

School Strategic Plan for Mirboo North Secondary College

8050

2016 - 2019

The grey boxes included throughout this template denote either components of the School Strategic Plan that are mandated by either legislative or regulatory requirements, or drafting notes to support schools in their development of the plan.

Please remove these notes once the Plan is complete.

Purpose

A quality strategic plan that engages the whole school community in its development ensures that the school is united by a common purpose. The plan helps to establish a clear and shared understanding of the school's strategic direction for the next four years, expressed through goals, targets and key improvement strategies.

The School Strategic Plan draws on the information gathered and directions identified through the school self-evaluation and review processes.

It is informed by extensive consultation with students, staff, parents and carers, and engagement with the broader community including relevant community agencies and business.

Importantly, the Plan is a living document; if the circumstances of the school change, then so too should the plan. The School Strategic Plan can be modified at any time through a process of re-endorsement by the Principal, School Council President, and the delegate of the Secretary of the Department of Education and Early Childhood Development.

Legislative context

The development of the School Strategic Plan is required under the *Education Training and Reform Act 2006 Section 2.3.24, subsection (1.)* The Act states that:

"A school council must, in accordance with any Ministerial Order, prepare a school plan that sets out the school's goals and targets for the next 4 years and the strategies for achieving those goals and targets."

Effective planning

There is no single best way to develop a quality strategic plan, but there are common processes that underpin effective planning. These include:

- Engaging the whole school community in the development process
- Defining the school's vision, purpose and values
- Focusing on a 'desired future' for the school, its students and the community more broadly.
- Agreeing on a discrete set of outcomes to be achieved over the next four years
- Selecting a small number of improvement strategies that, based on the available evidence and the context of the school, will most likely lead to the achievement of the agreed outcomes.
- Planning the implementation of each strategy, with clear allocation of resources, roles and

responsibilities to the achievement of each step

- Identifying, in the form of milestones and targets, what success will look like when it has been achieved.

Note for Priority Review schools:

Where a school has participated in a Priority Review, the Design Team, convened by the Senior Advisor, will work with the school to develop the School Strategic Plan.

The School Strategic Plan should include the intervention goals, key improvement strategies and targets to address the issues identified in the review report. The school may have other goals that it wishes to progress in addition to those arising from the review.

The School Strategic Plan will guide the interventions while the Annual Implementation Plan will detail how they are to be implemented and measured.

Endorsements

<p>Endorsement by School Principal</p>	<p>Signed.....</p> <p>Name.....</p> <p>Date.....</p>
<p>Endorsement by School Council</p>	<p>Signed.....</p> <p>Name.....</p> <p>Date.....</p> <p>School Council President's endorsement represents endorsement of School Strategic Plan by School Council</p>
<p>Endorsement by the delegate of the Secretary</p>	<p>Signed.....</p> <p>Name.....</p> <p>Date.....</p>
<p>Legislative context for endorsement</p> <p>Section 2.3.24, subsection (2) of the act states that "A school plan prepared under subsection (1) must be signed by both the president of the school council and the principal and must be submitted to the Secretary for approval within the period specified in a Ministerial Order."</p> <p>Ministerial Order 470 states that "the requirements for the school plan are set out in guidelines produced by the Department of Education and Early Childhood Development." This template forms the guidelines.</p>	

School Profile

<p>Purpose</p> <p>Mirboo North Secondary College caters for a diverse range of student needs and provides a safe, modern learning environment that allows all students to reach their potential. We believe that all students can learn, teachers provide a challenging and engaging curriculum and the school offers a range of extra-curricular activities. Our students are exceptional young people that are able to achieve their goals in an environment that supports their development in all areas: - Physical, Social, Emotional, and Academic. Students are encouraged to have a voice in their education. Teachers are all qualified and value learning and are skilled in supporting all students.</p>	
<p>Purpose</p>	<p>Students are interested and curious about their world. They have responsible input into the type of learning they do and understand the purpose of the task. The material is challenging, students are eager to extend their understanding and knowledge; they question their learning and know when they achieve success. The school provides a respectful, caring, dynamic and global learning environment that engages students in their personal learning goals. Students develop a desire to learn in a tolerant and accepting community where lifelong friendships are attainable. Students are provided with opportunities to develop vocational, academic and life skills</p>
<p>Values</p>	<p>We place great emphasis on the development of skills to equip students to adapt to their future roles in society and develop commitment to their community.</p> <p>At Mirboo North Secondary College our students will be encouraged to:</p> <ul style="list-style-type: none"> • be personal/self managers of their own learning • reach beyond their personal best • connect with their learning through the responsible use of 21st century technologies • work independently whilst being active team members • use initiative and solve problems in innovative ways • be able to communicate effectively and appropriately

