

# School Strategic Plan 2023-2027

Mount Ridley P-12 College (8853)



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# School Strategic Plan - 2023-2027

Mount Ridley P-12 College (8853)

<b>School vision</b>	<p>Mount Ridley Prep - Year 12 College is dedicated to achieving excellence in teaching and learning, through innovative teaching practice and the promotion of core values and vital life skills. We are a community of active global citizens who are committed to life-long learning.</p> <p>Mission Statement At Mount Ridley Prep - Year 12 College we will:</p> <ul style="list-style-type: none"><li>- develop a positive learning culture through an engaging and safe learning environment;</li><li>- ensure access to varied and well-resourced programs;</li><li>- provide innovative opportunities for skill development;</li><li>- facilitate all aspects of learning;</li><li>- support every student to achieve individual success;</li><li>- foster independence and creativity, and</li><li>- promote active involvement in the wider community.</li></ul> <p>College Motto Mount Ridley Prep - Year 12 College's motto is: 'Preparing today's students for tomorrow's opportunities'.</p>
<b>School values</b>	<p>College Values Mount Ridley Prep - Year 12 College has four basic principles:</p> <p>1. Respect and Tolerance Respect and Tolerance is taking ownership of our behaviour and actions through consideration of ourselves and others, while being understanding and open-minded of others' views.</p> <p>In our College, evidence of this value includes:</p> <ul style="list-style-type: none"><li>- understanding and embracing diversity;</li><li>- using appropriate tone and dialogue when communicating with others; and</li><li>- working in partnership with the College and wider community.</li></ul> <p>In classrooms, evidence of this value includes:</p>

- listening to others without interrupting;
- following school rules;
- helping other members of the school community; and
- caring about our local environment.

## 2. Personal Success

Personal Success is setting and achieving individual goals and aspiring to reach your full potential.

In our College, evidence of this value includes:

- aspiring to be your best;
- taking pride in achievements and celebrating success; and
- valuing life-long learning.

In classrooms, evidence of this value includes:

- setting and meeting expectations;
- trying to do our best and attempt new things;
- persist through challenges and difficulties in learning; and
- being proud of achievements.

## 3. Honesty and Trust

Honesty and Trust is telling the truth and being able to rely on others to do the right thing.

In our College, evidence of this value includes:

- following College guidelines and expectations with consistency;
- communicating in a responsible manner with members of the College and wider community; and
- creating an environment where telling the truth and responsibility are valued.

In classrooms, evidence of this value includes:

- telling the truth at all times;
- taking responsibility for our actions;
- accepting consequences; and
- learning from one's mistakes.

## 4. Responsibility

Responsibility is being accountable for one's actions, taking care of oneself, others and the environment.

	<p>In our College, evidence of this value includes:</p> <ul style="list-style-type: none"> <li>- taking ownership of the decisions we make and our learning;</li> <li>- reinforcing appropriate behaviour; and</li> <li>- maintaining the integrity of the College within the wider community.</li> </ul> <p>In classrooms, evidence of this value includes:</p> <ul style="list-style-type: none"> <li>- following school rules;</li> <li>- setting an example for others to follow;</li> <li>- demonstrating self-discipline; and</li> <li>- helping and caring for others.</li> </ul>
<p><b>Context challenges</b></p>	<p><b>STAFFING:</b>  In line with the state-wide staffing shortages, our College is experiencing staffing shortfalls in some curriculum areas. The impact at this point in time is greater in the secondary sector, particularly in years 8 to 10. This has presented some challenges in order to establish and embed common pedagogical practices as well as shifting outcomes for some students. We continue to address these challenges by providing mentors and ongoing support through professional learning opportunities for new staff and our longer term Casual Relief Staff. Whilst opportunities to develop leadership capacity amongst staff continue to be provided, redirecting leaders to increased face to face teaching duties is restricting available time to support direct observation of classes.</p> <p><b>IMPACT OF COVID / WELLBEING:</b>  As a consequence of two years of disruption to learning associated with the Covid pandemic the College, like most schools, is experiencing an increase in anti-social behaviour and a growth in student wellbeing concerns. This has led to some unsettled learning environments, incidents in the yard and increased anxiety amongst our students and their carers. Student absenteeism continues to be a concern and is being compounded by the increased opportunities for families to travel for long periods of time. The disruption has also impacted on levels of staff resiliency and wellbeing in general. Greater resourcing to support both student and staff wellbeing has been added to mitigate these effects.</p> <p><b>SOCIAL AND CULTURAL COMPLEXITIES:</b>  Our College community is highly complex in growing welfare needs and a multifaceted cultural mix of over 50 nationalities. With the reopening of international borders, the College’s EAL needs are increasing and the complexities of a growing refugee population are creating additional pressure upon our teaching and learning programs, curriculum support programs and wellbeing needs. We continue to support these families by employing Multicultural Aides and providing increased professional learning and development, focusing on the needs of these students as well ongoing commitment to our community hub.</p> <p><b>P-12 COMPLEXITY:</b></p>

