

Mount Eliza Secondary College 8102 Strategic Plan 2015-2018

Endorsement	Re-Endorsement (if a Goal, KIS or Target is changed)	Re-endorsement (if a Goal, KIS or Target is changed)
Principal: ANGELA POLLARD 5 May 2016[name] [date][name] [date]
School council: ROBIN ADAMS 19 May 2016[name] [date][name] [date]
Delegate of the Secretary: [name] [date][name] [date][name] [date]

School vision	School values	Context and challenges	Intent, rationale and focus
At Mount Eliza Secondary College a collaborative and personalised approach supports students and staff as active learners. We work to empower students to be their best by questioning their experiences, expressing themselves with confidence and participating in local, national and global communities. We are committed to safety and wellbeing for all young people and this is the primary focus of our care and decision making. 'Educated for excellence Prepared for life'	Challenge High Expectations Respectful Interactions Success	Mount Eliza Secondary is a medium sized secondary college with three principal class officers, forty six teachers and eighteen Education Support Staff. It has long been known for its caring and dedicated approach to its students, the calibre of young people who attend, and the support of its parent community. These factors remain as strengths of the college as does our desire for continuous improvement, and a commitment to remain as one of the highest performing government colleges in the Frankston and Mornington Peninsula areas. The major focus for our work in recent years, and into the next Strategic Plan is around: 1. The enhancement of teacher capacity 2. The rigorous implementation of a culture of high expectations 3. The provision of authentic opportunities for learning in local and global contexts 4. The provision of a respectful learning environment where student voice is a key element The significant shift in the college culture in recent years has been underpinned by a whole of college focus on accountability and consistency, and a genuine belief in meeting the needs of our highly capable students. Managing enrolments and 'inherited' financial constraints will remain the major challenges for the college. At Mount Eliza Secondary College we believe that we have an obligation to our students. This informs our work on an ongoing basis and makes us confident that we can provide a learning environment of the highest quality. We also know that as a smaller college, we can offer a degree of personalization not possible in larger settings and we are genuinely excited about our future.	INTENT: Mount Eliza SC strives to compete favourably with local private and government providers and to become therefore, the school of choice in the local community. In order to do this we wish to demonstrate a strong ethos of continuous improvement, particularly in relation to capacity building for every member of staff. We believe we have high potential students, and commit to ensuring that value adding is a reality for every student in the college. We also believe that education should be truly contemporary, and are prepared to make the changes necessary to ensure this is a reality, and that students leave the college well equipped in terms of the General Capabilities, and their experiences in working in their community. RATIONALE: This is important on a number of levels: 1. In order to enable viable breadth of provision and recruitment opportunities, enrolments must grow 2. High expectations as an organisational approach require a commitment to building teacher and leadership capacity. We believe this to be the key to creating an educational program of excellence 3. The college values student agency, and values student input into the direction of learning at the college. We also believe that the opportunity to make a difference in conjunction with schooling is a key future success indicator for our students. PRIORITIES: Building practice excellence Empowering students and building school pride Curriculum planning and assessment Building communities

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)
By the end of the Strategic Plan period we will have maximised students' capacity to excel across the curriculum, with learning growth of at least one AusVELS/Victorian Curriculum level per year evident in terms of teacher assessed and external data. At VCE level learning growth will translate to improved percentages of students attaining 40+ study scores.	Building Practice Excellence	Determine and implement a lead pedagogical approach to learning and teaching	VCE median score of 32 % of students above 40 to 9% 85% of students in VCE will achieve study scores above the GAT predicted score NAPLAN literacy and numeracy growth data will show no more than 15% of students with low growth, and no less than 30% with high growth Increased number of students at or above the predicted AusVELS/Victoria Curriculum level based on teacher judgement
By the end of the Strategic Plan period we will have maximised students' capacity to excel in Writing and Mathematics/Numeracy with learning growth between years 7 and 9 of at least two AusVELS/Victorian Curriculum levels		Appoint Professional Practice Leaders Literacy and Numeracy to support improved teacher practice	
		Develop consistency of curriculum provision in terms of content and pedagogy through the college wide use of the Curriculum Planning Tool.	
		Strengthen collaboratively our culture of high expectations, ambition and achievement by embracing challenge and inspiring global citizenship	
By the end of the Strategic Plan cycle we will have developed students who are curious, creative and actively engaged in challenging learning	Curriculum planning and assessment Building communities Empowering students and building school pride	Implement and develop a personalised learning approach across all programs	Stimulating learning from 2.99 to 3.40 Student morale from 4.47 to 5.15 Student Distress from 4.95 to 5.45 Teacher Effectiveness from 3.47 to 3.87 Student absence rates will decrease in Years 7 to 12 from 20.47 days to 13.0 days average per EFT students.
		Continue the development of strong community and business partnerships through Real Time Learning and Personal Futures and VCAL programs	
		Develop the Student Leadership program to enhance student agency Implement the International Baccalaureate Middle Years Program at the college	
By the end of the Strategic Plan period we will have built the resilience and empathy of students as active members of the school community	Empowering students and building school pride	Align the major responsibility for student wellbeing at Sub-school level	Improve satisfactory completion rates for VET from 83.4% to 92% and increase VCAL completion from 85.7% to 95% Retention data: increase real retention Year 10 to 11 from 87.4% to 95% and from Years 11 to 12 from 90.4% to 95%.
		Implement the Victorian Curriculum General Capabilities as a key component of all teaching and learning programs	
By the end of the Strategic Plan period we will have effectively utilised the school's resources to support its goals and priorities	Building communities	Actively engage families in partnership with the school to improve student learning outcomes Move the college to a positive financial position	Evidence of greater parent involvement is provided via Compass use and attendance at school events for 70% of the parent community School operates in profit by 2018

