

School Strategic Plan 2024-2028

Craigieburn Secondary College (8705)



Submitted for review by Kate Morphy (School Principal) on 27 January, 2025 at 05:18 PM

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School Strategic Plan - 2024-2028

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School vision	Our College's vision is to be an environment in which every student achieves their highest potential. High expectations of students, teachers and parents underpins the work that we do and provides a framework as we aspire to continually improve our learning environment, professional practices and student achievement outcomes.
School values	<p>The values that guide our decision making process and shapes the way we work together are Belonging, Understanding, Respect and Growth.</p> <p>Belonging At CSC, we foster genuine connections and celebrate individuality, ensuring every member of our diverse community feels embraced, accepted and cherished.</p> <p>Understanding At CSC, we create opportunities for our students to grasp concepts and ideas and empower them to apply these in real life situations. We celebrate diversity with openness and curiosity.</p> <p>Respect At CSC, respect is the foundation of our community, fostering an inclusive and supportive environment where every individual is celebrated, heard and valued.</p> <p>Growth At CSC, we inspire and support our students to reach their full potential and constantly evolve as lifelong learners.</p>
Context challenges	<p>Established in 1984 on the lands of the Wurundjeri people, our community is wonderfully diverse with over fifty different language backgrounds being represented through our families and staff. We support and celebrate this diversity with a team of multicultural and integration aides, events and performances. We proactively recruit teachers and staff with cultural backgrounds that align to our families and student cohort.</p> <p>Our current enrolments sit at 970 students with 55% being male and 45% female. With an SFOE of 0.6149, a significant proportion of our students experience challenges at home and the school is supported with equity funds which are directed to a range of support programs that include breakfast and homework clubs, tutoring and an extensive EAL program. Learning and Wellbeing are supported through the School Wide Positive Behaviour framework, for which we received a gold standard accreditation in 2024. We also run targeted literacy and numeracy fluency and explicit reading</p>

programs, with Inclusion Education Leaders ensuring Individual Learning Plans are developed and effectively implemented. Craigieburn Secondary College is focused on retaining students who are at risk of disengagement through our on campus Engage program which offers places to year 8 students, and Hands on Learning both of which provide a curriculum that is adjusted to student learning needs and building strong connections and a sense of belonging to the school and wider community. The College also offers an enrichment and acceleration program that provides extension opportunities for students in all areas of the curriculum in years 7-9 and leads into accelerated learning opportunities in year 10. The High Ability Program is expanding with increasing numbers of students enrolling and strong connections to CHES and associated Universities.

Craigieburn Secondary College follows the Victorian Curriculum and Teaching and Learning Model 2.0. Core and elective programs at years 7 -10 lead into senior schooling options including VCE, VCEVM and VET subjects. These programs are supported by a strong pathways team that appropriately directs students according to their strengths and also includes SBAT's and a strong involvement in the Headstart program. We offer two languages with these being Italian and Arabic. There are many and varied opportunities for students to participate in school life, including Visual and Performing Arts, Instrumental music, Sport, Camps, Excursions, Creative Writing, Community Service, Peer Mentoring and an extensive Student Leadership program. Over the past two years we have established a Sports Academy that currently focusses on Rugby and will hopefully expand to include Basketball and other sports. We have also established a Business Academy that provides strong links to local businesses with a mentoring and specific industry skills component that has proved to be successful with ongoing employment for participating students.

Student and staff wellbeing is a priority for our community with an extensive allied health team that includes student counsellors, a mental health practitioner, a speech pathologist, behaviour specialists, staff wellbeing officer, fully manned sickbay, doctors in schools, youth workers and cultural aides. For all members of our community we actively promote understanding and celebration of, diversity and equality across cultures, genders and abilities. In 2024 we introduced our Social and Emotional Learning program, which is focused on building self-awareness, emotional intelligence, resilience and respect. It is drawn from the Respectful Relationships program and is delivered with strong alignment to our school's values of Respect, Belonging, Understanding and Growth

Teaching and Learning at our school is underpinned by a strong professional learning program for all teachers. This program is informed by our Teaching Code of Practice and Calmer Classroom strategies that set out our high expectations and incorporates an instructional framework that is used by all teachers in every classroom. The Code of Practice also ensures there is a focus on positive relationships within the classroom, where teachers actively seek and give feedback in the pursuit of personal best. Craigieburn Secondary College expects its students to work to the best of their ability, respect the rights of all others, to strive for excellence and to take pride in their work and our school.

