**School Strategic Plan 2021-2025**

Monterey Secondary College (8809)



Submitted for review by Peter Langham (School Principal) on 12 June, 2022 at 01:13 PM
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| School vision | Established in 2018 through community consultation, the Vision for the Frankston North Education Plan (FNEP) is ‘Every child and family is successful in learning and life.’The vision aspires to- lift child, youth and family aspirations and pride through implementation of specialisation and excellence streams at the secondary school and provision of accessible, affordable, high-quality early learning and wellbeing services- provide high quality education through professional leadership and teacher capability development, along with investment in modernised education spaces that enable innovative learning and maximise the benefits of integrated infrastructure development- provide long term improved education and community outcomes for disadvantaged communities in Frankston North through greater collaboration between education providers from early years through to secondary school, and with health and wellbeing community organisations- build a culture where the community works together, where educational community voice, agency and leadership are understood and valued as inter-related factors that contribute to the notion of empowerment and sense of pride |
| School values | The Frankston North Education Plan Values are;- Be Safe- Be Respectful- Be a LearnerThese three expectations are the cornerstones of each school in Frankston North. They are visible and tangible in every classroom and learning space and communicated broadly to the school community. The expectations have been devised in consultation with the community, as well as the Berry Street Education Model (BSEM). The BSEM provide strategies for teaching and learning that enables teachers to increase engagement of students with complex, unmet learning needs and to successfully improve all students’ self-regulation, relationships, wellbeing, growth and academic achievement.The pedagogical strategies incorporate trauma-informed teaching, positive education, and wellbeing practices. The 3 expectations, underpinned by a trauma-informed approach to teaching and learning, will continue to shape the way students, staff and the wider community work together over the life of the new SSP.At Monterey Secondary College, we’ve also developed and agreed upon our Professional Behaviours, these are- Track the speaker- Do your best work- Be on time and ready- Be accepting and inclusive- Look professional and manage distractions |
| Context challenges | The City of Frankston is the twenty-first largest Local Government Area in Victoria with a population of approximately 139,511 and is the major regional retail and commercial centre and transport hub of the Mornington Peninsula. Frankston North represents 4.2 per cent of the municipality’s population. It has three government schools, two early learning centres, a sporting club and a community centre.Forecast population growth for Frankston North to 2036 is high at 5.95 per cent per year compared to the predicted Victoria growth rate of only 1.4 per cent over the same period. By 2036,- the age group of birth to four years will represent 6.1 per cent of the Frankston North population- the primary school age group (5–11 years) will remain around 8.9 per cent- the secondary school age group (12–17 years) will represent 5.1 per cent of the population – a projected increase of 61 per cent.Frankston North has a high proportion of Aboriginal and Torres Strait Islander people (2.2 per cent) compared to the City of Frankston and the state average. It is also home to a large migrant community with approximately 20 per cent of the population having been born overseas.Compared to its surroundings, Frankston North has a relatively high level of socio-economic disadvantage and vulnerability among its children and young people. Almost half of all children (41 per cent) start school developmentally vulnerable on at least one domain of the Australian Early Development Census. All three of the schools are also in the highest category of socio-economic disadvantage (based on the Student Family Occupation and Education (SFOE) index).These extreme levels of disadvantage, low aspirations and poor learner engagement are reflected by the area’s high proportion of early school leavers (approximately 14 per cent) and levels of youth crime that are higher than the state average (42 crimes per 1,000 children and young people compared to 22.7 per 1,000 for Victoria). |
| Intent, rationale and focus | The Strategic Plan has five core focus areas, as covered below. Together, achieving the five focus areas will ensure that our students have the opportunity to attain the Frankston North Education Plan vision of 'Every child and family is successful in learning and life.'1. Literacy and numeracy across the school including reading, writing and numeracy.- Literacy and Numeracy is critically important to the lives and success of our young people. Across the next 4 years, we will continue to prioritise strong foundations in Literacy and Numeracy above all else; this will see English and Maths prioritised across the school, as well as significant investment in 'catching up' those students who enrol at Monterey Secondary College from a level that is below the minimum standard.2. Deepening teacher practice, collaboration, professional learning teams and assessment and data practices.- Professional Learning teams working and learning together to enhance teacher practice, collaboration, assessment and data practices ensures that our beginning teachers are surrounded by high-quality, experienced teachers, our middle-teachers have opportunity to lead and develop, and our expert-teachers are stretching themselves and others to ensure that our students get the best outcomes. This will wee Professional Learning Team meetings being prioritised, including Professional Learning Team meetings running across the Frankston North Education Plan. 3. Student engagement, agency and voice in learning- Ensuring that students have opportunity to shape and contribute to their learning gives our students the best chance of remaining as engaged learners; students who have already disengaged from school, or who have significant trauma will often need proactive approaches taken to build their engagement with education over time. This will see the school continuing to prioritise high-interest subject areas, extended school day activities, and a vast suite of Engagement and Outreach Programs to ensure that all students have opportunity to engage, regardless of their start-point or the barriers they face. 4. Student pathways.- We've designed our school for OUR students, we highly value Vocational Pathways, but not at the exclusion of Academic Pathways. As a small school, we work creatively to ensure that our students have maximum opportunity to gain the skills required to be successful in learning and life. This will see the school as a leader in the 'Senior Secondary Schooling Pathway Reforms', it will see the Centre of Excellence and other areas within the school drawn on for rich learning experiences, and it will see links with other educational providers and employers expanded on, to ensure that all students have access to the pathway that they aspire to.5. Student wellbeing and community engagement including partnerships.- Young people from communities with significant trauma and disadvantage typically require additional support to attain high-quality outcomes from both within their school and from those who partner with the school. This will see our continued focus on educating our students in Social and Emotional Literacy, so that they develop into independent adults with a strong understanding of themselves; enabling them to 'break the cycle', if required. Further, it will see students who require additional support in wellbeing, behaviour or leadership being linked into programs offered by parnters to ensure that they get a positive outcome.  |

