

School Strategic Plan 2020-2024

Craigieburn Secondary College (8705)



Submitted for review by Kate Morphy (School Principal) on 03 March, 2021 at 04:35 PM

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Awaiting endorsement by School Council President

School Strategic Plan - 2020-2024

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School vision	The College's vision is to be an environment in which every student achieves their highest potential.
School values	<p>VALUES</p> <p>Craigieburn Secondary College's values are Respect, Responsibility, Achievement and Community</p> <p>We respect ourselves, our school and each another, and understand that our attitudes and behaviours have an impact on the people around us. We are responsible for ourselves as learners and for the learning environment and opportunities that we create. We strive to achieve our best. We are members and representatives of our learning community in our classrooms, on school grounds, in the wider community and in our homes.</p> <p>Craigieburn Secondary 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.</p> <p>The programs and teaching at Craigieburn Secondary College support and promote the principles and practice of Australian democracy, including a commitment to:</p> <ul style="list-style-type: none">• elected government• the rule of law• equal rights for all before the law• freedom of religion• freedom of speech and association• the values of openness and tolerance. <p>MISSION</p> <p>We are a community where there are high expectations of students, teachers and parents and there are structures and processes that work purposefully to engage students in learning.</p> <ul style="list-style-type: none">• Build a culture of inclusivity• Build a culture of high expectations for learning and interactions across the College• Build student agency in learning and develop students as partners in school improvement• Deliver a seamless and aligned learning program that meets the needs and aspirations of students and their families• Develop capacity for distributed instructional leadership to enhance teacher practice

	<ul style="list-style-type: none"> • Ensure rigorous, consistent and differentiated teaching and learning practices occur so that we can plan for, monitor and evaluate student learning and teacher impact <p>OBJECTIVE Craigieburn Secondary College's objective is centred around the instructional core with a foundation of high expectations, orderly environment and strong leadership. We are committed to the development of:</p> <ul style="list-style-type: none"> • Students who are self-managed learners, who actively and effectively contribute to their communities as individuals at the local and global level • Professionals who employ best practice teaching strategies within a culture of continuous improvement, and who are responsive to the changing educational needs of wider society, the local community and their students • A broad based curriculum that suits the specific needs of students and develops them as thinkers, problem solvers and creators <p>BEHAVIOURAL EXPECTATIONS Craigieburn Secondary College acknowledges that the behaviour of staff, parents, carers and students has an impact on our school community and culture. We acknowledge a shared responsibility to create a positive learning environment for the children and young people at our school.</p> <ul style="list-style-type: none"> • model positive behaviour to the school community • treat other members of the school community with respect • support school staff to maintain a safe and inclusive learning environment for all students • utilise the school's processes for communication with staff and submitting complaints.
Context challenges	<p>Craigieburn Secondary College has undergone a period of rapid growth but has now reached its cap, and the next four years will bring a period of stability in terms of student and staff numbers. This will allow us to focus our efforts on building a sustainable culture of high expectations, high quality teaching and learning practices and inclusion.</p> <p>Our key challenges for the next four years include:</p> <ul style="list-style-type: none"> • Low entry literacy and numeracy skills and achievement levels - We will be drawing together existing literacy and numeracy intervention programs and supports into a College wide map to address student needs at all levels. • High SFOE community - Supports for families will continue, including the Craigieburn Secondary College Assisting Families Grant, building a strong and diverse allied health team, and, continuing to provide a positive environment for learning. • Significant EAL/Refugee community - We will continue to provide a range of supports for our EAL and refugee community through community liaison, 7-12 curriculum programs and supports, multicultural aides, whole school professional learning and coaching, and celebrations of cultural diversity.
Intent, rationale and focus	<p>Goal 1. An analysis of the school's NAPLAN data identified a higher than expected proportion of students demonstrating low to medium growth in Numeracy. Additionally, the School Performance Report indicated lower Numeracy growth when compared to</p>

similar schools. It was therefore identified that along with a continued focus on Literacy, a focus on Numeracy was an area requiring particular attention for the next SSP. The School Review Panel also established that outcomes for students would be enhanced through a review of the curriculum at Years 7–10 with a focus on what is taught and how the curriculum was implemented. The Panel noted the variable on the 2019 SSS for positive endorsement for Collective efficacy was 26 per cent and positive endorsement for Academic emphasis was 18 per cent. The Panel identified structured feedback as a means to empower teacher leaders and teams to work more purposefully and more coherently. The Panel recommended the need to strengthen leader and team capacity to use data and assessment practices to focus on more explicit point of need teaching to improve student learning growth.

Goal 2. The School Review Panel established that outcomes for students would be enhanced through the creation of a consistent and explicit focus on student engagement. As yet the college had not developed a common and shared understanding of the meaning of learner agency and how it might be harnessed to improve student engagement and wellbeing. The Panel recommended developing and implementing a plan to empower students to become more reflective, self-aware and independent learners.

Goal 3. The Review Panel established that outcomes for students would be enhanced through the creation of a consistent, well communicated and explicit approach towards staff wellbeing and student wellbeing with support for all students to reach their full potential.