	<ul style="list-style-type: none"> • act responsibly, be community minded and demonstrate leadership skills • Reach their potential and be proud of their achievements <p>We will encourage and support our students in the pursuit of excellence.</p> <p>The school code of conduct covers the following three areas</p> <p>RESPECT means showing care and concern for other people and property</p> <p>TRUST means being fair, honest and trustworthy. Being responsible and behaving in a responsible manner</p> <p>PRIDE means being proud of your achievements and the achievements of others in the school</p> <p>Our school Code of Conduct will be demonstrated in the following behaviours:</p> <ul style="list-style-type: none"> • Showing respect for all school community members • Being responsible for your own actions • Being an active learner • Following school policies and guidelines
<p>Environmental Context</p>	<p>Social – community and demographics</p> <p>Mirboo North SC is a small rural school located approximately 140 km south east of Melbourne in the South Gippsland Shire. Currently we have 316 students enrolled and approx 33 staff (teaching and non-teaching).</p> <p>Enrolment figures for the next few years appear to be steady but the school has had to put a huge effort into marketing and program development to ensure we still attract and retain students at the college. The school is currently in a low demographic and this will have implications for programs over the next few years. However we are developing a strategy to ensure we attract and retain students because of our reputation for meeting the learning needs of all students and the safe, modern, technology rich environment in which they have to learn.</p>

Our school is made up of a diverse student population however most are from farming backgrounds, tradespeople, small businesses with a mix of professionals. There are approx 33% of families eligible for welfare support. We have 7 indigenous students within the school population. Funded special needs students make up 2% of the student population. The majority of students are from English speaking backgrounds but there is still a cultural mix within the community.

Through our global learning projects with China and Germany we are creating an environment where inter-cultural understanding is nurtured and prepares our students for the global world in which they live.

The staff profile includes a mix of experienced and less experienced teachers and the school has been fortunate in attracting high quality applicants for positions as they become available. The staff are quite stable and many have made lifestyles decisions to locate in this great rural area, meaning that they are committed to the school now and into the future.

Over the past five years the school has critically evaluated the student learning needs for now and into the future. As a result the following courses have been developed and implemented for students to enable them to develop a range of 21st Century learning skills

Educational

Year 7 Get Set – An integrated curriculum program that allows students to learn in a variety of styles and makes use of learning inquiries to enhance student outcomes. The program is comprehensive and is structured to support deep learning. This is combined with traditional learning areas and is aligned with the Victorian Essential Learning Standards and supported by the use of ICT. This program allows students to be grouped in a flexible manner to suit the needs of the students.

Year 8 – Humanities

An integrated curriculum program that allows students to learn in a variety of styles and makes use of learning inquiries to enhance student outcomes. The program is comprehensive and is structured to support deep learning. This is combined with traditional learning areas and is aligned with the Victorian Curriculum and staff are evaluating aspects of the guaranteed and viable curriculum framework. This is supported by the use of technology through the Netbook program. The learning includes horticulture in addition to other student negotiated investigations.

Year 9 – Community Breakout

This was implemented for the first time in 2009. The course provides students with traditional learning for 2/3 of their time in school. The other 1/3 of their time involves a range of activities to support students in being engaged with the school and wider community. All students are eligible to receive the Duke of Edinburgh bronze award on completion of the program. During community breakout students may be involved in the following groups:

- CFA

- Landcare
- Water watch
- Community Service

In 2016 this group of students will take part in a Business/Education partnership with Murray Goulburn Devondale to challenge students in their learning and participate in real world problem solving. This is an exciting learning journey that will encourage students to think creative and actively be involved in changes to support business.

