

School Strategic Plan 2026-2030

McClelland Secondary College (8835)



MCCLELLAND COLLEGE

Submitted for review by Laura Spence (School Principal) on 04 September, 2026 at 11:35 AM

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School Strategic Plan - 2026-2030

McClelland Secondary College (8835)

School vision	Through Education by Design, McClelland College develops independent, connected, and courageous learners who pursue excellence and are ready to make a difference.
School values	Our values of Community, Ownership and Growth (COG) underpin all that we do at McClelland College. Every learner thrives when they belong to a strong and supportive community, take ownership of their learning and development, and are encouraged to continually grow. Community means we build respectful, inclusive and connected relationships where everyone contributes and feels they belong. Ownership means we develop learners who take responsibility for their choices, learning and future, and who have the agency to shape what comes next. Growth means we embrace challenge, set high expectations and continually seek to improve, recognising that progress comes from effort, reflection and a willingness to learn. Together, Community, Ownership and Growth create the conditions for every learner to develop as a confident, capable and connected young person, ready to pursue excellence and make a difference.
Context challenges	McClelland College is a Years 7–12 secondary college with an enrolment of approximately 1,125 students, including an international student program. The College provides a comprehensive curriculum and a broad range of pathways, programs and enrichment opportunities designed to meet the diverse interests, aspirations and learning needs of its students. McClelland is well recognised for its commitment to personalised learning and Education by Design. This philosophy places students at the centre of decision-making and seeks to design learning, pathways and support around individual strengths, interests, needs and aspirations. The College has continued to strengthen this approach throughout the previous review period, including through a longstanding business partnership with multinational data analytics company Experian. The College draws students from a number of smaller primary schools, several of which have experienced declining enrolments. This has historically presented a challenge to maintaining and growing secondary enrolments. However,

sustained work to strengthen curriculum provision, student outcomes, pathways, wellbeing and the overall student experience has significantly improved the College's standing within the local community. McClelland is increasingly recognised as a school of choice in the local area, with enrolment growth providing greater stability and opportunity for the future.

Staffing at the College is stable and the College has continued to build leadership and professional capability. Year-level curriculum and wellbeing needs are supported by a team of Leading Teachers and Learning Specialists. Staff participate in collaborative professional learning structures and Learning Area Teams, with a strong focus on building collective capability and improving classroom practice. The College has also significantly strengthened its Performance and Development Culture over recent years, creating a stronger foundation for continuous improvement.

McClelland offers a broad range of senior secondary pathways, including VCE, VCE Vocational Major (VCE VM) and Vocational Education and Training (VET). Inclusive and personalised programs include the McClelland Academy Program (MAP). These programs provide opportunities for students to engage with learning in different ways and enable the College to respond flexibly to individual circumstances and aspirations.

Student engagement and sustained connection to education remain significant areas of focus. While the College has developed a wide range of strategies to address disengagement, some students continue to experience barriers to attendance, engagement, motivation and achievement. MAP is a key component of the College's approach, providing all Year 7–9 students with regular opportunities to pursue interests, develop capabilities and contribute to community projects beyond the traditional classroom.

The College's strong commitment to inclusion and personalised provision also presents ongoing challenges in maintaining an orderly, safe and supportive learning environment. Responding effectively to complex student needs requires continued investment in School-Wide Positive Behaviour Support (SWPBS), consistent expectations, staff capability and coordinated wellbeing and inclusion practices.

The social and economic context of the College community also continues to influence student engagement, educational aspirations and achievement. McClelland therefore remains focused on ensuring that every student has access to high-quality teaching, strong relationships, appropriate challenge and the support required to overcome barriers to learning. The College's commitment to Community, Ownership and Growth provides an important foundation for this work, with high expectations for every learner and a strong emphasis on student agency and responsibility.