	<p>The complexity of a P-12 setting, presents increased opportunities in gaining consistency in practice across all year levels. In particular the differences in the implementation of PLC between the primary and secondary levels is an ongoing consideration. This is due to the structural differences in allotments, the common meeting schedule and the availability of skilled leaders to facilitate the meetings in the secondary sector. The college is working towards a slightly modified approach to meet the needs of both sectors while maintaining overall consistency.</p> <p><b>STUDENT VOICE/AGENCY:</b> Gains made prior to Covid in the area of student voice and agency have stalled despite continued effort and resources allocated to this important initiative. This is mainly attributed to staffing adjustments to key leaders responsible for overseeing this portfolio and restrictions imposed by the Covid lock-downs. More recently we have experienced some gains in this area and are optimistic that we will start to meet the targets that we have set.</p>
<p><b>Intent, rationale and focus</b></p>	<p><b>GOALS 2023</b></p> <p>1. To maximise learning growth for every student across all domains. KIS: Deepen the capacity of all staff to embed evidence based teaching and learning and assessment practices</p> <p>2. To improve student voice and agency Develop a consistent whole school understanding and approach to student agency in learning Deepen and embed student and teacher capability to set goals, monitor and reflect on their learning progress</p> <p>3. Strengthen students social and emotional wellbeing. Refine and strengthen processes to promote learning partnerships with families and to support student wellbeing</p> <p><b>STAFFING</b></p> <p>Over the life of the SSP we will strive to further develop an effective workforce, consisting of skilled practitioners capable of meeting the diverse learning needs of our students. We will continue to seek innovative ways to attract staff that will meet this goal. A strong leadership group and a consistent workforce will hopefully lead to greater consistency in practice particularly in the following areas: PLC, Instructional Model, student engagement, Assessment (Developmental rubrics and Moderation) and Reporting (Live Reporting) ultimately leading to improved learning outcomes, particularly in Literacy / Numeracy, To support the capacity building of our Middle</p>

Management and Leadership Team we will continue to offer targeted professional learning utilising both internal and external facilitators. We will continue to prioritise the search for staff to fill the gaps by strengthening our partnerships with universities, continued liaison with the Department of Education, offering incentives, further consideration of flexible work arrangements. We will commit to the strengthening of our induction and mentoring for new staff and graduate teachers to support their transition into the college and meeting the ongoing demands of the education portfolio.

#### IMPACT OF COVID / WELLBEING:

We will continue to prioritise the reengagement of students and reinforce the expected behaviours regarding learning and socially appropriate interactions. Strategies which will be utilised will include:

Targeted programs (eg Harmony Day, Discovery days, student working parties, student learning walks, enhanced student clubs, strengthen after school tutoring program, expand the Middle Years certificate, a greater focus on 'hands on' , Making Caring Common)

We will strive to have purposeful school and home partnerships with student leaning and wellbeing at the centre. As a result this will promote greater connectedness to school and hopefully reduce absenteeism. We will refine our collegewide approach to the monitoring and follow up of student absenteeism to ensure we have an accurate picture of the student attendance patterns.

The focus on staff wellbeing will continue through the ongoing work of the SW committee and be responsive to needs of our staff. This will be informed by the further development of a SW Action Plan.

#### SOCIAL AND CULTURAL COMPLEXITIES:

Further strengthening of our community partnerships (language centres, community hubs, cultural support groups) to maximise family engagement and support in student learning. Additionally, by building capacity of staff to respond to EAL learners we hope to maximise their learning growth, personal success and retention.

#### P-12 COMPLEXITY:

Mount Ridley College remains committed to building practice excellence. PLCs (Professional Learning Communities) will be used to continue to build teacher capacity in pedagogy through collegiate practices and professional learning. This is vital in ensuring the improvement of learning outcomes in Literacy and Numeracy for all students of all abilities. We will prioritise upskilling middle managers and the leadership team to facilitate PLC meetings particularly in the secondary sector. Furthermore, we will work towards embedding the PLC model as an effective tool to focus on teacher pedagogy, data informed practice and Feedback.

