



Department of
Education & Training



School Strategic Plan for Mullauna College 8744 2016 - 2019

Endorsements

Endorsement by School Principal	Signed..... Name: Barbara Laidlaw Date: 15 March 2016
Endorsement by School Council	Signed..... Name: Sharon Breeland-Clencie Date: 15 March 2016 School Council President's endorsement represents endorsement of School Strategic Plan by School Council
Endorsement by the delegate of the Secretary	Signed..... Name: Rod Williamson (SEIL Whitehorse Network) Date: 15 March 2016

School Profile

Mullauna is a growing, mid-sized college with students from many cultural backgrounds. Our students are renowned for their friendliness and this is reflected in the harmonious environment that students experience on campus each day. We are a vibrant learning community with a vision of continual improvement, as we all learn and strive to reach our highest potential. In this we exemplify the college motto of '*Success Through Learning Together*'. Students are supported and encouraged to aspire to achieve their personal best in academic and co-curricular endeavours, and to be persistent and resilient learners who value curiosity in themselves and others.

Mullauna is a learning community where students and teachers are actively engaged in ongoing learning. In the classroom the focus is on creating a learning environment that is stimulating, rigorous and values excellence. The teaching and learning in the classroom is enriched by a comprehensive range of co-curricular programs that provide students with the opportunity to achieve their personal best in whatever areas capture their interest and suits their learning style. Students are encouraged to participate in camps, sport, music, the performing arts, debating, the World Challenge expedition and the Presentation Ball, as well as pursue leadership opportunities through student governance and student led activities. While the college focus is very much on academic excellence, the belief that happy, healthy, resilient students learn and achieve their best is a guiding philosophy. Mullauna's students are supported in their intellectual, emotional, social and physical development by a highly professional group of teachers and education support staff.

Purpose	Mullauna is a learning community where students and teachers are actively engaged in ongoing learning.
Values	<p>CURIOSITY</p> <ul style="list-style-type: none"> • Be creative; think, ask and explore. • Look for new interests and different perspectives. <p>COURAGE</p> <ul style="list-style-type: none"> • Commit; persevere and strive to achieve your personal best. • Create opportunities from uncertainty and complexity. <p>COMMUNITY</p> <ul style="list-style-type: none"> • Be courteous, kind and compassionate. • Be accountable; contribute to a safe and sustainable environment.

Environmental Context

Our college is entering an exciting era as the plans for new buildings and renovations come to fruition. These facilities will provide students and staff with modern, well-equipped, purposeful learning spaces that promote and support stimulating teaching and learning. These improvements include a new Junior Learning Centre, a new Art, Design and Technology Centre, a new 'Fab Lab' for 3D printing and laser technology, a new Master Chef-style kitchen, a new VCE Learning Centre and common room, a new staff centre and renovated library space and landscaping which includes an amphitheatre and new hard courts for students' recreational use.

Strategic Direction

If the college achieves the goals and targets set out in this School Strategic Plan 2016 - 2019 then student learning outcomes will have improved, enrolments will have grown and the profile of Mullauna College within the Mitcham community will have been enhanced.

Achievement		Key improvement strategies
Goals	To improve students' learning outcomes and teachers' capacity to develop classroom teaching strategies that enhance such improvements	<ol style="list-style-type: none"> 1. Develop and embed the college instructional model Curiosity and Powerful Learning over the course of the four years and work towards achieving whole school understanding and commitment to the model. 2. Ensure that the model includes: <ol style="list-style-type: none"> 2.1 Teachers building capacity to consistently and seamlessly apply Learning Intentions and Success Criteria in every class, and to then move beyond this to higher order activities and practice associated with the suite of CPL theories of action; 2.2 Developing high expectations and practice for TRIAD observations and reflections as a means through which teachers interact with each other to better inform their teaching practices. 2.3 Developing a data system for testing students' learning levels and enhancing teacher capacity to understand and use the data to differentiate their teaching and assessment practices and their curriculum design, in order to better pre and post-test as a means of determining and articulating a student's growth in learning 2.4 Embedding the use of digital technologies in teacher practice
Targets (please see the addendum at the end of the SSP)	<p>Student Attitudes to School For the four year period 2016 – 2019 the Student Attitudes to School Data 7 – 12 is at or above State and Region in the areas listed in the table.</p> <p>NAPLAN For the four year period 2016 – 2019 the year 7 and 9 cohort data for students achieving NAPLAN outcomes Well Above the National Minimum Standard (NMS) is maintained or increased i.e. year 7 Bands 8 & 9 to year 9 Bands 9 & 10.</p> <p>For the four year period 2016 – 2019 the year 7 and 9 cohort data for students achieving NAPLAN outcomes Below the National Minimum Standard (NMS) i.e. year 7 Band 4 to year 9 Band 5 is maintained or decreased.</p> <p>THE VICTORIAN CERTIFICATE OF EDUCATION For the four year period 2016-2019 the All Study Score Mean will steadily improve to achieve 30.5 and the percentage of Study Scores of 40 and above will be 10%.</p> <p>SCHOOL STAFF SURVEY (principals and teachers) For the four year period 2016 – 2019 the data is at or above the NEV secondary schools.</p>	

