School Strategic Plan for
Maribyrnong Secondary College
Western Metropolitan Region
2012-2015

<table>
<thead>
<tr>
<th>Endorsement by School Principal</th>
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<tr>
<td>Signed:</td>
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<tr>
<td>Name: Nic Alexander</td>
<td>[Signature]</td>
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<tr>
<td>Date: 21/12/11</td>
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<table>
<thead>
<tr>
<th>Endorsement by School Council</th>
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<tr>
<td>Signed:</td>
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<tr>
<td>Name: Chas Prime</td>
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<td>Date: 21-12-2011</td>
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School Council President signs indicating that the School Strategic Plan has been endorsed by School Council

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<tr>
<th>Endorsement by Regional Network Leader</th>
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## School Profile

### Purpose

Our school motto is, "Pride in Performance" and this underpins the culture of the school.

Our purpose is to:

- Foster a performance culture in which staff, students and parents have high expectations of themselves and others
- Provide a learning environment that is well respected in the community and where students are proud in their achievements and their College
- Encourage personal well-being and growth and provide students with the skills for further learning, enabling them to be productive members of society

### Values

Our core values are:

- **Pride:** Always striving to achieve one’s personal best
- **Respect:** For self, others and the school environment
- **Balance:** In all aspects of school life—academic, sporting, creative and social
- **Equality:** All members of the school community are treated with dignity and fairness

### Environmental Context

Maribyrnong College is situated in the inner-west being only 11 kilometres from the CBD. It is a single-campus, co-educational Year 7-12 school with fifty-nine different nationalities represented in the school community. It is also home of Victoria’s only state-funded Sports Specialism with a sports enrolment comprising 40% of the school population. The College has five principal class officers including a Sports Director responsible for the Maribyrnong Sports Academy.

Maribyrnong College delivers programs that produce excellent outcomes for students in both academic and sporting endeavours and this is aptly described by the school’s motto: "Pride in Performance". A High Achievers Program has operated since 2005 (as of 2012 to be known as the Academic Curriculum Excellence Program – ACE). The increase in student numbers has allowed for the expansion of subject choices at the senior level. Year 10 accelerated students have access to a broad range of VCE subjects and the majority of students undertake further studies after Year 12. The College has an International Students Program and the College provides an ESL program to support students of non-English speaking backgrounds. In 2011 the College re-introduced LOTE – Italian at Year 7 which is being expanded to other year levels. A rich extra-curricular program includes instrumental music, a school production, debating, camps and a strong inter-school sport program. Extra-curricula activities are continuing to be added to the school program to enhance student experiences. The College recognises the importance of student leaders and re-introduced
School Captains and House Captains, with the intention of further developing student leadership throughout all year levels.

The school operates on an electronic roll-marking system. An internet-based reporting system integrates with the administration system, SMTool. Data projection capability has been installed in all classrooms and all computers more than four years old have been replaced; three new computer labs have been built over the last couple of years and the school library has also been updated with new computer pods. In addition to the Netbook roll out in 2012, the College will also be trialling ipads with a Year 7 ACE class in order to assess how best to use technology to support student learning. The College is working towards a fully digitised curriculum and the ‘Homework Tracker’ to be introduced in 2012 will enable both students and parents to access and monitor homework via the internet.

College facilities include a 230-seat theatre and a 7000 square metre Sport Stadium with indoor running track and elite training centre. The sport complex forms the base for the Maribyrnong Sports Academy program and all students at the College use this facility for Health and PE classes. Outside sporting facilities include six international-standard tennis courts, soccer and hockey fields. The school is divided into “precincts” for locker allocation and passive recreation purposes. Precincts are surrounded by garden bed structures with many mature trees planted over the last two years. Other recent additions to the College include a new science lab, a food technology classroom, and a materials technology classroom. A reading centre for the College’s literacy support program has been constructed in the library and VCE students have a designated (supervised) Study Hall and VCE Centre.

