

School Strategic Plan 2022-2026

Drouin Secondary College (7785)



Submitted for review by Elizabeth Godwin (School Principal) on 30 November, 2022 at 10:23 AM

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School vision	<p>“Drouin Secondary College is committed to ensuring every student develops the knowledge, skills and behaviours needed to positively contribute as a responsible and caring citizen of a changing global community.”</p> <p>At our college, we are committed to providing all students with a high-quality education which prepares all students to be successful in a global community. Student learning and wellbeing are at the centre of everything we do. We are a well-established college that continues to be forward looking and dynamic. We emphasise the power of a strong partnership between our students, staff, parents and the local community.</p> <p>Student learning is supported by an innovative curriculum designed to meet the individual needs of every student. The school has high expectations for all students to learn and achieve personal growth and success.</p>
School values	<p>Our Vision: Drouin Secondary College is committed to ensuring every student develops the knowledge, skills and behaviours needed to positively contribute as responsible and caring citizens of a changing, global community. We believe each core value can be expressed simply in the following statements:</p> <ul style="list-style-type: none">Achievement<ul style="list-style-type: none">o We value and pursue excellenceo We encourage critical thought and questioningo We have a growth mindseto We are risk takers and problem solverso We make connections between learning in different contexts Respect<ul style="list-style-type: none">o We build positive relationshipso We are not afraid to express ourselveso We show compassion for ourselves and others Commitment<ul style="list-style-type: none">o We value effort and endeavouro We are resiliento We seek joy in learning

	<ul style="list-style-type: none"> o We seek to understand ourselves as learners Community o We build partnerships with our community o We embrace diversity o We help each other o We are lifelong learners
<p>Context challenges</p>	<p>Drouin Secondary College was founded in 1956 and has in recent years grown rapidly. The college is situated in West Gippsland and is in the South-Eastern Region of Victoria. It is a medium sized rural, Years 7 to 12 school. Students attending the College come from a large geographical area including the major centres of population – Drouin, Bunyip, Garfield and Longwarry. The college growth allows us to maintain a community feel while offering a wide range of subjects, opportunities, pathways, and co-curricular activities, effectively catering for students’ strengths and interests.</p> <p>The College has a 21st Century approach to curriculum delivery with a strong focus on literacy, numeracy, creativity, thinking and the provision of Information and Communication Technology (ICT). All buildings and outside spaces are technology enabled and support the learning of all students. The college is introducing in 2023, a MBYOD process which will continue to ensure that all students have access to a device for learning.</p> <p>Other strengths include a stable, motivated, talented and committed staff and excellent facilities. Our teaching and support staff continually improve their practice through the completion and sharing of targeted professional development based on best practice and research. Our college is a Professional Learning Community where continuous school improvement is based the promotion of a teacher collaborative approach to student learning where the focus is on improving student outcomes.</p> <p>Some of the key challenges for the school community for the duration of the new school strategic plan have been highlighted as part of the review process. In response to the review outcomes the focus is on the following:</p> <ul style="list-style-type: none"> -consideration of the impact of the ongoing growth in the school community and the college response to meet the needs of the community -review and consolidation of the enhanced organizational design of the college -ensuring professional development of the school staff to ensure effective allocation of staff to the learning Group role -to progressively review and phase out the competency based progression model to reshape the curriculum design to better meet the learning needs through improved differentiation withing the teaching structure -to develop a documented instructional approach to support support teaching and learning structure and to encourage consistency in approach across the college -to develop teachers capacity in the use of Professional Learning Communities where effective use of an evidence based cycle informs teaching to meet the needs of all learners -to increase staff data literacy, with increased use of formative assessment and class differentiation -implementation of Berry Street Education Model to support the development of strategies that enables teachers to increase

