Macedon PS Strategic Plan 2017-2020

School vision	School values	Context and challenges	Intent, rationale and focus
To provide comprehensive and innovative programs to enable our children to reach their full potential and to equip them with the skills and knowledge to become lifelong learners. To develop in children a sense of resilience and the ability to value themselves and others. To encourage the qualities of initiative, persistence and excellence to be successful in an ever changing world. *(to be revised)*	**Respect:** Showing care for yourself, others, property and the environment **Responsibility**: Being accountable for your words and actions **Creativity**: Producing original ideas and using your imagination **Integrity**: Being honest, sincere and trustworthy **Teamwork**: Working together and learning collaboratively *(to be refreshed)*	Macedon comprises of largely middle class families with a SFO of 0.217. There is limited mobility of students during the year; however there has been a steady increase in young families moving into the area with the 'tree change' factor a major reason. In 2017, the gap between the number of female (40%) and male (60%) students has remained a challenge; several year levels have significantly more boys. Accommodating the range of ability levels is a challenge, in particular the high achievers. In recent years, staffing movements has been noticeable with a number of senior staff leaving, due to retirements and promotions; 3 different Leading Teachers between 2012 and 2016 has had an impact on the leadership stability at the school. Traditionally, parent involvement has been strong, however the competing priorities for families with work and home commitments is becoming a challenge as the school endeavours to build the home-school partnership to support each child's learning.	The school, and staff operate in a team environment with some significant work done in the area of student data collation, and analysis, however taking this work to the next level is essential for sustained improvement in student outcomes. The review panel identified the need to build teacher capacity in the effective use of data for planning and differentiation of curriculum as an area to strengthen. A school-wide focus on curriculum planning and assessment will be a key initiative for the next 4 years to build on work that has commenced. The school self-evaluation and review agreed there needs to be a focus on building practice excellence to develop greater consistency in the daily instruction and fully implement all aspects of the school instructional models for Reading, Writing, Numeracy and Inquiry learning. The review process identified clearer expectations of behaviour needed to be set from Foundation to Grade 6 and that a school-wide behaviour management plan is required. It was agreed that students should be given more opportunities for feedback about their learning as well more choice to enhance student engagement, ensuring they feel challenged and can reach their full potential. Empowering students and building school pride will be an improvement focus for the next 4 years. Although there is a range of traditional methods for parent to engage in their child's activities at school, engagement in daily learning was identified as an area for focus. The intention is to increase the use of digital technologies to engage parents more regularly to enhance the relationship between the school and its families and therefore build a stronger learning community.

Four-year goals (for improving student achievement, engagement and wellbeing)	Improvement Priorities, Initiatives and/or Dimensions	Key improvement strategies	Targets (for improving student achievement, engagement and wellbeing)
Goal 1 - To improve student outcomes and growth in literacy and numeracy.	Curriculum planning and assessment	Build teacher capacity to effectively use data to inform planning and differentiation of curriculum (KIS) High level actions: • embed both horizontal and vertical moderation processes across the school • develop and embed differentiated teaching practices across the school for literacy, numeracy and inquiry learning topics • embed systematic ways to evaluate individual, class cohort and whole school data to assess and monitor growth for student learning • develop and implement an instructional model for writing	*NAPLAN Relative Growth* (see table below) *NAPLAN ACHIEVEMNT* Results in writing for Year 3 to improve to 55% and Year 5 to improve to 35%in the top two bands. Results in reading for Year 3 to improve 70% and Year 5 to 50% in the top two bands. Results in numeracy for Year 3 to improve 55% and Year 5 to 45% in the top two bands.
Goal 2 - To establish consistency in school-wide teaching practices to improve student outcomes:	Building practice excellence	Embed agreed instructional models in all curriculum areas across the school (KIS) High level actions: • implement coaching processes • professional learning teams to use data to enable them to plan for differentiation • documentation of curriculum and teaching practices • align documentation with Victorian curriculum	(see Staff/Parent Opinion Survey tables below) *Attitude to School Survey* The teaching and learning variables of teacher effectiveness, stimulating learning, learning confidence, student motivation and teacher empathy to reach the 50th percentile by 2020.
Goal 3 - To raise the levels of student and parent engagement in learning to enhance connectedness and school pride.	Empowering students and building school pride Building communities	Improve students' engagement in their learning and develop stronger connectedness to school (KIS) High level actions: • provide opportunities for collaboration between teacher and students around decision making for learning • investigate opportunities for more student input into their learning • create authentic learning tasks that challenge students to take risks • implement school-wide behavior management procedures delivering clear expectations and consistent approaches across the school Increase the level of active engagement of parents in their children's learning (KIS) High level actions: • investigate and implement new methods for engaging parents and carers into their children's daily learning • investigate digital technologies and extra-curricular opportunities • staff communication methods to engage parents, such as blogs and class newsletters.	Staff opinion survey • to maintain at or above the school climate variable of Trust in students and parents at 86.36 per cent Attitude to School Survey • School connectedness variable – (currently 4.70) to reach the 50th percentile Parent Opinion Survey School connectedness variable (currently 5.71) to be at or above Primary school type - 5.93 in 2016.

NAPLAN Relative Growth

Decrease the number of students achieving low relative growth from 2016–20 based on the following:	2016	2020	Increase the number of students achieving high relative growth from 2016-20 based on the following:	2016	2020
Reading	38%	<20%	Reading	23%	>25%
Writing	26%	<20%	Writing	26%	>25%
Numeracy	19%	<20%	Numeracy	27%	>25%

Staff Opinion Survey		*Parent Opinion Survey*		
By 2020 improve the following variable scores:		The following variables to be at or above Primary school type:		
Collective responsibility from	91%	2016 scores	School	Primary
Collective efficacy from	93%	Stimulating learning	5.40	5.93
Academic emphasis from	79%	School improvement	4.97	5.72
		Learning Focus	5.50	5.77

Framework for Improving Student Outcomes

VICTORIA State Government