

# School Strategic Plan 2022-2026

Nossal High School (8865)



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# School Strategic Plan - 2022-2026

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<b>School vision</b>	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.
<b>School values</b>	Nossal is a school that: <ul style="list-style-type: none"><li>- Leads and develops leadership</li><li>- Creates and cultivates creativity</li><li>- Is respectful and fosters respectful citizenship</li><li>- Inspires and seeks inspiration</li><li>- Is ethical and develops ethical behaviours</li><li>- Pursues excellence and celebrates individual progress</li><li>- Develops resilience and independence and nurtures wellbeing</li><li>- Encourages a strong work ethic with an emphasis on personal growth</li></ul>
<b>Context challenges</b>	<p>Nossal High School is a co-educational select entry school founded in 2010 to support the needs of high ability students in the South-Eastern suburbs of Melbourne. Unlike local schools in the area, Nossal High School is not zoned and draws its students from a wide geographical area and from a significant range of cultural backgrounds. Linking all students at Nossal is, however, an aptitude for academic work and high aspirations in traditional academic fields. It operates within the Victorian Select Entry Network of schools, along with Melbourne High School, the MacRobertson Girls' High School and Suzanne Corey High School. Within the Department of Education, the Select Entry Network operates within the Student Excellence Program and alongside (but separate to) other structures within that program to support high ability students.</p> <p>Located on the grounds of Federation University's Berwick campus and in an urban growth corridor, the school draws enrolments from right across the Melbourne metropolitan area and into regional areas. It offers programs for students in Years 9 - 12 only. Entry is competitive and via a common entry exam administered through the Victorian Curriculum and Assessment Authority (VCAA) and an independent testing company. Until 2022, this independent test was administered by a company called Edutest but this function will be fulfilled by ACER from 2023 onwards (i.e. for the life of this strategic plan). This strategic plan will thus span the transition between the two testing companies, and it is expected that changes to the entry exam may lead to changes in the nature of the</p>

incoming cohort from 2024 onwards. Students in Year 8 or equivalent can apply to sit the exam for entry into Year 9 for the following year, and can preference up to three of the schools in the network. Enrolments are capped at 208 per year level for a school total of 832.

The 208 students offered places for Year 9 annually come from between 60 and 100 different schools; generally around 50% come from the non-government sector and there is a roughly 50:50 gender mix, with a slight bias towards male-identifying students. To date, there has been no provision for gender based selection. Enrolment figures over recent years show increased male enrolments and decreased enrolments from the non-government sector. In the years that the school has been operating there has also been a shift in enrolment demographics, with greater numbers of local students enrolling and a steady increase in the total number of applicants, Nossal first preferences, and an associated increase in entry scores. Some students travel long distances to attend (e.g. from Craigieburn, Deer Park, Mernda, Traralgon etc.) and some families will move to the area once their child has secured a place at Nossal. A 4% cap on enrolments from any single "feeder" school is applied across the 4 selective schools to limit the impact on individual schools, unless the students are coming from a P-9 school, in which case the cap is 10%. A 10% equity quota is applied and testing fees are waived to encourage students from low Socioeconomic Status (SES) and Aboriginal and Torres Strait Islander (ATSI) families to apply. 5% (10 students) annually are selected under the "Principal's Discretionary" category from the applicants who have sat the exam. They are invited to submit an additional written application and attend an interview prior to selection.

In 2023 Nossal's students were supported by a staffing profile of 53.4 Full Time Equivalent (FTE) Teaching Staff, 1.5 FTE Tutoring Staff and 19.6 FTE Education Support staff. No staff or students have identified as indigenous and the school does not offer programs to overseas students.

On most comparative performance measures Nossal achieves excellent results, and interpreting "traditional" improvement measures requires nuanced contextual understanding. Challenging and longer term approaches to achieve cultural rather than transformative change are generally a feature of Nossal's improvement plans, and the school's work habitually revolves around the slow evolution of responses to changing cultural norms and expectations (e.g. through the school's work in Respectful Relationships).

