

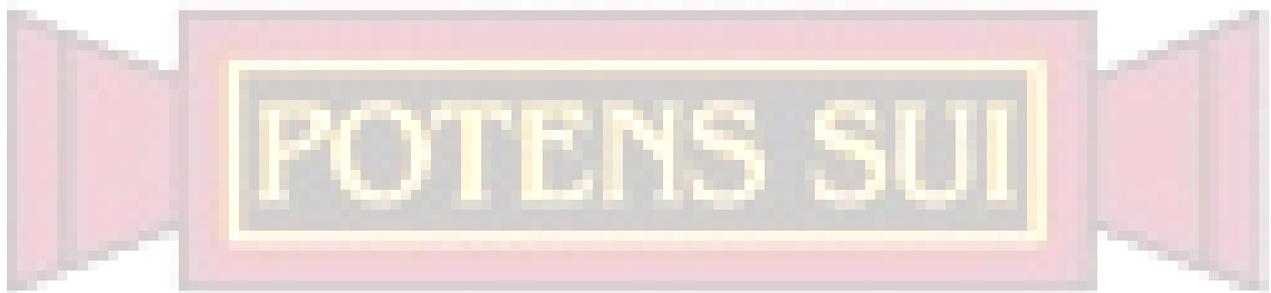
# School Strategic Plan for the Mac.Robertson Girls' High School



Southern Metropolitan Region 8135



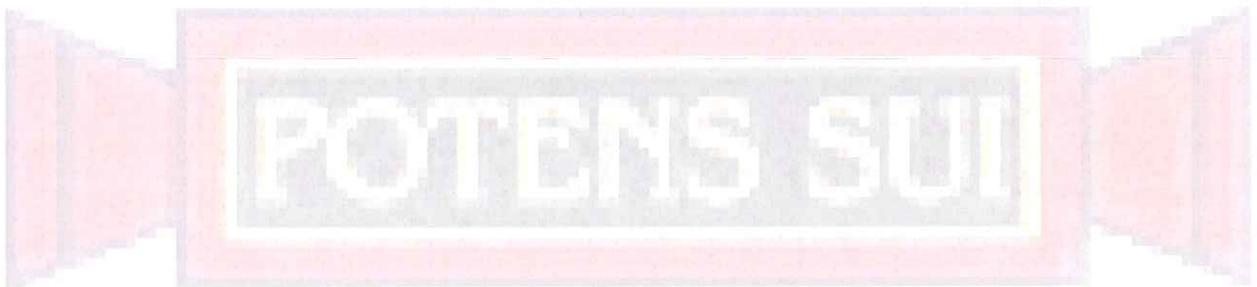
2016-2019



**mac.rob**

**Endorsements**

<p>Endorsement by School Principal</p>	<p>Signed..... <i>Toni E. Meath</i>          Name..... <i>Dr. Toni E. Meath</i>          Date..... <i>7/12/15</i></p>
<p>Endorsement by School Council</p>	<p>Signed..... <i>[Signature]</i>          Name..... <i>A. Patrick</i>          Date..... <i>15/12/15</i></p> <p>School Council President's endorsement represents endorsement of School Strategic Plan by School Council</p>
<p>Endorsement by the delegate of the Secretary</p>	<p>Signed..... <i>[Signature]</i>          Name..... <i>KAREN CAIN AIRD</i>          Date..... <i>1/12/2015</i></p>



## School Profile

<b>Purpose</b>	<p>The Mac.Robertson Girls' High School seeks to nurture the wellbeing and confidence of our highly motivated and able students through the provision of a comprehensive education in both its curriculum program and co-curricular activities, while being a leader in learning and teaching practices.</p>
<b>Values</b>	<p>The Mac.Robertson Girls' High School is committed to:</p> <ul style="list-style-type: none"><li>🏆 Engendering a love of learning</li><li>🏆 Achieving exceptional academic success</li><li>🏆 Offering an education based on liberal, democratic values</li><li>🏆 Educating the whole person</li><li>🏆 Providing a challenging, inclusive and supportive environment</li><li>🏆 Fostering confidence, responsibility and self-discipline</li><li>🏆 Cultivating integrity and mutual respect</li><li>🏆 Developing leaders</li><li>🏆 Meeting the challenges of the present and the future while respecting traditions from the past</li></ul>

