# School Strategic Plan for
# Mt Waverley Secondary College
# 8105
# 2015 - 2018

## Endorsements

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| Endorsement by School Principal | Signed: *(signature)*<br><br>Name:      Ross Bevege<br><br>Date:      19/3/15 |
| Endorsement by School Council | Signed *(signature)*<br><br>Name:      John Kouvelas<br><br>Date:      19/3/15<br><br>School Council President's endorsement represents endorsement of School Strategic Plan by School Council |
| Endorsement by the delegate of the Secretary | Signed………………………………………<br><br>Name……………………………………….<br><br>Date……………………………………… |

## School Profile

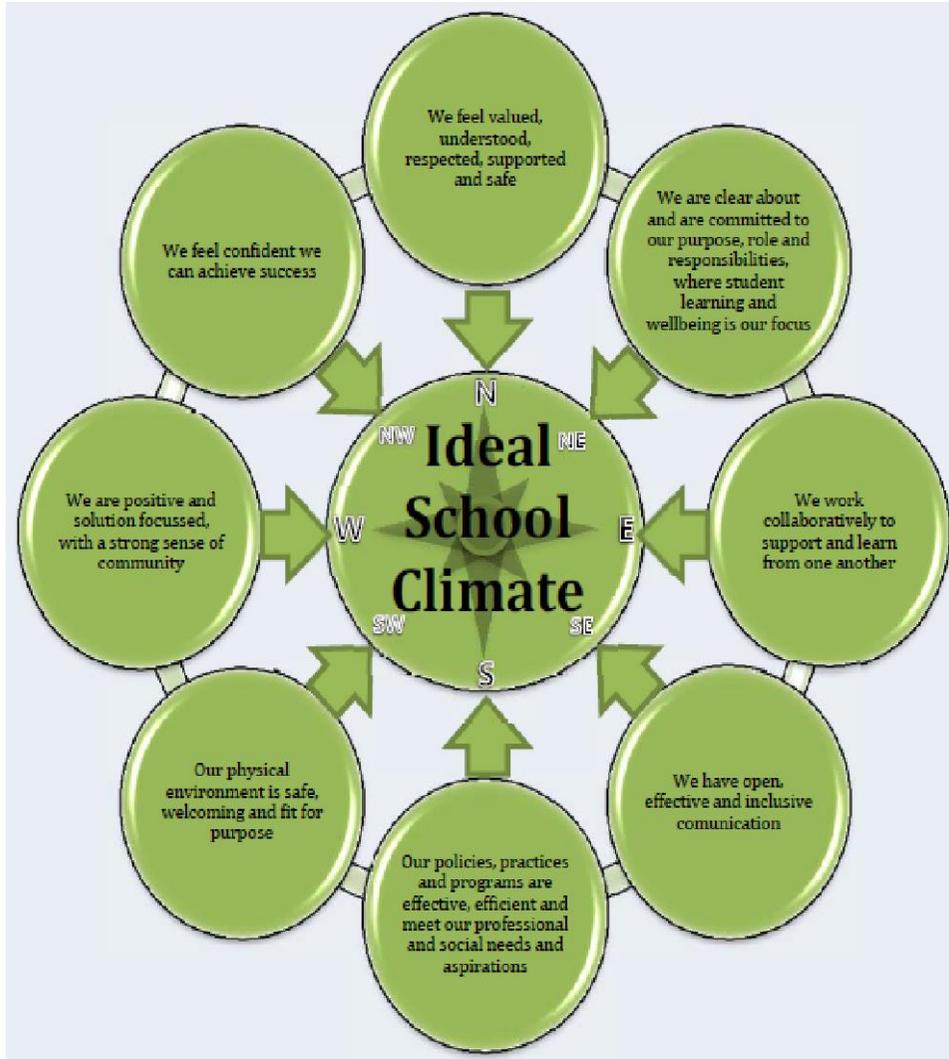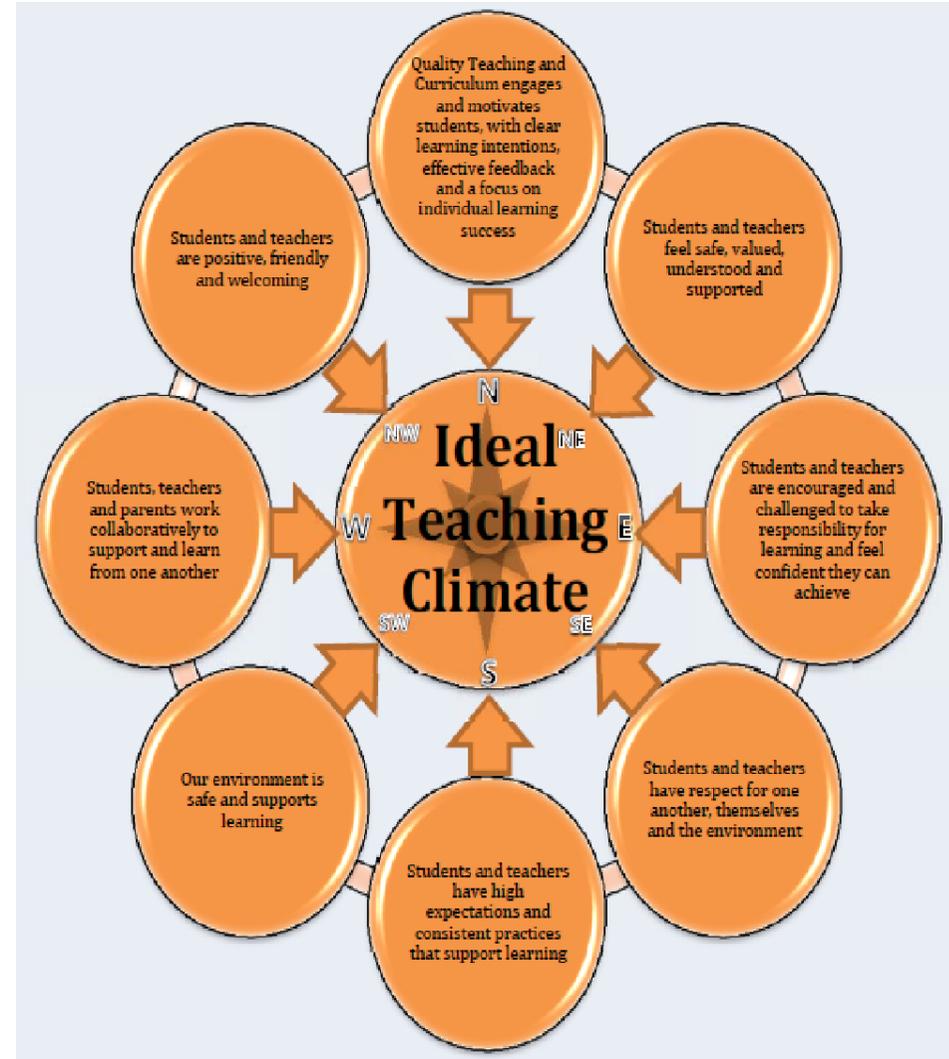| | |
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| **Purpose** | Mount Waverley Secondary College's core purpose is to provide quality 21st Century Education that develops each student's potential to shape their future and contribute positively to their community. |
| **Vision** | Mount Waverley Secondary College's vision is to be the College of choice for students, parents and staff.<br><br>We strive to achieve our vision through the establishment of the most productive School and Teaching Climates – which drive all other outcomes:<br><br>**IDEAL SCHOOL ENVIRONMENT**<br><br>MWSC is a focussed and purposeful community working together in a respectful, positive and supportive manner where everyone feels valued, safe, heard and understood.<br><br>**IDEAL TEACHING ENVIRONMENT**<br><br>Learning and Teaching at MWSC is characterised by quality teaching practice and curriculum programs built on teamwork, high expectations, safety, challenge, positive and respectful relationships and a shared belief that everyone can achieve success. |
| **Values** | Mount Waverley Secondary College has established the following values as the guiding principles and beliefs to underpin how the College Community operates so we can remain focussed on student learning and building student's skills, knowledge and attributes for their futures.  |
| **Environmental Context** | Mount Waverley Secondary College is a high demand state secondary co-educational school with over 1800 students across two campuses. The College is noted for the consistent academic success of its students and the dedication of its staff. Its outstanding reputation has been established through a commitment to teaching high quality academic programs, setting high expectations of students and staff, developing traditional values, instilling self discipline, encouraging leadership and community values and nurturing the individual. The College is organised and administered around three sub-schools, located on two separate campuses, both on |