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Goal 1	Improve student learning growth through a focus on Literacy and Numeracy.
Target 1.1	NAPLAN data <ul style="list-style-type: none">• Improve the percentage of students achieving at and above benchmark growth in NAPLAN Numeracy from 66% in 2019 to 71% in 2024.• Improve the percentage of students achieving at and above benchmark growth in NAPLAN Reading from 69% in 2019 to 74% in 2024.• Improve the percentage of students achieving at and above benchmark growth in NAPLAN Writing from 62% in 2019 to 70% in 2024.
Target 1.2	SSS <ul style="list-style-type: none">• Increase the percentage of staff positive endorsement for Understanding how to analyse data from 38% in 2019 to 55% 2024.• Increase the percentage of staff positive endorsement for Use data for curriculum planning from 52% in 2019 to 75% in 2024.• Increase the percentage of staff positive endorsement for Academic emphasis from 18% in 2019 to 45% 2024.• Increase the percentage of staff positive endorsement for Collective efficacy from 26% in 2019 to 45% 2024

Target 1.3	AToSS <ul style="list-style-type: none"> • Increase the percentage of student positive endorsement for Stimulated learning from 58% in 2019 to 65% in 2024 • Increase the percentage of student positive endorsement for Effective teaching time from 60% in 2019 to 65% in 2024.
Target 1.4	VCE <ul style="list-style-type: none"> • Increase the VCE All study score from 24.5 in 2019 to 26 in 2024. • Increase the VCE mean English from 24.2 in 2019 to 26 in 2024. • Increase the VCE mean EAL English from 27.5 in 2019 to 28 in 2024
Key Improvement Strategy 1.a Evaluating impact on learning	Strengthen the assessment literacy capacity of all teachers.
Key Improvement Strategy 1.b Curriculum planning and assessment	Develop, document and implement a curriculum that meets the needs of all students.
Key Improvement Strategy 1.c Building leadership teams	Empower teachers in leadership positions to lead teams in developing and implementing a shared understanding of high quality instructional practice.
Goal 2	Improve student connectedness and engagement.
Target 2.1	Student attendance <ul style="list-style-type: none"> • Decrease average student absence in Years 7–9 from 30 days in 2019 to 22 days in 2024.

	<ul style="list-style-type: none"> • Decrease the percentage of students with 20 or more days of absence from 47 per cent in 2019 to 37 per cent in 2024.
Target 2.2	<p>AToSS</p> <ul style="list-style-type: none"> • Increase the percentage of student positive endorsement in Years 7–12 for Sense of connectedness from 47% in 2019 to 60% in 2024 • Increase the percentage of student positive endorsement in Years 7–12 for Connection to the school from 48% in 2019 to 60% in 2024.
Target 2.3	<p>POS</p> <ul style="list-style-type: none"> • Increase the percentage of parent positive endorsement for Connections and progression from 58% in 2019 to 75% 2024 • Increase the percentage of parent positive endorsement for Student development from 53% in 2019 to 60% 2024.
Key Improvement Strategy 2.a Intellectual engagement and self-awareness	Embed a culture of intellectual engagement and self–awareness.
Key Improvement Strategy 2.b Setting expectations and promoting inclusion	Develop a culture of high expectations.
Key Improvement Strategy 2.c	Develop and implement a school–based student engagement program.

Health and wellbeing	
Goal 3	Improve student wellbeing.
Target 3.1	<p>SSS</p> <ul style="list-style-type: none"> • Increase the percentage of staff positive endorsement for School climate from 33% in 2019 to 60% 2024. • Increase the percentage of staff positive endorsement for Staff safety and wellbeing from 29% in 2019 to 60% 2024. Increase the percentage of staff positive endorsement for Staff safety and wellbeing from 29% in 2019 to 60% 2024. Increase the percentage of staff positive endorsement for Staff safety and wellbeing from 29% in 2019 to 60% 2024.
Target 3.2	<p>AToSS</p> <ul style="list-style-type: none"> • Increase the percentage of student positive endorsement for Teacher Concern from 45% in 2019 to 50% in 2024. • Increase the percentage of student positive endorsement for Student safety from 49% in 2019 to 60% in 2024. • Increase the percentage of student positive endorsement for managing bullying from 49% in 2019 to 60% in 2024. • Increase the percentage of student positive endorsement Years 10–12 for School stage transitions from 57% in 2019 to 60% in 2024.
Target 3.3	POS

	<ul style="list-style-type: none"> • Increase the percentage overall parent satisfaction with the school from 42% in 2019 to 60% in 2024. • Increase the percentage of parent positive endorsement for Parent community engagement from 39% in 2019 to 60% in 2024 • Increase the percentage of parent positive endorsement for Safety from 48% in 2019 to 70% in 2024.
Key Improvement Strategy 3.a Setting expectations and promoting inclusion	Build student aspirations with a robust transition into and through the college leading to a meaningful pathway into further education or employment.
Key Improvement Strategy 3.b Health and wellbeing	Develop and implement a staff wellbeing program.
Key Improvement Strategy 3.c Building communities	Strengthen partnerships between home and school.