

**Mount Ridley P-12 College- 8853 Strategic Plan 2016-2019**

Endorsement	Re-Endorsement (if a Goal, KIS or Target is changed)	Re-endorsement (if a Goal, KIS or Target is changed)
Principal: Lino Pagano 15/3/2016	.....[name] ..... [date]	.....[name] ..... [date]
School Council: Traci Coe 15/3/2016	.....[name] ..... [date]	.....[name] ..... [date]
Delegate of the Secretary: Viv Tellefson 29/3/2016	.....[name] ..... [date]	.....[name] ..... [date]

School vision	School values	Context and challenges	Intent, rationale and focus
Mount Ridley P-12 College is dedicated to achieving excellence in teaching and learning, through innovative teaching practice and the promotion of core values and vital life skills. We are a community of active global citizens who are committed to life-long learning.	<p>Mount Ridley P-12 College has four main values that guide all practice and behaviours:</p> <ul style="list-style-type: none"> <li>• Respect and Tolerance</li> <li>• Personal Success</li> <li>• Honesty and Trust</li> <li>• Responsibility</li> </ul> <p>Each year the College Community agrees upon an Animating Principle which is aligned to and supports one of the College values.</p>	<p>Being a rapidly developing school has necessitated the employment of large numbers of new staff each year. This has made it difficult to establish and embed common practices.</p> <p>Our staffing profile has added an additional complexity in the challenge to provide enough Professional Learning to build the capacity of inexperienced staff and build the leadership capabilities to meet the needs of growing programs and initiatives.</p> <p>Our College community is highly complex in growing welfare needs and a multifaceted cultural mix. The College's EAL needs are increasing and the complexities of a growing refugee population are creating additional pressure upon our wellbeing needs.</p> <p>Being situated in a major residential growth corridor, the College has seen rapidly consistent enrolment across all areas.</p>	<p>One priority for Mount Ridley College is targeted at building practice excellence. To build teacher capacity in pedagogy through collegiate practices and professional learning. This is vital in ensuring the improvement of outcomes for all students of all abilities.</p> <p>Our second focus is on building a positive climate for learning - empowering students and building school pride and setting expectations and promoting inclusion. This area was highlighted by the 2015 Priority Review, where students' safety and distress were a concern and the building of a deliberate and positive school culture noted as a positive way forward. This too, is in line with the College motto of 'Preparing Today's Students for Tomorrow's Opportunities'.</p>

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)
To broaden and deepen teachers' pedagogical repertoires to improve student learning in all domains.	Excellence in teaching and learning <b>Building practice excellence.</b>	<p>To establish Professional Learning Teams (TaLT) to encourage staff to work collaboratively towards improved practice through:</p> <ul style="list-style-type: none"> <li>• Effective data collection, analysis and use to inform teaching practice</li> <li>• The creation of differentiated learning logs to effectively meet the needs of all students</li> <li>• Participation in Instructional Rounds in order to establish best practice.</li> </ul> <p>TaLT to be used as a driver to target curriculum initiatives</p>	<p>80% of students will demonstrate one year's growth for one year's instruction across all learning domains based upon classroom assessment.</p> <p>80% of students in Years 5, 7 &amp; 9 will demonstrate medium or high growth in NAPLAN testing.</p> <p>Student VCE study scores will be at or above 26.</p>
To establish structures that will empower students to take greater responsibility for their own learning and be part of a positive school culture.	Positive Climate for Learning <b>Empowering students and building school pride.</b>	<p>To establish a structured mentor program in Years 5-12 in order to allow students to:</p> <ul style="list-style-type: none"> <li>• Build authentic relationships</li> <li>• Feel and demonstrate a greater connectedness to school</li> <li>• Enhance their engagement with school</li> <li>• Be active participants in their learning and future pathways.</li> </ul>	Student connectedness measure on the Attitudes to School survey will improve by moving from the first to at least the third quartile.
To develop and maintain a caring and cooperative school environment where students celebrate learning, feel safe and secure, are valued and are able to achieve individual success.	Positive Climate for Learning <b>Setting expectations and promoting inclusion.</b>	<p>To continue to develop common practices across the College that support students' wellbeing through:</p> <ul style="list-style-type: none"> <li>• The implementation of the Positive Behaviours and Relationships (PBR) model, which includes a Restorative Practices and School-wide Positive Behaviours approach</li> <li>• Targeted and tailored programs that promote inclusive practices that meet the needs of our diverse student body.</li> </ul>	<p>Student connectedness measure on the Attitudes to School survey will improve by moving from the first to at least the third quartile.</p> <p>Student safety and distress measure on the Attitude to School survey will move from the first to at least the third quartile.</p>

