

# School Strategic Plan 2018-2022

Noble Park English Language School (8749)



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# School Strategic Plan - 2018-2022

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<b>School vision</b>	<p>The Noble Park English Language School's vision states: We are a continually improving intensive English language school, welcoming and engaging students, their families and communities. Quality teaching and learning caters for the diverse needs of our learners in a safe, positive, supportive and well-resourced learning environment. Our whole school approach, collaborative culture and inspiring leadership nurture a sense of belonging, well-being, caring for everyone and student success.</p> <p>Our mission states: Noble Park English Language School's mission is to teach English language skills to newly arrived students. We help learners prepare and transition to further education, to achieve positive outcomes, and succeed in Australia.</p>
<b>School values</b>	<p>We are committed to our school values of respect, responsibility, learning and teamwork.</p> <p>Respect - Caring for myself and others Behaviours: I listen to others. I treat people the way I want to be treated. I accept differences in people, culture and religion. I am kind and polite.</p> <p>Responsibility - Making good choices Behaviours: I keep myself and others safe. I am on time, prepared and ready. I look after my environment. I ask for help when I need it.</p> <p>Learning - Doing my best to improve Behaviours: I am positive and open minded.</p>

	<p>I never give up. I give and receive feedback. I reflect on my learning and improve.</p> <p>Teamwork - Collaborating, learning and working well with others Behaviours: I work and learn well as a team player. I share my ideas and communicate well. I contribute to my school and community. I am fair and include everyone.</p>
<p><b>Context challenges</b></p>	<p>Noble Park English Language School (NPELS) provides an intensive English language program for newly arrived migrants, refugees and international students from non-English-speaking backgrounds. Noble Park English Language School is located in the South Eastern Victoria Region and is the only language school in the region. It is a multi-campus, P-10 co-educational school. Students are aged from 5 to 17 years old. The school operates across four campuses. The Noble Park and Casey campuses cater for both primary and secondary students whilst the Springvale and Stonnington/Glen Eira campuses cater solely for primary students. While the duration of the program is six months, refugees are entitled to stay in the program for twelve months.</p> <p>The school also operates outpost programs in primary schools, which have high concentrations of newly arrived students who cannot access NPELS. Through an outpost, primary teachers from NPELS are assigned to a mainstream primary school or a cluster of schools. These teachers provide an English as an Additional Language (EAL) program for eligible newly arrived students for whom English is an additional language. Students are grouped according to their stage of schooling and English language needs.</p> <p>In addition, NPELS offers outreach services to newly arrived students who enroll in mainstream schools. These students are formally assessed and placed on the EAL Developmental Continuum. The outreach coordinator recommends the most suitable EAL support program available and provides information to schools and parents and guardians about new arrivals' programs. The outreach coordinator ensures that schools are aware of the full range of resources available to them to support newly arrived students, including materials and professional development of their teachers.</p> <p>According to the February census 2018, the school enrolled 703 students. 98.9% of these students came from non-English-speaking backgrounds. 55.1% of students were males and only 44.9% were females. Over 56.6% of students were refugees. In the August census, the school SFOE index for the Noble Park campus was 0.7398, at the Casey campus – 0.8066, at the Springvale campus – 0.4114, at the Stonnington/Glen Eira campus – 0.2477.</p> <p>Student achievement and well-being are at the core of the school's educative process. Noble Park English Language School has a central focus on students, both as learners and individuals. In terms of learning, each student is assessed formatively and summatively and teachers know where each student has been in their learning and what they can/and cannot do and what is needed to move their learning forward. Teachers track student progress. The second aspect is that teachers know their students as individuals and build strong relationships with students, their families, guardians and carers. In this way the school maintains an essential balance between academic achievement and well-being aspects of schooling experience.</p>

Whilst students are at NPELS, they learn about the Victorian education system and are assisted with settlement in Australia. Many students are refugees who have been displaced by war, economic hardship or political persecution. Our school is committed to assisting students to regain trust in people and systems and to develop the self-esteem and self-confidence that has a positive impact on student learning and a sense of well-being. The school engages students in different educational programs and connects them with outside agencies and organisations to build their resilience required to face challenges in their new country.

