

Macleod College 6242

School Strategic Plan 2008 -2011



Endorsement by School Principal	SIGNED..... NAME Margaret Lacey DATE.....
Endorsement by School Council	SIGNED..... NAME.....Nicholas Abbey.... DATE..... School Council President signs indicating that the School Strategic Plan has been endorsed by School Council
Endorsement by Regional Director (or nominee)	SIGNED..... NAME.....Wayne Craig..... DATE.....

School Profile

<p>Purpose</p>	<p>To provide an outstanding academic education that inspires and extends all students. To develop the social conscience and leadership capacity of our students.</p>
<p>Values</p>	<p>Macleod College operates on the values of</p> <ul style="list-style-type: none"> • respect for each other and the environment • collaboration in all aspects of teaching, learning and community relations • innovation and excellence, with reference to evidence, in our teaching and learning • the right of all students to learn, lead and achieve at the highest level.
<p>Environmental Context</p>	<p>Macleod College is a co-educational P-12 school with an enrolment of over 1000 students who are drawn from the local area and further afield (e.g. Epping, Fitzroy, Coburg and Eltham). Macleod Pre-School is the main feeder school for Prep students. At Year 7, the College has over thirty feeder primary schools, drawing many students for whom Macleod is not the closest school. The bulk of the College's students come from five main feeder schools. Apart from its own Grade 6 the larger feeder schools are Rosanna Golf Links, Kingsbury, Preston, Rosanna, and Haig St.</p> <p>The College has traditionally offered a sequential curriculum from Prep to Year 12 based on the eight key learning areas. An integrated approach to curriculum delivery is implemented in Years P-6, and in Years 7 to 10 students study core subjects in each key learning area and additional elective subjects that are designed to meet the students' special needs or interests.</p> <p>The curriculum is extended by high profile music and German LOTE programs, an active student leadership program, peer support, chaplaincy, and extensive camps and excursions. International students and exchanges with our Chinese and German sister schools provide unique opportunities for travel and cross-cultural learning experiences. The College also offers a wide range of extension and enrichment programs including an instrumental music program, debating and public speaking, a high achievers class at Years 7 to 10, sport and involvement in academic competitions.</p> <p>The Leading Schools Fund project (2005-2007) which resulted in the IMPACT Centre and a new Year 9 program, based on ICT rich guided inquiry learning, has had a significant impact on curriculum renewal in the school.</p> <p>The College is currently working towards curriculum renewal and is planning for new facilities during the lifetime of this plan. The emphasis will be on teaching 21st century knowledge and skills with an emphasis on Digital Literacies, Inventive</p>

Thinking, Effective Communication and High Productivity.

Macleod College is involved in the Macleod/West Heidelberg Provision planning and it is intended the College will split into two campuses during the life of this Strategic Plan. The plan is that the P-9 program would be delivered in new facilities on the existing site and a new facility including an innovative Science Centre in partnership with La Trobe University would be provided for post-compulsory programs.

Due to natural attrition there is expected to be significant staff changeover in the life of this Strategic Plan.

