

School Strategic Plan 2020-2024

Maribyrnong Secondary College (8015)



Submitted for review by Nick Scott (School Principal) on 20 August, 2020 at 11:11 AM

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Endorsed by Anthony Baldwin (School Council President) on 08 September, 2020 at 03:10 PM

School Strategic Plan - 2020-2024

Maribyrnong Secondary College (8015)

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| School vision | Staff and students at Maribyrnong College strive to provide an environment where all members of the school community are proud of their performance and achievement. The College recognises that students need to balance academic, sporting, creative and social aspirations in order to achieve their personal goals and be well-prepared for the next stage of their lives. It supports this balance through the provision of a safe and secure environment with supportive structures that allow for individuality, inclusivity and diversity. |
| School values | <p>Pride in Performance - Maribyrnong College promotes a high-performance culture in which staff, students and parents have high expectations of themselves and others. The College strives to be an environment where all members of the school community are proud of their performance and achievement.</p> <p>Respect - At Maribyrnong College the notion of respect is an underlying core value and students are taught to respect the uniqueness of others and themselves.</p> <p>Relationships - The foundation of a successful learning environment is strengthened by the positive relationships formed by its members. Maribyrnong College emphasises cooperative relationships based on mutual respect. It provides a safe and secure environment with supportive structures that allow for individuality, inclusivity and diversity.</p> <p>Balance - The balance scale in the College logo depicts a belief in the need to provide students with a balanced school life. Students need to balance their academic, sporting, creative and social aspirations in order to achieve their personal goals and be well-prepared for the next stage of their lives.</p> <p>Expectations - The College sets high standards for its students. They are expected to be conscientious, well presented, and well behaved. Students are expected to wear the College uniform with pride, and respect their teachers, fellow students and environment.</p> |
| Context challenges | Maribyrnong College provides high quality education to more than 1300 local and international students in Years 7-12. It is home to Victoria's only state-funded Sports Specialism with a student-athlete enrolment comprising more than 40% of the school population. The College provides a broad VCE curriculum and more than 90% of students undertake further study after Year 12. Student-athletes enrolled in the Maribyrnong Sports Academy undertake training programs designed to develop their athletic performance and engage them in sports related activity and work. The College is very popular locally and across Victoria with ongoing enrolment demand in most year levels. Approximately 100 teaching staff and 40 support staff work to produce excellent outcomes for students and this is aptly described by the school's motto: "Pride in Performance". |

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| | <p>The period between 2016 and 2019 has been a relatively stable one. Enrolments have been managed within a cap and have stabilised at around 1250 local students. Achievement captured in several relatively robust datasets has shown variation within particular year levels and across year levels for different cohorts. The headline VCE achievement figure has remained in the top 20% of state high schools and above other state high schools of similar socio-economic makeup. The College has continued to develop materially on many fronts, and a positive and engaging culture supports the work of students and staff. Maribyrnong College remains a mature, high achieving and sought-after school.</p> <p>Through the School Review undertaken in 2020, the College has identified a series of challenges it intends to address in the coming years. These are the focus of this 2020 to 2024 Strategic Plan. In summary the challenges are:</p> <ol style="list-style-type: none"> 1. Maximising student learning outcomes by improving student achievement through consistent use of the College's instructional model, differentiation and the use of data in curriculum planning. 2. Improving student engagement in learning by supporting student voice through across the College. 3. Enhancing student wellbeing through a college-wide approach to student and staff wellbeing. |
| <p>Intent, rationale and focus</p> | <ol style="list-style-type: none"> 1. Maximising student learning outcomes by improving student achievement through consistent use of the College's instructional model, differentiation and the use of data in curriculum planning. Inconsistent implementation of College-approved teaching strategies and practices have hampered the drive to continuously improve student achievement measured by NAPLAN and the VCE. Building the capacity of all staff to use evidence-based teaching, and improving the collaboration of teachers will support high achievement across the college and promote high learning gains for a larger proportion of students in Years 7 to 10. 2. Improving student engagement in learning by supporting student voice through across the College. This includes the development of tasks that are incorporated into curriculum documentation, and the development of an innovative and engaging Year 9 curriculum model. The College will continue its work to systematically collect student feedback about learning processes in classrooms to inform teaching and make lessons more stimulating. 3. Enhancing student wellbeing through a college-wide approach to student and staff wellbeing. This will enhance student engagement and student achievement and involve the development of a strategy to develop and strengthen partnerships with parents and carers. The College will continue to develop concerted approaches to building morale, reducing stress and building constructive relationships between students and teachers to improve learning outcomes for all students. |

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| Goal 1 | To maximise student learning outcomes. |
| Target 1.1 | By 2024 to increase the percentage of students making high benchmark growth in NAPLAN numeracy from 20 per cent (2019) to 30 per cent (2024). |
| Target 1.2 | By 2024 to increase the percentage of students making high benchmark growth in NAPLAN reading from 20 per cent (2019) to 25 per cent (2024). |
| Target 1.3 | By 2024 to increase the percentage of students making high benchmark growth in NAPLAN writing from 15 per cent (2019) to 20 per cent (2024). |
| Target 1.4 | By 2024 to increase the percentage of students achieving a VCE study score of 40 or more from 2.8 percent (2019) to 6 per cent (2024). |
| Key Improvement Strategy 1.a Building practice excellence | Build the capacity of all staff to use evidence-based teaching across the school |
| Key Improvement Strategy 1.b Curriculum planning and assessment | Improve collaboration of teachers within and across the KLAs |

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| Key Improvement Strategy 1.c Evidence-based high-impact teaching strategies | To support high achievement across the college |
| Goal 2 | To improve student engagement in learning |
| Target 2.1 | <p>By 2024, increase the AToSS result for Student voice and agency from 39 per cent to 50 per cent.</p> <p>By 2024, increase the AToSS result for Stimulating learning from 31 per cent to 50 per cent.</p> <p>By 2024, increase the AToSS result for Motivation and interest from 48 per cent to 55 per cent.</p> <p>By 2024, increase the student engagement measure in the College-administered student-teacher feedback survey by one scale point for each eligible teacher.</p> |
| Key Improvement Strategy 2.a Empowering students and building school pride | Implement a student voice and agency strategy across the college |
| Key Improvement Strategy 2.b Curriculum planning and assessment | Undertake curriculum innovation at the Year 9 level |
| Key Improvement Strategy 2.c Intellectual engagement and self-awareness | Develop and implement programs that enhance student engagement and wellbeing inside and outside the classroom |
| Goal 3 | To enhance student wellbeing |
| Target 3.1 | <p>By 2024, the AToSS results are:</p> <ul style="list-style-type: none"> "Managing bullying" at least 60 per cent positive response from 2019 47 per cent |

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| | <ul style="list-style-type: none"> • "Respect for Diversity" at least 50 per cent positive response from 2019 41 per cent |
| Target 3.2 | By 2024, the Parent Opinion Survey (POS) parent participation and involvement variable to increase from 52 per cent (2019) to 60 per cent (2024). |
| Key Improvement Strategy 3.a Parents and carers as partners | Develop and embed a strategy to develop and strengthen partnerships with parents and carers |
| Key Improvement Strategy 3.b Setting expectations and promoting inclusion | Enhance an inclusive environment |