

# School Strategic Plan 2019-2023

Manor Lakes P-12 College (8848)



Submitted for review by Stephen Warner (School Principal) on 17 September, 2020 at 07:13 PM  
Endorsed by Helen Hobley (Senior Education Improvement Leader) on 17 September, 2020 at 07:51 PM  
Awaiting endorsement by School Council President

# School Strategic Plan - 2019-2023

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<b>School vision</b>	The Manor Lakes P-12 College vision is "Dream, Believe, Achieve". Manor Lakes P-12 College is committed to the ongoing creation of a community of responsible learners who have a belief in their ability to learn and succeed. Manor Lakes P-12 College aims to create a safe and collaborative community of respectful, confident learners.
<b>School values</b>	Manor Lakes P-12 College is committed to realising student wellbeing, engagement and achievement through four key values: <ol style="list-style-type: none"><li>1. Aiming High</li><li>2. Showing Respect</li><li>3. Being Safe</li><li>4. Valuing our Community</li></ol>
<b>Context challenges</b>	Manor Lakes P-12 College is located at the urban fringe in the City of Wyndham and opened in 2009. It is built on a large site and is a combined Primary and Secondary provider which includes a Supported Learning Centre. The the school has a focus on improving literacy outcomes to lead to improved academic performance in all sectors, Primary P-6, Secondary through to VCAL and VCE, and Supported Learning to provide access to life skills and future pathways.
<b>Intent, rationale and focus</b>	<p>The Panel agreed that the college's student learning data was indicating that there was a need to focus on improving the achievement and learning growth of every student. In particular the 2019 NAPLAN benchmark growth data showed that the College data was generally below results in similar schools. The Panel also noted that Teacher Judgement data was generally telling different stories about student achievement when compared to NAPLAN data. The Panel concluded that building deeper understandings by staff of evidence-based practice and the use of data and assessment, including the use of NAPLAN and other standards-based data, to target differentiated curriculum planning and point of need learning was a priority if sustained and continuous improvement in student achievement and growth was to be achieved over the next planning period.</p> <p>The AtoSS data, together with the fieldwork, indicated to the Panel that the implementation of strategies to promote student voice and learner agency were emerging. The Panel concluded that developing strategies to build teacher capacity and efficacy in these areas would empower students and would likely support improved student learning and engagement outcomes and an improved climate for learning throughout the next planning period.</p> <p>The Panel found that based on the student, staff and parent opinion data sets and the evidence collected through the fieldwork that a focus on embedding a College-wide positive behaviour program and ensuring the College vision included a renewed emphasis on</p>

building learner dispositions and strengthening the home school learning partnership was likely to improve social and emotional engagement, wellbeing and achievement outcomes.

Manor Lakes P-12 College has identified the following goals for the School Strategic Plan (2019-2023):

1. To maximise the achievement and learning growth of every student, particularly in literacy and numeracy.
2. To maximise student engagement and learner agency.
3. To improve the social and emotional engagement and wellbeing of every student.

Manor Lakes P-12 College will work towards these goals by developing and executing an individual Annual Implementation Plan for the Primary, Secondary and Supported Learning sectors.

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<b>Goal 1</b>	To maximise the achievement and learning growth of every student, particularly in literacy and numeracy.
<b>Target 1.1</b>	<p>NAPLAN Benchmark Growth</p> <p>By 2023, increase the percentage of students meeting or above benchmark NAPLAN Growth</p> <p>Year 5</p> <ul style="list-style-type: none"><li>• Reading to 75 or above (from 64.1 in 2019)</li><li>• Writing to 75 or above (from 69.3 in 2019)</li><li>• Numeracy to 75 or above (from 62.6 in 2019)</li></ul> <p>Year 7</p> <ul style="list-style-type: none"><li>• Reading to 75 or above (from 65.7 in 2019)</li><li>• Writing to 75 or above (from 66.1 in 2019)</li><li>• Numeracy to 75 or above (from 70.2 in 2019)</li></ul> <p>Year 9</p> <ul style="list-style-type: none"><li>• Reading to 75 or above (from 67.2 in 2019)</li><li>• Writing to 75 or above (from 65.3 in 2019)</li><li>• Numeracy to 75 or above (from 62.3 in 2019)</li></ul>
<b>Target 1.2</b>	NAPLAN Year 5 and Year 9 students performing in the top two bands/bottom two bands.

