

School Strategic Plan 2023-2027

Castlemaine Secondary College (8824)



Castlemaine
SECONDARY COLLEGE

Submitted for review by Justin Hird (School Principal) on 13 February, 2024 at 06:26 PM

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Endorsed by Daydd Kelly (School Council President) on 21 February, 2024 at 11:10 AM

School Strategic Plan - 2023-2027

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School vision	At Castlemaine Secondary College we have high learning expectations of staff and students. We promote and support emotional and physical wellbeing, developing resilient community members.
School values	College values are Aspiration, Respect and Empathy. At Castlemaine Secondary College we have the following expectations of staff. Aspiration - Setting high expectations for ourselves and staff, and empowering staff collective-efficacy. Respect - Modelling exemplary positive behaviours and practices. Empathy - Active listening, enquiry mindset and positive contribution & responding with consideration to maintain a safe and supportive environment.
Context challenges	Inconsistency of teaching methods across the school. Inconsistency of student expectations across the school. Improve the consistency of report writing processes. Enhance student connectedness and student attendance, across all year levels. Enhance the engagement, attendance and achievement of our indigenous students. Provide more opportunities for staff to collaborate with relevant teams across the college. Develop consistency with curriculum documentation that provides engaging lessons for all students, and improves the consistency of experience for students.
Intent, rationale and focus	INTENT To continually improve the teaching and learning that occurs within all classrooms, through the implementation of our School-Wide Instructional Model. A key component of the SWIM is the utilisation of the Berry Street Educational Model (BSEM), which aims to develop positive relationships between staff and students. Associated with improving our pedagogy, is the aim to have very consistent behavioural expectations of students in all areas of the school, which aims to be achieved through the use of the School-Wide Positive Behaviour Support framework. Initiating a review of assessment and reporting processes, will then lead into the implementation a reporting system that provides students and families with feedback in a timely manner. The next logical step will be enhanced curriculum development, which will also align to our SWIM and BSEM. The incorporation of key literacy and numeracy strategies will also be included. RATIONALE

Improved relationships, combined with enhance teacher practice should lead to improved student outcomes, which would include better student attendance, improved Attitudes to School Survey and academic results, such as NAPLAN, VCE and destination data. Overall, our college aims to reach academic achievement data and wellbeing measures that regularly reach above the state mean.

PRIORITISATION

Over the 4 years we will maintain a consistent focus on BSEM, SWPBS and our SWIM, with many having overlapping parts, for example many BSEM strategies are incorporated within our SWIM. To enhance teacher's practice the leadership team will have a clear focus on delivering regular professional development that links to our SWIM, BSEM and SWPBS. We will strategically focus on different sections of the SWIM throughout the 4-years, cycling through each stage multiple times. During the later stages of the SP, we aim to introduce college-wide literacy and numeracy strategies to our SWIM, ensuring all teachers are taking responsibility of teaching these essential skills and knowledge.

In relation to curriculum and assessment, we will begin with reviewing our assessment and reporting processes, gathering feedback from all stakeholders to identifying areas of strength and those requiring improvement. Once consistent assessment and reporting processes are established, this will provide the cornerstone to develop documentation in a more thorough manner and in alignment with our SWIM and BSEM.

The SWPBS framework will continue to develop in accordance to the DET guidelines, initially developing and embedding behaviour expectations across all areas of the school and then reviewing at regular intervals, to determine the success. The next stage will involve the acknowledgement system, whereby students who continually meet our College Values are rewarded for their efforts. This will require extensive student consultation to ensure the system suits our context.

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Goal 1	To maximise the learning of every student.
Target 1.1	<p>By 2027, increase or maintain the percentage of Year 9 students achieving the NAPLAN Exceeding proficiency level in:</p> <ul style="list-style-type: none">• Numeracy from 4% (2023) to 10%• Writing at 23% (2023) or above• Reading at 26% (2023) or above <p>(NAPLAN targets to be reviewed)</p>
Target 1.2	<p>By 2027, decrease the percentage of Year 9 students achieving the NAPLAN Developing proficiency level in:</p> <ul style="list-style-type: none">• Writing from 25% (2023) to 20%• Reading from 13% (2023) to 9%• Numeracy from 29% (2023) to 20%. <p>By 2027, maintain the percentage of Year 9 students achieving the NAPLAN Needs additional support proficiency level in:</p> <ul style="list-style-type: none">• Writing at 9% (2023) or below• Reading at 6% (2023) or below• Numeracy at 3% (2023) or below

Target 1.3	By 2027, increase the VCE All Study mean score from 26.13 in 2022 to 27.5.
Target 1.4	By 2027, increase the Year 7 to 12 positive endorsement of the following AtoSS factors: <ul style="list-style-type: none"> • Effective teaching time from 58% (2023) to 60% • Stimulated learning from 48% (2023) to 54% • Self-regulation and goal setting from 46% (2023) to 52%
Target 1.5	By 2027, increase the positive endorsement of the following School Staff Survey factors: <ul style="list-style-type: none"> • Collective efficacy from 39% (2023) to 55% • Collective focus on student learning from 43% (2023) to 60% • Instructional leadership from 30% (2023) to 50%.
Key Improvement Strategy 1.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Embed consistent implementation of the school's instructional model and practices.
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>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>Embed collaborative professional learning practices to support student learning.</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.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>Goal 2</p>	<p>To improve student engagement and wellbeing</p>
<p>Target 2.1</p>	<p>By 2027, reduce the average number of Year 7 to 12 student unapproved absences from 21 days in 2023 to 15 days.</p>
<p>Target 2.2</p>	<p>By 2027, increase the positive endorsement of the following AtoSS factors:</p> <ul style="list-style-type: none"> • Sense of connectedness from 34% (2023) to 42% • Perseverance from 48% (2023) to 52% • Respect for diversity from 34% (2023) to 38%. • Student voice and agency from 30% (2023) to 40%.

Target 2.3	<p>By 2027, increase the positive endorsement of the following PCGOS factors:</p> <ul style="list-style-type: none"> • Promoting positive behaviour from 48% (2023) to 60% • School pride and confidence from 53%(2023) to 60%.
<p>Key Improvement Strategy 2.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	Develop and embed a whole school approach to student engagement, inclusion and connection to school.
<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>Key Improvement Strategy 2.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	Develop and embed a whole school approach to student voice and agency in learning and wellbeing
<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>	

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