A broad range of educational opportunities are available to students. The guaranteed and viable curriculum invites students to become independent and life-long learners. The curriculum is grounded in international evidence-based research, high impact teaching strategies and approaches that have been found to have the most effect on student achievement. The programs are tailored for individual student needs to ensure differentiated and scaffolded learning for all students. Teaching and learning programs cultivate independence, creativity, curiosity, imagination, critical thinking, problem solving, cultural understanding, collaboration and innovation. Teachers create a secure, stimulating and caring learning environment and intentionally promote norms of belonging where every voice matters. Teachers adopt a holistic and coherent approach to curriculum, pedagogical practices and assessment and have high expectations of all students through setting challenging tasks and fostering intrinsic motivation.

NPELS student population is culturally and linguistically diverse with over 50 language groups at any given time. Since the last strategic plan the school has undergone significant changes. The first change related to the student enrolments that steadily has been increasing.

The data revealed that the number of students at the Noble Park campus increased each year. The Casey campus is the fastest growing campus. Stonnington/Glen Eira campus has remained fairly stable in numbers. The Springvale campus student numbers decreased in 2017 and 2018. Across the school the total number of students increased each year.

The second significant change since the last strategic plan has been the change in student cohorts. In 2010-2014 school strategic plan, there was a significant number of community detention/unaccompanied minors, whilst currently the school enrolls mainly students living with their families. At the Noble Park campus, the vast majority of students come from Afghanistan followed by Pakistan, China, Cambodia, Burma, Iran, Iraq, South Sudan, Thailand and Vietnam. At the Casey campus, the biggest group of students come from Afghanistan and Pakistan. Also, recently there has been an increase in numbers of a new emerging group of students from Samoa. At the Stonnington/Glen Eira campus, the number of Japanese students have increased significantly compared to 2015. Another large cohort of students at the Stonnington/Glen Eira campus is from China. At the Springvale campus, in 2018 the biggest cohort of students arrived from China compared to 2015 student cohort who came from Burma. At the Noble Park campus, the number of international students from China was considerably high in 2015-2017. However, this trend declined in 2018 and the number of international students became smaller compared to other student categories.

NPELS has become more complex due to the increased numbers of students and changes in the student cohort. It created challenges in accommodation at the Casey campus. In response to these changes, in 2016, the school improvement team (SIT) was established to drive the department initiatives and the Framework for Improving Student Outcomes (FISO). The SIT also monitored the progress of the key improvement strategies as outlined in the school strategic and annual implementation plans. The SIT comprised of nine members: the principal, three assistant principals, two curriculum leaders, two campus coordinators and a P-10 coordinator. In addition to the school improvement team, a bigger leadership team was in operation and consisted of an additional six leading teachers in the areas of responsibility as follows: eLearning, well-being, outreach/outpost and transition. An additional

	<p>transition coordinator was appointed in 2017 due to the increased number of students at Casey campus. The well-being team has significantly grown to address increasing needs of students. The team consisted of a well-being coordinator working across campuses, a well-being officer, two social workers and a psychologist. Students received an additional service of speech therapists at least once a week across all campuses. Furthermore, additional time has been provided to level coordinators to support students and teachers. Classroom support has been supplemented by the employment of additional multicultural and literacy aides.</p>
<p><b>Intent, rationale and focus</b></p>	<p>Intent</p> <p>The school purpose is to teach English language skills to newly arrived students and help learners prepare and transition to further education, to achieve positive outcomes, and succeed in Australia. By the time students leave our school, they have developed skills in:</p> <ul style="list-style-type: none"> <li>• English language, literacy, numeracy, science and Information and Communication Technology, problem solving, creative and critical thinking.</li> <li>• They are more confident, positive and respectful communicators, who learn, play and work together well.</li> <li>• They are aware of and respectful of other cultures and differences.</li> <li>• They are more resilient, resourceful and independent learners.</li> <li>• They are prepared to transition to further education, and on their way to being active community participants, and life-long learners.</li> </ul> <p>Our results will be measured through:</p> <ul style="list-style-type: none"> <li>• Shared direction and values</li> <li>• Student engagement/achievement/growth/Individual Learning Plan goal success</li> <li>• Student satisfaction/well-being</li> <li>• Teacher growth/effectiveness</li> <li>• Parent satisfaction</li> <li>• Staff satisfaction/morale/well-being</li> <li>• Attendance – students/staff</li> <li>• Community engagement/involvement</li> <li>• Cultural understanding</li> <li>• Transition feedback</li> </ul> <p>Rationale</p> <p>The Victorian Curriculum and Assessment Authority published a new EAL Curriculum in 2019 to be implemented by 2020 in all</p>