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| | Stephensons Road in Mount Waverley.<br><br>The Junior Campus, Years 7 and 8, caters for students in their first two years of secondary schooling, allowing both development and consolidation of essential learnings through a unique teaching and learning approach that is designed to differentiate for students' specific learning and developmental needs.<br>Our unique approach has two key features:<br>1. Curriculum delivered with equal focus on 'Direct Instruction', 'Collaborative Learning' and 'Independent Learning' (we call it our one third, one third, one third model) – building key skills and knowledge that fundamentally underpin on-going employment and life-long learning.<br>2. Discipline-based teacher teams – creating the capacity to differentiate and target student learning more effectively and hence develop the full potential of each and every student.<br><br>The Senior Campus caters for Years 9 to 12 and offers opportunities for students to explore greater choices in a broad academic and co-curricular program that ultimately leads to VCE, further education and other pathways.<br><br>The College's extensive curriculum provides a wide range of opportunities for acceleration, enrichment and extension. Student leadership programs provide opportunities for development of confidence, community spirit and leadership skills. The College offers a diverse range of extra-curricular activities including overseas exchange programs, Instrumental Music and Performing Arts productions. |
| **Service Standards** | Mount Waverley Secondary College serves the Mount Waverley community and is committed to ensuring that our 'culture of excellence' underpins all aspects of the student experience as a learner on our college.<br>The College Council expects parents to support the College Purpose and vision by upholding our Values and supporting our goals, priorities and programs. Council also encourages Parent involvement in the educational development of their children. Opportunities are made available for parents to participate in curriculum and school policy development through the School Council and its sub-committees. |

| IDEAL SCHOOL CLIMATE | IDEAL TEACHING CLIMATE |
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**IDEAL SCHOOL CLIMATE**

- We feel valued, understood, respected, supported and safe
- We are clear about and are committed to our purpose, role and responsibilities, where student learning and wellbeing is our focus
- We feel confident we can achieve success
- We are positive and solution focussed, with a strong sense of community
- Ideal School Climate
- We work collaboratively to support and learn from one another
- Our physical environment is safe, welcoming and fit for purpose
- Our policies, practices and programs are effective, efficient and meet our professional and social needs and aspirations
- We have open, effective and inclusive comunication

**IDEAL TEACHING CLIMATE**

- Quality Teaching and Curriculum engages and motivates students, with clear learning intentions, effective feedback and a focus on individual learning success
- Students and teachers are positive, friendly and welcoming
- Students and teachers feel safe, valued, understood and supported
- Students, teachers and parents work collaboratively to support and learn from one another
- Ideal Teaching Climate
- Students and teachers are encouraged and challenged to take responsibility for learning and feel confident they can achieve
- Our environment is safe and supports learning
- Students and teachers have high expectations and consistent practices that support learning
- Students and teachers have respect for one another, themselves and the environment

