

School Strategic Plan 2022-2026

Montmorency Secondary College (8068)



MONTMORENCY
SECONDARY COLLEGE

Submitted for review by Frances Ibbott (School Principal) on 13 September, 2023 at 06:57 PM

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Endorsed by Matthew Trounce (School Council President) on 16 February, 2024 at 11:16 AM

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School vision	Montmorency Secondary School is committed to providing a dynamic learning environment where all students are empowered and achieve success; where the diverse needs, achievements and strengths of every individual are recognised, nurtured and celebrated. Our key focus is the development of independent, reflective, inquisitive and resilient young people. Our moral purpose is to provide them with the opportunities to achieve their personal best in each of these domains; intellectual, creative, sporting and social. Through their student voice and leadership, all students are encouraged to develop a strong social conscience and to make a difference and to care for and respect others.
School values	These are our core values: Courage: being able to face difficulty and uncertainty without being overcome by fear or being deflected from a chosen course of action Friendship: a mutual feeling of trust and affection that obligates people to “be there for each other” Achievement: having a dream or aspiration and acknowledging the milestones reached along the way Trust: we believe in ourselves and each other and rely on each other in all circumstances Happiness: the satisfaction and contentment that comes from developing and maintaining positive relationships with others Teamwork: being committed to work cooperatively towards a common vision
Context challenges	<p>The College’s key challenges will be in developing consistency of pedagogical and teacher practice. The development of knowledge that meets learners at their point of need through data literacy, moderation, use of feedback and observations, knowledge development of curriculum continuum, formative assessments, and differentiation need to be strengthened and/or developed. The College also has reasonable academic results that could be improved through consistency and expectation.</p> <p>Student Agency in the classroom is an area of work that needs further development, despite a strength of student voice existing within student leadership opportunities at the College.</p> <p>Due to growth in the staffing profile, personnel and leadership changes, the College has a need to streamline expectations of behavior and achievement. This needs to be considered through a behavioral framework for greater consistency and expectations. Improved knowledge and understanding of evidence based practices and approaches would improve staff agency and readiness for change.</p>

	<p>Following COVID, there are some challenges being felt around resilience, teacher capacity and an increase in challenging student behaviour linked to low tolerance, resilience and mental health supports needed. There has also been an increase in trauma-background students enrolled into the College that require a greater level of care and agency.</p>
<p>Intent, rationale and focus</p>	<p>The College is working towards holistic school improvements - academically, socially and developing agency; through consistency of practice to ensure that students are having a rigorous experience at the College. The increased expectation on teaching and learning will focus on pedagogy, instructional practice, increased expectations of focus on how students learn best and facilitate greater dialogue around high expectations, achievement and learning growth.</p> <p>This is important because through improved instructional leadership and practice, we have the capacity to holistically grow student learning, achievement, confidence and outcomes.</p> <p>Over the next four years we are prioritising:</p> <ul style="list-style-type: none"> Teaching and learning pedagogy, best practice, consistency of practice that meets learners at the point of need, maximises learning growth for the individual and develops teacher capacity Raising expectations for learning, wellbeing and engagement through rigour and development of a behavioural framework associated with improving student voice and agency Developing a tiered/staged and levelled response to wellbeing and support approaches that provided students with agency, skills and tolerance to manage self

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Goal 1	To maximise learning growth for every student across all domains.
Target 1.1	<p>NAPLAN target for student achievement against proficiency standards.</p> <p>By the end of Year 9, students will demonstrate a 5% increase in strong and exceeding:</p> <ul style="list-style-type: none">• Reading from 72% to 77%• Writing from 69% to 74%• Numeracy from 72% to 77%
Target 1.2	<p>NAPLAN target for student learning growth by 2026 to be confirmed.</p> <p>*To be finalised based on DE advice</p>
Target 1.3	<p>By 2026 improve the percentage of 37+ scores in VCE for:</p> <ul style="list-style-type: none">• English from 19% (2022) to 22%• Further Mathematics from 4% (2022) to 10%• Mathematical Methods from 7% (2022) to 11%
Target 1.4	By 2026, VCE all study score to increase from 28.78 to 30.

