 campuses), one senior campus (years 9-12) a Family Centre, an Early Learning Centre and a Trade Training Centre.</p> <p>NBC operates via a three sub-school structure to further develop the 'One School – One Team' ethos; which emphasises the core business of Student Learning as a focus underpinned by a strong consistent well-being framework. As such, organisationally the college has been arranged into three sub schools with each sub school led by a College Assistant Principal. These sub-schools are – Hendy P-8 Campus and Peacock P-8 Campus Sub School; Wexford P-8 Campus and Tallis P-8 Campus Sub School; Goldsworthy Year 9-12 Sub School.</p> <p>Across our school staff work in Professional Learning Communities focused around four the Stages of Learning; Year P-2, Year 3-6 and Year 6-9 &amp; Year 10-12. These teams meet regularly in Campus based groups and also as college wide groups to implement data informed strategies to support continued improvement of learning outcomes for all students.</p> <p>The College embraces a growing cultural diversity that includes Culturally and Linguistically Diverse students from non-English speaking backgrounds and a significant indigenous population. The College supports the needs of these students through a structured EAL (English as an Additional Language) and the Marrung Strategy.</p> <p>Northern Bay College also comprises of a Kindergarten, a Child Care Centre, and a Family Centre and is the host school with management responsibility for the Geelong Industry Trade Training Centre (GITTC). We also host two Geelong English Language Centre outpost locations and run a Hands on Learning program. Northern Bay College is privileged to be part of the Our Place initiative with our place staff offering a unique support base to our school and community through their work at the Korayn Birallee community centre. This partnership is inclusive of City of Greater Geelong, DET and the Coleman Foundation. This partnership along with our own high performing Early learning Centre allows the school to have a positive impact on the lives of our students from birth.</p> <p>The college has a steady enrolment of 1719 students.130 students are funded under the Program for Students with Disabilities.</p> <p>Northern Bay College has a long and proud history of welcoming families from refugee and asylum seeker background. As such the college is extremely proud of the ethnic diversity that exists in harmony across our school. Currently 29% of students have a first language other than English with eleven percent of our students being of Middle Eastern origin and nine percent Karen / Karenni. 8% of our students are indigenous.</p> <p>Northern Bay College encourages the co-location of services with The Smith Family; Ardoch; Bethany Community Services; and Barwon Child, Youth and Family operating on site.</p>
<p><b>Intent, rationale and focus</b></p>	<p>The Strategic Plan that has been developed for the next four years at Northern Bay College will challenge the college to keep moving forward with the foci that has served the college well through the previous Strategic period. Aspects such as the 'One College - One Team' ethos; a detailed and consistent plane for the teaching of writing; an effort to further include aspects of student voice and</p>

agency in the learning program and the further establishment of consistent, agreed models for learning and teaching all featured prominently in the 'feedforward' delivered through the review process.

**Improved Learning And Teaching Processes and Outcomes:**

The goals and Key improvement Strategies that are outlined throughout this Strategic Plan provide a good insight into the overall aims of the work at NBC over the next four years. The college will continue to work hard to embed rigorous and consistent learning and teaching plans that are supported by a staff professional learning architecture that is strongly tied to staff working in teams around their cohort of students. This aspect of teacher work has gained considerable momentum and will allow the college to develop embedded practice with high levels of staff agency and thus efficacy.

**A Focus on the further Development of Inclusive Practices:**

Inclusive practices will continue to be built on across many different areas of our college. The college is well situated to meet this challenge with the school having developed robust processes and structures to support students' physical and mental wellbeing and the review panel reflecting positively regards the a safe and orderly learning environment that is in place across all campuses. Recommendations from the review - and subsequently Key improvement Strategies in our current Strategic Plan - will see the school continue to work on inclusive practices and engagement strategies in order to meet individual student need with challenges in attendance, social/emotional needs or their engagement.

**Continued Attention on Attendance:**

The final 'considerable' theme of work for the college over the next Strategic period is to work proactively to address college wide attendance data. The data at the college, despite showing a slight up-tick in 2022, is still an area requiring considerable attention and improvement. The strategies that produced the best results are those that look to include student voice and agency; strategies that look to identify a function for the behaviour that is leading to absenteeism and strategies that look to work with the parent and carer stakeholder group.

