

School Strategic Plan 2020-2024

Macleod College (6242)



Submitted for review by Mario Panaccio (School Principal) on 16 July, 2020 at 01:25 PM
Endorsed by Karen Money (Senior Education Improvement Leader) on 17 July, 2020 at 08:18 AM
Awaiting endorsement by School Council President

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| <p>School vision</p> | <p>Our Vision To build healthy communities within and beyond the College where through education all people can create opportunities for themselves and others.</p> <p>Our Mission Macleod College empowers and supports every student to reach their full potential; to develop the skills, knowledge and values to build positive relationships, lead creative and productive lives and contribute meaningfully to their local and global community</p> <p>NOTE: These will be reviewed as part of the 2020 - 2024 strategic plan</p> | | | | | | | | | | | | | | | | | | | | | |
| <p>School values</p> | <p>Macleod College is committed to providing high quality education in an engaging, challenging and flexible learning environment underpinned by our core value of RESPECT.</p> <p>Our Values</p> <table border="0"> <tr> <td>R</td> <td>Responsibility</td> <td>We take ownership of our actions and place in the school community</td> </tr> <tr> <td>E</td> <td>Excellence</td> <td>We aim high and celebrate growth and achievement</td> </tr> <tr> <td>S</td> <td>Strength</td> <td>We recognize and nurture positive qualities in ourselves and others</td> </tr> <tr> <td>P</td> <td>Purpose</td> <td>We acknowledge the value and effort in achieving our goals</td> </tr> <tr> <td>E</td> <td>Empathy</td> <td>We seek to understand the experiences of others</td> </tr> <tr> <td>C</td> <td>Community</td> <td>We create a sense of belonging through mutual support and shared contribution</td> </tr> <tr> <td>T</td> <td>Trust</td> <td>We believe in ourselves and others</td> </tr> </table> <p>NOTE: these values will be reviewed as part of the 2020 - 2024 strategic plan</p> | R | Responsibility | We take ownership of our actions and place in the school community | E | Excellence | We aim high and celebrate growth and achievement | S | Strength | We recognize and nurture positive qualities in ourselves and others | P | Purpose | We acknowledge the value and effort in achieving our goals | E | Empathy | We seek to understand the experiences of others | C | Community | We create a sense of belonging through mutual support and shared contribution | T | Trust | We believe in ourselves and others |
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| <p>Context challenges</p> | <p>Macleod College achieved “partially met” for most of its goals in the last strategic plan that suggests that some effective work had been undertaken. The overriding challenge faced by the College is to consolidate the positives whilst aligning limited resources to drive improvement in key areas identified in the review.</p> <ul style="list-style-type: none"> • Foundation to Year 6: Student achievement and attitude to school data have been inconsistent. A need for a review of practices, programs and organisational structures has been identified including seeking external input regarding the challenges faced and the future direction of the F- 6 area. • Improving VCE results: A whole school approach to improving VCE results needs to be developed. What skills do VCE students need to succeed? How does the school support the students to achieve them? Areas of focus - Curriculum scope and | | | | | | | | | | | | | | | | | | | | | |

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| | <p>sequence, differentiation of work, personalisation in learning, explicit teaching of 21st century skills and the alignment of educational resources</p> <ul style="list-style-type: none"> • Managing a deficit budget: Ensuring that resources are allocated to support and optimise key educational objectives and that budget constraints do not have a negative impact on student learning • Increasing student numbers: Ensuring that Macleod College is the school of first choice for students – links with primary school and kindergartens, marketing strategy, improving results, celebrate the positives and be actively involved in the local community • Building the leadership capacity of the staff: Ensuring that staff have the opportunities, confidence, skills and voice to contribute and drive the educational agenda of the College |
| <p>Intent, rationale and focus</p> | <p>Macleod College is committed to improving the learning outcomes for all students so that their performance is “at or above” expected levels. It acknowledges that its learning program must be predicated on high expectations for all and must also understand and respond to the learning needs of each individual. For this to occur teaching and learning practices along with wellbeing programs need to be developed that engage, support and challenge the entire student</p> <p>The college has identified two complementary T&L priorities (personalization in learning and the development of 21st century skills) along with one wellbeing priority (School Wide Positive Behaviour Support - SWPBS)</p> <p>Personalization in learning will focus on shifting the students from being simply a ‘consumer’ of education to a ‘co-producer and collaborator’ of their learning pathway.</p> <ul style="list-style-type: none"> • Students to have more voice in what they learn, how they learn and how they are taught. • Curriculum to be more responsive to students needs and interests (engagement, differentiation, integration, social and emotional learning, applied learning opportunities) • Teaching practices to reflect how students learn • Students monitor and record learning via the learning portfolio <p>Personalisation in learning will ensure that the learning experience is appropriate to each learner and that they are able to decide what they learn, how they learn, when they learn and who they learn with.</p> <ol style="list-style-type: none"> (1) Timing of learning – when (2) Pacing of learning – tailored to the individual (3) Location for learning – within and beyond campus (4) Modes of learning – blending learning, self-paced, inquiry-based, collaborative, etc (5) Support for learning – subject matter experts, key role of advising, achievement data (6) Goals for learning – how will students achieve skills and competencies through disciplinary knowledge (7) Technology for learning – as a catalyst, enabler or connector? <p>21st century skills will focus on embedding 21st century skills across the curriculum:</p> <ul style="list-style-type: none"> • Critical and creative thinking • Collaboration, communication and team work • Personal and social skills |

