

School Strategic Plan 2019-2023

Mount Erin Secondary College (7028)



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School vision	<p>At Mount Erin College, 'Learning is our priority'. Our goal is to create an environment where every student can learn, is expected to learn and is supported to learn and achieve. We have high expectations, rigorous practices and teachers committed to knowing their students well, knowing how they learn and what supports are needed to continue to build skills and aptitudes. We believe a student's capacity is not fixed but given appropriate support and opportunity that every student can learn. We believe each young person has a vital role to play in their own learning, working in collaboration with their teachers to set goals, build skills, evaluate progress and celebrate success. This learning environment is underpinned by an environment of trust and respect.</p>
School values	<p>Mount Erin College is committed to our ASPIRE values: Adaptability, Social Awareness, Personal Best, Responsibility and Excellence. In determining our key priorities for the next four year period, we ensure school data informs our planning, dialogue and priorities. Staff have committed to implementing a consistent whole school Instructional Model, which is informed by a belief that we must meet the learning needs of every student and involve students directly and actively in their learning. This work is developed collaboratively with staff working in Teams to develop curriculum that is rich and challenging, with a growth mindset approach at its heart. The college's vision for learning, outlined in the three pillars of learning document, ensures that as a school we remain focused on the priorities of designing quality teaching and learning; building positive relationships and personalising the learning.</p>
Context challenges	<p>One of the challenges facing the College is challenging students in the top two bands across all year levels and domains, to continue to perform and learn at a high level. Providing opportunities for all students, across all domains to achieve high growth is an important goal over the next four year period. In particular, meeting the learning needs and challenges of our highly able students, our Deaf and Hard of Hearing students, Koorie and Out of Home Care students are specific cohorts that we will be monitoring more closely to ensure improved outcomes. The challenge for the school is building consistent pedagogical practice in the classroom. Building staff capacity to identify and differentiate for different ability groupings within the classroom will remain a key goal. We expect that by building staff capacity to do this work, relationships and trust between students and their teachers will be strengthened and greater connectedness to school will be an outcome.</p>
Intent, rationale and focus	<p>Improving teacher capacity to meet the diverse learning needs within each classroom will increase student learning confidence and reflect in student learning growth data. Having consistent school wide approaches and high expectations, means that the whole school is focused on improving student learning. We have a clear educational vision for the school and have documented key goals and priorities over the next four year period. Embedding our Instructional Model is central to this. Building a culture of learning through classroom observations and professional dialogue aimed at improving practice is essential to our next four year plan. Building the capacity of all tiers of leadership through a purposeful and targeted coaching program is a key priority that will assist us in achieving our goals. Building a school wide understanding of the importance of building best practice approaches to teaching and learning, informed by student learning data will underpin the next stage of our work.</p>

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Goal 1	Improve student achievement
Target 1.1	<p>Improve the percentage of Year 9 students achieving above benchmark growth as measured by NAPLAN in:</p> <ul style="list-style-type: none"> • Numeracy from 23% (2019) to 26% (2023) • Reading from 28% (2019) to 35% (2023) <p>Decrease the percentage of students achieving below benchmark growth as measured by NAPLAN in:</p> <ul style="list-style-type: none"> • Numeracy from 26% (2019) to 23% (2023) • Reading from 21% (2019) to 18% (2023)
Target 1.2	<p>Increase the percentage of Year 9 students achieving in the top two bands as measured by NAPLAN in:</p> <p><u>Year 9</u></p> <ul style="list-style-type: none"> • Numeracy from 16% (2019) to 18% (2023) • Reading from 26% (2019) to 28% (2023) <p>Decrease the percentage of Year 9 students achieving in the bottom two bands as measured by NAPLAN in:</p> <p><u>Year 9</u></p> <ul style="list-style-type: none"> • Numeracy from 15% (2019) to 13% (2023) • Reading from 25% (2019) to 21% (2023)
Target 1.3	Increase the median All Study Score from 27.7 to 30 or higher.
Key Improvement Strategy 1.ay Curriculum planning and assessment	Embed consistent and rigorous collaborative curriculum planning approaches (through Professional Learning Communities) throughout all areas of the College
Key Improvement Strategy 1.by Evaluating impact on learning	Enhance whole school assessment practices and the use of student achievement data to inform planning and differentiate learning for all students
Key Improvement Strategy 1.cy Building practice excellence	Align and implement whole school Professional Learning approaches and strategies which aligns with the College vision and enhances student learning
Key Improvement Strategy 1.dy Evidence-based high-impact teaching strategies	Action Plan to accelerate improvement

Goal 2	Improve student connectedness to support student learning growth
Target 2.1	<p>Increase the percentage endorsement for the following measures of AToSS in Year 7-10:</p> <ul style="list-style-type: none"> • Sense of Connectedness from 45% to 51% • Student Voice and Agency from 38% to 43% • Student Motivation from 56% to 60%
Target 2.2	Attendance – Reduce the total days of non-attendance across all year levels from 21.2 to 16.
Target 2.3	<p>Improve the destination data for all senior students with a focus on VCE and VCAL.</p> <p>- VCE and VCAL certificate completions from 89.6 to 94%</p>
Target 2.4	<p>Improve positive responses for the following measures on the staff survey:</p> <ul style="list-style-type: none"> • Collective efficacy from 44% to 54% • Academic emphasis from 33% to 42% • Teacher collaboration from 44% to 50%
Key Improvement Strategy 2.ay Empowering students and building school pride	Embed whole school instructional practices which include opportunities for enhanced student voice and agency
Key Improvement Strategy 2.by Instructional and shared leadership	Develop Instructional and shared leadership to support teachers to use a range of high impact teaching strategies which include opportunities for critical and constructive feedback to develop teacher capacity
Key Improvement Strategy 2.cy Setting expectations and promoting inclusion	Enhance transition into and through the College to support student connectedness through informed, tailored, enhanced learning pathways
Goal 3	Improve student health and wellbeing
Target 3.1	DELETE
Target 3.2	Attendance – reduced % of students with 20 or more days 31% combined to 25%.
Target 3.3	<p>AToS – improved percentage agreement with the measures</p> <ul style="list-style-type: none"> • Resilience from 60% to 62%

	<ul style="list-style-type: none"> • Advocate at school from 67% to 69% • Teacher concern from 39% to 41% • Not experiencing bullying from 48% to 54%
Key Improvement Strategy 3.ay Vision, values and culture	Work with parents and the wider school community to establish and embed a shared vision, values and culture of student health and wellbeing at the College
Key Improvement Strategy 3.by Health and wellbeing	Improve health and wellbeing structures, processes and supports including specific roles and responsibilities
Key Improvement Strategy 3.cy Empowering students and building school pride	Enhance transition into and through the College through a focus on school-wide positive behaviours