

**Craigieburn Secondary College Strategic Plan 2017-2020
Baseline**

Endorsement	Re-Endorsement (if a Goal, KIS or Target is changed)	Re-endorsement (if a Goal, KIS or Target is changed)
Principal: Kate Morphy 24/07[name] [date][name] [date]
School council: Peter Brookshaw[name] [date][name] [date]
Delegate of the Secretary: [name] [date][name] [date][name] [date]

School vision	School values	Context and challenges	Intent, rationale and focus
<p>At Craigieburn Secondary College our vision is to be an environment where every student achieves their highest potential.</p> <p>We are a community where there are high expectations of students, teachers and parents and there are structures and processes that purposefully work to engage students in learning.</p> <p>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>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 take pride in their work and their school. The College community actions and decisions reflect the values of Respect, Responsibility, Achievement and Community.</p>	<p>A distinctive aspect of the school’s context is that it shares infrastructure with Craigieburn South Primary School located on the same site. There is one School Council, and a common uniform, administration area, canteen and library.</p> <p>Craigieburn Secondary College is an area of very high population growth with a projected increase of approximately 14% over the next five years and 40% over the next 25 years. There are over 40 different language groups represented in the school population of 920 students. EAL enrolment has increased over the past 4 years to 13.6%. The SFO index in 2016 is 0.68, with an SFOE of 0.5938. Over 40% of families are on a health card.</p> <p>Local area health and wellbeing issues which are reflected in the school include:</p> <ul style="list-style-type: none"> • Children on track for physical health and wellbeing – 5% below state • Overweight and obesity, 10% higher • Levels of psychological distress third highest in Victoria • Second highest family violence levels reported in Melbourne • Low perceptions of safety in the community <p>Student Achievement challenges include:</p> <ul style="list-style-type: none"> • Ensuring that all students including at VCE achieve their potential • Increasing the percentage of students making medium and high growth in literacy and numeracy • Embedding high impact teaching in all classrooms 	<p>Intent To improve literacy and numeracy outcomes through embedding a PLC Culture.</p> <p>Rationale We know that when teachers work together in collaborative teams to gather evidence of student learning, analyse that evidence, and identify and implement precision teaching strategies to address gaps and progress student learning, student outcomes improve</p> <p>Focus <i>Building Practice Excellence:-</i> DET PLC Initiative, Vic Curriculum, Numeracy, Literacy, EAL <i>Instructional and Shared Leadership:-</i> Collaborative Teaching Teams, Instructional Leadership Team, Middle Level Leadership development.</p> <p>Intent To make the school a safe, positive and engaging place to learn through embedding SWPBS framework and strengthening learning agency and parent engagement.</p> <p>Rationale We know that when schools have a documented framework of behaviour, attitudes and expectations that are based on the school’s vision and values and which have been developed with students and parents as partners in learning, student achievement and wellbeing improve.</p> <p>Focus <i>Setting Expectations and Promoting Inclusion:-</i> School Wide Positive Behaviour Support Program, Increased student voice and learner agency, positive education, parent engagement.</p> <p>Accountability and Support Leadership and SIT team coaching to support the use of the improvement cycle to ensure ongoing monitoring and evaluation of the SSP and AIP{</p>