## Environmental Context

Established as the first state secondary school in Victoria in 1905 as The Continuation School, a coeducational school, it became a single sex girls' school in 1927 when the boys moved to Melbourne High School. The school became known as the Mac.Robertson Girls' High School in 1934 when it moved to its present site following the endowment of the school by Sir Macpherson Robertson. In 2000 a refurbishment of the original building and the addition of two new buildings added modern facilities and greater capacity to the school which now has approximately 965 students in years 9 to 12 who are selected through a state-wide academic entrance examination, conducted annually by the Department of Education, from across greater Melbourne and beyond. With the establishment of two new selective coeducational high schools in 2010 and 2011 it is now one of four academic selective entry high schools in Victoria but remains unique in being the only selective entry single sex girls' school. The school has developed a masterplan to further enhance its facilities and is implementing this incrementally.

The school prides itself on a diverse community made up of many cultural groups from a range of socio-economic backgrounds. The key shared characteristics of our students are their high levels of motivation and desire to excel academically and personally in a culture of respect, caring, mutual support, high aspirations and social responsibility. The school's Latin motto "Potens Sui", which translates as mastery of self, is as relevant today as when it was coined.

The Mac.Rob Foundation has been established to work alongside the School Council and the school community to procure funding to support the further development of the physical facilities of the school, which will support new and flexible modes of curriculum delivery. The Foundation will also provide opportunities to support student involvement in enhancement opportunities for both current students and alumni.

The school offers broad curriculum choices tailored to meet the learning needs of intellectually gifted and academically talented students with opportunities for extension and acceleration, including university enhancement studies. All students are encouraged to be involved in the numerous co-curricular, music and sporting activities offered and to take up the opportunities offered to develop their leadership skills in preparation for distinguished and influential careers. A strategic focus on student wellbeing accompanies the provision of a challenging curriculum which promotes academic excellence. The Mac.Robertson Girls' High School consistently achieves the top VCE results in Victoria and is ranked with the highest achieving schools in Australia.

There are codes of conduct for students, parents and staff that set out the expectations of being a member of the school community.

## Strategic Direction

<b>Achievement</b>		<b>Key improvement strategies</b>
<b>Goals</b>	To foster and emphasise the school's core purpose and values by focussing on whole-person development, intellectual rigour, and academic extension and enhancement	<ul style="list-style-type: none"> <li> To review in partnership with the school community how we enact and encourage students and staff to embrace the values of the school</li> <li> To review the Year 9 curriculum and implement agreed evidence-based changes</li> <li> To use the content and achievement standards for critical and creative capabilities as a key reference to infuse 'higher order thinking' into the Middle School curriculum</li> </ul>
<b>Targets</b>	10% increase in students' perception for each of teacher effectiveness and stimulating learning criteria, based on an internal instrument administered by the school	<ul style="list-style-type: none"> <li> To continue to embed purposeful eLearning across the curriculum and in pedagogical approaches at all year levels</li> <li> To investigate and use value-add measures to purposefully track student performance and achievement from years 9 to 12</li> <li> To continue to strengthen the international outlook to reflect the increasing mobility and cultural heritage of the school's cohort</li> </ul>