Strategic Intent

	Student Learning	Student Engagement and Wellbeing	Student Pathways and Transitions
Goals	<ul style="list-style-type: none"> To maximize the effectiveness of teaching and learning so that the highest standards of learning are achieved for all students from Years P-12. 	<ul style="list-style-type: none"> To improve relationships between <ul style="list-style-type: none"> students students and teachers families and the college college and the community 	<ul style="list-style-type: none"> To improve transitions and support for all students in developing their own life and learning pathways.
Targets	<ul style="list-style-type: none"> To improve Mathematics outcomes in Years 4-6 with the objective of having at least 95% of students in Years 4-5 being assessed as performing at or above expectations in Number by 2010. To improve Number and Writing scores at Years 5-9 by at least 10% by 2010. To improve the percentage of VCE scores over 40 to 6% by 2010 (note that this percentage was achieved and exceeded between 1998 and 2004). To improve the average VCE study score to 31 (the College's current average VCE score is 29 and the state average is 30 out of 50). By 2009 all students will be able to develop and monitor individual learning plans. 	<ul style="list-style-type: none"> To improve scores in student Attitudes to School Survey, specifically <ul style="list-style-type: none"> To move the category of student relationships* percentiles for Years 5-12 into the 3rd quartile. To move the category of teaching and learning** percentiles for Years 5-12 into the 3rd quartile. Improve attendance at Years P-6 by dropping average days absent to less than 10. Improve attendance at Years 7-12 by dropping average days absent to less than 15. Using 2007 levels as a benchmark, there will be a downward trend in 	<ul style="list-style-type: none"> To improve VET completion rates from 50% (2006) to 75% by 2010 Increase the % of offers to students applying for tertiary places to at least 98%.

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	<ul style="list-style-type: none"> Annual targets to be determined as per David Hopkins Project, which may include all of the above. 	<p>the number of suspensions.</p> <p>*Connectedness to peers, Classroom behaviour, Student safety **Teacher effectiveness, Teacher empathy, Stimulating learning, School connectedness, Student motivation, Learning confidence</p>	
Key Improvement Strategies	<ol style="list-style-type: none"> 1. Improve effective teaching and learning strategies 2. Improve the performance and development culture 3. Plan curriculum within the Heidelberg provision context of 0-9 and 10-13. 4. Develop effective homework practice and build links between home and school 	<ol style="list-style-type: none"> 1. Improve student attendance 2. Improve student wellbeing in the context of a safe and supportive learning environment. 3. Improve student engagement 4. Improve parent support and participation 	<ol style="list-style-type: none"> 1. Improve pathways options and student management of pathways 2. Improve transition 3. Improve tracking and communication

Appendix: Strategies and Suggested Timeline for Implementation

	Student Learning	Student Engagement and Wellbeing	Student Pathways and Transitions
2008	<p>1. Improve effective teaching and learning strategies</p> <ul style="list-style-type: none"> • Work within the Provision and David Hopkins projects to improve teaching and learning strategies which could include <ul style="list-style-type: none"> ○ developing and agreeing on a model of pedagogy which incorporates 21st century knowledge, skills and teaching practice. ○ consolidating school-wide Principles of Learning and Teaching (POLT) Program ○ adopting a whole school approach to thinking skills and a schedule of when particular thinking skills are to be introduced and reinforced. • Improve timetabling, program coordination and provision to support deeper learning <ul style="list-style-type: none"> ○ review the time allocated to each learning area in the middle years. Consider how to 	<p>1. Improve student attendance</p> <ul style="list-style-type: none"> • the school follow the whole school approach to attendance outlined in the It's Not OK to be Away Kit and implement strategies (including the drafting of an attendance policy) that make attending school more attractive for recalcitrant students. • Conduct an analysis of attendance data, and use the Getting Clever with Attendance report to identify ways to reduce absenteeism. • regularly monitor and communicate student attendance – Daymap <p>2. Improve student wellbeing in the context of a safe and supportive learning environment</p> <ul style="list-style-type: none"> • the college wide code of conduct be reiterated in conjunction with and embraced by parents, students and staff to ensure a common understanding of expectations within all learning and personal settings • a greater use of Restorative Practices 	<p>1. Improve pathways options and student management of pathways</p> <ul style="list-style-type: none"> • consolidate the provision of VCAL so that it becomes a regular part of the College program. • improve support for students to develop their chosen learning pathways, for example by increasing the role of the Beacon Foundation. • encourage more community involvement and build links with local business and industry <p>2. Improve transition</p> <ul style="list-style-type: none"> • conduct an induction program with a formal follow up for new students • improve and make better use of data from feeder schools. <p>3. Improve tracking and</p>