Year 10

This year is academically more vigorous. It enables students to experience English and Maths as well as a range of elective choices. The course prepares students for more challenging studies and includes a Work Ready component for students aiming towards a vocational pathway. The greater majority of students in year 10 complete a year 11 unit 1 & 2 as part of their program. The school believes that we should be preparing students for life beyond school and this is where it begins. Year 10 is an important part of the senior school and develops more mature approaches to learning. Students are provided with a safe and supportive study area with regular access to teachers.

Year 11 & 12

Students are offered a broad range of subject choices from VCE, VCAL and VET courses. Programs are tailored to individual student needs and are based on student career aspirations. VET providers are external to the school and are located in the Latrobe Valley and Leongatha. Our school is part of the South Gippsland Trade Training Alliance and offers VET programs via a blended learning model that incorporates on line and face to face teaching of the Vet components for – Electrical, Plumbing, Automotive and Horticulture.

Technological

Mirboo North SC is well serviced by a comprehensive computer network that is aligned to DET requirements. Students are able to access a wide range of ICT resources within classes through a range of stand alone and laptop computers catering for the 21st century learning needs of current and future students.

Environmental

The school is in a quiet rural setting with large ovals and well maintained attractive gardens and surrounds. There are a number of student areas which include the outdoor multi-purpose basketball court and an adolescent playground. The school was rebuilt in 2013 and provides a flexible learning space that supports learning in a variety of inside and outside settings. Staff members are located in a shared work room and have access to the social staffroom that is shared with the primary school. A senior school centre has been established which includes classroom teaching space, a senior school staff office, the careers room and a student study area.

	<p>Community Connections</p> <p>We have formed a strong connection with Mirboo North PS and this includes sharing of specialist PE staff across both schools. We are currently developing a shared strategy to improve Literacy across both schools and are sharing data to inform our teaching and learning. Local primary schools are continuing to form valuable partnerships that will ensure that we are the preferred school of choice for local students into the future.</p> <p>The school has a high fire rating scale which is of concern over the summer period.</p>
<p>Service Standards (optional)</p>	<p>Our school motto is – STRIVE TO SERVE</p> <p>Mirboo North Secondary College caters for a diverse range of student needs and provides a safe, modern learning environment that allows all students to reach their potential. We believe that all students can learn, teachers provide a challenging and engaging curriculum and the school offers a range of extra-curricular activities. Our students are exceptional young people that are able to achieve their goals in an environment that supports their development in all areas: - Physical, Social, Emotional, and Academic. Students are encouraged to have a voice in their education. Teachers are all qualified and value learning and are skilled in supporting all students. The school has an active and supportive school council. Our mission is to ensure the best educational outcomes for all of our students that equips them with the skills and abilities to nurture and ready them for the challenges of living in the 21C</p>

Strategic Direction

Purpose: A school's strategic direction is defined by goals and targets for improvement in the four outcome areas, and key improvement strategies to achieve the goals and targets.

Schools have significant flexibility in defining their goals, targets and key improvement strategies according to the needs and expectations of their community. Typically, the Strategic Plan will have one goal against each outcome area, though schools may choose to include more.

The goals, targets and key improvement strategies articulated in the School Strategic Plan will underpin individual performance and development planning for school staff.

Regulatory context

Under the *Education Training and Reform Act 2006* Section 2.3.24, subsection (1) of the Act states that:

"A school council must, in accordance with any Ministerial Order, prepare a school plan that sets out the school's goals and targets for the next 4 years and the strategies for achieving those goals and targets."

Achievement

Achievement refers to both the absolute levels of learning attainment and growth in student learning that schools strive to support.

While recognising that literacy and numeracy are essential foundations for students' success, achievement outcomes encompass a broader view of learning, spanning the full range of curriculum domains, as well as students' co-curricular achievements.

Key improvement strategies

Key improvement strategies are the high-level actions that the school will undertake to achieve its goals and targets. They represent the sequential process of change that will need to occur if the goals and targets are to be realised. Key improvement strategies are broad and are likely to take several years to implement successfully and sustainably. Implementation of the key improvement strategies will be documented in detail through the school's Annual Implementation Planning process.