Four-year goals	Improvement Priorities, Initiatives and/or Dimensions	Key improvement strategies	Targets (for improving student achievement, engagement and wellbeing)																																			
To improve student learning through a PLC	<p><i>Excellence in teaching and learning</i></p> <p>Building practice excellence</p>	Embed a PLC culture of team collaboration, inquiry, evidence based practice and feedback	<ul style="list-style-type: none"> Increase the percentage of students achieving above the expected level (A&B/Top 2 bands) in assessments by 10% (teacher judgments against Victorian Curriculum) and an increase of 5% in Year 9 NAPLAN). (PR) <table border="1"> <thead> <tr> <th>Teacher Judgement 7-10</th> <th>2016</th> <th>2020</th> </tr> </thead> <tbody> <tr> <td>English</td> <td>14%</td> <td>24%</td> </tr> <tr> <td>Maths</td> <td>11.7%</td> <td>21.7%</td> </tr> <tr> <td>Science</td> <td>6.3%</td> <td>16.3%</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>Naplan Yr9</th> <th>2016</th> <th>2020</th> </tr> </thead> <tbody> <tr> <td>Numeracy</td> <td>10</td> <td>15</td> </tr> <tr> <td>Reading</td> <td>6</td> <td>11</td> </tr> <tr> <td>Writing</td> <td>2</td> <td>7</td> </tr> </tbody> </table>	Teacher Judgement 7-10	2016	2020	English	14%	24%	Maths	11.7%	21.7%	Science	6.3%	16.3%	Naplan Yr9	2016	2020	Numeracy	10	15	Reading	6	11	Writing	2	7											
	Teacher Judgement 7-10	2016		2020																																		
	English	14%		24%																																		
Maths	11.7%	21.7%																																				
Science	6.3%	16.3%																																				
Naplan Yr9	2016	2020																																				
Numeracy	10	15																																				
Reading	6	11																																				
Writing	2	7																																				
Curriculum Planning and Assessment	Document and deliver a seamless and aligned learning program from 7-9 and 10-12 that meets the learning needs and aspirations of students and their families.	<p>Increase high growth</p> <table border="1"> <thead> <tr> <th></th> <th>2016</th> <th>2020</th> </tr> </thead> <tbody> <tr> <td>Numeracy</td> <td>20</td> <td>25</td> </tr> <tr> <td>Reading</td> <td>22</td> <td>27</td> </tr> <tr> <td>Writing</td> <td>18</td> <td>23</td> </tr> <tr> <td>Gram and Punct</td> <td>26</td> <td>31</td> </tr> <tr> <td>Spelling</td> <td>17</td> <td>22</td> </tr> </tbody> </table> <p>Decrease low growth</p> <table border="1"> <thead> <tr> <th></th> <th>2016</th> <th>2020</th> </tr> </thead> <tbody> <tr> <td>Numeracy</td> <td>36</td> <td>26</td> </tr> <tr> <td>Reading</td> <td>30</td> <td>20</td> </tr> <tr> <td>Writing</td> <td>35</td> <td>25</td> </tr> <tr> <td>Gram and Punct</td> <td>32</td> <td>22</td> </tr> <tr> <td>Spelling</td> <td>36</td> <td>26</td> </tr> </tbody> </table>		2016	2020	Numeracy	20	25	Reading	22	27	Writing	18	23	Gram and Punct	26	31	Spelling	17	22		2016	2020	Numeracy	36	26	Reading	30	20	Writing	35	25	Gram and Punct	32	22	Spelling	36	26
	2016	2020																																				
Numeracy	20	25																																				
Reading	22	27																																				
Writing	18	23																																				
Gram and Punct	26	31																																				
Spelling	17	22																																				
	2016	2020																																				
Numeracy	36	26																																				
Reading	30	20																																				
Writing	35	25																																				
Gram and Punct	32	22																																				
Spelling	36	26																																				
