

School Strategic Plan 2020-2024

Monbulk College (8065)



Submitted for review by Margaret Uren (School Principal) on 07 December, 2021 at 01:46 PM

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School vision	Monbulk College empowers our students to be proud, resilient, aspirational, creative, and critical members of the local and global community.
School values	<p>Monbulk College staff, students and community believe in:</p> <p>Respect – Treating yourself, others, and the school environment with integrity and honesty Embracing diversity Treating others with kindness and compassion Engaging in our community with empathy, pride, and self-awareness</p> <p>Excellence – achieving success within a culture of high expectations Promoting an aspirational and creative culture that celebrates success Empowering each other to learn and grow Being a motivated, life-long learner and critical global citizen</p> <p>Responsibility – taking ownership of your personal and educational growth Acting with honesty and resilience Collaborating to create a safe, effective, and respectful school environment Taking initiative in, and ownership of, all learning, and encouraging others to do the same</p>
Context challenges	Monbulk College is a single campus, co-educational college located in the Dandenong Ranges where it services the local community. The College offers broad teaching and learning programs that are based on the Victorian Curriculum, covering all key learning areas for all students until they specialise in the later secondary years. Monbulk College also has

	<p>strong co-curricular programs, including opportunities for students global exploration through travel to Japan and Europe (pandemic permitting), hosting students from sister schools, being involved in surf-lifesaving, engaging in inter-school sport such as Volleyball or studying Instrumental Music. The College has had stable enrolments each year and the February census for 2021 recorded an enrolment of 556 students. Monbulk College offers senior secondary options including the Victorian Certificate of Education (VCE), Head Start and the Victorian Certificate of Applied Learning (VCAL). Students can study Vocational Education and Training (VET) subjects within these certificates. The Student Wellbeing Program encompasses access to a range of services including allied health professionals to support the students. The College employs a dedicated Student Wellbeing Officer to manage student wellbeing, programs and provide links for students and families with local support agencies where required. In 2021, the College has employed a Social Worker, under the Mental Health Practitioner Initiative to support and build capacity for student wellbeing support programs for students. Students attending the College come from a range of socio-economic backgrounds. The Student Family Occupation and Education (SFOE) Index for Monbulk College indicates an average background of 0.3297 which is in the low to medium band. The College had 42.8 equivalent full time teaching staff (3 Principal Class, 48 teachers) and 11 equivalent full time Education Support Staff in 2021.</p> <p>The challenge facing the College is to improve teacher efficacy and capacity with a focus on literacy and numeracy; to develop consistent approaches to curriculum using a developmental model and to embed a culture of high expectations so that students are empowered to achieve learning growth driven by a consistent approach to pedagogy and our Instructional Model. The college also needs to engage students as active learners in local and global communities and to empower students through technological literacy to maximise career pathways.</p> <p>Student voice across the College needs to be further developed to ensure that students recognise that they are being heard, develop their ability to take ownership of their learning and develop the resilience to become lifelong learners. With extensive periods of remote learning during 2020 and 2021, the College recognises the impact this has had on student learning. As a College, we will work collaboratively to address learning gaps and skills deficits as well as support students who were disengaged during lockdowns.</p>
Intent, rationale and focus	<p>Over the next four years the College aims to improve learning outcomes for all students and increase their empowerment as members of the learning community. This is important so that all students achieve sustained growth with a focus on Literacy and Numeracy. To do this, the College will continue using Professional Learning Communities as an engine for improving teaching and learning. In these communities, staff will work collaboratively and collectively build staff capability to effectively use data to inform their teacher practice and teaching programs. This will support teaching teams</p>

