

# School Strategic Plan 2021-2025

Melton Secondary College (8027)



**MELTON**  
SECONDARY  
COLLEGE

Submitted for review by David Reynolds (School Principal) on 04 November, 2022 at 01:54 PM

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Awaiting endorsement by School Council President

# School Strategic Plan - 2021-2025

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| <b>School vision</b>      | A flourishing learning community achieving high levels of academic growth and bright futures for every student.   |
| <b>School values</b>      | <p>Success - We create bright futures when we achieve growth in our learning.</p> <p>Teamwork - We act and learn best when we work together</p> <p>Ambition - We achieve high levels of academic growth when we set challenging learning goals and have high aspirations</p> <p>Respect - We respect ourselves, others and our community when we THINK about what we say and do. (THINK = Is it True? Is it Helpful? Does it Inspire? Is it Necessary? Is it Kind?)</p> <p>Responsibility - We accept responsibility for our actions and the consequences that follow.</p>  |
| <b>Context challenges</b> | <p><b>Context</b><br/>Melton Secondary College is located in the centre of the Melton township and serves a community with high levels of economic disadvantage and increasing cultural diversity. The college has continued to experience enrolment growth, however this is projected to plateau over the life of the SSP. The student profile includes: 54% of students who attract Equity funding, 42% of students from Culturally and Linguistically Diverse (CALD) backgrounds, 26% of students are English as an Additional Language (EAL), 5% are of Aboriginal and Torres Strait Island (ATSI) background and 2% of students are in Out of Home Care (OoHC). There are a higher percentage of students with learning or behavioural conditions who do not qualify for the Program for Student Disabilities.</p> <p><b>Goal 1: Increase student growth in Reading, Writing and Numeracy across the college.</b><br/><b>Challenges</b></p> <ul style="list-style-type: none"> <li>- Student Learning outcomes<br/>While the college achieved or exceeded the VCE Mean Study Score for nine subjects in 2019 and then five subjects in 2020, it was unable to increase each Study mean score to be at the State Mean.</li> <li>- Staff recruitment and retention<br/>Difficulty in recruitment and retention of experienced staff, particularly those teaching the mathematics curriculum contributed to the challenge of delivering consistently high quality pedagogy. A dedicated professional learning program with external consultants has been embedded to enable teachers to be well-versed in Teaching Mathematics for Understanding pedagogy.</li> <li>- Parent engagement<br/>Parent focus groups indicated that effective communication between students, parents, and teachers was a barrier to higher VCE</li> </ul> |

outcomes. The college recognised the need for greater promotion to the community of college programs and achievements with relevant programs and achievements placed on the college website and on line platforms. The Panel also found a “teacher led” culture of teaching and learning was predominant in some classrooms and this was holding the college back with the need for the college to embed a more consistent “student led” culture where students took increasing ownership over their learning.

Goal 2: Build a culture of high expectations based on the college values of Success, Teamwork, Ambition, Respect and Responsibility.  
Challenges

- Student attendance.

By 2019 only approximately 40 per cent of students met the 94 per cent attendance goal with approximately 50 per cent of Year 12 students meeting the goal and approximately 30 per cent of Year 9 students meeting the goal. The other year levels fell in between the Year 9 and Year 12 cohort results.

- SEL program with fidelity and student connectedness

The Panel found that the college initiated socio-emotional learning subject—STARR Connect (Success, Teamwork, Ambition, Respect and Responsibility) program—had not been implemented as effectively as it could have been, or with fidelity from all teachers. This program was introduced to provide an opportunity for students to build trusting relationships with teachers and peers with STARR Connect classes held for 20 minutes each day with the homegroup STARR teacher who was also the student’s and family’s go-to for any wellbeing, general learning or other concerns.

- A culture of excellence

The Panel found school systems were promoting and monitoring compliance rather than excellence. Feedback from focus groups cited school processes, mainly attendance, lateness and uniform, as having a stronger focus on meeting minimum expectations as opposed to promoting excellence in learning.