schools. The NPELS instructional and PLC leaders will build teacher capacity in unpacking, understanding and implementing the EAL curriculum to ensure excellence in teaching and learning. As a result of new EAL curriculum, the school will revise assessment and reporting policies, procedures and schedules.

The school has been selected to participate in Intake 3 South East Victorian Region professional training of effective PLCs. We will continue to maintain effective PLCs and achieve coherence in PLC teams. This will be organised through creating opportunities for purposeful collaboration, collective responsibility and a focus on learning impact. PLCs will identify problems of practice and solve them through the use of the FISO Improvement Cycle - A Theory of Action.

We will create a high performance learning culture by continually improving teacher practice to better prepare students for their future. As a school we will deepen our knowledge, understanding and skills of the high impact teaching strategies. The growth of teacher practice will be measured through the use of the HITS Continuum.

We recognise the need for “learning for life” and the need for students to develop capabilities – Critical and Creative Thinking, Ethical, Intercultural, Personal and Social. We acknowledge that students who are empowered through voices, agency and leadership demonstrate more active participation and deeper engagement in the classroom, school and community. The acquisition and ongoing development of literacy skills enable students to build their confidence and guide their learning. Empowering teaching and learning of literacy lifts student ability to self-direct learning and the development of self-regulation.

Our school creates a positive climate for learning where students feel welcome, safe and connected to school. We want students to develop confidence to see themselves as learners and learn to take responsibility for their learning. NPELS will continue to establish links and build relationships with a broad range of organisations and agencies to expand opportunities and improve outcomes for all students.

The school will continue to work in close collaboration with the community to offer a range of programs, activities and community involvement tailored for all student cohorts. This will facilitate student engagement, connectedness and improvement of learning outcomes.

NPELS plays a vital role in promoting the social and emotional development and well-being of new arrivals. Our school staff recognises that student resilience and well-being are essential for both academic and social development. We share this responsibility with the whole community.

#### Focus

The following key directions for the next School Strategic Plan were recommended by the School Review Panel:

- EAL curriculum and assessment development
- High Impact Teaching Strategies implementation
- Student voice and agency development
- Community engagement in learning, with a particular focus on networks and community agencies
- Student confidence, health and well-being and resilience

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<b>Goal 1</b>	To maximise the learning growth for all students in English acquisition in Speaking and Listening, Reading and Viewing and Writing.
<b>Target 1.1</b>	<p>All student cohorts to achieve a minimum of two sub–stages growth in speaking and listening, viewing and reading and writing in an equivalent semester.</p> <p>The student achievement data is reported according to four student categories as follows:</p> <ul style="list-style-type: none"><li>• Age Equivalent</li><li>• Interrupted Schooling</li><li>• No Schooling</li><li>• International Students</li></ul> <p>Student achievement will be measured against the new EAL Victorian Curriculum in all modes of English. Teacher judgement data will be used to measure the growth of student learning.</p> <p>The school student achievement data is collected in the following ways:</p> <ul style="list-style-type: none"><li>• initial assessment is conducted when students arrive</li><li>• formative and summative assessment is conducted throughout the term</li><li>• a range of assessment tools are utilised including rubrics, checklists, work samples, anecdotal notes, benchmarking tools, tests, etc.</li><li>• common assessment tasks</li><li>• end of term summative assessment</li><li>• Individual Learning Plans for students at risk</li></ul>

