

# School Strategic Plan 2021-2025

Mount Beauty Secondary College (8100)



Submitted for review by Simone Roy (School Principal) on 13 February, 2022 at 01:57 PM

Endorsed by Jody Grimmond (Senior Education Improvement Leader) on 28 February, 2022 at 08:00 AM

Endorsed by Bronwyn Gray (School Council President) on 01 March, 2022 at 08:57 PM

# School Strategic Plan - 2021-2025

Mount Beauty Secondary College (8100)

<b>School vision</b>	<p>“Confidence to aspire ever upward”.</p> <p>Mount Beauty Secondary College provides a quality education in a safe environment. With a culture of respect for all, we meet the diverse needs of our students.</p> <p>Students are encouraged to be confident and respectful, aspiring ever upward, to prepare for a productive future.</p>
<b>School values</b>	<p>Mount Beauty Secondary College’s values are aspiration, confidence and respect.</p> <p>Aspiration: We aim high for excellence. We are diligent and motivated.</p> <p>Confidence: We have pride in ourselves and our abilities. We are prepared to give things a go, even if we know we may not succeed.</p> <p>Respect: We respect ourselves, our school and each other. We understand that our attitudes and behaviours have an impact on the people around us. We embrace individuality and promote equality and understanding at all times.</p>
<b>Context challenges</b>	<p>We are a small school. Enrolments are fairly stable, but slowly decreasing. Over the last four year strategic plan, we only once had over 200 students, by one, for only part of the year.</p> <p>We have many part time staff members, which has an effect on timetabling of classes, filling staff loads most effectively and increasing the number of overall staff.</p> <p>We are a rural, remote school. This affects students' access to opportunities that are taken for granted by those in city schools, such as increased cost of excursions, access to alternative learning opportunities such as gallery visits, exam lectures etc. Replacing staff has become more difficult, with few applicants applying for positions, especially in specialised subject areas, such as Maths, Science and Music.</p> <p>Our proximity to Albury/Wodonga means that if families or students aren't being catered for, they will move schools. Students who have not had access to a specific subject do move schools.</p> <p>Our data shows that while we are able to move students from below standard to become at standard, we are less competent in moving at standard students to becoming above standard, or maintaining students to be above standard.</p> <p>We have seen an increase in students with a trauma background, but not from refugee backgrounds or different ethnicities. While we have made a start to provide professional learning for staff, this is an area which will need further development.</p>

**Intent, rationale and focus**

Over the next 4 year Strategic Plan, our school is trying to achieve consistency in, and optimise, student's achievement and learning growth (with a particular focus on developing their Literacy and Numeracy) and to optimise each student's wellbeing and engagement in learning.

Since the COVID pandemic, we have seen that a student without good wellbeing and mental health will generally have a reduction in engagement in their learning and this will generally lead to reduced achievement and learning growth. These 2 areas of focus go hand in hand - without one, you cannot have the other and this is why these 2 goals are important to achieve.

As both goals work together and feed off each other, we will need to prioritise working on both goals each year. We will work on moving forward in each area in incremental steps, breaking the targets of each goal into small, manageable chunks, so that we are progressing in each area each year. Our aim is to be targeted and specific, so that what is done will be done well each year, without trying to achieve too much and not doing it well. The first year will have a major focus on re-establishing the student-staff relationships after the disrupted last 2 years of schooling, as having good relationships is so important in creating a safe learning environment. At the same time, there will be a focus on effective assessment and feedback.

