

# School Strategic Plan 2020-2024

Mildura Senior College (8045)



**MILDURA SENIOR COLLEGE**  
*a pathway to the future*

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# School Strategic Plan - 2020-2024

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<b>School vision</b>	<p>We value all students who attend Mildura Senior College experience:</p> <ul style="list-style-type: none"><li>- Growth in their learning</li><li>- Growth in their social and emotional wellbeing</li><li>- Growth in their ability to positively connect to our community</li></ul> <p>At our core:</p> <ul style="list-style-type: none"><li>- We try to keep young people in education and valuing learning</li><li>- We want students to be better for being here</li><li>- We value the development of the young person as well as data</li><li>- We care where our young people go next</li><li>- We care about improving students life and learning outcomes</li><li>- We value that the journey is different for everyone</li></ul>
<b>School values</b>	<p>At Mildura Senior College, we value Respect, Responsibility, Resilience, Independence and Success. These values are at the core of all that we do and how we work together. We are a Respectful Relationships School and a Safe School. This is about embedding a culture of respect and equality across our entire community, from our classrooms to staffrooms, sporting fields and social events. This approach leads to positive impacts on students' academic outcomes, their mental health, classroom behaviour and relationships between teachers and students so that every student has the opportunity to achieve their full potential. We respect and celebrate diversity in our students, in our staff and in our community. The College is a discrimination free zone and we ask all of our families to help us to support this approach.</p>
<b>Context challenges</b>	<p>Mildura Senior College is an educational landmark located in the heart of Mildura. With a student population in 2019 of 940 students, the College is one of only a few stand-alone Senior Colleges 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 VCE, VCAL, and Vocational Education and Training (VET) in the region. The school has 100.3 equivalent full-time staff: 3 Principal class, 60 teachers and 30.4 Education Support Staff. 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.</p>

The College is committed to providing suitable senior pathways for all senior students. We work in partnership with our neighbouring 7-10 colleges: Chaffey SC, Irymple SC, Merbein P-10, Trinity Lutheran College, Mildura Christian College and Henderson College. There is close cooperation with these colleges via the Sunraysia Schools Network and Principal Network in the areas of Instrumental Music, EAL provision, school sport, professional development programs, student transition and orientation, and combined school bands and ensembles. Each year approximately 30% of enrolments come from outside these neighbourhood colleges and include public, private and independent schools. These partnerships have been formalised, grown and strengthened through the College's lead role in the Mildura Secondary Schools Alliance – MSSA, which sees 5 district schools come together 4 times a year to co-ordinate curriculum, share common language, compare teaching and learning practises and collaborate to ensure stronger links and therefore more successful pathways for students moving from Year 10 to Year 11.

Mildura Senior College has a number of students from non-English speaking backgrounds, of Koorie descent or from disadvantaged households. The Clontarf Academy (for Aboriginal boys) is one example of a program at Mildura Senior College targeted at reducing educational disadvantage for students alongside other programs such as; The Koorie Girls Academy which recently transitioned to the Stars Program in 2019, VCAL Engage (a flexible learning option) and specialised EAL support programs.

Staff professional learning is also seen as pivotal to engage students in their learning and to support students to achieve to their potential. Our learning environment supports students to take 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 with outstanding support in ICT and BYOD programs. The College has an highly efficient 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. This has been married with curriculum initiatives such as Moodle and the recent transition to Google Classrooms which provides 24 hour access to courses for our students and helps to facilitate the Guaranteed Viable Curriculum (GVC) by having uniform structures and processes for staff to follow when creating their subject pages.

The College has a second Campus – The Mildura English Language Centre. The Centre caters for new arrival students from Prep – Year 12, who are newly arrived to Australia as Refugees, migrants and International students. The centre provides an intensive English Language Program for students for between 6 to 12 months. In 2019 the student population was 65 students.

The College caters for a wide range of students from different social, economic and cultural background. The College has 85 Aboriginal students and over 60 Pacifica Islander students. Approximately only 35% of the graduating Year 12 group apply for University and although there is a local Latrobe University Campus many students must move away to study their preferred courses. Many of the students who do apply for University are first in their family to attend University. The Mildura area has only approximately 35% of residents with a University Degree (data supplied by Latrobe University Mildura Campus).

The College collaborates with the local TAFE, Sunraysia Institute of TAFE (SuniTAFE) to deliver a broad range of Vocational Education and Training (VET) Courses, engages with local employers and community to provide information to students about the local job market and provides direct employment opportunities for students in vocational courses. The College also collaborates directly with the local Latrobe University campus to ensure that early access schemes and scholarship opportunities are available and promoted to students . In the past, the College has worked with both of these organisations to support transition and pathway options for students.