	<p>To ensure consistency in assessment teachers participate in regular moderation sessions of student learning outcomes in speaking, listening, reading, viewing and writing. Moderation sessions are conducted in Professional Learning Communities (PLCs) and through the Cross Campus Connections (CCC) initiative that includes collaboration of teachers in smaller campuses: Casey, Springvale and Stonnington/Glen Eira.</p>
<p><b>Target 1.2</b></p>	<p>The School Staff Opinion Survey shows positive endorsement measures in Teacher Collaboration to be at or above 70% (In 2018, Noble Park campus - 65.50%; Casey campus - 62.1%; Springvale campus - 76%; and Stonnington/Glen Eira campus - 73%).</p> <p>The School Staff Opinion Survey shows positive endorsement measures in Buffering and Shielding to be at or above 70% (In 2018, Noble Park campus - 63.45%; Casey campus - 64.9%; Springvale campus - 60%; and Stonnington/Glen Eira campus - 100%).</p> <p>All School Staff Opinion Survey positive endorsement measures in the Teaching and Learning module to be at or above 70%.</p> <p>In 2018, at the Noble Park campus the following results were achieved in the Teaching and Learning module:</p> <ul style="list-style-type: none"> <li>• Interest in improving practice - 79.5% positive endorsement</li> <li>• Believe peer feedback improves practice - 69.2% positive endorsement</li> <li>• Use pedagogical model - 53.8% positive endorsement</li> <li>• Timetabled meetings to support collaboration - 82.1% positive endorsement</li> <li>• Seek feedback to improve practice - 51.3% positive endorsement</li> <li>• Discuss problems of practice - 79.5% positive endorsement</li> <li>• Professional learning through peer observation - 64.1% positive endorsement</li> <li>• Understand contribution to school improvement - 71.8% positive endorsement</li> </ul> <p>In 2018, at the Casey campus the following results were achieved:</p> <ul style="list-style-type: none"> <li>• Interest in improving practice - 90.5% positive endorsement</li> <li>• Believe peer feedback improves practice - 85.7% positive endorsement</li> <li>• Use pedagogical model - 66.7% positive endorsement</li> <li>• Timetabled meetings to support collaboration - 81% positive endorsement</li> <li>• Seek feedback to improve practice - 66.7% positive endorsement</li> <li>• Discuss problems of practice - 75% positive endorsement</li> <li>• Professional learning through peer observation - 66.7% positive endorsement</li> </ul>



	<ul style="list-style-type: none"> <li>• Understand contribution to school improvement - 85% positive endorsement</li> </ul> <p>In 2018, at the Springvale campus the following results were achieved:</p> <ul style="list-style-type: none"> <li>• Interest in improving practice - 80% positive endorsement</li> <li>• Believe peer feedback improves practice - 80% positive endorsement</li> <li>• Use pedagogical model - 80% positive endorsement</li> <li>• Timetabled meetings to support collaboration - 75% positive endorsement</li> <li>• Seek feedback to improve practice - 75% positive endorsement</li> <li>• Discuss problems of practice - 75% positive endorsement</li> <li>• Professional learning through peer observation - 80% positive endorsement</li> <li>• Understand contribution to school improvement - 100% positive endorsement</li> </ul> <p>In 2018, at the Stonnington/Glen Eira campus the following results were achieved:</p> <ul style="list-style-type: none"> <li>• Interest in improving practice -100% positive endorsement</li> <li>• Believe peer feedback improves practice - 100% positive endorsement</li> <li>• Use pedagogical model - 100% positive endorsement</li> <li>• Timetabled meetings to support collaboration - 100% positive endorsement</li> <li>• Seek feedback to improve practice -100% positive endorsement</li> <li>• Discuss problems of practice - 66.7% positive endorsement</li> <li>• Professional learning through peer observation - 100% positive endorsement</li> <li>• Understand contribution to school improvement - 100% positive endorsement</li> </ul>
<b>Target 1.3</b>	AToSS: Effective teaching practice for cognitive engagement variables to be at or above 75% positive endorsement.
<b>Key Improvement Strategy 1.a</b> Building practice excellence	To strengthen teacher capacity to implement effective EAL pedagogy
<b>Key Improvement Strategy 1.b</b> Curriculum planning and assessment	To embed a whole school curriculum that is current, guaranteed and viable
<b>Key Improvement Strategy 1.c</b>	To build capacity in instructional leadership throughout the school.