- Orderly learning environment

Finally, there were periods where there had been incidents in the yard which were significant disruptors and barriers to the work in building a culture of high expectations, focused on learning and in line with the college values.

Goal 3: Ensure all students leave the college with a positive pathway into further study or full-time employment.

Challenges

-Parent engagement and feedback

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|   | <p>The Parent Opinion Survey (POS ) in 2020 indicated a 69 per cent positive endorsement for Positive transitions. In 2019 it was 61 percent, in 2018 it was 68 per cent and in 2017 it was 70 per cent. Based on the 2020 data the target of 75 per cent was not met across the SSP.</p> <p>Looking at data sets during the school review it was highlighted to the Panel that the response by parents to the POS had significantly dropped since 2017. The overall response by parents had historically been low and this was seen by the Panel as a factor in the target not being met.</p> <p>- Pathways team access</p> <p>The Panel found student feedback suggested that the careers team was difficult to access during the school day and they were not readily visible in classrooms due to their workload. The careers team had a number of responsibilities and tasks to complete throughout a school year and the college addressed this in 2020 by adding an additional part-time staff member to the team to help cater for the many demands placed upon them.</p> |
| <p><b>Intent, rationale and focus</b></p> | <p>The School Strategic Plan identifies the following priorities:</p> <ul style="list-style-type: none"> <li>• building learner agency through high impact teaching practice and a focus on assessment literacy and differentiation</li> <li>• literacy and numeracy outcomes</li> <li>• a professional culture of feedback and growth</li> <li>• strengthening student connectedness, pride and motivation</li> <li>• improving student attendance</li> </ul> <p>The SSP will build on effective evidence-based structures, programs and processes already in place with a focus in 2022 on re-establishing high levels of student learning and wellbeing. The implementation of the new VGSA will be used as an opportunity to shorten period length and increase the educational impact of curriculum and instruction over the course of a 5 period day. Each of the Key Improvement Strategies will articulate phased implementation through actions and activities supported by adaptive and strategic leadership.</p>   |



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| <b>Goal 1</b>     | To improve student learning growth and achievement.   |
| <b>Target 1.1</b> | <ul style="list-style-type: none"> <li>• Improve the percentage of students achieving above Benchmark Growth in NAPLAN Numeracy from 24% in 2019 to 29% in 2025</li> <li>• Improve the percentage of students achieving above Benchmark Growth in NAPLAN Reading from 25% in 2019 to 30% in 2025</li> <li>• Increase the percentage of students in the top two NAPLAN Numeracy bands at Year 9 from 14% in 2019 to 18% 2025</li> <li>• Increase the percentage of students in the top two NAPLAN Reading bands at Year 9 from 17% in 2019 to 21% 2025</li> <li>• Reduce the percentage of students in the bottom two bands of Year 9 NAPLAN Reading from 35% in 2019 to 29% in 2025</li> <li>• Reduce the percentage of students in the bottom two bands of Year 9 NAPLAN Numeracy from 29% in 2019 to 25% in 2025</li> </ul> |
| <b>Target 1.2</b> | Increase the percentage of positive endorsement on the School Staff survey for the following factors: <ul style="list-style-type: none"> <li>• Academic emphasis from 38% in 2020 to 42% in 2025.</li> <li>• Collective efficacy from 44% in 2020 to 48% in 2025.</li> <li>• Instructional leadership from 63% in 2020 to 67% in 2025.</li> </ul>   |
| <b>Target 1.3</b> | Increase the percentage of positive endorsement on the Attitudes to School Survey for the following factors:  |