Looking forward, the College's challenge is to build on its strengths rather than simply respond to areas of need. This includes continuing to improve the quality and consistency of teaching and learning, strengthening student engagement

	and agency, closing achievement and participation gaps, and ensuring that personalised learning translates into improved outcomes for every student. The College will continue to draw on its strong professional culture, Education by Design philosophy, broad curriculum and pathway provision, and partnerships with families and the wider community to support every learner to achieve their potential.
Intent, rationale and focus	Intent McClelland College develops independent, connected and courageous learners ready to pursue excellence and make a difference. Through our philosophy of Education by Design, we seek to ensure that every student experiences high-quality teaching and learning, strong relationships, appropriate challenge and the support required to achieve their potential. We aim to develop students who are active participants in their learning, take ownership of their growth and wellbeing, and are equipped to shape their future. Our strategic intent is to improve learning and wellbeing outcomes for every student, recognising that these are interconnected. We will build the collective capability of staff, strengthen consistency of practice and use evidence and data more effectively to understand student needs, evaluate impact and continuously improve. Rationale McClelland College has established significant strengths in personalised learning, curriculum breadth, inclusive practice, student pathways and professional collaboration. Our Education by Design philosophy provides a strong foundation for responding to the diverse needs, interests and aspirations of our students. The findings from our self-evaluation and review demonstrate, however, that the next stage of improvement requires greater consistency, precision and impact. We need to ensure that agreed approaches to teaching, learning, assessment, engagement and wellbeing are implemented consistently across the College, while maintaining the flexibility required to respond to individual learners. Student achievement data identifies opportunities to strengthen outcomes in literacy and numeracy and to reduce the proportion of students requiring additional support. There is also a need to strengthen the use of assessment and other

evidence to identify learning needs, monitor growth and inform teaching. Staff survey data indicates opportunities to build greater confidence and consistency in the use of data, differentiated learning and academic emphasis.

Student voice and wellbeing data similarly highlights the importance of strengthening students' sense of connection, agency and engagement, while ensuring that students experience appropriate challenge and effective support. Attendance and engagement remain important indicators of whether students are successfully connected to learning. These priorities are closely connected. High-quality teaching, effective use of evidence, student agency, strong relationships, inclusion and wellbeing are mutually reinforcing conditions for improved student outcomes. Our strategic work therefore seeks to build whole-school capability rather than rely on individual programs or pockets of excellence.

Focus

The Strategic Plan is organised around two complementary goals:

Goal 1 – Improve the learning outcomes for every student

Our first priority is to strengthen the quality and consistency of teaching and learning across the College.

Over the four years, we will:

- establish and consistently implement agreed practices for teaching, learning and active student engagement;
 - strengthen documented teaching and learning programs aligned with the Victorian Curriculum and senior secondary pathways;
 - ensure curriculum planning incorporates appropriate extension, enrichment and extra-curricular opportunities;
 - strengthen the systematic use of assessment and feedback to understand student learning growth and attainment;
 - build staff capability to use learning data effectively to inform curriculum planning, differentiation and teaching;
 - strengthen the consistency of differentiated learning and appropriate challenge for students across Years 7–12;
- and
- monitor and respond to achievement and growth data, with a particular focus on literacy, numeracy and identified cohorts.

The College will use its professional learning, Learning Area Teams, collaborative practice and performance and development processes to build shared expectations and collective responsibility for improving learning outcomes.

Goal 2 – Strengthen wellbeing outcomes for every student

Our second priority is to strengthen the conditions that enable every student to belong, participate, engage and learn.

Over the four years, we will:

- strengthen the implementation of a responsive, tiered and contextualised wellbeing Multi-Tiered System of Supports (MTSS);
- build whole-school capability to provide effective universal adjustments, targeted support and interventions;
- strengthen inclusive practice and coordinated responses to students with diverse learning, wellbeing and engagement needs;
- develop strong and consistent relationships and approaches that promote a positive, safe and orderly learning environment;
- strengthen students' voice and agency, including their participation in leadership and learning;
- improve student connection, engagement and participation in school; and
- strengthen our approaches to attendance and re-engagement for students experiencing barriers to regular participation.

Our four-year improvement approach

The two goals are deliberately interconnected. Students are more likely to achieve when they are connected, engaged, supported and challenged; and successful learning contributes to students' confidence, agency and wellbeing.

The Strategic Plan will therefore be implemented through an annual cycle of improvement. Each year, the Annual Implementation Plan will identify the specific strategic priority, actions, professional learning and measures required to move the College towards its longer-term goals.

