School Strategic Plan for Mill Park Secondary College
8775
2015 – 2018

Endorsements

Endorsement by School Principal	Signed… Name Patricia Horner Date 17 February 2015
Endorsement by School Council	Signed Name: Lisa Ring Date 17 February 2015 School Council President's endorsement represents endorsement of School Strategic Plan by School Council
Endorsement by the delegate of the Secretary	Signed………………………………………. Name………………………………………… Date…………………………………………

School Profile

Purpose	Mill Park Secondary College is a school with high expectations, where each student grows and learns through individualised opportunities and embraces the challenge of creating their future by setting personal goals to achieve social and academic success. The College vision is that all students enter the world as well-educated and well-rounded individuals who have achieved their personal best.
Values	MPSC operates on a set of four agreed values: Respect, Responsibility, Achievement and Enjoyment. *Respect*: Treat others with consideration and regard; respect ourselves and other points of view. *Achievement*: Students and staff challenge themselves to strive for personal their best in the pursuit of excellence. *Responsibility*: Be accountable for one's actions, resolve conflicts in peaceful ways; contribute to our school and society and take care of the environment. *Enjoyment*: Approach everything with a positive attitude and sense of fun. These values form the basis for all interactions between staff, students, parents and the broader community.
Environmental Context	**Social – Community and Demographics** • Dual campus 7 to 12 secondary college situated in a well-established suburb • Highly successful multicultural mix of students representing 48 countries • The number of languages spoken is 48 and the number of students who have a language background other than English is 635 which is 40% of the students. • One third of students receive the Education Maintenance Allowance/Youth Allowance (EMA/YA) • Steady enrolments from approximately 40 feeder primary schools • 91 family occupations at the Manager/Professional level, 395 family occupations are at the lowest level and 571 families are unemployed. • International Student Program (ISP) and an English Language Centre for ISP students. • Strong and supportive College Council and parent involvement

- Developing student voice through enhanced leadership structure
- Enthusiastic, professional staff team consisting of 113.6 effective full-time teachers and 41.2 school support staff
- Productive partnerships with local community groups, local schools and cluster groups, local council and government

Educational

- Provision of a vibrant and productive education, 7 to 12
- Select Entry Accelerated Learning (SEAL) and Extension Program
- Broad provision of VCE and VET subjects
- High completion rates for VCE, VET and VCAL courses
- Cluster provider for VET Business, VET Fashion and VET Laboratory skills
- Pastoral program at all year levels
- Excellent further education pathways established and successful tertiary placements for students
- Many enhancement and enrichment opportunities for students such as art, music, instrumental music, musical productions, competitions, after-school activities, and sporting activities

Technological

- Increased use of computers for student learning, school computer ratio 1:1.95
- Provision of computer suites throughout the school
- Internet and intranet use
- Staff laptop computer use
- Data Projector in every classroom

Environmental – Grounds and Facilities

- Classrooms are conducive to effective learning
- Grounds are well established
- Establishment of a newly surfaced multipurpose court area on both campuses
- Grassed areas well established and functional.

Service Standards	The College objective is *"Together, we engage, educate and celebrate excellence, developing students who are respectful and responsible"*
	• *The school fosters close links with parents and the broader school community through its commitment to open and regular communications.*
	• *The school commits to the active sharing of its vision and goals to ensure school community engagement in the school's strategic plan.*
	• *The school guarantees students access to a broad, balanced and flexible curriculum adapted to their individual learning needs including skills for learning and life.*
	• *The school has a number of systems in place to effectively review curriculum and teaching practice on an ongoing basis*
	• *The school has a clear focus on continually improving student learning outcomes through regular use of data at multiple levels to inform practice*
	• *Thorough and detailed Strategic Planning and Annual Implementation Plans allow staff and school leaders to set clear targets for data improvement.*
	• *The school will respond to all communication by parents and caregivers.*
	• *Students will play an active part in the development and review of the school's policies.*
	• *Teachers will use the College Instructional Model.*

Strategic Direction

	Goals	Targets	Key Improvement Strategies
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.	To improve the learning and growth of students particularly in the key areas of literacy, numeracy and VCE achievement.	• Increase the proportion of Year 9 students in the top two NAP bands to 20%. • Decrease the proportion of year 9 students in the lower two bands to less than 20%. • Increase the percentage of year 9 students achieving high growth on NAPLAN relative growth assessments to 30% (and decrease the low growth percentage). • Increase the VCE English and college mean study scores to above 28. • Increase the number of VCE studies where the value-add median is one study score point above expected as per the VASS data service Report 10.	• Strengthen Performance and Development Culture and Effective Staff collaboration. • Share and build highly effective Teaching and Learning Practice. • Enhance assessment, feedback and data practices. • Review curriculum across the College.