	<p>PARENT OPINION SURVEY For the four year period 2016 – 2019 the data is at or above the state secondary schools mean.</p>	<p>2.5 Building teacher capacity to effectively seek feedback from their students on how engaging and stimulating they find their teaching.</p> <p>2.6 Improving the correlation between the design of AusVels (Vic_Curric) assessment tasks and the rubrics teachers use to describe students' points of learning</p> <p>2.7 Ensuring that PDP processes are geared to the strategic priority of embedding the Phase 1 of the CPL instructional model.</p>
<p>Theory of Action</p>	<p>If the college embeds the <i>Curiosity and Powerful Learning</i> instructional model over a four year period then we will have developed a common approach to teaching practice leading to improved student outcomes. We will know that this model has been successful because student data will demonstrate value adding within student learning growth.</p>	<p>3. Build leadership capacity, including for Heads of Faculty, to assist teachers build capacity to consistently and seamlessly apply Learning Intentions, Success Criteria and Exit Passes in every class, and to then move beyond this to higher order activities and practice associated with the suite of CPL theories of action.</p> <p>4. Develop a comprehensive 12-7 curriculum backward mapping process for all Faculties that is reflected on the college's agreed curriculum template and uploaded onto COMPASS so it is readily accessible to all sectors of the community.</p>

	Actions	Success criteria
Year 1	<p>Actions For KIS 1 & 2</p> <ul style="list-style-type: none"> • AP - Curriculum, the Head of Curriculum and the Director of Teaching continue to work with Faculty leaders at Curriculum Team meetings, in faculty meetings, in classroom observations and reflections, and in Performance & Development Plan (PDP) triads to build teacher capacity in: <ul style="list-style-type: none"> ○ the use of learning intentions, ○ success criteria, ○ exit passes ○ designing learning tasks that are differentiated according to students' identified learning levels, ○ assessment task and rubrics that teachers use to describe and report on students' learning levels, ○ using student feedback to inform teaching practices. <p>They do this through running meetings which have both a professional learning (PL) and strategic focus, and through coaching.</p> • AP - Curriculum, the Head of Curriculum and the Director of Teaching conduct staff PL in curriculum meetings, faculty meetings and staff meetings on analysing data sets and how they can be used to inform teaching practices. • All year 12 teachers and Heads of Faculty (HoF) access VASS and VCAA data from their teaching subjects and receive PL in interrogating the data to enhance their teaching of their subjects • All Leading Teachers ensure that teachers in their PDP Triads are setting goals and providing evidence in 	<p>Success Criteria for KIS 1 & 2</p> <ul style="list-style-type: none"> • Meeting agendas and Minutes, classroom visits and general observations & the PDP data demonstrate authentic use of Phase 1 of the CPL instructional model. • The use of data to inform the improvement of teacher practice. • The curriculum is developed collaboratively using backward design from 12 – 7. • Curriculum documentation has been prepared in readiness for the implementation of the Victorian Curriculum. • The Compass Learning Task pilot is completed, analysed and shared with teachers in readiness for whole school implementation in 2016.

	<p>alignment with the above</p> <ul style="list-style-type: none"> • AP - Curriculum, the Head of Curriculum and the Director of Teaching continue to lead and work with HoF to extend teachers' use and understanding of Compass. <ul style="list-style-type: none"> ○ Chronicle. ○ Attendance data. ○ Recording the Learning Intention, Success Criteria & Exit Pass for every lesson. ○ Accessing student achievement data to inform practice via Analytics.. ○ Introduce the delivery of on-line curriculum, feedback & assessment via Learning Tasks. • AP - Curriculum, the Head of Curriculum and the Director of Teaching will support teachers with strategies to collect, analyse and use student data to inform improvements to teaching practice. This will be a strategy in the PDP common to all teachers. • AP - Curriculum, the Head of Curriculum and the Director of Teaching support HoFs and teachers in the transition from AusVELS to the Victorian Curriculum with a focus on ensuring that assessment tasks and rubrics are designed to facilitate differentiation. The objective is to ensure that judgements more accurately reflect students learning points on the learning continuum. • As per points the first two dot points above. <p>Actions For KIS 3</p> <ul style="list-style-type: none"> • Leadership capacity of HoF is built through the following actions: <ul style="list-style-type: none"> ○ job descriptions and time allowances changed; 	<p>Success Criteria for KIS 3</p> <ul style="list-style-type: none"> • Meeting agendas and Minutes, classroom visits and general observations & the PDP data demonstrate authentic use of Phase 1 of the CPL instructional model. • The use of data to inform the improvement of teacher practice. • The curriculum is developed collaboratively using backward design from 12 – 7. • Curriculum documentation has been prepared in readiness in readiness for the implementation of the Victorian Curriculum.
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	<ul style="list-style-type: none"> ○ regular PL and internal and external coaching in leadership, ○ involvement with LTs in classroom observations and reflections ○ Shared meeting protocols & meeting templates developed to reflect 'Insight Meeting Planner' model. ● Leadership capacity of all members of the Leadership Team is built through regular PL and external coaching <p>Actions For KIS 4</p> <ul style="list-style-type: none"> ● AP - Curriculum, the Head of Curriculum and the Director of Teaching use exemplar curriculum templates with the HoF and in faculty teams to build teacher capacity to document their curriculum according to the required format. ● AP - Curriculum, the Head of Curriculum and the Director of Teaching introduce Learning Tasks on Compass and run a pilot program with the intention of all staff using Compass Learning Tasks in 2017. 	<ul style="list-style-type: none"> ● The Compass Learning Task pilot is completed, analysed and shared with teachers in readiness for whole school implementation in 2016. <p>Success Criteria for KIS 4</p> <ul style="list-style-type: none"> ● Meeting agendas and Minutes, classroom visits and general observations & the PDP data demonstrate authentic use of Phase 1 of the CPL instructional model. ● The use of data to inform the improvement of teacher practice. ● The curriculum is developed collaboratively using backward design from 12 – 7. ● Curriculum documentation has been prepared in readiness in readiness for the implementation of the Victorian Curriculum. ● The Compass Learning Task pilot is completed, analysed and shared with teachers in readiness for whole school implementation in 2016.
<p>Year 2</p>	<p>The degree to which the Key Improvement Actions from Year 1 achieved their milestones is evaluated by the Leadership and Curriculum teams, and actions for the new year accordingly determined and built into the AIP</p>	<ul style="list-style-type: none"> ● PDP data demonstrates enhanced use of all elements of the instructional model. ● Student data demonstrates value adding within student learning growth. ● Feedback from 'Opinion Survey Data' reflects increased levels of satisfaction in the targeted areas.

