

School Strategic Plan 2024-2028

Carrum Downs Secondary College (8423)



Submitted for review by Michael Melfi (School Principal) on 28 April, 2024 at 10:24 PM

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School vision	<p>The current vision statement for our college is: "Carrum Downs Secondary College empowers our community to build a successful future based on respect, personal growth and social inclusiveness." This statement reflects the community and direction of the college from the start of the strategic plan in 2016. Our current reflection is that the pathways and inclusion focus that are referenced in our vision are still relevant, but our college needs to undertake some work with our community over the next 12 months to re-establish our identity and update our college vision for our current context.</p>
School values	<p>The College actively promotes a learning culture that is based on our College values of Respect, Integrity and Effort". These values are well embedded in our college through our SWPBS framework. All members of our community know what our values are and these are the basis for how our teach students to display behaviours that support learning and the development of an inclusive and positive community. Students who demonstrate our college values are recognised through our college acknowledgement system (STARs), and our college awards students regularly at assemblies based on the college values. In addition, our college behaviour management process is based around responding to undesired behaviour by explicitly teaching replacement behaviours based on our college values. Different spaces around our college identify specific behaviours and these are represented in matrices that are again based on these values.</p>
Context challenges	<p>The biggest challenge facing our college currently is to lift both academic performance and school climate based on the Attitudes to School Survey. Our current academic performance as identified by our school review shows that our Literacy results based upon NAPLAN are lower than like schools and state average for both achievement and growth in both reading and writing. This is contrast to our college Numeracy results from NAPLAN which have demonstrated growth that is in line with or above like schools, as well as achievement in 2023 that was above like schools. There is also a need to improve our results in senior school with our VCE results being below like school. In addition our results from the Attitudes to School Survey are below like schools for most factors, and despite some improvements in teh final year of teh strategic plan these indicate a need to focus on and improve the students experience at school.</p> <p>The school review identified that the college had a comprehensive curriculum, but classroom observations illustrated that student engagement is at times low and that implementation of the HITs and our lesson schema, GANAG, is at a superficial level. The focus around classroom teaching practice has been hindered by staff turnover and a busy professional development schedule that has had many elements, but at times lacked focus. The review also highlighted that college does not have a strong whole school approach to differentiation or student voice and agency. As such, the development of teaching practice to ensure all learners are engaged and accessing learning at their level is a challenge that needs to be met.</p>

	<p>Another challenge is how to best support students to be connected to their classes and their school. The college has a House Structure that is designed to foster school connectedness, however students have identified that they do not usually go to their House to seek help or support. In addition to this, the House Leadership Teams consisting of House Leaders and Assistant House Leadership have reported that they feel overworked and that they do not have sufficient resources to address all of the responsibilities within their role.</p> <p>The school review has also examined how our college leadership structure is supporting the development of excellent teaching and learning, with domain based leaders in charge of leading key teaching and learning initiatives. The leadership structure and line of sight for some key strategic areas is not clear - for example the leadership of senior studies and VCE. The college needs to develop clarity about how key strategic areas are led by the leadership team.</p>
<p>Intent, rationale and focus</p>	<p>Over the next 4 years the school will be aiming to lift student academic achievement and engagement across our whole school community for all students. To achieve this, we will develop and embed a clear school wide approach to teaching and learning based on high expectations, through consistent development and implementation of our college Instructional Model and the HITs. We will enhance student ownership of learning by developing a whole school approach to student voice and agency, and we will develop a model for differentiation that will ensure that all students are undertaking a tailored learning program at their point of need. We will develop teacher practice in these areas utilising our well-established PLC structures, whilst developing our coaching and peer observation model as vehicles to deliver high quality teacher professional learning. We will also review the college leadership team structure and focus on developing the capacity of our college leaders to drive the improvements in teacher practice that we are intending to deliver.</p> <p>The rationale to lift academic achievement is that through improved academic outcomes, students will progress to better pathway and future outcomes. The college currently has several competing frameworks are driving teaching and learning, but there is a need to develop clarity and consistency of approaches in order to be able to deliver our intended improved outcomes for student learning. It is hoped that by focusing on our Instruction Model and the HITs, we will develop consistent and reliable practices across our college, which will then form a foundation of teaching and learning that can in future be built upon to develop more nuanced and specific practices.</p> <p>The college will also work over the next four years to improve student connectedness to school and our classroom climate. We will review our House Leadership structure to ensure students are comfortable and willing to access learning and wellbeing supports, and we will explore strategies to ensure students feel welcomed and supported by the structures and people leading engagement and wellbeing in our school. There is already a large investment in staff professional learning planned about the Berry Street Educational Model, from which the college aims to embed into its instructional model strategies to improve student self-regulation and relationships with teachers.</p>

This work is important given some of our low Attitudes to School Data over the last cycle of the Strategic Plan, and the rationale for this work is that by investing in our students self and relational capital, they will feel safe and supported to raise their own aspirations and expectations, challenging themselves in their learning and being proud of themselves and their community. By reviewing our student engagement and wellbeing structures we will be ensuring that students have better access to supports when they need it which will support them in their learning moving forward.

