

School Strategic Plan 2023-2027

Noble Park English Language School (8749)



Submitted for review by Vincenzina Calabro (School Principal) on 01 November, 2023 at 02:25 PM

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School Strategic Plan - 2023-2027

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School vision	<p>Noble Park English Language School is committed to providing a safe, supportive and inclusive environment for all students, staff and members of our community. Our school recognises the importance of the partnership between our school and parents and carers to support student learning, engagement and wellbeing. We share a commitment to, and a responsibility for, creating an inclusive and safe school environment for our students.</p> <p>Vision</p> <p>Noble Park English Language School students, staff and the school community are committed to the school's vision, which reads as follows:</p> <p>"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 and inclusive culture and inspiring leadership nurture a sense of belonging, wellbeing, caring for everyone and student success."</p> <p>Purpose</p> <p>We teach English language skills and support the wellbeing of newly arrived students. We help students prepare and transition to further education to achieve positive outcomes and succeed in Australia.</p> <p>School Objectives</p> <p>Noble Park English Language School (NPELS) is a multi-campus school for primary and secondary students. It provides an intensive English language program for newly arrived migrants, refugees, asylum seekers and international students from non-English speaking backgrounds. The duration of the program varies from 6 to 12 months depending on student visas.</p> <p>Our students are also introduced to the Victorian education system and are assisted with settlement in Australia. Many students have been displaced by war, economic hardship or political persecution. NPELS is committed to assisting students to regain trust in people and systems and to develop their self-esteem and confidence.</p> <p>The school's objectives are considered as part of the 4 yearly strategic planning process and reflected in the goals listed in the School Strategic Plan (SSP). An Annual Implementation Plan (AIP) is developed each year to achieve the goals and key improvement strategies outlined in the SSP.</p>
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School values	<p>The school promotes and embeds the fundamental values of Respect, Responsibility, Learning and Teamwork.</p> <p>Respect: Caring for myself and others 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 I am on time, prepared and ready. I keep myself and others safe. I look after my environment. I ask for help when I need it.</p> <p>Learning: Doing my best to improve I am positive and open minded. 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 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>NPELS "Statement of Values" and "School Philosophy" ensure that everyone in the school community will be treated with fairness and respect. In turn, we will strive to create a school that is inclusive and safe, where everyone is empowered to participate and learn.</p>

Context challenges	<p>All students enrolled are learners of English as an Additional Language (EAL). Students come from over 60 different countries. The vast majority of students are vulnerable refugees and migrants who have experienced trauma and dislocation settling into their new country.</p> <p>Disability and Inclusion</p> <p>Nationally Consistent Collection of Data (NCCD) information revealed that Noble Park ELS had approximately 7 per cent of students with disability and additional needs. The 2022 NCCD data indicated the needs were varied, with a majority having physical and social-emotional needs. The school enrolled a number of students with special needs and disabilities during the previous review period. As they were new arrivals, they did not have Program for Students with Disabilities (PSD) funding at the time of enrolment. The school applied for funding for each student who was identified with special needs and disabilities. In most cases funding was received after the students completed their program at the school.</p> <p>School's Key Challenges</p> <p>Finding 1. The review panel found that, despite well-established programs, protocols and processes related to wellbeing, that there remained significant wellbeing challenges for students and their families. The panel agreed that a Key Improvement Strategy (KIS) for the next School Strategic Plan (SSP) should focus on continuing to further embed the school's wellbeing approaches so that the wellbeing needs of all students could be met in a consistent way across all campuses.</p> <p>Finding 2. The review panel conducted a number of parent forums across campuses. Parents expressed the view that they would like to be better informed about what their children were learning at school. Despite high Parent Opinion Survey results for factors related to school and teacher communication, the panel resolved to include KIS within a wellbeing goal for the next SSP that focused on community engagement and communication with parents and carers.</p>
Intent, rationale and focus	<p>Noble Park English Language School is aiming to achieve improved student outcomes through a guaranteed and viable curriculum, that is data-driven and consistent across the four campuses. This work will be led by the Curriculum leaders, Campus Coordinators, Learning Specialists and PLC leaders over the duration of the School Strategic Plan. The PLC structure will be the vehicle to support a guaranteed and viable curriculum.</p> <p>Based on the findings from the school self-evaluation, Noble Park English Language School intends to further improve</p>

student learning and wellbeing over the next four years.

