

Mortlake College Strategic Plan 2017-2020

Endorsement	Re-Endorsement (if a Goal, KIS or Target is changed)	Re-endorsement (if a Goal, KIS or Target is changed)
Principal: Graeme Good Date[name].....[date][name].....[date]
School council Bruce Goddard Date[name].....[date][name].....[date]
Delegate of the Secretary: [name] [date][name].....[date][name].....[date]

School vision	School values	Context and challenges	Intent, rationale and focus
<p>Our Mission Statement encapsulates what we as a school stand for; 'To create a progressive learning environment where students can achieve their maximum potential.' More than ever, given the changing cohort of students, we have an overriding need to cater for individual needs. Relationships are our core business. We will help all our students to build resilience and to see the value in maximum effort and a positive attitude. We know our students really well so are able to cater to individual needs.</p>	<p>Integrity – We are honest and trustworthy in all dealings with individuals and the community and encourage the personal integrity of individuals.</p> <p>Self-Development – We provide an environment which promotes the development of the whole student by encouraging self-discipline, self-esteem, health and hygiene, communicative skills and positive relationships.</p> <p>Teamwork – We value the contributions of all and support the participation and co-operation of the school community in all aspects of school life.</p> <p>Success Orientation – We promote excellence in everything we do through high expectations and continuous improvement along with encouragement of risk taking and the acquisition of knowledge.</p> <p>Pride - We are proud of our effort and achievements.</p> <p>Respect – We respect and appreciate the rights, property, culture, ideas and viewpoints of others. We are environmentally aware. We will aim to resolve conflicts quickly and fairly.</p>	<p>The school continues to be highly regarded in the local community but like schools in many rural communities enrolments have declined over the past four years from 269 in 2012 to 238 in 2016. This is largely due to a changing demographic profile, but competition from independent schools continues to be an issue. The changed nature of the local community has had a significant impact on the school. However, we do have a strong Wellbeing team led by our welfare co-ordinator (0.6), our school chaplain (0.4) and our secondary nurse (0.4). The house mentors, VCE coordinator and P-4 leader also provide invaluable wellbeing support. The House system has been very successful in building house spirit that extends beyond sport. The daily house meeting time for Years 5 – 12 students has been an opportunity for students to spend time with each other and their mentors and to strengthen relationships. In 2015 the Hands on learning program was introduced for students at risk of disengagement. This program is run by an artisan teacher and the school chaplain. The Hands on Learning initiative provides one day each week of practical learning opportunities in a small group aimed to foster positive relationships. We have been fortunate in obtaining financial support from Origin Energy to run this program in 2016/2017 but the challenge will be to fund the program beyond 2017. The Literacy Intervention program resourced through equity funding was established in 2016 and will be a key feature of this Strategic Plan. In this program the Literacy Intervention teacher works with small groups of students in both primary and secondary sectors for 40 minutes each day for 20 weeks to build essential literacy skills.</p>	<p>Our focus is very much on building the capacity (Building Practice Excellence) of our staff to cater for the individual needs of all our students. This involves close collaboration between staff, the development of Individual Learning Plans and teaching to each student's Zone of Proximal Development. We will continue to focus on developing a range of individualised pathways for our students which include accelerated academic opportunities and vocational pathways. We will continue to strengthen the Literacy Intervention initiative by developing protocols which formalise identification of students, resourcing and staffing. We will continue our focus on our school-wide instructional model to ensure a consistent teaching approach across every class. If we focus on ongoing instructional improvement then we will be meeting the needs of all our students.