Goals

Goals are aspirational statements. They define what outcomes the school is striving to achieve. Goals evolve from the school's purpose, values and context and build on the analysis of student outcomes undertaken through the self-evaluation and review processes.

- To enhance every student's achievement, across all learning domains, ensuring that both targeted support and appropriate challenge is provided.
- To develop teachers' capacity in confidently using data to inform and track student progress across the whole school, Years 7-12, especially in

1. Build teachers' capabilities in quality teaching and learning in all their classrooms.
2. Stretch the literacy and numeracy skills of every student at every level of capability across the school.
3. Alternate Faculty Professional Learning Team (PLT)

	<p>literacy and numeracy growth.</p> <ul style="list-style-type: none"> • Build academic confidence in MNCS as the local school of choice 	<p>meetings with Action Teams week about to focus on Strategic Plan priorities.</p>
<p>Targets Targets are defined measures of the successful achievement of the school's goals. Targets can take a number of forms and may focus on the outcomes achieved by all students, such as the learning growth all students will be expected to achieve, or on the outcomes of a smaller group of students.</p>	<p>Over the 4 year cycle improve student Literacy levels to be at or above like schools especially in the area of writing</p> <p>Staff will be using data regularly to inform their teaching practice to improve student outcomes</p> <p>VCE study scores above 40 and the median study score will improve over the 4 year cycle</p> <p>NAPLAN learning growth will improve by 0.4 for all students in years 7 – 9.</p> <p>All course in years 7 – 10 will be reviewed in line with the HRS framework and align with the Victorian Curriculum</p>	<p>4. Embed assessment for learning and assessment as learning tasks into everyday classroom practice across all learning areas.</p> <p>5. Extend teachers' capabilities in using available data to drive improvements in teaching, learning and assessment.</p> <p>6. Continue to strengthen VET and VCAL offerings.</p> <p>7. Develop a schedule/calendar for addressing priority issues for Faculty and Action Team meetings, term by term, across the whole school,</p>
<p>Theory of action (optional) The Theory of Action explains the rationale behind the key improvement strategies, i.e. how the strategies will achieve the goals articulated in the Plan.</p>	<ul style="list-style-type: none"> • Investigate the High Reliability Schools Framework (HRSF) as part of a collaborative process to explore aspects such as: <ul style="list-style-type: none"> ○ Level 5 Competency-Based Education. ○ Level 4 Standards-Referenced Reporting. 	

	<ul style="list-style-type: none">○ Level 3 Guaranteed and Viable Curriculum.○ Level 2 Effective Teaching in Every Classroom.○ Level 1 Safe and Collaborative Culture, with an initial focus on Level 3.• Develop an agreed Mirboo North SC Quality Teaching and Learning model that is mindful of current good practice, has a focus on what is best for student learning and aligns with Level 2 in the HRSF.• Present and use current research on quality classroom practices in developing the Mirboo North SC model, including factors like explicit learning intentions, deep learning and problem solving skills.• Build on work already begun through the New Pedagogies for Deep Learning project, to ensure staff understanding of, and skill in implementing the 6Cs in all classrooms, irrespective of the content so that it becomes part of what we do at Mirboo North SC. (6Cs: Collaboration, Character, Communication, Citizenship, Creativity and Critical thinking).• Develop a range of tools to assist teachers audit their current practice and future growth in the use of the Mirboo North SC instructional model.• Collaboratively generate a comprehensive mapping of	
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	<p>the 7-10 curriculum, and teaching and learning practices to ensure that these operate in a complementary manner, both horizontally and vertically and produce a guaranteed and viable curriculum across the school (using the backwards curriculum design model), using the HRSF.</p> <ul style="list-style-type: none"> • Consider what curriculum areas we are offering at each year level, and the number of periods allocated to each, to maximise students' opportunities for success. • Continue to share what teachers of the highly successful VCE classes are doing and ask them to share their practice through mentoring their colleagues and/or through This is How I Do it sessions for all VCE teachers - perhaps one per term in meeting time. 	
	<p>Actions Actions are the specific activities to be undertaken in each year to progress the key improvement strategies. There may be more than one action for each strategy. Schools will choose to describe actions with different levels of detail.</p>	<p>Success criteria Success criteria are markers of success. They are useful in demonstrating whether the strategies and actions have been successful. Success criteria often reflect observable changes in practice or behaviour. To simplify and focus the school's monitoring of progress, only a limited number of success criteria should be set.</p>
<p>Year 1</p>	<ul style="list-style-type: none"> • Develop a means of exploring the HRS framework to ensure that we have an agreed and viable curriculum in all faculties by the end of 2016 • Implement key elements of the New Pedagogies program with a focus on the 6 C's – for 2016 this will be on Character • Develop a whole school approach to Literacy 	<p>All faculties will have completed and documented the level 3 – Guaranteed & Viable Curriculum through the HRS framework for curriculum in years 7 – 10</p> <p>All curriculum across the school will be aligned to the Victorian Curriculum Standards and approved study designs as per the VCAA</p>

