School Strategic Plan for Mount Alexander College.
School Number 7763
2015-2018

Purpose

Mount Alexander College is currently undergoing a transformation as a student centred school with a focus on authentic student empowerment.

From 2016, students will be able to select subjects that they are passionate about regardless of their year level. Through a vertical curriculum structure, students will be able to select subjects above their chronological age. Traditional year levels will be removed.

Effective induction programs facilitate a warm welcoming transition into a caring school environment. At MAC, students are known by a name and not by a number. Every student will have their own individual learning plan, catering for their own passions, needs and interests. It is possible for a student in Year 8 to undertake a Pre VCE or VCE subject. 'Readiness' for such learning opportunities will be determined with course counselling and guidance provided.

Endorsements

Endorsement by School Principal	**Signed** **Name…Wayne Haworth** **Date…April 2016**
Endorsement by School Council	**Signed…………………………………………** **Name…………………………………………** **Date…………………………………………** **School Council President's endorsement represents endorsement of School Strategic Plan by School Council**
Endorsement by the delegate of the Secretary	**Signed………………………………………..** **Name…………………………………………** **Date…………………………………………**

School Profile

Purpose	To provide a safe and supportive community of life-long learners where respect, success and diversity are valued and where students and staff are supported to realize their potential both within the college community and beyond.
Values	**1.Striving for Excellence** The development of passion to learn and develop high aspirations through the pursuit of excellence in teaching and learning. The celebration of personal achievement and success. **2. Community** The provision of a safe inclusive learning environment in which all members of the school community feel a sense of belonging and are valued for their contributions to the college. A sense of community is encouraged through inclusive practices that reflect a respect for individual differences and a celebration of diversity. **3. Engagement** The implementation of a meaningful, relevant and appropriately challenging curriculum and the provision of co -curricular programs that encourage participation, citizenship and student leadership. **4.Integrity** The promotion and modelling of consistently honest, transparent, responsible and ethical behavior that upholds these core values and principles.

	5. Respect **The fundamental belief that all members of our learning community should respect others, respect oneself and the environment are important values of our college.** .
Environmental Context	The school is located in the City of Moonee Valley in Flemington and is a 7-12 school with an enrolment of 310 according to the 2015 February census. In 2014 the SFO was 0.6938 which is above the state median of 0.5186 and 100 current students are EAL eligible. The cohort of students is multicultural and students are enrolled throughout the year. With enrolment growth the number of subjects offered has broadened with electives offered in the middle school and more VCE subjects of offer. Curriculum documentation, consistent assessment and the development of technology as the key teaching and learning tool has been a focus of staff professional learning. As of 2015 the college has implemented BYOD for all students and has moved to the Compass to document attendance and assessment and general communication of curriculum. The website is regularly updated and teachers report to parents every six weeks using a system which graphs achievement progressively over the year. The school is an accredited SEAL school and in 2015 has classes in both years 7 and 8. In 2011 a BER Science Centre ($2m) was completed which has enhanced learning for our students and is used by a number of feeder primary schools to promote science in the community and as a vehicle for transition. The school received substantial funding to house and staff an Autism Inclusion Centre. A master plan has been developed for the redesigning of the grounds and has been presented in a number of forums for discussion. In 2016 the school embarked on a learning revolution, vertically streaming all classes across the college and an ethos of teaching and learning based on student voice, with the students as active participants in the construction of subjects that are offered at the college.

Service Standards	General:
	    ● The school commits to the active sharing of its vision and goals to ensure school community engagement in the school's strategic plan.
	    ● The school guarantees all students access to a broad, balanced and flexible curriculum including skills for learning and life.

| | All students will receive instruction that is adapted to their individual needs. The school provides a safe and stimulating learning environment to ensure all students can achieve their full potential. The school fosters close links with parents and the broader school community through its commitment to open and regular communications. Specific: All teachers will provide timely and targeted feedback to students on their work. Parents will be engaged regularly when their child does not behave in a socially acceptable manner. Students will play an active part in the development and review of the school's behavior policies. The school will respond to all communication by parents and caregivers as soon as possible. |

Strategic Direction

Goals	Targets	Key Improvement Strategies
Achievement		

To further improve student achievement outcomes at all year levels To improve teacher instruction through the implementation of a whole school consistent instructional model of teaching To work with Zbar Consultancy over a period of four years to ensure literacy and numeracy targets as well as change management practices are managed appropriately. .	<u>Years 7-10</u> NAPLAN - Year 9 Reading - To have 75% of students in Medium to High level Growth - Year 9 Numeracy - To have 75% of students in Medium and High Growth <u>VCE</u> ● Median Study Score for VCE to be at state median ● English/EAL at 28+ ● VCE/VCAL completion to be at 100% <u>Student Voice</u> ● Increase the amount of student-led electives offered at the college ● To increase opportunities for students to shape the teaching and learning and physical environment of the school as equal participants in their learning.	1.The college will undertake the investigation of and implementation of a whole school approach to quality consistent instructional practice using staged sequence of professional development around elements of the College Explicit Instruction Model linked to evidence-based theories of action for effective teaching and learning. e.g. High Yield Strategies and a common lesson schema (GANAG). 2. Continued use of P&D mentors and classroom observations to build teacher capacity in raising student achievement levels. 2.Use the Student Performance Analyser, ACER online PAT Testing and Compass Analytics to manage, analyse ,display, store and communicate assessment, literacy and numeracy testing data. Staff in teams to work together regularly to use multiple data sets to inform their teaching and learning practice. 3.That Year 7 to 12 student assessment tasks are moderated in KLAs as part of consistent assessment and an improvement in the accuracy of teacher judgements. 4. That 7-10 rubrics incorporate Standards and Levels of Achievement and that VCE rubrics provide students with accurate data which describes knowledge and skills demonstrated within each range on the assessment task/s. 5. That Compass is used by every classroom teacher to communicate attendance, assessments regularly and consistently at all times transparently to parents in students in a timely manner. 6. That an explicit understanding of the learning needs of students in student-led electives is developed through research, observation, student feedback and professional learning. 7. That an analysis of VCE results is undertaken in particular in areas that are below the state mean and targeted plan developed to assist staff and students. 8. Investigation and implementation of literacy and numeracy programs in consultation with ZBar Consulting.

