7028 Mount Erin College
Strategic Plan 2016 – 2019

Endorsement	Re-Endorsement (if a Goal, KIS or Target is changed)	Re-endorsement (if a Goal, KIS or Target is changed)
Principal: ..... Karen Lee 00/00/16	.....[name] ..... [date]	.....[name].....[date]
School council:..... Katrina Macdonald.....00/00/16	.....[name] ..... [date]	.....[name].....[date]
Delegate of the Secretary: ..... Dennis Pratt 00/00/16	.....[name] ..... [date]	.....[name].....[date]

School vision	School values	Context and challenges	Intent, rationale and focus
Mount Erin College has a culture of high expectations with a focus on learning. Innovations and developments in curriculum and pedagogy are rigorous and underpinned by current research and ongoing active evaluation. Increasing enrolments Mount Erin College aims to provide breadth, richness, balance and quality, inclusive education in both a local and global context to ensure that students' educational experiences are positive and rewarding. Our College seeks to produce lifelong learners that are prepared for their future and are responsible citizens.	Strong and positive relationships are the cornerstone of our inclusive college culture. The Mount Erin College values are encapsulated in the acronym **ASPIRE**, a term proposed by students. • **Adaptable** – in an ever-changing world students need to become adaptable and resilient lifelong learners to continually achieve and grow. • **Social Awareness** – as society becomes progressively more complex and diverse, support for a tolerant and inclusive society will enable successful citizens to contribute to a positive and productive work environment and community. • **Personal Best** – students need to continually attempt to achieve to their personal best, to grow and develop and strive to reach or exceed their potential. • **Integrity** – the students identified that integrity and trust were key factors in people being accepted and effective contributors to their society. • **Responsibility** – global citizens, and therefore students at Mount Erin College, need to be responsible for themselves, others and their environment. • **Excellence** - delivering excellence also delivers personal satisfaction, a positive self-image and creates improved employment	With strong foundations in place, increasing enrolments, new leadership and an enthusiastic staff, the school believes it is in a good position to move from 'good' to 'great' over the next four years and beyond. Over the last four years the school has established a range of enhanced programs and opportunities to ensure that students are able to follow their passion. This has been highly successful, and reflected in the increased enrolment, reflecting a strong and growing reputation in our local community with 1007 students enrolled in 2016. Promotion of the College across the network and in the Deaf community, as a high quality and inclusive learning environment is a challenge for the school. The school has achieved high completion rates in VCE and VCAL and very positive destination outcomes for our students. Significant work has been done to build tertiary and community partnerships that provide opportunities for students, and this work needs to continue to be a focus. The leadership of the school is clearly focused on improving teaching practice so that the learning needs of all students are successfully addressed through a guaranteed, relevant and viable curriculum. This will involve further developing the capacity of teachers to deliver stimulating and challenging curriculum through current effective pedagogical practice. One of the challenges will be to maximise the learning and teaching potential in the state of the art flexible learning spaces in the $9 million Stage 1 buildings. There has been significant improvement in school achievement data over the past five years. The school data shows that the median VCE scores have increased significantly to 30 with the school being named	Intent : • To improve individual student learning outcomes for every student. • To improve student connectedness and learning confidence. • To build resilience in all students and to encourage the development of a growth mindset as students' health, safety and wellbeing are essential to learning and development. • Effective allocation of resources to support improved student learning, engagement and wellbeing. Rationale: The school Self-Evaluation and Peer review identified the following key areas that needed to be considered: • Consistent approach to curriculum planning and assessment • Development of an agreed instructional model • Evaluation and analysis of data • Building leadership team and capacity of teachers to implement change and initiatives to improve students outcomes Focus: Teaching and Learning. Documenting the guaranteed and viable curriculum across Domains and all Year levels using consistent lesson and unit plan concept. Evaluation of school data and practice indicates a need to continue the development and implementation of a differentiated curriculum that is documented within a scope and sequence to enable students to demonstrate learning growth. Particular attention will be given to Maths, and Reading/Writing. The NAPLAN school relative growth between Year 7 and Year 9 in Numeracy can be improved and resources will be allocated to support numeracy programs (Eg Maths Pathways and Maths Spaces – online personalised learning programs). Likewise NAPLAN Literacy Reading relative growth