Professional Leadership	Develop capacity for distributed instructional leadership to enhance teacher practice	<ul style="list-style-type: none"> Students to be achieving at or above similar schools in Yr9 NAPLAN- Scale score (PR) <table border="1"> <thead> <tr> <th></th> <th colspan="2">2016</th> <th colspan="2">2020</th> </tr> <tr> <th></th> <th>CSC</th> <th>Similar</th> <th>CSC</th> <th>Similar</th> </tr> </thead> <tbody> <tr> <td>Numeracy</td> <td>557.2</td> <td>569</td> <td></td> <td></td> </tr> <tr> <td>Reading</td> <td>503.5</td> <td>513</td> <td></td> <td></td> </tr> <tr> <td>Writing</td> <td>513</td> <td>535</td> <td></td> <td></td> </tr> <tr> <td>Grammar and Punctuation</td> <td colspan="2">No data avail</td> <td></td> <td></td> </tr> <tr> <td>Spelling</td> <td colspan="2">No data avail</td> <td></td> <td></td> </tr> </tbody> </table>		2016		2020			CSC	Similar	CSC	Similar	Numeracy	557.2	569			Reading	503.5	513			Writing	513	535			Grammar and Punctuation	No data avail				Spelling	No data avail				
	2016		2020																																			
	CSC	Similar	CSC	Similar																																		
Numeracy	557.2	569																																				
Reading	503.5	513																																				
Writing	513	535																																				
Grammar and Punctuation	No data avail																																					
Spelling	No data avail																																					
Instructional and shared leadership		<ul style="list-style-type: none"> Improve mean VCE study scores for each subject to be at or above 26 (SSR) <table border="1"> <thead> <tr> <th></th> <th>2016</th> <th>2020</th> </tr> </thead> <tbody> <tr> <td>All study Score</td> <td>24.84</td> <td>26</td> </tr> </tbody> </table> <ul style="list-style-type: none"> The average difference between the VTAC Score and the internal assessment in each VCE subject to be in the range of -5% to 10% (Baseline data spreadsheet for each subject) <table border="1"> <thead> <tr> <th></th> <th>2016</th> <th>2020</th> </tr> </thead> <tbody> <tr> <td>Average difference across all classes</td> <td>11.7%</td> <td></td> </tr> </tbody> </table> <ul style="list-style-type: none"> VCE residuals for all classes to be greater than -2 (Baseline data spreadsheet for each subject) <table border="1"> <thead> <tr> <th>Average residual across all classes</th> <th>2016</th> <th>2020</th> </tr> </thead> <tbody> <tr> <td>C.Richardson residual</td> <td>0.005</td> <td></td> </tr> <tr> <td>VASS residual</td> <td>-1.755</td> <td></td> </tr> </tbody> </table> <ul style="list-style-type: none"> Increase the proportion transitioning to further education and training <table border="1"> <thead> <tr> <th></th> <th>2015</th> <th>2019</th> </tr> </thead> <tbody> <tr> <td>In education or training</td> <td>63.6</td> <td>76.8</td> </tr> </tbody> </table>		2016	2020	All study Score	24.84	26		2016	2020	Average difference across all classes	11.7%		Average residual across all classes	2016	2020	C.Richardson residual	0.005		VASS residual	-1.755			2015	2019	In education or training	63.6	76.8									
	2016	2020																																				
All study Score	24.84	26																																				
	2016	2020																																				
Average difference across all classes	11.7%																																					
Average residual across all classes	2016	2020																																				
C.Richardson residual	0.005																																					
VASS residual	-1.755																																					
	2015	2019																																				
In education or training	63.6	76.8																																				