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	<p>best restructure the school day and the amount of time per subject</p> <ul style="list-style-type: none"> ○ investigate and implement curriculum structures which cut across traditional discipline boundaries and build a team approach to teaching. <ul style="list-style-type: none"> • Use a guided inquiry approach to support the curriculum at Year 7 and a more integrated approach to learning. • promote the use of assessment for learning techniques at Years 4-10, including rubrics that can also be used to convey expected standards to students prior to them embarking on a task. <p>2. Improve the performance and development culture</p> <ul style="list-style-type: none"> • the way that professional development is organized and structured be refined so that professional learning is closely aligned with and results in desired improvements in classroom instruction. • staff performance and development plans should be devised in groups so 	<p>as a vehicle for student management</p> <ul style="list-style-type: none"> • more professional development time be devoted to improving teacher strategies in relation to interpersonal skills, learning styles and assessment techniques <p>3. Improve student engagement</p> <ul style="list-style-type: none"> • the College devise a theme or emphasis that assists to provide a special focus for selected activities and events in each of the Years 7-10 (e.g. Year 7 Friendship, Year 8 Personal challenges, Year 9 Community and Year 10 Helping others). • student forums be conducted and students' concerns be addressed by a staff and student working party. • student leadership programs and activities be developed and embedded across the curriculum. • Build student participation in decision making. 	<p>communication</p> <ul style="list-style-type: none"> • make it easier for parents to make contact with teachers at the school – email, webpage, intranet access, etc. • improve the tracking of exit students.

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	<p>staff know what their colleagues are attempting to improve and can assist and work with colleagues with similar targets.</p> <ul style="list-style-type: none"> • the leadership team facilitate staff to visit each other's lessons as a means for giving and receiving feedback on how to improve their teaching. • all staff new to the College, whether experienced or not, be offered a mentor for at least term 1 so they have someone to refer to whilst learning the school's processes and procedures. • the College seek accreditation as a Performance and Development school by 2008. <p>4. Develop effective homework practice and build links between home and school</p> <ul style="list-style-type: none"> • Investigate the links between home and school. Develop a homework policy and a process, using ICT where possible, for ensuring that homework tasks are clearly understood, doable and directly contribute to planned classroom learning. 		

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2009	<p>1. Improve effective teaching and learning strategies</p> <ul style="list-style-type: none"> • encourage students to identify a specific area where they will endeavour to optimise their performance or agree to take on a significant learning or personal challenge. • links be developed with other provision schools to promote consistency in relation to teaching and learning approaches and programs. • analyse student outcomes data to identify senior curriculum areas where improved teaching and learning is most required and take steps (e.g. mentoring, classroom observation and feedback, co-teaching) to improve the effectiveness of curriculum instruction. • Leading Teacher positions be identified in Literacy and Numeracy to oversee the development of student Personal Learning Plan's to target specific needs. • introduce a corrective reading program at Years 5 – 8 and a differentiated mathematics curriculum 	<p>2. Improve student wellbeing in the context of a safe and supportive learning environment</p> <ul style="list-style-type: none"> • structured welfare and classroom management programs be implemented <p>3. Improve engagement</p> <ul style="list-style-type: none"> • increased opportunities be provided for student input on decision-making particularly with regard to student management plans and procedures. <p>4. Improve parent support and participation</p> <ul style="list-style-type: none"> • devise strategies to assist parents in their role as learning supporters for their children. • initiate strategies designed to build a reputation for being a parent-friendly school. 	To be decided

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	<p>be developed at the middle years.</p> <ul style="list-style-type: none"> adopt a consistent format for documenting teaching and learning programs and be systematic in the documentation and review of teaching and learning programs. 		
2010	<p>1. Improve effective teaching and learning strategies To be decided</p> <p>2. Improve the performance and development culture To be decided</p>	To be decided	To be decided
2011	<p>1. Improve effective teaching and learning strategies To be decided</p> <p>2. Improve the performance and development culture To be decided</p>	To be decided	To be decided