**School Strategic Plan 2023-2027**

Daylesford Secondary College (7115)



Submitted for review by Stephen Macphail (School Principal) on 17 October, 2023 at 09:43 AM
Endorsed by Dale Power (Senior Education Improvement Leader) on 30 October, 2023 at 03:46 PM
Endorsed by Stephanie Barron (School Council President) on 31 October, 2023 at 11:43 AM

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| School vision | Our vision is that upon leaving Daylesford College, our learners will have been empowered to find and pursue their passions. We will have provided them with the necessary skills that will help them develop into curious and resilient life-long learners with a growth mindset, ready to tackle any challenge they face whether that be academic, professional, social or emotional. This will enable them to become self-directed and engaged global citizens who know how to communicate, self-regulate and find success in their chosen life pathway. |
| School values | We aspire to be a centre of best practice dedicated to pushing the boundaries and empowering everyone to embrace innovative approaches. Through a commitment to teacher innovation, we will create a dynamic learning environment that inspires our students to join us on this exciting journey. Our students will be integral to the process, encouraged to explore their passions and take risks as they develop the skills and knowledge to navigate the ever-changing world around them. Our motto is 'Shape the Future': the future is in our hands, and we are here to shape it. The future starts now. |
| Context challenges | • Embedding school–wide platforms and processes. • Improving student voice, agency, and leadership.• Reducing the level of absenteeism.• Building collective efficacy of staff and the vision and expectations of the college.• Developing consistency of practice: embedding rigour, quality and fidelity in the curriculum and pedagogical practices.• Enhancing data literacy and the development of a data platform.• Furthering professional learning with a focus on social emotional development.• Enriching the teaching of maths with a focus on problem solving. |
| Intent, rationale and focus | Over the next four years we will be prioritising:- Introducing the competencies learners need to thrive at school and beyond. By integrating these competencies into our curriculum, we will empower students with the versatile abilities needed to excel in both academic and real-life situations, fostering well-rounded and adaptable individuals. This work will be underpinned by the work of Melbourne University's Assessment team.- Enhancing teacher development by promoting peer observation, feedback, collaboration, and reflective practices. Quality Teaching Rounds (University of Newcastle) are essential for school improvement because they promote professional development, peer learning, and specific feedback to teachers providing more targeted / individualised professional growth. They contribute to a culture of collaboration and accountability, ultimately enhancing student learning.- Incorporating developmental rubrics into our teaching methodologies. By doing so, we aim to provide clarity, not only to our teachers but also to our students, offering a transparent framework for assessment. This approach will create opportunities for more targeted and personalized instruction, ultimately fostering learner growth and ensuring that every student has the support they need to reach their full potential.- Developing students social and emotional learning and embedding it into our school wide culture. Social and Emotional Learning (SEL) is crucial as it equips students with essential life skills, including emotional intelligence, empathy, and responsible decision-making, which are fundamental for personal wellbeing and academic success. SEL also fosters a positive and inclusive school culture, promoting a supportive environment for students' overall development and long-term success. This work will be underpinned by the work of CASEL.- Supporting our student's wellbeing through a multi-disciplinary approach driven by our Wellbeing Team and our HAPE Department to enhance students' physical and mental wellbeing, improving their academic performance, promoting healthy habits, and enhancing social skills. A whole of community approach will be fostered through the 'Live 4 Life program'. |

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| **Goal 1** | Improve student learning outcomes.  |
| Target 1.1 | By 2027, increase the percentage of positive endorsement in Attitudes to School Survey for:* Effective teaching time from 51% in 2022 to 61%
* Differentiated learning challenge from 45% in 2022 to 56%
* High expectations for success from 59% in 2022 to 69%
* Motivation and interest from 43% in 2022 to 53%
* Self–regulation and goal setting from 45% in 2022 to 54%
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| Target 1.2 | TBC - NAPLAN growth target for Reading, Writing and Numeracy. This will be assessed against the new proficiencies. |
| Target 1.3 | By 2027, improve the VCE outcomes in:* All student study scores from a median of 26 in 2022 to 30
* VCE value adding in Unit 3 and 4 English, General Mathematics and Mathematics Methods to be between 0 and +1
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| Target 1.4 | By 2027, increase the percentage of positive endorsement in School Staff Survey for:* Academic emphasis from 38% in 2022 to 46%
* Collective efficacy from 42% in 2022 to 50%
* Teacher collaboration from 38% in 2022 to 48%
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| Key Improvement Strategy 1.aThe strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment  | Strengthen teaching and learning practices with a focus on developing and implementing high quality differentiation and formative assessment strategies.  |
| Key Improvement Strategy 1.aDocumented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs  |
| Key Improvement Strategy 1.aSystematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities  |
| Key Improvement Strategy 1.bThe strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment  | Build a culture of high expectations focused on learner growth and outcomes.  |
| Key Improvement Strategy 1.bDocumented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs  |
| Key Improvement Strategy 1.bSystematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities  |
| Key Improvement Strategy 1.bActivation of student voice and agency, including in leadership and learning, to strengthen students’ participation and engagement in school  |
| **Goal 2** | Improve student wellbeing and belonging. |
| Target 2.1 | By 2027, increase the percentage of positive endorsement in School Staff Survey for:* Parent and community involvement from 33% in 2022 to 43%
* Trust in students and parents from 48% in 2022 to 58%
* Collective responsibility from 67% in 2022 to 70%
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| Target 2.2 | By 2027, increase the percentage of positive endorsement in Parent Opinion Survey for:* Parent community engagement from 53% in 2022 to 60%
* Connection and progression from 63% in 2022 to 76%
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| Target 2.3 | By 2027, increase the percentage of positive endorsement in Attitudes to School Survey for:* Teacher concern from 27% in 2022 to 36%
* Advocate at school from 53% in 2022 to 62%
* Respect for diversity from 29% in 2022 to 39%
* Student voice and agency from 25% in 2022 to 35%
* School connectedness from 32% in 2022 to 42%
* Attitude towards attendance from 61% in 2022 to 71%
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| Target 2.4 | By 2027 reduce the percentage of students in the 20+ days of absences from 60%in 2022 to 39%. |
| Key Improvement Strategy 2.aThe strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment  | Develop a culture of strong and positive teacher/student relationships.  |
| Key Improvement Strategy 2.aActivation of student voice and agency, including in leadership and learning, to strengthen students’ participation and engagement in school  |
| Key Improvement Strategy 2.aResponsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion  |
| Key Improvement Strategy 2.bThe strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment  | Embed a comprehensive system of support to enhance student wellbeing, engagement and belonging.  |
| Key Improvement Strategy 2.bActivation of student voice and agency, including in leadership and learning, to strengthen students’ participation and engagement in school  |
| Key Improvement Strategy 2.bResponsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion  |