	<p>By 2023, increase the percentage of Year 5 students in the top 2 NAPLAN bands for:</p> <ul style="list-style-type: none"> <li>● Reading to 25 or above (from 21.3 in 2019)</li> <li>● Writing to 15 or above (from 8.1 in 2019)</li> <li>● Numeracy to 28 or above (from 16.8 in 2019)</li> </ul> <p>By 2023, decrease the percentage of Year 5 students in the bottom 2 NAPLAN bands for:</p> <ul style="list-style-type: none"> <li>● Reading to 15 or below (from 27.2 in 2019)</li> <li>● Writing to 25 or below (from 36.0 in 2019)</li> <li>● Numeracy to 10 or below (from 24.4 in 2019)</li> </ul> <p>By 2023, increase the percentage of Year 9 students in the top 2 NAPLAN bands for:</p> <ul style="list-style-type: none"> <li>● Reading to 25 or above (from 9.0 in 2019)</li> <li>● Writing to 15 or above (from 4.4 in 2019)</li> <li>● Numeracy to 28 or above (from 7.7 in 2019)</li> </ul> <p>By 2023, decrease the percentage of Year 9 students in the bottom 2 NAPLAN bands for:</p> <ul style="list-style-type: none"> <li>● Reading to 15 or below (from 30.2 in 2019)</li> <li>● Writing to 25 or below (from 47.2 in 2019)</li> <li>● Numeracy to 10 or below (from 35.9 in 2019)</li> </ul>
<p><b>Target 1.3</b></p>	<p>VCE and VCAL</p> <ul style="list-style-type: none"> <li>● The VCE English score will increase from 25.6 in 2018 to 27.5 or above by 2023</li> <li>● The VCE Study score mean will increase from 26.37 in 2018 to 28.5 or above by 2023</li> <li>● VCE completion rate will increase from 93.2% in 2018 to 97.5% or above by 2023</li> </ul>

	<ul style="list-style-type: none"> <li>• Across 2020–2023, 100 per cent of Years 10–12 students will exit the college with a positive pathway into further education and training or employment.</li> </ul>
<b>Target 1.4</b>	<p>Teacher Judgements</p> <p>Up to Year 10, 95% of students will demonstrate 12 months or more learning growth in Reading &amp; viewing, Writing and Numeracy using Teacher Judgement data that has been triangulated with reference to agreed norm-referenced/standards-based data.</p>
<b>Target 1.5</b>	<p>Staff opinion as measured on the staff opinion survey (SOS)</p> <p>By 2023, the whole school percent positive endorsement on SOS will be:</p> <ul style="list-style-type: none"> <li>• Academic emphasis—to 65 or above (from 39.6 in 2019)</li> <li>• Collective efficacy—to 65 or above (from 38.9 in 2019)</li> <li>• Understand how to analyse data—to 70 or above (from 44.4 in 2019)</li> <li>• Seek feedback to improve practice—to 70 or above (from 43.4 in 2019)</li> </ul>
<b>Key Improvement Strategy 1.a</b> Building practice excellence	Strengthen teacher and team capability to utilise data and evidence to teach a differentiated and stimulating curriculum that targets each student’s point of learning need.
<b>Key Improvement Strategy 1.b</b> Evidence-based high-impact teaching strategies	Embed the agreed college Instructional Model, integrating the use of High Impact Teaching Strategies, to enable consistent, high quality instruction in every classroom.
<b>Key Improvement Strategy 1.c</b>	Develop and implement a whole college plan for literacy and numeracy.

