

School Strategic Plan for Montmorency Secondary College

8068
2015 - 2018

Endorsements

<p>Endorsement by School Principal</p>	<p>Signed..... <i>Allan Robinson</i></p> <p>Name: Allan Robinson</p> <p>Date..... <i>06.05.2015</i></p>
<p>Endorsement by School Council</p>	<p>Signed..... <i>Neal Topia</i></p> <p>Name Neal Topia</p> <p>Date..... <i>06.05.2015</i></p> <p>School Council President's endorsement represents endorsement of School Strategic Plan by School Council</p>
<p>Endorsement by the delegate of the Secretary</p>	<p>Signed.....</p> <p>Name.....</p> <p>Date.....</p>

School Profile

<p>Purpose</p>	<p>Montmorency Secondary College encourages members of the school community to achieve their personal best in an environment that promotes excellence and responsibility and recognises individual differences.</p>
<p>College 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: we are committed to work co-operatively towards a common vision</p>
<p>Environmental Context</p>	<p>Montmorency Secondary College is located in the North-Eastern Metropolitan region, approximately 20 kilometres from the centre of Melbourne. The College is a co-educational Year 7-12 single campus school of 750 students. Our Purpose Statement encourages students and staff to achieve their personal best in an environment that promotes excellence and responsibility whilst recognising individual differences. The school motto is 'Pride in Achievement'. Our core values are Courage, Friendship, Achievement, Trust, Happiness and Teamwork.</p> <p>The school is set in an attractive park-like environment. Our superb amenities include a 420-seat auditorium, a relatively new twin court basketball stadium/sports complex, a Year 12 Study Centre, a well-resourced Library, high-quality Food Technology centre and extensive, networked ICT facilities throughout the College. We also have a gymnasium and tennis courts and share neighbouring sports ovals and an athletics track with the local community.</p> <p>In 2014 we completed our four year Strategic Plan, together with our school review. Our new four year Strategic Plan 2015 – 2018 was developed early in 2015.</p> <p>The College is organized into two Sub-Schools with a strong Home Group/Pastoral Care focus. Our students have access to extensive VCE/VCAL and acceleration options and an elective structure that allows them to tailor their course to extend their talents. Priorities include Student Leadership and ongoing commitment to genuine student voice as well as successful transition into the College, through the Middle and Senior Schools, and into tertiary studies. Year 7, 8 and 9 students are equipped with iPads and Year 11 and 12 students have Netbooks.</p> <p>The school has 67.71 full-time staff, comprising 3.0 Principal Class, 50.6 classroom teachers, 1.0 Instrumental Music Teachers and 13.11 Education Support staff.</p>

Service Standards

Montmorency Secondary College provides a contemporary student centred, diverse curriculum program that embeds the curriculum essentials and gives students considerable choice.

Our curriculum ensures that all students experience instruction in all learning areas during Years 7-9 through a combination of core and semester based subjects. From Year 8 and 9 student choice increases with semester based learning units being offered. Acceleration and enhancement opportunities are offered from Year 10 onwards. Bridging and Challenge subjects are offered in English, Maths and Science for Years 8 and 9 students.

Student Leadership and ongoing commitment to genuine student voice, successful transition into the College and into tertiary studies are priorities.

The College is committed to ensuring that our students achieve the best possible individual learning outcomes throughout their years at Montmorency.

Student safety, developing positive relationships and school connectedness are also important foci at the College.

The College continually aims to provide a quality education to our students. We measure our success by our ability to cater for the varied needs of our population.

Strategic Direction

	Goals	Targets	Key Improvement Strategies
<p>Achievement</p>	<p>To improve student learning outcomes:</p> <ul style="list-style-type: none"> Year 7 -10 Numeracy and Literacy Year 11 & 12 results across all pathways 	<ul style="list-style-type: none"> Ensure all teachers assign accurate AusVELS levels to students 75% of students to perform within Medium and High NAPLAN bands VCE median Study Score to be 30 To increase the % of 40+ VCE Study Scores An increase in the number of students successfully completing Senior VCAL 	<p>Further development of the whole school approach to curriculum and pedagogy including:</p> <ul style="list-style-type: none"> Continuing whole school Literacy and Numeracy Improvement Strategies Consistency of assessment practices in line with AusVELS and VCE Systematic use of data sets throughout the College Actively engage parents in their children's learning Development of a school wide portal for access to, and storage of relevant student data Continued focus upon building teacher capacity to implement the College Powerful Learning Strategies Facilitate peer observation/collegiate visits for teacher reflection Develop strategies based on analysis of VCE data to improve student outcomes Promote a culture where all students consistently work to their best ability in all VCE subjects

