

Mordialloc College Strategic Plan 2017-2020

Endorsement	Principal:	School council:	Delegate of the Secretary:	Re-Endorsement (if a Goal, KIS or Target is changed)	Re-endorsement (if a Goal, KIS or Target is changed)
	Michelle Roberts	Nicky Hersey	Chris Chant	[name] [date]	[name] [date]
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	Michelle Roberts	Nicky Hersey	Chris Chant	[name] [date]	[name] [date]

School vision	School values	Context and challenges	Intent, rationale and focus
Mordialloc College provides a challenging learning environment where students feel safe and supported to succeed in a wide range of opportunities and pathways. Our students will become confident, successful and valuable citizens in their local and global communities.	<p>Values are shared beliefs about how we work together. They influence our choices and provide a framework to guide our intentions, actions and decisions in the workplace and in the communities in which we operate. The following four core values we believe will lay the foundation for our future success.</p> <p>Personal Best - Work to the best of your ability. Pursue excellence, try hard and constantly seek to improve. Integrity - Be true to yourself by doing what is right. Be honest and trustworthy. Respect - Treat everyone with equal consideration. Be accepting of others and their differences. Responsibility - Be accountable for your actions. Contribute positively to the school and wider community.</p>	<p>Mordialloc College is a single campus 7-12 college and has been an integral part of the local community since its establishment in 1924. It celebrated 90 years of education in 2014. There is a diverse range of families from mixed demographics and from an SFO of 0.51 in 2012 has reduced to 0.4705 in 2017. This change reflects an improved SES of the school. Student enrolment at the College had been fairly consistent at 575-600 students. In 2015, there was a significant increase in Year 7 enrolments (150 compared to 100 the previous year) and this was been repeated in 2016. With 200 Year 7 enrolments in 2017, the total student enrolment will be 770 plus up to 30 International Students. The College is expected to continue to grow over the next few years. Projected enrolments have the College at 900 students by 2019 (1000 by 2020). Gender mix across the College is slightly uneven with male students comprising 60%.</p> <p>As a rapidly growing school each year now a number of new teachers are inducted. Variation and consistency in teacher practice, maintaining our strong focus on relationships, student connectedness to peers and school and improving academic outcomes Years 7-12 are the key challenges as we continue to grow.</p>	<p>Student Achievement: If teachers and students have high expectations and practice excellence is built through feedback, coaching and learning in collaborative teams, student learning growth and VCE outcomes will improve.</p> <p>Student Engagement: If students have an authentic voice in their own learning, and school processes and practices encourage them to plan their own pathways, then learning confidence and high aspirations for their futures will be built</p> <p>Student wellbeing: If preventative programs and social and emotional learning is integrated in learning, together with wellbeing support for students and families, health and wellbeing will be fostered</p> <p>Our key focus areas will continue to revolve around Excellence in Teaching and Learning and the implementation of Curiosity and Powerful Learning.</p>

Four-year goals (for improving student achievement, engagement and wellbeing)	Improvement Priorities, Initiatives and/or Dimensions	Key improvement strategies	Targets (for improving student achievement, engagement and wellbeing)																		
<p>Achievement</p> <p>1. To improve the VCE all study score to above the state.</p> <p>2. To maximise student learning growth for all students 7-12 across all learning areas.</p>	<p><i>Excellence in teaching and learning:</i> Building practice excellence, evidence-based high impact strategies and Curriculum planning and Assessment</p>	<p>KIS 1. Develop precision in teacher practice using agreed lesson structures and challenging learning tasks that reflect high expectations for student learning and strengthen feedback and coaching for staff</p> <p>Year 1:</p> <ul style="list-style-type: none"> Continue to implement CPL with a targeted professional development program focused on adopting consistent teaching protocols and incorporating Models of Practice (whole school approach) to continue to facilitate effective teacher collaboration Review of 1:1 ipad and BYOD program and implement professional development for all staff in effective use of 1:1 devices Implementation of 5 new school programs (Japanese, STEM, Digital Literacy, MEX 2.0, VCAL Foundation) SEAL curriculum review/alignment to Victorian Curriculum and VCE Professional development program to continue with alignment of Victorian Curriculum, VCE study designs and VCAL (with a focus on Year 9 and 10) and teaching practice Continue Triad coaching model and continue to build capacity of all teachers as coaches in giving effective feedback New staff induction program catering for the significant number of new staff to the College <p>Year 2:</p> <ul style="list-style-type: none"> Continue to implement CPL with a targeted professional development program focused on Set Challenging learning tasks (incorporating Higher Order questioning) Implementation of changes as a result of evaluation of 5 new programs and changes as a result of SEAL curriculum review/alignment Continue to refine and implement PD on targeted needs of staff in relation to the impact of learning programs Continue Triad coaching model Evaluate and continue to develop as the school continues to grow the new staff induction program 	<p>By 2020:</p> <ul style="list-style-type: none"> VCE All study score to be at least 30 (baseline 27.4 2015) Improve percentage receiving scores of 40+ to the state average or above (baseline 2% 2015) Achieve a positive skewed distribution in teacher judgments based on the achievement standards of the Victorian Curriculum (need to revise once baseline data from 2017 is available) Increase the percentage of students achieving above at Bands 9&10 in NAPLAN to at least 20% and decrease the percentage below the national minimum standard to less than 20% <table border="1"> <thead> <tr> <th>Y 9 NAPLAN 2016</th> <th>Bands 9&10</th> <th>At /below min</th> </tr> </thead> <tbody> <tr> <td>G&P</td> <td>18.2 %</td> <td>23.9%</td> </tr> <tr> <td>Reading</td> <td>22.7%</td> <td>18.2%</td> </tr> <tr> <td>Spelling</td> <td>14.8%</td> <td>25%</td> </tr> <tr> <td>Writing</td> <td>12.6%</td> <td>27.6%</td> </tr> <tr> <td>Numeracy</td> <td>17.8%</td> <td>13.3%</td> </tr> </tbody> </table>	Y 9 NAPLAN 2016	Bands 9&10	At /below min	G&P	18.2 %	23.9%	Reading	22.7%	18.2%	Spelling	14.8%	25%	Writing	12.6%	27.6%	Numeracy	17.8%	13.3%
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		<p>KIS 2. Develop and embed rigorous, reliable and well differentiated assessment practices to support quality learning outcomes for all students</p> <p>Year 1:</p> <ul style="list-style-type: none"> Continue to implement CPL with a targeted professional development program focused on a commitment to assessment for learning and triad observations to support implementation Continue to provide professional development for staff to improve data literacy and build capacity of teachers in analyzing, interpreting and triangulating data Continue to develop teacher capacity on differentiated learning with a particular focus on extension and the ability to assess student performance accurately (include continuing to build confidence and skill for making teacher judgements 7-10) Continue intervention program at Year 7 & 8 and introduction of elective at Year 9, including building staff capacity Development of Annual action plans by LT's on a specific focus for whole school improvement in literacy, numeracy and VCE outcomes, with targeted strategies Build the capacity of Middle Leadership (YLC's and LAL's) to lead meaningful team collaboration (curriculum design and unit planning, data analysing & tracking, common assessment, moderation and team reflection on impact of teaching) <p>Year 2:</p> <ul style="list-style-type: none"> Continue to implement CPL with a targeted professional development program focused on connecting feedback to data Review reporting process to ensure alignment with implementation of Vic Curriculum and CPL focus on feedback Evaluate intervention program and Year 9 elective Appraise meeting structure to ensure time for staff to scrutinize impact of student progress as a result of data tracking/analysis review and implement outcomes Continue to refine and implement PD on targeted needs of staff in relation to the impact of learning programs on student growth data Review whole school rollover and ensure effectiveness of content taught Development of Annual action plans by LT's on a specific focus for whole school improvement in literacy, numeracy and VCE outcomes, with targeted strategies <p>Year 3:</p> <ul style="list-style-type: none"> Continue to implement CPL with a targeted professional development program focused on Inquiry focused teaching, implementing cooperative groups and incorporating different Models of Practice (including cooperative group work) Implement and review new reporting process Consolidate intervention program across the College Reflect and modify outcomes from implementation of