Castlemaine Secondary College Strategic Plan 2016-2019

School vision	School values	Context and challenges	Intent, rationale and focus
Students, Staff and Parents of Castlemaine Secondary College are resilient, responsible, creative, and engaged in our local and global community. We are independent learners, striving to reach our potential	College Values Pride, Respect, Responsibility We achieve this by: ● Increasing the **aspiration** of our students ● Enhancing their sense of **belonging** ● Enabling our students, staff and families to **collaborate** and contribute to the school	Castlemaine Secondary College is a multi-campus school which caters for approximately 625 students from Years 7 to 12 by providing a broad range of challenging programs for our diverse student population that is reflective of our broader community. We strive to engage our students locally as well as globally. Our students are fortunate to be involved in international exchange programs, as well as in a variety of sporting and extracurricular extension activities throughout the year. The Blakeley Road Campus has recently become the College's main campus and now accommodates the majority of the school's population from Years 7 to 12. The Etty Street Campus is being developed as an extended setting to provide breadth of learning and pathways beyond secondary school. This transition also coincides with a period of declining enrolments. Consolidating the College to one campus for Years 7-12, whilst increasing the individual learning outcomes through increased data use are key goals for the school. The Yapeen Campus focuses on Indigenous programs in partnership with the local Primary Schools and Community Health organizations and the Dja Dja Warrung Elders. The program is expanding from supporting primary and middle school programs to incorporate programs for young men and women in the senior years.	Our priorities for for this Strategic Plan including ● Embedding the Curriculum pedagogical plan linked to the school facilities to enhance cross curricular and cross age innovate innovative and flexible learning opportunities ● Build the capacity of teachers to personalize and differentiate the learning for students. ● To increase the sense of student belonging within the school through respectful relationship and student leadership opportunities ● Enhance communication and marketing both within and external to the school to celebrate and acknowledge achievements and increase engagement and collaboration across the broader community.

Four-year goals (for improving student achievement, engagement and wellbeing)	Improvement Priorities, Initiatives and/or Dimensions	Key improvement strategies	Targets (for improving student achievement, engagement and wellbeing)

Student Learning:
 	
Providing individualised learning to all students through a viable, diverse curriculum that is supported by teacher practices and strategies that utilize data, Information Communication technologies and within culture of collaborative Professional Learning for continuous
	Excellence in Teaching and Learning
	Curriculum planning and assessment:
	Schools will embed a culture of curriculum planning and assessing the impact of learning programs, and adjusting them to
		● **Develop curriculum and learning opportunities that allow students to engage in learning outcomes within their Zone of Proximal Development.**
		  ○ Identifying and implementing agreed instructional and pedagogical practices
		  ○ Evaluation of specific instructional and pedagogical strategies that support individual progression
			Student Attitudes to School Survey: **Stimulating Learning**: The extent to which teachers make learning interesting, enjoyable and inspiring to increase *from 3.02 in 2016 to 3.40 in 2019*

improvement.	suit individual student needs so that students can reach their potential. Schools will strengthen their use of student assessment data and feedback to evaluate students' progress, monitor the impact of teaching and adjust learning programs and interventions.	○ Compliance with Victorian Curriculum and VCE Study Design that are innovative and make use of the new facilities ○ Integrating General Capabilities into 7-10 Curriculum ○ Review of assessment practices and sharing of them ○ Further development of Curriculum Documentation to support individual progression	
		● Establish collective accountability for the assessment and monitoring of progress of individual students, cohorts, and the whole school ○ Literacy & Numeracy Programs (Remedial & Extension) ○ Embedding VCE Coaching Conversations and Feedback to Learning Areas ○ Review of Reporting Processes ○ Embed a whole-school consistent approach to the analysis of data to track individual progress and inform teaching ○ Enhance student-ownership of their own student learning data and process for students to provide feedback to learning programs	VCE - Subjects with adjusted score above or at the predicted level to be at 60% in 2019 (up from 47% in 2015) VCAL and VET completion rates to be above 90% and 80%, respectively in 2019 NAPLAN growth 7-9 for "Medium" plus "High" to exceed 85% Year 7-10 Students average growth of 1.0 point per year for Victorian Curriculum
		● Strengthen the teaching and learning culture to support agreed and effective instructional practices ○ Continued development of Professional Learning Teams (Action Learning Cycle) ○ Refinement of Professional Development application and implementation processes ○ Embedding of agreed whole-school priorities, policies and procedures into an effective Induction Program	Student Attitudes to School Survey: **Teacher Empathy**: The extent to which teachers listen and understand student needs, and assist with student learning to increase *from 3.42 in 2016 to 3.80 in 2019*
		● Develop and implement an agreed and effective blended learning model across all Learning Areas from Years 7 to 12 ○ Thorough implementation of the CSC Moodle ○ Audit and management of BYO Device model to ensure 1:1 learning environment ○ Exploration and promotion of the use of eLearning tools for all Learning Areas across Years 7-12.	Student Attitudes to School Survey: **Teacher Effectiveness**: The extent to which teachers deliver their teaching in a planned and energetic manner to increase *from 3.42 in 2016 to 3.80 in 2019*
Student Engagement: Students have a sense of belonging,	**Setting expectations and promoting**	**Embed the personalised approaches to engage and support all students within the College**	**Student Learning confidence** will improve from 3.49 (2016) to