	<p>Craigieburn Secondary College has embedded an organisational structure that prioritises relationships between the school and family with year level principals and leading teachers following their cohorts up. Form teacher structures now exist through years 7 to 12 with the number of teachers reduced for each student, particularly at the younger year levels. Knowing our students and building relationships between the school and families are the keystones to ensuring that the learning and wellbeing needs of our students are addressed in a holistic way.</p>
<p>Intent, rationale and focus</p>	<p>In this strategic plan our focus will be in the following directions:</p> <p>Student Learning</p> <ul style="list-style-type: none"> - Supporting our students needing additional support across numeracy and literacy measures - Implementing the DE VTLM 2.0 - Implementing the Disability Inclusion reform - Providing professional learning and support for teachers to enhance knowledge and expertise in the VTLM <p>Student Wellbeing and Engagement :</p> <ul style="list-style-type: none"> - Student absences - Parent involvement with, and connection to the school

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Goal 1	Improve student learning outcomes.
Target 1.1	<p>*Placeholders TBC when data available:</p> <p>By 2028 and for each year of the SSP, maintain the 2025* percentage of matched cohort students in NAPLAN 'Exceeding' (same students achieving Exceeding in year 7 and again in year 9):</p> <ul style="list-style-type: none">• Reading at xx%• Writing at xx%• Numeracy at xx% <p>By 2028 and for each year of the SSP, decrease the 2025* percentage of matched cohort students in NAPLAN 'Needs additional support' (same students in 'Needs additional support' in year 7 and again in year 9):</p> <ul style="list-style-type: none">• Reading at xx%• Writing at xx%• Numeracy at xx% <p>By 2028, increase the 2025* percentage of NAPLAN 'Strong' students achieving above benchmark growth:</p> <ul style="list-style-type: none">• Reading from xx% to xx% (i.e. Reading from xx% (2025) to xx% (2028))• Writing from xx% to xx%• Numeracy from xx% to xx%. <p>By 2028, increase the 2025* percentage of NAPLAN 'Exceeding' students achieving above benchmark growth:</p> <ul style="list-style-type: none">• Reading from xx% to xx%• Writing from xx% to xx%• Numeracy from xx% to xx%.

Target 1.2	<p>By 2028, increase the 2023 mean VCE:</p> <ul style="list-style-type: none"> • All Study score from 21.97 to 24 • English score from 22.07 to 25 • English score for equity funded students from 20.36 to 25
Target 1.3	<p>By 2028, increase the 2024 percentage positive endorsement on the student Attitudes to School Survey (AtoSS):</p> <ul style="list-style-type: none"> • Effective teaching time from 65% to 73% • Effective classroom behaviour from 57% to 65% • Differentiated learning challenge from 59% to 67% • Stimulated learning from 56% to 64%
Target 1.4	<p>By 2028, increase the 2024 percentage positive endorsement on the School Staff Survey (SSS):</p> <ul style="list-style-type: none"> • Collective efficacy from 36% to 44% • Academic emphasis from 24% to 32% • Instructional leadership from 65% to 73%
<p>Key Improvement Strategy 1.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary</p>	<p>Implement and embed consistent, evidence informed pedagogical practice.</p>

<p>pathways, incorporating extra-curricula programs</p>	
<p>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</p>	
<p>Key Improvement Strategy 1.a Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities</p>	
<p>Key Improvement Strategy 1.b Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</p>	<p>Develop the processes and capability of staff to implement inclusive practices.</p>
<p>Key Improvement Strategy 1.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	
<p>Key Improvement Strategy 1.b The strategic direction and deployment of resources to create and reflect</p>	

<p>shared goals and values; high expectations; and a positive, safe and orderly learning environment</p>	
<p>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</p>	
<p>Key Improvement Strategy 1.c Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	<p>Strengthen sustainable routines for student focussed collaboration.</p>
<p>Key Improvement Strategy 1.c 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</p>	
<p>Key Improvement Strategy 1.c Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities</p>	
<p>Key Improvement Strategy 1.d</p>	

<p>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</p>	
<p>Key Improvement Strategy 1.d Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</p>	
<p>Goal 2</p>	<p>Improve student wellbeing and engagement.</p>
<p>Target 2.1</p>	<p>By 2028, reduce the 2023 percentage of students with more than 20 days absence per year:</p> <ul style="list-style-type: none"> • from 57% to 45%.
<p>Target 2.2</p>	<p>By 2028, increase the 2023 VCE completion rate:</p> <ul style="list-style-type: none"> • from 96% to 100%
<p>Target 2.3</p>	<p>By 2028, increase the 2023 percentage of year 12 exits to further education:</p> <ul style="list-style-type: none"> • from 64% to 70%.
<p>Target 2.4</p>	<p>By 2028, increase the 2024 percentage positive endorsement in the AtoSS:</p> <ul style="list-style-type: none"> • Teacher concern from in 44% to 52% • Advocate at school from 69% to 73%

	<ul style="list-style-type: none"> Managing bullying from 44% to 52%
Target 2.5	<p>By 2028, increase the 2024 percentage positive endorsement in the SSS:</p> <ul style="list-style-type: none"> Trust in students and parents from 27% to 33%
<p>Key Improvement Strategy 2.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</p>	<p>Establish and embed a student centred and integrated tiered system of support.</p>
<p>Key Improvement Strategy 2.a Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</p>	
<p>Key Improvement Strategy 2.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	
<p>Key Improvement Strategy 2.a Systematic use of assessment strategies and measurement practices to obtain and provide feedback on</p>	

<p>student learning growth, attainment and wellbeing capabilities</p>	
<p>Key Improvement Strategy 2.b 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</p>	<p>Develop and implement an engagement and attendance strategy that leverages partnership with students, families and the school.</p>
<p>Key Improvement Strategy 2.b Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	
<p>Key Improvement Strategy 2.b Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</p>	