

# Mount Erin College 7028

## School Strategic Plan 2013-2015



<b>Endorsement by School Principal</b>	SIGNED NAME Karen Lee DATE.....
<b>Endorsement by School Council</b>	SIGNED..... NAME: Mrs Lisa Dawes, Board President. DATE..... School Council President signs indicating that the School Strategic Plan has been endorsed by School Council
<b>Endorsement by Regional Network Leader</b>	SIGNED..... NAME..... DATE.....

## School Profile

<p><b>Purpose</b></p>	<p>The Mount Erin College Strategic plan for 2013-2015 focuses strongly on increasing the educational successes and pathway opportunities for our students. Mount Erin College has been through a period of stabilisation and redefinition over the period of the last Strategic Plan, and now intends to transfer that momentum to improving student performance. Mount Erin College seeks continual and deep analysis of curriculum provision through data to inform the curriculum and pedagogical platform, and will embark on personalising the learning for all students over this period with a systematic approach implemented through our Performance and Development Culture processes. The emphasis on personalising teaching and learning and student engagement will improve the quality of the teaching and learning that occurs in every classroom in the school resulting in increased engagement for all students. This approach will embed the College values into student behaviours – they will become Adaptable, Socially aware, will seek their Personal best and show Integrity and Responsibility, while delivering Excellence.</p> <p>One of the key challenges for Mount Erin College is to ensure that the learning experience for all students and teachers is continually assessed for large scale improvements to be evident. The overarching principle is that each student's individual learning needs are addressed and characterized by innovative teaching methods. We have already seen improvement in the learning process with the implementation of the Year 9 Centre, Year 7 Differentiated Classrooms and the VCAL Big Picture initiatives that the College embraced during the last Strategic Plan. Additionally, the College instituted a Sports Academy Program in 2010, and has now developed an Arts Academy Program to encourage students to follow their passion in both the Performing and Visual Arts. Both programs are recognised in the local community, and compliment the highly successful SEAL program that has been running for more than 10 years in the College. College enrolments at Year 7 are strong.</p> <p>The College teaching and learning strategies are based on the Effective Teaching model. The assumption underlying this model of practice is that teachers must know their students well, understand where they are at and what they need to do to improve their skills and understanding. It is intended that teachers and leadership teams will promote the use of data to inform their practice and tailor student learning programs. With increased opportunities for team teaching and collegiate feedback as part of the Performance and Development Culture process, the focus is on strengthening a school wide approach to effective teaching and learning practices.</p> <p>The period of this Strategic Plan will be enhanced by the substantial rebuilding of the College. The concept plans for the \$9 million College rebuild will enable staff to open their classrooms and team teach frequently as part of the personalising of each student's curriculum. Classroom design in the newly developed College Master Plan will provide teachers with the opportunity to further develop their use of flexible learning spaces and team teaching. The College Master Plan includes a modern, purpose built Design/Art/Technology/Science wing. A Pedagogical Master Plan has been developed by a group of Leading Teachers and Principal class that has set the transformational teaching agenda for the College. Implementation of this plan began in 2012 and has been incorporated into the Performance and Development Culture process.</p> <p>The College believes in the practice of continuous improvement to enhance personalised learning for students. Working in an environment that is supportive, within a firm discipline structure and based on the values of respect and responsibility, student voice is pivotal in the decision making process.</p>
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<p><b>Values</b></p>	<p>The Mount Erin College values are encapsulated in the acronym ASPIRE, a term proposed by students. This acronym stands for</p> <ul style="list-style-type: none"> <li>• <b>Adaptable</b> – in an ever-changing world students need to become adaptable and resilient lifelong learners to continually achieve and grow.</li> <li>• <b>Social Awareness</b> – as our civilisation becomes progressively more complex and considered, successful citizens will need to consistently be socially aware to allow them to adjust and work with all others in a globalised setting.</li> <li>• <b>Personal Best</b> – students need to continually attempt to achieve to their personal best, to allow them the growth and development to not only achieve to their capacity, but to exceed their capacity.</li> <li>• <b>Integrity</b> – the students identified that integrity and trust were key factors in people being accepted and effective contributors to their society.</li> <li>• <b>Responsibility</b> – global citizens, and therefore students at Mount Erin College, need to be responsible to themselves, to others and to their environment.</li> <li>• <b>Excellence</b> - delivering excellence also delivers personal self satisfaction and a positive self image, and creates improved employment and future opportunities.</li> </ul> <p>All members of the Mount Erin College community are expected to support and demonstrate the College values in all aspects of College life. The College community includes all staff, students, parents and other stakeholders in our College. Building a culture of high expectations, personal accountability and respect is essential to the vision of the College.</p>
<p><b>Environmental Context</b></p>	<p>Mount Erin College is located in South Frankston at the northern end of the Mornington Peninsula. The College is situated on a site of 15 hectares in a bushland setting. The current student enrolment is growing, moving from 750 to 850 students from 2012 to 2013. Approximately half of the students currently travel by bus from the surrounding townships of Somerville, Tyabb and Pearcedale. The remaining students live in the Frankston Heights, Frankston South, Lakewood and Baxter areas.</p> <p>The College demographic is predominantly Anglo Saxon in the middle to lower class income bracket, with our SFO consistently rating in the 0.55-0.56 range. Over the last four years, there has been significant change in our destination data with the majority of our students now pursuing further educational pathways. The College consistently achieves well above the average across the state for students having successful outcomes in both study and full time employment.</p> <p><b>College Leadership Structure</b></p> <p>At the beginning of 2012, Mrs Karen Lee was appointed to the position of College Principal. The two Associate Principals have responsibility for the Junior and Senior Sub Schools. During 2012, eight substantive Leading Teachers were appointed bringing the total to ten, with a further two Acting Leading Teachers appointed to support the development of targeted programs. This has ensured that the College has a strong and stable leadership structure.</p> <p>The College operates under a Distributed Leadership model, with all staff able to be involved in the decision-making. The College Leadership Team is the key decision-making body, reflecting the views of the wider school community and consisting of the Principal Class members, Leading Teachers and staff who have expressed a willingness to contribute and be part of the team.</p>