	<p>engagement of students. -included in the focus is the increased focus on the development of student voice and agency in learning</p>
<p>Intent, rationale and focus</p>	<p>Our FISO 2.0 self-evaluation highlights that as a college we are evolving in all areas with the exception of student engagement where the school self assessment indicated an embedding level. This confirms that the college focus is upon the areas of developing the teaching and learning areas to ensure the development of a more consistent approach to documentation and the assurance of an overall Guaranteed and Viable Curriculum. This will be developed over the 3 year plan with regular auditing necessary to ensure a consistent, clear and transparent approach to curriculum, assessment and pedagogy. Pivotal to this development is the increase in student voice and agency to all empower learners to be active in their learning. The 2022 AOSS also highlighted a higher disengagement at the year 8 and 9 levels with increased levels amongst female students. The confirmed the need to further strengthen the PLC process and data literacy amongst teachers to ensure that learners needs are met. The review and phasing out of the CBPM will form part of the strategic plan to address gaps in the curriculum design and teaching and learning focus to meet the needs of the students.</p> <p>In the area of Assessment the work for the next Strategic Plan is to create a more holistic approach to assessment and outcomes of students. The current focus on summative assessment as part of the CBPM, will need to be redeveloped with a larger focus on formative assessment to support students learning and the provision of ongoing feedback to support students to identify their own level of learning and the set SMART goals for future direction. The PLC process has been prioritised in 2022 and this focus will be ongoing supported by college leadership and the DSSI team. The increased focus on the use of data to inform teacher practice, integrated into teaching strategies development and to increase students voice in the learning process. The college has through 2022 launching into the use of an Assessment Schedule and this will continue in the years to come with greater follow up for assessments that are missing from the schedule.</p> <p>The leadership team at DSC has undergone significant and numerous changes within the last 12-18 months and the strengthening this with a consistent team is a focus for the strategic direction of the college. Highlighted as part of the review, as a reflection of the enormous college growth with be to launch a organizational redesign to ensure the structure meets the needs of the college. A key element of this is to strengthen the understanding of the SIT team and middle leaders in understanding of their roles in the college. The use of Action Plans that have been introduced in 2021 in order to assist leaders to develop and work with their teams and to share progress and challenges. Action Plans will continue to provide clarity and goals to guide strategic work across all levels of the college.</p> <p>Supporting students wellbeing is an area highlighted through the needs displayed by community members on return from the restrictions of the COVID19 pandemic. The college will continue to refine its HWKC processes and further embed our Engagement and Wellbeing programs as we start to develop more viable programs as the college continues to grow in numbers and wellbeing issues. The college will need to adapt and re-strengthen our approach to the Resilience, Rights and Respectful Relationships</p>

program and reintroduce a more structured Learning Group program to inform students of the RRRR curriculum. The school has established processes to monitor and minimise the risk of student disengagement and build the capacity of students to self-regulate their behaviour.

The self evaluation found that as a college there was an increase in found that VCE English which showed that in 2021 the mean study score increased from previous years and has been an increase in student scoring above 37 in English was equal at 12% of that of state level. This is an ongoing area of focus and also an additional focus on school retention of students from year 7 to 12 with the building of aspirations of students to higher learning destinations post secondary school.

The new strategic highlights the need to ensure that all college processes, structures and priorities are focused on students ability to optimize learning growth of all students and to maximize the wellbeing and engagement of all students across the college.

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Goal 1	Optimise the achievement and learning growth of all students.
Target 1.1	By 2026, increase the VCE mean all-study score and the English mean study score to 29, from 28.67 (Mean all-study score, 2021) and 28.26 (Mean English study score, 2021).
Target 1.2	<p>By 2026, increase the percentage of students in Year 9 achieving in the Top two Bands in NAPLAN for:</p> <ul style="list-style-type: none">• Reading, from 14 percent (2022) to 18 percent• Numeracy, from 10 percent (2022) to 20 percent <p>By 2026, increase the percentage of students making high-medium benchmark growth (Year 7 to 9) in NAPLAN for:</p> <ul style="list-style-type: none">• Reading, from 55 percent (2021) to 65 percent• Numeracy, from 64 percent (2021) to 70 percent.
Target 1.3	<p>By 2026, increase the positive endorsement levels in the School Staff Survey variables:</p> <ul style="list-style-type: none">• Collective efficacy, from 34 percent (2022) to 40 percent• Academic emphasis, from 27 percent (2022) to 40 percent• Collective responsibility for student learning, from 57 percent (2022) to 70 percent• Teaching and Learning – Practice Improvement (overall), from 52 percent (2022) to 70 percent• Teaching and Learning – Evaluation (overall), from 57 percent (2022) to 70 percent

	* To be confirmed by SIT, in consultation with SEIL, on release of 2022 results
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	Ensure evidence-informed teaching and learning through an effective Professional Learning Communities approach.
Key Improvement Strategy 1.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Develop and embed an evidence-based instructional model.
Key Improvement Strategy 1.c 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	Strengthen the school's organisational climate through improved role clarity, distributed leadership and collective responsibility for all students' learning growth.
Goal 2	Maximise the wellbeing and engagement of all students.
Target 2.1	By 2026, reduce the percentage of students with 20 or more days of absence by 10 percent, based on 2022 data (41 percent: Year to Date, October 2022).
Target 2.2	By 2026, increase the percentage of positive endorsement levels in the student Attitudes to School Survey variables:

	<ul style="list-style-type: none"> • Sense of connectedness, from 33 percent (2022) to 40 percent • Sense of confidence, from 43 percent (2022) to 50 percent • Effective classroom behaviour, from 48 percent (2022) to 55 percent • Managing bullying, from 36 percent (2022) to 45 percent • Teacher concern, from 31 percent (2022) to 40 percent.
<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>Develop and embed a positive climate for learning to ensure a safe and purposeful learning environment.</p>
<p>Key Improvement Strategy 2.b Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</p>	<p>Embed tiered, responsive practices that promote and enhance all students' wellbeing, inclusion and participation.</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>Build a whole-school approach and shared understanding of student agency, voice and self-regulation in learning.</p>