	<p>with an initial focus on the English faculty</p> <ul style="list-style-type: none"> • All teachers will use data to inform practice and share teaching practice through regular faculty meetings • Continue to focus on some elements of digital learning through the continuation of the school based Digital Learning Team • Investigate the Numeracy Leaders course • Survey Primary Schools about our performance and work with them on suggestions for improvement to our academic curriculum 	<p>The school will develop Formative assessment processes including Common Assessment Tasks in all subjects taught</p>
<p>Year 2</p>	<ul style="list-style-type: none"> • Further explore the HRS framework and begin to develop an MNSC agreed philosophy on teaching. All teachers will know: • What we teach, Why we teach it and when to teach • Teachers will explore differentiation models to adapt within their classrooms • All teachers will use data to inform practice and share teaching practice through regular faculty meetings • Literacy directions will be reviewed and refined to include the wider school and faculties • Continue to implement the New Pedagogies Framework • Make connections with all local primary schools to share data and strategies for improvement • Involvement with the Numeracy Leaders course 	
<p>Year 3</p>	<ul style="list-style-type: none"> • Refine and develop work associated with the 	

	<p>HRS framework, New Pedagogies and Literacy</p> <ul style="list-style-type: none"> • Focus on Numeracy • Continue to make connections with all local primary schools to share data and strategies for improvement 	
Year 4	<ul style="list-style-type: none"> • Refine and develop work associated with the HRS framework, New Pedagogies and Literacy • Focus on Numeracy • • • 	

<h2>Engagement</h2> <p>Engagement refers to the extent to which students feel connected to and engaged in their learning and with the broader school community.</p> <p>Engagement spans students' motivation to learn, as well as their active involvement in learning.</p> <p>Engagement also refers to students engagement as they make critical transitions through school and beyond into further education and work.</p>		<h3>Key improvement strategies</h3> <p>Key improvement strategies are the high-level actions that the school will undertake to achieve its goals and targets. They represent the sequential process of change that will need to occur if the goals and targets are to be realised. Key improvement strategies are broad and are likely to take several years to implement successfully and sustainably. Implementation of the key improvement strategies will be documented in detail through the school's Annual Implementation Planning process.</p>
<h3>Goals</h3> <p>Goals are aspirational statements. They define what outcomes the school is striving to achieve. Goals evolve from the school's purpose, values and context and build on the analysis of student outcomes undertaken through the self-evaluation and review processes.</p>	<ul style="list-style-type: none"> • To empower and motivate students to take more control of, and responsibility for, their own learning and pathways through and beyond school. 	<ol style="list-style-type: none"> 1. Implement a wide repertoire of quality teaching and learning practices that reflect high expectations of student engagement and management of their own learning. 2. Develop strategies to decrease absences and retain current students as they move through the
<h3>Targets</h3> <p>Targets are defined measures of the</p>	<p>Decrease absence rates over all year levels with a focus on years 7 – 9</p>	