## Educational Context

Mount Erin College has begun the implementation stage of a Pedagogical Master Plan (PMP) which has been specifically developed as a response to the educational vision articulated in the earlier 2009-2012 Strategic Plan. The Mount Erin College PMP makes a clear commitment to ensuring that students are provided with an education that is targeted to their personal needs and educational aspirations. The PMP has been designed on the very best and most current national and international educational research and practice and offers a confident way forward for the teaching and learning community of Mount Erin. The specific commitment that the Plan makes for Mount Erin College is to improving students' educational outcomes. To support this broad outcome, members of the learning community will employ a variety of tools and pedagogies for creating rich learning opportunities for the students.

- Inquiry based learning opportunities
- Teacher directed learning
- Extended Personalised projects
- School as *Base Camp*: learning that takes place beyond the College but always supported by the Mount Erin College community
- Extended Learning: students always encouraged to strive for personal excellence

Mount Erin College continues with the focus on personalised learning by offering a wide range of programs to cater for students in a supportive and caring community. They include:

- SEALP - the DEECD accredited Select Entry Accelerated Learning Program
- Sports Academy - a targeted program offering opportunities for high performing students in their specific sports, supported by significant partnerships with outside Sporting groups such as the Stingrays and the Andrew Bogut basketball Academy.
- Arts Academy – giving opportunities in both the performing and visual arts, features an active Drama program, annual College production and participation in various festivals and performances. The annual Arts Expo displays high performing student works in a community gallery.
- Extension programs offered by Melbourne and Monash University for high performing Year 12 students
- Access to a wide range of TAFE courses to enhance student programs
- Access to an extensive range of scholarship opportunities for students in the senior years
- A VCAL program for enrolled students in the College implementing “Big Picture” project based learning. This initiative aligns with the College commitment to personalised learning and supporting student pathways and has proven highly successful and engaging.
- A Year 9 program that is focussed on the unique characteristics of this year level: striving for engagement and a strong focus on developing community awareness through specific community partnerships.
- Instrumental and Classroom Music Program, with the opportunity to be involved in a range of bands, choirs and groups
- An extensive Camps and Excursions program
- Sport Department giving all students a wide range of opportunities to play interschool sport for the College
- Sister school arrangements with two schools in Indonesia; and the opportunity to host exchange students
- Student Leadership opportunities, including Mount Erin Student Events Management (MESEM), Peer Mediation and Peer Support through the Order of Australia winning program ‘Supportive Friends’

