

# School Strategic Plan 2018-2022

Montmorency Secondary College (8068)



**MONTMORENCY**  
**SECONDARY COLLEGE**

Submitted for review by Allan Robinson (School Principal) on 09 August, 2019 at 12:39 PM

Endorsed by Silvana Sena (Senior Education Improvement Leader) on 15 August, 2019 at 10:42 AM

Endorsed by Shane Penrose (School Council President) on 26 June, 2020 at 04:39 PM

# School Strategic Plan - 2018-2022

Montmorency Secondary College (8068)

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| <p><b>School vision</b></p>      | <p>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.</p>   |
| <p><b>School values</b></p>      | <p>These are our core values:</p> <p>Courage: being able to face difficulty and uncertainty without being overcome by fear or being deflected from a chosen course of action</p> <p>Friendship: a mutual feeling of trust and affection that obligates people to “be there for each other”</p> <p>Achievement: having a dream or aspiration and acknowledging the milestones reached along the way</p> <p>Trust: we believe in ourselves and each other and rely on each other in all circumstances</p> <p>Happiness: the satisfaction and contentment that comes from developing and maintaining positive relationships with others</p> <p>Teamwork: being committed to work cooperatively towards a common vision</p>   |
| <p><b>Context challenges</b></p> | <p>The sudden increase of numbers at year 7 in 2018 posed real challenges for us; it impacted on the camps, on the elective program and the school’s physical environment.</p> <p>We have mostly achieved our goals but in doing so have realised the Leadership Program in particular was under-representing boys; hence we have actively sought ways to increase their participation and involvement in the program.</p> <p>Not so much a barrier as a ‘challenge’ with the rapid growth of the College, a large number of new staff appear each year and need to be coached and mentored in relation to the concept of Restorative Practice which underpins our welfare and discipline policy.</p> <p>Because there are three consecutive camps from years 7-9, it was a challenge to ensure that costs to parents were not prohibitive and that each camp experience was unique and specific to student needs at each level.</p> <p>Not a barrier per se, as outcomes are rising, but the rebuilding and refurbishment of classrooms and facilities has created challenges for the past three years with disruptions to classrooms, office spaces and general distractions and discomforts continually disrupting the focus of staff and students on a daily basis. In addition to room and timetable disruptions across the school, we had to change</p> |

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|   | <p>both practice exam and final exam room locations and this had some impact on many year 12 students who were already experiencing anxieties in term 3 and 4. Teachers and students alike often had to make alternative arrangements, sometimes at short notice.</p> <p>The recent increase in student enrolments, particularly in the last three years, has also stretched resources and created a need to ensure the numbers of new staff coming into the College were suitably aware of, and comfortable with our initiatives and culture.</p> <p>There would seem to be a degree of scepticism among some students at particular year levels about the worth and importance of tests like NAPLAN which impacts on their participation.</p> <p>The dramatic increase in student numbers created an unexpectedly large workload in a year where the MIPs staff member responsible retired, leaving a shortage of trained expertise. This staff member has been replaced with a new person who is currently undergoing extensive Professional Development and training for the role. Together with constraints on time and an emphasis on other operations, it meant this goal was overtaken by other priorities.</p> <p>We have learned that while many of our goals are becoming embedded in the College culture, there are clearly areas to improve or encourage in order that they too become a 'natural' part of learning and teaching. Our 2017 Attitudes to Schools data show that we are in the third and fourth quartiles for attendances, transition and personal safety, and teacher-student relationships. Especially strong is transition of year six into year seven. This is a direct result of our strong Pastoral Care program and network activities with our 'feeder' primary schools.</p> <p>Evidence based high impact teaching strategies are making an impact at all levels, with NAPLAN and On Demand data showing significant gains in literacy and numeracy. This has partly been a consequence of professional learning teams being tasked with developing sets of curriculum strategies and moderated assessments. Extensive use of data sets to analyze student learning and engagement levels within strategic leadership groups like the SIT also contributed in a very positive way. Data is widely shared and discussed both at a personal and faculty level and staff are well practiced in working collaboratively with relevant data sets to improve student outcomes.</p> |
| <p><b>Intent, rationale and focus</b></p> | <p>Context and Intent:<br/> The School Leadership Team actively encouraged Professional Development focus on improving student outcomes: Curriculum priorities 'Powerful Learning' – and subsequently 'High Impact Teaching Strategies' – with Learning Leaders trained and responsible in school professional development sessions for faculty and whole staff meetings.</p> <p>PLTs have focused on building individual teacher capacity using 'Powerful Learning' and auditing curriculum content and practices with the view to formulating best practice from years 7-10. They have published complete full curriculum outlines and agreed assessment tasks. Currently this has extended to highlighting the use of High Impact Teaching Strategies within course outlines. Moderated assessment practices are currently used extensively in the English faculty and are being adopted by other faculty teams.</p>  |

