

Mooroolbark College 8071 Strategic Plan 2018-2021



Endorsement		Re-Endorsement (if a Goal, KIS or Target is changed)		Re-endorsement (if a Goal, KIS or Target is changed)	
Principal:	Ann Stratford [date]	[name] [date]	[name] [date]	[name] [date]	[name] [date]
School council:	Carol Wells [date]	[name] [date]	[name] [date]	[name] [date]	[name] [date]
Delegate of the Secretary:	[name] [date]	[name] [date]	[name] [date]	[name] [date]	[name] [date]

School vision	School values	Context and challenges	Intent, rationale and focus
<p><i>"A place to inspire discovery, to value and seize opportunities."</i></p>	<p>The Mooroolbark College Professional Principles were developed to:</p> <ul style="list-style-type: none"> Enhance the teaching and learning program at Mooroolbark College Ensure that students learnt in an environment which is stimulating, safe and encouraging. Ensure that the relationships which exist within the College are 'respectful in nature' Ensure that consistency exists for students, parents and staff. <p>The Mooroolbark College House System is based on the following values:</p> <ul style="list-style-type: none"> Inclusion and connectedness Each student has a significant adult in their school who connects with them every day and supports them Peer connection across the College and student leadership Belonging to a community that is "bigger than self", with the expectation that all students will contribute and participate, and take advantage of opportunities across the College. 	<p>Context</p> <p>Mooroolbark College developed the Mooroolbark College Professional Principles as a means of ensuring a safe and stimulating learning environment exist, and ensuring there is consistency across all classrooms.</p> <p>Mooroolbark College students feel connected and proud of their school. Students have positive relationships with staff. The vertical house structure and home groups is a key to student belonging and school identity.</p> <p>Mooroolbark College has invested in significant initiatives and approaches that the school had in place to build wellbeing, resilience and student engagement.</p> <p>Mooroolbark College has invested significantly in building teacher capacity as a whole school approach to literacy and developed a coaching model within the Mathematics Key Learning Area to develop students' mathematical thinking and problem solving skills.</p> <p>Challenges</p> <p>Consistency of curriculum design and planning is an essential next step for Mooroolbark College. Documentations currently vary from basic overviews to detailed unit plans. Teachers currently have several methods of recording, storing and sharing learning programs.</p> <p>Use of streaming assessment data to inform curriculum design and planning will have a positive impact on student learning outcomes.</p> <p>Development of leadership capacity across the whole school is an essential component for the College to ensure growth and ongoing improvements in all areas of the Strategic Plan.</p> <p>Mooroolbark College has the capacity to capitalise on the positive relationships enabled by the house system to embed a culture of high expectation for learning.</p> <p>Developing the Mooroolbark College Professional Principles to ensure they are fully embedded and shifting some of the responsibility for learning to the students.</p>	<p>The Mooroolbark College Strategic Plan builds on the work undertaken over the past 4 years specifically in the areas of:</p> <ul style="list-style-type: none"> improving literacy and numeracy across the College establishing structures and practices within the College which support an agreed common set of principles and practices of teaching and learning – Mooroolbark College Professional Principles <p>Significant work has been undertaken in these two areas and the intent of this strategic plan is to embed the practises at Mooroolbark College.</p> <p>In addition, further work will continue to develop a guaranteed and viable curriculum. When the curriculum is comprehensively documented and linked to the curriculum frameworks, student learning is sequential and the curriculum is guaranteed. If assessment is a feature of curriculum planning, it provides opportunities for individual targeted teaching and learning.</p> <p>If the whole school is focused on building a culture of empowerment, responsibility and high expectations (excellence) of all members of the College community, student achievement in learning can be maximised.</p> <p>When genuine leadership distribution occurs and all members of the school community is focused on a clear vision of success and excellence the whole school becomes focused on the same agenda.</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)																																	
Build a guaranteed and viable curriculum to enhance student learning.	FISO Priority: Excellence in teaching and learning <i>FISO Initiatives: Curriculum planning and assessment/ Building practice excellence</i>	Develop and document whole school curriculum based around Victorian Curriculum.	Staff Opinion Survey – Mean Data Teaching and Learning - Planning: Understand curriculum – 82 (79.62 - 2017) Teaching and Learning – Planning: Use data for curriculum planning – 74 (72.83 – 2017) School Climate – Teacher Collaboration – 70 (64.88 – 2017) School Climate - Collective focus on student learning – 80 (78.65 - 2017) School Climate - Guaranteed and Viable Curriculum - 74 (71.68 - 2017)																																	
