School Strategic Plan for Mildura Senior College 8045 2015 - 2018

Endorsements

Endorsement by School Principal	Signed……………………………………. Name……………………………………. Date………………………………………
Endorsement by School Council	Signed……………………………………. Name……………………………………. 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	**Our purpose is to deliver:** • Access to a rich and broad curriculum • Excellence in education and training pathways for all students • Independent and adaptable learners who are socially responsible global citizens **To achieve this the College will always strive to ensure:** ▪ **All** students achieve **success** in their chosen pathway, ▪ The existence of mutual **respect** in the college, ▪ The development of a reflective **learning community** committed to continuous improvement in **student outcomes** ▪ That students develop **independence, resilience** and **social responsibility**
Values	At Mildura Senior College we value: **Respect** **Responsibility** **Resilience** **Independence** **Success**
Environmental Context	Mildura Senior College is an educational landmark located in the heart of Mildura. With a student population in 2015 of approximately 1000 students, the College is one of a small number of stand-alone Senior Colleges in the state catering exclusively for Year 11 and 12 students undertaking the Victorian Certificate of Education (VCE) or Victorian Certificate of Applied Learning (VCAL). Mildura Senior College provides access to an unparalleled level of choice in the study areas of the VCE, VCAL, Vocational Education and Training (VET) and University Enhancement studies. The college has a clear commitment to the Managed Individual Pathways Program providing timetabled classes and teacher advocates for all students. This unique learning environment is highly valued by the school community which sees it as essential to students developing skills crucial to future success. The College is committed to providing suitable senior pathways for all senior students. We work in partnership with our neighbouring 7-10 colleges: Chaffey, Irymple. Merbein P-10, Trinity Lutheran College and Henderson College. There is close cooperation with these colleges via the Sunraysia Schools Network and Principal Networks in the areas of Instrumental Music, ESL provision, sport,

| | professional development programs, student transition and orientation, and combined school bands and ensembles. Each year approximately 20% of enrolments come from outside these neighbourhood colleges and include public, private and independent schools.

The college provides a mature learning environment and a learning process which is built upon partnerships and strong relationships between teachers and students. Mildura Senior College provides clear pathways to further study and the workplace. Our mission is to deliver excellence in education and training opportunities for all students. Students are supported by full time careers and individual pathways advisors, VETiS coordinator, an extensive wellbeing team, student coordinators and a team of staff experienced in the successful delivery of senior studies. Mildura Senior College currently has 110 members of staff including 75 teaching staff.

Mildura Senior College has a number of students from non-English speaking backgrounds, of Koorie descent or from disadvantaged households. The Clontarf Academy is one example of a program at Mildura Senior College targeted at reducing educational disadvantage for students alongside other programs such as; Koorie Girls Academy, VCAL Engage (a flexible learning option) and specialised EAL support programs.

The use of eLearning technologies and collegial professional learning is also seen as pivotal to engage students in their learning. This environment recognises that our students are taking more responsibility for their learning and they conduct many aspects of their lives in an independent fashion. Mildura Senior College has undertaken a significant investment in eLearning. The college has an effective intranet and strives to ensure all students can individually access a device such as a netbook or notebook at all times as required to support their learning. Mildura Senior College also supports a 'Bring your own device' program in line with our young adult environment.

The College boasts outstanding facilities which included the addition of a new Science Centre in 2011. The National School Pride program has been supplemented by college funds to provide an outstanding covered outdoor learning area and considerable landscaping, paving and student seating. Mildura Senior College is the lead school of the Sunraysia Trade training Centres in Schools Consortium which has been successful in gaining $12.9m in funding to deliver state of the art trade training facilities in our schools. 2015 is the second year students have begun to access the major hub of this program which is a facility on the Mildura Senior College grounds.