## Strategic Direction

| Outcome Areas | Goals | Key Improvement Strategies | Targets |
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| **Achievement**<br><br>Achievement refers to both the absolute levels of learning attainment and growth in student learning that schools strive to support.<br><br>While recognising that literacy and numeracy are essential foundations for students' success, achievement outcomes encompass a broader view of learning, spanning the full range of curriculum domains, as well as students' co-curricular achievements. | Quality Teaching and Curriculum that engages and motivates students and supports learning | <ul><li>Support Staff to access and analyse data to inform teaching practices at whole school, sub school, year level, faculty, subject and class levels</li><li>Renewed focus on literacy and numeracy outcomes in Years 7-10, with a cross faculty professional learning program for shared pedagogical practices.</li><li>Refine and review the scope and sequence of Years 7-10 curricula in light of our new Year 10 structure and AusVELs/VCE as they become applicable, using whole school staff to ensure vertical continuity across the sub-schools and to VCE.</li></ul> | <ul><li>All staff have completed Professional Learning on the use and analysis of data</li><li>Improvement in attitudes to school survey, specifically:</li></ul><br><table><tr><th>Factor Name</th><th>2014</th><th>2018</th></tr><tr><td>Learning Confidence</td><td>54.6</td><td>75+</td></tr><tr><td>School Connectedness</td><td>36.7</td><td>75+</td></tr><tr><td>Stimulating Learning</td><td>16.3</td><td>50+</td></tr><tr><td>Student Motivation</td><td>45.4</td><td>75+</td></tr><tr><td>Teacher Effectiveness</td><td>8.3</td><td>50+</td></tr><tr><td>Teacher Empathy</td><td>12.1</td><td>50+</td></tr></table><br><ul><li>Increased percentages of students achieving high and medium growth in all areas of literacy and numeracy learning as evident in NAPLAN results.</li><li>VCE Mean Study Score of 33.5 or more</li><li>All curriculum documentation progressively aligned with Ausvels and the Australian Curriculum.</li><li>Documented professional learning provided to support staff with this process.</li></ul> |
| **Engagement**<br><br>Engagement refers to the extent to which students feel connected to and engaged in their learning and with the broader school community.<br><br>Engagement spans students' motivation to learn, as well as their active involvement in learning.<br><br>Engagement also refers to students engagement as they | Students and teachers have high expectations and consistent practices that support learning. | Engage Staff in the development and implementation of a College-wide instructional model that focuses on:<br><br><ul><li>improving the quality of teaching and stimulating learning pedagogies</li><li>developing strong relationships and empathy between teachers and students.</li><li>articulation of clear learning intentions in all curriculum documentation and lessons</li><li>providing timely, specific and effective feedback to support learning</li><li>Differentiating and personalising learning to maximise outcomes</li><li>Consolidating, capturing and building on the learnings from the Junior Campus:</li></ul> | <ul><li>Staff (teaching and non-teaching) supported by ongoing professional learning programs</li></ul>o Improvements in **Staff Professional Learning Survey** data:<br><table><tr><th>Factor Name</th><th>2014</th><th>2018</th></tr><tr><td>Renewal of Knowledge and Skills</td><td>339</td><td>384</td></tr><tr><td>Applicability of P/L</td><td>362</td><td>384</td></tr><tr><td>Collective Participation</td><td>379</td><td>412</td></tr><tr><td>Active Participation</td><td>320</td><td>405</td></tr><tr><td>Coherence</td><td>313</td><td>404</td></tr></table><br>o **Student Survey data**:<br><table><tr><th>Factor Name</th><th>2014</th><th>2018</th></tr><tr><td>Classroom Behaviour</td><td>59.4</td><td>75+</td></tr><tr><td>Connectedness to Peers</td><td>41.5</td><td>75+</td></tr><tr><td>Student Safety</td><td>56.5</td><td>75+</td></tr></table> |

| make critical transitions through school and beyond into further education and work. | | o  team-based model<br>o  ⅓:⅓:⅓ pedagogies<br>▪  Harnessing technologies to more effectively differentiate and personalise learning to enhance student engagement and learning outcomes<br>▪  Improve formal and informal transitions between sub-schools, particularly Year 8 to Year 9 and Year 10 to Year 11 – with active engagement of student leaders in the planning and implementation. | **Whole School Parent Opinion Data** :<br><br>| **Factor Name** | **2014** | **2018** |<br>| --- | --- | --- |<br>| School Improvement | 5.1 | 5.5 |<br>| Approachability | 4.87 | 5.3 |<br>| Teacher Morale | 4.91 | 5.3 |<br>| Student Motivation | 4.89 | 5.2 |<br>| Social Skills | 5.33 | 5.6 |<br>| General Satisfaction | 5.47 | 5.8 |<br><br>(Survey returns to match sample size distributed). |

**Wellbeing**

Students' health, safety and wellbeing are essential to learning and development. An inclusive, safe, orderly and stimulating environment for learning is critical to achieving and sustaining students' positive learning experiences.