	<ul style="list-style-type: none"> <li>eLearning and ICT as a key component of all areas of the curriculum.</li> <li>The College provides an accredited International Program.</li> </ul> <p>The College is the Secondary Deaf Education Centre for the Southern Metropolitan Region.</p> <p>The College has established an extensive range of tertiary links and partnerships which advantage our students: Monash, Melbourne, Deakin, RMIT, Swinburne Universities and Chisholm TAFE ensure the College continues to provide pathways for the academically talented students. Our commitment to a broad and diverse academic program makes Mount Erin College an outstanding educational institution.</p>
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Strategic Intent	Goals	Targets	Key Improvement Strategies
<p><b>To continue to build the Mount Erin College brand</b></p>	<p>To promote a strong, positive College identity.</p>	<p>To be the school of choice for students by providing a school with a reputation for excellence offering a series of high performing programs.</p>	<p>Expand the designed market approach with its purposeful communications strategy to reach more community members with a positive message, promoting Mount Erin College as academically high performing and successful.</p> <p>Redesign the school uniform to reflect the image of a high performing school.</p> <p>Actively seek opportunities to participate in community projects to promote the College.</p>
<p><b>To use the Performance and Development Culture process to continue to improve teacher effectiveness.</b></p>	<p>To improve staff effectiveness through the Performance and Development Culture program. A culture of collegiate feedback and team teaching has been developed to ensure effective teaching strategies are in place across the school. The increased use of data to inform and maximise personalised learning is a key component of their classes.</p>	<p>To maintain, Mount Erin College staff survey data at very high levels, comparable to 2011, particularly in the School Climate variable of Professional Interaction, Empowerment and Ownership.</p>	<p>Build the capacity of teachers through the use of groups of three in Performance and Development Culture with a structured program led by an experienced teacher in each group.</p> <p>The review cycle will involve data use, peer observation and teacher reflection on how to best assist each student progress along the learning continuum.</p>

Strategic Intent	Goals	Targets	Key Improvement Strategies
<b>Student Learning</b>	To Improve Literacy and Numeracy achievement across the curriculum and at all year levels	<p>By 2015: Reduce the number of students who are operating at beginning or below the anticipated level in both English and Mathematics each year.</p> <p>Have all students, deemed capable, achieving no more than one VELs (AUSVELs) level below the anticipated level by end of triennium in English and Mathematics.</p> <p>Continue to improve the “Value Added” components of the Year 7 to Year 9 NAPLAN data</p> <p>Improve the College’s VCE All Studies mean score by 2 by 2015.</p>	<p>Build the capacity of teachers to implement a cohesive school wide approach to teaching and learning.</p> <p>Improve the capacity of staff to identify students ZPD and to effectively improve the learning of each student by teaching to that zone.</p> <p>To utilize ICT in a 1:1 environment to enable staff to use programs such as Reading Plus and Mathletics to assist students at their point of need.</p> <p>Use the Performance and Development Culture process to implement the College Pedagogical Master Plan focused on the effective teaching model.</p> <p>All staff teaching in the senior years participate in VCE data analysis and development of strategies for improvement.</p> <p>Development of school wide practices in the delivery of Literacy</p>
<b>Student Engagement and Wellbeing</b>	To create a safe, challenging environment where the use of ICT on a 1:1 basis will assist in the extension of learning within and beyond the classroom by facilitating access to and collaboration with a network of local and global resources.	By 2015, student opinion surveys will show an improvement in the mean scores for student responses to wellbeing, connectedness to school, student safety, teaching and learning, and student relationships	<p>Build the capacity of teachers to implement an approach to teaching and classroom management to support an engaging and productive learning environment that identifies school as the base camp, and learning as a 24/7 opportunity.</p> <p>All students to participate in cyber safety (esmart) best practice with an expectation of individual responsibility in line with student code of conduct and respectful relationships.</p>

