

School Strategic Plan 2018-2022

Mill Park Secondary College (8775)



Submitted for review by Patricia Horner (School Principal) on 21 February, 2019 at 01:27 PM
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| School vision | Mill Park Secondary College works in partnership with students, families and the community to maximise academic, social and emotional growth. Achievement and growth are supported through excellence in teaching and learning and building positive relationships. |
| School values | <p>Mill Park Secondary College operates on a set of four agreed values: Achievement, Respect, Responsibility and Enjoyment. These values are the basis on which our staff, students, parents and our community work together. Together the values provide a framework that underpins all communication, decision making and stakeholder priorities.</p> <p>Achievement</p> <p>In valuing achievement, students and staff work collaboratively to improve learning growth and to strive for their own personal best in the pursuit of excellence. We have high expectations, create rigorous learning goals and implement plans to achieve our best. With our community, we work hard, respond to feedback, raise aspirations and celebrate success.</p> <p>Respect</p> <p>At Mill Park Secondary College, we value the diversity of our community and build positive and respectful relationships to support social and emotional growth. Unconditional positive regard is shown to all members of the community. Student agency is considered essential in respecting students as active partners in the success of the school.</p> <p>Responsibility:</p> <p>Students, staff, parents and community members are accountable for their own actions. They resolve conflicts in peaceful ways, contribute to our school and society and take care of the environment. We take responsibility for making decisions and setting priorities that support achievement and growth. We work together to help all community members build their capacity through a positive lens of taking responsibility.</p> <p>Enjoyment</p> <p>At Mill Park Secondary College, we foster enjoyment through engaging and effective teaching and learning that promotes curiosity. We provide a broad range of co-curricular opportunities that enhance college-wide connectedness and enjoyment.</p> |

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| <p>Context challenges</p> | <p>Mill Park Secondary College is a co-educational school operating across two campuses: the Years 7–9 middle years campus in Mill Park, and the senior campus in Epping for Years 10–12. The College provides an approved curriculum framework 7–12 offering the Victorian Curriculum, VCE, VCAL and VET. The college also offers an accredited Select Entry Accelerated Learning (SEAL) program as well as acceleration and enrichment classes in Science and English. Challenges related to this include consistency across the two campuses and growth that does not always translate to high achievement.</p> <p>Enrolments are decreasing slightly as a result of several new schools recently opening in Melbourne’s North growth corridor. There is cultural diversity at the College with 54% of students born outside Australia. These students originate from over 60 countries with more than a third of students having a language background other than English. Enrolment trends indicate increasing numbers of refugees and increasing EAL students. 28 Koorie students and Torres Strait Islanders are enrolled at the college. There is a growing International Student Program and English Language Centre providing support for a current enrolment of 55 overseas students. Challenges related to this include engaging with the community, communicating with families and building student agency.</p> |
| <p>Intent, rationale and focus</p> | <p>Intent:</p> <p>We will build a community that values and supports, social and emotional growth and focuses on positive relationships and academic success.</p> <p>Rationale:</p> <p>It is important that all students in our community experience success and have multiple pathway options to enable them to actively and positively contribute to their communities.</p> <p>Focus:</p> <p>The focus will be on:</p> <ul style="list-style-type: none"> • building the capacity of students to understand their role in the Teaching & Learning Model and Student Engagement Model. • facilitating student agency to take ownership and engage with their data which will enable them to make decisions about their own learning. • developing excellence in teaching by building professional learning communities that focus on best practice via a cycle of prepare and reflect. To facilitate this our practice is informed by data, evidence-based research and will focus on differentiating the curriculum so that all students can achieve growth and academic success. • embedding and strengthening the coaching program to improve teaching and learning across the College. • prioritising effective communication strategies to help us to work more collaboratively with our families and the school community. • fostering new partnerships with our local community to provide social and employment opportunities for our students. |

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| <p>Goal 1</p> | <p>To maximise the academic performance, wellbeing and emotional capacity of all students by building a level of consistent practice excellence across the whole college.</p> |
| <p>Target 1.1</p> | <p>Achievement</p> <ul style="list-style-type: none"> • Increase the college VCE mean study score to at least 28. • Increase the percentage of students with high and medium gain in NAPLAN Year 7–9 <ul style="list-style-type: none"> ○ Reading from 67.2% to 75% ○ Numeracy from 65% to 75% • Increase the proportion of student results in the top two NAPLAN bands for Reading from 11.7% to 18% • Establish baseline data for PAT Maths and PAT Reading based on 2018 results and set targets for 2021 (percentages to be finalised) |
| <p>Target 1.2</p> | <p>Student Attitudes</p> <p>Variables in the AToSS to reflect the following percentage of positive student responses:</p> <ul style="list-style-type: none"> • Teacher Concern from 41% to 60% • High expectations for Success from 67% to 80% • Effective Teaching Time from 58% to 70% |
| <p>Target 1.3</p> | <p>Staff Opinion / Climate</p> <p>Variables in the School Staff Survey to reflect the following endorsement:</p> <ul style="list-style-type: none"> • Collective Efficacy from 37.9% to 60% • Collective focus on Student Learning from 65.4% to 70% • Teacher Collaboration from 44.9% to 60% • Use of evidence to inform teaching practice from 67.7% to 75% |

