School Strategic Plan 2018-2022

Mentone Girls Secondary College (8030)

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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 values:** • **The development of the whole person** and resources a broad range of curricular and co-curricular programs. Our students achieve excellence across a broad range of subject areas in the Sciences, Technology, Engineering, Arts and Mathematics (STEAM). The college values the role of the Performing Arts and has a well-established music program which includes drama, theatre studies, dance, band-forms, music classes and instrumental music classes. • **Student Leadership, Agency and Voice.** There is a focus on the development of the leadership skills of our students which is evidenced through the vast leadership opportunities to our students. A review of the student leadership program has identified ways in which student voice, agency and leadership can be enhanced and promoted within and outside of the college. The college is committed to providing a child-safe environment and is proactive in addressing issues relating to child-safety, student self-esteem and student self-efficacy. This goal is supported through the provision of a Personal Learning Program and a Health Education Program in the Year 7 to 10 curriculum. The college employs two Student Welfare Coordinators (SWC). There is a peer support program for all year 7 students with the groups being led by our Year 10 students. The SWC Team, in conjunction with the Senior Sub-School Leaders, schedule guest speakers and run programs for the Year 11 and 12 cohorts. • **Diversity.** The International Student Program at Mentone Girls' Secondary College has operated since 2013 and currently has 41 students with a cap of 50. The program aims to provide international students with an education that recognises their individual talents, abilities and needs, whilst providing support academically, socially and emotionally. The college has an English Language Centre and accepts students in years 9 and 10 prior to their entry into mainstream classes. The College support the students in their transition to Australian culture by way of a peer support/buddy program where local students are paired up with international students. Our school is becoming well known internationally for having a global perspective which is incorporated into the curriculum offerings. It is our objective that our students are participants on a worldwide stage and this in one way in which we can bring the world to our local students and connect international students with the local community. Mentone Girls' Secondary College is a place where we nurture our students, provided them with homestay arrangements that allow them to be part of the local community. This in combination with a rigorous learning environment with high expectations showcases what is best in a unique, single-sex government school.

	• **Teacher collaboration.** This is facilitated through Domain Teams and Professional Learning Teams (PLT) to develop, document and review curriculum. Reflective practices such as teachers receiving feedback from students on their teaching and learning practice and peer (teacher) observations provide teachers with an insight into the effectiveness of their teaching and inform their personal goals each year. • **Personal best.** Following two years of investigation, Mentone Girls' Secondary College will offer a Year 7 Enhancement Program in 2019 for girls who seek a greater academic challenge. The Enhancement Program will run from Years 7 to 9 and will 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 will have access to a number of co-curricular activities such as the Tournament of Minds, Writers' Festival, History Challenge and others. Rather than accelerating or compacting curriculum, students in the Enhancement Program will work on more complex tasks and will learn topics to a greater depth and breadth. As a complement to this program there will also be a whole school approach to Literacy and Numeracy that will benefit all students, but in particular, the students who are below the expected level in the areas of literacy and numeracy. There will be appropriate resources and staffing allocated to this area to address individual student needs. • **The delivery of a challenging curriculum.** The college use the MGSC F.I.D.E. Instructional Model which incorporates explicit teaching practices such as the High Impact Teaching Strategies (HITS), Literacy and Numeracy, Differentiation and Student Agency. Timely reporting on formative and summative assessment tasks is shared with parents and students through the year which focuses on areas of improvement. • **School pride and student well-being.** The College continues to invest a significant amount of its own funds into the improvement of its facilities. Past improvements include the building of projects such as the VCE Study Centre, Art Building, Music and Media Centres, the Middle School wing and most recently the refurbishment of the library. The physical resources such as sporting facilities and landscaping are enhanced and maintained on an annual basis. There are plans to link the Arts and Technology buildings to create a STEAM Centre in 2019. • **The benefits that STEAM education can bring to girls education**. Females are underrepresented in STEAM related careers. As such, the college is committed to ensuring that ICT programs and resources are integral to the teaching and learning program. There is a focus on S.T.E.A.M. subjects with Digital Technologies forming part of the compulsory curriculum in years 7 – 9 paving the way for students to take up ICT subjects in years 10 and beyond.
Context challenges	Mentone Girls Secondary College was founded in 1955 and is located in the City of Kingston in the south-eastern suburbs of Melbourne, approximately 22 kilometers from the Melbourne Central Business District. The school facilities include an Arts building, Technology Centre, Music and Media Centres, a Middle School Wing, Junior Learning Centre, a VCE Study Centre and a Library. The grounds include basketball and netball courts, and the College also has a gymnasium. In 2019 an all-weather running track will be added to the oval which will be a point of difference for the College. The Victorian School of Languages will be operating a Language Centre from the College in 2019 which will offer Chinese Language Classes on a Saturday mornings.