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|   | <ul style="list-style-type: none"> <li>• Stimulated learning from 67% in 2020 to 71% in 2025.</li> <li>• Differentiated learning challenge from 72% in 2020 to 76% in 2025.</li> </ul>  |
| <b>Target 1.4</b>   | <ul style="list-style-type: none"> <li>• Increase the VCE mean study score for all subjects from 26.4 in 2020 to 29.4 in 2025.</li> <li>• Increase the VCE mean English score from 27.25 in 2020 to 30.25 in 2025.</li> <li>• Increase the percentage of VCE study scores of 37+ from 9% in 2020 to 13% in 2025.</li> </ul> |
| <b>Key Improvement Strategy 1.a</b><br>Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs                   | Build a culture of academic aspiration, growth and challenge.   |
| <b>Key Improvement Strategy 1.b</b><br>Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities | Strengthen assessment practices (as, of, for learning) which support student learning within a robust guaranteed and viable curriculum.   |
| <b>Key Improvement Strategy 1.c</b><br>Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs                   | Develop teacher capability to use data to differentiate practice through the LEARN Instructional Model with a structured approach to feedback.  |
| <b>Goal 2</b>   | To improve student engagement.  |

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| <b>Target 2.1</b>   | <p>Students AToSS</p> <ul style="list-style-type: none"> <li>• Increase the percentage of student positive endorsement for Sense of confidence from 60% in 2020 to 64% in 2025</li> <li>• Increase the percentage of student positive endorsement for Self-regulation and goal setting from 67% in 2020 to 71% in 2025</li> <li>• Increase the percentage of student positive endorsement for Student voice and agency from 53% in 2020 to 57% in 2025</li> </ul> |
| <b>Target 2.2</b>   | <p>SSS</p> <ul style="list-style-type: none"> <li>• Increase the percentage of staff positive endorsement for Use student feedback to improve practice from 66% in 2020 to 70% in 2025</li> <li>• Increase the percentage of staff positive endorsement for Promote student ownership of learning goals from 66% in 2020 to 70% 2025</li> </ul>   |
| <b>Target 2.3</b>   | <ul style="list-style-type: none"> <li>• Decrease student absences from 19.3 days in 2020 to 17 days in 2025</li> <li>• Decrease the percentage of students with 20 or more days of absence from 36% in 2020 to 28% in 2025</li> </ul>  |
| <p><b>Key Improvement Strategy 2.a</b><br/>Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p> | <p>Empower students to lead their own learning.</p>   |
| <p><b>Key Improvement Strategy 2.b</b></p>  | <p>Strengthen school practices to improve student attendance.</p>   |

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| Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion |  |
| <b>Goal 3</b>  | To improve student wellbeing.  |
| <b>Target 3.1</b>  | <p>SSS</p> <ul style="list-style-type: none"> <li>• Increase the percentage of staff positive endorsement for Parent and community involvement from 62% in 2020 to 66% 2025</li> </ul>   |
| <b>Target 3.2</b>  | <p>Students AToSS</p> <ul style="list-style-type: none"> <li>• Increase the percentage of student positive endorsement for Sense of connectedness from 57% in 2020 to 61% in 2025</li> <li>• Increase the percentage of student positive endorsement for Advocate at school from 73% in 2020 to 77% in 2025</li> <li>• Increase the percentage of student positive endorsement for Teacher concern from 48% in 2020 to 51% in 2025</li> <li>• Increase the percentage of student positive endorsement for Managing bullying from 51% in 2020 to 55% in 2025</li> </ul> |
| <b>Target 3.3</b>  | <p>POS</p> <ul style="list-style-type: none"> <li>• Increase the percentage of parent positive endorsement for Parent participation and involvement from 55% in 2020 to 59% 2024.</li> </ul>   |

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|   | <ul style="list-style-type: none"> <li>• Increase the percentage of parent positive endorsement for Confidence and resiliency skills from 72% in 2020 to 76% 2024.</li> </ul> |
| <p><b>Key Improvement Strategy 3.a</b><br/>Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</p> | <p>Strengthen students' skills to develop positive wellbeing and to manage the opportunities and challenges of life.</p>  |
| <p><b>Key Improvement Strategy 3.b</b><br/>Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</p> | <p>Build a sense of belonging, connectedness and school pride across the college community.</p>   |