

School Strategic Plan 2019-2023

Cranbourne East Secondary College (8898)



Submitted for review by Mandee Strickland (School Principal) on 25 February, 2020 at 08:35 AM
Endorsed by Anne Martin (Senior Education Improvement Leader) on 26 February, 2020 at 01:10 PM
Endorsed by Rebecca Griffiths (School Council President) on 27 February, 2020 at 01:59 PM

School Strategic Plan - 2019-2023

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| School vision | <p>Cranbourne East Secondary College is a state-of-the-art school which is supported by an innovative curriculum that meets the individual needs of every student. The school places high expectations on academic growth, achievement and student behavior.</p> <p>At CESC, we have high expectations for all students to learn and achieve personal growth and success. Engagement with the community and promotion of diversity are valued at CESC. Our staff provide excellent learning environments that are safe, engaging and stimulating, and which promote individual wellbeing as an essential ingredient for achieving educational success. CESC is committed to the safety and wellbeing of all students and young people. Our school's child safety standards take into account the diversity of all children, including the needs of Aboriginal & Torres Strait Islander students, and students from culturally and linguistically diverse backgrounds, including children with disabilities and vulnerable children.</p> <p>The College promotes very clear expectations for learning, attendance, behaviour, uniform and technology use; we expect these to be adhered to always. These high expectations reinforce the importance of everyone contributing in a positive manner when at school and in the community.</p> <p>We endeavour to promote an atmosphere of mutual respect, understanding and co-operation which is underpinned by our new College values:</p> <ul style="list-style-type: none">•Respect•Personal Growth and Achievement•Responsibility <p>Cranbourne East Secondary College is committed to the safety and wellbeing of all children and young people. This will be the primary focus of our care and decision-making. Cranbourne East Secondary College has zero tolerance for child abuse.</p> <p>Cranbourne East Secondary College is committed to providing a child-safe environment where children and young people are safe and feel safe, and their voices are heard about decisions that affect their lives. Particular attention will be paid to the cultural safety of Aboriginal children and children from culturally and/or linguistically diverse backgrounds, LGBTI children, as well as the safety of children with a disability.</p> <p>Every person involved in Cranbourne East Secondary College has a responsibility to understand the important and specific role he/she plays individually and collectively to ensure that the wellbeing and safety of all children and young people is at the forefront of all they do and every decision they make.</p> |
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| | <p>Our dedicated staff work with students and their families to develop pathways and goals relevant to each student’s interests, skills, and aspirations. Our staff are committed, highly skilled teachers who encourage students to build positive and individual identities, helping them to develop the confidence and self-esteem that leads to individual learning success. Our staff support students to become self-assured young adults ready to pursue their interests, hopes and dreams.</p> <p>The school’s flexible learning spaces, manicured gardens and outdoor educational grounds are complemented by a canteen, outdoor covered area and outdoor furniture. We also have state-of-the-art synthetic turf surfaces for students to play a range of sports and spend recreational time during breaks. We offer many extra-curricular activities that students can participate in, including the Student Leadership program, Breakfast Club, School Production, School Band, Sport Teams, Diversity Club, Culture Club and e-sports Club.</p> |
| <p>School values</p> | <p>At Cranbourne East Secondary College, we share a common moral purpose: “Giving every student every opportunity to exceed their potential by providing a high quality pathway to success.” We have high expectations for all students to learn and achieve personal growth and success. Engagement with the community and promotion of diversity are valued at CESC. Our staff provide excellent learning environments that are safe, engaging and stimulating, and which promote individual wellbeing as an essential ingredient for achieving educational success. Cranbourne East Secondary College is committed to the safety and wellbeing of all children and young people. This is the primary focus of our care and decision-making. Cranbourne East Secondary College has zero tolerance for child abuse. Cranbourne East Secondary College pride is committed to providing a child safe environment where children and young people feel safe, and their voices are heard about decisions that affect their lives. With particular attention being given to the cultural safety of Aboriginal children and children from culturally and/or linguistically diverse backgrounds, as well as the safety of children with a disability.</p> <p>Every person involved in Cranbourne East Secondary College has a responsibility to understand the important and specific role he/she plays individually and collectively to ensure that the wellbeing and safety of all children and young people is at the forefront of all they do and every decision they make.</p> <p>Cranbourne East Secondary College supports and promotes the principles and practice of Australian democracy, including a commitment to:</p> <ol style="list-style-type: none"> 1. elected government; and 2. the rule of law; and 3. equal rights for all before the law; and 4. freedom of religion; and 5. freedom of speech and association; and 6. the values of openness and tolerance. |

