

# School Strategic Plan 2020-2024

Montague Continuing Education Centre (2784)



Submitted for review by Nathan Vogt (School Principal) on 23 March, 2021 at 08:25 AM

Endorsed by Coralee Pratt (Senior Education Improvement Leader) on 23 March, 2021 at 10:56 AM

Awaiting endorsement by School Council President

# School Strategic Plan - 2020-2024

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<b>School vision</b>	<p>The vision of Montague School is to provide positive, challenging and aspirational educational opportunities for students with a mild intellectual disability and students who have disengaged from education. Students are introduced to learning at their point of need and are supported to experience success and develop a successful adult pathway.</p> <p>The reintroduction of learning occurs with a thoughtful and thorough implementation of trauma informed practice and its integration into all areas of the school's work. This trauma informed learning environment fosters the dignity and self-esteem of our students and enables them to thrive in their learning and development at Montague School and beyond.</p>
<b>School values</b>	<p>Montague School provides a safe, supportive, friendly and orderly learning environment that enables young people to reconnect with teachers and learning as embodied in Montague's intent of "Learning, Respect and Empowerment".</p> <p>Montague School provides:</p> <ul style="list-style-type: none"><li>• Excellence in Teaching and Learning</li><li>• Trauma informed practice within a positive, predictable, calm and structured learning environment</li><li>• Small classes and individual learning support</li><li>• Teaching based on the learning needs of the young person</li><li>• Partnerships with agencies to provide holistic support and services as required</li><li>• Individual case management</li><li>• Integrated pathways support</li></ul> <p>The program is centred around a developmentally responsive personalised learning and pathway planning. With a focus on the development of literacy, numeracy, social development, pursuing student's interests and studies of Art and Physical Education, with the students working towards meeting the requirement of VCAL including VETis.</p> <p>The school focuses on establishing and modelling positive respectful relationships between teachers, students and the broader school community. Its aim is to establish multiple and diverse opportunities for students to experience success in their learning.</p>

<b>Context challenges</b>	<p>Given the size of the school, Montague School has a small team that comprises of principal, teachers, educational support staff and administrative staff.</p> <p>The school review process identified the following key challenges for the school:</p> <ul style="list-style-type: none"> <li>• The partnership and subsequent association with Oakwood has had a positive impact on the school and has provided a number of opportunities for Montague school. Subsequently, uncertainty over how this will play out across the next review period could itself be an issue.</li> <li>• It was noted that the strategies put in place to strengthen community partnerships had resulted in consistent enrolments but a change in perceptions would take time to have an impact within the community.</li> <li>• Historically there had been a public misconception that the school operated solely as a specialist school for students on the PSD program. Whilst the school had been renamed as Montague Continuing Education Centre, the school community decided to refer to their school as the Montague School and this was reflected in school signage.</li> <li>• Community perception and understanding of how the school operated had changed and families were beginning to see Montague as a viable option, particularly for students who had disengaged with their education in other settings.</li> </ul>
<b>Intent, rationale and focus</b>	<p>The intention of Montague School is to re-introduce students to learning to the extent that they are able to be successful and to build upon these successes to develop their learning potential and journey to a successful adult pathway.</p> <p>The school focuses on establishing and modelling positive respectful relationships between teachers, students and the broader school community. Its aim is to establish multiple and diverse opportunities for students to experience success in their learning.</p> <p>Our teachers are actively engaged in developing classroom practice to ensure that our pedagogy and curriculum engages all students at their academic entry level, with the ultimate goal of completing their VCAL. We believe that discussing all aspects of learning with students leads to meaningful, purposeful, authentic learning that genuinely reengages students in education. The small class sizes provides a safe, supportive and caring environment for our students in order to establish trust and to maximize learning opportunities.</p> <p>Montague School enrolment and induction processes are designed to introduce students to the safe and supportive learning environment, and to ensure that staff and students are aware of our expectations and their responsibilities.</p> <p>Our School believes valuing diversity is crucial in the development of positive, supportive and respectful relationships. We embrace an atmosphere that allows students to develop healthy connections and to have the capacity to be autonomous learners. Particular attention will be paid to the cultural safety of Aboriginal children, children from culturally and/or linguistically diverse backgrounds, out of home care students, same sex attracted, intersex and gender diverse young people as well as the safety of children with a disability.</p>

Every staff member involved in Montague School has a responsibility to understand the important and specific role he/she plays individually and collectively to ensure that the wellbeing and safety of all children and young people is at the forefront of all they do and every decision they make.