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| Key Improvement Strategy 1.a Building practice excellence | Enhance data literacy & planning to: <ul style="list-style-type: none"> • use analysis of data to enhance collaboration & collective accountability for learning growth. • enhance tracking & monitoring of individual students & sub-groups to more effectively personalise learning, differentiate and plan for powerful classroom-based interventions. • continue refinement of powerful common assessment tasks and developmental rubrics. |
| Key Improvement Strategy 1.b Curriculum planning and assessment | Explore ways to further integrate the Berry Street curriculum into school programs, with a focus on alignment and integration with the College TLM. |
| Key Improvement Strategy 1.c Building practice excellence | Further develop the college coaching program to enable teachers to challenge and improve each other's practice. |

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| Goal 2 | Students to take a higher level of responsibility for their learning and become more independent and self-regulating learners by further develop a consistently stimulating learning environment. |
| Target 2.1 | Attendance By 2021, overall absences Years 7–12 to reduce to 18 days per full time equivalent. By 2021, reduce absences Years 10–12 to below 20 days per full time equivalent. |
| Target 2.2 | Student Attitudes Variables in the AToSS to reflect the following percentage of positive student responses: <ul style="list-style-type: none"> • Stimulated Learning from 48% to 60% • Differentiated Learning Challenge from 53% to 60% |
| Target 2.3 | Staff Opinion Variables in the SSS to reflect the following endorsement: <ul style="list-style-type: none"> • Promote Student Ownership of Student Learning Goals from 58.1% to 70% • Support Growth and Learning of the Whole Child from 69.2% to 75% |

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| Key Improvement Strategy 2.a Intellectual engagement and self-awareness | Enhance structures/processes within curriculum planning, assessment and the college TLM that enable students to develop agency, assess their work and track/celebrate their own learning growth. This includes developing common assessment tasks & developmental rubrics for all units in all subjects that reflect the college curriculum, diversity of students, high standards and expectations. |
| Key Improvement Strategy 2.b Curriculum planning and assessment | Further enhance curriculum planning and pedagogy to explicitly support students' capacity to self-regulate, practice mindfulness and cultivate the positive emotional states described in the Berry Street Curriculum; across all school programs and both campuses |
| Key Improvement Strategy 2.c Setting expectations and promoting inclusion | Continue to develop a consistent culture, with explicit strategies developed across both campuses, to raise expectations, aspirations and increase levels of attendance. |

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| Goal 3 | Improve community engagement in learning in order to build community expectations about the value of education and improve student outcomes. |
| Target 3.1 | <p>Parent Opinion–Community Engagement</p> <p>Framework factors in the POS to reflect the following improvement:</p> <ul style="list-style-type: none"> • Parent participation and involvement to improve from 71% to 75% • School support to improve from 82% to 85% |
| Target 3.2 | <p>Parent Opinion–Student Cognitive Engagement</p> <p>Framework factors in the POS to reflect the following improvement:</p> <ul style="list-style-type: none"> • Student motivation and support to improve from 72% to 80% • Stimulating learning environment to improve from 64% to 80% • Student agency and voice to be maintained above 80% |
| Target 3.3 | <p>Staff Opinion</p> <p>Variables in the SSS to reflect the following endorsement:</p> <ul style="list-style-type: none"> • Parent and Community Involvement to improve from 34.8% to 70% |

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| <p>Key Improvement Strategy 3.a Parents and carers as partners</p> | <p>Strengthen the partnership between staff, students and parents / carers to build a culture of high expectations and shared responsibility for student achievement.</p> |
| <p>Key Improvement Strategy 3.b Parents and carers as partners</p> | <p>Continue working across the whole college and broader community to support the health, wellbeing, inclusion and engagement of all students.</p> |
| <p>Key Improvement Strategy 3.c Parents and carers as partners</p> | <p>Explore and implement strategies related to Teaching and Learning, wellbeing, inclusion and common values to better align both campuses and provide for a more consistent environment and culture, and a more seamless and sequential learning journey from Year 7 to Year 12.</p> |