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	and future opportunities. All members of the Mount Erin College community: staff, students and parents, are expected to support and demonstrate the College values in all aspects of College life. Building a culture of high expectations, personal accountability and respect is essential to the vision of the College.	in the top 5 schools in Victoria for improved VCE results. The challenge is now for students to meet or surpass their predicted scores through the GAT. Another challenge will be to continue to improve student outcomes across the school. Whilst our students show a high level of connectedness with the school and with their peers, maintaining and building high level aspirations and developing resilience in our students remains a challenged. The school has a very active and vibrant Student Leadership program with a strong focus on activities, community involvement and fundraising. The challenge remains to ensure student voice occurs on an individual level through feedback to and from teachers, and opportunities for meaningful input.	data can be improved. Resources have been allocated in Literacy (Eg Reading Plus, an online literacy program), plus additional teaching personnel to work with students who are significantly behind in learning levels, on a language enhancement program. The development of a four year Literacy and Numeracy Plan will build a framework for future work. A LT Position has been designated to Data management, analysis and action planning to support teachers to ensure students are working at or beyond their expected level across the school with a focus on VCE. Building Leadership Teams The school has developed a leadership structure that will support the development of leadership capacity of staff, build a positive school culture for learning and enable the college to work towards achieving the goals of the next strategic plan. This will create a collective responsibility for developing a clear understanding of the school's vision, values and priorities for school improvement. The leadership model is aligned with the school priorities. Resources will be allocated to professional learning working to build this capacity. Empowering Students and Building School Pride Building a positive school climate for learning excellence based on the school vision with student voice valued and opportunities for meaningful input provided.

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 individual student learning outcomes for every student.	Curriculum planning and assessment	Curriculum documentation which includes a developmental continuum that identifies students' learning as they move through each level as per the Victorian Curriculum. More effective use of data to identify student point of need, foster a growth mindset and inform teaching and learning practices. The development of a pedagogical framework and instructional model that guides teaching and learning at Mount Erin College	• Each student to show medium or high level of growth between Year 7 and Year 9 in NAPLAN Reading, Writing and Numeracy. For example in the first year increase the percentage achieving high growth by 5% and decrease the percentage achieving low growth by 5% on NAPLAN relative growth assessments year 7 to 9 from 2015: Reading – 28.5 (L): 55.4% (M): 11.2% (H) Writing – 18.1% (L): 60.651% (M): 21.3% (H) Numeracy - 41% (L): 46.7% (M): 12.3% (H) • NAPLAN Year 9 Writing to show less than 10% of students achieving at or below the NMS. • NAPLAN Year 9 Numeracy to show more than 15% of students achieving above Band 9 & 10

			• VCE All Study Score to maintain or exceed 30 with 5% of scores 40+ in 2016 • ATSS – Improved *Stimulating Learning and Student Motivation* variables • Staff Survey: Guaranteed and Viable Curriculum and Collective Focus on Student Learning to equal All Secondary Schools score
To improve student connectedness and confidence.	Building leadership teams	Build student capacity to become more independent learners. Continue to build teacher/student/ family relationships and individual student pathways.	• Student Attitude to School survey data to indicate *Learning Confidence, Stimulating Learning, and Connectedness to School* to consistently trend up at each year level. • Year 7-10 Real retention to be at or above 75% by 2019. • Reduction in student absences to equal the state mean.
To build resilience in all students and to encourage the development of a growth mindset as students' health, safety and wellbeing are essential to learning and development.	Empowering students and building positive school pride	Encourage students to understand themselves, manage their emotions and accept responsibility for their behaviours, and encourage staff top better understand the developmental stages of adolescence and to accommodate them in their teaching practices.. Build capacity of students to reflect on their learning, they may not be there 'yet' but through perseverance and hard work they can overcome obstacles.	• Student Attitude to School survey data to indicate student relationship variables *Classroom Behaviour*, *Student Safety* and *Wellbeing* to consistently trend up at each year level by 2019. • School Staff Survey – improved school climate variables (e.g. trust in students & parents). • Student Survey – increase in *School Connectedness* variable. • Parent Opinion Survey – increased parental participation, improved student behaviour, improved student safety.
Effective allocation of resources to support improved student learning, engagement and wellbeing.	Curriculum planning and assessment Building leadership teams	Identify, appoint and develop appropriate leaders in the school. Targeted professional Learning activities to support the specific goals of the strategic plan. Develop a whole school culture that seeks to inform, invites participation and embraces feedback to make collaborative decisions about improving student learning.	• Improved Staff Opinion Survey data on Professional Learning, Guaranteed and Viable Curriculum and Collective Focus on Student Learning to equal All Secondary Schools score • Improved Parent opinion of school improvement • Improvement in Student achievement data linked to resourcing priorities

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