The College Community is proud of its excellent academic achievements and extracurricular successes. |
| **Service Standards (optional)** | |

Strategic Direction

Achievement		Key improvement strategies

Goals	To improve the learning growth and achievement outcomes for every student.	**What we teach**
		1. Continually improve the Professional learning Team approach to ensure;
		    I. delivery of a guaranteed and viable curriculum
		    II. high levels of collaboration across teams
		How we teach
		2. Enhance strategies to ensure that the Framework for Quality Learning (and in particular our Instructional Model; High Impact Teaching Strategies or HITS) is practised in all of its facets by all teachers and integrally linked to the Performance and Development process.
		How we know our students are learning
		3. Build capacity of teachers to focus on value adding and growth in learning of individual students
		How our resources are used to support improved student achievement
		4. Provide a comprehensive Professional Development program through our Professional Learning Team (PLT) and Staff Forum structure each week building staff capacity to deliver achievement targets.
		5. Build capacity of LTs and PLT leaders through professional learning sessions, internal and external coaching, and opportunities for networking with their colleagues from other schools.

Targets	1. All studies mean score to be at 30 or above
	2. The mean score for each individual study to at least 1.0 above the average score of the 2011-2014 period
	3. All study scores to equal or better the GAT predicted study score (VCAA data)
	4. Raise the proportion of 40+ scores to at least 5%
	5. Completion rates for VCAL and VET units to be at or above 75%
	6. By 2017 the school mean for the following measures on the Student Attitude Survey will be:
	    i. Student Motivation – 4.45
	    ii. Learning Confidence – 3.80	

Theory of action (optional)		
	Actions	**Success criteria**
Year 1	What we teach	What we teach

	1. Develop and implement a consistent approach for all Faculty based PLTs to construct, teach and assess a consistent and documented curriculum in collaborative teams. 2. Develop and implement a quality assurance process to ensure our curriculum is scoped and sequenced and continually reviewed by all teacher teams. **How we teach it** 1. Establish meeting structures and processes through PLTs that focus on teachers working together to improve the manner in which they share strategies, visit each other's classrooms and demonstrate and interact on these protocols for quality teaching and learning 2. Utilise the P&D process itself to provide documented evidence of teachers' improvement goals and their progress towards achieving them. **How we know students are learning** 1. Implement strategy to build teachers' capacity to grow and measure student growth in learning using VASS data, Pre and Post Testing strategies and Student Learning Profile (SLP) data/analytics. LTs to work with teachers they are leading to achieve more consistent use. 2. Continue to enhance whole school processes for identifying students' learning needs, particularly students at risk, and tracking their progress through their time at MSC. **How our resources are used to support improved student achievement** 1. Review and implement re-defined LT roles to ensure that they incorporate mentoring and coaching support for teacher teams and the key focus of their role is instructional leadership. 2. Revise meeting schedules continually privilege time for teachers to work in teams with Leading Teachers as part of an extensive P&D process. 3. Begin involvement in the, University of Melbourne Network of Schools (2015 cohort), to build both school and leadership capacity to lead and implement improvement in instructional practice.	1. Guaranteed and viable curriculum is documented and available for all courses and evidence of collaboration is provided through PLT agendas. 2. A QA process has been developed for all courses and evidence of auditing can be provided. **How we teach it** 1. PLT agendas and minutes provide evidence that teams are meeting to discuss 'how we teach'. 2. Teachers are able to demonstrate at end of cycle meetings, evidence that they have gathered, and adapted to feedback and evidence throughout the cycle with the aim to improve learning outcomes for students. **How we know students are learning** 1. Workshops and professional development modules have been developed and presented to teaching staff. This will also be evidenced in the Faculty, subject and individual P&D plans. 2. Continue to enhance whole school processes for identifying students' learning needs, particularly students at risk, and tracking their progress through their time at MSC. **How our resources are used to support improved student achievement** 1. A new leadership team has been established. 2. A revised meeting schedule has been established. 3. A network of up to 5 other schools has been established with a clear focus area.
Year 2	**What we teach** 1. Continue to implement a consistent approach for all Faculty based PLTs to construct, teach and assess a consistent and documented curriculum in collaborative teams. 2. Continue implement a quality assurance process to ensure our curriculum is scoped and sequenced and continually reviewed by all teacher teams. **How we teach it** 1. Strengthen meeting structures and processes through PLTs that focus on teachers working together to improve the manner in which they share	**What we teach** 1. Guaranteed and viable curriculum is documented and available for all courses and evidence of collaboration is provided through PLT agendas. 2. A QA process has been developed for all courses and evidence of auditing can be provided showing intervention and improved course structure over time. **How we teach it** 1. PLT agendas and minutes provide evidence that teams are meeting to discuss 'how we teach'.