Year 3	The degree to which the Key Improvement Actions from Year 1 achieved their milestones is evaluated by the Leadership and Curriculum teams, and actions for the new year accordingly determined and built into the AIP	<ul style="list-style-type: none"> • PDP data demonstrates enhanced use of all elements of the instructional model. • Student data demonstrates value adding within student learning growth. • Feedback from 'Opinion Survey Data' reflects increased levels of satisfaction in the targeted areas.
Year 4	The degree to which the Key Improvement Actions from Year 1 achieved their milestones is evaluated by the Leadership and Curriculum teams, and actions for the new year accordingly determined and built into the AIP	<ul style="list-style-type: none"> • PDP data demonstrates enhanced use of all elements of the instructional model. • Student data demonstrates value adding within student learning growth. • Feedback from 'Opinion Survey Data' reflects increased levels of satisfaction in the targeted areas.

Engagement		Key improvement strategies
Goals	To improve students' engagement in their learning and their connectedness to school.	<ol style="list-style-type: none"> 1. Increase shared teacher knowledge and practice associated with factors that engage and stimulate students in their learning through development and implementation of the College Instructional Model. 2. Increase student engagement and connectedness. 3. Ensure the consistent and whole College implementation of an agreed student behaviour management framework. 4. Develop a transitions marketing strategy that targets identified primary schools and investigates the use of social media to increase the proportion of students from our catchment who enrol at Mullauna.
Targets (please see the addendum at the end of the SSP)	Student Attitudes to School For the four year period 2016 – 2019 the Student Attitudes to School Data 7 – 12 is at or above State and Region in the areas: <ul style="list-style-type: none"> • School Connectedness • Learning Confidence • Student Motivation • Classroom Behaviour. 	

	<p>Student Attendance Data ABSENCE DAYS PER FULL TIME EQUIVALENT (FTE)</p> <ul style="list-style-type: none"> • For the four year period 2016 – 2019 the School Mean for Absence Days FTE is at 14.5. • For the four year period 2016 – 2019 the year 9 Absence Days FTE will be an improvement focus with a targeted Mean of 15.5 days. <p>School Staff Survey For the four year period 2016 – 2019 the data is at or above the NEV secondary schools in the areas of:</p> <ul style="list-style-type: none"> • Collective Focus on Student Learning • Guaranteed & Viable Curriculum. <p>Parent Opinion Survey For the four year period 2016 – 2019 the Parent Opinion Data is at or above Secondary Schools in the areas:</p> <ul style="list-style-type: none"> • School Connectedness • Student Motivation • Classroom Behaviour • Teacher morale. 	<p>5. Improve student attendance through adopted targeted actions.</p>
<p>Theory of Action</p>	<p>If the college embeds the <i>Curiosity and Powerful Learning</i> instructional model, develops a pastoral care model and builds our transition and marketing strategy, we will have created an environment that is welcoming, supportive and attractive to current and prospective students and parents. We will know that these strategies have been successful because our student engagement and connectedness targets will have been met, and enrolments will have grown.</p>	

	Actions	Success criteria
Year 1	<p>Actions for KIS 1 Implement Phase 1 of the CPL instructional model as per actions outlined in the Achievement section of the AIP.</p> <p>Actions for KIS 2</p> <ul style="list-style-type: none"> • Investigate how the House system might be integrated with students' learning and wellbeing needs to increase student connectedness with the college and their peers • Investigate best practice regarding House and/or Mentor systems and recommend actions for 2017. • Review the student planner to ensure that pastoral activities are included. • Build upon the improvements to the 2015 Course Confirmation process including: <ul style="list-style-type: none"> ○ Scheduling interviews at times that encourages parents' participation in course counselling. ○ Upskilling teachers regarding courses and protocols around the giving of course advice. <p>Actions for KIS 3</p> <ul style="list-style-type: none"> • The Director of Student Development meets with YLCs at the beginning of the year to review the Expectations and Processes document and achieve common commitment to its priority areas. • Collaboratively and in consultation with all staff, develop and publish an agreed Student Behaviour Management Framework. 	<p>Success Criteria for KIS 1</p> <ul style="list-style-type: none"> • Meeting agendas and Minutes, classroom visits and general observations & the PDP data demonstrate authentic use of Phase 1 of the CPL instructional model. • The use of data to inform the improvement of teacher practice. • The curriculum is developed collaboratively using backward design from 12 – 7. • Curriculum documentation has been prepared in readiness for the implementation of the Victorian Curriculum. • The Compass Learning Task pilot is completed, analysed and shared with teachers in readiness for whole school implementation in 2016. <p>Success Criteria for KIS 2</p> <ul style="list-style-type: none"> • If the decision is to proceed with a recommended model then a policy and program will be developed in readiness for Term 3 planning for 2017 school year. • The improved model is ready for implementation for course counselling at the start of term 3 2016. • Teachers are trained and implement the model with confidence. <p>Success Criteria for KIS 3</p> <ul style="list-style-type: none"> • The Behaviour Management Framework is developed, accepted by teachers and School Council, and implemented.

