



Strategic Plan for Casterton Secondary College

2016 - 2019

School Number: 7695

Endorsement by School Principal	Signed..... Name..... Date.....
Endorsement by School Council	Signed..... Name..... Date.....
Endorsement by the delegate of the Secretary	Signed..... Name..... Date.....

Purpose	<p>Casterton Secondary College strives to achieve the best academic outcomes for all students, with a focus on promoting responsibility for the acquisition of skills, knowledge and positive personal qualities through a dynamic learning environment that engages students and prepares them for their future.</p>
Vision and Values <i>This area is incomplete: waiting for new vision statement</i>	<p>At Casterton Secondary College the following values are central to our school community and underpin our moral purpose:</p> <p>Respect – for self, consideration for others, consideration for the environment, consideration for other’s views and cultural differences and empathy</p> <p>Accountability –taking responsibility for all our actions, learning and decisions.</p> <p>Persistence – Pursuing excellence through focus and concentration, curiosity, tenacity and endurance. – Underpins internal motivation and life- long learning.</p>
Environmental Context	<p>The College opened on its present site in 1955 and is nestled in a picturesque valley surrounded by rolling red gum hills. The Glenelg River meanders through the township. Casterton is 353km. west of Melbourne and is approximately 70 km. from Hamilton and Mt. Gambier. Casterton Secondary College services the needs and provides opportunities for the people of Strathdownie, Dergholm, Coleraine, Merino and Casterton.</p> <p>Social Casterton Secondary College is a single campus, Year 7 - 12 school. The 2016 enrolment is expected to be 154 students. Our students come predominantly from rural or related backgrounds; there are low levels of students born overseas and very few students of Koori background.</p> <p>The staff of the college has changed significantly in recent years. We currently have 22 teaching staff (including the Principal Class), with part-timers this equates to 19 effective fulltime positions. There are 9.4 non-teaching staff including Integration Aides and a Nurse.</p> <p>Educational Students at Years 7 to 10 study a core curriculum of English, Maths, Humanities, Science, PE/ Health and Agricultural Science. Additionally students in Year10 choose from a range of electives including Technology and Arts based subjects. Students benefit greatly from the educational experiences on the adjacent 16 hectare school farm and applied learning in the Applied Science Centre; including aquaculture, viticulture and oenology programs. The school’s units of work can be sourced from our website www.castertonsc.vic.edu.au</p> <p>The College makes every effort to provide a broad range of choices at VCE level. In addition to a large offering of VCE subjects, a VCAL program also operates. Additionally we have an SBA and SWL student stream. Year 10 students can fast-track VCE subjects.</p> <p>The College offers a wide range of extension and enrichment programs including an instrumental music program, debating, sport and public speaking. It enters students into a range of competitions including subject competitions, Lions Youth of the Year, and an annual Rotary debating competition.</p>

	<p>Technological The College has two rooms of computers and a ratio of one computer to one student which includes a combination of netbooks and desk top computers. The school Intranet provides storage and pick up facilities for all students and staff. Each staff member's desk has power for lap top use. Wireless connectivity enables all staff to access the network and the internet from anywhere in the school. Smart boards are installed in most classrooms. The school has a virtual classroom that links with other schools for subjects at year 11 and 12.</p> <p>Environmental- grounds and facilities The College grounds are extensive and well maintained providing an inviting environment to the College community and visitors. Sporting facilities include a multipurpose stadium, excellent tennis courts, a gymnasium, two ovals, a covered passive recreation area and cricket nets. The College has a media centre, extensive technology facilities allowing students to study a wide range of subjects such as Design and Technology in Wood, Metal and Food and an indoor eating area which adjoins the canteen. A music centre allows students to gain one on one, and small group instruction in a range of instruments.</p>
<p>Service Standards</p>	<p>General</p> <ul style="list-style-type: none"> • The school fosters close links with parents and the broader school community through its commitment to open and regular communications. • The school commits to the active sharing of its vision and goals to ensure school community engagement in the school's strategic plan. • The school guarantees all students access to a broad, balanced and flexible curriculum including skills for learning and life. • The school provides a safe and stimulating learning environment to ensure all students can achieve their full potential. • All students will receive instruction that is adapted to their individual needs. <p>Specific</p> <ul style="list-style-type: none"> • The school will respond to all communication by parents and caregivers within 2 working days. • Parents will be engaged regularly when their child does not behave in a socially acceptable manner. • Students will play an active part in the development and review of the school's behaviour policies. • All teachers will provide timely and targeted feedback to students on their work.