	strategies, visit each other's classrooms and demonstrate and interact on these protocols for quality teaching and learning 2. Continue to develop the P&D process itself to provide documented evidence of teachers' improvement goals and their progress towards achieving them. **How we know students are learning** 1. Continually review and refine the strategy to build teachers' capacity to grow and measure student growth in learning using VASS data, Pre and Post Testing strategies and Student Learning Profile (SLP) data/analytics. LTs to work with teachers they are leading to achieve more consistent use. 2. Continue to enhance whole school processes for identifying students' learning needs, particularly students at risk, and tracking their progress through their time at MSC. **How our resources are used to support improved student achievement** 1. Continue to review the re-defined LT roles to ensure that they incorporate mentoring and coaching support for teacher teams and the key focus of their role is instructional leadership. 2. Continually privilege time for teachers to work in teams with Leading Teachers as part of an extensive P&D process. 3. Build upon the involvement in the, University of Melbourne Network of Schools (2015 cohort), to build both school and leadership capacity to lead and implement improvement in instructional practice.	2. Teachers are able to demonstrate at end of cycle meetings, evidence that they have gathered, and adapted to feedback and evidence throughout the cycle with the aim to improve learning outcomes for students. **How we know students are learning** 1. Workshops and professional development modules have been developed and presented to teaching staff. This will also be evidenced in the Faculty, subject and individual P&D plans. 2. Continue to enhance whole school processes for identifying students' learning needs, particularly students at risk, and tracking their progress through their time at MSC. **How our resources are used to support improved student achievement** 1. A new leadership team has been established. 2. A revised meeting schedule has been established. 3. A network of up to 5 other schools has been established with a clear focus area.
Year 3	**What we teach** 1. Embed a consistent approach for all Faculty based PLTs to construct, teach and assess a consistent and documented curriculum in collaborative teams. 2. Embed a sustainable process of quality assurance process to ensure our curriculum is scoped and sequenced and continually reviewed by all teacher teams. **How we teach it** 3. Embed meeting structures and processes through PLTs that focus on teachers working together to improve the manner in which they share strategies, visit each other's classrooms and demonstrate and interact on these protocols for quality teaching and learning 4. Embed a sustainable model for the P&D process to provide documented evidence of teachers' improvement goals and their progress towards achieving them. **How we know students are learning** 5. Continually review and refine the strategy to build teachers' capacity to grow and measure student growth in learning using VASS data, Pre and	**What we teach** 1. Guaranteed and viable curriculum is documented and available for all courses and evidence of collaboration is provided through PLT agendas. 2. A QA process has been developed for all courses and evidence of auditing can be provided showing intervention and improved course structure over time. **How we teach it** 3. PLT agendas and minutes provide evidence that teams are meeting to discuss 'how we teach'. 4. Teachers are able to demonstrate at end of cycle meetings, evidence that they have gathered, and adapted to feedback and evidence throughout the cycle with the aim to improve learning outcomes for students. **How we know students are learning** 5. Workshops and professional development modules have been developed and presented to teaching staff. This will also be evidenced in the Faculty, subject and individual P&D plans.

	Post Testing strategies and Student Learning Profile (SLP) data/analytics. LTs to work with teachers they are leading to achieve more consistent use. 6. Embed whole school processes for identifying students' learning needs, particularly students at risk, and tracking their progress through their time at MSC. **How our resources are used to support improved student achievement**. 7. Establish a sustainable process to privilege time for teachers to work in teams with Leading Teachers as part of an extensive P&D process. 8. Complete the involvement in the, University of Melbourne Network of Schools (2015 cohort), to build both school and leadership capacity to lead and implement improvement in instructional practice.	6. Continue to enhance whole school processes for identifying students' learning needs, particularly students at risk, and tracking their progress through their time at MSC. **How our resources are used to support improved student achievement** 7. Leadership Team has established protocol to work with teams of teachers to improve teaching practice. 8. A revised meeting schedule has been established.
Year 4	Review all elements of practice that influence Student Achievement	School 'Self-Evaluation' and Review has been undertaken.