- ICT skills
- Knowledge, skills and strategies in numeracy and literacy (curriculum)

During the life of the current strategic plan Macleod College will work to become a student centered educational institution that promotes:

- active and collaborative learning
- participation in challenging academic activities (extent to which expectations and assessments challenge students to learn)
- positive student and staff interactions (level and nature of students' contact with teaching staff)
- involvement in enriching educational experiences (participation in broadening educational activities)
- all members feeling legitimated and supported

SWPBS at Macleod College will improve social, emotional, behavioural and academic outcomes for children and young people. It will provide teachers and students to have more time to focus on relationships and classroom instruction.

Students and staff benefit from:

- increased respectful and positive behaviour
- increased time focused on instruction
- improved social-emotional wellbeing
- positive and respectful relationships among students and staff
- increased adoption of evidence-based instructional practices
- a predictable learning environment with improved perceptions of safety and increased attendance

Over the next four years the goals in our strategic plan will be achieved by developing successive annual implementation plans that will involve a staged approach in the delivery of key improvement strategies that align closely with our set goals.

- Building staff capacity: assessing students against the Vic curriculum, assessment rubrics,
- Developing a positive school culture: involvement in the School Wide Positive Behaviour Support Program
- Improved teaching practices: modes of learning/pedagogy, consistent use of the Macleod teaching model
- Increasing student voice

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| Goal 1 | To ensure the learning growth and achievement of high-quality educational outcomes for all students with focus on English and mathematics. |
| Target 1.1 | By 2023, the percentage of Year F-6 students assessed as being at or above age expected level on Victorian Curriculum Levels F-10 will increase: <ul style="list-style-type: none">• in the English Language Reading Mode from 92 per cent in 2019 to 98 per cent• in the English Language Writing Mode from 89 per cent in 2019 to 95 per cent• the Mathematics Number and Algebra Strand from 92 per cent in 2019 to 98 per cent. |
| Target 1.2 | By 2023, the percentage of Year 7-10 students assessed as being at or above age expected level on Victorian Curriculum Levels F-10 will increase: <ul style="list-style-type: none">• in the English Language Reading Mode from 89 per cent in 2019 to 95 per cent• in the English Language Writing Mode from 89 per cent in 2019 to 95 per cent• the Mathematics Number and Algebra Strand from 86 per cent in 2019 to 95 per cent. |
| Target 1.3 | By 2023, the percentage of Year 5 students assessed as meeting or above NAPLAN benchmark growth (using the two-year moving average indicator) will increase: <ul style="list-style-type: none">• in Reading from a 2017-19 average 65 per cent to 75 per cent• in Writing from a 2017-19 average 64 per cent to 75 per cent |

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| | <ul style="list-style-type: none"> • in Numeracy from a 2017-19 average 82 per cent to 89 per cent. |
| Target 1.4 | <p>By 2023, the percentage of Year 9 students assessed as meeting or above NAPLAN benchmark growth (using the two-year moving average indicator) will increase:</p> <ul style="list-style-type: none"> • in Reading from a 2017-19 average 81 per cent to 90 per cent • in Writing from a 2017-19 average 72 per cent to 80 per cent • in Numeracy from a 2017-19 average 79 per cent to 85 per cent. |
| Target 1.5 | <p>By 2023, the percentage of VCE Study scores of 37 or more will increase from six per cent in 2018 to ≥ 10 per cent.</p> |
| Key Improvement Strategy 1.a Curriculum planning and assessment | <p>Refine the College Teaching Model to ensure curriculum and lesson planning is explicitly aligned to the Victorian Curriculum and consistently implemented in each classroom and learning area for all student groups:</p> <p>Teaching model</p> <ul style="list-style-type: none"> - Learning intention – consistency of language - Success criteria - HITS: incorporate into planning - Review |
| Key Improvement Strategy 1.b Curriculum planning and assessment | <p>Enhance College capability to use formative assessment aligned to the Victorian Curriculum to improve teaching and learning</p> <ul style="list-style-type: none"> - Moderation of work - Consistent rubrics (use, format and structure) that are aligned to Vic curriculum - Understanding and using data |
| Key Improvement Strategy 1.c | <p>Implement leadership and professional learning community structures and responsibilities that explicitly support, guide and direct improvement in teacher practice and student learning within the College Teaching Model</p> |