	<b>Actions</b>	<b>Success criteria</b>
<b>Year 1</b>	<ul style="list-style-type: none"> <li>Review the Year 9 curriculum with a view to incorporating Victorian Curriculum critical and creative thinking capabilities</li> <li>Conduct an audit of the use of purposeful eLearning among students and teachers</li> <li>Review the school's guiding values and how they are 'lived' at Mac.Rob</li> </ul>	<ul style="list-style-type: none"> <li>A detailed 'unpacking' of existing curriculum and development of a plan for a revised Year 9 curriculum to be implemented in 2017</li> <li>Heightened awareness of current eLearning practices</li> <li>Development of a consultative group, involving staff, parents and students, which looks closely at the enactment and realisation of the current values statement and learner profile</li> </ul>
<b>Year 2</b>	<ul style="list-style-type: none"> <li>Implement revised Year 9 curriculum</li> <li>Review the Year 10 curriculum with a view to incorporating Victorian Curriculum critical and creative thinking capabilities</li> <li>Devise professional learning plan for whole school in response to eLearning audit</li> </ul>	<ul style="list-style-type: none"> <li>Realisation of revised Year 9 curriculum</li> <li>Development of Year 10 curriculum which incorporates critical and creative thinking capabilities for implementation in 2018</li> <li>Professional learning plans aligned with identified deficiencies in current eLearning practices</li> </ul>
<b>Year 3</b>	<ul style="list-style-type: none"> <li>Review implementation of Year 9 curriculum with a view to greater synchronicity and flexibility with the Year 10 curriculum</li> <li>Implement revised Year 10 curriculum</li> <li>Measuring the degree of implementation of eLearning professional learning plans with a view to positively impacting on perceived teacher effectiveness and stimulating learning</li> </ul>	<ul style="list-style-type: none"> <li>Year 9 and 10 curriculum to be synchronised in accordance with the Victorian Curriculum Years 9 &amp; 10 band</li> <li>Realisation of revised Year 10 curriculum</li> <li>Increased student perception of teacher effectiveness and stimulating learning</li> </ul>
<b>Year 4</b>	<ul style="list-style-type: none"> <li>Enact changes to Year 9 curriculum if required</li> <li>Review implementation of Year 10 curriculum</li> </ul>	<ul style="list-style-type: none"> <li>Greater number of Middle School students accessing extension and enhancement opportunities</li> </ul>

<b>Engagement</b>		<b>Key improvement strategies</b>
<b>Goals</b>	To develop greater inter-connectedness and engagement in line with the values of the school	<ul style="list-style-type: none"> <li> To create a consistent understanding of what interpersonal empathy looks like within the school</li> <li> To support every student in developing a set of personal goals in relation to their confidence, independence, responsibility, self-discipline, and curiosity</li> <li> To encourage and enable every student to use their involvement in the co-curricular program as a way of meeting those goals</li> <li> To develop a student-student mentoring program for co-curricular engagement and achievement of personal goals</li> <li> To perform annual exit interviews with a sample of Year 12 students</li> <li> To update the Co-curricular Policy in line with the changes and innovations developed above and to support connectedness and engagement</li> <li> To utilise digital learning technologies to facilitate connections with other learning institutions</li> </ul>
<b>Targets</b>	<p>10% increase in students' perception of teacher empathy, based on an internal instrument administered by the school</p> <p>100% of students producing a personal plan to articulate their goals for developing their confidence, independence, responsibility, self-discipline, and curiosity over their time at Mac.Rob</p>	

	<b>Actions</b>	<b>Success criteria</b>
<b>Year 1</b>	<ul style="list-style-type: none"> <li>• Develop and administer an ATS instrument</li> <li>• Discuss across staff and with students the topic of empathy: what it is, and how it should and can be demonstrated</li> <li>• Trial and review student-student mentor program of Year 11s paired with Year 9s, who have developed personal plans to articulate development goals</li> </ul>	<ul style="list-style-type: none"> <li>• Realisation of internal ATS instrument</li> <li>• Increased staff awareness of how to clearly express empathy with students and construction of a model of staff-student empathy</li> <li>• Small dataset of mentor / mentee experiences and Year 9 personal plans</li> </ul>
<b>Year 2</b>	<ul style="list-style-type: none"> <li>• Gather student feedback at Year 9 with a trial group of teachers looking at perceived empathy and analyse and share the data gathered. Explore how they intend to go about improving their results through changes in practice</li> <li>• Have Year 9s complete personal plans to articulate development goals and each be paired with a Year 11 mentor</li> </ul>	<ul style="list-style-type: none"> <li>• Small dataset of perceived teacher empathy and increased staff awareness of how to implement changes to affect such perceptions</li> <li>• Student report increased teacher empathy</li> <li>• 100% of Year 9s with personal plans and mentors</li> </ul>
<b>Year 3</b>	<ul style="list-style-type: none"> <li>• Widespread adoption of agreed behaviours and attitudes in our relationships with students</li> <li>• Have Year 9s, 11s and 12s complete personal plans to articulate development goals. Year 9s also be paired with Year 11s</li> </ul>	<ul style="list-style-type: none"> <li>• Notable increase in students' perceived teacher empathy</li> <li>• Students experience increased connectedness to peers and the school</li> <li>• Year 9s and 10s all being mentored by VCE students</li> </ul>
<b>Year 4</b>	<ul style="list-style-type: none"> <li>• Review student perceived empathy and shared understanding of what it is and how it can and should be demonstrated</li> <li>• Review mentor program by qualitative and quantitative feedback</li> </ul>	<ul style="list-style-type: none"> <li>• Students perceive greater teacher empathy</li> <li>• Development of refined mentor program to support personal plans</li> </ul>

