

# School Strategic Plan 2018-2022

Mornington Secondary College (8804)



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<p><b>School vision</b></p>	<p>Mornington Secondary College: Inspirational learning on the Mornington Peninsula (The vision will be one of the first things the school community will work on in 2019. This was something the review identified and is written as an action in the new SSP)</p>
<p><b>School values</b></p>	<p>S - Support students to achieve success T- Teamwork, bringing the school community together R - Respect for all I - Inspire minds V - Value every opportunity E - Endeavour to be the best you can (The values will be considered alongside the vision in 2019. This was something the review identified and is written as an action in the new SSP)</p>
<p><b>Context challenges</b></p>	<p>As the College continues to grow in student numbers, more staff are employed. This presents a challenge as information to staff about processes and protocols can be inconsistent. With new staff joining Mornington Secondary College at different times of the year, the induction process is often different. For example, the induction process for the new year is more thorough than the induction process mid term. Extra staff are also required to replace ongoing staff who take leave entitlements. Often induction for staff replacing others is very brief, leading to inconsistent practices. This is definitely an area, the leadership team need to tighten up for 2019 and into the future.</p>
<p><b>Intent, rationale and focus</b></p>	<p>The school review panel recommends the following key directions for the next SSP:</p> <ul style="list-style-type: none"> <li>• Cognitive challenge and student learning growth</li> <li>• Evidence-based high impact teaching strategies (HITS)</li> <li>• College-wide teaching and learning model</li> <li>• Assessment strategies, data analysis and student feedback</li> <li>• Student voice, leadership and agency</li> <li>• Student wellbeing and resilience</li> <li>• School vision and values, and</li> <li>• Staff collaboration and responsibility.</li> </ul> <p>The school's philosophy is all students can learn and will learn given the right environment and opportunities. It is important to</p>

establish what the College stands for and where the future lies. To do this the College must revisit the values and vision. This must include the views of the whole school community. Through this process, a vision of a Mornington Secondary College graduate will be revealed and this will inform what is done inside and outside of the classroom. The leadership team recognise that there is inconsistency between classrooms. It is imperative all students have excellent teachers in every classroom, providing expertise, knowledge and passion for a subject; giving each student the opportunity to be successful. Excellent teaching and learning occurs when evidence based high impact teaching strategies are used consistently within a teaching and learning model. Teaching and learning must be personalised and differentiated to suit the needs of every student. Student voice, leadership and agency play an important role in the area of teaching and learning. Students will take responsibility for their own learning when they are connected and engaged in their learning. Working with students, staff will analyse data and provide feedback to students on a regular basis. It is the responsibility of staff to develop excellent teaching practices, including assessment strategies to assist students learning growth. This should be done collaboratively, drawing on multiple exposures and expertise. Success for students will enhance their wellbeing and resilience.

Each recommendation is a priority as they are intertwined. To improve student achievement, engagement and wellbeing, all recommendations need to be considered. The AIPs for the next 4 years will build on the previous year, constantly challenging and improving on the year before.

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<b>Goal 1</b>	To increase the cognitive challenge and learning growth of all students.
<b>Target 1.1</b>	By 2022, the student Attitude to School Survey (AToSS) data shows >65% positive endorsement for Years 7–12 students in: <ul style="list-style-type: none"><li>○ Motivation and interest</li><li>○ Effective teaching time</li><li>○ Differentiated learning challenge, and</li><li>○ Stimulated learning.</li></ul>
<b>Target 1.2</b>	NAPLAN, or similar benchmarking data, demonstrates that by 2022: <ul style="list-style-type: none"><li>○ More than 20% of Year 9 students are in the top two Bands for Reading;</li><li>○ More than 22% of Year 9 students are in the top two Bands for Writing; and</li><li>○ More than 22% of Year 9 students are in the top two Bands for Numeracy.</li><li>○ More than 72% medium or high Reading growth from Year 7 to Year 9.</li><li>○ More than 75% medium or high Writing growth from Year 7 to Year 9.</li><li>○ More than 75% medium or high Numeracy growth from Year 7 to Year 9.</li></ul>
<b>Target 1.3</b>	The mean score for all VCE studies is above 28.0 by 2021.
<b>Target 1.4</b>	**Note - targets are to measure student outcomes - please consider removing this target in the SSP and including it as a success indicator in the AIP, as a measure of KIS outcomes (teacher practice change)**