Curriculum planning and assessment	
<b>Key Improvement Strategy 1.d</b> Building practice excellence	Strengthen teacher practice excellence through further development of a professional learning community culture which is characterised by high expectations; consistent and systematic feedback processes; coaching and modelling; and peer observation (both within the college and in other settings as required).
<b>Key Improvement Strategy 1.e</b> Instructional and shared leadership	Further develop the leadership capacity of all in leadership roles to establish higher levels of consistency and shared accountability for improving student achievement and learning growth.
<b>Goal 2</b>	To maximise student engagement and learner agency.
<b>Target 2.1</b>	<p>Student opinion as shown in the Attitudes to School Survey (AToSS)</p> <p>By 2023, the overall percent positive responses score on the AToSS for Years 4-12 will be:</p> <ul style="list-style-type: none"> <li>● Student voice and agency—75% or above (from 48% in 2019)</li> <li>● Learning confidence—75% or above (from 62% in 2019)</li> <li>● Motivation and interest—75% or above (from 62% in 2019)</li> <li>● Effort—80% or above (from 69% in 2019)</li> </ul>
<b>Target 2.2</b>	<p>Student attendance</p> <p>By 2023</p> <ul style="list-style-type: none"> <li>● the percentage of students P–Year 6 with 20 or more absence days will improve from 30% in 2018 to 25% or lower.</li> <li>● average absence days per FTE P–Year 6 will improve from 19 days in 2018 to 15 days or lower.</li> <li>● the percentage of students Year 7–Year 12 with 20 or more absence days will improve from 39% in 2018 to 30% or lower.</li> <li>● average absence days per FTE Year 7–Year 12 will improve from 23 days in 2018 to 18 days or lower.</li> </ul>

<b>Target 2.3</b>	<p>Staff opinion as measured on the staff opinion survey (SOS)</p> <p>By 2023, the whole school percent positive endorsement on SOS will be:</p> <ul style="list-style-type: none"> <li>Promote student ownership of learning goals—75 or above (from 58.6 in 2019)</li> </ul>
<b>Key Improvement Strategy 2.a</b> Empowering students and building school pride	Develop and implement a comprehensive learner agency strategy to enable self-regulated learners.
<b>Key Improvement Strategy 2.b</b> Intellectual engagement and self-awareness	Build the capacity of students to set learning goals and to drive their own learning.
<b>Key Improvement Strategy 2.c</b> Empowering students and building school pride	Develop and implement a whole college IT plan to improve student outcomes and enable students to be more independent and engaged learners.
<b>Key Improvement Strategy 2.d</b> Empowering students and building school pride	Increase the use of Individual Education Plans to enable greater differentiation, learner agency and targeted teaching.
<b>Key Improvement Strategy 2.e</b> Setting expectations and promoting inclusion	Review and strengthen the whole college’s attendance policy and processes.
<b>Goal 3</b>	To improve the social and emotional engagement and wellbeing of every student.
<b>Target 3.1</b>	Student opinion as shown in the Attitudes to School Survey (AToSS)



	<p>By 2023, the percent positive endorsement on the AToSS for Years 4–12 will be:</p> <ul style="list-style-type: none"> <li>• Sense of connectedness—75 or above (from 54 in 2019)</li> <li>• Resilience—75 or above (from 59 in 2019)</li> <li>• Teacher concern—75 or above (from 53 in 2019)</li> </ul>
<p><b>Target 3.2</b></p>	<p>Parent opinion as shown on the Parent Opinion Survey (POS)</p> <p>By 2023, the percent positive endorsement on the POS will be:</p> <ul style="list-style-type: none"> <li>• Teacher communication—85 or above (from 69 in 2019)</li> <li>• Student motivation and support—85 or above (from 67 in 2019)</li> <li>• Stimulating learning environment—85 or above (from 74 in 2019)</li> </ul>
<p><b>Target 3.3</b></p>	<p>Staff opinion as measured on the staff opinion survey (SOS)</p> <p>By 2023, the whole school percent positive endorsement on SOS will be:</p> <ul style="list-style-type: none"> <li>• Trust in students and parents—70 or above (from 36.3 in 2019)</li> <li>• Parent and community involvement—70 or above (from 46.7 in 2019)</li> </ul>
<p><b>Key Improvement Strategy 3.a</b> Health and wellbeing</p>	<p>Implement a whole college strategy to develop students' self-management and resilience, based on school wide positive education, growth mindset and emotional self-regulation.</p>
<p><b>Key Improvement Strategy 3.b</b></p>	<p>Implement approaches to improve learning culture and dispositions based on explicit teaching of metacognitive strategies, effort and resilience.</p>

Empowering students and building school pride	
<b>Key Improvement Strategy 3.c</b> Parents and carers as partners	Strengthen the learning partnerships between home and school.