

# School Strategic Plan 2018-2022

Mullauna Secondary College (8744)



Submitted for review by Barbara Laidlaw (School Principal) on 14 May, 2019 at 10:03 AM  
Endorsed by Clayton Sturzaker (Senior Education Improvement Leader) on 14 May, 2019 at 10:33 AM  
Endorsed by Brett Arandall (School Council President) on 02 June, 2019 at 05:27 PM

# School Strategic Plan - 2018-2022

Mullauna Secondary College (8744)

<b>School vision</b>	Our vision for our students is that they will graduate as responsible young people who value and respect learning. We value the pursuit of excellence and strive to provide opportunities for all students to experience success and contribute positively to their community. The college motto, Success through Learning Together, reflects our belief that excellence is best achieved when students, teachers and parents work in partnership.
<b>School values</b>	The College values: CURIOSITY - Be creative: think, ask and explore - Look for new interests and different perspectives COURAGE - Commit: persevere and strive to achieve your personal best - Create opportunities from uncertainty and complexity COMMUNITY - Be courteous, kind and compassionate - Be accountable: contribute to a safe and sustainable environment
<b>Context challenges</b>	<ol style="list-style-type: none"><li>1. Work with all teachers to develop their understanding of the critical importance of differentiating the curriculum so that students are taught at their point of learning need.</li><li>2. Renew our focus on our instructional model so that teachers understand the value that students place on the lesson plan being visible, explicit and regularly referred to within each lesson.</li><li>3. A challenge is to continue to offer literacy and numeracy intervention programs and to also create extension programs for high ability students.</li><li>4. The multiple levels of impact of low numbers of student enrolments in years 9 - 12 and VCE subjects in particular.</li><li>5. The ongoing impact of the SRP deficit on the college:<ul style="list-style-type: none"><li>- inability to implement DET initiatives such as Learning Specialists</li></ul></li></ol>

	<ul style="list-style-type: none"> <li>- the small size of the Leadership Team which causes complex work portfolios and increased workloads</li> <li>- developing sustainable opportunities for aspirant leaders in the school.</li> </ul>
<p><b>Intent, rationale and focus</b></p>	<p>1. Enrolment Growth: Mullauna College aspires to be the state government secondary college of first choice within our network of neighbourhood primary schools and aims to achieve an enrolment of 700 students within the life of this strategic plan.</p> <p>2. Academic Excellence: Mullauna has a strong tradition of academic excellence, active student leadership and participation, as well as outstanding music, sporting and debating programs. Sitting at the centre of our work, the college believes in high expectations in all students and a commitment to hard work. Our aim is to prepare young people to become active, engaged and responsible citizens of the local and global community. A major focus is to prepare students to contend with a very dynamic 21st century in which creativity, cooperative work, connectedness to the world and adaptability are key features. The school aspires to provide a contemporary approach to teaching and learning in its purposeful learning environment.</p>