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| **Goal 1** | Improve learning achievement and growth for all students in literacy and numeracy.  |
| Target 1.1 | NAPLAN benchmark growth years 7-9* By 2025, increase the percentage of students meeting or above benchmark growth in reading from 68% (Av. 2018- 2021) to 75% or more (including above benchmark growth from 21% (Av. 2018 - 2021) to 25% or more each year)
* By 2025, increase the percentage of students meeting or above benchmark growth in writing from 64% (Av. 2018-2021) to 75% or more (including above benchmark growth from 15% (Av. 2018-2021) to 25% or more each year)
* By 2025, increase the percentage of students meeting or above benchmark growth in numeracy from 78% (2021) to 80% or more (including above benchmark growth from 23% (2021) to 25% or more each year)
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| Target 1.2 | NAPLAN – Middle 2 bands and top 2 bands (combined) - Year 9 1.2.1 By 2025, increase the percentage of students achieving in the middle two and top two NAPLAN bands (combined) in reading from 57% (Av. 2018-2021) to 65% or above (including from 4% to 10% in the top two bands)1.2.2 By 2025, increase the percentage of students achieving in the middle two and top two NAPLAN bands (combined) in writing from 39% (Av. 2018-2021) to 65% or above (including from 2% to 10% in the top two bands)1.2.3 By 2025, increase the percentage of students achieving in the middle two and top two NAPLAN bands (combined) in numeracy from 69% (Av. 2018- 2021) to 75% or above (including from 5% to 10% in the top two bands) |
| Target 1.3 | Teacher judgement growthBy 2025, increase the percentage of students in each Year level (7-10) above expected growth in reading from Av. 2018-2021 data each year to the following:* Year 7: From 25% to 55%
* Year 8: From 38% to 55%
* Year 9: From 21% to 55%
* Year 10: From 33% to 55%

By 2025, increase the percentage of students in each Year level (7-10) above expected growth in writing from Av. 2018-2021 data each year to the following:* Year 7: From 43% to 60%
* Year 8: From 30% to 55%
* Year 9: From 21% to 55%
* Year 10: From 33% to 55%

