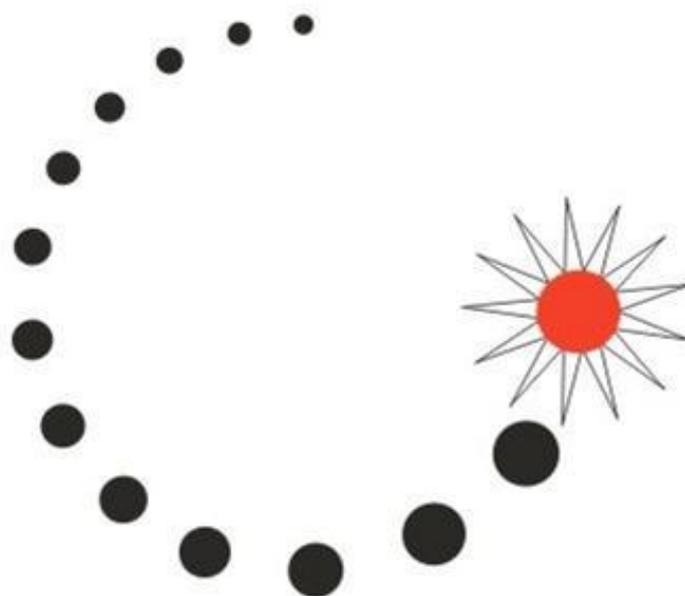


# School Strategic Plan 2019-2023

Myrtleford P-12 College (8873)



## Myrtleford P12 College

Awaiting for review by School Principal  
Awaiting endorsement by Senior Education Improvement Leader  
Awaiting endorsement by School Council President

# School Strategic Plan - 2019-2023

Myrtleford P-12 College (8873)

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| <b>School vision</b>      | <p>We believe that every child has the right to a great education and that it is our responsibility to provide an environment conducive to high quality learning. We are both passionate and determined to provide our students with the necessary skills, discipline and qualities needed to become successful 21st century learners and responsible members of the community.</p> <p>Our values are at the forefront of all discussions with students and the wider community. They also form the framework for the celebration of student achievement and acknowledgement. In order for all students to access broad learning experiences the college is aware of the need to minimise the cost to families. We are well supporting in this endeavour by an active Parents Club who subsidise excursions and other extra-curricular activities.</p> <p>Myrtleford P12 College Mission Statement<br/>The mission of Myrtleford P12 Colleges is to educate and support all students as they develop into community-minded life-long learners by providing a nurturing environment where academic and personal aspirations can be achieved.</p>  |
| <b>School values</b>      | <p>Myrtleford P12 College Values Statement<br/>Our college has four fundamental values, with which all students are familiar:</p> <ul style="list-style-type: none"><li>• Be respectful</li><li>• Be Responsible</li><li>• Be safe</li><li>• Be a responsible community member</li></ul>   |
| <b>Context challenges</b> | <p>The College is located in the rural town of Myrtleford in North East Victoria, 290 kilometres from Melbourne. Myrtleford has a population of 3,000, but has the infrastructure of a much larger town. Our College belongs to the Ovens Murray Area and is in the Alpine/Towong Network.</p> <p>During the past few years we have experienced a significant growth with enrolments increasing from 230 in 2014 to 350 in 2019. We have 56 staff (40.9 EFT), there are 2.0 principal class officers, 27.8 teaching staff and 11.1 education support staff.</p> <p>The College has an SFO of 0.53 (down from 0.63 in 2014). The Index of Community Socio-Educational Advantage (ICSEA) shows that our families are significantly below national and regional levels. As a result, we strive to provide comprehensive intervention and welfare programs to support our students. We realise the importance of understanding and working with our local community in supporting all families and students at the college.</p> <p>The college allocates considerable resources into addressing the high levels of disadvantage in our community. We know that many of our students start school with low levels of literacy and often lack a stable home environment. Our teachers strive to know their students as learners and to understand each student's personal circumstance. The college endeavours to maintain small class sizes</p> |

