



8015 Maribyrnong Secondary College Strategic Plan 2016-2019

Endorsement	Re-Endorsement (if a Goal, KIS or Target is changed)	Re-endorsement (if a Goal, KIS or Target is changed)
Principal: Nick Scott 15 June 2016[name] [date][name] [date]
School council: Greg Birch 15 June 2016[name] [date][name] [date]
Delegate of the Secretary: John Stone June 2016[name] [date][name] [date]

School vision	School values	Context and challenges	Intent, rationale and focus
<p>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.</p>	<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 "As we grow as unique persons, we learn to respect the uniqueness of others." <i>Robert Schuller</i> 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>	<p>Maribyrnong College provides high quality education to more than 1200 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 34 support staff work to produce excellent outcomes for students and this is aptly described by the school's motto: "Pride in Performance".</p> <p>The period between 2012 and 2015 has seen significant improvement in all aspects of the College. Student achievement is at an all-time high, the College has developed materially on many fronts, and a positive engaging culture supports the work of students and staff. Today Maribyrnong College is a mature, high achieving and sought-after school.</p> <p>Through the School Review undertaken in 2015, the College has identified a series of challenges it intends to address in the coming years. These challenges are the focus of this 2016 to 2019 Strategic Plan. In summary the challenges are:</p> <ul style="list-style-type: none"> • promoting high learning gains for a larger proportion of students in Years 7 to 10 • developing deeper pedagogical practice in order to improve high order learning across all levels and key learning areas • investigating the diversification of curriculum offerings in Years 10 to 12 • systematically gathering feedback over time about pathways and destinations in order to strengthen the Athlete Development Program • systematically collecting student feedback about learning processes in classrooms to inform teaching and make lessons more stimulating • developing more concerted approaches to building morale, reducing stress and building constructive relationships between students and teachers to improve learning outcomes for all students. 	<p>Promoting high learning gains for a larger proportion of students in Years 7 to 10 The College has not been able to demonstrate high learning gain for as many students as it would like. Providing teachers with the necessary skill development to understand how they can contribute to Literacy and Numeracy through their subjects will enhance the capabilities of all students and support successful transitions into senior secondary.</p> <p>Developing deeper pedagogical practice in order to improve high order learning across all levels and key learning areas To date, the College has developed and implemented its pedagogy around work requirements and effort, and has introduced Marzano's Nine Essential Instructional Strategies. This has had an impact at senior level, but less so in junior secondary. A focus on deeper pedagogical practice to understand how to improve high order learning across all levels and KLAS is required. Preparations for the rollout of the new F-10 curriculum, improvements to the teaching of mathematics in the middle years, and the continuation of work to improve VCE outcomes will all support this goal.</p> <p>Investigating the diversification of curriculum offerings in Years 10 to 12 The college has made great strides in assisting students realise their potential in VCE study. However, other options available to students are relatively narrow. To ameliorate retention push and pull factors in Years 10-12, the school will carefully consider diversifying the options for senior secondary in this planning period.</p> <p>Systematically gathering feedback over time about pathways and destinations in order to strengthen the Athlete Development Program Transitions at critical stages of learning are important bridges for academic and engagement success. Maribyrnong could be argued to have greater requirements in this area, with some 40% of the school cohort coming from diverse locations and having to navigate an athlete and academic development program through the junior, middle and senior levels. The college has begun some tracking of student athletes. Systematically gathering feedback over time about pathways and destinations will strengthen the Athlete Development Program (ADP) and assist in building an alumni.</p> <p>Systematically collecting student feedback about learning processes in classrooms to inform teaching and make lessons more stimulating The school has extended and deepened its student leadership in recent years. There is already some work underway to systematically gather and consider student feedback about learning processes in classrooms to inform teaching and make more lessons stimulating. This work needs to develop over this planning period.</p> <p>Developing more concerted approaches to building morale, reducing stress and building constructive relationships between students and teachers to improve learning outcomes for all students The school already has in place protocols and structures to support student wellbeing, both for the whole cohort and for the individual needs of students. More concerted approaches to building morale, reducing stress and building constructive relationships between students and teachers will improve learning outcomes for all students.</p>