<p>successful achievement of the school's goals. Targets can take a number of forms and may focus on the outcomes achieved by all students, such as the learning growth all students will be expected to achieve, or on the outcomes of a smaller group of students.</p>	<p>MIPS is fully implemented across years 10 – 12 with a focus on career development</p> <p>Teachers include elements of improved teaching and learning within their PDP plans</p> <p>Student motivation and confidence in learning is improved throughout the life of the strategic plan</p>	<p>school.</p> <p>3. Implement a program where students in take more control of, and responsibility for, their learning.</p> <p>4. Embed an active career development program, including a rigorous Managed Individual Pathways (MIPs) program, across the curriculum for all students, that builds student decision-making capabilities.</p>
<p>Theory of action (optional) The Theory of Action explains the rationale behind the key improvement strategies, i.e. how the strategies will achieve the goals articulated in the Plan.</p>	<ul style="list-style-type: none"> • Develop a plan to further expand differentiated teaching and learning through participating in the DET New Pedagogies for Deep Learning project. • Adapt the 21st century learning constructs of the 6Cs into daily practice at Mirboo North SC. The 6Cs: Collaboration, Character, Communication, Citizenship, Creativity and Critical thinking. • Use modelling, coaching, mentoring, structured peer-to-peer observation, Learning Walks and/or visits to the local primary and other schools to broaden the teaching and learning strategies used by all teachers. Consider incorporating this into the PDP expectations for teachers. • Work collaboratively with Mirboo North PS to develop coherence in the learning approaches used in Years 5 to 8. 	

	<ul style="list-style-type: none"> • Follow up all absences quickly (e.g. with SMS alerts) and minimise unexplained absences. • Organise parent access to Compass to enable faster follow up of student absences. • Implement an Every Day Counts and/or It's Not OK to be Away awareness campaign with newsletters regularly providing information about absences and the effect on student learning to parents; and rewarding classes with high attendance rates. 	
	<p>Actions Actions are the specific activities to be undertaken in each year to progress the key improvement strategies. There may be more than one action for each strategy. Schools will choose to describe actions with different levels of detail.</p>	<p>Success criteria Success criteria are markers of success. They are useful in demonstrating whether the strategies and actions have been successful. Success criteria often reflect observable changes in practice or behaviour. To simplify and focus the school's monitoring of progress, only a limited number of success criteria should be set.</p>
<p>Year 1</p>	<ul style="list-style-type: none"> • Use of Compass to better track student absences and implement a more rigorous follow up system • Regular staff PD sessions via Twilight PD and whole school events aligned to the New Pedagogies and innovative teaching practices • Implement a range of global learning projects – China, Germany and Murray Goulburn • Develop improved processes for student voice through the SRC, senior forum and discuss attitudes to school survey data with students • Review Student behaviour matrix and continue to embed in school policies and 	

	processes	
Year 2	<ul style="list-style-type: none"> • Use of Compass to better track student absences and implement a more rigorous follow up system • Regular staff PD sessions via Twilight PD and whole school events aligned to the New Pedagogies and innovative teaching practices • Implement a range of global learning projects – China, Germany and Murray Goulburn • Develop improved processes for student voice through the SRC, senior forum and discuss attitudes to school survey data with students • • 	
Year 3	<ul style="list-style-type: none"> • Use of Compass to better track student absences and implement a more rigorous follow up system • Regular staff PD sessions via Twilight PD and whole school events aligned to the New Pedagogies and innovative teaching practices • Implement a range of global learning projects – China, Germany and Murray Goulburn • Develop improved processes for student voice through the SRC, senior forum and discuss attitudes to school survey data with students • Review and refine process • 	
Year 4	<ul style="list-style-type: none"> • Use of Compass to better track student absences and implement a more rigorous follow up system • Regular staff PD sessions via Twilight PD and 	

