

School Strategic Plan 2021-2024

Mordialloc College (8075)



Submitted for review by Michelle Roberts (School Principal) on 10 November, 2020 at 09:36 AM
Endorsed by Leanne Marshall (Senior Education Improvement Leader) on 10 November, 2020 at 11:16 AM
Endorsed by Ian Fox (School Council President) on 10 November, 2020 at 01:09 PM

School Strategic Plan - 2021-2024

Mordialloc College (8075)

<p>School vision</p>	<p>Vision: Mordialloc College students aspire to achieve their Personal Best in all endeavours.</p> <p>Our mission is to provide a stimulating learning environment where all students feel safe and supported to succeed in a wide range of opportunities and pathways. Our students will become confident, successful, and invested members of our community and beyond.</p>
<p>School values</p>	<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 within the communities in which we operate. The following four core values we believe will continue to 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.</p> <p>Integrity - Be true to yourself by doing what is right. Be honest and trustworthy.</p> <p>Respect - Treat everyone with equal consideration. Be accepting of others and their differences.</p> <p>Responsibility - Be accountable for your actions. Contribute positively to the school and wider community.</p>
<p>Context challenges</p>	<p>The College has grown significantly over the last 4-5 years and as such has nearly doubled in size. This has resulted in over 60% of staff having been employed during this time. Despite this we have made significant improvements in academic outcomes. Consistency of teacher practice will continue to be a focus area and improving teachers ability to analyse data to differentiate learning, engage in moderation practices and provide regular feedback to students to meet the needs of all learners. This will be facilitated through our PLC structures.</p> <p>School numbers should start to stabilise over the next SSP period, however, new teacher induction will continue to be important, especially those teachers new to teaching VCE and VCAL as our bigger cohorts move through Year 11 and 12 in the coming years. The promotion of VCAL as a viable and credible pathway is an identified area for improvement. Embedding student voice and developing student agency will also be important, along with ensuring we have a strong wellbeing model, developing a consistent approach to student wellbeing, behaviours and connectedness.</p> <p>Like all schools, the College will be focused on supporting our students post COVID and remote learning, to ensure we are meeting the three DET priorities of 1/ learning catch up and extension 2/ happy, healthy and active kids and 3/ connected schools.</p>
<p>Intent, rationale and focus</p>	<p>The College is continuing to focus on improving all outcomes across student achievement, engagement and wellbeing over the next four year period. Our aim is for all students to aspire to achieve their personal best in all endeavours.</p> <p>The College has enjoyed a significant improvement in teaching and learning outcomes for students over the previous SSP that saw</p>

more students achieving in the top 2 NAPLAN bands, fewer students achieving in the bottom 2 NAPLAN bands, more students enjoying high Relative Growth and a significant improvement in the College median and mean VCE study scores. The challenge for the College is to improve VCE scores as predicted by GAT results (VASS report 10), continue to lessen the number of students in the bottom 2 NAPLAN bands and see closer alignment between teacher judgement and NAPLAN.

Student voice has developed over the past SSP cycle. The College has a student voice committee and student agency is evident in some classes. The College seeks to develop practices and strategies to further develop student voice and agency that lead to improved achievement, engagement and wellbeing for all students.

Over the last SSP cycle the College saw improved perceptions of wellbeing in students at years 7, 11 and 12. In contrast those perceptions over that period generally declined at years 8, 9, and 10. It should be noted that over the past four years the College student population has grown significantly. Our focus going forward is on improving student and school connectedness and other key student engagement and wellbeing variables with a particular focus on Years 8-10 students.

The initial focus in 2021 will be ensuring we meet the three DET priorities set for all schools post COVID and remote learning.

School Strategic Plan - 2021-2024

Mordialloc College (8075)

Goal 1	To maximise the learning growth for all students 7-12 across all learning areas and pathways
Target 1.1	By 2024 the proportion of VCE studies with estimated adjusted scores \geq zero (according to VASS report 10), will increase from 23.5 per cent (four out of seventeen studies) in 2019 to 50 per cent.
Target 1.2	By 2024 the proportion of students successfully completing VCAL at each year level will increase from 69 per cent (average across Foundation, Intermediate and Senior) to 100 per cent.
Target 1.3	By 2024 the proportion of Year 9 students in NAPLAN Literacy: <ul style="list-style-type: none">• in the bottom two NAPLAN bands of Reading will remain under 20 per cent (19 per cent 2019)• in the bottom two NAPLAN bands of Writing will decrease from 21 per cent in 2019 to under 20 per cent• achieve more than 25 per cent high benchmark growth and less than 20 per cent low benchmark growth on a sustained three-year average in all areas of literacy.
Target 1.4	By 2024 the proportion of Year 9 students in NAPLAN Numeracy: <ul style="list-style-type: none">• in the bottom two NAP bands of Numeracy will remain under 15 per cent (14 per cent 2019)• in the top two NAPLAN bands of Numeracy will increase from 29 percent in 2019 to more than 30 per cent• achieve more than 30 percent high benchmark growth and less than 20 per cent low benchmark growth on a sustained three year-average in numeracy.