Peer observation is being phased in with an emphasis on collegiate teacher reflection; this is also part of individual Performance and Development plans. This reflection is assisted by the individual data provided to all teachers from the High Performing School's survey completed by all students annually. Peer observation and better individual data understanding has encouraged wider discussion and understanding of how students learn. Embedding this into individual PDPs is making people more accountable. A more systematic approach to using Data sets to inform teaching is employed. XUNO now supports the storage and display of data sets like On Demand, Torch and NAPLAN which is accessible to staff. VCE teachers examine VCAA data on exam performance at year 12 in all subject areas. The College School Improvement Team (SIT) examined NAPLAN, the Higher Performing Schools Program (HPS/Group 8) data sets and shared them with the English and Maths Faculties as well as the Teaching and Learning Committee. Summaries are provided to all staff.

College-wide recognition of the value and importance of Engagement and Student Participation among staff, students and parents creates a strong supportive culture for the growth of the SRC, the expansion of the curriculum offerings to students and the continuing development of meaningful relationships. We have set up appropriate structures including Home Groups, Year Level Leaders, Home Group teachers and our Year Level leaders are also integral members of the Teaching & Learning Group.

Student Leadership has a pivotal role in our College and is involved in many broader Community and Primary School activities. The SRC has become a widely recognised feature of the College and as enrollments have grown so has participation. A defining feature of our Leadership program is that it is voluntary – students are not selected or voted in, any student interested may participate.

#### Review Observations and Rationale:

Panel observations revealed that the extent of differentiation of learning tasks and in challenging students at their point of learning need varied across classes. Consideration of student outcome data showed variation in levels of achievement between core learning areas. The Panel identified an opportunity for all staff to utilise a greater range of available data to inform practice and content.

The Panel noted the differential between teacher judgment and outcomes as measured by NAPLAN.

The proportion of students with high or medium relative learning gain (Year 7 to Year 9) in Reading and in Numeracy was rated as Transform (2018 School Performance Report).

Teacher top tips for improvement included differentiation based upon data, catering to styles and needs of individual students, multimodal learning strategies and a variety of assessment approaches. Also included was building consistency through collaboration via the Professional Learning Communities inquiry approach.

Key directions and priorities for the next School Strategic Plan 2019 to 2022 are:

Student learning growth and achievement  
Student voice and agency

Student mental well-being and resilience

Key Improvement Strategies (KIS) over a four year focus:

1. Build staff capability to utilise multiple forms of data and moderated assessment modalities to underpin differentiated pedagogy. (EIL)
2. Enhance effective teaching practice through collaborative professional learning (within and across learning areas), involving reflection and feedback from peers and students. (BPE)
3. Build teacher confidence to cater for student learning style preferences, interests and to challenge students at their point of learning need. (BPE)

Student feedback via focus groups was that they had limited input to the structure of their learning, including content and catering for different learning styles. The Panel observed inconsistency between classes in the extent to which student voice and agency was encouraged.

Teacher top tips for enhanced student voice and agency included student involvement in decision making of learning activities and in developing assessment rubrics, clarifying success via teacher and student exemplars, building student capacity for self-reflection and using open ended questions to encourage metacognition.