<p>Engagement</p>	<p>To provide all students with a stimulating learning environment through increasing opportunities for higher levels of engagement and challenge</p> <p>To ensure all students experience a consistent pedagogical approach relevant to their learning needs</p>	<p>By 2018 there will be an increase in the mean scores for Stimulating Learning in the Student Opinion Surveys.</p>	<ul style="list-style-type: none"> • Continuing focus upon whole College commitment to student Voice and Leadership • Implementation of a whole school one to one ICT program • Incorporate the use of ICT into all Year 7 to 10 course outlines • Continue with the highly effective Restorative Practices approach to student management • Development of the Camping Program to address Middle School engagement • Ongoing review and evaluation of the College Curriculum programs
<p>Wellbeing</p>	<p>To develop an inclusive, safe, orderly learning environment focused upon building student capacity to be resilient, motivated members of our College community</p>	<p>By 2018, there will be an increase in the mean scores for Student Motivation and Learning Confidence in the student opinion surveys</p> <p>Attendance levels across all Years to average at 92% or greater</p>	<ul style="list-style-type: none"> • Extending the MIPS program to cater for all year levels • Continued focus upon and development of our student absence procedures • Continued focus upon the College anti-bullying practices • Implementing of eSmart into the Middle School • Insuring greater use of LPs to better cater for individual needs with specific focus upon special needs and Koori students • Further development of practices for documentation of student aspirational goals and self-reflection

<p>Productivity</p>	<p>To ensure all school operations and allocations of College resources is focused upon optimizing the achievement and wellbeing of our students</p>	<p>Advanced plans for refurbishment and building of the new facilities (as outlined in the five phases of architect drawings) be implemented over the next four years.</p> <p>To ensure that the College allocation of resources maximises student well-being and learning outcomes</p>	<ul style="list-style-type: none"> • Continuing investment in Staff Professional Learning • Formation of Building Management Group to oversee the scope of works for the building project • The College to encourage and support a one to one ICT device policy • Continue to invest in staff leadership development • Effective storage, organisation and access of Student Data to facilitate increased student learning outcomes
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School Strategic Plan 2015- 2018: Indicative Planner

Key Improvement Strategies	Year 1	Actions	Achievement Milestone
<p>Achievement</p> <p>Further development of the whole school approach to curriculum and pedagogy including:</p> <ul style="list-style-type: none"> • Continuing whole school Literacy and Numeracy improvement Strategies • Consistency of assessment practices in line with AusVELS and VCE • Systematic use of data sets throughout the College • Actively engage parents in their children's learning • Development of a school wide portal for access to, and storage of relevant student data • Continued focus upon building teacher capacity to implement the College Powerful Learning Strategies • Facilitate peer observation/collegiate visits for teacher reflection • Develop strategies based on analysis of VCE data to improve student outcomes • Promote a culture where all students consistently work to their best ability in all VCE subjects 	<p>Year 1</p>	<ul style="list-style-type: none"> • PLT to focus upon AusVELS to create agreed moderation and assessment strategies • KLA/PLT focus on Powerful Learning Initiatives (Higher Order Questioning) • AIZ Focus on use of disaggregated data • PD on interpreting student data in various forms • AIZ continue to drive the focus upon Literacy and Numeracy Strategies • KLA audit on compliance with the National Curriculum requirements in VCE published course outlines (and each year following for course outlines which are released) • Staff PD on use of Student Management Tool portal 	<ul style="list-style-type: none"> ▪ Published course outlines are AusVELS compliant ▪ Teachers demonstrate their use of Literacy Strategies through their P & D review ▪ Teachers provide evidence of use of multiple forms and feedback and data through their P & D review ▪ Staff have audited relevant VCE courses in relation to National Curriculum ▪ PLTs are continuing to document course outlines and moderation of assessments ▪ Teachers are accessing the SMT portal ▪ KLAs are aware of necessary National Curriculum course changes in newly published course outlines (and each year following for course outlines which are released)
	<p>Year 2</p>	<ul style="list-style-type: none"> ▪ Continued consolidation of our whole school approach to teaching and learning through the development of Consistent Teaching and Learning Protocols through PD ▪ Focus on defining best practices in teaching ▪ AIZ core business to incorporate the analysis and dissemination of all 	<ul style="list-style-type: none"> ▪ Inclusion of student performance data on the portal ▪ PD to develop agreed Teaching and Learning protocols ▪ AIZ takes on responsibility for VCE data collection as well as Middle School Data ▪ AIZ works on analysis and dissemination of all student data