			<ul style="list-style-type: none"> Improve Staff survey data related to school climate variables: Academic emphasis, Collective efficacy, Staff trust in colleagues, Teacher Collaboration and Trust in students and parents to at or above all secondary schools levels <table border="1" data-bbox="1647 136 2258 338"> <thead> <tr> <th></th> <th>2016</th> <th>2020</th> </tr> </thead> <tbody> <tr> <td>Academic emphasis</td> <td>47</td> <td>62</td> </tr> <tr> <td>Collective Efficacy</td> <td>52</td> <td>66</td> </tr> <tr> <td>Staff trust in Colleagues</td> <td>63</td> <td>73</td> </tr> <tr> <td>Teacher Collaboration</td> <td>55</td> <td>63</td> </tr> <tr> <td>Trust in students and parents</td> <td>49</td> <td>65</td> </tr> </tbody> </table> <ul style="list-style-type: none"> Improve Staff survey data related to leadership variables: Instructional leadership and Visibility to be at or above all secondary schools levels <p>Following PLC training in Semester 2 2017, additional 2018- 2020, PLC targets based on the PLC Dashboard and Pivot student survey data will be added</p>		2016	2020	Academic emphasis	47	62	Collective Efficacy	52	66	Staff trust in Colleagues	63	73	Teacher Collaboration	55	63	Trust in students and parents	49	65																																													
	2016	2020																																																																
Academic emphasis	47	62																																																																
Collective Efficacy	52	66																																																																
Staff trust in Colleagues	63	73																																																																
Teacher Collaboration	55	63																																																																
Trust in students and parents	49	65																																																																
<p>To improve student engagement, connectedness and build school pride</p>	<p>Positive Climate for Learning</p> <ul style="list-style-type: none"> Empowering Students and Building School Pride 	<p>Build student agency in learning and develop students as partners in school improvement</p>	<ul style="list-style-type: none"> Improve Attitudes to School survey data in relation to teaching and learning variables; learning confidence, school connectedness, stimulating learning, teacher effectiveness, teacher empathy <table border="1" data-bbox="1647 646 2258 848"> <thead> <tr> <th>Factor Name</th> <th>2016</th> <th>2020</th> </tr> </thead> <tbody> <tr> <td>Learning confidence</td> <td>37.6</td> <td>> 50</td> </tr> <tr> <td>School connectedness</td> <td>19.9</td> <td>> 50</td> </tr> <tr> <td>Stimulating Learning</td> <td>19.6</td> <td>> 50</td> </tr> <tr> <td>Student Motivation</td> <td>58.5</td> <td>> 75</td> </tr> <tr> <td>Teacher Effectiveness</td> <td>19.9</td> <td>> 50</td> </tr> <tr> <td>Teacher Empathy</td> <td>23.8</td> <td>> 50</td> </tr> </tbody> </table> <ul style="list-style-type: none"> Student feedback survey results show improvement in teacher practice <p>Following PLC training in Semester 2 2017, Pivot student survey data targets will be added</p> <ul style="list-style-type: none"> Reduce the number of students with greater than 20 days absence by 10% or to be no greater than 28% (state levels) particularly at years 8, 9 and 10 <table border="1" data-bbox="1647 1073 2258 1304"> <thead> <tr> <th>20 or more absence days % (PR)</th> <th>2016</th> <th>2020</th> </tr> </thead> <tbody> <tr> <td>Yr7</td> <td>27</td> <td>24</td> </tr> <tr> <td>Yr8</td> <td>23</td> <td>20</td> </tr> <tr> <td>Yr9</td> <td>41</td> <td>28</td> </tr> <tr> <td>Yr10</td> <td>36</td> <td>28</td> </tr> <tr> <td>Yr11</td> <td>23</td> <td>20</td> </tr> <tr> <td>Yr12</td> <td>22</td> <td>20</td> </tr> </tbody> </table> <ul style="list-style-type: none"> Reduce the number of unapproved absences (days) at all year levels by approximately 20% particularly at years 9 and 10 <table border="1" data-bbox="1647 1381 2258 1612"> <thead> <tr> <th>Unapproved absences days (PR)</th> <th>2016</th> <th>2020</th> </tr> </thead> <tbody> <tr> <td>Yr7</td> <td>2.4</td> <td>2</td> </tr> <tr> <td>Yr8</td> <td>3.7</td> <td>3</td> </tr> <tr> <td>Yr9</td> <td>11.1</td> <td>9</td> </tr> <tr> <td>Yr10</td> <td>10.2</td> <td>8</td> </tr> <tr> <td>Yr11</td> <td>8.6</td> <td>7</td> </tr> <tr> <td>Yr12</td> <td>7.3</td> <td>6</td> </tr> </tbody> </table>	Factor Name	2016	2020	Learning confidence	37.6	> 50	School connectedness	19.9	> 50	Stimulating Learning	19.6	> 50	Student Motivation	58.5	> 75	Teacher Effectiveness	19.9	> 50	Teacher Empathy	23.8	> 50	20 or more absence days % (PR)	2016	2020	Yr7	27	24	Yr8	23	20	Yr9	41	28	Yr10	36	28	Yr11	23	20	Yr12	22	20	Unapproved absences days (PR)	2016	2020	Yr7	2.4	2	Yr8	3.7	3	Yr9	11.1	9	Yr10	10.2	8	Yr11	8.6	7	Yr12	7.3	6
Factor Name	2016	2020																																																																
Learning confidence	37.6	> 50																																																																
School connectedness	19.9	> 50																																																																
Stimulating Learning	19.6	> 50																																																																
Student Motivation	58.5	> 75																																																																
Teacher Effectiveness	19.9	> 50																																																																
Teacher Empathy	23.8	> 50																																																																
20 or more absence days % (PR)	2016	2020																																																																
Yr7	27	24																																																																
Yr8	23	20																																																																
Yr9	41	28																																																																
Yr10	36	28																																																																
Yr11	23	20																																																																
Yr12	22	20																																																																
Unapproved absences days (PR)	2016	2020																																																																
Yr7	2.4	2																																																																
Yr8	3.7	3																																																																
Yr9	11.1	9																																																																
Yr10	10.2	8																																																																
Yr11	8.6	7																																																																
Yr12	7.3	6																																																																