</p> <p>We will continue to promote a strong student voice (Empowering Students and Building School Pride) by providing opportunities for formal and informal student feedback from and to their teachers. We will build upon the <i>Growth Mindset</i> approach so that it is embedded in all work in order for students to build resilience and empathy and learn from their successes and failures. We will continue to strengthen our new reporting system/assessment schedule through our work around the development of effective assessment rubrics for students to use in their learning and to direct teaching.</p> <p>We will strategically manage resources, both personnel and programs in a way that builds staff and student capability.</p> <p>We will focus on Building Leadership Teams particularly at the 'middle level' and one important strategy will be to provide opportunities for staff to work with colleagues from other schools to form active Professional Learning Communities.</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)																																																																																																																																																																																																						
<p>Achievement: To maximise student outcomes in all areas of the curriculum with a particular focus on Literacy and Numeracy.</p>	<p>Building Practice Excellence</p>	<ul style="list-style-type: none"> Consolidate and embed a collaborative approach to assessment, planning and teaching of literacy and numeracy across all curriculum areas and levels. Provide relevant PD opportunities to support the consolidation and embedding of a collaborative approach to assessment, planning and teaching of literacy and numeracy across all curriculum areas and levels. Fully implement our agreed instructional model across the school. Embed regular peer observations and feedback as a means of building practice excellence – including video observations. Professional Leadership team to conduct regular Learning Walks and provide feedback. Develop and implement an agreed professional learning plan that will build the capacity of the leadership team to use their instructional expertise to help drive high-impact teaching approaches, enhance communication and provide a safe and positive learning environment for teachers. 	<p>Students maintain or exceed 12 months learning gain in Reading Comprehension and Numeracy as measured against their year level stanines on the PAT tests conducted in November.</p> <p>NAPLAN Relative Growth scores measuring learning gain from year 3 to Year 5, Year 5 to Year 7 and Year 7 to Year 9 will be at or above levels of those schools with a similar SFO on each dimension and will meet the following targets by 2020.</p> <p style="text-align: center;">Year 3-5</p> <table border="1" data-bbox="1623 653 2843 884"> <thead> <tr> <th></th> <th colspan="2">Reading</th> <th colspan="2">Numeracy</th> <th colspan="2">Writing</th> <th colspan="2">Spelling</th> <th colspan="2">G&P</th> </tr> <tr> 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<p>Engagement: To ensure students feel safe, positive and motivated to learn</p>	<p>Empowering students and building school pride</p> <p>Building practice excellence.</p>	<ul style="list-style-type: none"> • Develop structures and processes that allow for the timely identification of, and intervention for students at risk. A major focus for this strategic plan will be to embed the Literacy Intervention program to address the needs of students P-10. The development of ILPs and rubrics to inform teaching and learning will also be a focus. • Provide opportunities for student voice that support growth and development in professional practice for all staff. 	