The College has grown significantly from 494 students in 2008 to approximately 1050 in 2011. Due to site restrictions and unprecedented enrolment demands at all year levels, the College will be subject to an enrolment zone in 2012. It is anticipated that the College will reach 1200 students for the start of the 2012 school year.
### Strategic Intent

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<tr>
<th>Goals</th>
<th>Targets</th>
<th>Key Improvement Strategies</th>
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| **Student Learning** | - To sustain ongoing improvement in VCE results  
- To sustain improved performance in literacy and numeracy in the middle years  
- To sustain ongoing improvement in student learning through effective ICT provision | **By 2015**  
- The VCE All Study Score to be 30  
- NAPLAN results to be consistently above the State mean, and mean growth for the matched cohort to exceed mean State growth  
- 60% of the school’s curriculum to be delivered using ICT  
- College curriculum is digitised and on-line | - Establish a guaranteed and viable digital curriculum with consistent assessment practices  
- Establish an agreed model of teaching instruction  
- Using data to improve student learning outcomes  
- Improve study skills and homework practices across all year levels |
| **Student Engagement and Wellbeing** | - To improve student connectedness to the College  
- To provide a safe and secure learning environment that is inclusive of all students | **By 2015**  
- The score for the variable School Connectedness be at or better than 3.67 (Years 7-12)  
- The score for the variable Connectedness to Peers be at or better than 4.03 (Years 7-12)  
- Connectedness to School for girls to be at or above the 50th percentile for all school distribution  
- Increase the proportion of Year 7-12 students involved in leadership activities by 100%  
- Improve real retention rates for Years 10-11 to 83.5% and Year 11-12 to 97.7%  
- Student absence rate to continue to remain better than State wide mean | - Develop student leadership capacity and increase student involvement and participation both in and out of the classroom |
| Student Pathways and Transitions | • To strengthen the transitions and learning pathways of all students | By 2015  
• Increase the percentage of Year 12 students going onto tertiary study from 60% to 70%  
• Ensure no Year 12 exiting student is 'unemployed' or 'unknown'.  
• As measured by the PO Survey, the school mean variable for Transitions and General Satisfaction to be at or above the State mean | • Consolidate processes and protocols to support successful transitions |
| School Specific-Specialism Program | · To review formal partnerships with a range of community stakeholders and international and national school partnerships.  
· To maintain student athlete retention rate, and academic achievements at a GPA of 6 or above.  
· To maintain sports specific career paths with the Sports Academy  
· To improve sport representation in state and national teams.  
· To establish "outreach endeavours" to share quality PE/Sport resources, knowledge, programs and facilities with other government schools and community groups. | · New MOU's to be established with all stakeholders including: VIS, Victoria University, Western Bulldogs, SSO's, NSO's and International Sister School partnerships.  
· 90% annual real retention rate of student athletes in the program by 2015  
· At least 80% of student athletes at or above expected (state) levels in Literacy and Numeracy by 2015  
· 90% of student athletes maintaining a GPA above 6 on school measures.  
· 80% of exiting student athletes entering tertiary pathways including sport themed courses and careers, including US College pathways.  
· 30% of student athletes in either State or National Age group teams each year.  
· Primary school sports academies operating in selected sports (up to 3)  
· Sharing Sport Academy intellectual property with other aspiring government sport specialists and sister schools  
· Established community use of Sports Academy facilities | Meet with each external partner organisation to discuss, formulate and document new MOU's to reflect future cooperation and outcomes.  
Survey current and exiting students and families to identify strengths and weaknesses of MSA programs with purpose of improving satisfaction, key outcomes and retention rates including improved student and parent satisfaction data  
MSA to support College initiatives in relation to Student Learning Key Improvement Strategies  
MSA to prioritise resources to identify and employ "athlete friendly" literacy and numeracy tutors to assist student athletes after school in study centre.  
Provide opportunities for student athletes to gain sports themed certification in a range of industry awards as part of the MSA program.  
Establish a career expo program with Victoria Uni  
Establish partnerships with Australian and international organisations that can facilitate sports themed career pathways e.g. a range of US Colleges in particular sports  
Improve the preparation and education of MSA student athletes when participating in SSV and SSO/NSO selection trials  
Establish closer links with WMR 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  