Strategic Intent	Goals	Targets	Key Improvement Strategies
<b>Student Pathways, Programs and Transitions</b>	<p>Improve the school processes and programs for preparation of students moving from school to school, from year to year, transferring into the school, and moving from primary to secondary settings.</p> <p>To provide students in the senior school with flexible offerings and a range of programs to further education, training or work.</p>	<p>Increased number of Year 7 enrolments to 200 for 2014.</p> <p>By 2015, parent opinion surveys will show an improvement in the mean scores for the transition variable</p> <p>By 2014 all senior school students to have a Personalised Program Plan and by 2015 all students, Years 7 -12 to have a Personalised Program Plan</p> <p>Continue to increase the number of students accessing further education.</p> <p>Improvement in the Year 10 Attitudes to School data across all variables.</p>	<p>Improve the school processes and programs for preparation of students moving from primary to secondary school, from year to year, transferring into the school, and moving from secondary to tertiary and workplace settings.</p>

## SCHOOL STRATEGIC PLANNER 2013 - 2015: INDICATIVE PLANNER

Key Improvement Strategies (Prioritised KIS across the three student outcomes areas)	Actions		Achievement Milestones (Changes in practice and behaviours)
<b>To Improve Literacy and Numeracy achievement across the curriculum and at all year levels</b>	Year 1	<ul style="list-style-type: none"> <li>▪ Review new Performance and Development Culture structure which implemented PLT's in teams of three, led by a Leading or expert teacher, focussing on implementation of one selected component of the PMP. This process involves significant peer observation, feedback and reflection.</li> <li>▪ Ensure that Leading Teachers for Numeracy and Literacy are in place, with suitable coaching time allocated to allow them to increase teacher effectiveness in these key areas.</li> <li>▪ Maintain and enhance models such as the "Four Square" model of essay planning across all KLA's, not just English that assist students in structuring effective responses.</li> <li>▪ Increase the use of data across all KLA's to inform staff of each individuals' ZPD through use of SPA and other effective teaching assistance mechanisms.</li> <li>▪ Identify and utilise "100 key words" for each KLA at each year level, and teach and assess these specifically at each level.</li> <li>▪ Structure specific class components around ICT options such as Reading Plus and Mathletics to engage and extend students at their appropriate level.</li> <li>▪ Investigate explicit Literacy programs</li> <li>▪ Implementation of a 2 year targeted Language Enhancement program for students achieving well below the expected Literacy levels.</li> <li>▪ Implement the Getting Ready in Numeracy (G.R.I.N.) intervention program as a strategy to build students' literacy with numeracy terminology</li> </ul>	<ul style="list-style-type: none"> <li>▪ Professional Learning Teams provided time to meet regularly with discussions focussed on pedagogical issues and feedback from both peers and students</li> <li>▪ Groups to complete their Performance and Development Culture projects by May 2013, and celebrate their successes at a number of staff meetings.</li> <li>▪ Staff using triangulated data and pre and post testing mechanisms to quantify improvement.</li> <li>▪ Improvement in On-demand and NAPLAN data in the relevant areas</li> <li>▪ Improvement in the value added components of the Year 7 to Year 9 NAPLAN data</li> <li>▪ Staff teaching to assessment criteria, resulting in improved NAPLAN and VCE data</li> <li>▪ Students directly involved in feedback on their performance, goal setting and monitoring improvement</li> <li>▪ Each KLA assessing students on their "100 key words"/subject specific vocabulary, at each year level regularly.</li> <li>▪ 4-square essay writing model to be revisited as a school wide strategy for literacy improvement.</li> <li>▪ Improved on-demand and NAPLAN data for identified students in the Language Enhancement program</li> <li>▪ 2 teachers and 2 tutors to have completed the training by the end of the year. Identified students are participating in G.R.I.N. sessions prior to their Maths classes. Mount Erin becomes a licenced G.R.I.N. school. Teachers and tutors receive completion certificates.</li> </ul>
	Year 2	<ul style="list-style-type: none"> <li>▪ Strengthen teams at each Year Level in Maths and English specifically, with improvements built around team teaching, structuring groups according to data and capacity, and implementing LT coaches' advice and PMP mechanisms.</li> <li>▪ Build on the Performance and Development Culture PLT's of 2013 to further develop professional dialogue, peer observation and feedback systems. Include one focus of improving Literacy or Numeracy in every PLT group, as one of the three foci staff identify in their Performance and Development Culture. This is to occur across all KLA's.</li> <li>▪ Further utilise ICT options such as Reading Plus and Mathletics to extend students at their own levels.</li> <li>▪ Develop explicit Literacy programs</li> <li>▪ Consolidate the 2 year targeted Language Enhancement program for students achieving well below the expected Literacy levels.</li> <li>▪ Consolidate the Getting Ready in Numeracy (G.R.I.N.)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Demountable walls are open where possible and students are circulating from group to group as their abilities allow. College rebuild is completed, to aid staff in building this practice.</li> <li>▪ Data is used widely across the College to identify where to start with each student</li> <li>▪ Performance and Development Culture teams celebrate their successes, and identify the impact their projects have had on their Lit/Num foci during Term 3 2014.</li> <li>▪ Extension/progression programs such as these will be an integral part of classes by early 2014.</li> <li>▪ National Curriculum requirements are met, but in line with the PMP pedagogical approach.</li> <li>▪ Improvement in On-demand and NAPLAN data in the relevant areas</li> <li>▪ Improvement in the value added components of the Year</li> </ul>