	The Student Family Occupation Education (SFOE) index was 0.28 in 2018. The staffing profile of Mentone Girls Secondary College includes a Principal and two Assistant Principals, the equivalent to 72.7 full time teachers, and 20.7 full time equivalent Education Support (ES) staff who are in roles in office administration and classroom support. The school provides a curriculum based on the Victorian Curriculum frameworks. The enrolment numbers are approximately 1150 students. Over the past four years, enrollments have increased by approximately 70 students across years 8 to 12. However, the intake numbers students at year 7 have fallen from an average of 200 students to 150 students due to an increase in the number of schools in the local area. Students attending the college come from over 42 different suburbs as it is the only government girls' school in the South-Eastern Suburbs. The College offers specialist programs such as instrumental music and band forms and has introduced an Enhancement Program for year 7 in 2019. Two classes of Enhancement will run and will include classes in Maths, Science, English and Humanities. A Personal Learning Program is part of the compulsory curriculum for students in years 7-10. The Personal Learning Program is a complementary program to the Health Education and Careers Programs at the College and has a well-being and resilience focus. A key challenge for teachers will be to differentiate the curriculum to enable all students to be extended and to achieve their personal best. Further guided work in Domain and Professional Learning Teams is required to reduce the variation of achievement between classes. The explicit inclusion of the MGSC Instructional Model, High Impact Teaching Strategies, Differentiation and Literacy and Numeracy Strategies in curriculum design and documentation will contribute to the consistency of practice. Another key challenge will be to increase the percentage of students in the top two bands of Year 9 NAPLAN. The use of data to inform curriculum design and assessment practices will be explored further over the life of this strategic plan. The increased use and understanding of student achievement data was identified as being a major contributor to improving staff efficacy in this area. Finally, whilst there is an established student leadership program within the College, it was recognized that there is a need to increase student agency and voice in a classroom environment. Sharing of the Student Attitude to School Survey responses with students was identified as a strategy for understanding how this area could be improved in the future.
Intent, rationale and focus	At MGSC we intend to: **Develop a shared Vision for the College for the future.** **Improve student learning outcomes.** Student achievement outcomes will be enhanced with a focus on the FISO dimension of Curriculum Planning and Assessment. This is important as student achievement data indicates a potential for improvement,

particularly in numeracy where students have been achieving less high growth than similar schools. As there had been an increase in the number of students in the bottom two NAPLAN bands there was an identified need for improvement in this area.

Increase student engagement. Student engagement has the potential for improvement as demonstrated in the feedback from the AToSS data in years 8, 9 and 10. The review recommended a focus on the implementation of the evidence-based High Impact Teaching Strategies (HITS) and activating student voice and agency to achieve improvement in student engagement, and learning outcomes.

Increase student achievement and engagement in STEAM subjects and pathways. There is an increased need to focus on student engagement, achievement and take-up of STEAM subjects which will further expose students to a wider range of post-school STEAM pathways for further education and employment.

Whilst the goals below are prioritized below for each year, it is anticipated that some investigation, trialing and implementation of all goals will take place over each year.

Prioritizing of these goals will be:

Year 1: Improving student learning outcomes through:
1.   Developing a shared vision for the College.
2.   Embedding whole school curriculum planning and assessment approaches by teachers, leaders and students.
3.   Building teacher capabilities and consistency through professional learning and whole school collaborative practice.

Year 2: Increase student engagement through:
1.   Building capability of teachers to implement high impact teaching strategies.
2.   Activating student voice and agency to establish authentic learning partnerships.