	<p>SSS data shows &gt;65% positive endorsement for PCO and teachers to:</p> <ul style="list-style-type: none"> <li>○ Plan differentiated learning activities</li> <li>○ Understand formative assessment, and</li> <li>○ Understand how to analyse data.</li> </ul>
<p><b>Key Improvement Strategy 1.a</b> Evidence-based high-impact teaching strategies</p>	<p>Improve the consistency of teacher practice through the use of the Victorian Teaching and Learning model (EHITS).</p>
<p><b>Key Improvement Strategy 1.b</b> Evaluating impact on learning</p>	<p>Build teachers skills to collect, analyse and evaluate data to inform instructional practice and to effectively differentiate (EIL, EHITS).</p>
<p><b>Key Improvement Strategy 1.c</b> Building leadership teams</p>	<p>Build the effectiveness of PLTs, using action research to focus on continuous learning growth for all students (BLT, EIL).</p>
<p><b>Goal 2</b></p>	<p>To instil a culture of high expectations for all members of the school community.</p>
<p><b>Target 2.1</b></p>	<ul style="list-style-type: none"> <li>● By 2022 AToSS data shows &gt;65% positive endorsement for Years 7–12 students in: <ul style="list-style-type: none"> <li>○ Sense of confidence</li> <li>○ Self regulation and goal setting</li> <li>○ Student voice and agency, and</li> <li>○ High expectations for success.</li> </ul> </li> </ul>
<p><b>Target 2.2</b></p>	<ul style="list-style-type: none"> <li>● Parent Opinion Survey (POS) data has &gt;75% positive endorsement in: <ul style="list-style-type: none"> <li>○ High expectations of success</li> <li>○ Student motivation and support and</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>○ Student agency and voice.</li> </ul>
<b>Target 2.3</b>	<ul style="list-style-type: none"> <li>● SSS data shows &gt;80% positive endorsement for PCO/teachers to: <ul style="list-style-type: none"> <li>○ Promote student ownership of learning goals</li> <li>○ Believe student engagement is key to learning, and</li> <li>○ Use student feedback to improve practice.</li> </ul> </li> </ul>
<b>Key Improvement Strategy 2.a</b> Empowering students and building school pride	Provide increased opportunities for student voice and agency (ESBSP).
<b>Key Improvement Strategy 2.b</b> Intellectual engagement and self-awareness	Support students in setting goals and monitoring their own learning growth based on data (IESA)
<b>Key Improvement Strategy 2.c</b> Empowering students and building school pride	Develop teachers' skills in co-designing tasks to build an authentic learning partnership between teachers and students (ESBSP, IESA).
<b>Goal 3</b>	To enhance the wellbeing and resilience of all students.
<b>Target 3.1</b>	<ul style="list-style-type: none"> <li>● By 2022 the AToSS data shows &gt;65% positive endorsement for Years 7–12 students in: <ul style="list-style-type: none"> <li>○ Advocate at school</li> <li>○ Sense of connectedness</li> <li>○ Resilience, and</li> <li>○ Teacher concern.</li> </ul> </li> </ul>

<b>Target 3.2</b>	<ul style="list-style-type: none"> <li>● POS data has &gt;75% positive endorsement in: <ul style="list-style-type: none"> <li>○ Teacher communication</li> <li>○ Managing bullying</li> <li>○ Confidence and resiliency skills, and</li> <li>○ Promoting positive behaviour.</li> </ul> </li> </ul>
<b>Target 3.3</b>	<ul style="list-style-type: none"> <li>● SSS data shows &gt;65% positive endorsement for PCO/teachers to: <ul style="list-style-type: none"> <li>○ Trust in students and parents</li> <li>○ Teacher collaboration, and</li> <li>○ Support growth and learning of whole student.</li> </ul> </li> </ul>
<b>Key Improvement Strategy 3.a</b> Health and wellbeing	Research, build, embed and evaluate a school-wide approach to social and emotional wellbeing (HWB).
<b>Key Improvement Strategy 3.b</b> Setting expectations and promoting inclusion	Through school-wide consultation review and refine the school's vision and values (SEPI).
<b>Key Improvement Strategy 3.c</b> Setting expectations and promoting inclusion	Through school-wide consultation create a graduate profile for a Mornington SC student and develop practices that work towards the realisation of that vision (SEPI).
<b>Key Improvement Strategy 3.d</b> Setting expectations and promoting inclusion	Refine the protocols for respectful relationships and positive behaviour for learning (SEPI, HWB).