The college parent and child discussion survey (based upon Amplify) identified opportunities for improvement in building student confidence to contribute to whole class discussions; increasing their voice in class behaviour and work expectation decisions, and encouraging student investigation and connection beyond the school to extend their learning.

Key Improvement Strategies (KIS) over a four year focus:

1. Develop avenues for students to be involved in the design and implementation of programs and policy that enable student led actions for improvement. (ESBSP)
2. Build student personal capabilities as intrinsically motivated, independent and self-reflective learners who monitor their learning progress and achievements. (IESA)
3. Increase teacher capacity to collaborate with students in making decisions about the content of learning and how learning is assessed and reported. (ESBSP)

The Panel heard from staff that increasing numbers of students are presenting with mental wellbeing concerns, and from students that they experienced stress from personal and schoolwork related areas.

The Attitudes to School Survey showed variable positive endorsement for the factor 'Resilience' across the College, being lowest for

Year 9 and 10 students in the past two years.  
Student focus groups identified that a key to becoming more resilient was to develop and sustain positive relations and trust between teachers and students.

The College received funding through the School Focused Youth Service to be trained in the Sanctuary Model during Semester 2, 2019. This model is structured around a philosophy and practice based upon research of attachment and child development and the impact of adversity, toxic stress and trauma on individuals and groups. This is expected to strengthen the range of health and wellbeing support currently available to students within the College and via external agencies.

Key Improvement Strategies (KIS) over a four year focus:

1. Embed an agreed whole college approach to health, wellbeing and inclusion. (HW)
2. Enhance staff capacity and skill to address the psychological and social wellbeing of students. (HW)
3. Collaborate with parents/carers and the broader community to implement a shared approach in support of student wellbeing and resilience. (SEPI)

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| <b>Goal 1</b>  | Improve student learning growth and achievement across the curriculum  |
| <b>Target 1.1</b>  | Each student assessed against the Victorian Curriculum standards to be at or above their age appropriate level of learning in English, Humanities, Mathematics and Science.  |
| <b>Target 1.2</b>  | <p>By 2022 the NAPLAN Year 7 to Year 9 Relative Gain measures to show:</p> <ul style="list-style-type: none"> <li>• A minimum of 25 percent of students making high relative gain               <ul style="list-style-type: none"> <li>○ (2018 benchmarks: Reading 21.8%, Writing 18%, Numeracy 16%)</li> </ul> </li> <li>• A maximum of 25 percent of students making low relative gain               <ul style="list-style-type: none"> <li>○ (2018 Benchmarks Reading 35.3%, Writing 27.5%, Numeracy 35.9%).</li> </ul> </li> </ul> |
| <b>Target 1.3</b>  | <p>By 2022 The Year 11 and Year 12 student outcomes to show:</p> <ul style="list-style-type: none"> <li>• VCE mean study score to increase from 29.68 to 31</li> <li>• The proportion of students completing their VCE and VCAL certificates to increase from 88.2% to 95% (excluding early leaver students who gained a traineeship or apprenticeship).</li> </ul>  |
| <b>Key Improvement Strategy 1.a</b><br>Evaluating impact on learning | Build staff capability to utilise multiple forms of data and moderated assessment modalities to underpin differentiated pedagogy   |

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| <b>Key Improvement Strategy 1.b</b><br>Building practice excellence               | Enhance effective teaching practice through collaborative professional learning (within and across learning areas), involving reflection and feedback from peers and students   |
| <b>Key Improvement Strategy 1.c</b><br>Intellectual engagement and self-awareness | Build teacher confidence to cater for student learning style preferences, interests and to challenge students at their point of learning need   |
| <b>Goal 2</b>   | Improve student voice and agency across the college   |
| <b>Target 2.1</b>   | Increase the percentage of positive endorsement for the following AToSS factors:<br><br>Student Voice and Agency <ul style="list-style-type: none"> <li>• Year 7-9 from 42% (2018) to 60% (2022)</li> <li>• Year 10-12 from 48% (2018) to 65% (2022)</li> </ul> Sense of Connectedness <ul style="list-style-type: none"> <li>• Year 7-9 from 64% (2018) to 75% (2022)</li> <li>• Year 10-12 from 59% (2018) to 70% (2022)</li> </ul> |
| <b>Target 2.2</b>   | Increase the percentage of positive endorsement for the following AToSS factors:<br><br>Self-regulation and Goal Setting <ul style="list-style-type: none"> <li>• Year 7-9 from 65% (2018) to 75% (2022)</li> <li>• Year 10-12 from 59% (2018) to 7% (2022)</li> </ul> Sense of Connectedness   |