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| Context challenges | <p>Cranbourne East Secondary College is in a growth corridor with increasing enrolments. In 2020, the school will increase from 1320 to 1540 students. This is a challenge for the school as it is difficult to recruit teachers. The large number of new staff results in induction into the Cranbourne East Instructional Model, policies, processes and procedures. The focus moving forward is for consistency across all classrooms. As there have been many new staff starting since developing our Instructional Model, we will focus on co developing a reimaged model, clarify and embed all our policies, processes and procedures, embed student voice and agency and improve our wellbeing model. The City of Casey also has a high level of domestic violence which puts pressure on our Wellbeing Team. We have employed an Inclusion Leader to ensure that our Out of Home Care and Koorie students can develop a strong relationship with them.</p> |
| Intent, rationale and focus | <p>The Intent of our School Strategic Plan is to improve student learning outcomes over the 4 year period and further develop teacher practice. Our aim is to get the best for and from our students through the consistent implementation of our Instructional model and our processes, policies and procedures.</p> |


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| Goal 1 | Improve student learning, growth and achievement |
| Target 1.1 | <ul style="list-style-type: none">• By 2023 increase the percentage of students meeting and above benchmark growth from Year 7 to 9 in Numeracy from 82% (2019) to 90% (2023) |
| Target 1.2 | <ul style="list-style-type: none">• By 2023 increase the percentage of students meeting and above benchamrk growth from Year 7 to 9 in Reading from 77% (2019) to 90% (2023) |
| Target 1.3 | <ul style="list-style-type: none">• By 2023 increase the percentage of students achieving in the top 2 bands in Writing in Year 9 from 6.6% (2018) to 15% (2023) |
| Target 1.4 | <ul style="list-style-type: none">• By 2023 increase the percentage of students achieving in the top 2 bands in Numeracy in Year 9 from 15.2% (2018) to 20% (2023) |

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| Target 1.5 | <ul style="list-style-type: none"> • By 2023 increase the percentage positive endorsement score for the AToSS factor effective teaching time from 63% (2018) to 75% (2023) |
| Target 1.6 | <ul style="list-style-type: none"> • By 2023 increase the Reading Year 9 mean scale score in Naplan from 579 (2018) to 590 (2023) |
| Target 1.7 | <ul style="list-style-type: none"> • By 2023 increase the percentage positive endorsement score for the Staff Survey for Academic emphasis from 45% (2019) to 60% (2023) |
| Target 1.8 | <ul style="list-style-type: none"> • By 2023 VCE median study score will consistently be 30 |
| Target 1.9 | |

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| | <ul style="list-style-type: none"> • By 2023 VCE median value add will consistently be ?? |
| Target 1.10 | <ul style="list-style-type: none"> • By 2023 VCAL/VET unit completions to remain above the state average |
| Key Improvement Strategy 1.a Building practice excellence | Build the instructional capabilities of every teacher |
| Key Improvement Strategy 1.b Curriculum planning and assessment | Develop and embed the inquiry cycle in learning areas |
| Key Improvement Strategy 1.c Building practice excellence | Develop student learning behaviours |
| Goal 2 | Improve student engagement |
| Target 2.1 | <ul style="list-style-type: none"> • By 2023 increase the percentage positive endorsement score for the AtoSS factor Student voice and agency from 44% (2018) to 70% (2023) • By 2023 increase the percentage positive endorsement score for the AtoSS factor Sense of connectedness from 47% (2018) to 70% (2023) • By 2023 increase the percentage positive endorsement score for the AtoSS factor Stimulated learning from 53% (2018) to 70% (2023) |

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| Target 2.2 | <ul style="list-style-type: none"> By 2023 increase the percentage positive endorsement score for the School Staff Survey (SSS) factor Collective efficacy from 64% (2018) to 70% (2023) |
| Key Improvement Strategy 2.a Empowering students and building school pride | Build student connectedness to school |
| Key Improvement Strategy 2.b Empowering students and building school pride | Build and embed a culture of student agency in their learning |
| Key Improvement Strategy 2.c Building practice excellence | Build consistency in the implementation of school policies, processes and procedures |
| Key Improvement Strategy 2.d Evidence-based high-impact teaching strategies | Action Plan to accelerate improvement |
| Goal 3 | Improve student wellbeing |
| Target 3.1 |  <ul style="list-style-type: none"> By 2023 increase the percentage positive endorsement score for the AToSS factor Trust in students and parents from 59% (2018) to 70% (2023) By 2023 increase the percentage positive endorsement score for the AtoSS factor Teacher concern from 36% (2018) to 70% (2023) By 2023 increase the percentage positive endorsement score for the AtoSS factor Resilience from 59% (2018) to 70% (2023) By 2023 increase the percentage positive endorsement score for the AtoSS factor Classroom behaviour from 55% (2018) to 70% (2023) |

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| Key Improvement Strategy 3.a Setting expectations and promoting inclusion | Develop a school-wide positive behaviour approach |
| Key Improvement Strategy 3.b Health and wellbeing | Improve wellbeing practices across the school |