		<p>intervention program as a strategy to build students' literacy with numeracy terminology</p> <ul style="list-style-type: none"> <li>▪ Implement National Curriculum requirements during the year through KLA's and this is to be reflected in the reporting process</li> </ul>	<p>7 to Year 9 NAPLAN data</p> <ul style="list-style-type: none"> <li>▪ Staff teaching to assessment criteria, resulting in improved NAPLAN and VCE data</li> <li>▪ Students directly involved in feedback on their performance, goal setting and monitoring improvement</li> <li>▪ Each KLA assessing students on their "100 key words"/subject specific vocabulary, at each year level regularly.</li> <li>▪ 4-square essay writing model to be embedded as a school wide strategy for literacy improvement.</li> <li>▪ Improved on-demand and NAPLAN data for identified students in the Language Enhancement program</li> <li>▪ 2 teachers and 2 tutors to have completed the training by the end of the year. Identified students are participating in G.R.I.N. sessions prior to their Maths classes. Teachers and tutors receive completion certificates.</li> </ul>
	Year 3	<ul style="list-style-type: none"> <li>▪ Continue to build team teaching and ZPD use based on triangulated data approach across all KLA's</li> <li>▪ Performance and Development Culture PLT's process continues, with staff identifying 3 specific foci they would like to concentrate on. Again, one will need to be Literacy or Numeracy based.</li> <li>▪ Refine and enhance delivery of National Curriculum requirements as part of common curriculum.</li> <li>▪ Implement explicit Literacy programs</li> <li>▪ Establish the 2 year targeted Language Enhancement program as a key strategy for students achieving well below the expected Literacy levels.</li> <li>▪ Establish the Getting Ready in Numeracy (G.R.I.N.) intervention program as a critical strategy for building students' literacy with numeracy terminology</li> </ul>	<ul style="list-style-type: none"> <li>▪ Staff are team teaching and implementing the PMP in all aspects of the teaching and learning practices</li> <li>▪ Data use is frequent in all classes.</li> <li>▪ Feedback and peer observation occurs outside the PLT teams' process, and is still strong and viewed as valued with in them.</li> <li>▪ National Curriculum requirements are embedded into the curriculum base.</li> <li>▪ Improvement in On-demand and NAPLAN data in the relevant areas</li> <li>▪ Improvement in the value added components of the Year 7 to Year 9 NAPLAN data</li> <li>▪ Staff teaching to assessment criteria, resulting in improved NAPLAN and VCE data</li> <li>▪ Students directly involved in feedback on their performance, goal setting and monitoring improvement</li> <li>▪ Each KLA assessing students on their "100 key words"/subject specific vocabulary, at each year level regularly.</li> <li>▪ 4-square essay writing model to be embedded as a school wide strategy for literacy improvement.</li> <li>▪ Improved on-demand and NAPLAN data for identified students in the Language Enhancement program</li> <li>▪ 2 teachers and 2 tutors to have completed the training by the end of the year. Identified students are participating in G.R.I.N. sessions prior to their Maths classes. Participating students have increased engagement growth in their Maths sessions. Teachers and tutors receive completion certificates.</li> </ul>