Conduct Professional Development for government schools and teachers interested in developing expertise in sport specialisms  
Engage a range of community sports organisations to use MSA facilities |
<table>
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<tr>
<th>Key Improvement Strategies (KiS across the three student outcomes areas)</th>
<th>Actions</th>
<th>Achievement Milestones (Changes in practice and behaviours)</th>
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<tr>
<td><strong>Student Learning</strong></td>
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| - Establish a guaranteed and viable digital curriculum with consistent assessment practices  
- Establish an agreed model of classroom instruction  
- Use of data to improve student learning outcomes  
- Improve study skills and homework practices across all year levels | | |
| **Year 1** | - Complete the digitising of the curriculum and improve teacher assessment practices  
- Develop staff knowledge and understanding of the National Curriculum  
- Introduce and implement an agreed model of classroom instruction  
- Implement practices and strategies to improve Yr 12 performance  
- Improve homework practices with the use of 'Homework Tracker'  
- Develop an after school tutoring/homework program  
- Targeted eLearning coaching and PD for staff on using ICT in the classroom | - All staff provide input into curriculum planning and documentation  
- Homework Policy adhered to by all staff  
- Improvement in staff capacity to use ICT effectively as a teaching tool in the classroom | |
| **Year 2** | - Commence implementation of required subject areas in the National Curriculum and ensure digital course documentation  
- Evaluate classroom instruction model and make changes where necessary  
- Continue developing staff competencies in eLearning and using ICT in the classroom  
- Build staff capacity to interpret and analyse data to improve student outcomes | - All staff use the agreed model of classroom instruction in delivery of the curriculum  
- Teachers are confident in interpreting and using data to inform teaching and learning | |
| **Year 3** | - Continue with the implementation of the National Curriculum and digital course documentation of curriculum changes  
- Continue developing staff competencies in eLearning and using ICT in the classroom  
- PD to support staff in making consistent judgements and assessments of student learning | - Teacher judgments are consistent with external benchmarks  
- ICT is embedded in teacher practice as a means of improving student learning | |
| **Year 4** | - Review progress against actions and achievement milestones | - All staff involved in reflective practice about pedagogy  
- College curriculum documentation is digitised and on-line | |
<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
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<td>* Develop student leadership capacity and increase student involvement and participation both in and out of the classroom*&lt;br&gt;  - Review the Student Engagement Guidelines&lt;br&gt;  - Introduce a Pastoral Care Program in Yrs 7-9&lt;br&gt;  - Extend leadership program to junior school and consolidate senior student leadership program&lt;br&gt;  - Explore and investigate girls' concerns relating to connectedness to school and peers&lt;br&gt;  - Increase time allocations and improve organisational structures to support student well-being and engagement&lt;br&gt;</td>
<td>* Re-evaluate the Pastoral Program and make improvements where needed.&lt;br&gt;  - Introduce programs and strategies to improve girls' connectedness to school and peers&lt;br&gt;  - Extend student award program to acknowledge individual attempts to achieve personal best and improve attitude and behaviour in the classroom.&lt;br&gt;  - On-going professional support for teachers on policies relating to student well-being and engagement&lt;br&gt;</td>
<td>* Embedding programs and policies relating to student engagement and well being.&lt;br&gt;  - Policy documentation pertaining to student engagement and well being completed&lt;br&gt;</td>
<td>* Review whole school student engagement and well being initiatives&lt;br&gt;  - Staff demonstrate an understanding of, and adhere to, the Student Engagement and Well being Policies&lt;br&gt;</td>
<td>* Review all transition practices across the school&lt;br&gt;  - Consolidate current practices in Course Counselling&lt;br&gt;  - Ensure that all students are supported in post school decisions&lt;br&gt;  - Increase involvement of tertiary and other providers to support students to successfully transition to further education&lt;br&gt;  - Build upon the positive relationships established with our feeder Primary schools&lt;br&gt;</td>
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<td>Year 3</td>
<td>• Consolidate the MIPS and Careers Program Further development of teachers’ skills and knowledge to support learning pathways at the College</td>
<td>• Teachers have the skills and knowledge to support student pathways</td>
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<tr>
<td>Year 4</td>
<td>• Review progress against actions and achievement milestones</td>
<td>• All students leaving the College have a pathway planned</td>
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**Sport Specialism**