STRATEGIC DIRECTION

Achievement		Key improvement strategies																																																												
Goals	By the end of 2019 we will build the capacity of staff and parental engagement so that all students achieve appropriate learning growth (12 months growth in every 12 month period) in numeracy and literacy.	Build teacher capacity through ongoing and targeted professional learning to adhere to an agreed and documented instructional model.																																																												
Targets	<p>Student Growth AusVELS: All students without assessed learning difficulties will achieve a minimum of the expected AusVELS learning growth (one level) annually across all domains and capabilities based on 2014 data used for self-evaluation.</p> <table border="1"> <thead> <tr> <th>Dimension</th> <th>Year Level</th> <th>2014 Mean</th> </tr> </thead> <tbody> <tr> <td rowspan="4">Reading</td> <td>Year 7</td> <td>6.90</td> </tr> <tr> <td>Year 8</td> <td>7.63</td> </tr> <tr> <td>Year 9</td> <td>8.62</td> </tr> <tr> <td>Year 10</td> <td>9.69</td> </tr> <tr> <td rowspan="4">Writing</td> <td>Year 7</td> <td>6.84</td> </tr> <tr> <td>Year 8</td> <td>7.56</td> </tr> <tr> <td>Year 9</td> <td>8.58</td> </tr> <tr> <td>Year 10</td> <td>9.61</td> </tr> <tr> <td rowspan="4">Numeracy</td> <td>Year 7</td> <td>6.50</td> </tr> <tr> <td>Year 8</td> <td>7.12</td> </tr> <tr> <td>Year 9</td> <td>7.83</td> </tr> <tr> <td>Year 10</td> <td>9.85</td> </tr> </tbody> </table> <p>NAPLAN: Improve NAPLAN learning growth in the following areas</p> <table border="1"> <thead> <tr> <th>Domain</th> <th>2015 Results (%)</th> <th>2019 Targets (%)</th> </tr> </thead> <tbody> <tr> <td>Reading: medium/high growth</td> <td></td> <td></td> </tr> <tr> <td>Year 7</td> <td>40.9</td> <td>55.0</td> </tr> <tr> <td>Year 9</td> <td>89.4</td> <td>90.0</td> </tr> <tr> <td>Writing: medium/high growth</td> <td></td> <td></td> </tr> <tr> <td>Year 7</td> <td>56.5</td> <td>60.0</td> </tr> <tr> <td>Year 9</td> <td>57.2</td> <td>65.0</td> </tr> <tr> <td>Numeracy: medium/high growth</td> <td></td> <td></td> </tr> <tr> <td>Year 7</td> <td>92.0</td> <td>95.0</td> </tr> <tr> <td>Year 9</td> <td>80.9</td> <td>85.0</td> </tr> </tbody> </table>	Dimension	Year Level	2014 Mean	Reading	Year 7	6.90	Year 8	7.63	Year 9	8.62	Year 10	9.69	Writing	Year 7	6.84	Year 8	7.56	Year 9	8.58	Year 10	9.61	Numeracy	Year 7	6.50	Year 8	7.12	Year 9	7.83	Year 10	9.85	Domain	2015 Results (%)	2019 Targets (%)	Reading: medium/high growth			Year 7	40.9	55.0	Year 9	89.4	90.0	Writing: medium/high growth			Year 7	56.5	60.0	Year 9	57.2	65.0	Numeracy: medium/high growth			Year 7	92.0	95.0	Year 9	80.9	85.0	<p>Develop and implement a whole school literacy program – linked to CSC Literacy Policy - with a focus on improving teaching strategies and building teacher capacity.</p> <p>Develop a consistent whole school approach for teachers to work collaboratively on planning, assessment, monitoring student progress and the provision of timely intervention around student learning.</p> <p>Ensure there is a guaranteed and viable curriculum.</p>
Dimension	Year Level	2014 Mean																																																												
Reading	Year 7	6.90																																																												
	Year 8	7.63																																																												
	Year 9	8.62																																																												
	Year 10	9.69																																																												
Writing	Year 7	6.84																																																												
	Year 8	7.56																																																												
	Year 9	8.58																																																												
	Year 10	9.61																																																												
Numeracy	Year 7	6.50																																																												
	Year 8	7.12																																																												
	Year 9	7.83																																																												
	Year 10	9.85																																																												
Domain	2015 Results (%)	2019 Targets (%)																																																												
Reading: medium/high growth																																																														
Year 7	40.9	55.0																																																												
Year 9	89.4	90.0																																																												
Writing: medium/high growth																																																														
Year 7	56.5	60.0																																																												
Year 9	57.2	65.0																																																												
Numeracy: medium/high growth																																																														
Year 7	92.0	95.0																																																												
Year 9	80.9	85.0																																																												