<p>Based on 2016 Student Attitude to School survey outcomes raise;</p> <ul style="list-style-type: none"> • Connectedness to Peers from 4.08 to 4.20 by 2020 • Learning Confidence from 3.90 to 4.00 by 2020 • Teacher Effectiveness from 3.90 to 4.00 by 2020 • Teacher Empathy from 3.98 to 4.10 by 2020 • Classroom Behaviour from 3.29 to 3.35 by 2020 <p>Based on 2016 Staff Opinion Survey raise;</p> <ul style="list-style-type: none"> • Collective Focus on Student Learning from 81% to 85% by 2020 • Teacher Collaboration from 55% to 60% by 2020 <p>Based on 2016 Parent Opinion Survey raise:</p> <ul style="list-style-type: none"> • Stimulating Learning from 42% to 48% by 2020 • Student Motivation from 52% to 58% by 2020 • Connectedness to Peers from 54% to 58% by 2020 <p>To maintain and improve current levels of attendance to at least state means at all year levels with a particular focus on middle & senior secondary years.</p> <p style="text-align: center;">Absence days per FTE; Annual Targets</p> <table border="1" data-bbox="1605 871 2929 1060"> <thead> <tr> <th>Year</th> <th>Prep</th> <th>One</th> <th>Two</th> <th>Three</th> <th>Four</th> <th>Five</th> <th>Six</th> <th>P-6</th> </tr> </thead> <tbody> <tr> <td>2014</td> <td>11.58</td> <td>15.97</td> <td>12.42</td> <td>18.24</td> <td>11.71</td> <td>9.88</td> <td>8.74</td> <td>12.80</td> </tr> <tr> <td>2015</td> <td>13.13</td> <td>14.24</td> <td>15.28</td> <td>11.01</td> <td>16.00</td> <td>9.38</td> <td>12.62</td> <td>12.95</td> </tr> <tr> <td>2016</td> <td>14.91</td> <td>10.78</td> <td>14.30</td> <td>17.43</td> <td>11.57</td> <td>9.41</td> <td>9.73</td> <td>12.67</td> </tr> <tr> <td>Target</td> <td>12.00</td> <td>13.00</td> <td>14.00</td> <td>14.00</td> <td>12.00</td> <td>9.00</td> <td>9.00</td> <td>12.00</td> </tr> </tbody> </table> <table border="1" data-bbox="1605 1102 2929 1291"> <thead> <tr> <th>Year</th> <th>Seven</th> <th>Eight</th> <th>Nine</th> <th>Ten</th> <th>Eleven</th> <th>Twelve</th> <th>7-12</th> </tr> </thead> <tbody> <tr> <td>2014</td> <td>14.78</td> <td>13.50</td> <td>26.17</td> <td>15.41</td> <td>19.27</td> <td>9.56</td> <td>17.43</td> </tr> <tr> <td>2015</td> <td>16.22</td> <td>20.05</td> <td>14.08</td> <td>24.18</td> <td>18.57</td> <td>15.03</td> <td>18.79</td> </tr> <tr> <td>2016</td> <td>9.69</td> <td>14.66</td> <td>13.79</td> <td>18.33</td> <td>17.61</td> <td>24.51</td> <td>14.91</td> </tr> <tr> <td>Target</td> <td>12.00</td> <td>13.00</td> <td>14.00</td> <td>15.00</td> <td>15.00</td> <td>15.00</td> <td>14.00</td> </tr> </tbody> </table>	Year	Prep	One	Two	Three	Four	Five	Six	P-6	2014	11.58	15.97	12.42	18.24	11.71	9.88	8.74	12.80	2015	13.13	14.24	15.28	11.01	16.00	9.38	12.62	12.95	2016	14.91	10.78	14.30	17.43	11.57	9.41	9.73	12.67	Target	12.00	13.00	14.00	14.00	12.00	9.00	9.00	12.00	Year	Seven	Eight	Nine	Ten	Eleven	Twelve	7-12	2014	14.78	13.50	26.17	15.41	19.27	9.56	17.43	2015	16.22	20.05	14.08	24.18	18.57	15.03	18.79	2016	9.69	14.66	13.79	18.33	17.61	24.51	14.91	Target	12.00	13.00	14.00	15.00	15.00	15.00	14.00
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<p>Wellbeing: To enhance student resilience and wellbeing</p>	<p>Empowering students and building school pride.</p> <p>Health & Wellbeing</p>	<ul style="list-style-type: none"> • Build upon the <i>Growth Mindset</i> approach so that it is embedded in all work so that students build resilience and empathy to learn from their successes and failures (good failure). • Continue to work on the principles of Positive Education to ensure that the school provides for the social and emotional needs of the students and to build resilience. • Provide high quality services and interventions for children with additional needs. • Investigate additional data sets to measure resilience and wellbeing P-12 with a view to developing baseline data and establishing improvement targets. 	<p>Maintain or exceed 2016 Student Attitudes to School outcomes as measured by each of the mean factor scores related to Student Relationships and Wellbeing.</p> <ul style="list-style-type: none"> • Student morale from 5.15 to 5.25 by 2020 • Student distress from 5.69 to 5.80 by 2020 • Student safety from 4.41 to 4.80 by 2020 • School connectedness from 3.83 to 4.00 by 2020
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