- Students and teachers feel safe, valued, understood and supported
- Staff working collaboratively to support and learn from one another.

- Establish a proactive whole school approach to student management and wellbeing and belonging that fosters positive student experiences, with agreed upon and consistent practices across all sub schools which include restorative practises and anti-bullying strategies where appropriate.
- Continue to promote student and staff voice at all levels of the College, including seeking feedback on the quality of teaching and the learning climate in the classroom.

- Improvements in Key Climate Data sets that include:
  o  **Staff Survey data:**

| **Factor Name** | **2014** | **2018** |
| --- | --- | --- |
| School Level Support | 328 | 415 |
| Feedback | 350 | 438 |

o  **Student Survey data**:

| **Factor Name** | **2014** | **2018** |
| --- | --- | --- |
| Student Distress | 40.3 | 75+ |
| Student Morale | 41.2 | 75+ |

- Reduction in Suspensions
- No Expulsions

**Whole School Parent Opinion Data** :  Specifically

| **Factor Name** | **2014** | **2018** |
| --- | --- | --- |
| Transitions | 5.39 | 5.6 |
| Student Safety | 6.03 | 6.2 |
| Connectedness to Peers | 5.88 | 6.0 |
| Connectedness to School | 5.19 | 5.5 |

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| **PRODUCTIVITY**<br><br>Productivity refers to the effective allocation and use of resources, supported by evidence and adapted to the unique contexts of each school. | Policies, practices and programs are implemented that are effective, efficient and meet our professional and social needs and aspirations. | ▪ Support staff to contribute to school improvement - especially through SIT<br>▪ Develop Middle leaders' (Leading Teachers, PoRs and aspirant leaders) leadership skills to enhance capacity to positively influence school climate through effective leadership<br>▪ Implement consistent meeting protocols to ensure clarity of purpose with an outcome focus for all meetings across the college.<br>▪ To enhance the physical and learning environment within the College.<br>▪ Continue to refine the College Master Plan for the Senior Campus to include thinking around best practice teaching. | ▪ Improvements in **Key School Climate Staff Data** sets that include |

▪ Improvements in **Key School Climate Staff Data** sets that include

| Factor Name | 2014 | 2018 |
|---|---|---|
| Collective Efficacy | 474 | Maintain |
| Collective Responsibility | 380 | 420 |
| Academic Emphasis | 490 | Maintain |
| Trust in Students and Parents | 478 | Maintain |
| Staff Trust in Colleagues | 422 | 450 |
| Teacher Collaboration | 448 | Maintain |
| Parent and Community Involvement | 372 | 400 |
| Collective Focus on Student Learning | 352 | 400 |
| Guaranteed & Viable Curriculum | 437 | Maintain |
| Shielding/Buffering | 493 | Maintain |

## School Strategic Plan 2014- 2017: Indicative Planner

| Key Improvement Strategies | | Actions | Achievement Milestone |
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| **Achievement** | Year 1 | ▪ All staff participate in data analysis Professional Learning program<br>▪ Learning intentions identified on curriculum documents and used by all staff<br>▪ Scope and sequence mapping completed in all faculty and subject areas<br>▪ Key vocabulary identified for all subjects. | ▪ Learning intentions identified on all curriculum documents<br>▪ Professional Learning program, focussed specifically data analysis, employed<br>▪ Scope and sequence documentation completed<br>▪ Vocabulary lists written and applied for all subject, year level and faculty areas<br>▪ Application of documented literacy and numeracy strategies across all subject areas and year levels |
| | Year 2 | ▪ Data analysis 'coaches' identified to assist staff in further identifying analysing data sources, and implementing changes based on that data<br>▪ Learning Intentions used to assist in differentiating work to individualise student learning<br>▪ Scope and sequencing used to ensure continuity of skill development. | ▪ Data analysis program in place<br>▪ Curriculum changed, where necessary, based on the scope and sequence documentation.<br>▪ Years 7-10 Curricula reviewed and refined to scope and sequence key skills and knowledge to meet AUSVELs, VCE and employability requirements |
| | Year 3 | ▪ Staff utilising data on an ongoing basis to improve the quality of curriculum and instructional practice<br>▪ Differentiation activities implemented<br>▪ Continual evaluation of skill and knowledge sequencing in all subject areas. | ▪ Differentiation is written into curriculum documents and observed in classrooms<br>▪ Build on documentation and data analysis. |
| | Year 4 | Evaluation of the use of data, embedded in all classrooms and faculties. | ▪ Evaluation of data use shared throughout college<br>▪ Review of Achievement outcomes over the last three years |
| **Engagement** | Year 1 | ▪ Develop an agreed understanding of the Mt Waverley Model for high performing teaching practice<br>▪ Undertake and audit of transition process between year levels including Year 8 to 9 and Year 10 to 11. | ▪ An agreed school-wide instructional model developed and implemented consistently with genuine staff commitment across the college that leads to:<br>o improved quality of teaching with more stimulating learning pedagogies<br>o stronger relationships and empathy between teachers and students.<br>o clear articulation of learning intentions in all curriculum documentation and lessons<br>o provision of timely, specific and effective feedback to support learning – including enhanced on-going reporting processes<br>o more effective differentiation and personalisation of learning to |