Parental/carer's involvement is important, as we recognise that our students are part of a system and not operating in isolation. This is demonstrated through the first meeting with parents or carers, at regular Student Led Conferences where achievements, reflections and goals are shared with parents/carers and at Student Support Group meetings which enable parent and student voices to be heard. This collaborative and integrative process gives a strong and clear message to our students and their families, of everyone working together, sharing a common goal.

The School Review Panel recommended the following key directions for the next School Strategic Plan:

- Instructional Model in Literacy and Numeracy
- High Impact Teaching Strategies
- Professional Learning Community culture
- Student voice, agency and leadership.

By focusing on these key directions, the panel agreed that the school will effectively provide a learning environment where students, parents and teachers are a community of learners. Through providing agency to all students in their learning, the panel agreed that the cognitive engagement of students will improve, as will their learning confidence and motivation. With consistent practice will be targeted across all classrooms, and there will be a common language around curriculum and teaching and learning. These factors will facilitate the delivery of effective teaching at all students' point of need, and this will enable maximum learning growth and improved student outcomes.

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<b>Goal 1</b>	Improve learning outcomes for all students.
<b>Target 1.1</b>	By 2024, 100 per cent of students will have achieved their individual VCAL (or equivalent program) learning outcomes. Increasing from 75 per cent across previous review period.
<b>Target 1.2</b>	<p>Staff Opinion Survey - Teaching and Learning – Practice Improvement Module (2019 data as insufficient data from 2020 results)</p> <ul style="list-style-type: none"> <li>the positive endorsement for ‘use pedagogical model’ will increase from 50 per cent in 2019 to 75 per cent in 2024</li> <li>the positive endorsement for ‘professional learning through peer observation’ will increase from 25 per cent in 2019 to 75 per cent in 2024.</li> </ul>
<b>Target 1.3</b>	All students will improve their reading and number assessment levels as measured by external assessment tools (baseline data and assessment tools to be finalised).
<b>Key Improvement Strategy 1.a</b> Building practice excellence	Implement and embed an effective Professional Learning Community culture
<b>Key Improvement Strategy 1.b</b> Building practice excellence	Embed the Instructional Model in Literacy and Numeracy
<b>Key Improvement Strategy 1.c</b>	Build teacher capability in the use of High Impact Teaching Strategies

Evidence-based high-impact teaching strategies	
<b>Goal 2</b>	Improve student engagement
<b>Target 2.1</b>	<p>Attitude to School Survey (2017-19 data)</p> <ul style="list-style-type: none"> <li>• increase the three-year average positive endorsement for ‘stimulating learning’ from 43 per cent in 2019 to 65 per cent in 2024</li> <li>• increase the three-year average positive endorsement for ‘student voice and agency’ from 55 per cent in 2019 to 70 per cent in 2024</li> <li>• increase the three-year average positive endorsement for ‘sense of confidence’ from 66 per cent to 75 per cent in 2024.</li> </ul>
<b>Target 2.2</b>	100 per cent of exiting students will transition to a positive post school destination. - needs current percentage of students
<b>Target 2.3</b>	Reduce the percentage of students who are absent for thirty or more days from 26 per cent in 2019. - needs target percentage in 2024
<b>Key Improvement Strategy 2.a</b> Building practice excellence	Build teacher knowledge and understanding of student voice and agency in learning
<b>Key Improvement Strategy 2.b</b> Empowering students and building school pride	Develop effective feedback strategies
<b>Key Improvement Strategy 2.c</b>	Increase access to a broad range of structured leadership roles

Empowering students and building school pride	
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