Four-year goals (for improving student achievement, engagement and wellbeing)	Improvement Priorities, Initiatives and/or Dimensions	Key improvement strategies	Targets (for improving student achievement, engagement and wellbeing)
Student Achievement			
Support literacy and numeracy capability in Years 7-9 with particular attention to increasing high growth outcomes in Year 9 NAPLAN measures by 10%.	<p>Excellence in teaching and learning Building practice excellence</p> <p>Curriculum planning and assessment</p> <p>Evaluating impact on learning</p> <p>Evidence-based high impact teaching strategies</p> <p>Positive climate for learning Empowering students and building school pride</p>	<p>2016 – Build capacity and collect baseline data Continue the improvement program started in 2015 regarding the teaching of mathematics in the middle years.</p> <p>Develop and implement a process to incorporate data sets into student profiles in Compass.</p> <p>2017 – Implement Programs Review efficacy of Years 9 to 11 mathematics course counselling.</p> <p>Introduce “data-informed” literacy and numeracy initiatives to Years 7 to 10.</p> <p>2018 – Integrate programs into practice Target staff professional development to differentiated teaching approaches that reflect student profiling.</p> <p>Ensure courses in all KLAs reflect literacy and numeracy recommendations based on profiled results.</p> <p>2019 – Review, evaluate and recommend Review outcomes of Key Improvement Strategies.</p>	<p>Consistent delivery of mathematics instruction across Years 7 to 10.</p> <p>5% increase in NAPLAN high-growth Numeracy results.</p> <p>OnDemand, PAT-R, YARC, NAPLAN data sets included in student profiles in Compass administration system.</p> <p>100% of students counselled appropriately regarding Year 10 and 11 maths courses.</p> <p>100% of “at risk” students profiled fully in literacy and numeracy achievement and teaching recommendations.</p> <p>Staff are developed and 100 % of courses include differentiated advice.</p> <p>100% of courses include literacy and numeracy recommendations.</p> <p>All initiatives reviewed and practices consolidated.</p>
Plan, implement, and evaluate progress towards consistent pedagogical approaches incorporating Marzano’s model and Hattie’s findings into a “Maribyrnong Model” of instructional practice.		<p>2016 – Build capacity and collect baseline data Undertake curriculum activities within KLAs and across the school in preparation for the rollout of the new F–10 curriculum.</p> <p>Review current reporting practices with the goal of streamlining these through Compass.</p> <p>2017 – Implement Programs Teach and assess to the F-10 courses.</p> <p>Develop and document the Maribyrnong Model of Instructional Practice (MMIP).</p> <p>2018 – Integrate programs into practice Develop and deliver courses using the MMIP.</p> <p>2019 – Review, evaluate and recommend Review outcomes of Key Improvement Strategies.</p>	<p>100% of relevant courses are F-10 compliant.</p> <p>Reports delivered through Compass where appropriate.</p> <p>100% compliance with teaching and assessment.</p> <p>The MMIP is described and incorporated into all unit planning templates.</p> <p>100% of courses developed and delivered.</p> <p>All initiatives reviewed and practices consolidated.</p>
Continue to implement a VCE improvement strategy that results in consistent median study scores of 31 or more, and 40+ percentages of 8% or more.		<p>2016 – Build capacity and collect baseline data Continue to work for improvement in VCE outcomes.</p> <p>2017 – Implement Programs Develop teacher capacity for Unit 3/4 classes.</p>	<p>Maintain 30+ median study score, increase 40+ study score percentage over 2015 level.</p> <p>Increase in average study score in “Commerce” Unit 3/4 subjects.</p> <p>More teachers available to teach Year 12.</p>



