

# **MENTONE GIRLS' SECONDARY COLLEGE**

**School Number 8030**



**School Strategic Plan**

**2006 -2009**

# School Profile

<p><b>Purpose</b></p>	<p>Our purpose is to enable all members of our learning community to develop their capacities as successful independent, reflective learners; confident and courageous individuals; responsible citizens, and effective contributors to society.</p> <p>We intend to create a supportive but challenging learning environment that promotes the development of self-esteem and self-efficacy, a commitment to achievement in its broadest sense, and flexible, futures thinking.</p>
<p><b>Values</b></p>	<p>Our learning community is committed to and values:</p> <ul style="list-style-type: none"> <li>• The creation of a sense of belonging and pride in all members of the college</li> <li>• A culture of achievement</li> <li>• Respectful, nurturing relationships which promote a sense of self-worth</li> <li>• Open, adequate and accurate communication</li> <li>• The input of teachers, parents and members of the broader community</li> <li>• Student voice</li> <li>• Connections with the local, national and global communities</li> <li>• The capacity to adapt to change, demonstrated through resilience, persistence and optimism</li> <li>• Personal responsibility and professional accountability</li> <li>• Leadership at all levels and in all spheres</li> <li>• Collaborative teamwork</li> <li>• Respect for the environment</li> <li>• Individuality and difference (diversity)</li> </ul>

**Environmental  
Context**

Our community, like the broader society of which it is a part, is experiencing rapid change, particularly with respect to perceptions of the college's responsibilities and its educative function. However, our demographics have not changed markedly and we continue to have small numbers of students for whom English is their second language, or whose families are in receipt of an Education Maintenance Allowance.

Parental expectations of students and the school are high and the college enjoys an excellent reputation, with demand for enrolments exceeding available places. At the same time, competition with local private schools is becoming more intense, which may impact on enrolments in the short to middle term future.

The college offers an outstanding co-curricular program achieving excellence in many sporting fields as well as in the performing and visual arts, public speaking, and debating.

The college is committed to fostering student health and well-being and to addressing issues relating to self-esteem and self-efficacy. Student mental health is recognised as critical to the development of the whole person. Further, as the importance of mental health issues are recognised in the wider community, so it has become apparent that this is an area in which the college must be proactive and should focus resources.

Establishment of relationships with schools in South Africa, France and Japan, and participation in the World Challenge program in Vietnam have all provided opportunities for those students involved to gain a global perspective, at the same time enriching the culture of our college.

We are in the midst of implementation of the Government's Blueprint for Education. We are committed to implementing the VELs in Years 7 – 10 and also to a stronger focus on the Principles of Learning and Teaching. Tools such as peer coaching, PoLT audits and component mapping, mentoring, and both internally and externally provided professional development programs are being used to increase teacher capacity. During 2006, a focus on creating a Performance and Development Culture has preceded our application for accreditation.

Our aim of creating a *reflective learning community* is well underway. Our Leading Schools Fund Program is now in operation in Year 9 in the new, purpose-built facility. Extension of the model used in the Year 9 program to Years 8 & 10 – providing an ICT-rich integrated curriculum, using team teaching with flexible student groupings – is underway. Embedding the student-centred learning and teaching model trialled in the LSF program across all levels of the school is our next challenge.

With the completion in 2006 of the final stage of the college's Master Plan, much of the school has now been re-built or re-furbished. Planning for the new Music Centre has commenced and this facility is due for completion in 2007. Thus, we have excellent physical resources to support continuing improvement in learning and teaching, although there remains a group of portable classrooms which afford limited opportunity for the technology rich, team approach to teaching which we wish to foster.

The Cerberus Cluster, of which we are a member, continues to provide valuable support and has facilitated the development of stronger collegial links with other local schools. Also, plans have been made to share experience and expertise with the other local secondary schools in order to create stronger links with them.



	<b>Goals</b>	<b>Targets</b>	<b>Key Improvement Strategies</b>
<b>Student Learning (cont.)</b>	To develop a whole school curriculum plan which achieves greater coherence between its core and co-curricular components; which is informed by input from all key stakeholders; and which acknowledges the interdependence of all its component parts.	<p>All teachers and students regularly and routinely engaging in reflective practices.</p> <p>Articulation and publication of documentation linking/aligning core and co-curricular programs.</p>	<p>Utilise Performance and Development processes as vehicle for embedding use of a variety of feedback sources and techniques for reflective purposes by teachers.</p> <p>Development and implementation of trans-disciplinary units of work in Years 7 – 10 as well as integration of dimensions from domains in all three strands of VELs within subjects taught in the college, wherever possible.</p>
<b>Student Engagement and Wellbeing</b>	To improve student connectedness to teachers and to the college.	<p>Improved results in the Student Attitudes to School Survey data for:</p> <ul style="list-style-type: none"> <li>• Teacher Empathy</li> <li>• Student Morale</li> <li>• Student Distress</li> </ul>	<p>Re-evaluate the current approaches to student well-being and engagement:</p> <ul style="list-style-type: none"> <li>• Seek further feedback from focus groups of students regarding their perceptions of pastoral programs to identify needs and inform development of new initiatives</li> <li>• Foster connectedness between students at different year levels and between students and teachers through the development and implementation of an expanded House System, mentoring programs etc.</li> <li>• Maintain the significant teacher program in Year 7 and Year 8 if possible.</li> <li>• Reduce class sizes in VCE.</li> </ul>

	<b>Goals</b>	<b>Targets</b>	<b>Key Improvement Strategies</b>
<b>Student Engagement and Wellbeing (cont.)</b>	<p>To improve the engagement of students in their learning.</p> <p>To improve student self-efficacy in developing, managing and monitoring a range of strategies to increase personal learning.</p> <p>To continue to build student leadership within the college and the wider community.</p>	<p>Improved results in the Student Attitudes to School Survey data for:</p> <ul style="list-style-type: none"> <li>Stimulating Learning</li> </ul> <p>Improved results in the Student Attitudes to School Survey data for:</p> <ul style="list-style-type: none"> <li>Learning Confidence</li> </ul> <p>Provide a broad range of mechanisms and processes to provide opportunities for student ideas/opinions/views to be expressed and heard.</p>	<p>Extend the use of the model developed in the Year 9 LSF program to Years 7, 8 &amp; 10, through the inclusion of integrated units of work which provide ICT rich, authentic learning opportunities.</p> <p>Design and implement a curriculum program that ensures learning in the physical, personal and social strands of the VELs.</p> <p>Establish a culture of student involvement and participation in decision-making with regard to development of the curriculum, teaching practice and the school environment through the use of class meetings, leadership roles and development programs etc.</p>
<b>Student Pathways and Transitions</b>	<p>To improve transition and pathways for students throughout the college.</p>	<p>Provision of supportive, sustained transition programs throughout the school.</p> <p>Provision of individual pathways plans for all students in Years 9 – 12.</p> <p>Provide a broad range of pathway options for the diverse range of student needs.</p> <p>Provision of support mechanisms or programs for all under-achieving students in Years 7–12.</p>	<p>Develop and implement a review of internal transitions within the school with a view to strengthening supportive programs.</p> <p>Review and refine Managed Individual Pathways planning processes and programs and provide support as appropriate. eg. information, counselling, mentoring.</p> <p>Review need for VCAL, broader range of VET offerings, shared responsibility arrangements with other schools etc.</p> <p>Continue to increase student awareness of and provision of post compulsory learning options.</p> <p>Strengthen current partnerships and develop new partnerships with educational providers and local industries/businesses.</p>

