School Strategic Plan for Mentone Girls' Secondary College 8030 2015-2018

Endorsements

Endorsement by School Principal	Signed……. Name……Deborah Lehner……. Date……
Endorsement by School Council	Signed……. Name…Elizabeth Bradley……. Date…… 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	Mentone Girls' Secondary College students, through courage and work, develop compassion and tolerance in a dynamic learning environment, enabling them to make a fulfilling contribution in local and global communities.
Values	The College holds and believes in a set of values that provides the basis for all of our interactions between staff, students, parents and the community. Our values are: • Respect • Personal Best • Resilience
Environmental Context	We are currently fourteen years into the 21st Century and Mentone Girls' Secondary College is well and truly standing proud as it continues to provide a dynamic and evolving curriculum. As our community continues to experience rapid change so too does our school seek to engage students through the best practice of learning pedagogies and ICT applications. Parental expectations of students and the school are very high and the college enjoys an excellent reputation in both the local and broader communities. The value of our single sex education programs attract many students and families to our school. Competition for enrolments with local private schools, as well as with other government schools, has become more intense. The student population is steady, enabling a wide range of subjects to be offered at all year levels. The college values the development of the whole person and resources a broad ranging co-curricular program. Our students achieve excellence in a wide range of individual and team sports, in the performing and visual arts and in public speaking. We have a strong focus on developing the leadership skills of our students and the leadership opportunities offered to our students are extensive. The college is committed to fostering student health and wellbeing and to addressing issues relating to self-esteem and self-efficacy. We have adopted a restorative practices approach to student wellbeing issues and are proactive in addressing issues of cyber- safety. Specific policies are in place to assist in the management of student wellbeing. The establishment of relationships with schools in South Africa, France, Japan and more recently China, and participation in the World Challenge program provide opportunities for those students involved to gain a global perspective, at the same time enriching the culture of our college. We are developing our International Student program with the appointment of a Coordinator and support staff. Our core curriculum programs acknowledge Indigenous issues, global citizenship and the environment. The school has successfully transitioned through VELS into AUSVELS and has fully documented its curriculum for Years 7 – 10.

	We remain focused on ensuring that the curriculum is differentiated. We acknowledge that the learning development of every student is unique and we are committed to ensuring a student-centred learning and teaching model is utilized. The school has created a new Leading Teacher role for 2015 in the area of Enhanced Studies so acceleration and support programs can be introduced to support students and staff in the classroom. We are intent on a building performance and development culture using frameworks such as Reflective Teaching Practice and a range of tools such as Peer Coaching, PoLT audits and mentoring. Teacher capacity is enhanced through the provision of professional development programs and the induction program of the college. Over the last decade the college has been extensively re-built and re-furbished including Music and Media Centre's and in 2014 the Middle School wing. We have excellent physical resources to support continuing improvement in learning and teaching. Our 1:1 technology program enables contemporary teaching and learning practices with students able to create, communicate and collaborate in a digital environment. We are committed to ensuring that ICT resources are provided to support teaching and learning in a 21st century environment. The Beachside Network has provided valuable support since its inception and has further strengthened strong collegial links with other Beachside schools. The establishment of the 'Alliance of Excellence' with Sandringham Secondary College in 2014 has enabled a wider range of VCE subjects to be offered and taught in the most appropriate manner. Our links with secondary colleges within the Kingston Network have also been maintained
Service Standards	**MGSC and its professional staff are committed to providing an exemplary service to our students, their parents and the community in which we are placed.** • The school fosters close links with parents and the broader school community through its commitment to open and regular communications. We provide a regular e newsletter. Our school portal is available for all students and parents, providing attendance records, timetables, interim and end of semester reports. • 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 all students access to a broad, balanced and flexible curriculum consistent with the AUSVELS. • The school provides a safe and stimulating learning environment to ensure all students can achieve their full potential. • The school will respond to all communication by parents and caregivers within an appropriate time frame commensurate with the nature of the matter at hand. • All staff will maintain their own professional standards through participation in the Teacher Performance and Development procedures.

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 provide learning opportunities for all students that empower them to achieve their personal best.	• ODT testing to show at least one year's progression • Naplan to show 18 months to two years growth • Teachers Ausvels judgements to reflect ODT and Naplan data • From 2015 to 2018 the mean study score (VCE) will improve each year	• ODT data for all staff to access • Design and implement a relevant rigorous curriculum • Build the capacity of staff to effectively interpret and use a broad range of data sets to ensure the curriculum is differentiated across all domains and levels. • Create opportunities for Yr 10 students to have greater access to VCE units 1 & 2 • Develop and implement the 'Instructional Practice Model'
Engagement 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	All students are confident, active independent learners, with high aspirations who have a strong connectedness to our school community.	• Increase parental and community involvement in learning partnerships with the college - improve attendance at Parent/Teacher Interviews • Improvement in Student School Survey results in: • Teacher Empathy to 3.90 • Teacher Effectiveness to 3.90 • Stimulating Learning to 3.50	• Provision of student voice, leadership, and co-curricular opportunities in Years 7 -12. • Strengthen community partnerships • Explore pathway options for Years 10-12 students • Support, improve & catalogue extra curricula activities