Engagement		**Key improvement strategies**
Goals	To improve students' engagement in their learning and schooling.	1. Improve processes for Monitoring and Tracking students learning growth 2. Establish whole school expectations and strategies for intervening when students fall below expected levels

Targets	1. By 2018 Real Retention from Year 7-12 will be equal to the State mean.
	2. By 2018 Student Attendance will be equivalent to state-wide average based on numbers of days absent.
	3. By 2018 the school mean for the following measures on the Student Attitude Survey will be:
	   i. Stimulating Learning – 3.35
		3. Develop a framework for a strengthened alliance with our 7-10 and P-10 partnership schools which will include;
		
		   I. A co-developed MOU that gives guidance to ensure a consistent curriculum and teaching

	ii. Learning Confidence – 3.80 iii. Teacher Empathy – 3.75	program provides all students with the best opportunity to succeed at senior schooling. II. An appropriate governance structure to drive a curriculum mapping program.
Theory of action (optional)		

	Actions	Success criteria
Year 1	1. Review the Year 9 and Year 10 Open Day and visitation schedule with our Partnership Schools as key engagement programs in improving student engagement at particular year levels. This will include broadening our transition programs that target specific cohorts such as; Koorie, EAL and 'At Risk'. Document strategies and outcomes over the four years. 2. Enhance and establish new processes for identifying students at risk and responding accordingly, including our additional programs such as; VCAL Engage, Foundation VCAL, Clontarf Academy, Koorie Girls Academy, EAL Support programs & ZOE Support. 3. Build capacity of Pathways teachers to assuming a role for monitoring both the learning and engagement data for students in their Pathways groups, this will include coaching by the relevant Leading Teacher for teams of Pathways teachers, as well as for individuals in those teams 4. Review our current Headstart and Orientation programs for students going in to Year 12 and Year 11 respectively with a view to possibly extend or supplement. 5. Enhance our parent orientation process through a combination of strategies such as; "getting to know you" interviews with teachers and a Tips For Parents checklist 6. Establish an earlier notification by teachers to students, parents and Pathways teachers of students who are at risk of failing; and investigate the use our intranet to assist with this process. 7. Use Retention Grant funding to develop on-line course outlines that can be uploaded onto the school's YouTube channel, as well as videos of teachers in classrooms with their students to enhance our orientation programs for current year 10 students 8. Review opportunities to interact with our partner schools to discuss available learning data and how this might best inform our teaching	1. The Year 9 and Year 10 Open Day and visitation schedule with our Partnership Schools is established and data informs school planning. 2. New processes for identifying students at risk and responding accordingly are developed. 3. Pathways teachers engage in programs to build their capacity to assume a role for monitoring both the learning and engagement data for students in their Pathways groups. 4. Headstart and Orientation programs for students going into Year 12 and Year 11 respectively are reviewed and updated. 5. Parent interviews with teachers and a Tips For Parents checklist provide greater understanding of student learning needs and supports 6. Students at risk of failing are identified and intervention support is provided 7. On-line course outlines are completed and uploaded onto the school's YouTube channel, as well as videos of teachers in classrooms 8. Transition information supports classroom planning new student intakes.

