

School Strategic Plan 2022-2026

Mullauna Secondary College (8744)



Submitted for review by Harald Ruff (School Principal) on 06 November, 2022 at 03:54 PM

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School vision	<p>Mullauna is an Aboriginal word meaning 'together'. Our college stands on the land we share with the Wurundjeri people of the Kulin nation. We acknowledge these Traditional Custodians of this land, and we pay our respects to their continuing culture, to Elders past & present, and acknowledge their sovereignty was never ceded. We extend that respect to all Aboriginal & Torres Strait Islander people and welcome them to our school, where we gather to learn & teach, to share in a future of achieving 'success through learning together'. Wominjeka!</p> <p>PHILOSOPHY & VISION</p> <p>Mullauna College is committed to providing a safe, supportive and inclusive learning environment for all students, staff and members of our community. Our school recognises the importance of the partnership between our school and parents & carers to support student learning and wellbeing. We share a commitment to, and a responsibility for, creating an engaging, inclusive and safe school environment for our students. Mullauna College is committed to child safety; all members of the Mullauna College community observe the Child Safe Standards and expectations for appropriate behaviour towards, and in the company of, children.</p> <p>Our vision for our students is that they will model our college values and thus grow to be courageous and engaged young people who value and respect curiosity and learning. We value the pursuit of excellence and strive to provide authentic and contextual opportunities for all students to experience success and contribute positively to their community.</p> <p>The college's mission is to create reflective and independent learners for life through a learning community that provides a challenging and secure environment responsive to individual learning needs. We believe that effective learning occurs when outstanding and innovative teachers provide a variety of tasks that actively engage students who are encouraged to take responsibility for their own learning. The expectation is that students will be successful and enthusiastic learners capable of building positive relationships.</p> <p>Mullauna College has a strong tradition of academic excellence, active student leadership and participation, as well as outstanding music, sporting and debating programs. The college programs offer breadth of pathways and Year 10 students can access VCE subjects. Mullauna also delivers an International Student Program.</p> <p>Sitting at the centre of its 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 world in which creativity, cooperative work, connectedness and adaptability are key features. The school aspires to provide a contemporary approach to learning and teaching in its purposeful educational</p>
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	environment.
School values	<p>Mullauna College has three carefully considered, longstanding values that have stood the test of time and have been reviewed and reconfirmed as part of the 2022 School Review process.</p> <p>They are proudly displayed in key areas of the college, are embedded in our policies and processes, are referred to frequently at college events, and are included on documentation and publicity materials.</p> <p>THE MC VALUES – CURIOSITY, COURAGE, COMMUNITY</p> <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 <p>THE MC LOGO</p> <p>The spheres of our college logo represent (from left to right):</p> <ul style="list-style-type: none"> • Community – Mullauna’s links with the community and their importance to the college. • Primary Schools – Mullauna’s strong links with primary schools. • Mullauna College itself • The world beyond Mullauna College – the aspirations, hopes and challenges of our students. • The Student – the student graduates from Mullauna as a young adult, educated and prepared for life. <p>THE MC MOTTO - SUCCESS THROUGH LEARNING TOGETHER</p> <p>Our college motto, Success through learning together, provides the vision of our college community and reflects our belief that personal success is best achieved when students, teachers and parents / families work together in partnership, through interactions that are positive, respectful and purposeful.</p> <p>We are reflective and open to change, optimistic in our endeavours, and focussed on the improvement of wellbeing, engagement and learning outcomes. Together, we are building the capacity of our community to engage meaningfully and contribute positively in an increasingly complex world.</p>