into further education and work.			
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 enhance the respectful learning environment in the school. To build resilience in our students.	• Improve student survey responses in: • Connectedness to School to 4.00 • Student Distress to 5.40 • Student Morale to 5.00	• Provision of a personal learning program at each year level • . Develop a whole school culture that supports resilience • To embed a values based culture within the school community. • Embed resilience strategies into the curriculum and pedagogical practice • Develop partnerships in the wider community around resilience •
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 effectively allocate and use resources (human, physical and financial) to achieve the goals in Achievement, Engagement and Wellbeing	• Budgets to reflect ongoing commitment to improving teaching spaces • Budget developed to accommodate the preferred leadership structure	• Investigate and implement optimal allocation of resources required to efficiently implement structures and programs for students and the school community • To review and implement a leadership structure that reflects the needs of the school • Provide a variety of support services for students and staff • Leadership team to develop a 'Coaching Culture'

Key Improvement Strategies		Actions	Achievement Milestone
		▪	
Achievement • Design and implement a relevant rigorous curriculum • Build the capacity of staff to effectively interpret and use a broad range of data sets to ensure the curriculum is differentiated across all domains and levels.	**Year 1** **2015**	▪ To build a collective learning culture ▪ Online Curriculum templates have been developed with Year 7 and 8 curriculum online ▪ All Domain Leaders receive support in the development of their Domain Improvement Action Plans ▪ Teachers show evidence in TPD reviews of their progress with student performance data analysis ▪ Formulate Plan for Year 7 – 12 Acceleration Program ▪ Review the structure of the school to align Year 10 with VCE ▪ Embed MGSC Instructional Model in TPD ▪ VCE value added data to be included in Domain Action plans and staff TPD goals ▪ Building the capacity of staff in teaching and learning strategies	▪ Online Curriculum templates have been populated for all Domains for Years 7 and 8 ▪ All Domain Leaders use an Improvement Action Plan to manage the delivery of their targeted changes ▪ Teachers meet the TPD requirement to use data to assess student progress and inform their teaching practice ▪ 70% students in years 7-10 indicating one year's growth on Literacy and Numeracy ODT ▪ 30% students awarded A and B on teacher AUSVELS judgements in 2016 ▪ VCE Value Added Data target of +1 average per class
	Year 2 **2016**	▪ Review Year 1 and update Actions ▪ Extend the scope of the Online Curriculum to Years 9 and 10 ▪ Implement Acceleration Program at Years 7 and 8	▪ Online Curriculum templates have been populated for all Domains for Years 9 – 10 ▪ All Domain Leaders continue to use an Improvement Action Plan to manage the delivery of their targeted changes and work is done on developing a common template ▪ Teachers meet the TPD requirement to use data to assess student progress and inform their teaching practice
	Year 3 **2017**	▪ Review Year 2 and update Actions ▪ Extend the scope of the Online Curriculum to Years 11 and 12 ▪ Implement Acceleration Program at Years 9 & 10 ▪ Review of LAS program	▪ Online Curriculum templates have been populated for all Domains for Years 11 – 12 ▪ All Domain Leaders continue to use an Improvement Action Plan to manage the delivery of their targeted changes & share their learnings from this experience ▪ Teachers meet the TPD requirement to use data to assess student progress and inform their teaching practice.
	Year 4 **2018**	▪ Review Year 3 and update Actions ▪ Extend the scope of the Online Curriculum to include assessment and reporting ▪ Implement any recommendations for LAS ▪ Assess the effectiveness of the "Achievement" initiatives and formulate the key goals, actions and milestones for the next Strategic Planning period. ▪ Implement Acceleration Program at Years 11 and 12	▪ Online Curriculum to include assessment portal for student performance on assessment tasks - to be shared in a timely manner with parents. ▪ All Domain Leaders continue to use an Improvement Action Plan to manage the delivery of their targeted changes & share their learnings from this experience ▪ Teachers meet the TPD requirement to use data to assess student progress and inform their teaching practice.