	<p>whole school events aligned to the New Pedagogies and innovative teaching practices</p> <ul style="list-style-type: none"> • Implement a range of global learning projects – China, Germany and Murray Goulburn • Develop improved processes for student voice through the SRC, senior forum and discuss attitudes to school survey data with students • • 	
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<h2>Wellbeing</h2> <p>Students' health, safety and wellbeing are essential to learning and development. An inclusive, safe, orderly and stimulating environment for learning is critical to achieving and sustaining students' positive learning experiences.</p>		<h3>Key improvement strategies</h3> <p>Key improvement strategies are the high-level actions that the school will undertake to achieve its goals and targets. They represent the sequential process of change that will need to occur if the goals and targets are to be realised. Key improvement strategies are broad and are likely to take several years to implement successfully and sustainably. Implementation of the key improvement strategies will be documented in detail through the school's Annual Implementation Planning process.</p>
<h3>Goals</h3> <p>Goals are aspirational statements. They define what outcomes the school is striving to achieve. Goals evolve from the school's purpose, values and context and build on the analysis of student outcomes undertaken through the self-evaluation and review processes.</p>	<p>To improve students' persistence, resilience and confidence in themselves and their abilities.</p>	<ol style="list-style-type: none"> 1. Provide for the positive development of student wellbeing and safety, especially in Year 7 and 8. 2. Investigate reasons why some groups of students express negative attitudes on the Attitude to School Survey and develop a plan to change this. 3. Continue to investigate different practices to suit a range of learning styles 4. Focus on current year 8 students with a focus on
<h3>Targets</h3> <p>Targets are defined measures of the successful achievement of the school's goals. Targets can take a number of forms and may focus on</p>	<p>Improve all categories for the Attitudes to schools data over 4 years</p> <p>Ensure all staff are following the agreed</p>	

<p>the outcomes achieved by all students, such as the learning growth all students will be expected to achieve, or on the outcomes of a smaller group of students.</p>	<p>behaviour expectation and code of conduct protocols through inclusion in all staff PDP plans</p> <p>Full implementation of the Mindmatters program within the whole school curriculum</p>	<p>boys to build their learning confidence and social connectedness</p>
<p>Theory of action (optional) The Theory of Action explains the rationale behind the key improvement strategies, i.e. how the strategies will achieve the goals articulated in the Plan.</p>		<p>5. Work towards the full implementation of MindMatters across the whole school.</p> <p>6. Continue to build and develop the student expectations matrix to embed in our school practices</p> <p>7. Provide regular and ongoing opportunities for increased student voice across all aspects of the school.</p> <p>8. Consider implementing a postcard and/or rewards system for those students who show evidence of exemplifying the school's values: respect, trust, pride.</p>
	<p>Actions Actions are the specific activities to be undertaken in each year to progress the key improvement strategies. There may be more than one action for each strategy. Schools will choose to describe actions with different levels of detail.</p>	<p>Success criteria Success criteria are markers of success. They are useful in demonstrating whether the strategies and actions have been successful. Success criteria often reflect observable changes in practice or behaviour. To simplify and focus the school's monitoring of progress, only a limited number of success criteria should be set.</p>
<p>Year 1</p>	<ul style="list-style-type: none"> • Develop practise aligned to new pedagogies – Developing student character initially • Providing staff with professional learning to understand the 6C's and ways of adapting their practice to suit the needs of students 	

	<ul style="list-style-type: none"> • Revisit the Positive Behaviours initiative and form a team to drive and implement across the school • Provide data to students to give them a voice in decision making about the school curriculum provided • Employ a project worker to assist in embedding the Mindmatters program throughout the school 	
Year 2	<ul style="list-style-type: none"> • Continue to develop practices align to New Pedagogies and develop staff skills in supporting students with – Collaboration and Creativity • Continue to build practice and support the Positive behaviours initiative • Discuss student data and develop processes to address areas of concern 	
Year 3	<ul style="list-style-type: none"> • Continue to develop practices align to New Pedagogies and develop staff skills in supporting students with – Communication, Critical thinking • Continue to build practice and support the Positive behaviours initiative • Discuss student data and develop processes to address areas of concern • • 	
Year 4	<ul style="list-style-type: none"> • Continue to develop practices align to New Pedagogies and develop staff skills in supporting students with – Citizenship • Continue to build practice and support the Positive behaviours initiative • Discuss student data and develop processes 	