To improve student wellbeing and support an inclusive school environment

Positive Climate for Learning

- **Setting expectations and promoting inclusion**

Build a culture of high expectations for learning and interactions across the College through introduction of School Wide Positive Support

- Improve Attitudes to School survey data in relation to Student Wellbeing variables; student moral and student distress

	2016	2020
Student Morale	41.5	>50
Student Distress	33.1	>50

- Improve Attitudes to School survey data in relation to student relationship variables; Connectedness to peers, Classroom behaviour and Student Safety

	2016	2020
Classroom behaviour	24.4	>50
Connectedness to peers	42.4	>50
Student Safety	25.7	>50

- Improved average attendance, connectedness and achievement data for students involved in specialised learning programs ([Baseline data spreadsheet](#))

EAL	2016	2020
Attendance (all participating students)	91%	
In house survey – student connectedness		
Insight testing for Literacy starts 2017		
Average Med and High growth Maths (PAT/SPA)	35%	

Corrective Reading	2016	2020
Attendance (all participating students)	88%	
In house survey – student connectedness		
Average Med and High growth Reading (PAT/SPA)	48%	

PACE	2016	2020
Attendance (all participating students)		
In house survey – student connectedness		
Average Med and High growth Reading (PAT/SPA)	55%	
Average Med and High growth Maths (PAT/SPA)	33%	

Hands On Learning	2016	2020
Attendance (all participating students)	No data	
In house survey – student connectedness	No data	
Average Med and High growth Reading (PAT/SPA)	No data	
Average Med and High growth Maths (PAT/SPA)	No data	

CEAP	2016	2020
Attendance (all participating students)	90%	
In house survey – student connectedness		
Average Med and High growth Reading (PAT/SPA)	43%	
Average Med and High growth Maths (PAT/SPA)	38%	

Fluency - English	2016	2020
Attendance (all participating students)	89%	
In house survey – student connectedness		
Average Med and High growth Reading (PAT/SPA)	45%	
Average Med and High growth Gram & Punctn (PAT/SPA)		

Fluency Maths	2016	2020
Attendance (all participating students)	88%	
In house survey – student connectedness		
Average Med and High growth Maths (PAT/SPA)	39%	

LSP	2016	2020
Attendance (all participating students)	No data	
In house survey – student connectedness	No data	
Average Med and High growth Reading (PAT/SPA)	No data	

PSD	2016	2020
Attendance (all participating students)	86%	
In house survey – student connectedness		
Average Med and High growth Reading (PAT/SPA)	64%	

- Improve Parent Opinion survey data related to parent input, student behaviour, student safety – all secondary schools

	2016	2020
Parent input	4.44	4.91
Student safety	5.43	5.74
Classroom behaviour	3.66	3.96