	<p>VCE: all study score at state level for all schools over the period of the Strategic Plan, 2016 – 2019. In 2014 was 28.16; State was 28.73</p> <p>Staff Opinion Survey percentage endorsement to show improvement in: <i>School Climate – Collective efficacy</i> from 58.3% in 2015 to 60% by 2019 <i>School Climate – Collective responsibility</i> 74.2% in 2015 to 76% by 2019 <i>School Climate – Guaranteed and viable curriculum</i> from 51.6% in 2015 to 54% by 2019</p>	
Theory of action	If we provide greater emphasis on the personalisation of learning, enhanced co-operation and collegiality in curriculum delivery and pedagogical practices, then we will continue to improve the learning standards of all students and increase the level of parental engagement in student learning. Thereby ensuring the college achieves its desire of developing a ‘high expectations and no excuses’ teaching and learning culture.	
	Actions	Success criteria
Year 1	<ul style="list-style-type: none"> • Whole staff participation in evidence-based program “Building Better Schools” program with Roger Dingle • Scope and Sequence and detailed course outlines includes the explicit teaching of literacy and differentiated instruction • Incorporate regular student data and the moderation cycle in the school meeting cycle • Peer observation triad structure and collegiate conversations based on CSC Instructional Model. Teacher and student feedback used to improve/inform practice. • Professional learning for staff in a variety of forums on quality feedback Years 7-10, VCAL, VCE • Create a 3-year plan for the development and implementation of a whole school literacy program – linked to Literacy Policy • Read and Write Gold program implemented to support student learning outcomes in reading 7-10 	<ul style="list-style-type: none"> • School Improvement Team formed. Protocols and role statements agreed and documented. • Teacher documentation reflects CSC approach (agreed model) to literacy and professional learning • All KLA teams will have evidence of ongoing literacy and data conversations, strategies and analyses; embedded in performance and development process. • All teachers have participated in observation triads and a reflection process; identified through notes and performance review process. • Lesson plans reflect a consistent approach to writing and include examples of explicitly teaching comprehension. • Development and implementation plans are available for a whole school literacy program – linked to Literacy Policy • Data sets show average growth of 1.0 in Reading for students 7 - 10
Year 2	<ul style="list-style-type: none"> • Implement stage 1 of the whole school literacy program • Scope and sequences/detailed course outlines reviewed and updated; in KLAs and individually • Peer observation triad structure and collegiate conversations based on CSC Instructional Model. Teacher and student feedback used to improve/inform practice • School Improvement Team and Action Teams use evidence based knowledge to support teaching and learning 	<ul style="list-style-type: none"> • Progress reports for stage 1 from all areas of study including recommendations for stage 2. • Teachers provide evidence, through PDP process, of documents reflecting school priorities • Action Teams present evidence-based research • All teachers have participated in observation triads and a reflection process; evidence for performance review process.