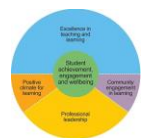
		Ensure consistency of teaching in repeated classes in Units 1 to 4.	Less variance in teacher practice and assessments in repeated classes.
		2018 – Integrate programs into practice Support high-performance of VCE teaching teams to implement initiatives and PD undertaken during 2016 and 2017.	Consistent median study score of 31 achieved. 8%+ of 40+ scores achieved.
		2019 – Review, evaluate and recommend Review outcomes of Key Improvement Strategies.	All initiatives reviewed and practices consolidated.
Increase sport representation in state and national teams by 20%.		2016 – Build capacity and collect baseline data Improve the preparation and education of MSA student athletes when participating in SSV and SSO/NSO selection trials.	35% of student athletes in either State or National Age group teams each year.
		2017 – Implement Programs Establish closer relationships with SWVR Primary Schools to increase links and awareness between local primary schools and MSA. Set up Primary School Academies in up to three targeted sports to increase girls' participation in MSA programs in addition to other under-represented groups – eg: students from CALD and indigenous backgrounds.	Increased awareness from key primary schools, 100% attendance by invited primary school participants. Primary school sports academies operating in up to three selected sports.
		2018 – Integrate programs into practice Encourage primary school enrolments in MSA at Year 7.	Increased enrolments in year 7 MSA intake as a result of primary school academy programs.
		2019 – Review, evaluate and recommend Review outcomes of Key Improvement Strategies.	All initiatives reviewed and practices consolidated.



Engagement			
Provide a welcoming and inclusive environment for students of all backgrounds including targeted welfare and support structures.	Positive climate for learning Empowering students and building school pride	2016 – Build capacity and collect baseline data Review the needs of African-Australian students, and provide outreach experiences for these students and their families.	Greater than 80% participation from African-Australian families in 2016 initiatives.
	Setting expectations and promoting inclusion	2017 – Implement Programs Broaden the range of structured extra-curricular programs offered at the College.	Positions of responsibility, role descriptions and programs developed for initiatives including debating, robotics, school production, Tournament of the Minds, Duke of Edinburgh. Staff leaders for these initiatives identified.
	Community engagement in learning Parents and carers as partners	2018 – Integrate programs into practice Review additional potential extra-curricular offerings and support staff capability to deliver.	Positions of responsibility, role descriptions and programs developed for additional initiatives.
	Networks with schools, services and agencies	2019 – Review, evaluate and recommend Review outcomes of Key improvement strategies.	All initiatives reviewed and practices consolidated.
Expand senior secondary provision to match the interest, aptitudes and aspirations of the whole-college cohort.	Building communities	2016 – Build capacity and collect baseline data Survey school community to identify potential additional vocational offerings. Determine staff capacity to deliver additional vocational offerings.	Three additional vocational offerings identified.
	Building practice excellence	2017 – Implement Programs Support staff to develop additional vocational offerings and counsel students appropriately.	Additional courses developed and student counselling for 2018 introduction undertaken.
		2018 – Integrate programs into practice Expand the vocational offerings provided in the Senior School program.	Deliver at least one additional vocational offering.
		2019 – Review, evaluate and recommend Review outcomes of Key improvement strategies.	All initiatives reviewed and practices consolidated.
Develop robust student feedback systems and transition experiences to facilitate higher levels of student engagement as measured through the Attitudes to School survey.		2016 – Build capacity and collect baseline data Produce new promotional materials and remodel the college website for enhanced useability and connectivity with Compass and the Sports Academy website. Refine promotional materials - in particular the Sports Academy website.	Sites and materials updated.
		2017 – Implement Programs Further develop transition programs at key points for students: into Year 7, pathways through Years 10-12, and destinations post-school. Begin systematic longitudinal tracking of student athletes to better inform the Athlete Development Program, pathways planning, and to build an alumni. Build on current efforts to use student voice as systematic feedback to teachers on classroom learning in mainstream curriculum and the Athlete Development Program.	90% satisfaction in transition experiences as reported by students. Establish an Alumni network for Maribyrnong Sports Academy. Interact with the Alumni network 4 times per year via Newsletter and every two years via functions. Move student voice measures in Attitudes to School Survey into top 25% of all schools.