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| Building practice excellence | |
| Key Improvement Strategy 1.d Evidence-based high-impact teaching strategies | Develop and implement targeted support programs in English and Mathematics for students in Prep to Grade 6 - reading recovery, maths mentors, etc |
| Key Improvement Strategy 1.e Evidence-based high-impact teaching strategies | Develop high quality teaching and learning practices to support improved VCE delivery and students results incorporating the strategies identified in the VCE Best practice framework |
| Key Improvement Strategy 1.f Evaluating impact on learning | Develop and implement strategies that support improved learning outcomes for students as identified in the MYLNS program |
| Goal 2 | To create empowered learners who are inquiring, creative, critical thinkers and engaged in and connected to their learning. |
| Target 2.1 | <p>By 2023, the percentage of Year 4-6 students reporting positive endorsement to the student Attitudes to School Survey (AtoSS) measures will increase:</p> <ul style="list-style-type: none"> • in the Learner Characteristics and Disposition domain; <ul style="list-style-type: none"> ○ Learning confidence factor from 22 per cent (3 year average 2017 - 2019) to "at or above" 80 per cent ○ Self-regulation and goal setting factor from 30 per cent (3 year average 2017 - 2019) to "at or above" 80 per cent ○ Motivation and interest factor, from 37 per cent (3 year average 2017 - 2019) to "at or above" 80 per cent • in the Social engagement domain <ul style="list-style-type: none"> ○ Student voice and agency factor from 44 per cent (3 year average 2017 - 2019) to "at or above" 80 per cent |

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| <p>Target 2.2</p> | <p>By 2023, the percentage of 20+ days of absence for the following cohorts will decrease:</p> <ul style="list-style-type: none"> • Year F-6 students—from 24 per cent in 2019 to "at or below" 20 per cent • Year 10-12 students—from 28 per cent in 2019 to "at or below" 20 per cent. |
| <p>Target 2.3</p> | <p>By 2023, the percentage of Year 4-6 students reporting positive endorsement to the student Attitudes to School Survey (AtoSS) measures will increase:</p> <ul style="list-style-type: none"> • in the Learner Characteristics and Disposition domain; <ul style="list-style-type: none"> ○ Attitudes to attendance factor from 32 per cent (3 year average 2017 - 2019) to "at or above" 90 per cent. |
| <p>Target 2.4</p> | <p>By 2023, the percentage of Year 7 - 12 students reporting positive endorsement to the student Attitudes to School Survey (AtoSS) measures will increase:</p> <ul style="list-style-type: none"> • in the Learner Characteristics and Disposition domain; <ul style="list-style-type: none"> ○ Learning confidence factor from 70 per cent (3 year average 2017 - 2019) to "at or above" 80 per cent ○ Self-regulation and goal setting factor from 75 per cent (3 year average 2017 - 2019) to "at or above" 80 per cent ○ Motivation and interest factor, from 67 per cent (3 year average 2017 - 2019) to "at or above" 80 per cent • in the Social engagement domain <ul style="list-style-type: none"> ○ Student voice and agency factor from 62 per cent (3 year average 2017 - 2019) to "at or above" 75 per cent |

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| Target 2.5 | <p>By 2023, the percentage of Year 7 -12 students reporting positive endorsement to the student Attitudes to School Survey (AtoSS) measures will increase:</p> <ul style="list-style-type: none"> • in the Learner Characteristics and Disposition domain; <ul style="list-style-type: none"> ○ Attitudes to attendance factor from 80 per cent (3 year average 2017 - 2019) to "at or above" 90 per cent. |
| Key Improvement Strategy 2.a Evidence-based high-impact teaching strategies | Explicitly articulate and implement the roles of student agency in learning within the College Teaching Model |
| Key Improvement Strategy 2.b Empowering students and building school pride | Activate student voice and leadership across all levels of the college |
| Key Improvement Strategy 2.c Setting expectations and promoting inclusion | Implement targeted student and family support to increase attendance |
| Key Improvement Strategy 2.d Empowering students and building school pride | Develop and implement the "Hold Fast" program - improved learning outcomes, student engagement, development of smart learning goals, buddy, learning mentors, etc |
| Key Improvement Strategy 2.e Intellectual engagement and self-awareness | Collegiate groups to develop and deliver educational opportunities that engage students – community/action research project <ul style="list-style-type: none"> - Applied - Integrated - Challenging - Focus on the development of 21st Century skills |