	<ul style="list-style-type: none"> • The YLC team plan to instil the new college values of <i>Curiosity, Courage and Community</i> in the daily life of the college. • The Director of Student Development and the YLCs support teachers to improve the use of Compass Chronicle and Digest to record and track student behaviour. <p>Actions for KIS 4</p> <ul style="list-style-type: none"> • The Director of Transitions and Community Partnerships, in conjunction with the Marketing Committee will review the 2015 marketing strategy to improve and develop the plan for 2016. • The Leadership Team works with the College Council and college community to investigate the development and implementation of a rebrand of the college including a new name: Mitcham College. • Launch the new website in Term 1 which was developed late 2015. • Publish the new college values on all marketing materials and college documentation. • Develop plans for the new prospectus to be used in 2017. • Seek feedback from participants in school tours and act upon this information • Streamline the on-site enrolment process including 	<ul style="list-style-type: none"> • The new school values of <i>Curiosity, Courage and Community</i> are published throughout the campus and embedded as part of the college culture and dialogue. • Ensure consistent and whole school implementation of an agreed student behaviour management framework. <p>Success Criteria for KIS 4</p> <ul style="list-style-type: none"> • The new marketing plan is updated and implemented for 2016. • If approved, the DET process is set in action ready for the official opening of the new buildings in 2017. • The website is live and has been actively promoted. • The prospectus is published and ready to use in 2017. • Evidence of feedback is used to inform future school tours. • Enrolment documents being used to increase the efficiency of the enrolment process.
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	<p>personal meetings with parents and their child.</p> <p>Actions for KIS 5 Develop and build upon current strategies to improve student absence rates and consistent follow up by YLC.</p>	<p>Success Criteria for KIS 5</p> <ul style="list-style-type: none"> • The Attendance data is accurate. • Parents make fewer complaints about errors in attendance data on Compass.
Year 2	<ul style="list-style-type: none"> • Implementation of actions arising from the investigation into on-site enrolment process. • The degree to which the Key Improvement Actions from Year 1 achieved their milestones is evaluated by the Leadership and Curriculum teams, and actions for the new year accordingly determined and built into the AIP 	<ul style="list-style-type: none"> • An upwards trend towards improvement in student engagement and connectedness targets is achieved. • Trend towards improved attendance rates within the School Mean and year 9 specifically. • An increase in student enrolments.
Year 3	<ul style="list-style-type: none"> • Implementation of actions arising from the investigation into on-site enrolment process. • The degree to which the Key Improvement Actions from Year 1 achieved their milestones is evaluated by the Leadership and Curriculum teams, and actions for the new year accordingly determined and built into the AIP. 	<ul style="list-style-type: none"> • An upwards trend towards improvement in student engagement and connectedness targets is achieved. • Trend towards improved attendance rates within the School Mean and year 9 specifically. • An increase in student enrolments.
Year 4	<ul style="list-style-type: none"> • Implementation of actions arising from the investigation into on-site enrolment process. • The degree to which the Key Improvement Actions from Year 1 achieved their milestones is evaluated by the Leadership and Curriculum teams, and actions for the new year accordingly determined and built into the AIP. 	<ul style="list-style-type: none"> • An upwards trend towards improvement in student engagement and connectedness targets is achieved. • Trend towards improved attendance rates within the School Mean and year 9 specifically. • An increase in student enrolments.

Wellbeing		Key improvement strategies
Goals	To improve students' wellbeing as a basis for their engagement and achievement. .	<ol style="list-style-type: none"> 1. Improve student wellbeing and connectedness through the possible development of a mentoring scheme for all students through which students can identify with a specific mentoring or pastoral teacher who can also oversee the student's engagement, wellbeing and learning needs and progress 2. To improve student connectedness and wellbeing through continuing to generate and review the college's range of co-curricular programs including their relevance and effectiveness. 3. Develop a whole school Year 7 – 12 Wellbeing Strategy.
Targets (please see the addendum at the end of the SSP)	<p>Student Attitudes to School Data 7 – 12 For the four year period 2016 – 2019 the Student Attitudes to School Data 7 – 12 is at or above State and Region in the areas:</p> <ul style="list-style-type: none"> • School Connectedness • Learning Confidence • Student Motivation • Classroom Behaviour • Teacher Empathy. <p>School Staff Survey For the four year period 2016 – 2019 the data is at or above the NEV secondary schools in the areas of:</p> <ul style="list-style-type: none"> • Trust In Students and Parents • Parent and Community Involvement. <p>Parent Opinion Survey For the four year period 2016 – 2019 the Parent Opinion Data is at or above Secondary Schools in the following areas:</p> <ul style="list-style-type: none"> • Student Safety • Connectedness to Peers. 	
Theory of Action	<p>If we embed a pastoral care model and develop a whole school wellbeing strategy then students will feel confident and connected at school.</p> <p>We will know that we have been successful because student, staff and parent opinion survey targets will have been met.</p>	