Achieve excellence in teaching and learning practices.	FISO Priority: Excellence in teaching and learning <i>FISO Initiatives: Curriculum planning and assessment/ Building practice excellence</i>	Continue to build teachers’ capacity to implement the Mooroolbark College Principles – Instructional Practices. Ensure a whole school approach exists for improving literacy across the College. Implement open ended tasks (Year 7 to 10) to achieve numeracy growth.	NAPLAN – Relative Growth Data – Year 7 to 9 <table border="1" data-bbox="1813 478 2890 617"> <thead> <tr> <th></th> <th>Low Growth</th> <th>High Growth</th> </tr> </thead> <tbody> <tr> <td>Grammar and Punctuation</td> <td>Less than 25% (28.2% - 2017)</td> <td>Greater than 25% (20.8% - 2017)</td> </tr> <tr> <td>Writing</td> <td>Less than 25% (25.5% - 2017)</td> <td>Greater than 25% (20.1% - 2017)</td> </tr> <tr> <td>Reading</td> <td>Less than 25% (34.0% - 2017)</td> <td>Greater than 25% (14.3% - 2017)</td> </tr> <tr> <td>Numeracy</td> <td>Less than 30% (38.2% - 2017)</td> <td>Greater than 20% (13.2% - 2017)</td> </tr> </tbody> </table> VCE All VCE studies are within + or – 1 of their GAT predicted score 4% of VCE study scores to be over 40 Staff Opinion Survey – Mean Data Professional Learning – School Level Support - 70 (67.31 – 2017) Professional Learning – Renewal of knowledge and skills - 76 (73.86 - 2017) Professional Learning – Collective participation – 75 (72.4 - 2017) Teaching and Learning – Implementation – Use high impact teaching strategies: 75 (71.32 - 2017) Student Opinion Survey (Percentile) <table border="1" data-bbox="1813 869 2890 1066"> <thead> <tr> <th></th> <th>Year 7 - 9</th> <th>Years 10 - 12</th> </tr> </thead> <tbody> <tr> <td>Effective teaching practice for cognitive engagement</td> <td></td> <td></td> </tr> <tr> <td> • Differentiated</td> <td>35 (21.4 - 2017)</td> <td>65 (54.4 - 2017)</td> </tr> <tr> <td> • Stimulating Learning</td> <td>35 (26.6 - 2017)</td> <td>50 (39.2 - 2017)</td> </tr> <tr> <td>Learner Characteristics and disposition</td> <td></td> <td></td> </tr> <tr> <td> • Motivation and Interest</td> <td>20 (8.9 – 2017)</td> <td>50 (40.5 – 2017)</td> </tr> </tbody> </table>		Low Growth	High Growth	Grammar and Punctuation	Less than 25% (28.2% - 2017)	Greater than 25% (20.8% - 2017)	Writing	Less than 25% (25.5% - 2017)	Greater than 25% (20.1% - 2017)	Reading	Less than 25% (34.0% - 2017)	Greater than 25% (14.3% - 2017)	Numeracy	Less than 30% (38.2% - 2017)	Greater than 20% (13.2% - 2017)		Year 7 - 9	Years 10 - 12	Effective teaching practice for cognitive engagement			• Differentiated	35 (21.4 - 2017)	65 (54.4 - 2017)	• Stimulating Learning	35 (26.6 - 2017)	50 (39.2 - 2017)	Learner Characteristics and disposition			• Motivation and Interest	20 (8.9 – 2017)	50 (40.5 – 2017)
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Create a culture of high expectations and excellence embraced by the College community.	FISO Priority: Positive climate for learning <i>FISO Initiatives: Setting expectations and promoting inclusion/Empowering students and building school pride</i> FISO Priority: Professional Leadership <i>FISO Initiative: Building leadership teams</i>	<i>Develop and embed a culture of high expectations through School Wide Positive Behaviour.</i> <i>Strengthen teachers’ commitment and capabilities to implement the Mooroolbark College Principles – Classroom Protocols and Professional Attitudes.</i> <i>Create opportunities for staff leadership development.</i>	Student Opinion Survey (Percentile) <table border="1" data-bbox="1813 1123 2890 1423"> <thead> <tr> <th></th> <th>Year 7 - 9</th> <th>Years 10 - 12</th> </tr> </thead> <tbody> <tr> <td>Teacher student Relations</td> <td></td> <td></td> </tr> <tr> <td> • Effort</td> <td>50 (38.5 - 2017)</td> <td>70 (69.3 - 2017)</td> </tr> <tr> <td> • High Expectations for success</td> <td>40 (25.7 - 2017)</td> <td>70 (63.5 - 2017)</td> </tr> <tr> <td>Learner Characteristics and disposition</td> <td></td> <td></td> </tr> <tr> <td> • Resilience</td> <td>50 (38.2 – 2017)</td> <td>70 (61.5 – 2017)</td> </tr> <tr> <td> • Attitude to attendance</td> <td>40 (20.1 – 2017)</td> <td>80 (79.1 – 2017)</td> </tr> <tr> <td> • Self-Regulator and goal setting</td> <td>50 (35.5 – 2017)</td> <td>50 (20.9 – 2017)</td> </tr> <tr> <td>Effective teaching practice for cognitive engagement</td> <td></td> <td></td> </tr> <tr> <td> • Effective teaching time</td> <td>60 (48.4 - 2017)</td> <td>65 (52.0- 2017)</td> </tr> </tbody> </table> Staff Opinion Data – Mean Data School Climate – Academic Emphasis – 62 (60.06 - 2017) School Climate – Collective Efficacy – 70 (65.26 - 2017) School Leadership – Leading Change – 67 (65.52 - 2017) School Leadership – Cultural Leadership – 71 (69.08 - 2017) Parent Opinion Data Teacher Communication – Positive response 70% (59% - 2017) School Improvement – Positive response 75% (69% - 2017)		Year 7 - 9	Years 10 - 12	Teacher student Relations			• Effort	50 (38.5 - 2017)	70 (69.3 - 2017)	• High Expectations for success	40 (25.7 - 2017)	70 (63.5 - 2017)	Learner Characteristics and disposition			• Resilience	50 (38.2 – 2017)	70 (61.5 – 2017)	• Attitude to attendance	40 (20.1 – 2017)	80 (79.1 – 2017)	• Self-Regulator and goal setting	50 (35.5 – 2017)	50 (20.9 – 2017)	Effective teaching practice for cognitive engagement			• Effective teaching time	60 (48.4 - 2017)	65 (52.0- 2017)			
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