| Year 1 | • Meet with foundation partners to re-establish outcomes and MOU’s (Western Bulldogs, VIS, VU)  
Survey all 2012 student athletes and families to establish strengths, weaknesses, threats and opportunities  
Identify and employ sessional literacy and numeracy tutors to work after school out of Sports Academy conference area  
Establish Certificate 2 in Sports Coaching for all Year 10 ADP students  
Initiate discussions with RTO/VU about strategies for VET Community Rec students completing Cert 3 Community Fitness while doing VCE  
Discuss Sports Career Expo project with VU and initiate planning for biannual event  
Engage organisations who can expand Sports Career options for student athletes e.g. US Colleges, Australian Academy of Basketball  
Establish an education program in ADP in conjunction with technical coaching re preparing for SSV and SSO trials in order to increase selection opportunities  
Promote and advertise SSV and SSO trial dates to coaches and families  
Establish links with SSV Western Metropolitan Primary School District and Division Sport coordinators to promote MSA programs  
Develop a resource package to share with other government schools and teachers interested in sports specialisms  
Consolidate existing partnerships with external community sports organisations using MSA internal facilities. | • The three foundation partners to MSA sign new MOU’s  
Data collected on student and parent opinion in relation to satisfaction/retention within MSA programs  
Tutors for English and Maths Identified and employed on a sessional/needs basis  
Year 10 ADP students exiting program with Sports Trainers certificate and NCAS Level 1 Coaching qualification in one of seven selected sports  
Processes put in place with VU to allow Year 11 & 12 students to exit VCE with a full completion of Certificate 3 in Community Fitness  
Plans underway with VU to conduct a Sports Career Expo in 2013  
Increased engagement with a range of US Colleges and Australian Sports Academies (e.g. Australian Academy of Golf and Australian Academy of Basketball as examples)  
Increased awareness and attendance at SSV and SSO sport selection trials  
Increased links and communication to local primary schools and primary school sporting organisations.  
Intellectual property of MSA packaged up into a commercial presentation to be made available at a MSA organised Sport Specialism conference  
Hire agreements established with a number of community sporting organisations for use of MSA facilities, particularly those organisations with an elite junior sport development focus |