#### STUDENT VOICE/AGENCY:

This area was highlighted during the self evaluation and review process and was identified as a body of work to be completed. This will be achieved by providing increased opportunities for students to take on leadership roles. It is hoped that by empowering students, greater levels of engagement and attendance will foster high student aspiration, resulting in more engaged learners and

	<p>leaders.</p> <p>Teachers will be supported to develop their understanding of the difference between student voice, leadership and agency and how to support students in the creation of personalised learning goals. By working closely with teachers students will be motivated to take ownership over their learning.</p> <p>Another focus is on building a positive climate for learning by empowering students and building school pride, setting expectations and promoting inclusion, and Intellectual engagement and self-awareness.</p>
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<b>Goal 1</b>	To maximise learning growth for every student across all domains		
<b>Target 1.1</b>	Year Level	Outcome	Targets
	3	NUMERACY	Increase the % of students in strong and exceeding proficiencies from 45% to 50%
	3	READING	Increase the % of students in strong and exceeding proficiencies from 55.5% to 62%
	3	WRITING	Increase the % of students in strong and exceeding proficiencies from 70.4 % to 75%
	5	NUMERACY	Increase the % of students in strong and exceeding proficiencies from 42.1% to 50%
	5	READING	Increase the % of students in strong and exceeding proficiencies from 55.8% to 62%
	5	WRITING	Increase the % of students in strong and



			exceeding proficiencies from 66.3% to 72%
	7	NUMERACY	Increase the % of students in strong and exceeding proficiencies from 45.6% to 50%
	7	READING	Increase the % of students in strong and exceeding proficiencies from 56.8% to 60%
	7	WRITING	Increase the % of students in strong and exceeding proficiencies from 49.2% to 55%
	9	NUMERACY	Increase the % of students in strong and exceeding proficiencies from 39.1% to 42%
	9	READING	Increase the % of students in strong and exceeding proficiencies from 37.4% to 43%
	9	WRITING	Increase the % of students in strong and exceeding proficiencies from 42.8% to 50%

<b>Target 1.2</b>	Revised NAPLAN target for student learning growth by 2027 to be confirmed with the release of Department of Education (DE) guidelines.
<b>Target 1.3</b>	<p>By 2027, increase the percentage of Year F-10 students assessed as at or above expected growth on Victorian Curriculum Levels 1-10: (Semester 2 2021– Semester 2 2022)</p> <p>English (Year 1-6)</p> <ul style="list-style-type: none"> <li>• Reading and viewing from 73% (2022) to 80%</li> <li>• Writing from 75% (2022) to 80%</li> </ul> <p>English (Year 7-10)</p> <ul style="list-style-type: none"> <li>• Reading and viewing from 54% (2022) to 60%</li> <li>• Writing from 58 per cent (2022) to 64%</li> </ul> <p>Mathematics (Year 1-6)</p> <ul style="list-style-type: none"> <li>• Number and Algebra from 74% (2022) to 78%</li> </ul> <p>Mathematics (Year 7-10)</p> <ul style="list-style-type: none"> <li>• Number and Algebra from 56% (2022) to 60%</li> </ul>
<b>Target 1.4</b>	<p>By 2027 improve the percentage of 37+ scores in VCE for:</p> <ul style="list-style-type: none"> <li>• English from 0% in 2022 to 3%</li> <li>• Further Mathematics from 1% in 2022 to 3%</li> </ul>

<b>Target 1.5</b>	<p>By 2027, improve the VCE study scores for:</p> <ul style="list-style-type: none"> <li>• VCE all study score from 23.21 to 25</li> <li>• English study score from 21.71 in 2022 to 25</li> <li>• English (ESL/EAL) study score from 26.72 in 2022 to 28</li> <li>• Further Maths study score from 22.60 in 2022 to 24</li> </ul>
<b>Target 1.6</b>	<p>By 2027, increase the percentage of positive endorsement on the Teaching and Learning Modules - School Staff Survey (SSS) for the measures of:</p> <ul style="list-style-type: none"> <li>• Understand formative assessment from 55% (2022) to 61%</li> <li>• Plan differentiated learning activities from 57% (2022) to 62%</li> <li>• Time to share pedagogical content knowledge from 34% (2022) to 40%</li> <li>• Understand curriculum from 57% (2022) to 65%</li> <li>• Use data for curriculum planning from 48% (2022) to 56%</li> </ul>
<b>Key Improvement Strategy 1.a</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Deepen the capacity of all staff to embed evidence-based teaching and learning and assessment practices
<b>Goal 2</b>	To improve student voice and agency