Target 1.5	By 2026, all VCE subjects achieve a mean score greater than the score predicted by the GAT.
Target 1.6	<p>By 2026 increase the percentage of positive endorsement on the Teaching and Learning Modules - School Staff Survey (SSS) for the measures of:</p> <ul style="list-style-type: none"> • Understand formative assessment from 38% (2022) to 50% • Plan differentiated learning activities from 57% (2022) to 60% • Knowledge of High Impact teaching Strategies from 39% (2022) to 60% • Use High Impact Teaching Strategies from 49% (2022) to 60% • Understand how to Analyse Data from 24% (2022) to 50% • Use data for curriculum planning from 39% (2022) to 50%
Key Improvement Strategy 1.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Deepen the capacity of all staff to embed evidence-based teaching and learning practices.
Key Improvement Strategy 1.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Develop and embed a whole college instructional model.
Key Improvement Strategy 1.c Systematic use of assessment strategies and measurement practices to obtain and	Strengthen and build teacher capacity to use data to inform 'point of need' teaching (differentiation).

provide feedback on student learning growth, attainment and wellbeing capabilities	
Goal 2	To improve student voice and agency.
Target 2.1	<p>By 2026, increase the percentage of positive endorsement on the Years 7-12 Student Attitudes to School Survey (AToSS) for the factors of:</p> <ul style="list-style-type: none"> • Student voice and agency from 34% (2022) to 38% • Self-Regulation and Goal Setting from 49% (2022) to 55% • Differentiated Learning Challenge from 53% (2022) to 60% • Stimulating Learning from 45% (2022) to 50% • Effective teaching Time from 57% 2022) to 61%
Target 2.2	<p>By 2026, increase the percentage of positive endorsement on the Teaching and Learning Modules - School Staff Survey (SSS) for the measures of:</p> <ul style="list-style-type: none"> • Use Student Feedback to Inform Teaching Practice - from 51% (2022) to 55% • Promote Student Ownership of Learning - from 49% (2022) to 56%
Target 2.3	<p>By 2026, increase the percentage of positive endorsement on Parent Opinion Survey (POS) for the measures of:</p> <ul style="list-style-type: none"> • Effective teaching time from 65% (2022) to 70% • Student motivation and support from 64% (2022) to 70% • Stimulating learning environment from 71% (2022) to 75%

<p>Key Improvement Strategy 2.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	<p>Develop and embed a consistent whole school understanding and approach to student agency in learning.</p>
<p>Goal 3</p>	<p>To optimise student engagement and wellbeing.</p>
<p>Target 3.1</p>	<p>By 2026, increase the percentage of positive endorsement on the Years 7–12 Attitude to School Survey (AToSS) for the following measures:</p> <ul style="list-style-type: none"> • Sense of Connectedness from 56% (2022) to 60% • Teacher Concern from 33% (2022) to 36% • Respect for Diversity from 46% (2022) to 50% • Perseverance from 52% (2022) to 56%
<p>Target 3.2</p>	<p>By 2026, increase the percentage of positive endorsement on Parent Opinion Survey (POS) for the measures of:</p> <ul style="list-style-type: none"> • Parent participation and Involvement from 64% (2022) to 70% • Teacher communication from 59% (2022) to 65%
<p>Target 3.3</p>	<p>By 2026, increase the percentage of positive endorsement on the School Staff Survey (SSS) for the measure of:</p> <ul style="list-style-type: none"> • Trust in students and parents from 45% (2022) to 50% • Parent and Community Involvement from 48% (2022) to 52%

Target 3.4	Reduce the percentage of Year 7–12 students with 20 or more absent days from 21% (2022) to 18%.
Key Improvement Strategy 3.a Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Strengthen students' social and emotional wellbeing.
Key Improvement Strategy 3.b Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Strengthen and embed student connection to the school community.
Key Improvement Strategy 3.c Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Enhance and strengthen a school culture that values and empowers students to be active agents of their own learning and wellbeing.