

# School Strategic Plan 2025-2029

Norwood Secondary College (8185)



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# School Strategic Plan - 2025-2029

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<b>School vision</b>	<p>Norwood Secondary College provides innovative and engaging teaching and learning for all students. The school focuses on successfully engaging students as active participants in life-long learning. Our curriculum nurtures the potential of each student and encourages them to achieve their personal best in all areas. At Norwood our students are well prepared for the challenges and rigours of an academic curriculum, and thrive on the opportunities offered by our sporting, leadership, camping and outdoor education programs. Instrumental Music and Performing Arts (including school productions) are an integral part of the school's co-curricular program. The College Values provide an important base for all our interactions with students and the community. Our core Values are: respect, aspiration, responsibility, resilience.</p> <p>At Norwood Secondary College students are provided with a sound basis for a life that is fulfilling, respectful of self, others and the environment. We prepare our students to be flexible, adaptable, innovative leaders in our local and global community.</p> <p>Our bonds with the community are a source of strength and inspiration for us. Our students gain much from their links and involvement with community programs and activities, whilst the contributions of parents and friends are valued and encouraged across all aspects of College life.</p>
<b>School values</b>	<p>Norwood Secondary College's values are respect, aspiration, responsibility and resilience.</p> <p>Respect: All members of our community are expected to respect the College, others and themselves. Aspiration: Students are encouraged to be the best they can be in all endeavours. Responsibility: All members of our community are expected to take responsibility for their actions. Resilience: All members of the College are supported in the development of a strong sense of worth to overcome adversity.</p> <p>The College aims to provide a high quality education for all students irrespective of ability or their post-school aspirations re study or employment. Staff are strongly encouraged to work towards each of their teams being collaborative and having a common focus related to the improvement of their programs. The College has developed four Values that underpin all programs and interactions with members of our community. (Responsibility, Resilience, Aspiration,</p>

	<p>Respect). Celebrations of students' achievements are determined using these Values and conversations with students about their behaviour and/or attitude involve discussions about how they match the College's Values. Norwood's Values are an active part of school life.</p> <p>The expectations of students' learning outcomes is aspirational; all interactions involving adults or students is expected to take into account the premises of respect for self and others and taking responsibility for one's actions; when students (and staff) meet disappointment or challenges in their lives, they are encouraged to develop/employ coping strategies that assist in developing the resilience that is required as one navigates the 'ups and downs' of life.</p>
<p><b>Context challenges</b></p>	<p>Norwood Secondary College is situated in North Ringwood, with a total student enrolment in 2025 of 1097 students. The College has an Enrolment Management Implementation Plan that limits the enrolments at the College to 1100 students, with an intake of 190 at Year 7. This presents a challenge in the community where there is a significantly higher demand for placements at the College than placements available. Furthermore, our retention of students from Year 7 to Year 10 continues to be high, therefore we have been unable to enrol students outside of our school zone in Years 8 - 12.</p> <p>Our staff consists of 92 teachers and 34 educational support staff, with a number of these staff being part-time. A College Principal and two Assistant Principals are included within these numbers. This staffing profile also includes three Wellbeing Counsellors, Learning Tutors, a Careers and Pathways Coordinator and a Student Support Team of Integration Aides. The school's socio-economic profile, based on families' occupations and education, is considered in the low to medium band, which represents medium to high parent education and socio-economic advantage.</p> <p>In terms of school facilities, Stage 1 of a whole school Masterplan has been completed, offering 8 modern teaching classrooms and breakout study spaces for 20% of the students. A key challenge is to secure funding for Stage 2, to increase equity amongst students in reducing the number of classrooms designed and built in 1958.</p> <p>Our College is structured according to a Junior School (Years 7 - 9) and a Senior School (Years 10 - 12). Our students in Years 7 - 9 undertake a range of subjects according to the Victorian Curriculum Framework. An Enrichment Program is offered to one class of students in Years 7 - 9. Our Year 11 - 12 students complete their Victorian Certificate of Education, with some students undertaking the Vocational Major (applied learning) pathway. In addition to the Enrichment Program, we offer the Victorian High Ability Program to further extend high ability students. A key challenge is to strengthen the careers education program with a comprehensive, structured approach from Year 7 to Year 12, equipping students with the skills, knowledge, and experiences needed to make informed career and pathway choices.</p> <p>At the College, student literacy and numeracy outcomes, as measured by NAPLAN, generally outperform similar schools and the state, with comparable Victorian Certificate of Education (VCE) results. The challenge lies in maintaining these</p>