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<b>Goal 1</b>	Improve the achievement and learning growth of all students.
<b>Target 1.1</b>	<p>By 2026, increase the percentage of students achieving in the Top Two Bands (T2B) and decrease the percentage of students in the Bottom Two Bands (B2B) as shown:</p> <p><b>Reading:</b></p> <ul style="list-style-type: none"><li>• Year 3 T2B to 36 percent, from 31 percent (2022) and Year 3 B2B to 25 percent, from 32 percent (2022)</li><li>• Year 5 T2B to 27 percent, from 19 percent (2022) and Year 5 B2B to 20 percent, from 21 percent (2022)</li><li>• Year 7 T2B to 20 percent, from 16 percent (2022) and Year 7 B2B to 25 percent, from 28 percent (2022)</li><li>• Year 9 T2B to 15 percent, from 12 percent (2022) and Year 9 B2B to 40 percent, from 50 percent (2022)</li></ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"><li>• Year 3 T2B to 35 percent, from 27 percent (2022) and Year 3 B2B to 20 percent, from 26 percent (2022)</li><li>• Year 5 T2B to 20 percent, from 10 percent (2022) and Year 5 B2B to 28 percent, from 34 percent (2022)</li><li>• Year 7 T2B to 25 percent, from 20 percent (2022) and Year 7 B2B to 30 percent, from 34 percent (2022)</li><li>• Year 9 T2B to 11 percent, from 6 percent (2022) and Year 9 B2B to 45 percent, from 57 percent (2022)</li></ul> <p><b>Numeracy:</b></p> <ul style="list-style-type: none"><li>• Year 3 T2B to 21 percent, from 13 percent (2022) and Year 3 B2B to 35 percent, from 40 percent (2022)</li><li>• Year 5 T2B to 13 percent, from 6 percent (2022) and Year 5 B2B to 35 percent, from 44 percent (2022)</li><li>• Year 7 T2B to 20 percent, from 16 percent (2022) and Year 7 B2B to 32 percent, from 39 percent (2022)</li><li>• Year 9 T2B to 10 percent, from 7 percent (2022) and Year 9 B2B to 34 percent, from 39 percent (2022).</li></ul>
<b>Target 1.2</b>	<p>By 2026, increase the percentage of students making high to medium benchmark growth as shown:</p> <p><b>Reading:</b></p> <ul style="list-style-type: none"><li>• Year 5 to 75 percent, from 69 percent (2021), Year 7 to 75 percent, from 67 percent (2021), Year 9 to 60 percent, from 52 percent (2021)</li></ul>

	<p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>Year 5 to 70 percent, from 61 percent (2021), Year 7 to 79 percent, from 73 percent (2021), Year 9 to 66 percent, from 60 percent (2021)</li> </ul> <p><b>Numeracy:</b></p> <ul style="list-style-type: none"> <li>Year 5 to 75 percent, from 68 percent (2021), Year 7 to 77 percent, from 71 percent (2021), Year 9 to 70 percent, from 64 percent (2021).</li> </ul>
<b>Target 1.3</b>	By 2026, increase the VCE mean all-study score to 26.50, from 24.20 (2021).
<b>Target 1.4</b>	<p>By 2026, increase the percentage of positive endorsement on the School Staff Survey (SSS) against the following variables:</p> <ul style="list-style-type: none"> <li>Teaching and Learning – Practice Improvement (Overall score) to 65 percent, from 62 percent (2021)</li> <li>Climate – Collective efficacy to 55 percent, from 46 percent (2021)</li> <li>Climate – Guaranteed and viable curriculum to 61 percent, from 53 percent (2021).</li> </ul>
<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>	Develop all teachers' and leaders' capability to engage, support and extend students in their learning, at their point of need.
<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>	Build consistency and rigor in the implementation of agreed instructional approaches across the college.
<p><b>Key Improvement Strategy 1.c</b> Documented teaching and learning program based on the Victorian Curriculum</p>	Develop teachers' knowledge and skills in the teaching of Literacy and Numeracy.

and senior secondary pathways, incorporating extra-curricula programs	
<b>Goal 2</b>	Enhance inclusion and engagement for all students.
<b>Target 2.1</b>	By 2026, increase the percentage of positive endorsement on the Attitudes to School Survey (AtoSS) against the following variable: <ul style="list-style-type: none"> <li>• Student voice and agency to 65 percent in Years 4-6, from 40 percent (2022), and to 55 percent in Years 10-12, from 48 percent (2022).</li> </ul>
<b>Target 2.2</b>	By 2026, reduce the percentage of students with more than 20 days of absence as shown: <ul style="list-style-type: none"> <li>• Years Prep to 6 – 32 percent or less, from 43 percent (2021)</li> <li>• Years 7 to 12 – 35 percent or less, from 52 percent (2021).</li> </ul>
<b>Key Improvement Strategy 2.a</b> Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Ensure rigour and effectiveness in the implementation of agreed approaches that promote students' wellbeing, positive behaviours, attendance and inclusion.
<b>Key Improvement Strategy 2.b</b> Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Empower students through increased agency, self-regulation and challenge in their learning.
<b>Key Improvement Strategy 2.c</b> Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Strengthen processes that support students' transitions and pathways.