	<p>THE MC VISION FOR LEARNING & TEACHING: We achieve personal success by collaborating and actively engaging in supportive, challenging and diverse learning opportunities.</p> <p>Our Vision for Learning & Teaching applies to both staff and students, guiding us all in our interactions in teams and in classrooms. It will be achieved through the implementation of the MC Instructional Model, which underpins our pedagogical practice, and sets clear expectations for learning and teaching practices for our staff, students and parents. It guides staff in implementing more consistent, responsive, high quality and innovative curriculum and programs.</p> <p>The label ‘Learning & Teaching’ is a deliberate re-ordering of these two critical elements of the core work done in schools, to acknowledge that teachers too are learners first.</p>
<p>Context challenges</p>	<p>Mullauna is a medium-sized, co-educational, Year 7–12 state secondary college located in Mitcham. The student enrolment currently sits around 510 students with a gender mix of slightly more boys than girls. There are 19% of students with English as an Additional Language (EAL) background and 2% of students from an Aboriginal or Torres Strait Islander background. Due to the COVID-19 restrictions of 2020-21, there are currently fewer international students in the school than in previous years. The socio-economic profile of the school remains in the low-medium band, reflecting a higher level of educational completion by parents, and overall improvement of the socio-economic circumstances within the school community. We will need to continue to address ongoing health and wellbeing issues related to the pandemic to support our community, especially our students, but also our staff and families.</p> <p>The college operates in two sub-schools: Junior and Senior. In the Junior School, Mullauna has an engaging curriculum that includes core, elective and inter-disciplinary programs, for example Challenge at Year 7 and SkillZ@Mullauna at Year 9. Excel is a selective program for high-performing students that operates from Years 7 to 10. The Senior School structure promotes the acceleration (advanced placement) of Year 10 students into VCE Studies. Senior School students undertake an academic VCE with access offered in VET subjects through the Mullum Cluster. It is clear that school already has so much to offer, so one challenge will be to retain these positives whilst further developing the program and opportunities, and also growing the student intake.</p> <p>In response to the new Victorian Government Schools Agreement (VGSA), the college undertook a timetable and curriculum review, and made a range of changes especially to the Junior School curriculum offerings and time allocations. This has required significant work on developing new curriculum, balancing allotments and maximising student subject choices. Most significant of the structural changes is the move from the long-standing six-period day to one of five periods, each of 60 minutes, while retaining the option of double lessons (now of 120 minutes duration) for practical and senior school subjects. This will require renewed focus and emphasis on the college’s instructional model and engagement practices. The most significant curriculum challenge will be the successful introduction of the VCE Vocational Major (VCE-VM) at Year 11 in 2023.</p> <p>As our focus will be tightly centred on Learning & Teaching, a challenge will be driving the necessary change in teacher and student practice in classrooms and programs. A key driver for staff change will be the re-implementation of the Professional Learning</p>

	<p>Communities (PLC) model, which has been hampered by the affects of the Covid-19 pandemic and associated lockdowns. The relaunch will require carefully planned and scheduled collaboration, addressing gaps in professional knowledge and the limitation of a school-wide focus, and a clear vision for improvement to address the lack of clarity and team-focus in earlier attempts / cycles.</p> <p>Embedded within the PLC process will be a targeted professional program for staff including improving literacy and numeracy outcomes, 'leading learning', data literacy, the 'narrative & pace' component of the Instructional Model, the High Impact Teaching Strategies (HITS), and a new focus on collegiate observation and feedback. Running parallel to this will be targeted opportunities for development staff in leadership roles and for aspirants.</p> <p>Our students will need to be responsive to the Student Voice & Agency component of the Strategic Plan, with a focus on providing candid feedback to their teachers while also responding more effectively to the feedback for them. Our focus will shift to the notion of being 'ready to learn', including the role of the parent community. The community will require preparation for the opportunities and changes in the school environment as the college grows. An exciting aspect of this is minimising the impact of the Stage 1 building program, while ensuring the planning for and design of Stages 2 and 3 clearly considers the college's needs.</p> <p>Finally, an all-encompassing challenge is the current staffing deficit; it is significant but is being addressed. Once better managed, it will remove the limitations experienced previously on options for innovation in staffing, greater collaboration and related programs.</p>
<p>Intent, rationale and focus</p>	<p>The School Review Panel agreed that our results in student achievement and learning growth had been at or above those of similar schools and the state average. It recommended that the school continue to focus on monitoring individual student's learning needs through improved formative assessment and ensure the appropriate level of challenge and engagement in teachers' curriculum planning.</p> <p>The School Review Panel recommended the following key directions for this School Strategic Plan:</p> <ul style="list-style-type: none"> • Student agency and voice in learning • Formative assessment and feedback • High Impact Teaching Strategies • Real world applications of learning • Tiered responses to wellbeing and engagement. <p>The Leadership Team, comprising the principal team, Leading Teachers and Learning Specialists, will guide staff in this improvement process, working in two core School Improvement Teams and drawing a broader range of staff into our work.</p> <p>We aim to build on the many current strengths of the college and its community, with a clear focus on the core work of student and staff learning and wellbeing, guided by our Vision for Learning & Teaching: We achieve personal success by collaborating and actively engaging in supportive, challenging and diverse learning opportunities. The targets around retention of students and the</p>

VCE all-study median score clearly highlight our intent: happy, engaged, confident, successful students. We will unashamedly focus on the core business of learning and teaching, the practice of both staff and students, to make Mullauna a clear school of choice for the Mitcham community.

We will ensure clarity for all staff of their role and its contribution to student outcomes, especially with regard to wellbeing and learning, by informing and engaging a wider range of staff in whole-school reflection and review, and planning and development. Staff will embrace a culture of aspiration for themselves, their colleagues and their students through a focus on research-informed professional conversations, embedded collaboration and reflection, to drive personal and team improvement, and to consider a network and system focus also. We will continue our recent focus on high expectations, rigour and consistency, with consistent and shared good practice, but always with an eye to improvement and innovation rather than uniformity; this would include improved relevance and authenticity through considered risk-taking in curriculum design and delivery. Key levers for teaching practice improvement will be the PLCs and the Mullauna Instructional Model to embed the HITS, informed by examples of Mullauna Best Practice. One focus will be building functional assessment practices that allow for effective data collection, targeted feedback to staff and students, and insightful differentiation. Our reporting practices will be reviewed and refined to ensure they are responsive, effective and useful, and certainly not negatively influencing assessment and teaching practices.