	<p>The College provides a mature learning environment and a learning process, which is built upon partnerships and strong relationships between teachers and students. The Young Adult Learning Environment (YALE) is a key factor in increasing the College's appeal and allowing for strong relationships to develop between staff and students. Mildura Senior College provides clear pathways to further study and the workplace which has been significantly enhanced through our partnership with our two key local Tertiary providers in SuniTAFE and La Trobe University. The 2019 the launching of 'Futures Day' was a significant step in increasing the rate of application for further study amongst our clientele and cementing effective relationships with these two local providers. 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, Sub-School Leaders and a team of staff experienced in the successful delivery of senior studies.</p> <p>The College has strategically worked towards the uniform implementation of a Guaranteed Viable Curriculum (GVC.) A primary reason for this can be seen in the fact that we have a cohort of over 300 Year 12 students all doing English. It is imperative that all students receive consistent instruction, resources and assessment so that a level playing field is ensured across the 12 classes. As the end of year exams carry significant loading for the student's Study Scores and ATARS it is crucial that all students enter these exams feeling as though they have been given the same chance of success as others. This approach applies to all subjects regardless of the number of classes running and can be evidenced by the use of digital platforms like Moodle and Google Classrooms where all courses need to be presented in a uniformly consistent manner. In addition, subjects with multiple classes will convene to carry out bench marking of assessment tasks as per the VCAA exam marking model, so that students are awarded the same scores for samples of work that are similar. This process is reinforced through audit process that are implemented both by the VCAA and internally by the College itself. These audits guide teachers to create there courses in such a way that a student moving between subject areas is presented with an identical layout.</p> <p>The College has also worked towards inculcating a climate that encourages collaboration and as such has embraced the Professional Learning Communities (PLCs) approach to facilitate collective efficacy. To this end, specific collaboration time has been made available to staff to work in teams such as their Professional Learning Teams (PLT) but also with others as they work through a cycle of enquiry aimed at illuminating aspects of</p>
<p><b>Intent, rationale and focus</b></p>	<p>The College aims to improve student outcomes, and will always strive to ensure:</p> <ul style="list-style-type: none"> <li>• All students achieve success in their chosen pathway.</li> <li>• The existence of mutual respect in the College.</li> <li>• The development of a reflective learning community committed to continuous improvement in student outcomes.</li> <li>• That students develop respect, resilience, independence and social responsibility.</li> <li>• Our students have a greater connection to their community.</li> </ul> <p>This is achieved through:</p> <ul style="list-style-type: none"> <li>• Building a culture of mutual respect.</li> <li>• Supporting each other to build resilience.</li> <li>• Role modelling responsible behaviours.</li> <li>• Creating opportunities for independence.</li> </ul>

- Learning and social development.
- Recognising success on all levels for all students.

The College promotes and provides a young adult learning environment which is oriented to developing students for the adult world they are entering. The learning environment is therefore dependent upon a partnership between teacher/education support and student, the recognition of the emerging independence of the student and on the fundamental orientation of the College towards learning. Support, combined with opportunities to exercise growing independence and self-discipline, underpins all practices. The College has a strong belief that this learning environment will assist students gain success at the VCE/VCAL level and prepare them to enter a range of post-school options.

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<b>Goal 1</b>	Raise achievement and learning growth for all students.
<b>Target 1.1</b>	<b>VCE Study Score Means</b> <ul style="list-style-type: none"><li>• Increase the all study mean from 26.69 in 2019 to 29 in 2024</li><li>• Increase the English study score mean from 26.16 in 2019 to 29 in 2024</li><li>• VCE Data Service report 17 to show at least 70% of students deemed to have 'added value' in each VCE study</li></ul>
<b>Target 1.2</b>	<b>VCE 40+ study scores</b> <ul style="list-style-type: none"><li>• Increase the overall percentage of 40+ study scores from 2.8% in 2019 to 4% in 2024</li><li>• Increase the 40+ study scores fin English from 1.5% in 2019 to 4% in 2024</li></ul>
<b>Target 1.3</b>	<b>Staff Opinion</b> <p>Variables in the SSS to reflect the following whole college endorsement:</p> <ul style="list-style-type: none"><li>• Teacher collaboration: from 47.8% in 2019 to 50% in 2024</li><li>• Understand how to analyse data: from 60.3% in 2019 to 65% in 2024</li><li>• Believe peer feedback improves practice from 56.9% in 2019 to 65% in 2024</li><li>• Instructional leadership: from 43.1% in 2019 to 50% in 2024</li></ul>