	Year 4	<ul style="list-style-type: none"> <li>▪ Evaluation of PMP implementation</li> <li>▪ Evaluation of Performance and Development Culture process, and effectiveness.</li> <li>▪ Evaluate the 2 year targeted Language Enhancement program for students achieving well below the expected Literacy levels.</li> <li>▪ Evaluate the Getting Ready in Numeracy (G.R.I.N.) intervention program</li> </ul>	<ul style="list-style-type: none"> <li>▪ Innovative practices implemented for teaching and learning are embedded in the College culture.</li> <li>▪ Improvement in On-demand and NAPLAN data in the relevant areas</li> <li>▪ Improvement in the value added components of the Year 7 to Year 9 NAPLAN data</li> <li>▪ Staff teaching to assessment criteria, resulting in improved NAPLAN and VCE data</li> <li>▪ Students directly involved in feedback on their performance, goal setting and monitoring improvement</li> <li>▪ Each KLA assessing students on their “100 key words”/subject specific vocabulary, at each year level regularly.</li> <li>▪ 4-square essay writing model to be embedded as a school wide strategy for literacy improvement.</li> <li>▪ Improved on-demand and NAPLAN data for identified students in the Language Enhancement program</li> <li>▪ 2 teachers and 2 tutors to have completed the training by the end of the year. Identified students are participating in G.R.I.N. sessions prior to their Maths classes. Participating students have increased engagement growth in their Maths sessions. Teachers and tutors receive completion certificates.</li> </ul>
<p><b>Build the capacity of teachers to implement an approach to teaching and classroom management that creates a safe, challenging educational environment that focuses on individual needs</b></p> <p><b>Create a safe, challenging environment where the use of ICT on a 1:1 basis will assist to extend learning within and beyond the classroom by facilitating access to and collaboration with a network of local and global resources.</b></p>	Year 1	<ul style="list-style-type: none"> <li>▪ Initiate 1:1 ICT program with all students in 2013.</li> <li>▪ Staff use the Performance and Development Culture process in this area to further develop teacher effectiveness in delivering engaging curriculum targeted to each individual in each KLA, using the increased ICT availability.</li> <li>▪ Implement an improved Pastoral Care and Health Program at 7-9 that specifically educates on issues such as bullying, cyber safety (esmart), sexual education and drug education. Manage this program with a PCP Coordinator to ensure effectiveness of the program over the three years. This will be in partnership with Peninsula Health as part of the Health Promoting Schools strategy.</li> <li>▪ Develop staff proficiency in the use of the Ultranet.</li> <li>▪ Student attendance to be recorded by teachers using CASES</li> <li>▪ Investigate an alternative Student Management/Wellbeing monitoring and recording system to replace Daymap</li> <li>▪ In consultation with the College community, develop a new College Uniform and Uniform Policy</li> <li>▪ WANNIK Strategy implementation by: Continuing to develop ILP with Koorie students to maximize funded support and opportunities; Participating in AIME Program; Implementation of the KELP Program; Continuing SBA opportunities; Specific transition consideration given to Koorie students.</li> </ul>	<ul style="list-style-type: none"> <li>• All students to have a personal PC available to them 24/7 by the end of 2013.</li> <li>• Students primarily using their PC's as a tool to enhance their learning in all classes from 2013.</li> <li>• Staff planning to incorporate interactive sessions built around ICT use and personalised projects for students.</li> <li>• Students and staff utilise web based learning environments as the interactive communication tool.</li> <li>• Student Attitudes to School markers in student distress, student morale, connectedness to school and student safety will all increase to state mean or above.</li> <li>• Embed the College values across all aspects of the school</li> <li>• Co-operative Classroom Procedures supported and embedded in student management practice by all staff and students.</li> <li>• Student attendance to be recorded by teachers using CASES</li> <li>• Improvement in all of the key measurable data of attendance, lateness, retention, suspensions and expulsion</li> <li>• 100% completion of KELP by Koorie students</li> <li>• Improvement in post-secondary transition for Koorie students</li> </ul>

