School Strategic Plan for
Mount Eliza Secondary College
SMR
2011-2014

Endorsement by School Principal
Signed
Name: Geoff Petrie.
Date: 18/11/2010

Endorsement by School Council
Signed
Name: David Campbell
Date: 18/11/2010

School Council President signs indicating that the School Strategic Plan has been endorsed by School Council

Endorsement by Regional Network Leader
Signed
Name
Date
Mount Eliza Secondary College seeks to **protect** its community members and **nurture** a culture where individuals’ learning and thinking are valued as a lifelong process of **growth** through which they are challenged to become creative, healthy, responsible and caring members of a changing society. We are committed to individual excellence achieved through team work.

At Mount Eliza Secondary College our motto is protect, nurture and grow. We respect our local community and our environment and seek to apply our motto to both. We aim to be sustainable in all our programs and practices and endeavour to leave a small ecological footprint. We value cultural diversity and understand our place in a global community. Through working together we develop healthy relationships which builds individual resilience.

### Social – community and demographics
- Single campus 7 to 12 secondary college situated in a well established suburb
- One third of students receive the Education Maintenance Allowance/Youth Allowance (EMA/YA).
- Increasing enrolments.
- Strong and supportive College Council and parent involvement through the CCG (College Community Group)
- Enthusiastic, professional staff team consisting of 89 effective full-time teachers and 20 school support staff.
- Productive partnerships with local primary schools and international educational organizations.

### Educational
- Provision of a vibrant and productive education, 7 to 12.
- Implementation of the Victorian Essential Learning Standards (VELS)
- Excellent VCE results – consistent mean study score above 29
- VCE, VET and VCAL courses.
- Cluster provider for VET Music
- Excellent further education pathways established and successful tertiary placements for students.
- Highly successful sports program with many teams and individuals achieving success at state level
- Many enhancement and enrichment opportunities for students such as art, music, instrumental music and musical productions.

### Technological
- Ratio of 2:1 for students to computers moving to 1:1 by end of strategic plan.
- Provision of computer suites throughout the school.
- Staff proficient in the use of computers to manage student learning.
- Smart boards in most learning areas for staff/student use

### Environmental – grounds and facilities
- Classrooms are in need of modernisation in order to create an environment for effective learning
- Grounds are well established however sports fields need redevelopment
- A need to establish a new multipurpose synthetic sports field as well as modernisation of gym
- By end of the next strategic plan the completion of a purpose built music centre and redevelopment of drama/arts centre.
### Strategic Intent

