School Strategic Plan 2022-2026

McClelland Secondary College (8835)

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School vision	The McClelland College vision is set around what we call Education by Design. Academic culture and identity are formed by default or design. Either you design the future or you get whatever happens by default. At McClelland College, we create the framework for our students to design their own future. This vision is about a dedication to Personalised Learning – delivering education that shapes professional and vocational capabilities by building on students' individual strengths. McClelland College is committed to providing a safe, supportive and inclusive environment for all students, staff and members of our community. Our school recognises the importance of the partnership between our school and parents and carers to support student learning, engagement and wellbeing. We share a commitment to, and a responsibility for, creating an inclusive and safe school environment for our students.
School values	Our core values of Community, Ownership and Growth underpin all that we do at McClelland College. It is our belief that student learning occurs best within a supportive learning community and when students are encouraged to take ownership of their learning. It is these conditions, we believe, that promote personal growth and success. These values drive everything we do and help to ensure that we develop our students to have a strong sense of community. For students to be successful at secondary school they must also develop the ability to take ownership or responsibility for themselves and work to constantly improve from where they begin. Another prerequisite for success is all of us working together to develop a supportive and strong three-way partnership between home, students and school. We believe strongly that high expectations will empower students to be responsible for their own learning.

McClelland's College Values were derived from what students, teachers and parents believe underpin success in life. We believe that Community and Ownership build together to support personal Growth. |
| **Context challenges** | McClelland College is a 7-12 college with a current enrolment of 1077 students and is well recognized as a leader in the implementation of personalised learning. A business partnership with a multinational data analytics company Experian has been embedded in the previous review period. In the quest for continuous improvement. McClelland College draws from a number of small primary schools with declining enrolments, and runs a comprehensive program with breadth of curriculum provision, as well as ample opportunities for elective based involvements for its students. Staffing at the college is stable. The curriculum and wellbeing needs of each year level of students are managed by a team of leading teachers and learning specialists. Every member of staff participates in a college based coaching program, and is a member of a Learning Area Team. Professional Learning is almost totally college based, and the Performance and Development Culture has been developed significantly over the last six years.

Another challenge that impedes improved student outcomes is the low socio-economic environment within the school community. |

	Low motivation and engagement with education is an area that continues to be a challenge. McClelland College's values of "Community, Ownership and Growth" have our students sitting at the centre of all key decision making and we believe strongly in the notion of "Education by Design" meaning we tailor programs around individual student needs. We offer a comprehensive Victorian Certificate of Education (VCE), Vocational Education and Training (VET) and Vocational Major (VCE-VM) curriculum program offerings at the senior end as well as a variety of inclusive programs such as the McClelland Academy Program (MAP). As a school that prides itself on being responsive to the needs of our students we also offer Flexible Learning at McClelland (FL@M) which allows for individual education plans which can involve students in programs such as Hands on Learning, right through to our Outreach Education Program for students who struggle with the requirements of schooling altogether but still need to be connected to education. Disengagement is an area the school has addressed in a variety of ways. The most significant is through the McClelland Academy Program which involves every Year 7-9 student in the College each Wednesday for half a day. In this program the students follow their passion and are involved in two community projects per year. A negative impact of our commitment to inclusivity is around behaviour management with a continual strong focus on School-Wide Positive Behaviour practices needing to be implemented to maintain an orderly environment. Whilst the College has improved its perception in the local community in recent years, a major challenge for the school has been declining enrolments based on small school feeder school numbers. The work we have done to improve our programs and outcomes has resulted in a re-positioning in the local community which has resulted in an increase in enrolment numbers and being recognised as the choice school in the area.
Intent, rationale and focus	At McClelland, we support students in the exploration and development of their individual passions and talents. Key sets of relevant life-long learning skills taught throughout the McClelland Academy Program (MAP) will enable our students to be skilled in IT development, Science, Media, Business, Performing Arts and Sport. The Elite Performance Program (EPP) is a select entry program aimed at extending junior year students in their area of passion. We design our curriculum so these students are spending more time using higher-order thinking skills and developing leadership capacity. This enables students to further increase their personal learning and continue to maintain learning above the expected level for their year group. McClelland is also well-connected through collaboration and active partnerships with external organisations. To support the quality, reach and impact of our education, we constantly seek to improve teaching and learning outcomes through engagement with business and industry links.

