

School Strategic Plan 2023-2027

Mount Erin Secondary College (7028)



Submitted for review by Jenni Hodgins (School Principal) on 16 February, 2024 at 10:18 AM

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<p>School vision</p>	<p>The vision of Mount Erin College is that every student will be able to thrive academically, socially, emotionally and to be able to fully develop their talents and leadership skills. Our purpose is to provide a learning environment where all members of the MEC community feel connected and supported to achieve success in their individual way.</p>
<p>School values</p>	<p>Within the Mount Erin College community, staff, students, parents, and the community strive to uphold the values of:</p> <ul style="list-style-type: none"> • Respect- by feeling or showing an understanding for your own and other's beliefs, rights, religions, and environments. • Responsibility- by being dependable, making good choices, and taking ownership and accountability for your actions. • Resilience- by demonstrating the ability to recover from setbacks, adapt to change and persist in the face of adversity. <p>These values provide the basis for decision making and action, shape the way that the community work together and provides clarity on what is important.</p>
<p>Context challenges</p>	<p>The 2023 self-evaluation and review process provided an important platform for which to refine the focus for continued success of the college. It became clear that the college had re-established and was embedding a contemporary school vision with values and objectives that reflect the school's needs.</p> <p>The vertical house structure, introduced in 2022 provided the mechanisms for strengthening relationships between staff and students, student to student and college to home. This continues to be a focus area to ensure the structure is embedded in a collaborative, consistent and inclusive manner including all members of the school community.</p> <p>Following the disruptions and pervasive influence of COVID-19, there is a need to re-establish the pre-conditions for school improvement with a focus on embedding a safe and orderly learning environment. Staffing supply and retention challenges have hindered the ability for leadership to consistently implement with fidelity a number of pedagogical and student engagement initiatives, including SWPBS (School Wide Positive Behaviour Support), PLCs (Professional Learning Communities), implementation of a consistent instructional model and the consistent use of stimulating and engaging lessons that reduce the need to manage disruptive behaviours. These evidence-based improvement initiatives will continue to be priorities over the life of the next strategic plan.</p> <p>The College invested heavily in the development and documentation of a viable curriculum across all domains and is now in a position to dedicate greater focus on increased collection, analysis and use of data to differentiate practice to cater to student's point of learning need and increase engagement. In addition to this, assessment practices need to be refined to ensure the effective design and implementation of high-quality formative and summative assessments, including the use of assessment rubrics.</p> <p>The review confirmed that the College was engaging with a number of strategies to build greater tolerance and inclusion across the</p>

	<p>college. This was being driven by the significant work of the Inclusion and Wellbeing teams who are focussed on implementing multi-tiered systems of support to enhance student wellbeing and inclusion, and scaffolding supports to cater to those who require additional assistance. The work of these teams links directly with the Student Agency and Leadership Team (SALT), providing opportunities for student leadership development and voice across the college. As the College continues to develop in this area, resourcing will continue to increase.</p>
<p>Intent, rationale and focus</p>	<p>During the strategic review, it became evident that Mount Erin College has the building blocks to achieve significant improvement in student learning, engagement and wellbeing. The school review panel recommended the following areas of focus be captured in this School Strategic Plan (SSP):</p> <ul style="list-style-type: none"> • A safe and orderly learning environment • Embedding the instructional model and high impact teaching strategies (HITS) • Consistent assessment and measurement practices • Student voice, agency and leadership • Attendance, in particular reducing unexplained absences • Community engagement in learning, with a focus on parents and carers as partners <p>All of these areas are important as they support the collective efficacy and academic emphasis of the school environment, ensuring that learning is relevant, meaningful and meeting the needs of the students. It is important that a documented and embedded whole-school collaborative approach to curriculum planning, assessment and shared instructional practices is implemented to ensure consistency of learning experiences for all students. Similarly, it is essential for teachers to effectively design and implement high quality formative and summative assessment techniques to assess students' knowledge of the curriculum and progress against the achievement standards.</p> <p>The ongoing development of student engagement is a key priority for increasing the active engagement of students with the development of their learning tasks and goal setting, empowering them to take greater responsibility for their learning and wellbeing outcomes.</p> <p>Over the course of the strategic plan, Mount Erin College will focus on ensuring that our students and families feel connected to each other and staff, and are known understood and appropriately supported and challenged in a calm and orderly learning environment as strong relationships, especially between home and school are integral to supporting student learning.</p>

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Goal 1	To improve student learning outcomes.
Target 1.1	NAPLAN targets to be determined
Target 1.2	By 2027 VCE Studies (Adjusted) residuals as per report 10 on the Victorian Assessment Software System (VASS) to be greater than -2 for all Year 12 classes.
Target 1.3	By 2027, maintain the percentage of students exiting Year 12 attaining full time employment, education or training at 80% (2021).
Target 1.4	By 2027, increase the percentage of positive response scores on the School Staff Survey in the factors: <ul style="list-style-type: none">• Academic emphasis from 18% (2022) to 33%• Collective efficacy from 27% (2022) to 40%
Target 1.5	By 2027, increase the percentage of positive response scores on Attitudes to School Survey Years 7–10 in the factors: <ul style="list-style-type: none">• Stimulating learning from 45% (2022) to 55%

	<ul style="list-style-type: none"> • Goal setting and self-regulation from 47% (2022) to 57%
Key Improvement Strategy 1.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Review, enhance, document and embed an evidence-based instructional model.
Key Improvement Strategy 1.a The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	
Key Improvement Strategy 1.b Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Build teacher capacity to use evidence and data to differentiate teaching practice to challenge students at their point of need.
Key Improvement Strategy 1.c The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Build and embed structures and roles that support staff collaboration, professional learning and collective efficacy.
Goal 2	Improve student engagement and wellbeing.

Target 2.1	By 2027, decrease the percentage of students with 20 or more days absence from 43% (2022) to 40%.
Target 2.2	<p>By 2027, increase the percentage of positive response scores on the Attitudes to School Survey in the factors:</p> <ul style="list-style-type: none"> • Teacher concern (Years 7–9) from 30% (2022) to 35% • Respect for diversity from 27% (2022) to 38% • Managing bullying from 34 % (2022) to 43% • Student voice and agency 31% (2022) to 35% • School connectedness from 30 % (2022) to 41%
Target 2.3	By 2027, increase the percentage of positive response scores on the School Staff Survey in the factor Staff support and wellbeing consultation and participation from 35% (2021) to 49%.
<p>Key Improvement Strategy 2.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	Embed a whole school approach to student voice and agency.
<p>Key Improvement Strategy 2.a The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment</p>	
Key Improvement Strategy 2.b	Establish and maintain safe, orderly and inclusive whole school learning environments.

<p>Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	
<p>Key Improvement Strategy 2.b Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</p>	
<p>Key Improvement Strategy 2.b The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment</p>	
<p>Key Improvement Strategy 2.c Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	<p>Further develop the school's culture of partnerships with families and the community to enhance student learning and wellbeing outcomes.</p>
<p>Key Improvement Strategy 2.c Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</p>	
<p>Key Improvement Strategy 2.c The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a</p>	

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