

MALLACOOTA P12 Strategic Plan 2018-2021

Endorsement	Re-Endorsement (if a Goal, KIS or Target is changed)	Re-endorsement (if a Goal, KIS or Target is changed)
Principal: Tim Cashmore 01/02/2018[name].....[date][name].....[date]
School Council President Cate Tregellas[name].....[date][name].....[date]
Delegate of the Secretary: Heather Macalister (SEIL)[name].....[date][name].....[date]

School vision	School values	Context and challenges	Intent, rationale and focus
<p>School Vision</p> <p>“Our College aims to be a happy learning community where students can achieve their full potential in a unique social and natural environment.”</p> <p>The College offers an excellent educational program for all year levels Prep to 12. In a caring, family environment, we have small classes, personal attention, greater access to resources and facilities and a supportive learning environment where students are encouraged to achieve success, develop a sense of pride and independence, become responsible and contributing members of a learning community, and acquire the skills needed to live in a diverse and changing society. In terms of guiding principles the expectations of students is that they will:</p> <ul style="list-style-type: none"> • Do their best • Respect our school • Help others succeed 	<p>School Values</p> <p>Mallacoota P-12 College:</p> <p>Respect We treat others in a way that shows we trust value and care for them.</p> <p>Success We strive to achieve personal best and the highest standards in all areas. Achievement is celebrated.</p> <p>Passion We are motivated and excited by the energy and commitment that each of us brings to the learning community.</p> <p>Enjoyment School life and learning is based on enthusiasm, fun and good humour.</p> <p>Openness We encourage open and honest communication with each other.</p> <p>Reflection We take the time to think and share our thoughts about the things we do and the things we can do better.</p>	<p>Mallacoota P-12 College serves a small vibrant community in Victoria's far East. Our purpose is to maintain a happy learning community where students from prep to year twelve can achieve their full potential in a unique social and natural environment. Our SFO Index was confirmed at 0.3552 and our SFOE at 0.3953. Our College staff are made up of a fulltime Principal and 16 teachers teaching 12.85 positions, including an Assistant Principal who teaches 0.5. We also have 12 teaching support staff in 7.70 full time positions and a School Nurse at 0.5. We had 119 students involved in two Early Years learning areas and Years 5 to 10 as a Middle School, and Years 10 to 12 in our Later Years VCE & VET program.</p> <p>The college is focused on further developing best teaching practice and student pathways, based on the expansion of an ICT rich curriculum that fosters engaged learning, deep understanding of fundamental concepts and prepares students to become active, responsible learners. The major focus of our professional learning is working on our organisational culture and our curriculum delivery and pedagogy. We are developing our Teaching Coaching program using our Agreed Teaching Framework and Coaching model. Continued development of building capacity in classroom practice will continue and be focused on as part of this Strategic Plan. The implementation of the Victorian Curriculum F-10 has been a major piece of work and will continue to be so. Continued development of our School Council sub committees has been an important factor. This will continue. Students who require additional assistance across all year levels are identified through individual learning plans and specialist ES support. Of note is the increase in secondary Individual Learning Plans. The college has a broad model of Victorian Curriculum delivery from foundation to year ten. In the primary years. Students are introduced to specialist programs in art, music, library skills and physical education. Our college and community are proud to provide a personalised pathway for all students. The college is continuing to offer our VCE program, supported by virtual platforms like Edrolo and our expanding VET and VCAL Program, for our later year students where considerable resources and planning are focused on effective delivery.</p>	<p>The School will continue to improve the academic achievement, engagement, and wellbeing of all students through its established and improving culture, structure and processes to create a safe, secure learning environment for its students. The Review Panel confirmed the data that we are working overall within the “Renew” Performance Group. The Framework for Improving Student Outcomes (FISO) continuum identifies the characteristics of an effective and high performing school. The review panel found that when our school’s leadership, curriculum development, teaching techniques, planning and classroom management processes were assessed against the FISO continuum that we rated at the evolving or emerging level ,with a small number of criterion rated as embedding. The school has identified areas that we believe are in need of improvement and we will demonstrate a commitment to continually review current practices to ensure that all necessary elements are in place and are effective.</p> <p>This Strategic Plan focus is:</p> <p>Excellence in teaching & learning, with the initiative of Building Practice Excellence Build the capacity of consistent practice (to provide high levels of academic, social & emotional learning for all our students. This involves close collaboration between staff, the continued development of Individual Learning Plans and understanding and teaching to each student’s need. The School will focus on ensuring learning is personalized and reflects a deep knowledge of the students’ capabilities.</p> <p>Promote a positive climate for learning (Setting expectation & promoting inclusion as well as health & wellbeing) by developing shared vision and values reflective of the role and position of the school within its community. The school will strengthen the inclusive safe learning environment.</p> <p>The following Framework for Improving Student Outcomes (FISO) aligned areas are for the consideration of the Design</p>



