**School Strategic Plan 2018-2022**

Mirboo North Secondary College (8050)



Submitted for review by Karen Lanyon (School Principal) on 25 June, 2019 at 09:25 AM  
Endorsed by Shane Wainwright (Senior Education Improvement Leader) on 08 August, 2019 at 03:37 PM  
Endorsed by Cara Mahoney (School Council President) on 24 April, 2020 at 12:16 PM

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| School vision | 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.  Please note: The vision will be amended at a future time so that it is reflective of the schools needs into the future. An action team will be formed to facilitate this process. |
| School values | 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.  At Mirboo North Secondary College we aspire for our students to be deeply involved in their own learning by demonstrating the following skills/traits:  • 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 • act responsibly, be community minded and demonstrate leadership skills • reach their potential and be proud of their achievements  We encourage and support our students in the pursuit of excellence.  Our statement of values are based upon 3 areas:  RESPECT means showing care and concern for other people and property TRUST means being fair, honest and trustworthy. Being responsible and behaving in a responsible manner PRIDE means being proud of your achievements and the achievements of others in the school  Our school values will be demonstrated in the following behaviours: • Showing respect for all school community members • Being responsible for your own actions • Being an active learner • Following school policies and guidelines   Mirboo North Secondary College recognises the importance of the partnership between schools and parents to support student learning, engagement and wellbeing. We share a commitment to, and a responsibility for, ensuring inclusive, safe and orderly environments for children and young people.  Our Statement of Values sets out our behavioural expectations of all members in this school community, including the principal, all school staff, parents, students and visitors. It respects the diversity of individuals in our school community and addresses the shared responsibilities of all members in building safe and respectful school communities. Discrimination, sexual and other forms of harassment, bullying, violence, aggression and threatening behaviour are unacceptable and will not be tolerated in this school. Our Statement of Values acknowledges that parents and school staff are strongly motivated to do their best for every child. Everyone has the right to differing opinions and views and to raise concerns, as long as we do this respectfully as a community working together. |
| Context challenges | The key challenge over the next 4 years is to work with staff on developing a positive culture and climate to ensure that we maximise students outcomes. This involves the school working with InsightSRC through the High Impact Leadership Teams (HILT) initiative.  A focus on Literacy and skill development will form key goals for the school to focus on. A Literacy team will be formed that will develop a long term strategy for Literacy improvement. All staff will include this in their goals of their individual PDPs so that we have an agreed whole school strategy. Beginning this year, the school will be involved with the Department of Education and Training - (DET) - Professional Learning Communities program. This forms a basis for teachers to work collaboratively with each other to support learning. The initial phase will be focussed on the work of the Literacy team. Learning from this process can then be accessed by other action teams within the school.   An on-going challenge is teacher judgement and understanding of students progress towards expected standards linked to their learning. Data and professional development will be accessed to enable teachers to be able to more accurately place students along the learning continuum. A range of systemic and classroom based data will be utilised across the school to inform teachers where students current learning is and use this information to build the teaching program and classes to enable success for all students.  Increasing student voice and agency is a school wide goal which will provide some challenges. Student feedback indicates that they would value greater involvement in their own learning, assessment and agency in the classroom expectations and culture of the college. Staff developing an agreed understanding of student voice and agency within the classroom is the first challenge to achieving this goal. |
| Intent, rationale and focus | Mirboo North SC is intending to focus on three key areas over the duration of the School Strategic Plan (SSP). Stakeholders have been consulted and staff will be working actively to achieve these goals.  Through the school review process the following goals were identified to enable the key areas for improvement:  1. Maximise student performance across all learning areas  2. Improve student individual outcomes in Literacy 3. Increase the active participation of all students in their learning  These goals provide scope for staff to closely consider current practices and learn together to improve student outcomes. Based on feedback from the School Review held in 4th term, 2018 and staff consultation during the year, these areas will assist staff in:  \* Working collaboratively towards shared goals that are understood and enacted within classrooms. \* Have an understanding of the school and its vision for learning  \* Focus on classroom practices that are shared and consistent, striving for the best possible outcomes for students \* Developing changes in practice that allow student involvement with planning and assessment \* Teachers develop best practice work samples so that student will know what quality work looks like and allows them to aspire more highly \* Developing a shared capacity to design learning tasks that have multiple entry points for students and provide various levels of challenge for all students \* Work together to develop skills in formative assessment \* Have staff working together on developing an instructional model that is owned and consistently used across the school \* Building teacher skills and capacity in understanding and using data to inform their practice and the next point of learning    In order for significant change to be effective in our school we need to have a supportive environment for all staff to be able to operate and understand. This is the key component for improvement to occur. By ensuring that there is a positive culture and climate within the school where the direction of our school is clear and that structures are in place to enable true collaboration to occur. This will include operational practices and processes that will provide better communication across all sectors of the school.  The driver for this work and change will be through the school's involvement in the HILT program and MNSC has committed to being involved in this program to move us forward. HILT is based on a well-established organisational development and school improvement methodology that has its roots in the action learning literature. Action learning is a well-established methodology that has been validated through a significant body of empirical research in the fields of education, management and organisational psychology. In summary, action learning can best be described as an organisational development or school improvement process that involves small groups of people solving the real time adaptive challenges of organisations and schools in ways that benefit individuals, groups and the larger organisation.  The HILT program builds the capability of formal and informal leaders through a series of professional development workshops, team-based coaching sessions and evidence-based feedback. Using a powerful action-learning methodology, leaders and staff work collaboratively with one another to build a flourishing culture in which empathy, clarity, engagement and learning become the cultural foundations that lead to improved school improvement and school effectiveness.  Teachers working in learning teams will enable our practice to be more consistent to ensure we are covering the basic skill areas and ensure that we can provide a guaranteed and viable curriculum to all students. A “guaranteed” curriculum is often defined as a mechanism through which all students have an equal opportunity (time and access) to learn rigorous content. For a curriculum to be “viable,” there must be adequate time for teachers to teach the content and for students to learn the content. Structures will be put in place to allow teachers time and resources to work together in teams to provide consistency across classrooms.   Whilst the SSP is intended to have a life of four years the initial focus will be on:   - Strengthening our culture and climate at the school through involvement in the HILT program - Developing a comprehensive shared vision of learning at MNSC - Formation of the Literacy team and develop a clear and an agreed whole school Literacy plan  - An agreed instructional model for MNSC |