Year 3	<ul style="list-style-type: none"> • Implement stage 2 of the whole school literacy program • Scope and Sequence and detailed course outlines includes the explicit teaching of literacy • Peer observation triad structure and collegiate conversations based on CSC Instructional Model. Teacher and student feedback used to improve/inform practice • School Improvement Team and Action Teams use evidence based knowledge to support teaching and learning 	<ul style="list-style-type: none"> • Progress reports for stage 2 from all areas of study including recommendations for stage 3. • Teacher documentation reflects CSC approach (agreed model) to literacy and professional learning • All teachers have participated in observation triads and a reflection process; evidence for performance review process • Action Teams present evidence-based research • Staff review documents that reflect College priorities
Year 4	<ul style="list-style-type: none"> • Implement stage 3 of the whole school literacy program • Scope and sequences/detailed course outlines reviewed and updated; in KLAs and individually • Peer observation triad structure and collegiate conversations based on CSC Instructional Model. Teacher and student feedback used to improve/inform practice 	<ul style="list-style-type: none"> • Whole school literacy program established • Teacher documentation reflects CSC approach (agreed model) to literacy and professional learning • All teachers have participated in observation triads and a reflection process; evidence for performance review process • Staff review documents that reflect College priorities • Achievement targets met

Engagement		Key improvement strategies															
<p>Goals</p> <p>By the end of 2019 we will strengthen college and community engagement so that Opinion Survey factors focussed on Teaching and Learning and Student Relationships in the Attitude to School Survey demonstrate a sustained level of attainment and improvement.</p>		<p>Develop greater student capacity to articulate and form future aspirations to guide them through their transition into further education or employment.</p> <p>Create a whole school culture of high expectations based on the college values of respect, accountability and persistence.</p> <p>Strengthen school and community engagement to collectively encourage students' learning and improve student outcomes.</p>															
<p>Targets</p> <p>In the Attitudes to School Survey 7-12 maintain Student Distress, School Connectedness, Student Motivation and Learning Confidence above State and Regional means throughout the 2016 – 2019 Strategic Plan.</p> <table border="1"> <thead> <tr> <th>Factor</th> <th>2015 Results</th> <th>2019 Targets</th> </tr> </thead> <tbody> <tr> <td>Student Distress</td> <td>5.35</td> <td>5.50</td> </tr> <tr> <td>School Connectedness</td> <td>3.66</td> <td>4.0</td> </tr> <tr> <td>Student Motivation</td> <td>4.36</td> <td>4.5</td> </tr> <tr> <td>Learning Confidence</td> <td>3.78</td> <td>4.0</td> </tr> </tbody> </table> <p>Parent Opinion Survey to show improvement in – School Connectedness from 80% in 2015 to 82% by 2019.</p>	Factor	2015 Results	2019 Targets	Student Distress	5.35	5.50	School Connectedness	3.66	4.0	Student Motivation	4.36	4.5	Learning Confidence	3.78	4.0		
Factor	2015 Results	2019 Targets															
Student Distress	5.35	5.50															
School Connectedness	3.66	4.0															
Student Motivation	4.36	4.5															
Learning Confidence	3.78	4.0															
<p>Theory of action</p> <p>If we continue to implement strategies that increase the level of engagement in student learning, then we develop the unity and purpose required to retain our viability thereby strengthening and expanding educational provision within Casterton to serve our community.</p>																	
	<p>Actions</p>	<p>Success criteria</p>															
<p>Year 1</p>	<ul style="list-style-type: none"> Introduce a staggered start for all year levels to optimise student readiness for school All teachers incorporate opportunities for vocational learning and real world connections in their teaching STEM focus introduced at year 7; Science, maths, engineering and technology (IT, Product Design) Individual student profiles developed for all students to support the development of the “whole” child and manage students at risk. 	<ul style="list-style-type: none"> Meetings held with Year 12 students and parents/carers at start of 2016 End of year report to parents includes participation in a Careers program Parent evenings occur regularly to disseminate information. Open days, tours, community forums, morning teas, special events etc. are available to all community members 															