<p><b>Target 2.1</b></p>	<p>By 2027 increase the percentage of positive endorsement on the 4–6 and 7-12 Student Attitudes to School Survey for the factors of:</p> <p>4–6</p> <ul style="list-style-type: none"> <li>• Student voice and agency from 46% (2022) to 56%</li> <li>• Self-Regulation and goal setting from 74% (2022) to 84%</li> <li>• Differentiated learning challenge from 73% (2022) to 81%</li> <li>• Stimulating learning from 66% (2022) to 74%</li> <li>• Effective teaching time from 75% (2022) to 84%</li> </ul> <p>7-9</p> <ul style="list-style-type: none"> <li>• Student voice and agency from 40% (2022) to 45%</li> <li>• Self-Regulation and goal setting from 60% (2022) to 65%</li> <li>• Differentiated learning challenge from 57% (2022) to 61%</li> <li>• Stimulating learning from 48% (2022) to 54%</li> <li>• Effective teaching time from 61% (2022) to 65%</li> </ul> <p>10-12</p> <ul style="list-style-type: none"> <li>• Student voice and agency from 38% (2022) to 45%</li> <li>• Self-Regulation and goal setting from 58% (2022) to 63%</li> <li>• Differentiated learning challenge from 49% (2022) to 55%</li> <li>• Stimulating learning from 44% (2022) to 54%</li> <li>• Effective teaching time from 55% (2022) to 62%</li> </ul>
<p><b>Target 2.2</b></p>	<p>By 2027 increase the percentage of positive endorsement on the Teaching and Learning Modules - School Staff Survey (SSS) for the measures of:</p>

	<ul style="list-style-type: none"> <li>• Use student feedback to inform teaching practice - from 55% (2022) to 60%</li> <li>• Promote student ownership of learning - from 55% (2022) to 60%</li> </ul>
<b>Target 2.3</b>	<p>By 2027 increase the percentage of positive endorsement on Parent Opinion Survey (POS) for the measures of:</p> <ul style="list-style-type: none"> <li>• Effective teaching from 68% (2022) to 70%</li> <li>• Student motivation and support from 61% (2022) to 65%</li> <li>• Stimulating learning environment from 66% (2022) to 70%</li> </ul>
<p><b>Key Improvement Strategy 2.a</b> Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	Develop a consistent whole school understanding and approach to student agency in learning.
<p><b>Key Improvement Strategy 2.b</b> Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	Deepen and embed student and teacher capability to set goals, monitor and reflect on their learning progress.
<b>Goal 3</b>	Strengthen students social and emotional wellbeing
<b>Target 3.1</b>	<p>By 2027 increase the percentage of positive endorsement on the 4–6 and 7-12 Student Attitudes to School Survey for the factors of:</p> <p>4–6</p> <ul style="list-style-type: none"> <li>• Sense of Connectedness from 63% (2022) to 73%</li> </ul>

	<ul style="list-style-type: none"> <li>• Motivation and interest from 75% (2022) to 80%</li> <li>• Respect for Diversity from 65% (2022) to 70%</li> </ul> <p>7–9</p> <ul style="list-style-type: none"> <li>• Sense of Connectedness from 44% (2022) to 50%</li> <li>• Motivation and interest from 57% (2022) to 60%</li> <li>• Respect for Diversity from 36% (2022) to 41%</li> </ul> <p>10–12</p> <ul style="list-style-type: none"> <li>• Sense of Connectedness from 35% (2022) to 41%</li> <li>• Motivation and interest from 52% (2022) to 60%</li> <li>• Respect for Diversity from 32% (2022) to 43%</li> </ul>
<p><b>Target 3.2</b></p>	<p>By 2027 increase the percentage of positive endorsement on Parent Opinion Survey (POS) for the measures of:</p> <ul style="list-style-type: none"> <li>• Managing Bullying from 66% (2022) to 70%</li> <li>• Teacher communication from 70% per cent (2022) to 75%</li> </ul>
<p><b>Target 3.3</b></p>	<p>By 2027 increase the percentage of positive endorsement on the School Staff Survey (SSS) for the measure of:</p> <ul style="list-style-type: none"> <li>• Trust in students and parents from 24% (2022) to 34%</li> </ul>
<p><b>Target 3.4</b></p>	<p>By 2027, reduce the percentage of Year F–6 and 7–12 students with 20 or more absent days from:</p>

	<ul style="list-style-type: none"> <li>• 54% (2022) to 47% (F-6)</li> <li>• 53% (2022) to 45% (7-12)</li> </ul>
<p><b>Key Improvement Strategy 3.a</b>  Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	Refine and strengthen processes to promote learning partnerships with families and to support student wellbeing