review of whole school data tracking and analysis, including data handover process and data collection processes at the college Continue to refine and implement PD on targeted needs of staff in relation to the impact of learning programs on student growth data Development of Annual action plans by LT's on a specific focus for whole school improvement in literacy, numeracy and VCE outcomes, with targeted strategies Team meeting protocols embedded and revised meeting structure introduced <p>Year 4:</p> <ul style="list-style-type: none"> Review CPL theories of action and impact on assessment and student learning growth Review college progress against actions and achievement milestones 	<ul style="list-style-type: none"> School staff survey-school climate: improvement in academic focus to at least 70% endorsement and teacher collaboration to above 50% (2015 mean score academic focus 63.87 (47% endorsement); Teacher collaboration 57.55 (34.8% endorsement)) 																								
<p>Engagement</p> <p>3. Develop confident and engaged students who have an authentic voice in planning their own learning pathway in and beyond the school.</p>	<p><i>Positive Climate for Learning:</i> Intellectual engagement and self-awareness</p>	<p>KIS 3. Develop and implement processes and practices to strengthen transition into, through and beyond the school.</p> <p>Year 1:</p> <ul style="list-style-type: none"> Continue to improve course counselling and subject selection process by ensuring a more rigorous use of data and thorough training process for staff in course counselling Improve parent/student knowledge and understanding of pre-requisites and possible pathways choices from Yr. 7 to 12 (including tertiary enhancement for SEAL) Strengthen transition processes and programs with greater preparation at Year 9&10 in particular Target careers program to match College expectations of high achievement and develop Career Action plans across Years 7-12 (with particular focus at Year 9) Review current VETiS offerings (external and internal) and strength future of each 'in-house' program, particularly for continuation of Advance Review, and develop support and resource for International Students Program across Years 7-12 	<p>By 2020:</p> <ul style="list-style-type: none"> Improve Attitudes to School Survey variables. For example, teaching and learning variables (school connectedness, student motivation, stimulating learning, learning confidence, teacher effectiveness) with a particular focus on the middle years (Years 7-9) 																								



		<p>Year 2:</p> <ul style="list-style-type: none"> Increase offering of in-house VETIS offerings to include a wider variety of programs through partnerships Develop university 'taster' programs /days for promoting tertiary enhancement programs Consolidate International Students program through resourcing, staffing and clarification of pathway (ie subjects, requirements, etc) Enhance Careers Program to extend College expectations of high achievement and embed Career Action plans across Years 7-12 (with particular focus at Year 9) Maintain use of student data files in subject selection and rollover program <p>Year 3:</p> <ul style="list-style-type: none"> Consolidate VETIS program and continue to promote to outside schools Embed expectations for SEAL pathway into tertiary enhancement programs Embedded international Students Program within all College programs Establish program in the Middle School for sustaining initial parent engagement from Yr. 6 to Yr. 9 <p>Year 4:</p> <ul style="list-style-type: none"> Review VETIS offerings for effectiveness of student transitions and achievement Review International Students Program 	<p><i>Baseline data - 2016 mean scores and percentile scores</i></p> <table border="1"> <thead> <tr> <th></th> <th>Yr 7</th> <th>Yr 8</th> <th>Yr 9</th> <th>Yr 10</th> <th>Yr 11</th> <th>Yr 12</th> </tr> </thead> <tbody> <tr> <td><i>School connectedness</i></td> <td>3.84 21.7</td> <td>3.41 24.7</td> <td>3.58 64.7</td> <td>3.67 83.9</td> <td>3.82 90.3</td> <td>3.67 71.8</td> </tr> <tr> <td><i>Student Motivation</i></td> <td>4.25 18.6</td> <td>4.05 16.6</td> <td>4.15 43.7</td> <td>4.15 54.5</td> <td>4.15 54.5</td> <td>4.10 41.5</td> </tr> <tr> <td><i>Stimulated Learning</i></td> <td>3.51 49.2</td> <td>2.93 28.1</td> <td>3.19 71.9</td> <td>3.28 80.1</td> <td>3.55 92.7</td> <td>3.57 86.1</td> </tr> <tr> <td><i>Learning Confidence</i></td> <td>3.79 27.1</td> <td>3.56 19.3</td> <td>3.64 54.2</td> <td>3.71 76.4</td> <td>3.91 95.5</td> <td>3.71 65.2</td> </tr> <tr> <td><i>Teacher Effectiveness</i></td> <td>4.09 70.8</td> <td>3.54 39.0</td> <td>3.77 80.0</td> <td>3.77 85.3</td> <td>3.95 92.7</td> <td>3.94 83.6</td> </tr> </tbody> </table>		Yr 7	Yr 8	Yr 9	Yr 10	Yr 11	Yr 12	<i>School connectedness</i>	3.84 21.7	3.41 24.7	3.58 64.7	3.67 83.9	3.82 90.3	3.67 71.8	<i>Student Motivation</i>	4.25 18.6	4.05 16.6	4.15 43.7	4.15 54.5	4.15 54.5	4.10 41.5	<i>Stimulated Learning</i>	3.51 49.2	2.93 28.1	3.19 71.9	3.28 80.1	3.55 92.7	3.57 86.1	<i>Learning Confidence</i>	3.79 27.1	3.56 19.3	3.64 54.2	3.71 76.4	3.91 95.5	3.71 65.2	<i>Teacher Effectiveness</i>	4.09 70.8	3.54 39.0	3.77 80.0	3.77 85.3	3.95 92.7	3.94 83.6