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Goal 1	To improve literacy and numeracy learning outcomes for all students.
Target 1.1	By 2026, increase the percentage of Year 9 students achieving above NAPLAN benchmark growth: • Reading from 19% (2021) to 25% • Writing from 24% (2021) to 30% • Numeracy from 18% (2021) to 24% By 2026, increase the percentage of Year 9 students in the top two NAPLAN bands: • Reading from 16% (2022) to 22% • Writing from 9% (2022) to 15% • Numeracy from 12% (2022) to 18% By 2026, increase the percentage of students from Year 7 to Year 9 maintained in the top two NAPLAN bands: • Reading from 63% (2021) to 90% • Writing from 20% (2021) to 90% • Numeracy from 28% (2021) to 90% By 2026, decrease the percentage of Year 9 students in the bottom two NAPLAN bands: • Reading from 28% (2022) to 22% • Writing from 38%% (2022) to 30% • Numeracy from 22% (2022) to 14%

Target 1.2	By 2026, increase the percentage of students Year 7–10 above expected level based on Semester 2 teacher judgements: • Reading and viewing from 10% (2021) to 20% • Writing from 10% (2021) to 20% • Number and Algebra from 15% (2021) to 25%
Target 1.3	By 2026, increase the VCE all study mean from 29.32 (2021) to 31
Target 1.4	By 2026, increase the Senior VCAL completion rates from 62% (2021) to 100%.
Target 1.5	By 2026, increase the percentage of positive responses on AtoSS Years 7–12 for: • Stimulated learning from 57% (2022) to 62% • Differentiated learning challenge from 58% (2022) to 63%
Target 1.6	By 2026, increase the percentage of positive responses in SSS for: • Academic emphasis from 40% (2021) to 45% • Collective efficacy from 50% (2021) to 55% • Teacher collaboration from 50% (2021) to 55% • Use data for curriculum planning 72% (2021) to 77% • Moderation of assessment tasks from 59% (2021) to 64%

Key Improvement Strategy 1.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Strengthen the culture of reflective practice and feedback.
Key Improvement Strategy 1.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Embed the EIM including agreed subject–based teaching strategies.
Key Improvement Strategy 1.c Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Build teacher capacity to use data and a range of assessment strategies collaboratively to document and differentiate the curriculum.
Key Improvement Strategy 1.d Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Strengthen the culture of teacher inquiry and collaboration.
Key Improvement Strategy 1.e The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Develop and implement a Numeracy Improvement Plan.

Goal 2	To improve student engagement and wellbeing for all students.
Target 2.1	By 2026, decrease the percentage of students with 30 or more days absence from 41% (2021) to 24%.
Target 2.2	By 2026, increase the percentage of positive responses on AtoSS Years 7–12 for: • Student voice and agency from 38% (2022) to 43% • Motivation and interest from 59% (2022) to 64% • Goal setting and self–regulation from 60% (2022) to 65% • Sense of confidence from 56%% (2022) to 61% • Sense of connectedness from 55% (2022) to 60% • Teacher concern from 39% (2022) to 44% • Attitudes to attendance from 80% (2022) to 85%
Target 2.3	By 2026, increase the percentage of positive responses in SSS for: • Promote student ownership of learning goals from 79% (2021) to 84% • Use student feedback to improve student outcomes from 66% (2021) to 71%
Key Improvement Strategy 2.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Build staff capacity to activate student voice and agency.
Key Improvement Strategy 2.b	Implement a tiered approach to wellbeing, learning intervention and extension.

Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	
Key Improvement Strategy 2.c Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Implement and monitor the college Attendance Improvement Plan.