	based on where students are at in their learning when they enrol with MSC.	
Year 2	1. Continue to strengthen the Open Day and visitation schedule with our Partnership Schools with focus on at-risk students 2. Develop the use of COMPASS as a major instrument for helping teachers to understand student engagement data. 3. Refine processes for identifying students at risk and responding accordingly, including our additional programs. 4. Review and implement whole school 'Monitoring & Tracking Student Progress' process using explicit criteria to identify students at risk of failing. 5. Strengthen the program of coaching by the relevant Leading Teacher for teams of Pathways teachers, as well as for individuals in those teams 6. Develop a process whereby Pathways Teachers and Student Co-ordinators can formally liaise with Faculty leaders re issues that may impact on students' learning 7. Establish processes that involve our Pathways teachers in course selection processes. 8. Build upon opportunities to interact with our partner schools to discuss available learning data and how this might best inform our teaching based on where students are at in their learning when they enrol with MSC.	1. Feedback from schools shows increased satisfaction with the Year 9 and Year 10 Open Day and visitations. 2. Compass data is regularly collated and monitored by leadership and PLTs 3. Support programs are reviewed and aligned to student needs. 4. Criteria based tracking and monitoring provides early identification of students at-risk in their learning. 5. Pathways teachers continue to engage in programs to build their capacity to assume a role for monitoring both the learning and engagement data for students in their Pathways groups. 6. Improved community and planning is evident across teams. 7. Increased student confidence is evident in pathways planning and there is a reduced level of subject changes each year. 8. Formal meetings with our partner schools are established and learning data is used to inform and provide feedback on programs and pathways.
Year 3	1. Embed sustainable practice and processes for transitions with our Partnership Schools. 2. Review and refine the use of COMPASS as a major instrument for helping teachers to include student learning data 3. Embed processes for identifying students at risk and responding accordingly. 4. Embed the 'Monitoring & Tracking Student Progress' process by requiring subject staff to report according to set criteria on students at risk of failing. 5. Embed the coaching support for teams of Pathways teachers, as well as for individuals in those teams 6. Embed processes for Pathways Teachers, Student Co-ordinators and Faculty leaders to liaise re issues that impact on student learning	1. Feedback shows Year 9 & 10 visitation and open days are supporting student pathways planning and transitions 2. Processes for identifying students at risk and responding accordingly are developed and used for strategic intervention. 3. At-risk students receive timely intervention and support to increase pass rates 4. Data is monitored regularly by leadership and coordinators 5.
Year 4	Review all elements of practice that influence Student Engagement	School 'Self-Evaluation' and Review has been undertaken.

Wellbeing

		Key improvement strategies
Goals	To build the level of wellbeing for every student.	1. Provide and nurture an inclusive, safe, orderly, positive and stimulating learning environment 2. Focus on students' emotional, physical, social and learning growth 3. Focus on building students learning confidence and resilience 4. Build students wellbeing levels and focus on building positive relationships, resilience, self-confidence and social and emotional health

Targets	1. By 2018 the school mean on the Student Attitude Survey will be:
	   i. Student safety - 4.50
	   ii. School Connectedness - 3.70	

Theory of action (optional)		

	Actions	Success criteria
Year 1	1. Continue to seek and offer targeted programs to improve connectedness, teacher empathy and learning confidence and provide evidence of their effectiveness. 2. Investigate a whole school program Developing Positive Behaviours 3. Review and strengthen school wellbeing programs.	1. Targeted programs improve connectedness, teacher empathy and learning confidence and provide evidence of their effectiveness. 2. A whole school program; Developing Positive Behaviours has been researched and documented. 3. School wide wellbeing programs demonstrate improved educational outcomes for the targeted cohort.
Year 2	1. Continue to implement targeted program delivery to improve connectedness, teacher empathy and learning confidence 2. Implement a whole school program Developing Positive Behaviours 3. Embed sustainable processes for school wellbeing programs.	1. Targeted programs continue to improve connectedness, teacher empathy and learning confidence and provide evidence of their effectiveness. 2. A whole school program; Developing Positive Behaviours is implemented. 3. Improved educational outcomes for the targeted cohorts.
Year 3	1. Enhance and embed targeted programs to improve connectedness, teacher empathy and learning confidence and provide evidence of their effectiveness. 2. Embed a whole school program Developing Positive Behaviours. 3. Review and strengthen school wellbeing programs based on student needs and feedback	1. Targeted programs continue to improve connectedness, teacher empathy and learning confidence and provide evidence of their effectiveness. 2. A whole school program; Developing Positive Behaviours has been implemented. 3. A school wide wellbeing programs demonstrate improved educational outcomes for the targeted cohort.

Year 4	Review all elements of practice that influence Student Wellbeing	School 'Self-Evaluation' and Review has been undertaken

Productivity

		Key improvement strategies
Goals	To establish an effective and adaptable leadership and governance structure that supports the key focus areas of this plan.	1. Develop a Leadership Structure in consultation with staff that best supports the achievement of initiatives and improvement areas outlined in this plan.