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|  | <ul style="list-style-type: none"> <li>• Year 7-9 from 64% (2018) to 75% (2022)</li> <li>• Year 10-12 from 63% (2018) to 70% (2022)</li> </ul>   |
| <b>Target 2.3</b>  | <p>Increase the percentage of positive endorsement for the following POS factors:</p> <ul style="list-style-type: none"> <li>• Student voice and agency from 81% (2018) to 85% (2022)</li> <li>• Stimulating learning environment from 78% (2018) to 83% (2022)</li> </ul> |
| <b>Key Improvement Strategy 2.a</b><br>Empowering students and building school pride | Develop avenues for students to be involved in the design and implementation of programs and policy that enable student led actions for improvement  |
| <b>Key Improvement Strategy 2.b</b><br>Intellectual engagement and self-awareness    | Build student personal capabilities as intrinsically motivated, independent and self-reflective learners who monitor their learning progress and achievements  |
| <b>Key Improvement Strategy 2.c</b><br>Empowering students and building school pride | Increase teacher capacity to collaborate with students in making decisions about the content of learning and how learning is assessed and reported   |
| <b>Goal 3</b>  | Improve student mental wellbeing and resilience  |
| <b>Target 3.1</b>  | <p>Increase the percentage of positive endorsement for the following AToSS factors:</p> <p>Motivation and interest</p> <ul style="list-style-type: none"> <li>• Year 7-9 from 63% (2018) to 70% (2022)</li> </ul>  |

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|                                     | <ul style="list-style-type: none"> <li>• Year 10-12 from 61% (2018) to 70% (2022)</li> </ul> <p>Resilience</p> <ul style="list-style-type: none"> <li>• Year 7-9 from 65% (2018) to 72% (2022)</li> <li>• Year 10-12 from 62% (2018) to 68% (2022)</li> </ul>  |
| <b>Target 3.2</b>                   | <p>Increase the percentage of positive endorsement for the following AToSS factors:</p> <p>School Stage Transitions</p> <ul style="list-style-type: none"> <li>• Year 7-9 from 79% (2018) to 82% (2022)</li> <li>• Year 10-12 from 59% (2018) to 65% (2022)</li> </ul> <p>Respect for Diversity</p> <ul style="list-style-type: none"> <li>• Year 7-9 from 56% (2018) to 65% (2022)</li> <li>• Year 10-12 from 52% (2018) to 60% (2022)</li> </ul> |
| <b>Target 3.3</b>                   | <p>Increase the percentage of positive endorsement for the following POS factors:</p> <ul style="list-style-type: none"> <li>• Student motivation and support from 70% (2018) to 75% (2022)</li> <li>• Confidence and resilience skills 84% (2018) to 87% (2022)</li> <li>• Respect for diversity from 82% (2018) to 87% (2022)</li> </ul>   |
| <b>Key Improvement Strategy 3.a</b> | Embed an agreed whole college approach to health, wellbeing and inclusion.   |

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| Health and wellbeing  |   |
| <b>Key Improvement Strategy 3.b</b><br>Health and wellbeing                         | Enhance staff capacity and skill to address the psychological and social wellbeing of students  |
| <b>Key Improvement Strategy 3.c</b><br>Setting expectations and promoting inclusion | Collaborate with parents/carers and the broader community to implement a shared approach in support of student wellbeing and resilience |