Engagement	Empowerment		
Engagement refers to the extent to which students feel connected to and engaged in their learning and with the broader school community.

Engagement spans students' motivation to learn, as well as their active involvement in learning.

Engagement also refers to students engagement as they make critical transitions through school and beyond into further education and work. | Use student feedback to drive school improvement, creating a culture of success, so that all students feel valued, are equally catered for and demonstrate pride in the college. | • Improve the connectedness to school measures in the student opinion survey to 3.6

• Improvement in the staff, student and parent opinion surveys with respect to student misbehaviour.

• Reduce the number of Ns and NSs on student reports to less than 10%. | • Conduct regular student forums.
• Build the capacity of staff to lead students in engaging with their data and self-assessment.
• Develop a system for widespread recognition of students.
• Explicitly teach Social and Emotional Learning to improve student resilience relationships.
• Implement the High Resolves Global Citizenship and Leadership Program.
• Investigate improvements to extracurricular activities and House spirit. |
| | **Retention and Pathways**

Create a culture of aspiration. | • Improve retention between years 9 – 12.

• Increase the number of Year 12 students transitioning into a tertiary institution, apprenticeship, traineeship or full-time work. | • Investigate exit data and use this data to improve interventions.
• Utilise current/past students as ambassadors to communicate to the community.
• Enhance the interaction between Middle Years and Senior students
• All students have Career Action Plan
• Connect curriculum to pathways |
| | **Attendance**

To improve attendance at all year levels to above state mean. | • Reduce Year 9 absence data to below state mean by the end of 2017

• Reduce absences at Years 7, 8 & 10 to below state mean by 2016 and sustain beyond. | • All students aware of their attendance rates and actively use this data.
• Review the range of strategies used to improve student attendance. |

Wellbeing 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.	To improve well-being and relationships through development of a structured plan for the building of a positive/inclusive school culture	• Increase the Attitudes to School Survey variable means relating to student relationships and wellbeing in particular connectedness to school, connectedness to peers, classroom behaviour and safety • Increase Parent Opinion Survey variables including student behaviour management and engagement variables • Increase Staff Opinion Survey variables in relation to student engagement.	• Improve consistent application and expectations within the school-wide student management processes. • Provide more contact, role modelling and mentoring by students from the senior campus and design events and programs that bind students together. • Explore the use of strategies to improve wellbeing and resilience with all members of the school community and particularly for students in classroom settings.
Productivity Productivity refers to the effective allocation and use of resources, supported by evidence and adapted to the unique contexts of each school. 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.	To optimise the allocation of resources (human, financial, time, space and materials) to improve learning outcomes for students.	• Improved Staff Opinion survey data in Professional learning Overall Score and Feedback • Improved Staff Opinion Survey School Climate in Overall Score, Collective Efficacy, Teacher Collaboration and Shielding/Buffering. • Improved student achievement	• Allocate school resources to maximise strategies designed to improve student outcomes particularly in the area of professional learning. • Enhance the use of technology within the college e.g. BYOD, student portal and assessment software. • Refine program budgeting to include effective evaluation • Evaluate the leadership Structure in the light of the strategic plan • Continue to reflect on what is required for workforce planning each year

School Strategic Plan 2014- 2017: Indicative Planner

Key Improvement Strategies		Actions	Achievement Milestone
Achievement	Year 1	• Fully implement new Performance and Development process to focus on staff development against the Australian Standards. • Build the capacity of all school leaders to lead effective teams and strong collaboration. • Continue to further build staff capacity in literacy, especially in areas of reading comprehension strategies. • Establish an annual assessment cycle across domains to produce relevant data sets to monitor, inform and assist ongoing student learning. • Develop strategies to help students own and use their own literacy and numeracy data. • Establish an annual review cycle of curriculum documents, monitor the implementation of AusVELS, VCE and VCAL in key learning areas and maintain a record of dimensions assessed.	• All staff complete thorough and rigorous Performance and Development plans. • Reading comprehension strategies reflected in curriculum documents. • Documented Assessment Cycle published.
	Year 2	• Develop protocols and processes for consistent peer observation • Review and update the Instructional Model to emphasise consistency in classroom routines. • Incorporate Reading comprehension strategies into Instructional Model • Further build staff capacity in literacy, especially in areas of reading comprehension strategies across the whole college.	• Peer observation appears in more Performance and Development plans. • Updated Instructional Model used more effectively by staff. • Provide exemplars in Maths and English to support teacher judgements. • Publish guide for effective rubrics.