1.3.3 By 2025, increase the percentage of students in each Year level (7-10) above expected growth in number from Av. 2018-2021 data and algebra each year to the following:* Year 7: From 46% to 60%
* Year 8: From 50% to 60%
* Year 9: From 33% to 55%
* Year 10: From 22% to 55%
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| Target 1.4 | From 2022 to 2025 increase the percentage of students completing the VCE from 94% (Av. 2018-2021) to 95% or more. |
| Target 1.5 | VCAL / VCE Vocational major completion ratesFrom 2022 to 2025 increase the percentage of students completing the VCAL / VCE Vocational major from 80% (Av. 2018-2021) to 85% or more. |
| Target 1.6 | VET completion ratesFrom 2022 to 2025 increase the percentage of students completing VET from 73% (Av. 2018-2021) to 80% or more. |
| Key Improvement Strategy 1.aCurriculum planning and assessment  | Deepen the whole school approach to reading and numeracy. |
| Key Improvement Strategy 1.bCurriculum planning and assessment  | Develop and embed a whole school approach to writing. |
| Key Improvement Strategy 1.cBuilding practice excellence  | Deepen a whole school approach to student data and assessment to inform point of need learning and teaching. |
| Key Improvement Strategy 1.dBuilding practice excellence  | Deepen teacher practice by embedding regular modelling, coaching, feedback and reflection processes through the PLTs. |
| **Goal 2** | Build student engagement and ownership of their learning. |
| Target 2.1 | Attitudes to School Survey (AToSS)Increase the percentage of positive responses (Year 7-12) to the following by 2025:* Stimulated learning from 56% (Av. 2018- 2021) to 70% or more
* Student voice and agency from 46% (Av. 2018- 2021) to 65% or more
* Self-regulation and goal setting from 59% (Av. 2018- 2021) to 70% or more
* Sense of confidence from 59% (Av. 2018- 2021) to 70% or more
* Managing bullying from 54% (Av. 2018- 2021) to 65% or more
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| Target 2.2 | School Staff Survey (SSS)Increase the percentage positive endorsement each year to 2025 of the following factors:School climate module:* Collective efficacy from 36% (Av. 2018- 2021) to 65% or more
* Academic emphasis from 32% (Av. 2018- 2021) to 60% or more

School leadership module:* Instructional leadership from 69% (Av. 2018- 2021) to 75% or more

Teaching and learning module factors:* Professional learning through peer observation from 47% (Av. 2018- 2021) to 75% or more
* Use student feedback to improve practice from 59% (Av. 2018- 2021) to 70% or more
* Understand how to analyse data from 48% (Av. 2018- 2021) to 70% or more
* Promote student ownership of learning from 65% (Av. 2018- 2021) to 80% or more
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| Target 2.3 | Student absence:Reduce the number of students absent for 20 days or more each year (2022-2025) from 46% (average 2018-2021) to less than 30% by 2025. |
| Key Improvement Strategy 2.aEmpowering students and building school pride  | Develop staff capability to activate student agency and voice in classroom learning. |
| Key Improvement Strategy 2.bEvidence-based high-impact teaching strategies  | Build teacher knowledge and understanding of the high impact teaching strategies. |
| Key Improvement Strategy 2.cEmpowering students and building school pride  | Strengthen student pathways to meet student needs and aspirations. |
| **Goal 3** | Strengthen student wellbeing and community engagement. |
| Target 3.1 | AToSS Survey Increase the percentage of positive responses (Year 7-12) each year from Av 2018-2021 data to 2025 to the following:* Sense of connectedness from 53% to 65% (Social engagement)
* Emotional awareness and regulation from 73% (2021) to 75% (Emotional & relational engagement)
* Teacher concern from 50% to 70% (Teacher /student relations)
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| Target 3.2 | School Staff Survey (SSS)Increase the percentage positive endorsement each year from Av 2018-2021 data to 2025 of the following factors: * Trust in students and parents from 29% to 60% or more
* Parent and community engagement from 54% to 70% or more
* Teacher collaboration from 50% to 75% or more
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| Target 3.3 | Parent Opinion Survey:Increase the percentage of positive responses to Parent Community engagement (3 factors combined) from 60% from Av 2018-2021 data to 70% by 2025. |
| Key Improvement Strategy 3.aHealth and wellbeing  | Strengthen the school/FNEP approach to student engagement and wellbeing including development of student leadership. |
| Key Improvement Strategy 3.bBuilding communities  | Strengthen partnerships across educational settings and the FNEP community. |