School Strategic Plan 2022-2026

Mount Rowan Secondary College (8828)

Submitted for review by Seona Murnane (School Principal) on 14 November, 2023 at 06:22 PM
Endorsed by Anne Gawith (Senior Education Improvement Leader) on 28 November, 2023 at 03:37 PM
Endorsed by David Harris (School Council President) on 06 December, 2023 at 10:40 AM

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School vision	Mount Rowan Secondary College actively strives to develop a safe, kind and inclusive learning environment. A culture of mutual respect, academic achievement and learning growth is the aim for each day. Lifelong learning is important for all members of our school community. Together we grow and achieve so that we are all at our best, as a person and as a learner We believe all students can learn and benefit from actively engaging in their own learning, the learning and awareness of others as we all meet the challenges of the curriculum and the challenge of meeting individual needs. These are positive challenges we work on together and we will all support our school culture to be Respectful, full of Pride and effort is shown when we are all striving for Excellence.
School values	Mount Rowan Secondary College Values are Pride, Respect and Excellence through Effort. We use these three values to guide conversations with all members of our school community. The Values are used as a basis for how we behave when representing our school. The Values are displayed in all learning areas of our school and are relied upon to remind all members of our school community how we can learn and teach together in a safe and orderly learning environment. Students at Mount Rowan demonstrate RESPECT through the following behaviours. • Displaying manners and language appropriate to the school setting • Being a productive participant in learning • Being supportive of the learning of other students Students at the Mount Rowan demonstrate their PRIDE through the following behaviours. • Presenting themselves and representing the school in a positive manner • Participating with energy and enthusiasm in extra curricula and community activities • Speaking positively about their school and their achievements Students at the Mount Rowan demonstrate their valuing of EXCELLENCE THROUGH EFFORT through the following behaviours. • Aiming for personal best standard • A commitment to consistent and persistent effort • Actively seeking strategies for improving Teachers at Mount Rowan demonstrate RESPECT through the following behaviours.

	• Teachers show respect by being consistently fully prepared for classes • Modelling positive and respectful behaviours at school and in the community • Adhering to and implementing our agreed strategies Teachers at Mount Rowan demonstrate their PRIDE through the following behaviours. • Presenting themselves and representing the school in a professional manner • Participating with energy and enthusiasm in teaching and co-curricular activities • Speaking positively about their school and the achievements of students Teachers at Mount Rowan demonstrate their valuing of EXCELLENCE THROUGH EFFORT through the following behaviours. • Aiming for personal best standard • A commitment to recognising and celebrating consistent and persistent effort and high achievement • Actively seeking strategies for improving student growth and attainment Parents and Carers at Mount Rowan demonstrate RESPECT through the following behaviours. • Treating staff with respect • Ensuring their children have correct equipment for learning • Ensuring that their children adhere to all of the schools policies Parents and Carers at Mount Rowan demonstrate their PRIDE through the following behaviours. • Talk positively about Mount Rowan Secondary College • Being Proactive in their child's learning • Participating actively in school community activities and events Parents and Carers at Mount Rowan demonstrate their valuing of EXCELLENCE THROUGH EFFORT through the following behaviours. • Speaking highly of the school and student outcomes • Encouraging and supporting participation in all school activities • Supporting 100% attendance • Reinforcing Learning Behaviours at home We invite all members of our school community to practice the Values.
Context challenges	Key challenges for Mount Rowan Secondary College are: Learning: • Increasing Learner confidence. Engage with students and families to support the whole child by putting the learner at the

centre, to gain insight into how they learn, understand barriers and support the learner to have self-belief.
•   To work with all students and families to value education and support school routines to engage with learning more easily.

Teaching:
•   Induction of new staff members to the school is imperative so that relationships can be developed promptly to promote learning, a culture of trust, support and the focus on learning can be accessed more easily.
•   Development and embedding of the Professional Learning Community Team cycle of inquiry is timely and used routinely to use data and to improve student learning outcomes.
•   Moderation of student work becomes routine.
•   Consistency of teaching practice between classrooms is embedded to develop MRSC routines for all learners to more easily respond to.
•   For all staff to use data to develop the guaranteed and viable curriculum, during its delivery and review.
•   Embedding of the GAINS Instructional Model

Wellbeing:
•   Increase student attendance data. Work with families and students to value the importance of attending school regularly and only missing school where an absence is for an approved reason.
•   To work with students to build up resilience and skills in self-regulation to lead self to be calmer, able to restart and engage with learning more easily.