	Actions	Success criteria
Year 1	<p>Actions for KIS 1</p> <ul style="list-style-type: none"> Investigation of House and mentoring systems as per engagement section. <p>Actions for KIS 2</p> <ul style="list-style-type: none"> Tool developed for auditing, then evaluating all extra-curricular and wellbeing programs Increase participation by staff and possibly trainees in extra curricula programs through encouragement strategies developed by program leaders. Regularly seek student feedback via a survey regarding co-curricular programs offered at the college. Analyse the results and act accordingly. <p>Actions for KIS 3</p> <ul style="list-style-type: none"> Determine the particular wellbeing needs of each year level. Once established, develop programs that cater for these needs. 	<p>Success Criteria for KIS 1</p> <p>Investigations completed and recommendations for implementation, if any, are in place for the following year - 2017.</p> <p>Success Criteria for KIS 2</p> <ul style="list-style-type: none"> Tool developed and surveying is completed. Evaluation of results leads to actions for following year A PoR is created, a job description is prepared and appointed for 2017 The PoR appointee is to plan for increased involvement and participation by staff and additional community resource personnel in co-curricular programs in 2017. <p>Success Criteria for KIS 3</p> <p>Wellbeing program is fully developed and implemented.</p>
Year 2	<ul style="list-style-type: none"> Implement the recommendations made in 2016 regarding the Pastoral Care System and whole school co-curricular programs. 	<ul style="list-style-type: none"> The model is implemented. Position of Responsibility position created and appointment made.
Year 3	<ul style="list-style-type: none"> Embed the model for the Pastoral Care System and whole school co-curricular programs. 	<ul style="list-style-type: none"> The model is implemented.

Year 4	<ul style="list-style-type: none"> • Embed the model for the Pastoral Care System and whole school co-curricular programs. 	<ul style="list-style-type: none"> • The model is fully developed and implemented.
Productivity		Key improvement strategies
Goals	To improve the efficiency and effectiveness of college operations as a means of better aligning college resources to enhance student learning, engagement and wellbeing outcomes	<ol style="list-style-type: none"> 1. Build leadership capacity and develop means to evaluate its effectiveness. 2. Continue to develop Compass as the management and communication tool.
Targets (please see the addendum at the end of the SSP)	<p>School Staff Survey For the four year period 2016 – 2019 the data is at or above the NEV secondary schools in the areas:</p> <ul style="list-style-type: none"> • Leading change • Instructional leadership. <p>Parent Opinion Survey For the four year period 2016 – 2019 the Parent Opinion Data is at or above Secondary Schools in the areas:</p> <ul style="list-style-type: none"> • School improvement • Reporting • General satisfaction. 	<ol style="list-style-type: none"> 3. Review the effectiveness and efficiency of the BYOD program as a means of facilitating student learning outcomes 4. Improve financial systems to support planning for resourcing and growth of the teaching and learning programs of the college.
Theory of Action	If the efficiency and effectiveness of college operations are improved then we will be better able to manage and plan for future growth and development of all college programs. We will know that we have been successful because programs will be well managed, adequately funded and forward looking.	

	Actions	Success criteria
Year 1	<p>Actions for KIS 1</p> <ul style="list-style-type: none"> • Change the intent, focus and structure of staff meetings to ensure their purpose is to build teacher capacity in implementing the instructional model. • Leadership Team works with curriculum teams to evaluate effectiveness and efficiency of meeting time. • Develop a tool for measuring effectiveness of strategies designed to build leadership capacity. <p>Actions for KIS 2</p> <ul style="list-style-type: none"> • Introduce the Learning Tasks module for curriculum delivery and assessment as a pilot in 2016 with a view to whole school use in 2017. • Provide teacher training in the effective use of Compass modules. • Staff use of <u>all</u> Compass modules is monitored by the Leadership Team, and actions taken to enhance effective use. • In Term 3 seek feedback from all stakeholders involved in the pilot (teachers, students, parents). <p>Actions for KIS 3</p> <ul style="list-style-type: none"> • iPad program reviewed in terms of its effectiveness and teacher use as a key teaching and learning resource. 	<p>Success Criteria for KIS 1</p> <ul style="list-style-type: none"> • Meetings are conducted with a PL focus, and evaluations demonstrate acquisition of learning by teachers. • Meeting schedules reflect renewed focus on building teacher capacity in implementing instructional model • Tool developed and used and actions effected <p>Success Criteria for KIS 2</p> <ul style="list-style-type: none"> • Teachers, students and parents express satisfaction with the manner in which Learning Tasks module works. • Teachers, students and parents express satisfaction with Compass as a whole school Learning Management System. <p>Success Criteria for KIS 3</p> <ul style="list-style-type: none"> • iPad program reviewed and recommendations drafted for

	<ul style="list-style-type: none"> Review and analyse the adoption and effectiveness of the BYOD program. <p>Actions for KIS 4</p> <ul style="list-style-type: none"> College implements all processes of Compass Ordering and Financial Management module. Ensure that DET fiscal procedures and requirements are adhered to on all occasions. 	<p>implementation in 2017</p> <ul style="list-style-type: none"> Strategies developed to better promote BYOD. <p>Success Criteria for KIS 4</p> <ul style="list-style-type: none"> Module implemented fully and accountabilities monitored by Principal and verified by external and DET personnel. Protocols for fiscal management are explicit and followed. A successful auditor's report tabled at School Council.
Year 2	<ul style="list-style-type: none"> Recommendations from 2016 BYOD review implemented. Leadership Team reviews all key implementation strategies and actions from previous years and makes modifications accordingly 	Actions implemented and evaluated
Year 3	<ul style="list-style-type: none"> Leadership Team reviews all key implementation strategies and actions from previous years and makes modifications accordingly 	Actions implemented and evaluated
Year 4	<ul style="list-style-type: none"> Leadership Team reviews all key implementation strategies and actions from previous years and makes modifications accordingly 	Actions implemented and evaluated

See below for Targets 2016 - 2019

Achievement Targets

Student Attitudes to School

For the four year period 2016 – 2019 the Student Attitudes to School Data 7 – 12 is at or above State and Region in the areas listed in the table.