The school leadership team has always sought to challenge the school community and has set broad goals relating to curriculum and pedagogy; assessment; student voice; ICT; school culture and ethos. The school supports a number of innovative approaches and is at the forefront in the development and delivery of online curriculum. Nossal students (and their parents) are highly motivated, highly aspirational, and very committed to their academic education and VCE results. All aspire to university entry. Many take on huge workloads and set very demanding expectations for themselves. Their academic focus results in a VCE curriculum that is narrower than mainstream schools and can result in a high level of performance anxiety which makes the work of the school's wellbeing team a vital focus.

Nossal students (and alumni) are very strongly connected to the school. and very positive about their education and their relationship with their teachers. The school's structures ensure that they have significant and authentic voice and many leadership opportunities,

	<p>and the focus of this strategic plan will be to ensure that this sense of agency extends into the classroom. The school culture is positive, supportive and generally very happy, with a comprehensive co-curricular program, and many whole school, House and team building events and activities. Where elements of the school culture require improvement, this work is approached proactively and collaboratively, with a strong focus on ensuring that student contributions are regular and meaningful.</p> <p>Retention rates are very high, with very few students leaving the school prior to Year 12 completion; nearly all students exit to University, and the school's approach is strongly grounded in the need to ensure that students are well-prepared for an adult learning environment. Being very conscious of the need to prepare students for successful transition into tertiary studies, the focus of our curriculum and pedagogy is much broader than just academic achievement and high scores. Feedback from the alumni and their performance in the tertiary sector indicates that this is an area where the school has been highly successful. When seeking measures of success, the school is more likely to look to measures of student connectedness and engagement than to its academic outcomes which, though excellent and not achieved without considerable commitment on the part of staff and students, are in part a natural consequence of its recruitment process.</p> <p>At the start of this strategic plan, the school is operating under an Acting Principal while its substantive (and founding) Principal transitions to retirement. In addition to this, the school is currently in its second decade of operation, and is therefore concerned to ensure that the work done to develop a successful learning and teaching culture, supported by student-centred practices and a positive approach to innovation, is robust enough to survive through generational changes in the school. This project is particularly important given the evidence acquired during the pandemic (and other disruptions in recent years) about how fragile some elements of the school's culture may be. It is expected that this over-arching goal will drive the work of the next few years, but that it is likely to be at least reframed once a new substantive principal (with their own vision for the school's future) has been appointed.</p>
<p><b>Intent, rationale and focus</b></p>	<p>The school aims to help its students become genuinely agentic learners with an understanding of, and a willingness to take responsibility for, their impact on the world. The intent of this strategic plan is to maintain the conditions which have enabled the school's work in this direction thus far, and to increase the effectiveness of the strategies used to encourage agentic engagement in particular. At present the school's students are reasonably well-served in terms of voice and leadership opportunities outside the classroom. The intent in this strategic plan is to focus on classroom agency specifically, and to enhance the capacity of staff to support this goal. Simultaneous with this, the school intends to maintain its commitment to ongoing cultural progression within the school through programs such as Respectful Relationships and other proactive approaches.</p> <p>The rationale for trying to ensure that the school's learners - both its students and its staff - are empowered owners of their learning comes from a clear understanding of the ways in which the social, political and technological worlds they are required to navigate is growing increasingly complex. Change has been rapid over the last 10 to 15 decades, and the rate of change shows no sign of easing, so the mandate to ensure that our students become successful adult learners is stronger than ever. The likelihood that the specific content knowledge we cover when teaching our students today will remain relevant in 10 years is low; the skill of engaging reflectively and purposefully with new knowledge and new ideas, on the other hand, will be of ongoing use to our students and to the staff who work with them.</p>

To achieve these aims, the school intends to focus on four main areas. In the first place, helping staff to collaborate more effectively and to take a more responsive approach to modifying their pedagogy in response to formative assessment data will be prioritised. The school will draw on the Department of Education's Professional Learning Community structures to support this work. Simultaneously with this, the school aims to develop a student learning model which guides students in their use of genuinely agentic learning behaviours, and to link these behaviours explicitly with a set of high impact teaching strategies which best support student agency in the classroom. The aim of this model will be to help students engage in effective metacognition, and to make transparent for them the links between teacher-designed activities and thinking skills. This approach should have the desired by-product of foregrounding and embedding a set of preferred pedagogies which suit the needs of high ability students in the classroom strategies which Nossal's teaching staff habitually utilise. In terms of wellbeing and culture, the school will maintain its focus on the provision of effective Tier 1 and Tier 2 interventions which promote and protect student self-regulation, respect for diversity, and a proactive approach to maintaining good mental health. An increased focus on student goal setting and reflection in this space will support the work done in the teaching and learning program, while it helps students to overcome issues such as anxiety, imposter syndrome and perfectionism.