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<b>Goal 1</b>	Optimise student learning outcomes for all students in all classes every day.																																			
<b>Target 1.1</b>	<p>By 2022, the percentage of students in the top two bands of NAPLAN will be at or above;</p> <table border="1" data-bbox="669 533 1733 831"> <thead> <tr> <th>NAPLAN Percentage</th> <th>2018 Benchmark</th> <th>2022 Target</th> <th>2018 Benchmark</th> <th>2022 Target</th> </tr> <tr> <th>Top Two Bands</th> <th>Year 7 Bands 8 &amp; 9</th> <th>Year 7 Bands 8 &amp; 9</th> <th>Year 9 Bands 9 &amp; 10</th> <th>Year 9 Bands 9 &amp; 10</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>53.4</td> <td>58.0</td> <td>25.8</td> <td>28.0</td> </tr> <tr> <td>Writing</td> <td>20.3</td> <td>25.0</td> <td>3.0</td> <td>20.0</td> </tr> <tr> <td>Spelling</td> <td>29.7</td> <td>30.0</td> <td>16.7</td> <td>20.0</td> </tr> <tr> <td>Grammar &amp; Punctuation</td> <td>36.0</td> <td>40.0</td> <td>33.3</td> <td>35.0</td> </tr> <tr> <td>Numeracy</td> <td>35.4</td> <td>38.0</td> <td>30.2</td> <td>35.0</td> </tr> </tbody> </table>	NAPLAN Percentage	2018 Benchmark	2022 Target	2018 Benchmark	2022 Target	Top Two Bands	Year 7 Bands 8 & 9	Year 7 Bands 8 & 9	Year 9 Bands 9 & 10	Year 9 Bands 9 & 10	Reading	53.4	58.0	25.8	28.0	Writing	20.3	25.0	3.0	20.0	Spelling	29.7	30.0	16.7	20.0	Grammar & Punctuation	36.0	40.0	33.3	35.0	Numeracy	35.4	38.0	30.2	35.0
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<b>Target 1.2</b>	<p>By 2022, the percentage of students in the bottom bands of NAPLAN will be at or below;</p> <table border="1" data-bbox="669 911 1733 1209"> <thead> <tr> <th>NAPLAN Percentage</th> <th>2018 Benchmark</th> <th>2022 Target</th> <th>2018 Benchmark</th> <th>2022 Target</th> </tr> <tr> <th>Bottom Band</th> <th>Year 7 Band 5</th> <th>Year 9 Band 6</th> <th>Year 7 Band 5</th> <th>Year 9 Band 6</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>0</td> <td>0</td> <td>6.1</td> <td>5.0</td> </tr> <tr> <td>Writing</td> <td>3.1</td> <td>0</td> <td>19.7</td> <td>10.0</td> </tr> <tr> <td>Spelling</td> <td>7.8</td> <td>5.0</td> <td>15.2</td> <td>10.0</td> </tr> <tr> <td>Grammar &amp; Punctuation</td> <td>3.1</td> <td>0</td> <td>7.6</td> <td>5.0</td> </tr> <tr> <td>Numeracy</td> <td>0</td> <td>0</td> <td>4.8</td> <td>2.0</td> </tr> </tbody> </table>	NAPLAN Percentage	2018 Benchmark	2022 Target	2018 Benchmark	2022 Target	Bottom Band	Year 7 Band 5	Year 9 Band 6	Year 7 Band 5	Year 9 Band 6	Reading	0	0	6.1	5.0	Writing	3.1	0	19.7	10.0	Spelling	7.8	5.0	15.2	10.0	Grammar & Punctuation	3.1	0	7.6	5.0	Numeracy	0	0	4.8	2.0
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<b>Target 1.3</b>	<p>NAPLAN Relative growth targets</p> <p>Percentage of students with high or medium relative learning gain (years 7 to 9)</p> <table border="1" data-bbox="667 284 1538 491"> <thead> <tr> <th>NAPLAN</th> <th>Reading</th> <th>Writing</th> <th>Numeracy</th> </tr> </thead> <tbody> <tr> <td><b>2017 Benchmark</b></td> <td>76%</td> <td>75%</td> <td>91%</td> </tr> <tr> <td><b>2022 Target</b></td> <td>82%</td> <td>82%</td> <td>95%</td> </tr> </tbody> </table>	NAPLAN	Reading	Writing	Numeracy	<b>2017 Benchmark</b>	76%	75%	91%	<b>2022 Target</b>	82%	82%	95%
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<b>Target 1.4</b>	<p>VCE Target – GAT adjusted learning gain (based on VASS data) for all year Unit 3 and 4 VCE subjects.</p> <table border="1" data-bbox="667 719 1453 890"> <thead> <tr> <th>Learning gain (VASS Report 10)</th> <th>2018 Benchmark</th> <th>2022 Target</th> </tr> </thead> <tbody> <tr> <td><b>Greater than 0</b></td> <td>TBD</td> <td>50%</td> </tr> <tr> <td><b>Greater than -2</b></td> <td>TBD</td> <td>80%</td> </tr> </tbody> </table>	Learning gain (VASS Report 10)	2018 Benchmark	2022 Target	<b>Greater than 0</b>	TBD	50%	<b>Greater than -2</b>	TBD	80%			
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<b>Key Improvement Strategy 1.a</b> Curriculum planning and assessment	<p>Leverage the Professional Learning Communities to further build teacher capacity and leadership to track and monitor student progress to inform future learning. (CPA)</p>												
<b>Key Improvement Strategy 1.b</b> Curriculum planning and assessment	<p>Embed consistent best practice using an instructional model including evidence based high impact teaching strategies. (CPA)</p>												
<b>Key Improvement Strategy 1.c</b> Building practice excellence	<p>Develop and implement a whole school approach to explicit teaching of writing and vocabulary (BPE)</p>												