Leading:
•   Develop student leaders to lead and role model care, kindness and calmness around the school
•   Develop leadership amongst staff to lead and respond to community needs confidently and promptly.

Inclusivity:
•   Student Voice and Agency. Qualitative and quantitative data shows and suggests student voice and agency needs to be improved and increased.
•   Students have identified more support for our LGBTQI+ community is needed.
A challenge is to role model and embed a culture of equality, fairness, acceptance and to be non-judgemental of people in our community.

Community Engagement:
•   Continue to promote a positive culture of learning and inclusivity at MRSC.
•   Promote a positive learning environment to the wider community with a key focus on feeder primary schools and the local community.

Intent, rationale and focus	Mount Rowan Secondary College is intending to create an environment that enhances each student's ability to learn, grow and achieve.
	Mount Rowan Secondary College intends to achieve by meeting all goals set to improve student learning outcomes, increase self awareness and the development of the whole child and embed a culture of learning, engagement, fun and kindness.
	The rationale for this is so that all students who attend Mount Rowan Secondary College are improving self, their academic ability, their future pathways and can value add to their own life and the lives of the community that they are part of whilst they are at Mount Rowan Secondary College and beyond.
	Over the next four years we are prioritising:
	• Each student.
	• Each community member.
	• The embedding of the Curriculum.
	• The wellbeing of each student and staff member.
	So that all members of our school community are learning to achieve, teaching to achieve and growing each student as a whole person to be present as a learner and as a caring and kind individual.

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Goal 1	To improve student learning outcomes.
Target 1.1	By 2026, the VCE outcomes will improve with: • All Studies Mean score improving from 26.83 in 2022 to 30 • English study score improving from 27.62 in 2022 to 30 • 37+ scores to move from 17% in 2022 to 20%.
Target 1.2	Year 9 NAPLAN data to increase percentage at the Exceeding Level for: • Reading from 6% in 2023 to 9% in 2026 or higher • Writing from 9% in 2023 to 12% in 2026 or higher • Numeracy from 3% in 2023 to 6% in 2026 or higher Year 9 NAPLAN data to decrease the percentage at the needs additional support level for: • Reading from 18% in 2023 to 15% in 2026 or lower • Writing from 20% in 2023 to 17% in 2026 or lower • Numeracy from 22% in 2023 to 19% in 2026 or lower
Target 1.3	By 2026, the positive endorsement in the Attitudes to School Survey (AtoSS) in: • Differentiated learning challenge will improve from 55% in 2022 to 63% in 2026 • Stimulating learning will improve from 51% in 2022 to 63% in 2026

	• Motivation for learning—48% in 2022 to 63% in 2026.
Target 1.4	By 2026, the positive endorsement in the School Staff Survey (SSS) in: • Academic emphasis will improve from 44% in 2022 to 52% in 2026 • Collective efficacy will improve from 47% in 2022 to 55% in 2026 • Instructional leadership will improve from 74% in 2022 to 80% in 2026 • Feedback will improve from 55% in 2022 to 63% in 2026.
Key Improvement Strategy 1.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Activate learner agency by developing learning partnerships in and across classrooms.
Key Improvement Strategy 1.b Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Build staff capacity to use data, evidence–based practices, and feedback to enhance teaching and learning with an emphasis on literacy and numeracy.
Key Improvement Strategy 1.c The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Build a culture of high expectations for all staff, students, and parents.
Key Improvement Strategy 1.d	Embed the school's agreed pedagogical model across all classes and areas of the curriculum.

Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	
Goal 2	To improve student engagement and wellbeing.
Target 2.1	The number of days absent for all students will reduce from 32.88 in 2022 to 20 in 2026.
Target 2.2	By 2026, the positive endorsement in the Attitudes to School Survey (AtoSS) in: • Sense of connectedness will improve from 46% in 2022 to 54% in 2026. • Teacher concern will improve from 35% in 2022 to 43% in 2026.
Target 2.3	By 2026, the positive endorsement in the Attitudes to School Survey (AtoSS) in: • Student voice and agency will improve from 38% in 2022 to 46% in 2026. • Perseverance will improve from 46% to 54% in 2026.
Key Improvement Strategy 2.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Develop a whole school approach to improving attendance rates.
Key Improvement Strategy 2.b	Embed multi–tiered systems of support that enhances student wellbeing, engagement, and inclusion.

Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	
Key Improvement Strategy 2.c Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Develop a school–wide strategy to support and develop student confidence, connectedness, and resilience.