	Year 2	<ul style="list-style-type: none"> <li>• Consolidate the improved Pastoral Care and Health Program at 7-9 that specifically educates on issues such as bullying, esmart, sexual education and drug education.</li> <li>• Consolidate and enhance curricula as developed in the first year of the 1:1 ICT program through Performance and Development Culture process as one of the foci for all staff.</li> <li>• Implement an alternative Student Management/Wellbeing monitoring and record keeping system</li> <li>• Implement a new College Uniform and Uniform Policy</li> <li>• All Wannik students have programs and Personalised plans in place to ensure positive pathways for the future. Participating in AIME Program; Implementation of the KELP Program; Continuing SBA opportunities; Specific transition consideration given to Koorie students.</li> </ul>	<ul style="list-style-type: none"> <li>• Parent opinion polls indicate increased student engagement through the stimulated learning and teacher effectiveness variables.</li> <li>• Students and staff utilise web based learning environments as the interactive communication tool.</li> <li>• Student Attitudes to School markers in student distress, student morale, connectedness to school and student safety will all increase to state mean or above.</li> <li>• Embed the College values across all aspects of the school</li> <li>• Co-operative Classroom Procedures supported and embedded in student management practice by all staff and students.</li> <li>• Improvement in all of the key measurable data of attendance, lateness, retention, suspensions and expulsion</li> <li>• 100% completion of KELP by Koorie students</li> <li>• Improvement in post-secondary transition for Koorie students.</li> <li>• Students in Years 7 and 10 to be wearing the new College uniform</li> </ul>
	Year 3	<ul style="list-style-type: none"> <li>▪ Continue with focus on embedding the PMP into classroom to enhance teaching and learning practice</li> <li>▪ Focus on student engagement and classroom management - staff/team meeting sessions, curriculum day focus</li> <li>▪ Embed the improved Pastoral Care and Health Program at 7-9 that specifically educates on issues such as bullying, esmart, sexual education and drug education.</li> <li>▪ Embed and enhance curricula as developed in the first year of the 1:1 ICT program</li> <li>▪ Review of student data (relating to well-being, teaching and learning and student relationships)</li> <li>▪ Continued implementation of the new College Uniform and Policy</li> <li>▪ All Wannik students have programs and Personalised plans in place to ensure positive pathways for the future. Participating in AIME Program; Implementation of the KELP Program; Continuing SBA opportunities; Specific transition consideration given to Koorie students.</li> </ul>	<ul style="list-style-type: none"> <li>▪ All staff understand and use new student behaviour management protocols in classrooms and playgrounds</li> <li>▪ Student Improvement in all of the key measurable data of attendance, lateness, retention, suspensions and expulsion</li> <li>▪ Students in Years 7, 8, 10 and 11 to be wearing the new College uniform appropriately</li> <li>▪ 100% completion of KELP by Koorie students</li> <li>▪ Improvement in post-secondary transition for Koorie students.</li> </ul>
	Year 4	<ul style="list-style-type: none"> <li>▪ Evaluate data relating to student engagement and classroom management through staff/team meeting sessions, in particular looking at the alignment between PMP implementation and student connectedness</li> <li>▪ Review of student behaviour management protocols implementation</li> <li>▪ Implementation of agreed student behaviour management</li> </ul>	<ul style="list-style-type: none"> <li>▪ All staff understand and use new student behaviour management protocols in classrooms and playgrounds</li> <li>• Student Improvement in all of the key measurable data of attendance, lateness, retention, suspensions and expulsion</li> <li>• All Students to be wearing the new College uniform appropriately</li> </ul>

