

School Strategic Plan 2018-2022

Mount Eliza Secondary College (8102)



Submitted for review by Angela Pollard (School Principal) on 10 December, 2018 at 03:00 PM
Endorsed by Graham Broadbent (Senior Education Improvement Leader) on 12 December, 2018 at 08:46 AM
Awaiting endorsement by School Council President

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School vision	<p>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. As an International Baccalaureate Candidate School our program at years 7 - 9 focuses on the building of capabilities that are cross curricula and transferable.</p> <p>We are committed to safety and wellbeing for all young people and this is the primary focus of our care and decision making. Our motto is 'Educated for excellence, Prepared for life' and this is reflected in the setting of high expectations for students, staff and our community. As a smaller secondary school setting we use our knowledge of, and close relationships with our students to focus on a learning experience which is both challenging and supportive. The same approach is applied to all members of staff whose work environment reflects an expectation for life-long learning.</p> <p>In preparing students for their future, opportunities to make improvements in the way in which they go about their learning and interact with others is specifically taught, reflected upon and further developed.</p>
School values	<p>Our driving values are Happy, Smart, Prepared.</p> <p>Because we believe that no student can learn unless wellbeing needs are met, and that being 'smart' can be demonstrated in many ways, our programs are broad and inclusive and allow for recognition and success beyond the traditional areas of study. We are also committed to the future of every student after school, and provide genuine learning opportunities for the broadest range of skills and attitudes required to support this commitment.</p>
Context challenges	<p>The college is making steady gains in most aspects of its work and considerable effort has been expended in 2018 in the establishment of the International Baccalaureate Middle Years Program.</p> <p>The review process has indicated that much of the work undertaken during the previous review period should be sustained and developed further.</p> <p>Our key challenges going forward will be to build on the successes in reading and maths in terms of positive learning growth between years seven and nine, especially in writing. It will also be to extend the percentage of students in the top two bands for all NAPLAN assessed aspects of curriculum and to ensure that this percentage is maintained or enhanced compared to the same students' relative band achievement in year 5.</p>
Intent, rationale and focus	<p>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</p>

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 voice and learner 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:

'Excellence in teaching and learning' is the major priority for our work over the SSP period, with some work also in the areas of 'Positive Climate for Learning' and 'Community Engagement in Learning'

FOCUS:

'Building practice excellence' is a continuing focus of our work across the SSP period, and as a component of all three goal areas. Our plans in relation to 'Empowering students and building school pride' and 'Setting expectations and promoting inclusion' are developed and indicate significant change commencing in 2019, with further development occurring across the next review period.

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Goal 1	Improve the student learning growth and outcomes for all students.
Target 1.1	Achieve increased NAPLAN medium and high relative student learning growth between years 7-9 in reading, writing and numeracy each year and against similar schools.
Target 1.2	Improve the top two NAPLAN bands in reading, writing and numeracy in comparison to similar schools.
Target 1.3	Improve VCE median study score each year and achieve improvement in VCAL completion rates at both Intermediate and Senior.
Target 1.4	Improve student, staff and parent opinion survey data in relation to student achievement, curriculum, targeted learning (to be confirmed).
Key Improvement Strategy 1.a Evaluating impact on learning	Improve the impact of teaching through a whole school approach to data, including the generation, analysis and use of student achievement data to inform the design and differentiated learning opportunities for all students.
Key Improvement Strategy 1.b Curriculum planning and assessment	Implement a whole school approach to assessment and the provision of feedback between student and teachers about achievement and to inform curriculum design.

Key Improvement Strategy 1.c Building practice excellence	Build the data literacy skills of all teachers to inform effective collaborative planning for differentiated teaching and learning.
Key Improvement Strategy 1.d Curriculum planning and assessment	Enhance and implement a guaranteed and viable curriculum, utilising the IB, Victorian Curriculum and Victorian Senior Secondary options.
Goal 2	Provide a strategically developed, rich learning environment to maximise student outcomes.
Target 2.1	Improve parent opinion survey measures each year for the domain of student cognitive development.
Target 2.2	Increase percentages each year in AToS measures of teacher practice including teacher effectiveness and high expectations.
Target 2.3	Increase staff opinion survey data in measures of collective efficacy, teacher collaboration, Staff trust in colleagues, and Collective focus on student learning.
Key Improvement Strategy 2.a Evidence-based high-impact teaching strategies	Embed whole school pedagogical approaches which include the consistent use of high impact teaching strategies.
Key Improvement Strategy 2.b Building practice excellence	Enhance Communities of Practice to support teacher growth through collaborative practice, monitoring of teaching strategies and differentiated student learning.
Key Improvement Strategy 2.c	Embed a culture of high expectations for all students, teachers and families.

Setting expectations and promoting inclusion	
Goal 3	Enhance opportunities for student voice and learner agency to maximise student engagement.
Target 3.1	Increase percentages each year in AToS measures of student voice, learning confidence and stimulating learning.
Target 3.2	Reduce student absence, including rates of students with an average of 20 or more days absence each year, and in relation to similar school percentages.
Target 3.3	Increase parent opinion survey responses in the domain of student development.
Key Improvement Strategy 3.a Empowering students and building school pride	Activate student voice and agency to establish an authentic learning partnership throughout the school which develops independent and self-regulating learners.
Key Improvement Strategy 3.b Parents and carers as partners	Enhance collaborative structures and processes between teachers, students and parents to support the whole school approach to assessment and feedback.
Key Improvement Strategy 3.c Building practice excellence	Build teacher capacity to maximise learner agency.