School Strategic Plan 2022-2026

Mentone Girls Secondary College (8030)

courage & work

mentone girls'
secondary college

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School vision	Mentone Girls' Secondary College students, through courage and work, develop compassion and tolerance in a dynamic learning environment, enabling them to make a fulfilling contribution in local and global communities.
School values	**Mentone Girls' Secondary College's values are:** • Inclusivity • Empowerment • Creativity • Achievement In addition to our School Moto, Courage and Work, these four values are the basic and fundamental beliefs that guide or motivate attitudes or actions. They provide the general guidelines for conduct. They help us to determine what is important to us. Values describe the qualities we choose to embody to guide our actions; the sort of College we want to be; the manner in which we treat ourselves and others, and our interaction with the world around us. At MGSC we include, empower, create and achieve. Our College values underpin our interactions, teaching and learning, wellbeing and engagement programs and classroom processes. The MGSC Values Matrix outlines whole school agreements and these will be displayed and updated regularly.
Context challenges	**The Current Context of MGSC is :** **Equity Funded Students:** The school has a low SFO/E and attracts limited equity funding. Allocation of funding to initiatives is to prioritise students with the greatest need, including through in-class support and broader interventions. **Aboriginal and Torres Strait Islander students and Marrung Aboriginal Education Plan :** The school provides targeted support to identified students, including tracking attendance and learning growth. The regional KESO is engaged with the school and students and participates in SSG meetings. CUST training was implemented in 2022. The school acknowledges the important place of First Nations peoples through the visible display of the Aboriginal Flag alongside

the Australian Flag. The school is awaiting an additional flag pole in order to fly the Torres Strait Island flag. Acknowledgement of Country is included in key school events. The school is undertaking a domain-based curriculum audit to identify and strengthen indigenous perspectives across the curriculum. The school has engaged with local agencies to strengthen community ties, including to support indigenous students.

Students with disability and additional needs:
The school provides support to students with disability and additional needs through the employment of disability and inclusions teaching and non-teaching staff who provide targeted support to both funded and non-funded students.

Students with English as an Additional Language (EAL) :
The school employs an EAL Learning Specialist, whose role is to develop the capacity of teachers to cater effectively to students with a language background other than English, including EAL students. In addition, the school employs an additional EAL teacher and EAL assistant, who provides direct support to students in the classroom setting.

Students that are part of the Enhancement Program:
The school offers an Enhancement Program. The Enhancement Program runs from years 7 to 9 and has been designed to provide students with the opportunity to learn through higher-order thinking, inquiry and rich tasks as part of an enhanced curriculum in English, Mathematics, Humanities and Science. Students work on more complex tasks and learn topics to a greater depth and breadth. Enhancement Program students also take part in the Instrumental Music and Band Program.

The Key Challenges at MGSC are :

Student Learning Growth:
Although the school has access to a range of data, with many teachers referencing it, data is was not routinely used to differentiate assessment tasks to meet the learning needs of their students. There were collaborative team meetings, however, not all teams approached the use of data in a uniform way to inform their teaching These factors resulted in classroom learning that did not routinely provide students with appropriately supportive or challenging tasks that would enable them to achieve high gain.

Teacher Collaboration:
The school adapted the collaborative teacher meeting approach during the previous SSP. This resulted in a meeting schedule that included clashes in some cases. The school's approach to collaborative meeting time was not underpinned by agreed-upon processes and outcomes or outputs. As a result, teachers did not reliably attend and there was variation between the outcomes and outputs of the various teams. These practices resulted in variation in teacher perception, including the positive endorsement