<b>Wellbeing</b>		<b>Key improvement strategies</b>
<b>Goals</b>	To create an environment that is safe and inclusive to sustain positive learning experiences for all students	<ul style="list-style-type: none"> <li> To develop a Staff and Student Wellbeing Policy (SSWP)</li> <li> To raise awareness and support the implementation of Mindfulness and Positive Psychology for the conscious implementation of such programs</li> <li> To develop a school-wide definition of tutoring and how it fits into the framework of student learning</li> <li> To work with parents in raising awareness of effective practices to support their children in developing a balanced lifestyle in preparation for tertiary studies and beyond</li> </ul>
<b>Targets</b>	<p>10% reduction in the number of students reporting stress levels directly attributable to school based activities reported to the SWC</p> <p>10% improvement in students' perception of being able to manage their workload, based on an internal instrument administered by the school</p>	<ul style="list-style-type: none"> <li> To review the curriculum to ensure incremental increases in cognitive demand and workload at each year level, in order to be prepared for the next year level</li> <li> To collaborate with students and teachers to identify where additional support is required to maximise learning outcomes and establish a referral program or tutoring /mentoring program to support students</li> <li> Establish a protocol for identification of students experiencing difficulty in achieving their expected learning outcomes</li> </ul>

	<b>Actions</b>	<b>Success criteria</b>
<b>Year 1</b>	<ul style="list-style-type: none"> <li>• Discuss with staff and students the concept of tutoring – what should it look like? What are helpful/unhelpful practices?</li> <li>• Develop a draft SSWP in consultation with staff and the Wellbeing Committee</li> </ul>	<ul style="list-style-type: none"> <li>• Increased student awareness of effective tutoring practices, reduction in participation in poor practices</li> <li>• Fully ratified SSWP ready for implementation</li> </ul>
<b>Year 2</b>	<ul style="list-style-type: none"> <li>• Further engage with students in discussions of tutoring in line with the previous discussions</li> <li>• Implement SSWP</li> <li>• Develop school-wide model to integrate Mindfulness and Positive Psychology in classrooms</li> </ul>	<ul style="list-style-type: none"> <li>• Further reduction in students engaging in poor tutoring practices</li> <li>• Realisation of SSWP</li> <li>• Increased staff knowledge of, and engagement with, their students</li> </ul>
<b>Year 3</b>	<ul style="list-style-type: none"> <li>• Collaborate with parent and student groups to formulate approaches to inform parents about the productive learning practices</li> <li>• Engage immediate and ongoing feedback of SSWP from student groups and staff</li> <li>• Support staff in implementing Mindfulness and Positive Psychology in their classrooms</li> </ul>	<ul style="list-style-type: none"> <li>• Communication between school and home to improve, with documents to be written in multiple languages</li> <li>• Student and staff ownership of overall school wellbeing</li> <li>• Greater engagement and empathy within the classroom and in school</li> </ul>
<b>Year 4</b>	<ul style="list-style-type: none"> <li>• Review of SSWP</li> <li>• Review of homework provisions within the school and how external tuition integrates the overall student learning program</li> <li>• Analyse the impact of increased engagement and empathy in the school</li> </ul>	<ul style="list-style-type: none"> <li>• Modified or refined SSWP to enhance student support and success to guide all students into the future</li> <li>• Reduction in student anxiety and stress due to excessive out of school commitments and pressures</li> <li>• Development of future framework for facilitating engagement and empathy in the school</li> </ul>