	<p>to present consistent learning opportunities to students across all classes.</p> <p>The College aims to evaluate and improve the Instructional Model and implement changes through a consistent and collaborative whole school approach. To achieve this, it is a priority to review the pedagogical framework linked to our Instructional Model.</p> <p>The College will increase student empowerment as members of our learning community to improve engagement, motivation and encourage the development of independent learning skills. To achieve this, we will actively promote the College's Vision and Values and build teacher capacity to create opportunities for authentic student agency in the classroom.</p>
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Goal 1	Improve learning outcomes for all students
Target 1.1	By 2024 improve the percentage of students achieving above benchmark growth in NAPLAN for reading from 14% in 2019 to 20% or above, and for writing from 16% in 2019 to 21% or above.
Target 1.2	By 2024 decrease the percentage of students achieving below benchmark growth in NAPLAN for reading from 37% in 2019 to 25% or below, and for writing from 34% in 2019 to 29% or below.
Target 1.3	By 2024, when comparing matched cohorts of students from Year 7 to Year 9 in reading, writing and numeracy, the percentages of students in the top two bands will be maintained and increased by 5% (based on 2021 NAPLAN data). The percentage of students in the bottom two bands will be decreased by 5% (based on 2021 NAPLAN data).
Target 1.4	<p>By 2024 improve the VCE mean study score for English to 28 or above, Further Maths to 28 or above, and Maths Methods to 26 or above (based on 2021 figures)</p> <p>Improve the percentage of students with 37+ study scores to 6% based on 2021 figures.</p>

Target 1.5	By 2024 improve the percentages of students at or above expected growth by 5% or better in English and Mathematics strands according to teacher judgements, based on 2021 figures.
Target 1.6	<p>By 2024, on the School Staff Survey, increase positive response percentages (compared with 2019 figures) for the following factors:</p> <ul style="list-style-type: none"> • Academic emphasis from 46% to 51% • Understand how to use data from 42% to 47% • Teacher collaboration from 52% to 57% • Use student feedback to improve practice from 71% to 73% • Time to share pedagogical content knowledge from 37% to 42%
Key Improvement Strategy 1.a Building practice excellence	Strengthen a consistent whole-school approach to high-quality instructional practice
Key Improvement Strategy 1.b Instructional and shared leadership	Build a highly effective, collaborative professional learning communities' culture
Key Improvement Strategy 1.c Evaluating impact on learning	Build the whole-school capability and responsibility to cater for the range of student abilities
Goal 2	Increase student empowerment as members of the learning community
Target 2.1	<p>By 2024 improve the percentage of positive responses in the Attitudes to School Survey, based on 2019 figures, for the following factors:</p> <ul style="list-style-type: none"> • Teacher concern from 33% to 38% • Student voice and agency from 34% to 39% • Stimulated learning 38% to 43% • Differentiated learning challenge 47% to 52%

	<ul style="list-style-type: none"> • Self-regulation and goal setting 49% to 54%
Target 2.2	<p>By 2024 increase the percentage of positive responses in the Parent Opinion Survey factors based on 2019 figures for:</p> <ul style="list-style-type: none"> • Parent participation and involvement from 57% to 60% • Student connectedness from 77% to 82% • Positive transitions from 66% to 71% • Student motivation and support from 51% to 56% • Student voice and agency from 69% to 74% • Confidence and resiliency skills from 69% to 74%
Target 2.3	<p>By 2024 improve positive percentage responses on a school-developed student voice and agency survey by 5% from 2022 base figures.</p>
Key Improvement Strategy 2.a Empowering students and building school pride	Increase opportunities and structures for student voice and agency in the classroom
Key Improvement Strategy 2.b Setting expectations and promoting inclusion	Increase opportunities for student collaboration
Key Improvement Strategy 2.c	Build student knowledge of themselves as learners

Intellectual engagement and self-awareness	
Goal 3	Develop students as healthy, resilient, and connected members of the school community
Target 3.1	By 2024 improve the 20+ days absences percentages for Year 8 students from 43% in 2019 to 30% or below, and for Year 9 students from 48% in 2019 to 34% or below
Target 3.2	<p>By 2024 improve the percentage of positive responses in the Attitudes to School Survey, based on 2019 figures, for the following factors:</p> <ul style="list-style-type: none"> • Sense of connectedness from 44% to 49% or above • High expectations for success from 58% to 63% or above • Resilience from 48% to 53% or above • Attitudes to attendance from 68% to 73% or above
Target 3.3	By 2024 90% or more students have uploaded quality evidence of achievement in their portfolios (to be determined)
Key Improvement Strategy 3.a Health and wellbeing	Strengthen school-wide wellbeing processes and programs
Key Improvement Strategy 3.b Networks with schools, services and agencies	Improve pathways provision to cater for the aspirations of students