		<p>2018 – Integrate programs into practice Continue to develop the focus on sports-specific career paths for Sports Academy students.</p> <p>Provide opportunities for student athletes to gain sports themed certification in a range of industry programs–e.g. SARIP, Year 10 Work Experience.</p>	<p>Establish a career expo program with Victoria University and invite Universities with “elite athlete” status to attend subject selection evenings/expos.</p> <p>Establish partnerships with Australian and international organisations that can facilitate sports themed career pathways including a range of US Colleges in particular sports.</p> <p>85% of exiting student athletes enter tertiary pathways including sport-themed courses and careers, including US College pathways.</p>
		<p>2019 – Review, evaluate and recommend Review outcomes of Key Improvement Strategies.</p>	<p>All initiatives reviewed and practices consolidated.</p>



Wellbeing			
Develop initiatives that lead to reduced incidences of student distress and crisis and increased levels of student resilience and respectful relationships that meet the government's "Education State" targets for students.	<p>Positive climate for learning Empowering students and building school pride</p> <p>Health and wellbeing</p> <p>Setting expectations and promoting inclusion</p> <p>Community engagement in learning</p> <p>Parents and carers as partners</p> <p>Networks with schools, services and agencies</p> <p>Building communities</p>	<p>2016 – Build capacity and collect baseline data MSA Sports Psychologist and Athlete Well-Being teams work with the Student Well-Being team at the College to investigate resilience issues and programs.</p> <p>Develop innovative programs and initiatives across the school to increase the proportion of students reporting that they have high resilience levels.</p>	<p>Benchmark and develop approaches to personal and social growth of students using the content and achievement standards in the Personal and Social Capability in the recently released Victorian Curriculum.</p> <p>Create baseline data for resilience levels of Sports Academy and mainstream students.</p> <p>Increase the proportion of students who report high resilience by 20% over the life of the strategic plan.</p>
		<p>2017 – Implement Programs Develop high-efficacy communication protocols for "at risk" students that lead to reduced incidences of student distress and crisis.</p>	50% increase in student satisfaction regarding communication initiatives.
		<p>2018 – Integrate programs into practice Rollout initiatives developed in 2016 and 2017.</p>	Initiatives operating successfully with 90% satisfaction levels reported by students.
		<p>2019 – Review, evaluate and recommend Review outcomes of Key Improvement Strategies.</p>	All initiatives reviewed and practices consolidated.
Lead and support other Victorian schools to develop innovative programs to meet the government's "Education State" targets for increased physical activity levels amongst students and staff.		<p>2016 – Build capacity and collect baseline data Establish baseline data for daily physical activity levels against national activity guidelines.</p>	Baseline data collected.
		<p>2017 – Implement Programs Review Physical and Sport Education curriculum with HAPE coordinator and develop innovative programs to increase physical activity levels of students.</p> <p>Engage staff and use facilities/resources to create extra-curricular physical activity programs for "at risk" students with low physical activity levels.</p>	<p>90% of Sports Academy students meeting National Activity Guidelines for physical activity by 2019 (injured and rehabilitating athletes excluded).</p> <p>Increase by 20% the proportion of mainstream students undertaking physical activity at the rate one hour per day/five days per week.</p>
		<p>2018 – Integrate programs into practice Codify initiatives developed in 2016 and 2017 for use by the broader education community.</p>	Resources published for use by broader school community.
		<p>2019 – Review, evaluate and recommend Review outcomes of Key Improvement Strategies.</p>	All initiatives reviewed and practices consolidated.