<table>
<thead>
<tr>
<th>Goals</th>
<th>Targets</th>
<th>Key Improvement Strategies</th>
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<tbody>
<tr>
<td><strong>Student Learning</strong></td>
<td>To improve student achievement in the senior years.</td>
<td>By 2014 the percentage of VCE classes achieving mean scores at or above their VCE Studies adjusted scores will increase from 41% (11/27) to 70%</td>
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<td>Improve student learning in Literacy and Numeracy from Years 7 to 12.</td>
<td>By 2014 the VCE All study scores will increase from 29.5 – 32</td>
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<td>By 2014 in NAPLAN Year 9 results will increase as follows: READING – for all students from 51%- 75% assessed at Band 8 or above WRITING – for BOYS from 27% to 60% assessed at Band 8 or above NUMERACY – for GIRLS 39% - 70% assessed at Band 8 or above</td>
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<td><strong>Student Engagement and Wellbeing</strong></td>
<td>Improve student engagement in learning and connectedness to school.</td>
<td>By 2014 an increase will be achieved in the following areas of the Attitudes to School Survey: Stimulating learning from 2.89 to 3.45 Student morale from 4.63 to 5.20 Student Distress from 4.95 to 5.44</td>
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<td>Student absence rates will decrease in Years 7 to 12 from 20.6 days to 17 days average per EFT students.</td>
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<td><strong>Student Pathways and Transitions</strong></td>
<td>Improve student retention in the senior years and ensure or (through ensuring) that all Year 10-12 students have a meaningful pathway to post school destinations.</td>
<td>Retention data: increase real retention Year 10 to 11 from 84% to 96% (previous college level 2003/2004), and from Years 11 to 12 from 74% to 80%. Improve satisfactory completion rates for VET, from 71% to 85% and increase VCAL completion from 83% to 90%. Increase the proportion of students receiving university placements from 47% to 55%.</td>
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<td>KIS</td>
<td>Year</td>
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| **Student Learning** | 1 | ▪ Leaders review and revisit procedures, formal responses to reports of workplace bullying, establish staff behavioural expectations, induction, feedback, support each other and commit to act on inappropriate behaviour  
▪ Further develop the Area of Learning Leaders role as leaders of learning by providing a range of Leadership Development activities for long term, newly appointed leaders and aspirant leaders – team leadership skills will be the key together with modelling of highly professional conduct at all times  
▪ Establish an agreed school assessment schedule for English and Maths managed to prioritise effective use of a broad range of data to moderate teacher assessments and inform teaching to meet student learning needs.  
▪ All staff, as part of their performance review will develop goals based on e5 and evidence collected will be supported by testing (On-Demand, POLT)  
▪ Develop an eLearning Plan 20101 – 2014, which encompasses use of Ultranet and building staff capacity | ▪ Meetings have a clearly defined process and there is a transparent conflict resolution process within the school.  
▪ Each domain develops an annual learning improvement plan based on a variety of data sources to develop targets to extend more able students by creating Domain specific extension programs with a particular focus at Senior School  
▪ Creation of a data management team to oversee the use of data collection tools such as POLT, Patrick Griffin and On-demand (in May and October), to help differentiate curriculum programs to better meet the needs of all students and challenge students own expectations and motivation by ensuring students are aware of their results and their progress.  
▪ The development and introduction of new year 7 program based around teams of teachers to deliver flexible curriculum which is challenging, student centred, developmental skills based and future focused |
|  | 2 | ▪ Develop protocols for professional challenging conversations through the use of “instructional rounds” model to assist to develop staff capacity  
▪ Investigate the broad range of approaches to cater for students of greater ability and talent. and Provide professional development for all staff, initially through leaders and domain coordinators, on interpreting and monitoring student learning at the school, sub school, year and class levels  
▪ Focused use of a wide range of learning and teaching approaches, including the use of feedback, including a broader range of assessments strategies including peer assessment, and other effective teaching strategies, e.g. collaborative learning | ▪ Each Domain team, begin to implement the instructional rounds protocols with focus on their own annual learning improvement plan. Where possible VCE Instructional round support teams are set up which enables each VCE teacher to have their class involved in an instructional round  
▪ Identify key staff to be trained as the second cohort of staff in the use of Patrick Griffin (Specialist Certificate in Leadership Assessment Practice) through the construction of specific PLT lead by staff who underwent training in year one.  
▪ The development and introduction of new year 8 program based on the practices developed in year seven. Team of teachers set up a PLT based on the structures developed in year one with a specific focus of implementing e5 strategies into year 8 curriculum |
|  | 3 | ▪ Through the instructional rounds process the Domain leaders, ensure that Year 11 has an increased academic rigor to better align with Year 12 expectations  
▪ Review the impact that the Patrick Griffin model has on students learning and assessment  
▪ Develop meaningful and appropriate differentiated curriculum for ALL students in years 7-9 by using data to identify “stages of proximal development” | ▪ Audit process for all subject areas to ensure all exams model Year 12 exam process with every staff member involved in Instructional rounds  
▪ Train third cohort of staff in the use of Patrick Griffin (Specialist Certificate in Leadership Assessment Practice)  
▪ The development and introduction of improved mindware program as conducted as part of review previous year(see transitions section) and in line with year 8 program (see year 2) |