	<ul style="list-style-type: none"> • Focus on improving engagement through: increasing student challenge, increasing level of responsibility students take for their learning; innovative pedagogy • Enhance transition program to include Year 4 students from Feeder PS throughout the year • Introduce regular meetings of secondary and primary school teachers • Individual Improvement Plans (IIP) developed in English and Maths for students 7 – 10 • Parents/carers involved in discussions with Year 11/12 students at start of year • Investigate 3-year VCE course starting at Year 10 • Increase opportunities for Student Voice to develop leadership skills 	<ul style="list-style-type: none"> • Newsletters include regular snapshots of school policy and procedures. Website regularly updated • Year 7 students participate in STEM Challenge days at least twice • Staff have access to individual student profiles • Improvement in Attitudes to School and Parent Opinion surveys • Shared meeting protocols developed for Primary and secondary teachers • Year 4 students from feeder primary schools have participated in classes at the college • All year 7 – 10 students have IIPs in Maths and English • Initial timetabling supports the introduction of VCE courses in year 10 • Student Voice representatives have promoted student learning through a variety of mediums throughout the year.
Year 2	<ul style="list-style-type: none"> • STEM focus for Year 7 students reviewed. • Introduce STEM focus at year 8; Science, maths, engineering and technology (IT, Product Design) • Review and refine staggered start to year • Individual Improvement Plans developed in English and Maths for students 7 – 10 • Timetable and resource 3-year VCE program • Investigate school-wide study skills program • Continued focus on improving engagement through: increasing student challenge, increasing level of responsibility students take for their learning; innovative pedagogy 	<ul style="list-style-type: none"> • All Year 7 – 10 students have contributed to Individual Improvement Plans; documented evidence • Draft plan developed for whole school study plan • Completed 2017 timetable reflects the start of VCE in year 10 • Documentation reflects staff professional learning around developing challenging and innovative pedagogy; evidence provided through PDP process • STEM challenge days held for students in year 7 and 8
Year 3	<ul style="list-style-type: none"> • STEM focus for Year 7 and 8 students reviewed. • Introduce STEM focus at year 9; Science, maths, engineering and technology (IT, Product Design) • Individual Improvement Plans developed in English and Maths for students 7 – 10 • Develop and implement study skills program for Years 7- 9 • Continued focus on improving engagement through: increasing student challenge, increasing level of responsibility students take for their learning; innovative pedagogy 	<ul style="list-style-type: none"> • Study skills program for year 7 – 9 students underway • Year 7 – 10 students set personal targets in IIP • Documentation reflects staff professional learning around developing challenging and innovative pedagogy; evidence provided through PDP process
Year 4	<ul style="list-style-type: none"> • Develop and implement a whole school study skills program • Review and adjust STEM program for Years 7 - 9 • Individual Improvement Plans in English and Maths for students 7 – 10 reviewed 	<ul style="list-style-type: none"> • Achievement targets met • School Review process; self-evaluation and panel evaluation affirms goals and targets

Wellbeing		Key improvement strategies
Goals	By the end of 2019 we will embed the core values of Respect, Accountability and Persistence into the fabric of college life so that student pathways and transitions into, through and beyond college are enhanced.	Develop and further embed, communication and reporting strategies so that transition into through and beyond the school is seen as a positive part of school culture.
Targets	<p>To improve Parent Opinion Survey – Transitions from 86.8% in 2015 to 88% by 2019.</p> <p>To increase the Year 7 - 12 Real Retention rate from 62.9% in 2014 to 65% by 2019.</p> <p>Improve Student Attitudes to School Survey – Connectedness from 3.66 in 2015 to 4.0 by 2019.</p> <p>Year 7 – 12 Student absence rate is reduced from 18.6 days in 2015 to 15 days by 2019</p>	<p>Increase positive recognition strategies to better articulate and convey college values and expectations to students, parents and the broader community</p> <p>Develop careers initiatives to elevate awareness and understanding among parents, carers and the community of the value and importance of education in the future employment and further study options.</p> <p>Improve tracking of student pathways through the college and for a year beyond schooling to develop a better understanding of the options and opportunities student’s take as they progress through their learning pathway within and immediately beyond college.</p>
Theory of action	If we enhance communication with parents, carers and the community, then the college will achieve a higher level of parental, carer and community interaction with student learning, student well-being and student engagement . Thereby strengthening the relationships necessary to maximise the impact of the Learning Plan on improved learning processes and outcomes for all students.	
	Actions	Success criteria
Year 1	<ul style="list-style-type: none"> Continue whole school approach to issues of student attendance and lateness through: prompt follow-up of absences and minimise “unexplained” absences; “Every Day Counts” focus Investigate local and wider business/community groups to form partnership with College Develop a Year 6 – 7 Transition Plan Whole school approach to embed college values in daily practice Whole school careers action plan reviewed and implemented Develop and implement a process to track students who have left school Process to review reporting structures and communication with school community 	<ul style="list-style-type: none"> School-wide absentee protocols published and register of regular absentees established Register of business/community partnerships completed Primary school students have attended partnership days at the college from Term 1 College values and vision communicated regularly through newsletters, website, assemblies and classrooms Documentation indicates students have participated in careers programs and activities Comprehensive database of student pathways through the college Recommendations from report/communication review reported to school community