Productivity

Strengthen the professional capacity of all staff to support student learning, engagement and wellbeing in the mainstream and academy programs through effective use of time, space, funding, facilities and community resources.	<p>Positive climate for learning Empowering students and building school pride</p> <p>Professional leadership Strategic resource management</p> <p>Building leadership teams</p> <p>Community engagement in learning Building communities</p> <p>Networks with schools, services and agencies</p>	<p>2016 – Build capacity and collect baseline data</p> <p>Ensure effective fiscal governance by school council so that College building program is delivered.</p> <p>Ensure effective fiscal governance by school council so that College equity goals are met.</p> <p>Ensure PDP-monitored work practices of College staff are supportive and effective.</p> <p>Deliver a PD program to strengthen the ability to recruit and train Year Level Coordinators</p> <p>Prepare for the retirement of at least two key senior staff at the end of 2016</p>	<p>Building program is delivered on time and on budget.</p> <p>100% of College equity goals are met.</p> <p>All staff are compliant with practices described in PDP documentation.</p> <p>Candidates are identified and program is delivered.</p> <p>Appoint a new Sports Director and new Middle School Assistant Principal.</p>
		<p>2017 – Implement Programs</p> <p>Ensure effective fiscal governance by school council so that College building program is delivered.</p> <p>Ensure effective fiscal governance by school council so that College equity goals are met.</p> <p>Ensure PDP-monitored work practices of College staff are supportive and effective.</p>	<p>Building program is delivered on time and on budget.</p> <p>100% of College equity goals are met.</p> <p>All staff are compliant with practices described in PDP documentation.</p>
		<p>2018 – Integrate programs into practice</p> <p>Ensure effective fiscal governance by school council so that College building program is delivered.</p> <p>Ensure effective fiscal governance by school council so that College equity goals are met.</p> <p>Ensure PDP-monitored work practices of College staff are supportive and effective.</p>	<p>Building program is delivered on time and on budget.</p> <p>100% of College equity goals are met.</p> <p>All staff are compliant with practices described in PDP documentation.</p>
		<p>2019 – Review, evaluate and recommend</p> <p>Review outcomes of Key Improvement Strategies.</p>	<p>All initiatives reviewed and practices consolidated.</p>
		<p>2016 – Build capacity and collect baseline data</p> <p>Meet with existing and potential new external partner organisations (sport and education) to discuss, formulate and document new initiatives to reflect future cooperation and outcomes.</p> <p>Assist in establishing a state and national coalition of sports specialist schools for the purpose of sharing resources, establishing training and competition opportunities and advocating for sport and physical education at state and federal levels of government (e.g. Australian Sports Commission).</p> <p>Establish “outreach endeavours” to share quality PE/Sport resources, knowledge, programs and facilities with other government schools and community groups.</p>	<p>New Memorandum of Understanding agreements developed with existing and new partners (e.g. Cricket Victoria, Basketball Victoria, Football Federation Victoria).</p> <p>Relationship developed with NSW Sports High Schools Association (based at Westfields SHS Sydney) to build a national coalition of sport schools.</p> <p>Victorian “Sports School” coalition by formed by 2017/18 by engaging with other Victorian schools that have Sport Academies (Rowville, Box Hill, Parkdale, Hallam, Bendigo, Grovedale, Warrnambool, Alkira, etc)</p> <p>Professional Development for government schools and teachers interested in developing expertise in sport specialisms provided by MSA.</p>
Establish new and innovative partnerships with a range of community stakeholders and national and international school partnerships.			



		<p>2017 – Implement Programs</p> <p>Continue to engage a range of community sports organisations to use MSA facilities.</p> <p>Measure MSA programs against the IOC Consensus statement for Youth Athlete Development with Victoria University assistance and publish the findings 2016-2017.</p> <p>Plan and host an International Sports School conference in Melbourne during 2017-2018.</p>	<p>Community use of Sports Academy facilities – 50+ user groups annually.</p> <p>Case study for MSA against the IOC framework of Youth Athlete Development produced and used as a catalyst to host an International Sports School conference in Melbourne in collaboration with VU in 2017.</p> <p>Sport Academy intellectual property shared with other aspiring government sport specialisms and sister schools.</p>
		<p>2018 – Integrate programs into practice</p> <p>Deliver programs and initiatives developed in 2016 and 2017.</p>	<p>Programs and initiatives successfully delivered.</p>
		<p>2019 – Review, evaluate and recommend</p> <p>Review outcomes of Key Improvement Strategies.</p>	<p>All initiatives reviewed and practices consolidated.</p>