aspire to develop their personal attributes and life goals and are empowered to utilise their skills and knowledge to transition into, throughout and beyond the school.	**inclusion:** Schools will work across their communities to implement a shared approach to supporting the health, wellbeing, inclusion and engagement of all students, including setting behaviour expectations, building teachers' understandings of positive classroom behaviour and engagement practices and ensuring students have the tools and skills to develop positive and self-regulating behaviours.	○ continued Individual Learning Plan development
		○ Develop a Professional Learning Program to increase staff knowledge of key Wellbeing issues and how to support students
		○ Documentation of processes and knowledge which can be used by staff in ILP, IEP and SSG meetings.
		○ Increased staff participation and leading of ILP in partnerships with parent and student
		
		To develop and monitor best practice programs to increase a sense of belonging in students.
		
		● Consolidating the use of the Calm Learning Space, community mentors and Flexible Learning Options to engage
		● Implement strategies which will improve students' sense of safety and connectedness
		● Review and evaluate the Mentor Program to identify areas of strength and areas for improvement which includes all parents, students and staff.
		● To use the Mentor program as the mechanism to deliver quality social/emotional programs
		    ○ RULER
		    ○ Pos Ed
		    ○ Respectful Relationships
		    ○ Resilient Youth Australia
			3.75 in 2019
			
			Teacher Empathy from 3.42 in 2016 to 3.82 in 2019.
			
			Student Attitudes to School Survey: Improve **Student Morale**: from 4.3 to 5.0 in 2019
			
			Student Attitudes to School Survey: Improve **Connectedness to Peers** from 3.84 to 4.10 in 2019

		Facilitate effective student transitions into throughout and beyond the school. **INTO: Further support the transition of students from Yr 6 into 7** ● increased curriculum connection between CSC and local primary schools ● develop programs that allow local primary students to experience the opportunities available at CSC ● develop more effective strategies for celebrating and showcasing student achievements	Year 7 enrolments: Improve the transition of Year 6 students from Mt Alexander schools from 70% in 2016 to 85% in 2019.
		THROUGH: Develop more effective strategies for supporting students to succeed at CSC ● Understand why students do not successfully transition from year-to-year	Student Attitudes to School Survey: Improve **Student Motivation** *from 3.98 in 2016 to 4.5 in 2019*

		at CSC and why students exit the College ● Develop effective strategies to support various transitions within the school	
		BEYOND: Increase students' aspiration and pathway development ● Embed Latrobe SPP and MIPs programs at each year level ● Review career aspiration development programs and refine career education program	
		Empower students to have an effective voice to positively engage within their community. ● Developing and embedding SRC model for one campus and Precinct Leadership structures ● Providing more opportunities for all students to "have a say" in matters that affect their education and to develop leadership skills ● Engagement with a range of community groups and organizations to encourage leadership and participation within the community e.g. Youth advisory groups in Shire, Castlemaine State festival, Sustainability program	To increase student morale from 4.30 to 5.00 by the end of 2019.
Professional Leadership: To recognize the contribution of all staff to the leadership and management of the school through the formalization of a shared leadership and accountability model.	**Building leadership teams:** Schools will strengthen their succession planning, develop the capabilities of their leadership teams in using evidence and proven coaching and feedback methods, build a culture of trust that is focused on improvement, and strengthen the induction of new teachers into the professional learning culture of their school. **Communications and meaningful partnerships**: .	**Embed a culture of shared leadership within the school that works with the School Improvement and Action teams.** ● Formalise a School decision making process to ensure that there are opportunities for shared leadership and accountability ● Integration of the School Improvement team and action teams into the school structures and processes ● Organisational structures and decision making models are integrated ● Evaluation of the effectiveness of models of shared leadership	School Climate : Collective Efficacy 56.09 in 2016 to 72 in 2019
Community Engagement in learning: Parents/careers value the diversity of families and routinely promote the school and celebrate its achievements in the wider community.		**Increase stakeholder engagement through effective communications strategies.** ● Develop a compressive plan to improve the quality of school communications in partnership with staff, students and families ● Develop clear processes to receive feedback from students, parents and staff regarding all communications activities ● Develop processes to ensure that all events and celebration meet key goals and needs of key stakeholders ● Increase the allocation in each of the annual budgets to ensure the promotion of the school.	School Climate: Parent and community involvement: 71 in 2016 to 86 in 2019

Framework for Improving Student Outcomes