



**MONTMORENCY
SECONDARY COLLEGE**

School Strategic Plan

2007–2010



Part 1– School Profile

Our Purpose:

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.

College Values:

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| 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 co-operatively towards a common vision |

College Vision:

"Montmorency Secondary College aims to be a dynamic, responsive learning community; dedicated to ensuring everyone has the best possible opportunity to achieve their intellectual, social and physical potential. The school focuses on forging a learning partnership of teachers and students; with thinking strategies and intelligent behaviours integral parts of the curriculum design, delivery and assessment. We will actively work to produce engaging and challenging programs that provide meaningful and satisfying outcomes.

Our core values will be reflected in the professional and personal behaviour of members of the school community. We are a learning community committed to continuous improvement with a proactive and compassionate approach to change. We believe education works best when in active partnership with parents and the wider community. We value this partnership, recognising the diversity and strength this brings to supporting mutually beneficial initiatives that provide meaningfully for our students' education.

Collegial interaction and support are encouraged and valued through clear communication and professional reflection. We seek a balance of visionary

leadership and strategic management, creating a shared responsibility for the growth and success of the school's goals through mentoring, coaching, relevant skills development, personal growth and empowerment. Broad-based participation, accountability and involvement is actively supported & encouraged.

Montmorency Secondary College is committed to developing 'Best Practice' in the design and delivery of a quality Educational environment, where safety, personal development and welfare are paramount for all stakeholders. We believe in the value and empowerment of life long learning, seeking to model the same by making every effort to be current with new learning technologies and methodologies.

Our core purpose is to encourage and promote success and excellence in our students; to create a sense of culture and community; one that fosters the best in all."

Environmental Context:

Social – community and demographics

Montmorency Secondary College is located in a middle class region 20 kilometres north east of Melbourne. The school is classified as Like School Group 1, having a very small percentage of families with a language background other than English, an SFO Index (Student Family Occupation) of 0.1727, and Education Maintenance Allowance and Youth Allowance levels of approximately 23%.

The population is relatively stable at approximately 940, at a time with predicted enrolment decrease for the College.

The College has a very experienced, hard working, and talented staff team, with a considerable number within five years of retirement.

Environmental – grounds and facilities

Montmorency Secondary College is set in a park-like environment with attractive gardens, two large courtyards, and extensive recreational areas around the perimeter of the main buildings. We share sporting facilities, including ovals and an athletics track, with the local community.

The College enjoys very good facilities including a gymnasium, three tennis courts, four full computer rooms, nine computer pods, a 400-seat auditorium, and recently refurbished Food Technology Centre and Library.

All classrooms are heated, and our portables and computer laboratories are air conditioned. The majority of our permanent classrooms were upgraded in 2006 with painting and new carpet.

Future projects include the building of a VCE Centre, the provision of flexible learning spaces and a second Gymnasium, to be shared with the Eltham Wildcats Basketball Club.

There are considerable costs associated with the ongoing maintenance of an ageing facility such as ours.

Educational

Montmorency offers a broad curriculum, including VCAL, VCE and VET (provided externally in 2006, but to be offered internally over the next couple of years) in our senior pathways.

The College gained accreditation in Performance and Development Culture in 2006. 2007 will see an emphasis on the introduction of VELs and increased ICT use in the classroom.

In recent years, many initiatives have been introduced, focused upon Performance Management and improved pedagogical processes. Our staff, on average, scored 3.7 (out of a total of 5) across the High Performing Schools (Group 8) student survey results in 2006.

We face challenges through the Strategic Plan period in addressing student absence and VCE results. We intend to concentrate upon numeracy and literacy programs in the Junior School throughout the Strategic Plan period to embed the core skills needed to access all areas of the curriculum.

Technological

The College is equipped with student computers at the ratio of 1:3.5.

Digital learning is increasingly becoming a focus across the curriculum. All staff have laptop computers and access to the local intranet.

The College website will increasingly become a relevant information source for the students and the wider community.

We would like to pursue the wider use of electronic whiteboards, and educational portal software that allows students, staff and parents to view and share information at school and home.

One of our challenges is to generate sufficient funds to keep our information technology resources (infrastructure, hardware and software) up to date and well maintained.

Part 2 – Strategic Intent

| | Student Learning Outcomes | Student Engagement and Wellbeing | Student Pathways and Transitions |
|----------------|--|---|---|
| Goals | <ul style="list-style-type: none"> To improve student literacy and numeracy levels, initially at Year 7, extending to subsequent levels in later years To improve VCE student performance | <ul style="list-style-type: none"> To improve resilience in students To improve relationships (student/student; student/teacher) To improve attendance of students across the board | <ul style="list-style-type: none"> To further develop student transition processes and links To maximise our real retention rates across all transition points |
| Targets | <ul style="list-style-type: none"> At least 70% of Year 7 receive a C grading for all dimensions in the English and Mathematics domains in 2007, extending to subsequent levels in later years To improve our VCE Allstudy mean to at or above Like School Group mean by 2010 To increase the percentage of VCE Study Scores over 40 to at least 5% by 2010 | <ul style="list-style-type: none"> To maintain or improve performance in the Attitudes to School Survey in the aspects of <i>Learning Confidence</i> and <i>Motivation</i> to the 'effective' level by 2010 To maintain or improve performance in the Attitudes to School Survey in the aspects of <i>Connectedness to Peers, Teacher Empathy</i> and <i>School Connectedness</i> to the 'effective' level by 2010 The overall average for all facets of Group 8 (High Performing Schools) data to be 4.0 in 2010 Student absence rates to be at or below the state mean across all year levels by 2010 | <ul style="list-style-type: none"> Maintain or improve the proportion of post compulsory exiting students moving into education or employment pathways by 2010 To maintain a total school population in excess of 900 until 2010 To maintain our real retention rates across all transition points at or above state median benchmarks to 2010 |

Key Improvement Strategies

- Development of a Year 7 Literacy and Numeracy initiative that will also further increase opportunities for Year 6 students to experience programs offered by the College
- Enhance assessment processes to facilitate effective, consistent monitoring of student progress in VELS
- Develop a structured, data-driven improvement program to enhance VCE student performance with a specific focus upon improved pedagogical practice
- Promote an ICT-rich learning environment characterised by a high achievement focus that emphasises the link between effort and success
- Implement Performance and Development Professional Learning Teams with a view to developing strategies for improved student/teacher relationships, thus enhancing learning
- To provide a Targeted Professional Development Program to consolidate current improvement initiatives (PoLT, HPS/Group 8, I & E, P & D Culture, and Coaching), eLearning, and to address student resilience
- To further investigate and develop community partnerships that broaden post compulsory student options
- To develop a structured program to address student attendance