		<ul style="list-style-type: none"> <li>protocols</li> <li>Continued implementation of the new College Uniform and Policy</li> </ul>	
<p><b>Improve the school processes and programs for preparation of students moving from school to school, from year to year, transferring into the school, and moving from primary to secondary settings.</b></p> <p><b>To provide students in the senior school with flexible offerings and a range of programs to facilitate future pathways in line with the personalised program plans.</b></p>	Year 1	<ul style="list-style-type: none"> <li>Establish Professional Learning Team (PLT) with focus on student transition from primary to secondary – staff/team meeting sessions, parent and student forums</li> <li>Implement an enhanced Grade 4 – 6 transition program, establishing strong links with feeder primary schools</li> <li>Review the current processes for student transition into, through and out of the school</li> <li>Visit other schools to see transition programs, visit local primary schools and secondary schools to strengthen networks and discuss transition issues</li> <li>Revise current year 10 school entry program and develop and implement new transition program</li> <li>Introduce the Careers Curriculum Framework from 7 – 12 through the PCP program</li> <li>Increase at risk student destinations so they are engaged in some form of further training</li> <li>All students participate in University / TAFE orientation programs to inform their future program choices</li> <li>Review of the Early Commencement Program</li> </ul>	<ul style="list-style-type: none"> <li>Networks between school and local primary schools and secondary schools strengthened by increased school visits by Transition Leader and a range of immersion days for Grade 4-6 students across the school year.</li> <li>Former students to participate in Primary School transition visits to promote the College and the move to secondary school.</li> <li>Year 6 to secondary school transition program implemented for all exiting year 6 students</li> <li>Improved Transition information proforma –survey monkey</li> <li>Regular University awareness visits Year 8 -12</li> <li>Develop whole school approach to personalising programs with initial focus at Years 10 – 12 and whole school enhancement programs</li> <li>All senior students to have personalised program plans</li> <li>Increase student participation in Tertiary Education</li> <li>Electronic portfolios created for each student Year 10 -12 by end of year</li> </ul>
	Year 2	<ul style="list-style-type: none"> <li>Continue the PLT focus on student transition from primary to secondary – staff/team meeting sessions</li> <li>Revise current Year 6 entry program, develop and implement pilot year 6 to secondary school transition program</li> <li>Embed the Year 4/5 transition program</li> <li>Continue to build connections and shared learning opportunities with local primary and secondary schools</li> <li>Implement an enhanced Year 10 school entry program and embed new transition program</li> <li>Introduce the Careers Curriculum Framework from 7 – 12 through the PCP program</li> <li>Increase at risk student destinations so they are engaged in some form of further training</li> <li>All students participate in University / TAFE orientation programs to inform their future program choices</li> <li>Enhancement of Early Commencement Program</li> </ul>	<ul style="list-style-type: none"> <li>Students in Years 4 – 6 and their parents see Mount Erin as the natural destination for their secondary schooling</li> <li>Electronic portfolios created for each student Year 9 -12 by end of year</li> <li>Regular University awareness visits Year 8 -12</li> <li>Develop whole school approach to personalising programs</li> <li>All senior students to have personalised program plans</li> <li>Increase student participation in Tertiary Education</li> <li>All students effectively participating in the Early Commencement program</li> </ul>

	Year 3	<ul style="list-style-type: none"> <li>▪ PLT focus on student movement through the school – staff/team meeting sessions</li> <li>▪ Use student performance data to track student learning through the school and consider impact of movement and change on student learning using SPA data</li> <li>▪ Students using their electronic portfolios in conferencing with their parents regarding learning and goals for improvement</li> </ul>	<ul style="list-style-type: none"> <li>▪ Electronic portfolios created for each student Year 7 -12 by end of year as part of the MIPs program</li> <li>▪ Critical movement points (between VELS levels) documented and understood by teachers</li> <li>▪ Students in Years 4 – 6 and their parents see Mount Erin as the natural destination for their secondary schooling</li> <li>▪ Regular University awareness visits Year 8 -12</li> <li>▪ All senior students to have personalised program plans</li> <li>▪ Increased student participation in Tertiary Education</li> <li>▪ All students effectively participating in the Early Commencement program</li> <li>▪ Improvement in Parent Opinion surveys relating to transition and communication</li> </ul>
	Year 4	<ul style="list-style-type: none"> <li>▪ PLT focus on review of current school processes that assist students to move into the school at times other than prep entry</li> <li>▪ Protocols and processes established for the transfer of students into the school during the year</li> <li>▪ Evaluation of transition protocols and processes throughout the school</li> <li>▪ Students using their electronic portfolios in conferencing with their parents regarding learning and goals for improvement</li> </ul>	<ul style="list-style-type: none"> <li>▪ Students in Years 4 – 6 and their parents see Mount Erin as the natural destination for their secondary schooling</li> <li>▪ Regular University awareness visits Year 8 -12</li> <li>▪ All senior students to have personalised program plans</li> <li>▪ Increased student participation in Tertiary Education</li> <li>▪ All students effectively participating in the Early Commencement program</li> <li>▪ Improvement in Parent Opinion surveys relating to transition and communication</li> </ul>