Year 3: Increase student achievement and engagement in STEAM through:
1.   Establishing, implementing and continually evaluating a specific STEAM pedagogical approach, appropriate to the STEAM learning environment and content.
2.   Establishing engagements with external STEAM stakeholders and increase the co-curricular STEAM opportunities within the College.

Year 4: Consolidating of Goals 1, 2 and 3 and the review of such goals.

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Goal 1	Improve student learning outcomes.
Target 1.1	Improve Year 9 NAPLAN performance (relative growth data and top two bands) against similar schools to be at or above the following percentages: Relative Growth: Reading 30 per cent, Grammar & Punctuation 30 per cent, Numeracy 25 per cent. Top two bands: Spelling 30 per cent, Writing 22 per cent, Numeracy 32 per cent.
Target 1.2	Achieve 12 months growth for all students in 12 months, as reflected in teacher judgement data and agreed annual standardised testing measures.
Target 1.3	To increase the percentage of students with VCE scores of 37 and above to 15 per cent, in line with similar schools.
Target 1.4	Increase student Attitudes to School (AToS) data in the measure of Differentiated learning challenge at years 7 to 9 to be at or above 58 per cent, and for years 10 to 12 to be at or above 56 per cent.
Target 1.5	Improve Staff opinion survey data in the measure of teacher collaboration to be at or above 48 per cent.
Key Improvement Strategy 1.a Curriculum planning and assessment	Embed whole school curriculum planning and assessment approaches by teachers, leaders and students.
Key Improvement Strategy 1.b Building practice excellence	Build teacher capabilities and consistency through professional learning and whole school collaborative practice.

Goal 2	Increase student engagement.
Target 2.1	Improve AToS measures of Student Voice and Agency, Stimulating Learning, Effective Teacher Time, Self-Regulation and Goal Setting, and Self-Confidence to be at or above the following percentages of agreement: • Student Voice and Agency for years 7 to 9 - 43 per cent, and years 10 to 12 - 48 per cent • Stimulating Learning for years 7 to 9 - 55 per cent, and years 10 to 12 - 56 per cent • Effective Teaching time for years 7 to 9 – 63 per cent, and years 10 to 12 – 61 per cent • Self-Regulation and Goal Setting for years 7 to 9 – 65 per cent, and years 10 to 12 to 67 per cent • Self Confidence years 7 to 9 - 63 per cent, and years 10 to 12 - 62 per cent.
Target 2.2	Increase staff survey responses to the measure of: • Professional learning targeted to improving literacy and numeracy to 68 per cent (2018 – College baseline at 48 per cent, similar schools – 64 per cent, state – 67 per cent). • Use High Impact Teaching Strategies, Knowledge of High Impact Teaching Strategies to 60 per cent (2018 – College baseline at 52 per cent, and similar schools – 59 per cent). • Support growth and learning of whole student to 70 per cent (2018 - College baseline at 58 per cent, and similar schools at 66 per cent).
Target 2.3	Improve Parent opinion data in the domain of Student cognitive engagement module for: • High Expectations for Success to 83 per cent • Stimulating Learning to 74 per cent • Student Motivation and Support to 62 per cent.
Key Improvement Strategy 2.a Evidence-based high-impact teaching strategies	Build capability of teachers to implement high impact teaching strategies.
Key Improvement Strategy 2.b Empowering students and building school pride	Activate student voice and agency to establish authentic learning partnerships.

Goal 3	Increase student achievement and engagement in Science, Technology, Engineering, Arts & Mathematics (STEAM).
Target 3.1	Increase the post-school STEAM further education and training pathways.
Target 3.2	Increase VCE achievement in STEAM areas (including mean study score and percentages of results above 40).
Target 3.3	Resource STEAM through the provision of STEAM learning facilities and resources, including curriculum.
Key Improvement Strategy 3.a Intellectual engagement and self-awareness	Establish, implement and continually evaluate a specific STEAM pedagogical approach, appropriate to the STEAM learning environment and content.
Key Improvement Strategy 3.b Empowering students and building school pride	Establish engagements with external STEAM stakeholders, and increase the co-curricular STEAM opportunities within the College.