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|   | <p>and employs a relatively high number of Educational Support staff to provide students with improved educational, social and personal opportunities</p> <p>At Myrtleford P12 College we know that an orderly learning environment and high expectations are essential in ensuring that all students learn and reach their full potential. We are both passionate and determined to provide our students with the necessary skills, discipline and qualities needed to become successful 21st century learners and responsible members of the community. Myrtleford P-12 College has chosen the by-line inspirational and is underpinned by our College values – Be Safe : Be Responsible : Be Respectful : Be a Responsible Community Member.</p> <p>The values are at the forefront of all discussions with students and the wider community. They also form the framework for the celebration of student achievement and acknowledgement. In order for all students to access broad learning experiences the college is aware of the need to minimise the cost to families. We are well supporting in this endeavour by an active Parents Club who subsidise excursions and other extra-curricular activities.</p> <p>At Myrtleford P12 College we have high expectations of staff, students and parents. We offer a curriculum with a strong focus on numeracy and literacy, with many opportunities for extra-curricular extension. As students progress through the college we strive to offer a diversity of pathways to meet the needs and interests of our students. In order to increase the range of subjects offered to our students we share VCE delivery with the local Catholic secondary school, Marian College. The partnership ensures student from both colleges have access to comprehensive VCE, VET, VCAL and school based apprenticeship programs.</p> <p>Our College is a busy place where students participate and excel in activities outside the classroom. Examples of activities available to students are; intra and interschool sport competitions, the MART snow program for interested students every winter, instrumental music lessons, excursions/camps and leadership opportunities.</p> <p>At Myrtleford P12 College we recognise that a productive and trusting school - home partnership is vital in ensuring our students are happy and successful learners. Student and parent surveys show that our students feel safe and connected to the College and their peers.</p> |
| <p><b>Intent, rationale and focus</b></p> | <p>Myrtleford P-12 College is committed to the continuous improvement of outcomes for all our students. We recognise effective schools are characterised by high quality learning and that the most effective way to deliver improved student outcomes is for teachers to work together to improve their classroom practice in an orderly learning environment with high expectations.</p> <p>Our Strategic Plan Priorities over the next four years are;</p> <ol style="list-style-type: none"> <li>1. To build student capacity to be aspirational.</li> </ol> <p>We will do this by;</p> <ul style="list-style-type: none"> <li>Establishing a culture of high expectations with a whole community commitment to the vision and values of the College which displays a growth mindset, maximising success for all students.</li> <li>Enhancing the learning partnership between home and school.</li> <li>Growing the learning opportunities that exist beyond the College.</li> </ul> <p>Rationale</p> <p>The review Panel established that outcomes for students would be enhanced through the creation of consistent, high expectations of</p>   |

all learners and support for students to develop their aspirations for the future.

2. To improve student engagement through student voice, learner agency and student leadership.

We will do this by;

Developing, documenting and implementing a whole of College strategy to improve student voice, learner agency and student leadership.

Activating student voice and agency to establish an authentic learning partnership throughout the College which develops independent and self-regulating learners.

Empowering students to act as partners in improving learning outcomes by setting their own goals, taking responsibility for their learning and influencing decisions within the College?

Rationale

The panel agreed that the school has provided many opportunities for student voice and student leadership. The findings of the review showed however, that as yet the school had not developed a common and shared understanding of the meaning of learner agency and how it might be harnessed to improve student achievement, engagement and wellbeing. The Panel noted the relatively positive attitudes of students both in interviews and when considering the student AToSS data but noted that students had a lower opinion of their ability to influence what they were learning and how they were learning. The Panel recommended developing and implementing a plan to empower them to become more reflective, self-aware and independent learners.

3. Improve student achievement and growth.

We will do this by;

Implementing the PLC Inquiry process to build consistency in planning and practice which is characterised by improved feedback processes, stronger collaboration and peer observations.

Implementing a whole school instructional model that integrates the use of High Impact Teaching Strategies and challenges all students to be successful.

Building teacher capability to utilise data and a range of assessment strategies to teach a differentiated and stimulating curriculum that targets each student's point of need.

Rationale

The review panel agreed that the student achievement data throughout the College could be improved, through establishing higher levels of consistency of curriculum practice.

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| <b>Goal 1</b>   | Improve student engagement, aspiration and wellbeing  |
| <b>Target 1.1</b>   | By 2023, the SSS: whole staff trust in students factor will increase from 62% to 70%  |
| <b>Target 1.2</b>   | <p>By 2023, increase positive responses in the POS in:</p> <ul style="list-style-type: none"> <li>• Parent positive endorsement for teacher communication from 85% to 88%</li> <li>• Parent involvement and participation from 82% to 85%</li> <li>• Student motivation and support from 81% to 85%</li> </ul>  |
| <b>Target 1.3</b>   | <p>By 2023, increase positive responses in the AToSS in:</p> <ul style="list-style-type: none"> <li>• Learning confidence in Years 4–6 from 12% to 25%</li> <li>• Learning confidence in Years 7–12 from 62% to 70%</li> <li>• Motivation and interest in Years 4–6 from 47.4% to 55%</li> <li>• Motivation and interest in Years 7–12 from 12.1% to 25%</li> </ul> |
| <b>Key Improvement Strategy 1.a</b><br>Setting expectations and promoting inclusion | Establish a culture of high expectations with a whole community commitment to the vision and values of the College which displays a growth mindset, maximising success for all students   |