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<b>Goal 1</b>	Optimise each student’s achievement and learning growth, with a particular focus on developing their Literacy and Numeracy.																		
<b>Target 1.1</b>	By 2025, at least 25 percent of students will achieve in the Top Two Bands of NAPLAN in Reading and Numeracy, from 12 percent in 2021 (Reading) and 8 percent in 2021 (Numeracy).																		
<b>Target 1.2</b>	By 2025, at least 90 percent of students will achieve medium to high growth in Reading (64 percent in 2021) and at least 85 percent of students will achieve medium to high growth in Numeracy (70 percent in 2021).																		
<b>Target 1.3</b>	<p>From 2021 to 2025, the all-study score (school mean) for VCE, as a four-year average, will be at least 28.5</p> <p>From 2023 to 2025, the English mean study score, as an average over that period, will be at least 29.0.</p>																		
<b>Target 1.4</b>	<p><b>School Staff Survey</b></p> <table border="1" data-bbox="719 1094 1827 1369"> <thead> <tr> <th>Variable</th> <th>2020</th> <th>Target</th> </tr> </thead> <tbody> <tr> <td>Guaranteed and viable curriculum</td> <td>51%</td> <td>65%</td> </tr> <tr> <td>Teacher collaboration</td> <td>47%</td> <td>65%</td> </tr> <tr> <td>Collective focus on learning</td> <td>67%</td> <td>85%</td> </tr> <tr> <td>Understand formative assessment</td> <td>45%</td> <td>65%</td> </tr> <tr> <td>Understand how to analyse data</td> <td>50%</td> <td>65%</td> </tr> </tbody> </table>	Variable	2020	Target	Guaranteed and viable curriculum	51%	65%	Teacher collaboration	47%	65%	Collective focus on learning	67%	85%	Understand formative assessment	45%	65%	Understand how to analyse data	50%	65%
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<b>Target 1.5</b>	<p><b>Attitudes to School Survey</b></p> <table border="1" data-bbox="719 260 1825 443"> <thead> <tr> <th>Variable (Years 7 to 12)</th> <th>2021</th> <th>Target</th> </tr> </thead> <tbody> <tr> <td>Differentiated learning challenge</td> <td>59%</td> <td>65%</td> </tr> <tr> <td>Stimulated learning</td> <td>47%</td> <td>65%</td> </tr> <tr> <td>Sense of confidence</td> <td>61%</td> <td>75%</td> </tr> </tbody> </table>	Variable (Years 7 to 12)	2021	Target	Differentiated learning challenge	59%	65%	Stimulated learning	47%	65%	Sense of confidence	61%	75%			
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<b>Key Improvement Strategy 1.a</b> Vision, values and culture	Develop an organisational climate that promotes role clarity, responsibility and shared accountability to support student learning growth.															
<b>Key Improvement Strategy 1.b</b> Curriculum planning and assessment	Build school-wide capability to effectively use assessment data in planning and teaching.															
<b>Key Improvement Strategy 1.c</b> Evidence-based high-impact teaching strategies	Build all teachers' capability to integrate high impact teaching strategies within an agreed, evidence-based instructional model.															
<b>Goal 2</b>	Optimise each student's wellbeing and engagement in learning.															
<b>Target 2.1</b>	Decrease the number of average absence days, per fulltime equivalent student, to less than 20.0 days. (Average level of absences per FTE student 2028-2021 = 23.3 days).															
<b>Target 2.2</b>	<p><b>Attitudes to School Survey</b></p> <table border="1" data-bbox="719 1161 1825 1353"> <thead> <tr> <th>Variable (Years 7 to 12)</th> <th>2021</th> <th>Target</th> </tr> </thead> <tbody> <tr> <td>Teacher concern</td> <td>21%</td> <td>60%</td> </tr> <tr> <td>Self-regulation and goal-setting</td> <td>47%</td> <td>65%</td> </tr> <tr> <td>Student voice and agency</td> <td>28%</td> <td>60%</td> </tr> <tr> <td>Advocate at school</td> <td>53%</td> <td>65%</td> </tr> </tbody> </table>	Variable (Years 7 to 12)	2021	Target	Teacher concern	21%	60%	Self-regulation and goal-setting	47%	65%	Student voice and agency	28%	60%	Advocate at school	53%	65%
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<b>Key Improvement Strategy 2.a</b> Health and wellbeing	Build organisational capability to respond to individual students' wellbeing, engagement and learning needs.												
<b>Key Improvement Strategy 2.b</b> Empowering students and building school pride	Empower students as active agents in their learning.												