Target 1.5	<p>By 2024 decrease the percentage of students achieving D and E results in English and Mathematics from teacher judgements to 20 per cent from:</p> <ul style="list-style-type: none"> • Reading and viewing 47.26% in 2019 • Speaking and listening 41.38% in 2019 • Writing 68.91% in 2019 • Measurement and geometry 54.45% in 2019 • Number and algebra 58.81% in 2019 • Statistics and probability 54.66% in 2019
Key Improvement Strategy 1.a Evidence-based high-impact teaching strategies	Improve teacher capacity in VCE with a focus on teacher expectations of student capability, assessment and moderation knowledge and content development from year 7-12
Key Improvement Strategy 1.b Building practice excellence	Promote VCAL as a viable and credible pathway for all students and improve teacher capability to deliver VCAL with a rigorous and engaging curriculum
Key Improvement Strategy 1.c Evaluating impact on learning	Improve teacher capability to differentiate learning, engage in moderation and provide feedback process to improve learning
Goal 2	To strengthen voice and improve student agency across the college
Target 2.1	<p>By 2024 increase the Attitude to School Survey (AtoSS) student engagement variables at Years 8, 9 and 10:</p> <ul style="list-style-type: none"> • Positive response on 'Student voice and agency' from (Year 8 36 per cent), (Year 9 34 per cent), (Year 10 41 per cent) to 45 per cent • Positive response on 'Motivation and interest' from (Year 8 46 per cent), (Year 9 55 per cent), (Year 10 53 per cent) to 60 per cent

	<ul style="list-style-type: none"> • Positive response on 'Stimulated learning' from (Year 8 49 per cent), (Year 9 51 per cent), (Year 10 49 per cent) to 55 per cent
Target 2.2	<p>By 2024 increase the Parent Opinion Survey (POS) variables:</p> <ul style="list-style-type: none"> • Positive response on 'Stimulating learning environment' from 69 per cent to 75 per cent • Positive response on 'Student motivation and support' from 65 per cent to 70 per cent • Positive response on 'Student agency and voice' from 80 per cent to 85 per cent
Target 2.3	<p>By 2024 increase the School Staff Survey (SSS) variables:</p> <ul style="list-style-type: none"> • Positive response on 'Use student feedback to improve practice' from 71 per cent to 75 per cent • Positive response on 'Promote student ownership of learning goals' from 63 per cent to 66 per cent • Positive response on 'Plan differentiated learning activities' from 55 per cent to 60 per cent
Key Improvement Strategy 2.a Empowering students and building school pride	Inquire, develop and implement a whole school strategy with students, parents and staff to embed student voice and agency
Key Improvement Strategy 2.b Building practice excellence	Continue to develop teacher practice to use student feedback to improve teaching practice and plan differentiated learning activities
Goal 3	Improve student connectedness and resilience
Target 3.1	<p>By 2024 increase the following Attitude to School Survey (AtoSS) student engagement variables at years 8, 9 and 10:</p> <ul style="list-style-type: none"> • Positive response on 'Sense of connectedness' from (Year 8 44 per cent), (Year 9 45 per cent), (Year 10 48 per

	<p>cent) to 55 per cent</p> <ul style="list-style-type: none"> • Positive response on 'Teacher concern' from (Year 8 29 per cent), (Year 9 32 per cent), (Year 10 37 per cent) to 45 per cent • Positive response on 'Managing bullying' from (Year 8 46 per cent), (Year 9 50 per cent), (Year 10 55 per cent) to 60 per cent • Positive response on 'Resilience from' (Year 8 61 per cent), (Year 9 59 per cent), (Year 10 59 per cent) to 70 per cent • Positive response on 'Effective classroom behaviour' from (Year 8 54 per cent), (Year 9 51 per cent), (Year 10 54 per cent) to 65 per cent • Positive response on 'High expectations for success' from (Year 8 75 per cent), (Year 9 70 per cent), (Year 10 64 per cent) to 80 per cent at Year 8 and 75 per cent Year 9 and Year 10.
Target 3.2	<p>By 2024 increase the following Parent Opinion Survey (POS) variables:</p> <ul style="list-style-type: none"> • Positive response to 'Managing Bullying' from 79 per cent to 84 per cent • Positive response to 'Student Connectedness' from 87 per cent to 92 per cent.
Target 3.3	<p>By 2024 improve Year 7-12 student attendance from 17.05 average days absence per EFT student in 2019 to 15 average days absence per EFT student in 2024.</p>
Key Improvement Strategy 3.a Setting expectations and promoting inclusion	<p>Review the College practice of Restorative Justice and key aspects of School Wide Positive Behaviours (SWPBS)</p>
Key Improvement Strategy 3.b Setting expectations and promoting inclusion	<p>Develop a consistent approach to student wellbeing, behaviours and connectedness</p>