In year 1 of the Strategic Plan, we will review and re-develop the Leadership structure of the college with particular focus on improving our senior school practices (KIS 1d) and the leadership of Engagement and Wellbeing through our House Leadership teams (KIS 2b). By the end of year 1 the college aims to have in place any changes required to our leadership structure to support the clear development and implementation of our strategic actions across years 2-4.

The college also aims in year 1, to embed the college Instructional Model (KIS 2b) and develop consistency of practice across the college in using the HITs. It is hoped that this work will create a foundation for further school improvement and development of teacher practices in future years of the strategic plan.

The college will also develop in year 1 our trauma informed teaching practices (KIS 2a), through undertaking of professional development from Berry Street Educational Model and implementation of school wide practices as part of our Instructional Model.

The intention is that these strategies as a group will lay a foundation to be built upon in future years of the Strategic Plan. It is intended that in year 2 of the strategic plan the college will focus on enhancing student voice and agency across the college (KIS 1c) and develop our tailored individualised approaches to student learning (KIS 2c), whilst building upon our core practices from our instructional model.

By this stage of the plan we expect to be seeing positive change in some important markers from the Attitudes to School survey as well as improvements in our NAPLAN growth and VCE study scores. We will continue to develop throughout the plan our assessment practices and our focus on our key data so that we remain responsive to changes in our community and our learner needs.

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Goal 1	Improve learning outcomes in Literacy and Numeracy.
Target 1.1	By 2028, increase the percentage of Year 9 students in the NAPLAN Exceeding or Strong proficiency levels in: <ul style="list-style-type: none">• Reading from 49% in 2023 to 59%• Writing from 45% in 2023 to 53%• Numeracy from 56% in 2023 to 58%.
Target 1.2	By 2028, improve the median VCE study score from 24 in 2023 to 27 or above.
Target 1.3	By 2028, increase the percentage of Years 7–10 students assessed at or above the age expected Victorian Curriculum Levels in semester 2 for: <ul style="list-style-type: none">• Reading and viewing from 46% in 2023 to 60%• Writing from 56% in 2023 to 66%• Number and algebra from 41% in 2023 to 55%• Measurement and geometry from 39% in 2023 to 57%.
Target 1.4	By 2028, increase the percentage of Year 7 to 12 students' positive endorsement for the following Attitudes to School Survey (AtoSS) factors: <ul style="list-style-type: none">• Stimulated learning from 46% in 2023 to 55%

	<ul style="list-style-type: none"> • Sense of confidence from 47% in 2023 to 57% • Differentiated learning challenge from 52% in 2023 to 58% • Student voice and agency from 32% in 2023 to 40%.
Key Improvement Strategy 1.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Build staff capacity to use various assessment strategies to meet student learning needs.
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	
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	
Key Improvement Strategy 1.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Embed the college's instructional model and high-impact teaching strategies challenging all learners.
Key Improvement Strategy 1.b	

<p>Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</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>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>Build student agency by better understanding learning growth and goal setting with direct student involvement.</p>
<p>Key Improvement Strategy 1.c Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	
<p>Key Improvement Strategy 1.d Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	<p>Review and improve Senior School practice.</p>
<p>Key Improvement Strategy 1.d The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a</p>	

positive, safe and orderly learning environment	
Key Improvement Strategy 1.d Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	
Goal 2	Enhance student wellbeing and connectedness to the college
Target 2.1	By 2028, increase the percentage of Years 7 to 12 students' positive endorsement of the following Attitudes to School Survey (AtoSS) factors: <ul style="list-style-type: none"> • Managing bullying from 37% in 2023 to 44% • Advocate at school from 59% in 2023 to 66% • Sense of connectedness from 36% in 2023 to 45% • Respect for diversity from 33% in 2023 to 38%.
Target 2.2	By 2028, increase the positive endorsement of the following Parent Opinion Survey (POS) actors: <ul style="list-style-type: none"> • Student connectedness from 77% in 2023 to 80% • Not experiencing bullying from 48% in 2023 to 38%.
Target 2.3	By 2028, increase the positive endorsement of the following School Staff Survey (SSS) factors: <ul style="list-style-type: none"> • Collective efficacy from 40% in 2023 to 55% • Trust in colleagues from 60% in 2023 to 78%

	<ul style="list-style-type: none"> • Academic emphasis from 29% in 2023 to 37% or above.
Target 2.4	By 2028, decrease the Years 7 to 12 average number of days absent from 29.5 days in 2023 to 25 days or less.
Key Improvement Strategy 2.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Engage trauma-informed and inclusive practices across the college.
Key Improvement Strategy 2.a Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	
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	
Key Improvement Strategy 2.b Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	
Key Improvement Strategy 2.b	Further enhance student connectedness through a House and Wellbeing review.

<p>Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</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>Key Improvement Strategy 2.c Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	<p>Strengthen inclusion provision with targeted whole college and individualised approaches.</p>
<p>Key Improvement Strategy 2.c Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	
<p>Key Improvement Strategy 2.c Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</p>	
<p>Key Improvement Strategy 2.c The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a</p>	

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