

School Strategic Plan 2022-2026

Mount Waverley Secondary College (8105)



Submitted for review by Karen Wade (School Principal) on 24 October, 2022 at 02:14 PM

Endorsed by Eva McMaster (Senior Education Improvement Leader) on 10 November, 2022 at 09:48 AM

Endorsed by Chelsea Eow (School Council President) on 03 May, 2023 at 09:06 AM

School Strategic Plan - 2022-2026

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School vision	Our vision: Mount Waverley Secondary College is a proudly diverse learning community where everyone is empowered to strive for growth and excellence.
School values	Our values: I - Integrity L - Learning E - Excellence A - Accountability R - Respect N - Nurturing
Context challenges	<p>Findings against the Terms of Reference (ToR) Focus Questions</p> <p>ToR Focus Question 1: To what extent do teachers differentiate learning and improve student outcomes especially in numeracy?</p> <p>The Panel found that staff had undertaken professional learning relating to differentiation, however the practice of implementing differentiated learning was not embedded across all classrooms at all year levels. The focus on differentiated learning in Mathematics/Numeracy was identified by some staff as being met by the streaming of mathematics classes in Years 7 and 8. The Panel highlighted that streaming had been associated with low levels of numeracy benchmark growth between Years 7–9 during the strategic plan period. The Panel noted that numeracy outcomes had not benefited from streaming in the junior years.</p> <p>ToR Focus Question 2: To what extent have teachers and teams across the college established fidelity of approach to curriculum, assessment, and pedagogy to ensure learning is maximised for every student and cohort?</p> <p>The Panel found that Professional Learning Communities (PLCs) teams had been established to drive high quality and consistent approaches to curriculum, assessment, and pedagogy across the college. The Panel identified that PLCs had varying levels of engagement from staff, success in establishing fidelity of approach and therefore maximising learning for all students. The Panel found that the college leadership had privileged time for PLC work and had provided leadership for PLC development. Progress in developing fidelity across curriculum, assessment, and pedagogy should continue to be a focus of PLCs across the college.</p> <p>ToR Focus Question 3: To what extent has the college developed high quality practices and processes to improve relationships and</p>

	<p>the wellbeing of all members of the learning community?</p> <p>The Panel found that the college had implemented a wellbeing model which had supported students and staff during and after the COVID–19 lockdown. The Panel heard how the school had implemented online processes and practices to support student needs during lockdown; these practices and processes had been realigned post–COVID–19 to school based learning for students. The model highlighted tiers of support and processes. The focus groups of staff and students had a clear understanding of the model and the processes underpinning its purpose. The Panel believed that over the next planning period, the implementation of the wellbeing model should continue to be developed.</p> <p>ToR Focus Question 4: To what extent has the college encouraged students to become active participants in their learning through student voice and agency and the effective use of feedback?</p> <p>The Panel found that student agency was not activated across many classrooms. Visits to classrooms by panel members highlighted that teacher directed lessons limited the opportunity for student agency. In senior classes many of the lessons observed were teachers lecturing to classes. Few examples of feedback to students and from students to teachers were observed. The Panel found that student voice was identified across several forums including Teach the Teacher, Mini Mount Matters and Mount Matters. The Panel believed student agency and feedback were areas for further development.</p>
<p>Intent, rationale and focus</p>	<p>Intent:</p> <ul style="list-style-type: none"> • To optimise the learning growth of all students. • To strengthen the engagement and wellbeing of all students. <p>Rationale:</p> <p>The Panel was of the opinion, that a focus on instructional leadership and building staff capacity would support the college’s aim of optimising learning growth for all students.</p> <p>The Panel highlighted the need to plan collaboratively by:</p> <ul style="list-style-type: none"> • Accessing the documented curriculum to ensure fidelity of use • Using a range of data sources to identify the student’s point of need • Implementing appropriate teaching and learning strategies to support the learning focus • Using the college’s pedagogical model to provide classroom structure • Including a range of formative and summative assessment approaches to access and provide feedback and moderation processes to ensure consistency. <p>The Panel was aware that Mount Waverley SC had a college–wide focus on wellbeing and had undertaken work on developing and implementing the college wellbeing model.</p> <p>There was an opportunity to build on this work and develop the capacity of all staff to support all students across the college.</p>

The model of student voice—Mount Matters—was in place however student agency within the classroom was seen by the Panel as a priority.

Focus:

The School Review Panel recommends the following key directions for the next SSP:

- Literacy and Numeracy particularly improving Numeracy growth in Years 7–9
- the instructional model
- teaching to the student's point of need
- instructional leadership
- guaranteed and viable curriculum
- data literacy
- student voice and agency
- student wellbeing.

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Goal 1	Optimise the learning growth of all students.
Target 1.1	By 2026, increase teacher judgements of students above expected levels from 14 per cent in 2021 to 20 per cent across Years 7–10.
Target 1.2	By 2026, to increase VCE scores in: <ul style="list-style-type: none">• All Study Scores from 30.11 in 2021 to 31.5• English—from 30.1 in 2021 to 31.5• Scores 37+ = from 16% in 2021 to 20%
Target 1.3	By 2026, Year 9 NAPLAN benchmark growth will: <ul style="list-style-type: none">• Reduce below benchmark growth in Numeracy from 41% in 2021 to 30%• Increase above benchmark growth in Writing from 17% in 2021 to 25%• Reduce below benchmark growth in Reading from 22% in 2021 to 15%
Target 1.4	By 2026, the percentage positive response in: <ul style="list-style-type: none">• the AToSS, for Differentiated learning challenge, will increase from 55% in 2021 to 60%.• SSS, for Teacher collaboration, will increase from 45% in 2021 to 55%.

Key Improvement Strategy 1.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Build a whole school understanding of a documented learning continuum.
Key Improvement Strategy 1.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Strengthen teacher collaboration to ensure high quality documented curricula, instructional practice, and assessment.
Key Improvement Strategy 1.c Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Strengthen teacher capacity to use data to inform differentiated learning.
Key Improvement Strategy 1.d Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Strengthen student agency to provide and receive feedback, set challenging goals, and monitor growth.
Goal 2	Strengthen the engagement and wellbeing of all students.
Target 2.1	The positive responses from students as indicated through the AToSS will increase from: <ul style="list-style-type: none"> • 35% in 2021 to 40% in 2026 for Teacher concern • 62% in 2021 to 70% in 2026 for Advocate at school • 45% in 2021 to 50% in 2026 for Student voice and agency • 59% in 2021 to 70% in 2026 for Resilience/Perseverance

	<ul style="list-style-type: none"> • 50% in 2021 to 60% in 2026 for Sense of connectedness
Target 2.2	<p>The positive responses from parents through the POS will increase from:</p> <ul style="list-style-type: none"> • 76% in 2021 to 80% in 2026 for Confidence • 76% in 2021 to 80% in 2026 for Resilience skills
<p>Key Improvement Strategy 2.a Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</p>	Continue to embed the student wellbeing model.
<p>Key Improvement Strategy 2.b Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</p>	Build the capacity of staff to support the wellbeing and health of all students.
<p>Key Improvement Strategy 2.c Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</p>	Strengthen practices in supporting students with individual needs.
<p>Key Improvement Strategy 2.d Activation of student voice and agency, including in leadership and learning, to</p>	Activate student voice and agency to strengthen engagement in learning.

strengthen students' participation and engagement in school	
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