|  | 4 | ▪ Raise professional standards, expectations and accountability from all teachers through an expansion of professional leadership program from VCE to all year levels.  
▪ All staff, as part of their performance review, will develop goals based on data/strategies from either Patrick Griffin model, On Demand testing, e5 or POLT surveys.  
▪ Improve Transition from junior school to senior school | ▪ Leaders review and revisit procedures, formal responses to reports of workplace bullying, establish staff behavioural expectations, induction, feedback, support each other and commit to act on inappropriate behaviour  
▪ PLT model more aligned with school strategic plan, AIP and e5. |
| Student Engagement and Wellbeing | Develop the concept of student leadership across the school and house system and reflected in leadership structures to ensure at every opportunity, recognise, reward and communicate successes of all students and staff.  
1. Revisit and continue to implement the Cooperative Classrooms strategy  
2. Review communication, processes, structures and links between sub schools, welfare, pathways, school nurse and teacher’s skills (Youth Commitment Team)  
3. Actively promote and support the integration of environmental sustainability into learning and teaching including designing a sub-school area for each year level | Review the Mentoring Program to ensure student development takes place and enhance the profile of student leaders and increase leadership opportunities  
- Use of student management and mapping tools (RISC) increased from Junior School through all year levels. Data collected this year used as a baseline for improved practices in coming years  
- Review current engagement and wellbeing structures for possible introduction of new structures in 2012, including use of DAYMAP, ULTRANET and sub school structures.  
- Integration of environmentally sustainable behaviours into the day to day work of students i.e. paper recycling program, composting and energy saving |   |
| Develop skills of teachers to provide differentiated curriculum and individual learning plans for all students through use of the e5 model | Enhancement of the profile and gender equity of student leadership through the introduction of programs to celebrate the success of our students  
1. Provide assistance to individual teachers to develop effective pedagogy in managing the classroom learning environment  
2. Introduction of new Sub School areas  
3. Increase student’s awareness of local community and environment | Reinvigorate House system and a Student Representative Council to run house system, assemblies and extra curricula activities  
- One staff meeting a term set aside for training in restorative justice and developing effective classroom strategies  
- At risk students in school have a specific mentor teacher who they identify with as their advocate and who delivers a program which explicitly teaches strategies that deal with social challenges that students face  
- Every student has the opportunity to partake in Environmental programs within the local community and at school |   |
| Improve academic transition between year levels. Ensure progression of curriculum/student data (academic transition) across the different year levels.  
1. Develop an Australian Curriculum Implementation team  
2. Establish information systems to gather and use reliable data on student mobility, particularly to identify ‘push’ and ‘pull’ factors. | Conduct a student run conference where members of public are invited in to celebrate our Social Conscience projects, ensuring increased media exposure and publicity  
- New Engagement policy and strategy  
- Develop areas of the school that become specific for year levels to create a sense of ownership and belonging to the physical structures. |   |
| Establish relevant, challenging and | Review Year 10 curriculum to increase student access to accelerated studies in VCE, VET and VCAL  
1. Design and deliver a curriculum to meet the needs of 21st century | Appropriate and timely career counselling and goal setting to assist students to manage pathways to better align year 10 with VCE  
- Conduct an Audit of current Curriculum and recommend changes for 2012 to ensure we are in alignment with Australian Curriculum  
- Development of an alumni to help track students post MESC |   |
<table>
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<th>young people</th>
<th>accordance with Australian curriculum</th>
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| 3 | - Investigate the structure of timetable and teacher loads to reduce the number of teachers students are taught by across the entire six years  
  - Implementation of the Australian Curriculum                                                                                                                                                               | - Improved academic transition for students by reducing the need to transfer information from individual teachers  
  - Introduce the next stages of the Australian Curriculum Geography, languages and the arts                                                                                                                                               |
| 4 | - Spread the expertise of highly proficient teachers across the college (policy needed)  
  - Implementation of the Australian Curriculum                                                                                                                                                               | - Introduction of the final stages of the Australian curriculum                                                                                                                                                                         |

2010 Leadership Review

1. As part of the process to development of the Strategic Plan, 2011 -2014 the Executive Leadership Team against the DEECD Effective Schools Model and Leadership Framework.
2. Develop a leadership structure to deliver on the new strategic plan including reviewing the college committee structure to introduce a School Improvement Team (informed by the Northern Metropolitan Region School Regeneration Project) to monitor progress against the SSP and AIP.
3. Reviewing structures and teams within the school in order to align resources with the Strategic Plan.
4. Monitor and report school achievement against the ATER. For the Strategic Plan, establish 2009 baseline data and set targets for improvement