	<p>to address areas of concern</p> <ul style="list-style-type: none"> • • 	
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<h2>Productivity</h2> <p>Productivity refers to the effective allocation and use of resources, supported by evidence and adapted to the unique contexts of each school.</p> <p>Successful productivity outcomes exist when a school uses its resources – people, time, space, funding, facilities, community expertise, professional learning, class structures, timetables, individual learning plans and facilities – to the best possible effect and in the best possible combination to support improved student outcomes and achieve its goals and targets.</p>		<h3>Key improvement strategies</h3> <p>Key improvement strategies are the high-level actions that the school will undertake to achieve its goals and targets. They represent the sequential process of change that will need to occur if the goals and targets are to be realised. Key improvement strategies are broad and are likely to take several years to implement successfully and sustainably. Implementation of the key improvement strategies will be documented in detail through the school's Annual Implementation Planning process.</p>
<h3>Goals</h3> <p>Goals are aspirational statements. They define what outcomes the school is striving to achieve. Goals evolve from the school's purpose, values and context and build on the analysis of student outcomes undertaken through the self-evaluation and review processes.</p>	<ul style="list-style-type: none"> • To strengthen the direct links between funding, staffing and resources and the strategic directions of the school. 	<ol style="list-style-type: none"> 1. Strengthen leadership capacity to provide strong distributed leadership across the school, Years 7-12, and in each Learning Area, aligned with the new School Strategic Plan (SSP). 2. Utilise the new buildings and facilities to maximise the learning experiences for students. 3. Link staff Performance and Development Plans (PDPs) directly to the new SSP and Annual Implementation Plans (AIPs) and hence to school priorities. 4. Build stronger partnerships with families, Mirboo North PS, with a focus on sharing data and teaching
<h3>Targets</h3> <p>Targets are defined measures of the successful achievement of the school's goals. Targets can take a number of forms and may focus on the outcomes achieved by all students, such as the learning growth all students will be expected to achieve, or on the outcomes of a smaller group of students.</p>	<p>Maximise the number of students from local primary schools attending MNSC</p> <p>Bring the budget into line reflecting student numbers at the school</p> <p>Utilise equity funding to support the new directions of the school with a focus on improving Literacy and student support</p>	
<h3>Theory of action (optional)</h3>		

<p>The Theory of Action explains the rationale behind the key improvement strategies, i.e. how the strategies will achieve the goals articulated in the Plan.</p>		<p>practices, and the broader community.</p>
	<p>Actions Actions are the specific activities to be undertaken in each year to progress the key improvement strategies. There may be more than one action for each strategy. Schools will choose to describe actions with different levels of detail.</p>	<p>Success criteria Success criteria are markers of success. They are useful in demonstrating whether the strategies and actions have been successful. Success criteria often reflect observable changes in practice or behaviour. To simplify and focus the school's monitoring of progress, only a limited number of success criteria should be set.</p>
<p>Year 1</p>	<ul style="list-style-type: none"> • Redefine roles of the leadership team to reflect the new strategic plan • Actively make connections with local Primary schools – Partner with MNPS to teach PE and form positive relationships with primary schools • Align all resources of the school to maximise learning for students • Through consultative processes bring the budget back into surplus to enable the school to pursue other educational opportunities beyond the scope of usual programs on offer • Encourage staff to maximise the use of the flexible learning spaces within the school 	
<p>Year 2</p>	<ul style="list-style-type: none"> • Actively make connections with local Primary schools – Partner with MNPS to teach PE and form positive relationships with primary schools • Align all resources of the school to maximise learning for students • Through consultative processes bring the budget back into surplus to enable the school to pursue other educational opportunities 	

	<ul style="list-style-type: none"> • beyond the scope of usual programs on offer • Encourage staff to maximise the use of the flexible learning spaces within the school • • 	
Year 3	<ul style="list-style-type: none"> • Actively make connections with local Primary schools – Partner with MNPS to teach PE and form positive relationships with primary schools • Align all resources of the school to maximise learning for students • Through consultative processes bring the budget back into surplus to enable the school to pursue other educational opportunities beyond the scope of usual programs on offer • Encourage staff to maximise the use of the flexible learning spaces within the school • • 	
Year 4	<ul style="list-style-type: none"> • Continue with the plan to support learning at MNSC • • 	