	of Teacher Collaboration.
	St**udent engagement:** The school has a range of authentic opportunities for student leadership development and action, that was valued across the school. However, classroom agency was not a feature of the school's instructional approach, at the time of the review. Students reported that the variability in teacher feedback, coupled with the challenges of engaging with teachers and peers resulting in no significant improvement in Sense of confidence or Student Voice and Agency.
Intent, rationale and focus	**To maximise Student Learning Growth:** A high proportion of students in the top two NAPLAN bands in Year 7 reading and numeracy was reduced by approximately 45 per cent by Year 9, and low benchmark growth was approximately 35 per cent in numeracy. Students indicated during fieldwork that they were not always challenged in their learning. This is important because our students are not reaching their academic potential. We will prioritise teachers working collaboratively to use data effectively to ensure challenge for all students, in a culture of high expectations, then student learning growth will be maximised. Over the course of the 4year School Strategic Plan, there will be an emphasis on collaboration and the use of data to benchmark student achievement and to facilitate student learning growth. **To maximise Student Engagement and Wellbeing:** Students had lower positive endorsement of the measures Teacher Concern and Sense of Confidence than other AtoSS measures, despite having a range of opportunities for leadership. The emerging societal challenges enhanced the need for strong, supportive relationships and the development of wellbeing capabilities. We will prioritise engaging with students in the classroom environment and demonstrate and enact the school values, to develop student self-confidence so they can become empowered citizens. Over the course of the School Strategic Plan, Student Voice and Agency will be a priority.

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Goal 1	To maximise student learning growth.
Target 1.1	By 2026, increase the percentage of Year 9 students assessed as meeting and above benchmark growth in NAPLAN: • Reading from 73 per cent in 2021 to 80 per cent • Numeracy from 64 per cent in 2021 to 80 per cent
Target 1.2	By 2026, increase the percentage of students making above benchmark growth in Year 9 NAPLAN Numeracy from 7 per cent in 2021 to 20 per cent.
Target 1.3	By 2026, increase the percentage of Year 9 students maintained in the top two NAPLAN bands in: • Reading from 53 per cent in 2021 to 59 per cent • Numeracy from 54 per cent in 2021 to 60 per cent
Target 1.4	By 2026, increase the mean VCE All Study score from 30.25 in 2021 to 32.
Target 1.5	By 2026, increase the percentage positive endorsement in the School Staff Survey for the following measures: • Teacher collaboration from 44 per cent in 2021 to 50 per cent • Use of student feedback to inform teaching practice from 56 per cent in 2021 to 62 per cent • Monitoring effectiveness of using data from 48 per cent in 2021 to 54 per cent • Instructional leadership from 38 per cent in 2021 to 44 per cent

Target 1.6	By 2026, increase the percent positive responses score on AtoSS for the following factors: • Sense of confidence from 59 per cent in 2021 to 65 per cent • Differentiated learning challenge from 52 per cent in 2022 to 58 per cent
Key Improvement Strategy 1.a The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Implement collaborative structures and processes with high levels of accountability that empower staff to embed improvement practices.
Key Improvement Strategy 1.b The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Develop the capacity of instructional leaders to drive the improvement agenda.
Key Improvement Strategy 1.c Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricular programs	Develop and embed a whole school learning and teaching framework that emphasises challenge and deep learning, and empowers student to act on purposeful feedback.
Goal 2	Maximise student engagement and wellbeing.
Target 2.1	By 2026, increase the percent positive responses score on AtoSS for the following factors: • Student voice and agency from 45 per cent in 2021 to 51 per cent • Resilience from 61 per cent (normal and good) in 2021 to 67 per cent • Teacher concern from 34 per cent in 2021 to 40 per cent

Target 2.2	By 2026, increase the percentage positive endorsement in the School Staff Survey for *parent and community involvement* from 35% (2022) to 40%.
Key Improvement Strategy 2.a The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Embed a whole school culture that reflects the school vision and values with resources enabling the strategic intent.
Key Improvement Strategy 2.b Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Strengthen student leadership and student voice through the sharing of school-level data and involvement in school improvement initiatives.
Key Improvement Strategy 2.c Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Strengthen the developmental and sequential transitions and wellbeing program.