		9. Evidence based targets, strategies and evidence regarding student achievement form part of the college's P and D process.

Engagement		
Goals	**Targets**	**Key Improvement Strategies**
Promote student centred learning in all subjects. Introduce a consistent instructional learning model across the school. Provide increased opportunities for student leadership. Develop individual career pathways for all students. Enhance multicultural connections with the wider school community. Continue to provide support for students with special learning needs.	<u>Attendance</u> ● To reduce the absence rates across the school to 10 days. <u>Retention</u> ● To improve real student retention above 2014 year 7-12 of 50% <u>Attitudes to School Survey</u> *Males* ● To improve School Connectedness,Teacher Empathy and Teacher Effectiveness from second to mid/high quartile. *Female* ● To improve Teacher Effectiveness and Connectedness to School from third to fourth quartile.	1. Implementation of a vertical curriculum structure with Individual Learning Plans for all students. 2. Introduction of student centred subject choice and content delivery. 3. Professional learning program delivered for all staff on consistent delivery of GANAG model of classroom instruction. 3. Introduction of the House System. 4. Development of the Clubs and Societies, house mentors and student leadership program. 5. Identification of leadership opportunities for students including supporting the Student Representative Council. 6. Individual Pathways Plans developed for all students. 7. Employment of multicultural aides. 8. Employment of a Speech Therapist to provide individual and group therapy and to implement a program of professional learning for all staff. 9. Evidence based targets, strategies and evidence regarding student engagement form part of the college's P and D process.

Wellbeing

Goals	Targets	Key Improvement Strategies
Improve student engagement through a consistent and proactive approach.. Increase student identity and connectedness to the school Investigate and implement approaches to enhance student feedback to inform teacher practices. Investigate a consistent system for staff feedback on instructional practices. Expand the range of support services available to students.	• For both males and females to improve Classroom Behaviour, Connected to Peers and Student Safety into the third quartile. • To decrease female Student Distress from fourth to third quartile.	1. Implementation of the School Wide Positive Behaviour Program following consultation with the college community. 2. Development of the House pastoral care and organisational system with students allocated to one of four Houses. 3. Implementation of a planned program of student feedback opportunities across the college. 4. Staff in the college to participate in classroom observations as part of the school's P and D process. 5. Conduct the Attitudes to School Survey twice per year. 6. Employment of an Attendance Officer to monitor and collate student attendance and support Heads of House with parental contact related to attendance. 7. Provision of additional classroom support and enrichment programs for students with learning difficulties through the provision of the Student Support Program including employing a Youth Worker and Social Worker.

Productivity		
Goals	**Targets**	**Key Improvement Strategies**
To develop and implement a college wide staff and student leadership structure Leadership development is supported through strategically planned, shared and targeted professional learning opportunities within and outside the school.	Staff and student leadership restructure and workforce plan developed to support the implementation of the strategic plan, particularly the move towards student-led electives. Learning Technologies	1.New leadership team in place in 2015. Leading teacher positions statewide advertised for commencement 2016 2 Review of structure of staff and student management/positions of responsibility. 3.Provision of professional learning for staff, students and parents to support improved management and leadership as part of the college's documented professional learning plan. 4. BYOD promotion by:

Facilities upgrades and active applications for grants funding. Innovative use of learning technologies across the school To improve collaborative learning spaces both physical and digital to promote collaborative teaching and learning. To promote student directed learning through student choices and individual learning plans.	90% of students with personal devices 100% teachers utilising student devices for teaching and learning. 100% of students accessing Compass on a weekly basis to access events, updates, grades and feedback. 90% of families access Compass for PT interviews etc. <u>Physical Learning Spaces</u> Creation of specific physical learning spaces across the college that promote collaboration and team teaching.	● Increasing teacher capacity e.g - PLF – Term 1: Google Apps - PLF – Term 1: Digital assessment tools - IT student mentors - IT staff/student committee - parent forums re: Compass ● Increasing Bandwidth ● Digital content – ebooks/readcloud ● Term 1 – collection of data and action on this data ● Surveys ● Ease of IT support - Password reset - Network accessibility **Infrastructure and Facilities to support learning** 4 period day, no bells, mentoring groups, clubs and societies, induction program for Entry students, new Wellbeing structure, youth worker, social worker, community engagement, promotions, facilities upgrade.