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| Key Improvement Strategy 2.f Building practice excellence | Develop staff capacity to engage students in their learning <ul style="list-style-type: none"> - Peer observation - Opportunities for collaboration - Critical friends/mentor - Staff to run PD for other staff |
| Goal 3 | To develop resilient students and staff who display growth mindsets and behaviours and attitudes that reflect the school values. |
| Target 3.1 | <p>Drafting note: Please consider adding an additional target to triangulate student data e.g SWPB data</p> <p>By 2023, increase the percentage of Year 2, 4, 6, 8 and 10 students assessed against the Victorian Curriculum Levels F-10 at or above the expected achievement standards as described in the Victorian Curriculum Personal and Social Capability Strands (Self-Awareness and Management, and Social Awareness and Management) from the 2019 xx percentage (to be finalised by the school) to 99 per cent.</p> |
| Target 3.2 | <p>By 2023, the percentage of Year 4-6 students responding positively to the following measures contained in the student Attitudes to School Survey to increase:</p> <ul style="list-style-type: none"> • Social engagement domain <ul style="list-style-type: none"> ○ School connectedness (sense of belonging) - from 22 per cent (3 year average 2017 - 2019) to 70 per cent • Effective teaching practice for cognitive engagement domain <ul style="list-style-type: none"> ○ Classroom behaviour - from 18 per cent (3 year average 2017 - 2019) to 70 per cent • Teacher-Student Relations domain <ul style="list-style-type: none"> ○ Teacher concern - from 42 per cent (3 year average 2017 - 2019) to 70 per cent • Student safety domain <ul style="list-style-type: none"> ○ Advocate at school - from 23 per cent (3 year average 2017 - 2019) to 70 per cent ○ Respect for diversity - from 24 per cent (3 year average 2017 - 2019) to 70 per cent |

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| Target 3.3 | <p>By 2023, the percentage of Year 7 -12 students responding positively to the following measures contained in the student Attitudes to School Survey to increase:</p> <ul style="list-style-type: none"> • Social engagement domain <ul style="list-style-type: none"> ○ School connectedness (sense of belonging) - from 71 per cent (3 year average 2017 - 2019) to 80 per cent • Effective teaching practice for cognitive engagement domain <ul style="list-style-type: none"> ○ Classroom behaviour - from 72 per cent (3 year average 2017 - 2019) to 80 per cent • Teacher-Student Relations domain <ul style="list-style-type: none"> ○ Teacher concern - from 53 per cent (3 year average 2017 - 2019) to 70 per cent • Student safety domain <ul style="list-style-type: none"> ○ Advocate at school - from 65 per cent (3 year average 2017 - 2019) to 80 per cent ○ Respect for diversity - from 66 per cent (3 year average 2017 - 2019) to 80 per cent |
| Key Improvement Strategy 3.a Vision, values and culture | Review and refine the college Values statement |
| Key Improvement Strategy 3.b Health and wellbeing | Build staff and student capacity to embed the School Wide Positive Behaviour Supports Program |
| Key Improvement Strategy 3.c Health and wellbeing | Build College capacity to collect data and monitor the success of the approach to student management, health and wellbeing, including the School Wide Positive Behaviour Supports Program and existing programs |
| Key Improvement Strategy 3.d Empowering students and building school pride | Develop and implement the "Hold Fast" program including incorporating Positive education - improved learning outcomes, student engagement, development of smart learning goals, buddy, learning mentors, etc |
| Goal 4 | To build strong partnerships between and within students, parents, teachers and the local community |

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| Target 4.1 | By 2023, the number of locally enrolled students will increase to 600 (prep to year 12) |
| Target 4.2 | By 2023, staff and parent relationships and engagement will improve as evidenced by an increase in <ul style="list-style-type: none"> • Staff opinion data <ul style="list-style-type: none"> ○ Collegiate trust to move from the 20th percentile to be "at or above" the state median (50th percentile) ○ Parent and the wider community involvement to move from the 27th percentile to be "at or above" the state median (50th percentile) • Parent opinion data <ul style="list-style-type: none"> ○ Parent involvement and participation to move from the 50th percentile to the 75th percentile |
| Key Improvement Strategy 4.a Building communities | Develop and maintain strong links, educational programs and regular communication with feeder schools and kindergartens (existing and potential) |
| Key Improvement Strategy 4.b Building communities | Develop whole school agreed values and behaviors |
| Key Improvement Strategy 4.c Parents and carers as partners | Promote opportunities for parents and community members to be actively involved in student learning opportunities |