<b>Key Improvement Strategy 1.d</b> Building practice excellence	this has been removed												
<b>Goal 2</b>	Optimise staff capacity to embed the use of data and evidence based best practice to maximise learning growth for all students.												
<b>Target 2.1</b>	<p>By 2022, the positive percentage endorsement rate on the Student Attitudes to School (AToS) survey will demonstrate continued improvement.</p> <table border="1" data-bbox="667 480 1375 887"> <thead> <tr> <th>AToS Factor</th> <th>2017 Benchmark</th> <th>2022 Target</th> </tr> </thead> <tbody> <tr> <td>Differentiated learning challenge</td> <td>56%</td> <td>60%</td> </tr> <tr> <td>Stimulating learning</td> <td>57%</td> <td>60%</td> </tr> <tr> <td>Effective teaching time</td> <td>64%</td> <td>65%</td> </tr> </tbody> </table>	AToS Factor	2017 Benchmark	2022 Target	Differentiated learning challenge	56%	60%	Stimulating learning	57%	60%	Effective teaching time	64%	65%
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<b>Target 2.2</b>	<p>By 2022, Staff Opinion Survey (SOS) positive responses percentages will demonstrate continuous improvement.</p> <table border="1" data-bbox="667 1118 1317 1305"> <thead> <tr> <th>SOS Factor</th> <th>2017 Benchmark</th> <th>2022 Target</th> </tr> </thead> <tbody> <tr> <td>Academic emphasis</td> <td>63.5%</td> <td>65%</td> </tr> </tbody> </table>	SOS Factor	2017 Benchmark	2022 Target	Academic emphasis	63.5%	65%						
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<p><b>Target 2.3</b></p>	<p>By 2022 the percentile measures within the Parent Opinion Survey (POS) will be;</p> <table border="1"> <thead> <tr> <th>POS Factor</th> <th>2017 Benchmark</th> <th>2022 Target</th> </tr> </thead> <tbody> <tr> <td>Stimulating learning</td> <td>67.0%</td> <td>70%</td> </tr> <tr> <td>Learning focus</td> <td>80.0%</td> <td>80%</td> </tr> <tr> <td>Reporting</td> <td>73.0%</td> <td>75%</td> </tr> </tbody> </table>	POS Factor	2017 Benchmark	2022 Target	Stimulating learning	67.0%	70%	Learning focus	80.0%	80%	Reporting	73.0%	75%
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<p><b>Key Improvement Strategy 2.a</b> Curriculum planning and assessment</p>	<p>Using the Curiosity and Powerful Learning model, leverage the PLC approach to build teachers' capacity to connect feedback to data about students' actions and performance. (CPA)</p>												
<p><b>Key Improvement Strategy 2.b</b> Building practice excellence</p>	<p>Teachers identify and target areas for professional learning which links student achievement data to their own practice improvement goals and their annual PDP. (BPE)</p>												

<b>Key Improvement Strategy 2.c</b> Building practice excellence	Teachers challenge and support each other to continuously improve their pedagogy by collaborating with colleagues and regularly undertaking peer observations to provide feedback on teacher practice. (BPE)									
<b>Goal 3</b>	Develop student voice and agency to enhance intellectual engagement, high expectations and inclusion.									
<b>Target 3.1</b>	<p>By 2022, the positive percentage endorsement rate on the Student Attitudes to School (AToS) survey will demonstrate continue improvement.</p> <table border="1" data-bbox="667 451 1355 730"> <thead> <tr> <th data-bbox="667 451 898 544">AToS Factor</th> <th data-bbox="898 451 1128 544">2017 Benchmark</th> <th data-bbox="1128 451 1355 544">2022 Target</th> </tr> </thead> <tbody> <tr> <td data-bbox="667 544 898 636">Student Voice &amp; Agency</td> <td data-bbox="898 544 1128 636">40%</td> <td data-bbox="1128 544 1355 636">55%</td> </tr> <tr> <td data-bbox="667 636 898 730">Self-regulation and goal setting</td> <td data-bbox="898 636 1128 730">67%</td> <td data-bbox="1128 636 1355 730">80%</td> </tr> </tbody> </table>	AToS Factor	2017 Benchmark	2022 Target	Student Voice & Agency	40%	55%	Self-regulation and goal setting	67%	80%
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<b>Target 3.2</b>	<p>By 2022, Staff Opinion Survey (SOS) positive responses percentages will demonstrate continuous improvement.</p> <ul style="list-style-type: none"> <li>• Trust in student and parents - from 42% in 2017 to 60% in 2022</li> </ul>									
<b>Target 3.3</b>	<p>3.3 By 2022 the whole school unapproved absence rate will decrease to 5 from 6.9 (2017).</p>									



<p><b>Key Improvement Strategy 3.a</b> Intellectual engagement and self-awareness</p>	<p>Using the Curiosity and Powerful Learning instructional model, develop teachers capacity to understand and cultivate positive, authentic relationships.</p>
<p><b>Key Improvement Strategy 3.b</b> Health and wellbeing</p>	<p>Develop and implement an agreed whole school well-being framework for staff and students.</p>
<p><b>Key Improvement Strategy 3.c</b> Setting expectations and promoting inclusion</p>	<p>Provide students with opportunities to collaborate and make decisions with staff around what and how they learn, and how their learning is assessed.</p>
<p><b>Key Improvement Strategy 3.d</b> Setting expectations and promoting inclusion</p>	<p>Develop a whole school understanding of student voice and agency. (SEPI)</p>
<p><b>Key Improvement Strategy 3.e</b> Setting expectations and promoting inclusion</p>	<p>Co-design opportunities for students to exercise authentic agency in their own learning. (SEPI)</p>