What is NPELS trying to achieve in student learning? (intent)

The panel agreed that the following areas would need to be considered as improvement areas during the next strategic planning period. The panel strongly advocated for this work to be centred within Professional Learning Communities (PLCs):

- Further improvement in the analysis of student learning data
- Further improvement in the differentiation of teaching and the curriculum in order to better meet the personalised learning needs of all students.
- Further improvement in collaboration and learning with and from each other including peer observations, modelling, and coaching.
- Build teacher capacity to use evidence to reflect on their impact of their teaching on student learning.

Why is this important? (rationale)

It is important because student learning will be improved if planning, instruction, and assessment are implemented consistently, and at high quality across all campuses. The analysis and use of data to plan a differentiated program will be developed through PLCs. Building the capacity of the instructional leaders and the continuation of mentoring and learning partnerships will support teachers in delivering differentiated programs.

What are we prioritising in student learning? How will the Strategic Plan unfold over 4 years? (focus)

Over the duration of the School Strategic Plan, the following key improving strategies will be prioritised:

- Build teacher capacity, through professional learning, coaching and peer observations, to use the school's learning architecture to consistently deliver a guaranteed and viable curriculum across campuses.
- Strengthen PLC practice and processes across all campuses so that all PLCs effectively use formative and summative assessment data to plan a differentiated curriculum that targets each student's point of need and provides an appropriate level of challenge.
- Strengthen middle level leadership capacity and succession planning across the school.

What is NPELS trying to achieve in student wellbeing? (intent)

The panel agreed that the following areas would need to be considered during the next strategic planning period:

- Further improvement to building engagement and communication with parents and carers.

- Further enhancement of community connections.
- Continued focus on embedding approaches to social and emotional wellbeing.

Why is this important? (rationale)

The panel noted the significant wellbeing needs of students at Noble Park English Language School. The panel agreed that further strengthening school-based approaches and building effective partnerships and communication with parents and carers, would enhance student wellbeing.

What are we prioritising in student wellbeing ? How will the Strategic Plan unfold over 4 years? (focus)

- Further embed the school's tiered and responsive approaches to social and emotional wellbeing.
- Strengthen community connections to enhance the support for student wellbeing.
- Build partnerships, and enhance communication with parents and carers, to strengthen student wellbeing.

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Goal 1	To ensure students' growth in learning English across all modes.
Target 1.1	By 2027, all student cohorts to achieve minimum growth of two sub–stages in all modes of English by the end of their program at Noble Park ELS (2022 average sub-stage growth across all modes = 2.48).
Target 1.2	<p>By 2027, increase the percentage of positive responses on the School Staff Survey (SSS) for the factors of:</p> <ul style="list-style-type: none"> • Collective efficacy: from 63% in 2022 to 70% • Guaranteed and viable curriculum: from 55% in 2022 to 70% • Instructional leadership: from 60% in 2022 to 70% • Understand how to analyse data: from 60% in 2022 to 70% • Collaborate to scaffold student learning: from 65% in 2022 to 70% • Use data for curriculum planning: from 60% in 2022 to 70% • Professional learning through peer observation: from 50% in 2022 to 70%
Key Improvement Strategy 1.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Build teacher capacity, through professional learning, coaching and peer observations, to use the school's learning architecture to consistently deliver a guaranteed and viable curriculum across campuses.

Key Improvement Strategy 1.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Strengthen Professional Learning Community (PLC) practice and processes across all campuses so that all PLCs effectively use formative and summative assessment data to plan a differentiated curriculum that targets each student's point of need and provides an appropriate level of challenge.
Key Improvement Strategy 1.c 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 middle level leadership capacity and succession planning across the school.
Goal 2	To ensure the wellbeing of every student.
Target 2.1	By 2027, increase the per cent positive responses on the School Staff Survey (SSS) for the factors of: <ul style="list-style-type: none"> • Support growth and learning of whole student: from 70% in 2022 to 75% • Trust in students and parents: from 59% in 2022 to 75%
Target 2.2	By 2027, maintain the percentage of students with normal or high resilience in the Attitudes to School Survey (AtoSS) at 70% (75% in 2022).
Target 2.3	By 2027, increase the percentage of positive responses on the Parent Opinion Survey (POS) for the factor Not experiencing bullying, from 56% in 2022 to 75%.
Key Improvement Strategy 2.a	Further embed the school's tiered and responsive approaches to social and emotional wellbeing.

Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	
Key Improvement Strategy 2.b Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Strengthen community connections to enhance the support for student wellbeing.
Key Improvement Strategy 2.c Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Build partnerships, and enhance communication with parents and carers, to strengthen student wellbeing.