	<p>results and extending the learning growth of all students. Furthermore, there are opportunities to strengthen the use of data and inquiry cycles in Professional Learning Communities (PLC) groups to further strengthen the teaching and learning experience.</p> <p>Whilst a whole-school instructional model is in place, with a focus on explicit teaching supported by shared planning, greater opportunities exist for peer feedback on teaching practice. There is a formal student leadership program in place with opportunities for student leadership growth, however, there could be more opportunity for students to influence curriculum design and to provide feedback on the impact of teaching and learning.</p> <p>Student attendance at the College is higher than that of similar schools and state, with the challenge being to maintain this through positive messaging about the impact of attendance on academic and wellbeing outcomes.</p>
<p><b>Intent, rationale and focus</b></p>	<p>Intent: Goal 1: Enhance learning growth for all students.</p> <p>Rationale: This goal is important to embed assessment practices and the consistent use of evidence-based strategies that are supported by a planned curriculum to improve growth. Furthermore, this goal can be further enhanced through strengthening data analysis and evaluation of student learning, shared instructional leadership and clear implementation processes.</p> <p>This goal will be prioritised through the implementation of the following Key Improvement Strategies:</p> <ul style="list-style-type: none"> <li>* Further develop and embed the school's instructional approaches to ensure universal best practice in alignment with VTLM 2.0</li> <li>* Further strengthen and enhance the school's approach to inquiry cycles, including PLCs, using assessment and evidence to inform and evaluate teaching and learning</li> <li>* Enhance the instructional leadership and capacity of all staff to a foster collective responsibility and strengthen collaboration.</li> </ul> <p>Intent: Goal 2: Optimise the engagement and wellbeing of every student.</p> <p>Rationale: This goal is important so that student outcomes are enhanced through an explicit approach to building student capabilities to thrive through a school culture of high expectations that support a positive climate for learning. This includes fostering an environment where students feel known and can own, track, and influence their learning achievement and growth through a breadth of pathways.</p> <p>This goal will be prioritised through the implementation of the following Key Improvement Strategies:</p>

	<p>Adopt a multi-tiered school wide approach to enable a positive climate for learning and enhance school connectedness. Strengthen student aspirations, resilience and wellbeing capabilities through evidence-based programs 7-12. Enhance the whole school approach to careers education by integrating career development activities across the curriculum and providing targeted support for students to explore and plan their career pathways through My Career Exploration, My Career Insights, and My Career Portfolio.</p>
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<b>Goal 1</b>	Enhance learning growth for all students
<b>Target 1.1</b>	By 2029, increase or maintain the percentage of Year 9 students achieving in the strong and exceeding proficiency in NAPLAN in: a. Reading at 76% (2024) b. Writing at 71% (2024) c. Numeracy from 70% (2024) to 72%.
<b>Target 1.2</b>	By 2029, increase or maintain the percentage of Year 9 students (same school) achieving high or medium growth in NAPLAN in: a. Reading from 69% (2025) to 75% b. Writing at 80% (2025) c. Numeracy at 79% (2025)
<b>Target 1.3</b>	By 2029, maintain the senior school completion rates in: a. VCE at 97% (2024) b. VCE-VM at 97% (2024)
<b>Target 1.4</b>	By 2029, the percentage of study scores will increase: a. 37 or above will increase from 12.44% (2024) to 14%. b. 40 or above will increase from 5.7% (2024) to 8%.