<b>Productivity</b>		<b>Key improvement strategies</b>
<b>Goals</b>	<p>To develop a culture that is financially sound, cognisant of future planning, promotes accountability in the decision-making process, and strives for improvement to develop the finances, resources, facilities and staff to best support the needs of the school</p>	<ul style="list-style-type: none"> <li> To improve financial literacy via professional development programs for staff overseeing budgets</li> <li> To implement financial policies that relate to the priorities of the school to capitalise on the use of funds within the school</li> <li> To improve the document management system to provide easier, paperless access for parents to policies and information</li> <li> To increase the professional development offered to staff regarding the capacity of Compass as a student management tool</li> <li> To instigate timely evaluations of school facilities in how they are meeting the needs of the school and the performance of its essential services to capitalise on the use of resources within the school</li> <li> To continue to develop staff through professional reading, the Mac.Rob Fellowship, participation in network professional learning activities, VCAA assessing and broader professional development</li> <li> To continue to improve the quality of teaching across all faculties through a focus on TPAC (technological, pedagogical, content knowledge)</li> <li> To strengthen global partnerships, connections to schools and affiliations with tertiary-education facilities</li> <li> To shift large paper resources to digital form</li> </ul>
<b>Targets</b>	<p>To have a strategy to fund 100% of the finances needed for the construction of a new VCE Study / LRC space and the broader Master Plan</p> <p>40% reduction in the use of paper, as measured by the purchase of paper within the school</p> <p>100% of ES Staff produce a professional learning plan that focuses on maximising productivity in their area of work</p> <p>10% increase in the amount of professional learning undertaken and accounted for across the whole staff as measured by the School's Professional Learning Register</p>	

	<b>Actions</b>	<b>Success criteria</b>
<b>Year 1</b>	<ul style="list-style-type: none"> <li>• Devise professional development to raise all staff awareness of school financial processes</li> <li>• Implement professional development to reduce staff reliance on paper through sharing of data</li> <li>• Revisit the Master Plan to incorporate the construction of a new VCE study and LRC</li> </ul>	<ul style="list-style-type: none"> <li>• Increased staff financial literacy</li> <li>• Increased awareness of use of paper within the school and the promise to reduce this by School Council</li> <li>• Master Plan incorporating new building plan</li> </ul>
<b>Year 2</b>	<ul style="list-style-type: none"> <li>• Undertake professional learning at an Executive level relating to financial literacy</li> <li>• Devise programs to increase staff capability with digital resources</li> <li>• Coordinate financial requirements of the Master Plan, including the construction of the new building</li> </ul>	<ul style="list-style-type: none"> <li>• Higher level of financial literacy within the overall Executive Leadership Team</li> <li>• Increased awareness in the development of digital resources</li> <li>• Increased viability of meeting the financial needs of the Master Plan</li> </ul>
<b>Year 3</b>	<ul style="list-style-type: none"> <li>• Implement programs to decrease staff reliance on paper</li> <li>• Continue to coordinate financial requirements of the Master Plan</li> </ul>	<ul style="list-style-type: none"> <li>• Decreased use of paper by staff within the school</li> <li>• Increased viability of meeting the financial needs of the Master Plan</li> </ul>
<b>Year 4</b>	<ul style="list-style-type: none"> <li>• Evaluate the success of paper use reduction</li> <li>• Review of the Master Plan and the financial requirements for its realisation</li> </ul>	<ul style="list-style-type: none"> <li>• Staff will use less paper</li> <li>• Implementation of the Master Plan</li> </ul>