Key Improvement Strategies	Actions	Achievement Milestone
	<ul style="list-style-type: none"> ▪ data to all staff (VCE, NAPLAN, TORCH, On-Demand) ▪ Teacher focus upon the use of disaggregated data 	
Year 3	<ul style="list-style-type: none"> ▪ Peer Observation structure developed and introduced ▪ Set appropriate teaching and learning goals based on rigour, challenge and differentiation for learning and assessment ▪ KLA audit on compliance with the National Curriculum requirements in VCE ▪ PD focus upon best pedagogical practice 	<ul style="list-style-type: none"> ▪ Teachers being to access relevant student data to on a school portal to inform teaching practice ▪ AIZ insures all staff are provided with relevant student data analyses ▪ Some staff are involved with Peer Observation and Reflection activities
Year 4	<ul style="list-style-type: none"> ▪ Peer Observation structure is embedded in the P&D Report ▪ KLA audit on compliance with the National Curriculum requirements in VCE ▪ Conduct a Scope and Sequence continuum to establish degree of AusVELS compliance and Powerful Learning implementation 	<ul style="list-style-type: none"> ▪ Teachers are able to produce rigorous course documentation that is AusVELS compliant and incorporates differentiation, common assessment tasks, moderation, and rubrics for learning and assessment tasks ▪ Teaching and Learning Protocols publication presented to staff and the wider community via the website ▪ All staff are involved with Peer Observation and Reflection activities

Key Improvement Strategies		Year 1	Year 2	Year 3
Engagement <ul style="list-style-type: none"> Continuing focus upon whole College commitment to student Voice and Leadership Implementation of a whole school one to one ICT program Incorporate the use of ICT into all Year 7 to 10 course outlines Continue with the highly effective Restorative Practices approach to student management Development of the Camping Program to address Middle School engagement Ongoing review and evaluation of the College Curriculum programs 	Engagement <ul style="list-style-type: none"> Continuing focus upon whole College commitment to student Voice and Leadership Implementation of a whole school one to one ICT program Incorporate the use of ICT into all Year 7 to 10 course outlines Continue with the highly effective Restorative Practices approach to student management Development of the Camping Program to address Middle School engagement Ongoing review and evaluation of the College Curriculum programs 	Year 1 <ul style="list-style-type: none"> Ensure that Year 7 – 9 formal grading system (S/N and grading Policy) is consistently applied and understood Maintain our Student focus on Voice and Leadership, including student membership of various College committees Explore ways to provide Leadership PD for students Redevelop our strategies for Student Leadership Camps and Conferences Inclusion of ICT strategies into each subject course outline Formulate ICT device procedures and policy for Year 7 – 12 for 2016 onwards 	Year 2 <ul style="list-style-type: none"> Development of a process for implementation of Year 8 and 9 Focus Groups with Principal Class and students (re engagement in the curriculum and connectedness to the College) Investigate the introduction of a Year 8 Camp to focus upon Year 9 aspirations 	Year 3 <ul style="list-style-type: none"> Review and evaluation of current Curriculum offerings and rigour Years 7 – 10
		Actions <ul style="list-style-type: none"> Ensure that Year 7 – 9 formal grading system (S/N and grading Policy) is consistently applied and understood Maintain our Student focus on Voice and Leadership, including student membership of various College committees Explore ways to provide Leadership PD for students Redevelop our strategies for Student Leadership Camps and Conferences Inclusion of ICT strategies into each subject course outline Formulate ICT device procedures and policy for Year 7 – 12 for 2016 onwards 	Year 2 <ul style="list-style-type: none"> Development of a process for implementation of Year 8 and 9 Focus Groups with Principal Class and students (re engagement in the curriculum and connectedness to the College) Investigate the introduction of a Year 8 Camp to focus upon Year 9 aspirations 	Year 3 <ul style="list-style-type: none"> Review and evaluation of current Curriculum offerings and rigour Years 7 – 10
		Achievement Milestone <ul style="list-style-type: none"> Consistent application of the S/N and formal grading policy 20% or greater of students enrolling in Leadership Programs The entire College community to be fully aware of ICT device options for 2016 and beyond by the end of 2015 	Year 2 <ul style="list-style-type: none"> Development of a process for implementation of Year 8 and 9 Focus Groups with Principal Class and students (re engagement in the curriculum and connectedness to the College) Investigate the introduction of a Year 8 Camp to focus upon Year 9 aspirations 	Year 3 <ul style="list-style-type: none"> Review and evaluation of current Curriculum offerings and rigour Years 7 – 10