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<b>Goal 1</b>	Maximise learning outcomes for all students
<b>Target 1.1</b>	By 2026, maintain the VCE all study mean at 36 or above. Maintain the percentage of 40+ scores at 25% or above
<b>Target 1.2</b>	By 2026, maintain the percentage of VCE study scores of 29 and below at 15% (in 2022) or less.
<b>Target 1.3</b>	<p>By 2026 the percentage of positive responses in the Attitudes to School Survey, based on 2022 figures, to increase from:</p> <ul style="list-style-type: none"><li>• 67% to 70% for student voice and agency</li><li>• 75% to 80% for stimulated learning</li><li>• 75% to 80% for self-regulation and goal setting</li><li>• 54% to 60% for teacher concern</li><li>• 77% to 82% for motivation and interest</li></ul>
<b>Target 1.4</b>	<p>By 2026 increase the percentage of positive responses in the School Staff Survey factors, based on 2022 figures, from:</p> <ul style="list-style-type: none"><li>• 78% to 82% for use student feedback to improve practice</li><li>• 80% to 83% for collective efficacy</li></ul>

	<ul style="list-style-type: none"> <li>• 57% to 65% for teacher collaboration</li> <li>• Increase responses to specific questions: <ul style="list-style-type: none"> <li>○ ○ 70% to 75% for Teachers here have a deep understanding of how to analyse data</li> <li>○ ○ 73% to 78% for Students here seek extra help from staff</li> <li>○ ○ 69% to 74% for Students here seek extra work to improve their results</li> </ul> </li> </ul>
<b>Key Improvement Strategy 1.a</b> Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Build understanding of and activate student agency in learning
<b>Key Improvement Strategy 1.b</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Develop and implement an effective instructional framework
<b>Key Improvement Strategy 1.c</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	Build school and staff capabilities to work collaboratively to support individual student needs
<b>Goal 2</b>	Maximise student wellbeing and engagement
<b>Target 2.1</b>	By 2026 the percentage of positive responses in the Attitudes to School Survey, based on 2022 figures, to increase from: <ul style="list-style-type: none"> <li>• 71% to 75% for perseverance</li> <li>• 71% to 75% for sense of confidence</li> </ul>

	<ul style="list-style-type: none"> <li>• 40% to 60% for perceptions of LGBTQI – phobic discrimination</li> </ul> <p>Resilience: reduce low resilience from 23% in 2022 to 20% or below</p>
<b>Target 2.2</b>	<ul style="list-style-type: none"> <li>• By 2026 the percentage of positive responses in the Parent and Carer Opinion Survey, based on 2022 figures, to increase from: <ul style="list-style-type: none"> <li>• 68% to 73% for teacher communication</li> <li>• 79% to 85% for effective teaching</li> <li>• 75% to 80% for student motivation and support</li> <li>• 78% to 82% for parent participation and involvement</li> <li>• 77% to 85 % for the student voice and agency question <i>My child is taught organisational skills</i></li> </ul> </li> </ul>
<b>Target 2.3</b>	By 2026 maintain the percentage of positive responses in the School Staff Survey factors, based on 2022 figures, for trust in students and parents at 78% or above.
<b>Key Improvement Strategy 2.a</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	Strengthen multi-tiered approaches to student wellbeing, engagement and inclusion
<b>Key Improvement Strategy 2.b</b> Activation of student voice and agency, including in leadership and learning, to	Implement strategies to support students to be reflective, questioning, and self-monitoring learners



strengthen students' participation and engagement in school	
<b>Key Improvement Strategy 2.c</b> Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Strengthen parent community engagement