<b>Target 1.4</b>	<p><b>Student Attitudes</b></p> <p>Variables in the AToSS to reflect the following percentage of positive responses:</p> <ul style="list-style-type: none"> <li>• Differentiated learning challenge: from 56% in 2019 to 65% in 2024</li> <li>• Stimulated learning: from 61% in 2019 to 65% in 2024</li> <li>• Effective teaching time—from 66% in 2019 to 70% by 2024</li> </ul>
<b>Key Improvement Strategy 1.a</b> Building practice excellence	<p>Build teacher and team capacity to:</p> <ul style="list-style-type: none"> <li>• implement a tiered intervention approach enabling teachers to continually adjust the instruction to support each student's point of learning</li> <li>• use data and formative assessment strategies to monitor learning growth and plan, document and teach a differentiated curriculum that targets each student's learning point</li> <li>• evaluate impact of teaching on learning</li> </ul>
<b>Key Improvement Strategy 1.b</b> Instructional and shared leadership	<p>Develop the instructional leadership capacity of all leaders to lead teacher practice, informed by evidence-based research and coach and develop fellow team members.</p>
<b>Key Improvement Strategy 1.c</b> Curriculum planning and assessment	<p>Further embed the PLC culture which is characterised by</p> <ul style="list-style-type: none"> <li>• measurable inquiry cycles,</li> <li>• evidence-based research,</li> <li>• strengthened collaboration,</li> <li>• enhanced feedback</li> <li>• coaching, modelling and peer observations</li> </ul>
<b>Goal 2</b>	<p>Empower students to have an authentic sense of voice, agency and leadership.</p>
<b>Target 2.1</b>	<p>STUDENT ATTITUDES</p>

	<p>Variables in the AToSS to reflect the following percentage of positive responses:</p> <ul style="list-style-type: none"> <li>• Student voice and agency: from 55% in 2019 to 60% in 2024</li> <li>• Learning Confidence: from 65% to 70% in 2024</li> </ul>
<b>Target 2.2</b>	<p><b>STAFF OPINION</b></p> <p>Variables in the SSS to reflect the following whole school endorsement:</p> <ul style="list-style-type: none"> <li>• Use student feedback to improve practice: from 64.3% in 2019 to 70% in 2024</li> <li>• Promote student ownership of learning goals from 48.35 in 2019 to 55% in 2024</li> </ul>
<b>Target 2.3</b>	<p><b>COMPLETION AND ATTENDANCE</b></p> <ul style="list-style-type: none"> <li>• Attendance to improve from an average of 21.67 days per student in 2019 to 17 days per student in 2024</li> <li>• VCAL completion rate to improve from 63% in 2019 to 75% in 2024</li> </ul>
<b>Key Improvement Strategy 2.a</b> Empowering students and building school pride	Develop and document a whole-school strategy to empower students as partners in understanding and managing their own learning through enhancing systems/processes that enable students to access and understand their learning data and future learning needs.
<b>Key Improvement Strategy 2.b</b> Building practice excellence	Build teacher capacity to facilitate learner agency, implement metacognitive strategies and recognize the need for learning life skills
<b>Key Improvement Strategy 2.c</b>	Develop a whole-school approach in which teachers enhance feedback to students and use student feedback to adapt their approaches to improve student motivation, self-efficacy and achievement.

Intellectual engagement and self-awareness	
<b>Key Improvement Strategy 2.d</b> Building practice excellence	Enhance personalised education planning so that each student has a powerful personalised learning plan and enhance personalised support for all students.
<b>Key Improvement Strategy 2.e</b> Health and wellbeing	Focused wellbeing initiatives that enhance personal empowerment for all students.
<b>Goal 3</b>	Improve transition into further education, training and employment.
<b>Target 3.1</b>	<p><b>STUDENT ATTITUDES</b></p> <p>Variables in the Attitudes to School Survey (AtoSS) to reflect the following percentage of positive student responses:</p> <ul style="list-style-type: none"> <li>• In the year after leaving school, what do you plan to do?: “Unsure” responses from 15% in 2019 to 0% in 2024</li> </ul>
<b>Target 3.2</b>	<p><b>DESTINATION DATA</b></p> <ul style="list-style-type: none"> <li>• Increase the percentage of students with a positive exit destination from 70% in 2018 to 100% in 2024</li> <li>• Reduce the percentage of part-time employment from 17% in 2018 to 5% in 2024</li> <li>• Reduce the percentage of unemployment from 12% in 2018 to 5% in 2024</li> </ul>
<b>Key Improvement Strategy 3.a</b> Networks with schools, services and agencies	Strengthen partnerships with external business, training and education organisations and broker enhanced pathways and career opportunities for college students.

<p><b>Key Improvement Strategy 3.b</b> Setting expectations and promoting inclusion</p>	<p>Build the understanding of teachers, parents and students about the opportunities for education, training, and employment.</p>
<p><b>Key Improvement Strategy 3.c</b> Building practice excellence</p>	<p>Improve pathways and careers planning processes and continue to develop the capacity of key college leaders to engage students in more powerful careers and pathways planning.</p>