A key driver for improvement will be ensuring that all staff at Mullauna College share responsibility for explicitly teaching literacy skills and promoting literacy in their subject areas. All staff will be provided with ongoing professional learning to build their capacity in using universal literacy strategies, and as a result adapt classwork and assessment tasks to meet the specific literacy needs of their students. Formal testing of student's literacy skills will provide data to teachers which when triangulated, will inform decisions around formal literacy intervention and extension, as well as differentiation and modification of classwork and resources across subject areas. This data will be shared with students and parents to better understand and support the literacy needs of students, report progress, and assist goal setting. Mullauna College will liaise and collaborate with our community partners, feeder schools and neighbouring schools to continually improve our literacy practice, strengthen transition and build new professional relationships.

Just as for our staff, we will encourage students to embrace academic aspiration and achievement through increased voice and agency, both as leaders in the college community, but also as leaders of their own learning, to enhance their range of skills, grasp of concepts and levels of engagement, embracing the notion of being 'ready to learn', and actively seeking support when they are not. Similarly, we will investigate new ways to increase the involvement of parents and community members in college programs and student learning. Part and parcel of this will be a new focus on the teacher role in student wellbeing, including consideration of programs like Beyou's 'Notice, Inquire, Provide' framework; this will also influence and lead to student and parent programs.

And finally, we will focus on building a stronger relationship with our immediate neighbour, Mitcham Primary School, whilst also engaging other local primary schools in an expanded Community of Practice, to smooth transition into a more seamless educational process, through projects focussed on staff professional learning, student voice & agency, literacy, numeracy, music and wellbeing.

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Goal 1	Maximise the achievement and learning growth of all students.
Target 1.1	<p>By 2026, reduce the proportion of students making below benchmark growth on NAPLAN in (Year 7-9)</p> <ul style="list-style-type: none">• Reading, to 15 percent from 26 percent (2021)• Numeracy, to 25 percent from 36 percent (2021) <p>By 2026, increase the proportion of students achieving in the middle and top two bands on NAPLAN for Year 9 Writing to 80 percent, from 69 percent in 2021.</p>
Target 1.2	By 2026, increase the VCE all-study mean score to 30, from 29.23 in 2021.
Target 1.3	<p>By 2026, increase the levels of positive endorsement against the following variables of the Attitudes to School Survey (AToSS) and the School Staff Survey (SSS):</p> <ul style="list-style-type: none">• Differentiated learning challenge (AToSS) to 65 percent, from 59 percent (2022)• Stimulated learning (AToSS) to 62 percent, from 58 percent (2022)• Collective efficacy (SSS) to 67 percent, from 62 percent (2021)• Guaranteed and viable curriculum (SSS) to 65 percent, from 55 percent (2021)• Teacher collaboration (SSS) to 55 percent, from 44 percent (2021).
Key Improvement Strategy 1.a	Build all teachers capability to demonstrate high impact teaching strategies within the agreed instructional model.

<p>Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	
<p>Key Improvement Strategy 1.b The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment</p>	<p>Strengthen collaborative structures and processes that promote a culture of evidence-informed practice and continuous improvement.</p>
<p>Key Improvement Strategy 1.c Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities</p>	<p>Develop all teachers' capability in using evidence to establish students' prior learning, to monitor their learning growth, and to plan for differentiated learning challenge.</p>
<p>Goal 2</p>	<p>Maximise all the wellbeing and engagement of all students.</p>
<p>Target 2.1</p>	<p>By 2026, increase the levels of positive endorsement against the following variables of the Attitudes to School Survey (AToSS):</p> <ul style="list-style-type: none"> • Student voice and agency to 47 percent, from 42 percent (2022) • Self-regulation and goal setting to 63 percent, from 58 percent (2022) • Sense of confidence to 63 percent, from 58 percent (2022) • Motivation and interest to 65 percent, from 62 percent (2022) • Advocate at school to 74 percent, from 69 percent (2022) • Managing bullying to 70 percent, from 65 percent (2022).

<p>Target 2.2</p>	<p>Increase the proportion of students retained at the school between Year 11 and Year 12 to 85 percent, from 76.4 percent (2021).</p>
<p>Key Improvement Strategy 2.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	<p>Enhance students' agency through opportunities for inquiry, and increased voice and choice in their learning.</p>
<p>Key Improvement Strategy 2.b Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</p>	<p>Embed visible, tiered and responsive practices, within a whole-school approach, to support all students' wellbeing and engagement in learning.</p>