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		<p>KIS 4. Plan learning sequences and activities that strengthen authentic student voice and self-directed learning.</p> <p>Year 1:</p> <ul style="list-style-type: none"> Improve student leadership opportunities through introduction of varied roles and responsibilities and by raising the profile of student leaders within the College and Community Investigate and establish regular platform for celebrating and sharing student achievement Expand leadership roles within College House System to enhance student identity and belonging <p>Year 2:</p> <ul style="list-style-type: none"> Investigate and develop learning sequences and curriculum for teaching student metacognition and learning skills in learning areas Engage students and families in personal and academic goal/target setting Embed platform for celebrating and sharing student achievement Strengthen House, sub-School and College Leadership positions through regular and recognized activities. <p>Year 3:</p> <ul style="list-style-type: none"> Establish College-wide process for engaging families in personal and academic goal/target setting and reviewing Refine sequences in curriculum areas for focusing metacognition and key learning skills and ensure consistency across year levels Integrate sharing of student voice into platform for sharing student success and achievement <p>Year 4:</p> <ul style="list-style-type: none"> Integrate lesson sequences/curriculum for developing metacognition, study habits and learning skills across learning areas and year levels Review College House system and leadership positions for providing platform for authentic voice and student self-direction Review Mentor and Learning Skills units/sequences/activities for enabling greater self-direction in student learning 	<p><i>Track each cohort with a goal of achieving positive growth from Year 7-9 with a particular focus on learning confidence and motivation; and in Year 8 also growth in stimulated learning. For Years 10-12, to maintain or continue to increase on all measures</i></p> <p><i>Note: there will be a new online survey in 2017 aligned to FISO, therefore may need to reset targets for 2018-2020</i></p> <ul style="list-style-type: none"> Improve proportion in further education and training –see Jane for realistic target. Greater than 90% of year 12 students continuing their education and training with at least 50% University and less than 4% unemployed Improve real retention 7-12 from 51.3 (2015) to 60; and improve real retention 7-10 from 71.9 (2015) to 80 																																										
<p>Wellbeing 4. To empower confident, healthy and resilient students.</p>	<p><i>Positive Climate for Learning: Health and Wellbeing</i></p>	<p>KIS 5. Build student resilience and identify and respond to the needs of specific groups or individual students through a documented and implemented wellbeing approach.</p> <p>Year 1:</p> <ul style="list-style-type: none"> Continue to improve and implement SEL capabilities into My Mentor Program and MEX 2.0 Reviewing the My Mentor Program in line with SEL and the school's other priorities (pathways, Student-led Conferences, etc...) Training staff and parents about the SAFEMINDS resource Continue to implement and collect SDQ data (Yr7-9) and share with appropriate staff Review the processes associated with the management of school attendance/refusal (possible - Introduce an award system for excellent attendance) Develop a health and wellbeing plan across the year levels 7-12 (based on data from attitudes to school, resilience and SDQ) and determine the protective factors that we can have an impact on with the implementation of particular strategies Continue to develop and publicise the house system to include broad range of extra curricula activities to support College culture and leadership Increase our strategic work with KYS to assist with the delivery of supportive programs, with a specific focus on increasing connectedness to school for boys, and building resilience for all students Review the transition programs across the college for new students 7-12 Increase resources in wellbeing team to cater for rapid increase in student numbers 	<p>By 2020:</p> <ul style="list-style-type: none"> Improve Attitudes to School Survey variables 7-12. For example student relationship variables (connectedness to