2. Continue to develop a whole school set of protocols, (through an integrated Leadership Development Program) for what is required of our leaders and coach them in skill building in those areas in which they may be deficient.

3. Build capacity for strong, focused instructional leadership by all members of the College Leadership Team whereby:
   • All leaders are coached, including PLT leaders, who are coached by LTs
   • All leaders coach
   • All leaders lead teams
   • Leadership development is continuous and dispersed
   • Underperforming teachers and faculties are supported to improve |
| **Targets** | 1. By 2016 the school will have developed a leadership structure with an associated governance structure across all key areas of responsibility and aligned to improvement initiatives. | |
| **Theory of action (optional)** | | |

		• PLT leaders lead their teams so that they are highly interactive and focused on teachers working together to consistently apply the College's protocols for quality teaching and learning
	Actions	**Success criteria**
Year 1	1. Communicate and implement the processes required to establish a new leadership structure to begin in 2016. 2. Re-define leadership roles to ensure all leading teachers lead/coach both teams and individuals with the purpose of improving student outcomes. 3. Promote "Showcasing" of best practice in staff forums, facilitation meetings and PLT meetings 4. Develop a set of thresholds and triggers to help identify and address underperformance in teaching	1. Re-defined leadership roles have been established, advertised and appointed. 2. Showcase of best practice has been promoted in staff forums, facilitation meetings and PLT meetings 3. Thresholds and triggers to help identify and address underperformance in teaching have been established by school leadership.

Year 2	1. Revisit leadership protocols each year and ensure that they are used for a basis for leadership goal setting in the Professional Engagement section of the P&D Plan for leaders
	2. Conduct a forum early in 2016 with the Leadership Team to reach an agreed understanding of what instructional leadership is, what key elements of instructional leadership all LTs will play, and how they might go about building effective teams of teachers
	3. LTs to ensure that the P&D process of goal setting and achievement directly impacts on classroom practices and meets teachers' growth, development and performance needs
	4. Invest in professional learning and coaching for all senior and middle level leaders. Train LTs in
	   • GROWTH coaching
	   • Facilitating their P&D sessions
	   • Conducting difficult conversations
	   • Providing and receiving feedback that informs growth and development
	   • Mentoring
	5. Promote "Showcasing" of best practice in staff forums, facilitation meetings and PLT meetings
	6. Develop a set of thresholds and triggers to help identify and address underperformance in teaching
		1. Leadership protocols are reviewed annually for leadership goal setting in the Professional Engagement section of the P&D Plan for leaders.
		2. Leadership Team reach an agreed understanding of what instructional leadership is, what key elements of instructional leadership all LTs will play, and how they might go about building effective teams of teachers
		3. LTs will audit all members of their own P&D team to ensure that the P&D process of goal setting and achievement directly impacts on classroom practices and meets teachers' growth, development and performance needs.
		4. All leaders complete training and are using professional skills within their leadership roles
		5. "Showcase of best practice" are held on a regular basis
		6. Thresholds and triggers to help identify and address underperformance in teaching have been shared with the teaching faculty and interventions are taking place.

Year 3	1. Continue to build our understanding of leadership protocols	1. Leadership protocols are reviewed and used as basis for leadership goal setting in the Professional Engagement section of the P&D Plan for leaders.

	2. Embed Leadership practice to ensure that the P&D process of goal setting and achievement directly impacts on classroom practices and meets teachers' growth, development and performance needs 3. Continue to invest in professional learning and coaching for all senior and middle level leaders. 4. Continue to promote "Showcasing" of best practice in staff forums, facilitation meetings and PLT meetings 5. Use threshold data to identify and support individuals or groups to improve classroom practice and outcomes	2. All P&D teams have clear goals to improve classroom practices and meets teachers' growth, development and performance needs. 3. Leaders are using professional skills within their leadership roles 4. "Showcase of best practice has continued to be promoted in staff forums, facilitation meetings and PLT meetings 5. Coaching and support increases individual and team outcomes and reduces variability of practice across the school.
Year 4	Review all elements of practice that influence Productivity	School 'Self-Evaluation' and Review has been undertaken

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