Engagement • Provision of student voice, leadership, and co-curricular opportunities in Years 7 -12. • Strengthen community partnerships • Explore pathway options for Years 10-12 students	**Year 1** **2015**	▪ Produce a school wide co-curricular calendar of events and publicise to the broad school community ▪ Further develop House competition – music, sport and other potential areas ▪ Determine the structure and purpose of student focus groups ▪ Analysis of student surveys focusing on connectedness to school community, including student focus groups identifying achievable student driven actions ▪ Domains audit the current curriculum links to the community ▪ Review the structure of the school to align Year 10 with VCE	▪ Calendar of events published online through school portal ▪ Gauge attendance and participation in House Events ▪ Student focus groups identified areas for incorporation into the House program ▪ House Leader Board visible on screens to whole school ▪ Establish contributions from across the College to the House system (e.g. Domain, Sub-schools, Fancy Dress etc.) ▪ Pilot program of student focus groups ▪ Domain action plans reflect curriculum audit, explicitly demonstrating community links ▪ Select the preferred model for the Year 10 -12 Curriculum structure
	Year 2 **2016**	▪ Establish policy for College House system ▪ Refine Student focus groups ▪ Consolidating authentic curriculum links to the community ▪ Development of the curriculum materials for Year 10	▪ House points are systematically allocated ▪ Sustainable student focus group program ▪ Year 10 curriculum is adequately resourced for implementation
	Year 3 **2017**	▪ Measure increased representation and agency of student forums ▪ Implement a Year 10, 11, 12 blocking structure	▪ Greater participation of Year 10 students in Unit 1 & 2 subjects ▪ Real retention rates in Year 10 into 11 and Year 11 into 12 to show improvement ▪ Improved Student ATTS Survey data
	Year 4 **2018**	▪ Review of progress from Years 1 - 3	

Wellbeing • To embed a values based culture within the school community. • Embed resilience strategies into the curriculum and pedagogical practice • Develop partnerships in the wider community around resilience.	**Year 1** **2015**	▪ Develop a whole school MGSC student wellbeing program, which integrates philosophy, academic applications and student management protocols, and include a wellbeing target in all teachers TP&D plan ▪ Staff Professional Development on Mental Health First Aid training – student managers ▪ Embed the three core values Respect, Personal Best and Resilience ▪ Review student wellbeing provision ▪ Collection of SWC student visit data ▪ Staff Professional Development for teaching strategies to develop resilience in our students ▪ Investigate parent forum to support building resilience for our students ▪ Year 7 students revisit their primary school	▪ All Student Managers have completed Mental Health First Aid training ▪ Values poster in every classroom, online environment, signage, diaries, school documents, leadership meeting agenda item and actions, professional development ▪ Analysis of SWC data with a recommendation ▪ Investigation completed for resilience program for students
	Year 2 **2016**	▪ Staff Professional Development on Mental Health First Aid training – Personal Learning teachers ▪ Continue to embed the three core values Respect, Personal Best and Resilience ▪ Review of Personal Learning	▪ All Personal Learning teachers have completed Mental Health First Aid training ▪ Values incorporated into school culture and communicated with school community (including conversations with students and staff, meetings, classrooms, noticeboards, reports, coaching model, habits of mind, restorative practice training, RPR awards, Presentation evening awards etc.) ▪ Recommendations made from review of Personal Learning
	Year 3 **2017**	▪ Staff Professional Development on Mental Health First Aid training – All staff implementation of ongoing assessment and reporting through parent portal ▪ Plan implementation of resilience programs ▪ Implement recommendations from Personal Learning review	▪ All staff have completed Mental Health First Aid training
	Year 4 **2018**	Review items from Years 1 - 3	

Productivity • Investigate and implement optimal allocation of resources required to efficiently implement structures and programs for students and the school community • To review and implement a leadership structure that reflects the needs of the school	**Year 1** **2015**	▪ Formulate a set of key requirements for the rebuilding of the school ▪ Reallocate resources with a substantial increase in ICT budget offset against no increase in other programs and a decrease in book purchases ▪ Develop English Language Centre to be operational mid 2015 ▪ Executive Team training in a Coaching Model ▪ Develop meeting protocols that support the school values ▪ Identify strategies to market the College in the community (including co-curricular program ▪ Curriculum development and assessment and reporting time and resourcing ▪ Review of leadership structure	▪ School budget meets targets ▪ Adopt a new meetings template that records actions and those responsible, as per corporate models ▪ Embed the Coaching Culture in college, domain level and year level practices, policies and protocols. ▪ Student numbers reach 1100, review whether we can fund an additional S.W.C and/or provide additional time to Student Managers. ▪ Actively implement marketing the successes of the college in the wider community ▪ ELC is operational ▪ Recommendations for new leadership structure
	Year 2 **2016**	▪ School Council focus on funding the Master Plan ▪ Transfer Facilities Management & OHS role to ES staff ▪ Improved Student management time provision ▪ Curriculum development and assessment and reporting time and resourcing ▪ Implement new leadership structure	▪ Master Plan has been developed for the rebuilding of the school ▪ AP's recognised as instrumental in student welfare support ▪ DET support for building program
	Year 3 **2017**	▪ Review of the reporting process with the view of future ongoing assessment and reporting (begin with Year 12 – phased) ▪ Pilot ongoing assessment and reporting through the means of a suitable parent portal	
	Year 4 **2018**	▪ Prepare Tender Documents ▪ Award Tender & Project Manager ▪ Produce Detailed Project/Contingence Plan ▪ Commence Building Works ▪ Implementation of ongoing assessment and reporting through the means of a suitable parent portal	