| Year 2 | • Meet with Tier 1 State Sporting Organisations to discuss outcomes and establish MOU’s  
Survey new and exiting 2013 student athletes | • MOU’s expanded to include State Sporting Organisation’s involved in MSA Tier 1 programs |
<table>
<thead>
<tr>
<th>Year 3</th>
<th>Assessment of English and Maths tutoring program</th>
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<tr>
<td></td>
<td>VCE students exiting VET Community Recreation courses with a fully complete Cert 3 in Community Fitness</td>
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<td></td>
<td>First Sports Careers Expo held in conjunction with VU</td>
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<td>Primary Schools sports academy established in Volleyball with local primary school students with a focus on girls involvement</td>
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<td></td>
<td>Professional Development program implemented to share IP of Sports Specialisms with interested Victorian schools and teachers</td>
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<td>Hire of internal facilities optimised with new hiring arrangements</td>
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<td></td>
<td>Begin negotiations with hiring groups for external playing fields – specifically soccer, hockey, athletics and beach volleyball</td>
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<tr>
<th>Year 3</th>
<th>Meet with Tier 2 State Sporting Organisations to discuss outcomes and establish MOU's</th>
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<td></td>
<td>Survey new and exiting 2014 student athletes and families about MSA program strengths and weaknesses</td>
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<td></td>
<td>Continue to expand programs, contacts and pathways for students in relation to career pathways</td>
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<td>Educate student athletes about preparation and presentation at selection trials and promote and advertise SSV and SSO trial dates to coaches and families- repeated each year of strategic plan.</td>
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<td></td>
<td>Establish Primary School Academy 2 in Badminton with local primary schools (Girls focus specifically)</td>
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<td>Expand Professional Development program to share Intellectual Property around Sport</td>
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<td></td>
<td>MOU's expanded to include State Sporting Organisation's involved in MSA Tier 2 programs</td>
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<td></td>
<td>Expansion of English and Maths tutoring program dependent on Year 2 review</td>
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<td></td>
<td>VCE students continue to exit VET Community Recreation courses with a fully complete Cert 3 in Community Fitness</td>
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<tr>
<td></td>
<td>Review of Sports Careers Expo with VU</td>
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<td>Primary Schools sports academy established in Badminton with local primary school students with a focus on girls involvement</td>
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<td>Hire agreements established for use of external facilities – specifically soccer, hockey, athletics and beach volleyball</td>
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<td></td>
<td>Professional Development program led to expanded to share IP of Sports Specialisms with interested Victorian and interstate</td>
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and families about MSA program strengths and weaknesses
- Assess effectiveness of the "athlete friendly" tutoring program and make a decision to continue or not in 2014/15.
- Implement bridging course for successful completion of Cert 3 in Community Fitness
- Initiate inaugural Sports Career Expo for Years 10-12 student athletes
- Implement student programs with career oriented sports organisations
- Educate student athletes about preparation and presentation at selection trials and promote and advertise SSV and SSO trial dates to coaches and families- repeated each year of strategic plan.
- Establish Primary School Academy 1 in Volleyball with local primary schools (girls focus specifically) |
- Establish Professional Development program to share Intellectual Property around Sport Specialisms to other Victorian schools and teachers
- Complete audit of external community sport hirers and engage and attract appropriate user groups to underutilised facilities e.g. badminton courts
- Engage "future tenants" in discussions re hire of external sports fields
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<th>Year 4</th>
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| * Meet with Tier 3 State Sporting Organisations to discuss outcomes and establish MOU's.  
* Survey new and exiting 2014 student athletes and families about MSA program strengths and weaknesses  
* Repeat second Sports Career Expo with VU  
* Continue to strengthen programs, contacts and pathways for students in relation to career pathways  
* Educate student athletes about preparation and presentation at selection trials and promote and advertise SSV and SSO trial dates to coaches and families - repeated each year of strategic plan.  
* Establish Primary School Academy 3 in selected sport with local primary schools – tennis or netball to be considered – girls focus  
* Professional Development program to share Intellectual Property around Sport Specialisms to Victorian, interstate and International schools and teachers  
* Audit external hirers of sports fields and engage new organisations for underutilised facilities e.g. hockey, soccer or beach volleyball | * MOU's expanded to include State Sporting Organisation's Involved in MSA Tier 3 programs  
* Further expansion of English and Maths tutoring program dependent on Year 3 review  
* VCE students continue to exit VET Community Recreation courses with a fully complete Cert 3 in Community Fitness  
* Second Sports Careers Expo with VU for Year 10-12 students  
* Primary Schools sports academy established in third sport (netball or tennis) with local primary school students with a focus on girls involvement  
* Audit of Hire agreements established for use of external facilities, particularly those soccer, hockey, athletics and beach volleyball facilities shown to be under utilised  
* Professional Development program expanded to share IP of Sports Specialisms with interested Australian and international schools and teachers |