		• Build coherent and comprehensive moderation and cross marking practices across faculties. • Continually refine scope and sequence documents to build and enhance consistency and rigour.	• Teachers triangulate assessment data to confirm student learning growth.
	Year 3	• Establish peer observation as a key strategy in developing exemplary practice. • Develop staff practice in differentiation strategies based on relevant assessment data. • Establish the use of data walls for students and staff. • Continually refine scope and sequence documents to build and enhance consistency and rigour.	• Further increase in the number of Performance and Development plans using Peer observation as a strategy. • Updated Instructional model used more effectively by staff. • Evidence of more regular moderation and collaboration in formal meetings.
	Year 4	• Review the curriculum documentation cycle. • Embed practices as outlined in years 1 – 3 in terms of consolidating P and D process, staff collaboration, assessment practices.	• Most staff include peer observation as part of their Performance and Development plan. • Published review of curriculum documentation.
Engagement	Year 1	• Incorporate student feedback from forums into teaching and learning improvements. • Implement the High Resolves Global Citizenship and Leadership Program. • Investigate implementing Career Action Plans for all students. • Build staff capacity to connect learning and curriculum to pathways. • Review and implement a range of high-leverage activities to improve student attendance.	• Staff incorporating student feedback into Performance and Development plans. • Pathways incorporated into curriculum documentation. • Students set and achieve personal attendance goals at all year levels. • Improved attendance at years 7, 8 & 10 to above state mean.
	Year 2	• Build staff capacity to lead students in engaging with their data and self-	• Students can articulate their data and set

		• assessment. • Investigate strategies to explicitly teach social and emotional learning	improvement focus goals. • Improved attendance at years 7, 8 & 10 to above state mean
	Year 3	• Build staff capacity to explicitly teach Social & Emotional Learning • Review and implement range of high-leverage attendance activities from previous years	• Documented *Social & Emotional Learning* in curriculum/pastoral programs • All students using aspirational language with clear pathways defined
	Year 4	• Embed practices as outlined in years 1-3 with respect to student voice and use of data. • Embed best-practice attendance strategies at all year levels	• Improved connectedness to school • Improved retention of students and year 12's entering further training or education • Improved attendance rates at all year levels
Wellbeing	Year 1	• Collect and analyse data related to classroom behaviour • Investigate the reason behind inconsistent applications of process and review the current Principles of Student Management to ensure their effectiveness and appropriateness • Conduct student and parent forums with respect to classroom behaviour and extracurricular activities and community events • Review the College Principles of Student Management • Build the capacity of the student management team to manage challenging behaviours with a range of strategies • Explore and trial role modelling and mentoring programs	• Updated College Principles of Student Management • Documented processes for student management • Improved student case management plans
	Year 2	• Provide professional learning for all staff in management of challenging behaviours • Embed the new College Principles of	• Updated Principles of Student Management

		Student Management • Implement an improved extracurricular program for students based on the findings from forums • Explore and trial strategies that promote student Wellbeing	• Increased participation in community events
	Year 3	• Continue to embed the new College Principles of Student Management • Implement strategies that promote student Wellbeing	• Improved student connectedness • Improved classroom behaviour
	Year 4	• Review College progress against actions and achievement milestones • Implement enhanced role modelling and mentoring programs	• Improved student safety
Productivity	Year 1	• Review the allocation school resources to maximise strategies designed to improve student outcomes particularly in the area of professional learning • Evaluate the leadership Structure in the light of the strategic plan and implement a new structure • Introduce a trial BYOD program. • Continue to reflect on what is required for workforce planning each year • Review the International Student Program against the Quality Assurance Framework	• Updated budget process • New Leadership structure implemented • Students able to BYOD • Accredited International Student Provider • SRP surplus
	Year 2	• Evaluate BYOD program and implement • Continue to reflect on what is required for workforce planning each year • Evaluate and adjust the new leadership Structure if necessary • Implement improvement strategies as a result of the review of the International Student Program	• Expanded BYOD Program • Adjusted Leadership structure
	Year 3	• Continue to reflect on what is required for workforce planning each year	• All students BYOD

		• Continued evaluation of the International Student Program	• Adjusted Leadership structure
	Year 4	• Continue to reflect on what is required for workforce planning each year • Review College progress against actions and achievement milestones	• Effective process to review allocation of all resources