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| <b>Key Improvement Strategy 1.b</b><br>Parents and carers as partners             | Enhance the learning partnership between home and school   |
| <b>Key Improvement Strategy 1.c</b><br>Intellectual engagement and self-awareness | Grow the learning opportunities and pathways for students school completion  |
| <b>Goal 2</b>   | Improve student engagement through student voice, learner agency and student leadership  |
| <b>Target 2.1</b>   | By 2023 student absence will improve in P–6 from 17.5 days to 15 days and in Year 7–12 from 23 days to 20 days   |
| <b>Target 2.2</b>   | <p>By 2023, increase in positive responses in AToSS for:</p> <ul style="list-style-type: none"> <li>• Self-regulation and goal setting in Years 4–6 from 32.9% to 40%</li> <li>• Self-regulation and goal setting in Years 7–12 from 6.9% to 20%</li> <li>• Student voice and agency whole school from 54% to 60%</li> <li>• Student voice and agency in Years 4–6 from 61.3% to 65%</li> <li>• Student voice and agency in Years 7–12 16.8% to 25%</li> <li>• Attitudes to attendance and stimulated learning will increase in Years P–6 from 32% to 40%</li> <li>• Attitudes to attendance and stimulated learning in Years 7-12 from 24%to 30%</li> </ul> |
| <b>Target 2.3</b>   | <p>By 2023 increase in positive responses in SSS: whole school positive endorsement for:</p> <ul style="list-style-type: none"> <li>• Collective efficacy from 68% to 70%</li> <li>• Academic emphasis from 59% to 65%</li> </ul>  |

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|  | <ul style="list-style-type: none"> <li>• Student feedback from 82% to 85%</li> </ul>   |
| <b>Key Improvement Strategy 2.a</b><br>Empowering students and building school pride | Develop, document and implement a whole of College strategy to improve student voice, learner agency and student leadership  |
| <b>Key Improvement Strategy 2.b</b><br>Empowering students and building school pride | Empower students to act as partners in improving learning outcomes by setting their own goals, taking responsibility for their learning and influencing decisions within the College   |
| <b>Key Improvement Strategy 2.c</b><br>Intellectual engagement and self-awareness    | Activate student voice and agency to establish an authentic learning partnership throughout the College which develops independent and self-regulating learners  |
| <b>Goal 3</b>  | Improve student achievement and learning growth  |
| <b>Target 3.1</b>  | By 2023 increase the percentage of students making high/medium relative growth in NAPLAN numeracy in: <ul style="list-style-type: none"> <li>• Year 3–5 from 80% to 85%</li> <li>• Year 5–7 from 55% to 70%</li> <li>• Year 7–9 from 66% to 70%</li> </ul> By 2023 increase the percentage of students in the top two NAPLAN numeracy bands in: <ul style="list-style-type: none"> <li>• Year 3 from 18% to 25%</li> <li>• Year 5 from 25% to 30%</li> <li>• Year 7 from 23% to 30%</li> <li>• Year 9 from 10% to 20%</li> </ul> |

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| <b>Target 3.2</b>   | <p>By 2023 in Teacher Judgements:</p> <ul style="list-style-type: none"> <li>• Increase the percentage of students at or above the expected level in writing P–10</li> <li>• All students will demonstrate twelve months' growth or more learning in writing, reading and numeracy P–10</li> </ul> |
| <b>Target 3.3</b>   | <p>By 2023 increase the VCE English Mean Study Score from 26.1 to 28</p>   |
| <b>Key Improvement Strategy 3.a</b><br>Building practice excellence                   | <p>Implement the Professional Learning Community (PLC) Inquiry process to build consistency in planning and practice which is characterised by improved feedback processes, stronger collaboration and peer observations</p>   |
| <b>Key Improvement Strategy 3.b</b><br>Evidence-based high-impact teaching strategies | <p>Implement a whole school instructional model that integrates the use of HITS and challenges all students to be successful</p>   |
| <b>Key Improvement Strategy 3.c</b><br>Evidence-based high-impact teaching strategies | <p>Build teacher capability to utilise data and a range of assessment strategies to teach a differentiated and stimulating curriculum that targets each student's point of need</p>  |