peers and safety) and wellbeing variables (morale and student distress) <p><i>Baseline data - 2016 mean scores and percentile scores</i></p> <table border="1"> <thead> <tr> <th></th> <th>7</th> <th>8</th> <th>9</th> <th>10</th> <th>11</th> <th>12</th> </tr> </thead> <tbody> <tr> <td><i>Connectedness to Peers</i></td> <td>4.15 54.2</td> <td>4.07 76.9</td> <td>3.89 46.1</td> <td>3.96 71.9</td> <td>4.13 92</td> <td>4.13 80.8</td> </tr> <tr> <td><i>Safety</i></td> <td>4.43 69.8</td> <td>4.42 83.7</td> <td>4.28 47.1</td> <td>4.58 90.8</td> <td>4.52 77.8</td> <td>4.64 79.8</td> </tr> </tbody> </table>		7	8	9	10	11	12	<i>Connectedness to Peers</i>	4.15 54.2	4.07 76.9	3.89 46.1	3.96 71.9	4.13 92	4.13 80.8	<i>Safety</i>	4.43 69.8	4.42 83.7	4.28 47.1	4.58 90.8	4.52 77.8	4.64 79.8																					
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		<p>Year 2:</p> <ul style="list-style-type: none"> Review current Restorative Practices training and implementation across the college Implementation of the updated My Mentor Program across the whole school Continue to enhance teachers and parents understanding of the SAFEMINDS resource (staff workshops, parents evenings) Implement improvements to the transition programs for new students 7-12 Investigate opportunities to engage parents in their child's learning Continue to with KYS to assist with the delivery of supportive programs, with a specific focus on increasing connectedness to school for boys, and building resilience for all students Continue to develop and publicise the house system to include broad range of extra curricula activities to support College culture and leadership 	<table border="1"> <tr> <td><i>Student Distress</i></td> <td>5.67</td> <td>5.18</td> <td>5.05</td> <td>5.31</td> <td>5.32</td> <td>4.83</td> </tr> <tr> <td></td> <td>58.3</td> <td>42.4</td> <td>74.2</td> <td>87.3</td> <td>91.3</td> <td>60.3</td> </tr> <tr> <td><i>Student Morale</i></td> <td>5.06</td> <td>4.70</td> <td>4.62</td> <td>4.79</td> <td>4.88</td> <td>4.76</td> </tr> <tr> <td></td> <td>27.1</td> <td>40.3</td> <td>64.7</td> <td>81.5</td> <td>91.3</td> <td>79.8</td> </tr> </table>	<i>Student Distress</i>	5.67	5.18	5.05	5.31	5.32	4.83		58.3	42.4	74.2	87.3	91.3	60.3	<i>Student Morale</i>	5.06	4.70	4.62	4.79	4.88	4.76		27.1	40.3	64.7	81.5	91.3	79.8
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		<p>Year 3:</p> <ul style="list-style-type: none"> Implement improvements to Restorative Practices training and implementation across the college To implement programs designed to engage parents in their child's learning Continue to review and improve My Mentor Program across the whole school Continue to with KYS to assist with the delivery of supportive programs, with a specific focus on increasing connectedness to school for boys, and building resilience for all students 	<ul style="list-style-type: none"> Track each cohort with a goal of achieving positive growth from Year 7-9 and in Years 10-12, to maintain or continue to increase on all measures <p><i>Note: there will be a new online survey in 2017 aligned to FISO, therefore may need to reset targets for 2018-2020</i></p> <ul style="list-style-type: none"> Maintain positive/continue to improve Parent Opinion Survey variables. For example connectedness to peers, school connectedness and safety. 																												
		<p>Year 4:</p> <ul style="list-style-type: none"> Continue to with KYS to assist with the delivery of supportive programs, with a specific focus on increasing connectedness to school for boys, and building resilience for all students Continue to revise and improve programs designed to engage parents in their child's learning Continue to revise and improve Restorative Practices training and implementation across the college 	<p><i>Baseline data - 2016 mean scores and percentile scores</i></p> <table border="1"> <thead> <tr> <th></th> <th>Mean</th> <th>Percentile</th> </tr> </thead> <tbody> <tr> <td><i>Connectedness to Peers</i></td> <td>6.01</td> <td>89.4</td> </tr> <tr> <td><i>School connectedness</i></td> <td>5.50</td> <td>86.9</td> </tr> <tr> <td><i>Safety</i></td> <td>5.98</td> <td>76.7</td> </tr> <tr> <td><i>Student Motivation</i></td> <td>5.36</td> <td>86.0</td> </tr> </tbody> </table> <ul style="list-style-type: none"> To improve student attendance at Years 7-10 by 2 days average per EFT student and one day at Years 11-12 (2015 Baseline – Year 7 13.05, Year 8 15.57, Year 9 20.91, Year 10 12.29, Year 11 12.56, Year 12 9.97) Increase the number of students attending school above 85% (need baseline data) 		Mean	Percentile	<i>Connectedness to Peers</i>	6.01	89.4	<i>School connectedness</i>	5.50	86.9	<i>Safety</i>	5.98	76.7	<i>Student Motivation</i>	5.36	86.0													
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