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| | | | | enhance student engagement and maximise learning outcomes |
| | | | | o team-based practices and ⅓:⅓:⅓ pedagogies being further consolidated at the Junior Campus and explored and supported at the Senior Campus |
| | | | | o further development of iPad pedagogies to support differentiation and personalisation |
| | | | | ▪ Audit of transition programs |
| | Year 2 | ▪ Implement the Mt Waverley Model for high performing teaching practice<br>▪ Develop a planned approach to focus on improving transitions between years particularly Year 8 to 9 and Year 10 to 11. | | ▪ Mt Waverley Model for high performing teaching roll out to teaching staff<br>▪ Student Leaders actively engaged in reviewing and planning transition programs<br>▪ Cross-age/Cross-campus tutoring, extracurricular activities and house competitions developed and implemented.<br>▪ Processes implemented improving the Year 9 teachers' understanding of open learning at the Junior Campus to smooth the transition for students from Years 8 to 9.<br>▪ Current Year 8-9 and Year 10-11 transition programs evaluated, with a view to developing a staggered transition program throughout the year.<br>▪ Year 10-11 Subject Selection Counselling Program reviewed as a logical continuation of the Pathways Planning Program at Year 9<br>▪ Documented plan for transitions from Year 8 to 9 and Year 10 to 11. |
| | Year 3 | ▪ Undertake ongoing evaluation and further development of the Mt Waverley Model for high performing teaching<br>▪ Implement the plan for transitions from Year 8 to 9 and Year 10 to 11. | | ▪ Teachers using the Mt Waverley Model for high performing teaching<br>▪ New transition program for Years 8 to 9 and Year 10 to 11 undertaken |
| | Year 4 | ▪ Review the Mt Waverley Model for high performing teaching making recommendations for future development of the model<br>▪ Review and evaluate transition programs at Year 8 to 9 and Year 10 to 11 making recommendations for future development of these programs. | | ▪ Recommendations for further improving Mt Waverley Model for high performing teaching.<br>▪ Recommendations for further improving transition programs at Year 8 to 9 and Year 10 to 11.<br>▪ Review of Engagement outcomes over the last three years |
| **Wellbeing** | Year 1 | ▪ Review current Student Wellbeing policies including Student Code of Conduct in-line with Student Engagement and Inclusion Guidelines - 'whole school' approach with regards to student management within the classrooms and sub-schools<br>▪ Develop best practice guidelines in line with Safe School Coalition recommendations for inclusive LGTBI support and Anti Bullying strategies<br>▪ Continue to promote student voice at all levels of the College and investigate methods for students to provide feedback to teachers on the classroom climate and the school climate | | ▪ A proactive 'whole school' approach, to student management, wellbeing and belonging developed including reference to:<br>o Restorative Practices<br>o Gender normative behaviour and expression challenged<br>o Diversity, recognised and accepted.<br>▪ Method for students to provide feedback to teachers and the school identified. |