2016 - 2019	2015	2016 Targets	2017	2018	2019
Stimulating Learning	3.14	3.16	3.17	3.18	3.20
Region	(3.14)	()	()	()	()
State	(3.16)	()	()	()	()
Student Motivation	4.31	4.33	4.34	4.35	4.37
Region	(4.24)	()	()	()	()
State	(4.24)	()	()	()	()
Teacher Effectiveness	3.63	3.65	3.66	3.67	3.69
Region	(3.61)	()	()	()	()
State	(3.64)	()	()	()	()
Teacher Empathy	3.65	3.67	3.68	3.69	3.71
Region	(3.61)	()	()	()	()
State	(3.63)	()	()	()	()

NAPLAN

For the four year period 2016 – 2019 the year 7 and 9 cohort data for students achieving NAPLAN outcomes **Well Above** the National Minimum Standard (NMS) is maintained or increased i.e. year 7 Bands 8 & 9 to year 9 Bands 9 & 10.

	2014	2016	2015	2017	2016	2018	2017	2019
	Year 7	Year 9	Year 7	Year 9	Year 7	Year 9	Year 7	Year 9
READING	26.8	28.8	30.3	32.3				
WRITING	13.2	15.2	12.5	14.5				
SPELLING	28.9	30.9	26.2	28.2				
GRAMMAR & PUNCTUATION	32.6	34.6	38.5	40.5				
NUMERACY	21.0	23.0	30.7	32.7				

For the four year period 2016 – 2019 the year 7 and 9 cohort data for students achieving NAPLAN outcomes **Below** the National Minimum Standard (NMS) i.e. year 7 Band 4 to year 9 Band 5 is maintained or decreased.

	2014	2016	2015	2017	2016	2018	2017	2019
	Year 7	Year 9	Year 7	Year 9	Year 7	Year 9	Year 7	Year 9
READING	3.7	3.7	4.5	3.5				
WRITING	10.8	9.8	15.6	14.6				
SPELLING	6.0	5.0	6.2	5.2				
GRAMMAR & PUNCTUATION	8.4	7.4	7.7	6.7				
NUMERACY	1.2	1.2	1.5	1.5				

THE VICTORIAN CERTIFICATE OF EDUCATION

	2015	2016 Targets	2017	2018	2019
All Study School Mean	28.0	29.0	29.0	29.5	30.5
Percentage of Study Scores 40 and over	5.2%	6.5%	8%	9%	10.0%

SCHOOL STAFF SURVEY (principals and teachers)

For the four year period 2016 – 2019 the data is at or above the NEV secondary schools.

2016 - 2019	2015	2016 Targets	2017	2018	2019
Collective Efficacy	71.59	72.0	72.25	72.75	73.0
NEV Secondary schools	(69.00)	()	()	()	()
State	(66.60)	()	()	()	()
Collective Responsibility	73.95	74.5	75.5	76.8	77.40
NEV Secondary schools	(77.40)	()	()	()	()
State Secondary schools	(75.92)	()	()	()	()
Academic Emphasis	61.45	62.0	62.8	63.5	64.19
NEV Secondary schools	(64.19)	()	()	()	()
State	(62.21)	()	()	()	()
Teacher Collaboration	60.80	61.6	62.2	62.9	63.24
NEV Secondary schools	(63.24)	()	()	()	()
State Secondary schools	(62.03)	()	()	()	()

PARENT OPINION SURVEY

For the four year period 2016 – 2019 the data is at or above the state secondary schools mean.

2016 - 2019	2014 (2015 n/a)	2016 Targets	2017	2018	2019
Stimulating Learning	4.88	4.94	5.0	5.06	5.12
Secondary schools	(5.12)	()	()	()	()
State	(5.74)	()	()	()	()
Learning Focus	5.33	5.37	5.42	5.46	5.51
Secondary schools	(5.51)	()	()	()	()
State	(5.73)	()	()	()	()
Reporting	5.12	5.16	5.19	5.22	5.25
Secondary schools	(5.25)	()	()	()	()
State	(5.54)	()	()	()	()

AusVELS

In 2016 the year 8 AusVELS data in English and maths for semester 2 better reflects the students' actual achievements in line with the on-demand testing data.