Year 2	<ul style="list-style-type: none"> • Analysis of attendance data and subsequent steps to minimise absences • Develop and implement strategies relating to report/ communication review • Consolidate whole school careers program • Review the role of the Middle School Community group • Whole school approach to embed college values in daily practice • Implement a process to track students who have left school 	<ul style="list-style-type: none"> • Attendance plans developed for identified students • Improvement in ATS and POS in Transitions and Connectedness • Action Plan developed for middle school partnership with community groups • SATS survey improvement reflects the mantra “High expectations – no excuses” • Comprehensive database of student pathways through the college
Year 3	<ul style="list-style-type: none"> • Consolidate role of the Middle School Community group • Develop and implement a process to track students who have left school • Consolidate whole school approach to embed college values in daily practice • Review and update whole school careers action plan 	<ul style="list-style-type: none"> • Reports indicate that middle school students at risk have successfully completed work in the community • Comprehensive database of student pathways through and beyond the college • Year 7 – 12 students have participated in careers programs. Progress reported to parents as per reporting process.
Year 4	<ul style="list-style-type: none"> • Review of school approach to issues of student attendance and lateness • Review implementation of strategies to strategic goals 	<ul style="list-style-type: none"> • Wellbeing targets met • School Review process; self-evaluation and panel evaluation affirms goals and targets

Productivity		Key improvement strategies
Goals	By effectively utilising the annual Student Resource Package (SRP), locally raised funds and community we will achieve our strategic plan goals and targets so that there are improved outcomes for all students.	Ensure effective allocation of resources to maximise student learning and outcomes.
Targets	To maintain a surplus SRP environment each year of the strategic plan; 2016 – 2019. Ensure college finances and human resources effectively support identified programs. Staff Opinion Survey percentage endorsement to show improvement in: School Climate – Teacher collaboration from 47.5% in 2015 to 50% by 2019 School Leadership – Instructional leadership from 41.5% in 2015 to 50% by 2019	Build teacher capacity through the development and implementation of whole school professional learning underpinned by the CSC Instructional Model. Increase the productivity and sustainability of the farm through the marketing and promotion of the school in the local and wider community.
Theory of action	If we continue to implement strategies that link student learning to the world in which they live; then the capacity of the college to improve productivity, sustainability and achieve our continuous improvement agenda will increase. Thereby enhancing our reputation as a college with high expectations around achievement, engagement and student wellbeing and encourage the community to support our unique educational characteristics.	
	Actions	Success criteria
Year 1	<ul style="list-style-type: none"> Develop a 3-year, whole school Professional Learning program covering school priorities Resources allocated to support whole staff participation in evidence-based program “Building Better Schools” program with Roger Dingle Review current committee structures and roles Introduce a Small Business Management course to market and promote school farm and associated applied science programs Grounds master plan developed 	<ul style="list-style-type: none"> Whole school Professional Learning program documented Leadership and School Improvement Teams complete 2-day workshops with Roger Dingle. Whole staff workshops held. Committee roles published Production of farm produce, oenology and aquaculture supports the continuation of the programs School improvements: external painting, new furniture, construction of dam completed
Year 2	<ul style="list-style-type: none"> Resources allocated to support 3-year Professional Learning program Resources used to support School Improvement Team and Action Teams Ensure workplace plan aligns with curriculum initiatives 	<ul style="list-style-type: none"> Staff engage in professional learning linked to strategic goals Action Teams present findings of evidence based research Staffing profile reflects strategic directions
Year 3	<ul style="list-style-type: none"> Comprehensive review of sustainability of school farm and other entrepreneurial programs. Effective management of SRP provides resources to support strategic goals 	<ul style="list-style-type: none"> Plan developed to ensure continued viability of farm and other programs Improvement in staff opinion survey reflects collaboration and shared leadership
Year 4	<ul style="list-style-type: none"> Review implementation of strategies to strategic goals 	<ul style="list-style-type: none"> Productivity targets met School Review process affirms goals and targets