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| | Year 2 | ▪ Implementation of the agreed policies<br>▪ Implementation of 'Whole School' Approach<br>▪ Implement method/s for students to provide feedback to teachers and the school. | ▪ Student Leadership programs continued and enhanced<br>▪ More student focus groups/forums<br>▪ Staff supported to actively and regularly seek student feedback on teacher practice<br>▪ Staff understand and working within agreed policies<br>▪ Staff enforcing 'Whole School' approach<br>▪ Students providing feedback in forums<br>School Improvement Team (SIT) actively engages with Staff to implement Staff-lead school improvement – potentially through the use of 'Action Teams' | |
| | Year 3 | ▪ Staff consistently following policies and procedures<br>▪ Ongoing review of policies and procedures. | ▪ Teachers, Students and Parents understand Policies, procedures and consequences | |
| | Year 4 | ▪ Review of Student Wellbeing Policies and Student Code of Conduct - in regard to Student Engagement and Inclusion Guidelines<br>▪ Review practices and guidelines of the School's implementation of Safe School Coalition recommendations<br>▪ Review processes and practice for student voice. | ▪ Review of Wellbeing outcomes over the last three years | |
| **Productivity** | Year 1 | ▪ Ongoing support and development of SIT<br>▪ Identify groups and needs of individual staff for College wide leadership development<br>▪ Audit of existing team meeting protocols within the College enabling further engagement and development of meeting protocols<br>▪ Audit existing policies including ownership of policy, review dates and agreement on standard formatting<br>▪ To reinstate Buildings and Grounds as an active College Council Sub Committee. | ▪ SIT established as an enduring core element of the College that facilitates meaningful staff contribution to school improvement and ultimately leads to higher levels of staff morale<br>▪ SIT nominated by staff annually to implement staff lead school improvement with the support of the College Leadership Team<br>▪ Staff identify and implement at least one school improvement strategy each year through School Improvement Team (SIT)<br>▪ Policies reviewed and updated<br>▪ Policy review cycle set<br>▪ Middle Leaders engaged in building leadership across a range of areas.<br>▪ Groups identified for leadership development and needs are determined<br>▪ Shared meeting protocols<br>▪ List of policies including scope, ownership and review schedule<br>▪ Shared format for all policy documents<br>▪ Building and Grounds Sub Committee re-established | |
| | Year 2 | ▪ Facilitate training and induction of new SIT members<br>▪ Establish a leadership development framework and/or program to meet the needs of the individual staff members of the College<br>▪ Implement meeting protocols<br>▪ Develop a ratification process and timeline for the review of policies<br>▪ Development of a plan/program for improving the school environment. | ▪ Staff engaged to generate an understanding of the need for consistent, College-wide meeting protocols.<br>▪ Staff engaged to develop above protocols<br>▪ Agreed College wide protocols adopted that include:<br>o Common format of agendas and minutes which are stored centrally<br>o Clarity of purpose with an outcome focus<br>o Active staff engagement in meetings | |

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| | | | o Broad breakdown of 50% Developmental, 25% Operational, 25% Strategic foci in meetings<br>▪ SIT functions throughout 2016<br>▪ Leadership framework and/or program documented<br>▪ Meetings running using agreed College Meeting protocols<br>▪ Timeline and process for review of policies documented<br>▪ Plan/program for school environment documented and shared<br>▪ Team-based practises encouraged and supported in available spaces at the Senior Campus |
| | Year 3 | ▪ Continued development and support of SIT<br>▪ Implement leadership development framework/program with selected groups<br>▪ Ongoing evaluation of meeting protocols with modification as required<br>▪ Develop a consistent protocol for all policy documents<br>▪ Evaluation of the plan for improving school environment with modifications as required. | ▪ SIT functions throughout 2017<br>▪ Groups utilise leadership development program/framework<br>▪ Policy documents have agreed format |
| | Year 4 | ▪ Review and Evaluation of SIT<br>▪ Evaluation of leadership development framework/program leading to further refinement and improvement of program<br>▪ Ongoing review of School Policy documents<br>▪ Evaluation of the plan for improving school environment with modifications as required. | ▪ SIT functions throughout 2018<br>▪ Review of Productivity outcomes over the last three years |