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| **Goal 1** | Maximise student performance across all learning areas |
| Target 1.1 | Increase the percentage of students achieving above expected level as measured by teacher judgements from 13% (2018) to 25% (2022) |
| Target 1.2 | Decrease the percentage of students achieving low growth in NAPLAN Mathematics from 30% (2018) to 20% (2022) |
| Target 1.3 | Increase the percentage of students achieving in the top two bands for Year 9 NAPLAN Numeracy to be consistently above 25% |
| Target 1.4 | Increase the VCE mean study score from 30.20 (2018) to 31 (2022) |
| Target 1.5 | 50% of VCE (3/4) units demonstrate value add as measured by report 10 (VASS data source) |
| Key Improvement Strategy 1.ay Evaluating impact on learning | Build teacher capability to utilise data and a range of assessment strategies to teach to a student’s point of learning |
| Key Improvement Strategy 1.by Curriculum planning and assessment | Develop an agreed school vision, values and pedagogical framework for rigorous and challenging learning with a consistently applied instructional model across the college. |
| Key Improvement Strategy 1.cy Curriculum planning and assessment | Develop and strengthen consistent evidence based assessment strategies across all curriculum areas that incorporate student voice. |
| **Goal 2** | Improve student individual outcomes in Literacy |
| Target 2.1 | Increase the percentage of Year 9 students with high growth in the following NAPLAN areas:   * Reading from 18% (2018) to 25% (2022) * Writing from 7% (2018) to 25% (2022) |
| Target 2.2 | Increase the percentage of Year 9 students in the top two bands in the following NAPLAN areas:   * Reading from 13% (2018) to 25% (2022) * Writing from 4% (2018) to 15% (2022) |
| Target 2.3 | Increase the mean study score for English to 31 or above for each year of the SSP |
| Target 2.4 | Improve the positive endorsement for Guaranteed and Viable Curriculum on the SSS from 23% (2018) to 50% (2022) |
| Key Improvement Strategy 2.ay Building practice excellence | Embed a whole school 7 to 12 focus on literacy using the literacy strategy |
| Key Improvement Strategy 2.by Building practice excellence | Develop an agreed approach to the teaching of literacy across the school |
| Key Improvement Strategy 2.cy Building practice excellence | Embed the Writers Workshop strategy across the school |
| **Goal 3** | Increase the active participation of all students in their learning. |
| Target 3.1 | Increase attendance across the school from an actuated 90% (2018) to an actuated 94% (2022) |
| Target 3.2 | By 2022, reduce average days absent for Year 9 (21.9) and Year 10 (21.18) to 14 |
| Target 3.3 | Improve positive endorsement on the AToSS for the following factors:   * Voice and agency from 49% (2018) to 75% (2022) * Differentiated learning challenge from 59% (2018) to 70% (2022) * Student confidence from 63% (2018) to 70% (2022) |
| Key Improvement Strategy 3.ay Building practice excellence | Build a common understanding of ways to involve students in their learning |
| Key Improvement Strategy 3.by Empowering students and building school pride | Embed student voice and agency in student learning |
| Key Improvement Strategy 3.cy Intellectual engagement and self-awareness | Enhance active student engagement in their learning within a differentiated curriculum to stimulate and challenge all students |
| Key Improvement Strategy 3.dy Health and wellbeing | Employ a whole school agreed approach to student wellbeing that involves all stakeholders: students, teachers and parents/carers |