

School Strategic Plan 2020-2024

Macedon Primary School (1660)



Submitted for review by Matthew Forrest (School Principal) on 09 November, 2021 at 10:40 AM

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Awaiting endorsement by School Council President

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<p>School vision</p>	<p>To develop a safe and supportive school environment that engages students in comprehensive and innovative student centred programs. Students will be empowered through student voice and student agency to become active and engaged learners to shape and drive their own motivation and learning. The school culture and purpose is guided by a strong sense of the school values.</p>
<p>School values</p>	<p>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</p>
<p>Context challenges</p>	<p>Macedon Primary School opened in 1855 and is set in the bushland surrounds of the small township of Macedon in the Macedon Ranges. The school buildings and grounds are surrounded by large native trees and gardens which provide a engaging outdoor environment for the students to learn and play. The school is the custodian of a five acre nature reserve opposite the main site called Middle Gully Reserve. Middle Gully Reserve consists of native bushland, amenities, an eco-learning shed, a chicken run, outdoor seating, small soccer field and wooden maze. The buildings on the main site consist of the original school house with adjoining multi purpose room. The main school building has nine classrooms and a library and there are two additional external portables classrooms. Further to this in 2011 the school received a template Building Education Revolution building which serves as an Outside School Hours Care (OSHC) facility, performing and visual arts classrooms and a space for the whole school to assemble. The school has an Student Family Occupation and Education (SFOE) index of 0.1848 with students predominantly coming from Macedon and some surrounding towns such as Woodend and Gisborne. A strong home and school partnership exists with parents and carers heavily invested in their children's education. There is strong parent and carer volunteer support of the programs that run in the school such as fundraising, volunteers for camps and excursions and in class support.</p> <p>Enrolments increased by 5 – 10 student per year between 2017-2020 however with the uncertainty of 2020 we experienced a drop in enrolment of 15 students between 2020 and the start of 2021. Our current enrolment number is 258 students. The staffing profile consists of one principal, 13.4 full time equivalent teaching staff, including one leading teacher and one learning specialist and five part-time educational support staff who work in classrooms and administration.</p> <p>We offer the a specialist program which consists Visual Arts, Performing Arts, Physical Education and Indonesian each week for every child. In classrooms, our aim is to provide a comprehensive and innovative program to enable our children to reach their full potential and to equip them with the skills and knowledge to become lifelong learners. Classroom teachers are supported through hands on leadership team who lead regular classroom observations, facilitate student data analysis meetings and conduct regular professional learning. We have recently begun to engage with the Department of Education “Professional Learning Community”</p>

	<p>initiative and have seven staff currently being trained. The school's approach to learning in the local environment is supported through weekly activities in Middle Gully Reserve. The Middle Gully Reserve program is strongly supported by parent volunteers. Through this custodianship the school drives a strong focus on sustainability and learning in the environment with an extensive outdoor education, camping and Middle Gully Reserve program. The school offers a OSHC program each morning and evening of the week which is widely used by many of our families. This is an important service we provide families in which both parents are both working and the uptake is high for families who commute to the city for work.</p> <p>We run play-based-learning in the foundation and year one classrooms and have a dedicated inquiry scope a sequence to support teachers to cover the full spectrum of the Victorian Curriculum through an inquiry approach. Instructional models guide the teaching of core subject in English and Numeracy. An important part of our curriculum is our commitment to teaching and learning in Middle Gully Reserve. This has been a strong part of the schools history over the last 30 years and continues to be a defining feature of our school and the opportunities we offer our students. The school is a member of the Macedon Ranges School Cluster and engages regularly in community of practice work with other local schools.</p>
<p>Intent, rationale and focus</p>	<p>We intend to provide high quality and diverse learning opportunities for students and their families to maximise the learning growth for all students. This is important to us as this is our opportunity and responsibility to have a positive impact on the lives of each and every student for the benefit of the individuals and society. We will be focussed on developing a safe and inclusive school where students are provided with opportunities to engage and guide their own learning through student voice and agency.</p>

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Goal 1	To improve literacy and numeracy outcomes for all students
Target 1.1	To increase the percentage of students with above benchmark growth: <ul style="list-style-type: none">• Numeracy from 7% (2019) to 25% (2024)• Reading from 19% (2019) to 35% (2024)• Writing from 21% (2019) to 35% (2024)
Target 1.2	To decrease the percentage of students with below benchmark growth: <ul style="list-style-type: none">• Numeracy from 25% (2019) to 15% (2024)• Reading from 33% (2019) to 15% (2024)• Writing from 28% (2019) to 15% (2024)
Target 1.3	To increase the percentage of positive response in AtoSS factors: <ul style="list-style-type: none">• Effective teaching time from 78% (2019) to 85% (2024)• Differentiated learning challenge from 83% (2019) to 87% (2024)
Key Improvement Strategy 1.a Building practice excellence	Build teacher capabilities and data literacy to improve teaching to meet the needs of all students.

Key Improvement Strategy 1.b Setting expectations and promoting inclusion	Enhance a culture of high expectations within students, staff, and the community.
Key Improvement Strategy 1.c Instructional and shared leadership	Develop Instructional leadership across the school.
Key Improvement Strategy 1.d Building practice excellence	Implement collaborative structures and processes which build professional learning communities, and consistency of practice across the school.
Goal 2	To improve student engagement in learning.
Target 2.1	To increase the percentage of positive student responses on the AtoSS factors: <ul style="list-style-type: none"> • Motivation and interest from 71% (2019) to 80% (2024) • Stimulated learning from 66% (2019) to 80% (2024)
Target 2.2	To increase the percentage of positive responses on the Parent Opinion Survey factors: <ul style="list-style-type: none"> • Stimulated learning from 71% (2019) to 80% (2024) • Parent participation and involvement from 77% (2020) to 85% (2024)
Target 2.3	To increase the percentage of positive responses on the Staff Opinion Survey factor: <ul style="list-style-type: none"> • Academic emphasis from 76% (2019) to 82% (2024)

Key Improvement Strategy 2.a Empowering students and building school pride	Improve feedback to students from teachers with a focus on teaching and learning.
Key Improvement Strategy 2.b Building practice excellence	Increase teacher capacity to improve student engagement in learning
Key Improvement Strategy 2.c Parents and carers as partners	Build parent partnerships to improve student engagement.
Goal 3	To improve student voice and agency
Target 3.1	To increase the percentage of positive student responses on the AtoSS factors: <ul style="list-style-type: none"> • Self-regulation and goal setting from 81% (2019) to 85% (2024) • Student voice and agency from 57% (2019) to 70% (2024)
Target 3.2	To increase the percentage of positive responses on the Parent Opinion Survey factors: <ul style="list-style-type: none"> • Student agency and voice from 72% (2019) to 80% (2024)
Target 3.3	To increase the percentage of positive responses on the Staff Opinion Survey factor: <ul style="list-style-type: none"> • Teachers use student feedback to improve teaching practice from 92% (2019) to 95% (2024) • Promote student ownership of learning goals from 85% (2019) to 90% (2024)

Key Improvement Strategy 3.a Vision, values and culture	Develop a school-wide understanding and model to improve student voice and agency.
Key Improvement Strategy 3.b Empowering students and building school pride	Empower students to have an increased influence on their learning.
Key Improvement Strategy 3.c Building practice excellence	Build staff capacity in student voice and agency through professional learning