

# School Strategic Plan 2023-2027

Matthew Flinders Girls Secondary College (8022)



Matthew Flinders  
Girls Secondary  
College

Submitted for review by Michelle Crofts (School Principal) on 09 November, 2023 at 11:02 AM

Endorsed by Robyn Marr (Senior Education Improvement Leader) on 10 November, 2023 at 11:13 AM

Endorsed by Susan Ryan (School Council President) on 19 November, 2023 at 04:06 PM

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<b>School vision</b>	MFG's vision is to create lifelong learners who live the MFG traits as positive members of their communities.
<b>School values</b>	<p>MFG learners can articulate a core set of values and ethical principles which they apply to their lives. They are:</p> <p>Ethical Character Traits: (ETHICS)</p> <ul style="list-style-type: none"><li>• Kind, compassionate, and trustworthy</li><li>• Caring and respectful of others and themselves</li><li>• Optimistic about the future</li><li>• Responsible and active local and global citizens</li></ul> <p>Cognitive and Creative Abilities: (THINKING)</p> <ul style="list-style-type: none"><li>• Knowledgeable about learning and self-aware</li><li>• Deep thinkers who are curious and creative</li><li>• Problem solvers</li><li>• Hard-working, ambitious, and confident</li></ul> <p>Interpersonal and Inclusivity Qualities: (CONNECTING)</p> <ul style="list-style-type: none"><li>• Resilient, adaptable, and able to learn from mistakes</li><li>• Able to respect and celebrate difference and diversity</li><li>• Flexible collaborators, leaders, and team members</li></ul>
<b>Context challenges</b>	<p>Teaching and Learning</p> <ul style="list-style-type: none"><li>• Continuing to improve reading, writing and numeracy</li><li>• Greater consistency of learning opportunities and feedback within learning areas</li><li>• Continuing to prioritise professional learning that identifies and shares effective teaching practices</li><li>• Continuing to implement a peer observation and coaching</li><li>• Providing a range of subject option for our VCE students</li></ul> <p>Engagement &amp; Wellbeing</p> <ul style="list-style-type: none"><li>• Continuing to reassert a respectful school climate</li></ul>

	<ul style="list-style-type: none"> <li>Continuing to proactively respond to emerging student wellbeing and resilience concerns</li> </ul>
<b>Intent, rationale and focus</b>	<p><b>Engagement and Wellbeing</b>  To improve student resilience by introducing a whole school wellbeing program from Year 7-12 called the MFG Way. We are prioritising time in the curriculum for this work and have sought feedback from students, parents/carers and staff on the important foci at different year levels. The program will be introduced in 2023 and reviewed in an on-going way for refinement over the life of the SSP.</p> <p><b>Teaching and Learning</b>  To improve the study habits of MFG students by introducing a whole school program from Year 7-12 in the MFG Way classes. We are prioritising time in the curriculum for this work and have sought feedback from students, parents/carers and staff on the important foci at different year levels. The program will be introduced in 2023 and reviewed in an on-going way for refinement over the life of the SSP</p> <p>To improve literacy and numeracy outcomes for our students by embedding whole school literacy and numeracy across the curriculum.</p> <ul style="list-style-type: none"> <li>2024 – Reading across the Curriculum &amp; Numeracy Intervention</li> <li>2025 – Writing across the Curriculum &amp; Numeracy Intervention</li> <li>2026 – Numeracy across the Curriculum</li> <li>2027 – Reading/Writing/Numeracy across the curriculum reinforcement</li> </ul> <p><b>Professional Learning</b></p> <ul style="list-style-type: none"> <li>To provide differentiated professional learning that supports our secondary teachers to embed literacy and numeracy into their subject learning.</li> <li>To increase the leadership capability of staff to ensure the on-going development of our school leaders and aspirant leaders.</li> </ul> <p><b>RAP</b></p> <ul style="list-style-type: none"> <li>To embed MFG RAP and continue to improve the outcomes for our First Nations students.</li> </ul>

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<b>Goal 1</b>	To Improve student learning outcomes
<b>Target 1.1</b>	NAPLAN target for student achievement in writing against proficiency standards in 'exceeding and strong' to increase by 5% from the Year 7 baseline percentage. For example, in 2025 this would increase from 67% to 72% in the 2025 Year 9 cohort.
<b>Target 1.2</b>	NAPLAN target for student achievement in numeracy against proficiency standards in 'exceeding and strong' to increase by 5% from the Year 7 baseline percentage. For example, in 2025 this would increase from 66% to 71% in the 2025 Year 9 cohort.
<b>Target 1.3</b>	Increase the positive endorsement of the School Staff survey Teaching and Learning module Practice Improvement factor from 53% in 2022 to 63% in 2027.
<b>Target 1.4</b>	Increase the positive endorsement of AtoSS Effective Teaching factor from 56% in 2022 to 64% in 2027.
<b>Target 1.5</b>	Maintain the overall VCE median study score at 28.3 or above in 2027.
<b>Key Improvement Strategy 1.a</b>	Literacy - Further improve the school's literacy practices

Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	
<b>Key Improvement Strategy 1.b</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Numeracy -Further improve the school's numeracy practices
<b>Key Improvement Strategy 1.c</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Further develop teacher collaboration that identifies and shares effective teaching practice.
<b>Goal 2</b>	To improve the engagement and wellbeing of all students
<b>Target 2.1</b>	Increase the positive endorsement of the Parent Opinion Survey Confidence and resiliency skills factor from 74% in 2022 to 88% in 2027.
<b>Target 2.2</b>	Increase the positive endorsement of the AtoSS Managing Bullying factor from 43% in 2022 to 50% in 2027
<b>Target 2.3</b>	Decrease unapproved absences per student from 12 days per year in 2022 to 10 in 2027.
<b>Key Improvement Strategy 2.a</b>	Wellbeing – Develop a whole school approach to improving student resilience

<p>Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	
<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>	<p>Engagement - Embed the school's approach to student engagement</p>