Key Improvement Strategies	Actions	Achievement Milestone
	<ul style="list-style-type: none"> Focus up developing whole school teaching strategies to maximize student engagement Continued use and expansion of Focus Groups 	<ul style="list-style-type: none"> on best practice student engagement strategies within the classroom Focus Groups will expand to Year 7 – 9
	<ul style="list-style-type: none"> Focus Group program embedded in Key Dates Publication of Curriculum Review and Evaluation findings with recommendations Review of the Camping Program Review Voice and Leadership Program at MSC 	<ul style="list-style-type: none"> Principal and Sub School Leaders will be ensuring Focus group findings are acted upon by the appropriate groups/committees Publication of Curriculum Review and recommendations Publication of Camping Program Review Publication of the Voice and Leadership Program review
<p>Wellbeing</p> <ul style="list-style-type: none"> Extending the MIPS program to cater for all year levels Continued focus upon and development of our student absence procedures Continued focus upon the College anti-bullying practices Implementing of eSmart into the Middle School Insuring greater use of ILPs to better cater for individual needs with specific focus upon special needs and Koori students Further development of practices for documentation of student aspirational goals and self-reflection 	<ul style="list-style-type: none"> MIPS planning introduced to Year 7 and 8 Identification of students 'at risk' through extended school absence Student Leadership Recognition program consolidated Investigate the use of the MIPS plans for all students to digitally record their co-curricula participation within the College 	<ul style="list-style-type: none"> School Attendance Officers (STA) are monitoring and following up with all school absences All members of the SRC are using the Student Recognition Program to record their activities
	<ul style="list-style-type: none"> Revisit our Restorative Practices approach to student management Investigate best practice in student 	<ul style="list-style-type: none"> School Attendance Officers (STA) are monitoring and following up with all school absences

Key Improvement Strategies	Actions	Achievement Milestone
	<ul style="list-style-type: none"> • wellbeing including mindfulness and resilience strategies • MIPS planning extended to include Year 9 • Develop Return to School Action Plans for students with extended absence • Establish a Data base for students to record their co-curricula participation • PD from eSmart Group for MSC Staff 	<ul style="list-style-type: none"> ▪ Return to School Action Plans will be accessible to the parents through the school portal ▪ Year 7 Students are encouraged to use the Data Base to record co-curricula participation ▪ MSC Staff aware of eSmart initiatives
Year 3	<ul style="list-style-type: none"> • Review the College Engagement and Wellbeing Policy • Continued investigation of best practice in student wellbeing including mindfulness and resilience strategies • Investigation of Anti Bullying processes and practices at MSC • Investigate the feasibility of forming an Alumni Mentoring Program 	<ul style="list-style-type: none"> ▪ All students Years 7 and 8 are recording co-curricula participation in the data base ▪ MSC will become eSmart accredited
Year 4	<ul style="list-style-type: none"> • MIPS plans used during Student Led Conferences Year 7 - 12 • Review the Student Engagement and Wellbeing Data to establish our current progress and achievement in Wellbeing indicators • Establishing an Alumni Mentoring Program 	<ul style="list-style-type: none"> ▪ MIPS plans used during Student Led Conferences Year 7 – 9 ▪ All Year 7 – 9 students are recording co-curricula participation ▪ Year 7 to 9 students will have their Middle School participation recognised with a certificate as they move to the Senior School ▪ An Alumni Mentoring Program will be running at MSC

Key Improvement Strategies		Actions	Achievement Milestone
<p>Productivity</p> <ul style="list-style-type: none"> Continuing investment in Staff Professional Learning Formation of Building Management Group to oversee the scope of works for the building project The College to encourage and support a one to one ICT device policy Continue to invest in staff leadership development Effective storage, organisation and access of Student Data to facilitate increased student learning outcomes 	Year 1	<ul style="list-style-type: none"> A Building Management Group will be formed Future Learning Space requirements established to inform our Architect Formulate ICT device procedures and policy for Year 7 – 12 for 2016 onwards Identify future staff coaches We will continue our commitment to staff induction Establish a central data base of student performance in an accessible portal Staff Leadership PD provision 	<ul style="list-style-type: none"> Master Planning will commence Architect will be appointed Staff coaches identified All new staff to MSC will be involved in the induction process All Graduate Teachers will be allocated a mentor All 2016 parents will be aware of ICT requirements
	Year 2	<ul style="list-style-type: none"> Decanting to occur for student relocation whilst building works are in progress Explore PD for staff to maximise the use of flexible learning spaces to enhance teaching and learning Professional learning for future staff coaches Alumni data base established through MSC website Staff Leadership PD provision 	<ul style="list-style-type: none"> Planning process will be completed Construction will start (depending upon the year of budget allocation) Staff coaches provided with relevant PD Alumni data base up and running
	Year 3	<ul style="list-style-type: none"> Decanting to occur for student relocation whilst building works are in progress Assuming budget allocations, initiate a staff mentoring program, initially in areas of most need Staff Leadership PD provision 	<ul style="list-style-type: none"> Building works in progress – stage one completed Some staff are being mentored by coaches

Key Improvement Strategies	Actions	Achievement Milestone
Year 4	<ul style="list-style-type: none"> • Decanting to occur for student relocation whilst building works are in progress • Expand the staff mentoring program • Planning of the 50th anniversary celebrations of the College beginning ▪ Staff Leadership PD provision 	<ul style="list-style-type: none"> ▪ Building works in progress – stage 2 or 3 completed ▪ A wider staff coaching program is in place