<b>Target 1.5</b>	By 2029, increase the VCE all study score median from 29 (2024) to 30.
<b>Target 1.6</b>	By 2029, increase the VCE mean study score across studies of VCE English: a. English from 29 (2024) to 30 b. Literature from 26 (2024) to 28
<b>Target 1.7</b>	By 2029, increase the VCE mean study score across studies of VCE Mathematics: a. General Maths from 29.27(2024) to 30 b. Mathematics Methods (CAS) from 28.4 (2024) to 29 c. Specialist from 26.5 (2024) to 27.
<b>Target 1.8</b>	By 2029, the positive percentage endorsement rate will improve or be maintained in the School Staff Survey factors. a. Instructional Leadership at 71% (2024) b. Academic emphasis from 38% (2024) to 43% c. Collective efficacy from 56% (2024) to 60% d. Use evidence to inform practice from 73% (2024) to 75% e. Use of student feedback to inform teaching practice from 58% (2024) to 62%.
<b>Target 1.9</b>	By 2029, the positive percentage endorsement rate will be maintained or improve in the Student Attitudes to School Survey factors. a. Stimulating learning at 60% (2024) b. Differentiated learning challenge at 63% (2024) c. Motivation and interest from 54% (2024) to 58%.
<b>Key Improvement Strategy 1.a</b>	

<p>Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	<p>Further develop and embed the school's instructional approaches to ensure universal best practice in alignment with VTLM 2.0</p>
<p><b>Key Improvement Strategy 1.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</p>	
<p><b>Key Improvement Strategy 1.b</b> Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities</p>	<p>Further strengthen and enhance the school's approach to inquiry cycles, including PLCs, using assessment and evidence to inform and evaluate teaching and learning</p>
<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>	
<p><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</p>	<p>Enhance the instructional leadership and capacity of all staff to foster collective responsibility and strengthen collaboration.</p>

<b>Goal 2</b>	Optimise the engagement and wellbeing of every student.
<b>Target 2.1</b>	By 2029, the percentage of 7-12 students with 20 or more days absent will decrease from 42 percent (2024) to 38 percent.
<b>Target 2.2</b>	By 2029, the positive percentage endorsement rate will be maintained or improve in the Student Attitudes to School Survey factors. a. Managing bullying from 55% (2024) to 59% b. Sense of connectedness from 54% (2024) to 58% c. Student voice and agency from 43% (2024) to 50% d. Teacher concern from 38% (2024) to 42% and reduce not positive from 44% (2024) to 36% e. Advocate at school at 67% (2024) f. Attitudes to attendance from 77% (2024) to 80%.
<b>Target 2.3</b>	By 2029, the positive percentage endorsement rate will improve in the Parent/Caregiver/Guardian Opinion Survey factors. a. Managing bullying from 71% (2024) to 75% b. Teacher communication from 62% (2024) to 66% c. Student motivation and support from 57% (2024) to 61% d. General school satisfaction from 79% (2024) to 82%.
<b>Key Improvement Strategy 2.a</b> Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Adopt a multi-tiered school wide approach to enable a positive climate for learning and enhance school connectedness.
<b>Key Improvement Strategy 2.a</b>	

<p>Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	
<p><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</p>	
<p><b>Key Improvement Strategy 2.b</b> Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</p>	<p>Strengthen student aspirations, resilience and wellbeing capabilities through evidence-based programs 7-12.</p>
<p><b>Key Improvement Strategy 2.c</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	<p>Enhance the whole school approach to careers education by integrating career development activities across the curriculum and providing targeted support for students to explore and plan their career pathways through My Career Exploration, My Career Insights, and My Career Portfolio.</p>
<p><b>Key Improvement Strategy 2.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</p>	
<p><b>Key Improvement Strategy 2.c</b></p>	

Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	
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