			<p>and Implementation Team to assist in developing this School Strategic Plan (SSP):</p> <ul style="list-style-type: none"> • Develop a current vision and values statement for the College via collaborative processes involving students, staff and parents • Revisit and redevelop the behaviour management processes at the College and to ensure consistency of implementation of student behaviour and wellbeing processes and procedures • Redevelop the classroom instructional model using collaborative processes, and to ensure that consistency of implementation occurs across the College, making sure that differentiation, high expectations, enhancement activities and intervention programs are used effectively in all classrooms • Implement a student voice strategy across all year levels, focusing on improving student engagement and connectedness to the College, through provision of regular opportunities for students to set learning goals, provide feedback to teachers regarding their learning, and by implementing regular student focus groups which give students opportunities to provide feedback regarding the College • Maintain a focus on literacy and numeracy, and on improving VCE outcomes, ensuring that every student has the opportunity to reach their full potential • Implement strategies to create a cohesive staff team that has a collective focus on teamwork, collaboration and improved student learning • Develop, with other far eastern Gippsland secondary providers, mechanisms for provision of a blended learning model, where the strengths of the small classes at the
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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)
To improve the academic achievement of all students.	Building practice excellence	Collaboratively develop an evidence based instructional model that is consistently implemented, documented and evaluated.	Improvement in PIVOT data as a whole school each year. Student Attitudes to School Survey – <i>teacher effectiveness</i> component to move to the third quartile School Staff Survey – <i>Teacher efficacy, academic emphasis, and collaboration</i> components to be above State Means
		Professional learning and pedagogy will be collaborative and informed by the collection, analysis and evaluation of student data.	NAPLAN <i>Growth</i> - to increase the three cohorts 3-5, 5-7, 7-9 in <i>high growth</i> by 20% Growth in <i>learning confidence</i> to the third quartile
		Professional learning is collaborative, involving reflection and feedback.	Increase in VCE study scores at or above GAT predicted See incremental growth in V.C.E. <i>Study Scores</i> over 4 years to above state average in <i>study scores</i> .
		Student voice and agency will be supported by student focus groups	
To improve the engagement and wellbeing of all students.	Setting expectations and promoting inclusion	Clear vision, values and culture are developed and embedded across the school community and reflected in school policy and practices.	Student Attitudes to School Survey – <i>Effective Teaching, Learner Characteristics, and Disposition and Social Engagement</i> components are in the third quartile. Middle years developmental index
		The school will implement practices to support students and manage behaviour.	Improve the average attendance from Prep to 12 over 4 years from 22.37 days to near State Average of 18.76 Decrease the number of students showing <i>chronic absenteeism</i> .
		The school will review, collaborate and establish programs and structures to maximise student engagement and develop a culture of high expectations in an ongoing cycle of improvement.	Student Attitudes to School Survey – <i>Student Voice and Agency</i> to the third quartile. Non-Attendance 7-12 improves from 22.9 to State Average 18.76