Our approach will be guided by Education by Design: understanding our learners and their context, designing purposeful responses, implementing agreed practices with consistency, evaluating their impact and refining our approach in response to evidence.

Through this four-year journey, McClelland will build the collective capability required to ensure that every student experiences high-quality learning, meaningful connection, appropriate challenge and the support to achieve their potential.

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Goal 1	Improve the learning outcomes for every student.				
Key Improvement Strategy 1.a 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	Deliver consistent implementation of agreed practices for teaching, learning and active student engagement.				
Key Improvement Strategy 1.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs					
Key Improvement Strategy 1.b Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Build school capability to effectively use data to improve learning outcomes for every student.				
Target 1.1	By 2030, increase the percentage of students achieving strong or exceeding NAPLAN proficiency levels for:				
	Cohort	Focus	Baseline	Year	Target
	Year 9	Reading	55%	2026	60%

	Year 9	Numeracy	55%	2026	60%
Target 1.2	By 2030, decrease the percentage of students achieving needs additional support NAPLAN proficiency level for:				
	Cohort	Focus	Baseline	Year	Target
	Year 9	Reading	15%	2026	9%
	Year 9	Numeracy	18%	2025	10%
Target 1.3	Placeholder target. By 2030, increase the percentage of students meeting or above NAPLAN Benchmark growth for:				
	Cohort	Focus	Baseline	Year	Target
	Year 9	Reading	xx%	2026	yy%
	Year 9	Numeracy	xx%	2026	yy%
Target 1.4	By 2030, increase/maintain the percentages for:				
	Measure	Focus	Baseline	Year	Target
	Mean VCE study score	All study	29%	2025	31%
	Mean VCE study score	English	31%	2025	32% or above
	VCE and VCE VM	Completions	96%	2025	maintain at 96%

Target 1.5	By 2030, increase the percentage of students at or above expected level in teacher judgements:				
	Cohort	Focus	Baseline	Year	Target
	Years 7 to 10	Reading	63%	Semester 1 2025	73%
	Years 7 to 10	Maths 2.0	43%	Semester 1 2025	60%
Target 1.6	By 2030, increase the percentage positive endorsement to the School Staff Survey factors:				
	Cohort	Focus	Baseline	Year	Target
	All staff	Academic emphasis	44%	2025	50%
	Teaching staff	Use data for curriculum planning	75%	2025	80%
	Teaching staff	Plan differentiated learning activities	77%	2025	80%
Target 1.7	By 2030, increase the percentage positive endorsement to the Attitudes to School Survey factors:				
	Cohort	Focus	Baseline	Year	Target
	Years 7 to 12	Differentiated learning challenge	53%	2026	58%
	Years 7 to 12	Stage transitions (Years 10 to 12 only)	55%	2026	58%
	Years 7 to 12	Student voice and agency	38%	2026	42%
Goal 2	Strengthen wellbeing outcomes for every student.				
Key Improvement Strategy 2.a					

Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Strengthen the implementation of wellbeing multi-tiered system of supports (MTSS) to promote connection, inclusion, wellbeing and learning.				
Key Improvement Strategy 2.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school					
Key Improvement Strategy 2.b Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Build whole school capability to provide universal adjustments, support strategies and interventions to successfully meet the wellbeing needs of every student.				
Key Improvement Strategy 2.b Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion					
Target 2.1	By 2030, increase the percentage positive endorsement to the Attitudes to School Survey factors:				
	Cohort	Factor	Baseline	Year	Target
	Years 7 to 12	Sense of connectedness	44%	2026	48%
	Years 7 to 12	Managing bullying	45%	2026	50%

	Years 7 to 12	Emotional awareness and regulation	62%	2026	66%
Target 2.2	By 2030, increase the attendance rate for:				
	Cohort	Focus	Baseline	Year	Target
	All students	Percentage with 80% or above attendance	70%	2025	72%
Target 2.3	By 2030, increase the percentage positive endorsement to School Staff Survey module:				
	Cohort	Factor	Baseline	Year	Target
	All staff	Teaching and learning – practice improvement (TBC)	76%	2025	78%