Instructional and shared leadership	
<b>Goal 2</b>	To develop students' confidence and capacity to actively engage in their learning.
<b>Target 2.1</b>	<p>The Attitudes to School Survey shows positive endorsement measures in:</p> <ul style="list-style-type: none"> <li>• Self-regulation and Goal Setting to be at or above 85% positive endorsement (2018 - 86%).</li> <li>• Student Voice and Agency to be at or above 80% positive endorsement (2018 - 81%).</li> <li>• Stimulated Learning to be at or above 90% positive endorsement (2018 - 89%).</li> <li>• Motivation and Interest to be at or above 90% positive endorsement (2018 - 93%).</li> </ul>
<b>Target 2.2</b>	<p>The Attitudes to School Survey shows positive endorsement measures in:</p> <ul style="list-style-type: none"> <li>• Support Growth and Learning of Whole Student to be at or above 85% positive endorsement (2018 - 88%).</li> <li>• Believe Student Engagement is Key to be at or above 90% positive endorsement (2018 - 94%).</li> <li>• Academic Focus to be at or above 70% positive endorsement (2018 - 70%).</li> <li>• Promote Student Ownership of Learning to be at or above 70% positive endorsement (2018 - 67%).</li> <li>• Use Data for Curriculum Planning to be at or above 70% positive endorsement (2018 - 69%)</li> <li>• Use Student Feedback to Improve Practice to be at or above 70% positive endorsement (2018 - 63%)</li> </ul>
<b>Key Improvement Strategy 2.a</b> Empowering students and building school pride	To enhance student agency and voice in the classroom, school and broader community
<b>Key Improvement Strategy 2.b</b> Intellectual engagement and self-awareness	To develop the capabilities in creative and critical thinking, personal and social capability and ICT capability that enable students to successfully engage with learning and society.
<b>Key Improvement Strategy 2.c</b> Networks with schools, services and agencies	To ensure students successfully transition into mainstream settings.

<b>Goal 3</b>	To maximise the health and wellbeing of every student
<b>Target 3.1</b>	<p>The Attitudes to School Survey shows positive endorsement measures in:</p> <ul style="list-style-type: none"> <li>• Learning Confidence and Resilience to be at or above 85% positive endorsement (2018 - 85%).</li> <li>• School Connectedness to be at or above 85% positive endorsement (2018 - 88%).</li> <li>• School Stage Transition to be at or above 75% positive endorsement (2018 - 68%).</li> </ul>
<b>Target 3.2</b>	<p>Parent Opinion Survey shows positive endorsement measures in:</p> <ul style="list-style-type: none"> <li>• Parent Community Engagement Factors to be at or above 85% positive endorsement (2018 - 85%).</li> <li>• Student Development Factors to be at or above 85% positive endorsement (2018 - 85%).</li> <li>• Not Experiencing Bullying to be at or above 75% positive endorsement (2018 - 70%).</li> </ul>
<b>Key Improvement Strategy 3.a</b> Health and wellbeing	To embed school-wide practices that promote positive relationships and resilience in students.
<b>Key Improvement Strategy 3.b</b> Parents and carers as partners	To strengthen partnerships with parents and carers.
<b>Key Improvement Strategy 3.c</b> Networks with schools, services and agencies	To embed effective partnerships with agencies that support student wellbeing.