

School Strategic Plan 2025-2029

Melton Specialist School (5162)



Submitted for review by Brooke Briody (School Principal) on 18 January, 2026 at 09:51 PM

Endorsed by Tony Simpson (Senior Education Improvement Leader) on 27 January, 2026 at 02:29 PM

Awaiting endorsement by School Council President

School Strategic Plan - 2025-2029

Melton Specialist School (5162)

School vision	Our vision is to create a calm, consistent, and supportive school environment where every student and staff member feels safe, valued, and connected. We are guided by strong communication, teamwork, and empathy, working together to meet the diverse needs of our students with flexibility, professionalism, and care.
School values	At our school, we are guided by values that place safety, connection, and community at the heart of everything we do. We create a learning environment where every student feels safe, supported, and secure, enabling them to thrive through predictable routines and nurturing relationships. Our staff foster a strong sense of belonging and purpose, ensuring that each learner is known, valued, and celebrated. We are committed to providing meaningful opportunities that build skills, confidence, and independence, while promoting education that is engaging, respectful, and responsive to individual needs. With hope, compassion, and collaboration, we work alongside families and the wider community to empower every student to flourish.
Context challenges	- Classified as a 'hard to staff' school, recruiting teachers and education support (ES) staff had been challenging, resulting in operational issues and increased class sizes. Targeted incentives had not effectively attracted staff. High rates of staff turnover and absenteeism had further exacerbated the situation. - Workforce skills have varied, and the shortage of experienced staff has complicated new staff induction, the rollout of curriculum initiatives and the consistency of instruction. - The rollout of the DI program has necessitated the redeployment of staff and affected classroom support. The panel heard that staff shortages presented challenges for the school due to increased enrolment and a more complex student cohort.
Intent, rationale and focus	Through our School review, the panel and our leadership team observed that although the TEACCH model was integrated into classrooms, additional guidance on curriculum and instruction was necessary. They identified increasing teacher knowledge in content and pedagogy and more explicit teaching at the teacher table as key areas for improvement. The panel noted a lack of agreement and consistency in the teaching and assessment of literacy. It was determined that strengthening teacher capacity to deliver an engaging literacy curriculum should be prioritised. The panel concluded that a more consistent approach to formative assessment was needed to understand student learning, identify areas of improvement and adapt teaching strategies to the student's point of need.

	After discussions with students, we have determined that students had limited understanding of their goals, sometimes did not feel sufficiently challenged in their learning, and were not familiar with who the student leaders were. The panel agreed that the work around more authentic student voice, learner agency and student leadership was essential work to be undertaken. Building stronger and more purposeful partnerships with families from culturally and linguistically diverse backgrounds was recognised as key to regular attendance and improved learning and wellbeing outcomes.
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Goal 1	Optimise the learning growth of every student
Target 1.1	By 2029, increase the percentage of students identified as Alternative and Augmentative Communication (AAC) users achieving their individual learning plan goals according to Semester 2 Teacher Judgements for: • Communication from 67% (2025) to 75%
Target 1.2	By 2029, increase the percentage of students who demonstrate within level or next level progress over a period of 24 months against the Victorian Curriculum, according to Semester 2 Teacher Judgements for: • Reading and viewing from 66% (2024) to 80% (2029) • Number from 65% (2024) to 80% (2029)
Target 1.3	By 2029, increase the below achievement measures: • Students will complete their ASDAN communication modules from 61% (2024) to 85% (2029) • VPC students to complete 2 units of literacy from 50% (2024) to 70% (2029)
Target 1.4	By 2029, increase the proportion of positive responses on the Attitudes to School Survey (AtoSS) for factors: • Stimulating learning from 66% (2024) to 70% (2029) • Sense of confidence from 69% (2024) to 73%(2029)

Target 1.5	By 2029, increase the proportion of positive responses on School Staff Survey (SSS) for the factor: Teaching and Learning—Planning from 63% (2024) to 66%(2029)
Key Improvement Strategy 1.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Build teacher content and pedagogical knowledge and an understanding of the Victorian Curriculum to improve literacy outcomes.
Key Improvement Strategy 1.a The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	
Key Improvement Strategy 1.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Build teacher capacity to use formative assessment strategies to sequence the knowledge and skills to be taught and assessed.
Key Improvement Strategy 1.b Systematic use of assessment strategies and measurement practices to obtain and provide feedback on	

student learning growth, attainment and wellbeing capabilities	
Key Improvement Strategy 1.c Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Develop staff proficiency in using Alternative and Augmentative Communication (AAC) across all areas of the school.
Key Improvement Strategy 1.c Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	
Goal 2	Strengthen student voice and learner agency
Target 2.1	By 2029, decrease the number of unapproved absences per student from 21.5 days (2024) to 20 days.
Target 2.2	By 2029, increase the percentage of all students achieving their individual learning plan goals according to Semester 2, Teacher Judgements for: • Personal learning from 77% (2024) to 80% • Social learning from 79% (2024) to 84%
Target 2.3	By 2029, increase the percentage of positive response to the Attitudes to School Survey (AtoSS) for factors: • Student connectedness from 69% (2024) to 73% • Student voice and agency from 65% (2024) to 68%

	• Emotional awareness and regulation from 62% (2024) to 65%
Target 2.4	By 2029, increase the percentage of positive responses to the Parent/Caregiver/Guardian Opinion Survey (PCGOS) for factors: • Parent community engagement from 85% (2024) to 89% • Student voice and agency from 80% (2024) to 84%
Key Improvement Strategy 2.a The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Build staff capacity to teach the Personal and Social Development Curriculum.
Key Improvement Strategy 2.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	
Key Improvement Strategy 2.b The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Create opportunities for students to have agency and influence in their learning.
Key Improvement Strategy 2.b	

Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	
Key Improvement Strategy 2.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	
Key Improvement Strategy 2.c The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Further develop staff capacity to build purposeful partnerships with all parents and carers.
Key Improvement Strategy 2.c Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	
Key Improvement Strategy 2.c Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	