AusVELS - Year 7 Students by Rating Yearly Comparison - Domain English 2015 - Semester 2 - Mullauna Secondary College (8744)

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Dimension	Year	Students Assessed	Rating										Mean		
			Percentage of Students					Number of Students					School	State	Region
			A	B	C	D	E	A	B	C	D	E			
Reading and viewing	2013	90	6.7%	20.0%	64.4%	6.7%	2.2%	6	18	58	6	2	6.99	6.88	6.94
	2014	0	0.0%	0.0%	0.0%	0.0%	0.0%	0	0	0	0	0	0.00	6.86	6.92
	2015	67	1.5%	13.4%	79.1%	4.5%	1.5%	1	9	53	3	1	6.96	6.85	6.91
Speaking and listening	2013	90	7.8%	20.0%	67.8%	3.3%	1.1%	7	18	61	3	1	7.08	6.85	6.92
	2014	0	0.0%	0.0%	0.0%	0.0%	0.0%	0	0	0	0	0	0.00	6.85	6.93
	2015	67	0.0%	10.4%	89.6%	0.0%	0.0%	0	7	60	0	0	7.01	6.84	6.91
Writing	2013	90	7.8%	17.8%	58.9%	12.2%	3.3%	7	16	53	11	3	6.92	6.77	6.84
	2014	0	0.0%	0.0%	0.0%	0.0%	0.0%	0	0	0	0	0	0.00	6.76	6.83
	2015	67	0.0%	16.4%	77.6%	4.5%	1.5%	0	11	52	3	1	6.96	6.77	6.84

AusVELS - Year 7 Students by Rating Yearly Comparison - Domain Mathematics 2015 - Semester 2 - Mullauna Secondary College (8744)

[Return to Pre](#)

Dimension		Students Assessed	Rating										Mean		
			Percentage of Students					Number of Students					School	State	Region
			A	B	C	D	E	A	B	C	D	E			
Measurement and geometry	2013	61	0.0%	4.9%	95.1%	0.0%	0.0%	0	3	58	0	0	6.97	6.75	6.88
	2014	0	0.0%	0.0%	0.0%	0.0%	0.0%	0	0	0	0	0	0.00	6.74	6.82
	2015	66	0.0%	0.0%	95.5%	4.5%	0.0%	0	0	63	3	0	6.90	6.71	6.77
Measurement, chance and data	2013	0	0.0%	0.0%	0.0%	0.0%	0.0%	0	0	0	0	0	0.00	0.00	0.00
	2014	0	0.0%	0.0%	0.0%	0.0%	0.0%	0	0	0	0	0	0.00	0.00	0.00
	2015	0	0.0%	0.0%	0.0%	0.0%	0.0%	0	0	0	0	0	0.00	0.00	0.00
Number and algebra	2013	89	0.0%	9.0%	88.8%	2.2%	0.0%	0	8	79	2	0	6.96	6.74	6.86
	2014	0	0.0%	0.0%	0.0%	0.0%	0.0%	0	0	0	0	0	0.00	6.73	6.82
	2015	66	0.0%	6.1%	87.9%	6.1%	0.0%	0	4	58	4	0	6.89	6.71	6.80
Space	2013	0	0.0%	0.0%	0.0%	0.0%	0.0%	0	0	0	0	0	0.00	0.00	0.00
	2014	0	0.0%	0.0%	0.0%	0.0%	0.0%	0	0	0	0	0	0.00	0.00	0.00
	2015	0	0.0%	0.0%	0.0%	0.0%	0.0%	0	0	0	0	0	0.00	0.00	0.00
Statistics and probability	2013	90	0.0%	8.9%	91.1%	0.0%	0.0%	0	8	82	0	0	7.02	6.74	6.86
	2014	0	0.0%	0.0%	0.0%	0.0%	0.0%	0	0	0	0	0	0.00	6.74	6.83
	2015	66	0.0%	1.5%	95.5%	3.0%	0.0%	0	1	63	2	0	6.89	6.73	6.79
Structure	2013	0	0.0%	0.0%	0.0%	0.0%	0.0%	0	0	0	0	0	0.00	0.00	0.00
	2014	0	0.0%	0.0%	0.0%	0.0%	0.0%	0	0	0	0	0	0.00	0.00	0.00
	2015	0	0.0%	0.0%	0.0%	0.0%	0.0%	0	0	0	0	0	0.00	0.00	0.00
Working mathematically	2013	0	0.0%	0.0%	0.0%	0.0%	0.0%	0	0	0	0	0	0.00	0.00	0.00
	2014	0	0.0%	0.0%	0.0%	0.0%	0.0%	0	0	0	0	0	0.00	0.00	0.00
	2015	0	0.0%	0.0%	0.0%	0.0%	0.0%	0	0	0	0	0	0.00	0.00	0.00

Engagement Targets

Student Attitudes to School

For the four year period 2016 – 2019 the Student Attitudes to School Data 7 – 12 is at or above State and Region in the areas listed in the table.

2016 - 2019	2015	2016 Targets	2017	2018	2019
School Connectedness	3.51	3.54	3.57	3.60	3.62
Region	(3.62)	()	()	()	()
State	(3.62)	()	()	()	()
Learning Confidence	3.72	3.74	3.76	3.77	3.78
Region	(3.70)	()	()	()	()
State	(3.71)	()	()	()	()
Student Motivation	4.31	4.33	4.35	4.36	4.37
Region	(4.24)	()	()	()	()
State	(4.24)	()	()	()	()
Classroom Behaviour	2.98	3.0	3.03	3.07	3.10
Region	(3.10)	()	()	()	()
State	(3.07)	()	()	()	()
Teacher Empathy	3.65	3.67	3.68	3.69	3.71
Region	(3.61)	()	()	()	()
State	(3.63)	()	()	()	()

Student Attendance Data

ABSENCE DAYS PER FULL TIME EQUIVALENT (FTE)

For the four year period 2016 – 2019 the School Mean for Absence Days FTE is at 14.5.

For the four year period 2016 – 2019 the year 9 Absence Days FTE will be an improvement focus.

2016 - 2019	2011	2012	2013 n/a	2014	2015	2016 Targets	2017	2018	2019
Year 7	17.34	17.74		16.32	11.06				
Year 8	19.43	22.67		14.05	19.75				
Year 9	26.90	23.55		20.17	17.68	17.0	16.5	16.0	15.5
Year 10	31.06	27.21		14.46	16.66				
Year 11	24.14	19.79		14.40	10.75				
Year 12	16.90	19.12		12.88	13.41				
SCHOOL MEAN	22.72	21.90		15.69	15.37	15.20	15.0	14.75	14.5

School Staff Survey

For the four year period 2016 – 2019 the data is at or above the NEV secondary schools.

2016 - 2019	2015	2016 Targets	2017	2018	2019
Collective Focus on Student Learning	70.25	71.25	72.25	73.25	74.21
NEV Secondary schools	(74.21)	()	()	()	()
State Secondary schools	(73.07)	()	()	()	()
Guaranteed & Viable Curriculum	65.53	66.0	66.5	67.0	67.59
NEV Secondary Schools	(67.59)	()	()	()	()
State Secondary Schools	(66.82)	()	()	()	()

Parent Opinion Survey

For the four year period 2016 – 2019 the Parent Opinion Data is at or above Secondary Schools in the areas listed in the table.

2016 - 2019	2014 (2015 n/a)	2016 Targets	2017	2018	2019
School Connectedness	4.97	5.05	5.10	5.18	5.23
Secondary Schools	(5.23)	()	()	()	()
State mean	(5.76)	()	()	()	()
Student Motivation	4.98	5.0	5.02	5.04()	5.06
Secondary Schools	(5.05)	()	()	()	()
State mean	(5.59)	()	()		
Classroom Behaviour	4.08	4.10	4.15	4.15	4.20
Secondary Schools	(3.88)	()	()	()	()
State mean	(4.24)	()	()	()	
Teacher Morale	5.05	5.10	5.15	5.20	5.23
Secondary Schools	(5.23)	()	()	()	()
State mean	(5.79)	()	()	()	

Wellbeing Targets

Student Attitudes to School

For the four year period 2016 – 2019 the **Student Attitudes to School Data 7 – 12** is at or above State and Region in the areas listed in the table.

2016 - 2019	2015	2016 Targets	2017	2018	2019
School Connectedness	3.51	3.54	3.57	3.60	3.62
Region	(3.62)	()	()	()	()
State	(3.62)	()	()	()	()
Learning Confidence	3.72	3.74	3.75	3.77	3.78
Region	(3.70)	()	()	()	()
State	(3.71)	()	()	()	()
Student Motivation	4.31	4.33	4.35	4.36	4.37
Region	(4.24)	()	()	()	()
State	(4.24)	()	()	()	()
Classroom Behaviour	2.98	3.0	3.03	3.07	3.10
Region	(3.10)	()	()	()	()
State	(3.07)	()	()	()	()
Teacher Empathy	3.65	3.67	3.68	3.70	3.71
Region	(3.61)	()	()	()	()
State	(3.63)	()	()	()	()

School Staff Survey

For the four year period 2016 – 2019 the data is at or above the NEV secondary schools.

2016 - 2019	2015	2016 Targets	2017	2018	2019
Trust in Students & Parents	69.77	69.80	69.90	69.95	70.00
NEV Secondary Schools	(68.39)	()	()	()	()
State Secondary Schools	(65.75)	()	()	()	()
Parent & Community Involvement	60.50	62.5	64.5	66.5	67.12
NEV Secondary Schools	(67.12)	()	()	()	()
State Secondary Schools	(64.94)	()	()	()	()

Parent Opinion Survey

For the four year period 2016 – 2019 the Parent Opinion Data is at or above Secondary Schools in the areas listed in the table.

2016 - 2019	2014 (2015 n/a)	2016 Targets	2017	2018	2019
Student Safety	5.78	5.80	5.82	5.84	5.86
Secondary Schools	(5.72)	()	()	()	()
State	(5.47)	()	()	()	()
Connectedness to Peers	5.56	5.60	5.65	5.70	5.76
Secondary Schools	(5.76)	()	()	()	()
State	(5.87)	()	()	()	()
Social Skills	5.44	5.46	5.48	5.50	5.52
Secondary Schools	(5.51)	()	()	()	()
State	(5.76)	()	()	()	()

Productivity Targets

School Staff Survey

For the four year period 2016 – 2019 the data is at or above the NEV secondary schools in the areas listed in the table.

2016 - 2019	2015	2016 Targets	2017	2018	2019
Leading Change	61.90	62.90	63.90	64.90	65.10
NEV Secondary Schools	(65.06)	()	()	()	()
State Secondary Schools	(63.77)	()	()	()	()
Instructional Leadership	55.51	57.51	59.51	61.50	62.60
NEV Secondary Schools	(62.54)	()	()	()	()
State Secondary Schools	(61.09)	()	()	()	()

Parent Opinion Survey

For the four year period 2016 – 2019 the Parent Opinion Data is at or above Secondary Schools in the areas listed in the table.

2016 - 2019	2014 (2015 n/a)	2016 Targets	2017	2018	2019
School Improvement	5.13	5.20	5.25	5.30	5.40
Secondary Schools	(5.33)	()	()	()	()
State	(5.65)	()	()	()	()
Reporting	5.12	5.18	5.24	5.28	5.30
Secondary Schools	(5.25)	()	()	()	()
State	(5.54)	()	()	()	()
General Satisfaction	5.50	5.54	5.58	5.62	5.65
Secondary Schools	(5.60)	()	()	()	()
State	(5.88)	()	()	()	()