

# Annual Implementation Plan - 2018

## FISO Improvement Initiatives and Key Improvement Strategies

Cranbourne Secondary College (7747)



Submitted for review by John Jovic (School Principal) on 07 December, 2017 at 12:39 PM

Endorsed by Anne Martin (Senior Education Improvement Leader) on 08 December, 2017 at 10:40 AM

Endorsed by Elvira Ritzert (School Council President) on 11 December, 2017 at 12:27 PM

# Annual Implementation Plan - 2018

## FISO Improvement Initiatives and Key Improvement Strategies

Cranbourne Secondary College (7747)

Four Year Strategic Goals	Four Year Strategic Targets	Is this selected for focus this year?	12 month target	FISO initiative
<p>To improve the literacy &amp; numeracy standards of students across the school, with an emphasis in Years 7-10</p>	<ul style="list-style-type: none"> <li>• Improve NAPLAN growth to a 25:50:25 distribution with an increase in high &amp; medium growth and reduction in low growth numbers</li> <li>• Increase students' PAT Test Stanine Ranking in Literacy and Numeracy by an average of one stanine, over a four year period. This is measured by comparing their score at the beginning of Year 7 to their score at the end of Year 10.</li> <li>• To achieve VCE adjusted study scores in English that are above expected levels.</li> </ul>	<p>Yes</p>	<p>Outline what you want achieve in the next 12 months against your Strategic Plan target.</p> <p>NAPLAN GROWTH Distribution in reading of 30.50.20. Distribution in numeracy 35.50.15 CATs Learning growth represented by CAT results in both Year 7 &amp; 8</p> <p>AIP Target for CAT Growth CAT results will increase by an average of one "level of complexity" over a 12 month period.</p> <p>Rationale: Most subjects work within 2 year bands, so if students are achieving Exit 1 at the start of Year 7, they should achieve Exit 2 by the end of Year 7, then</p>	<p>Building practice excellence</p>

			<p>Exit 3 by the end of Year 8. This would indicate one year's growth for one year's teaching.</p> <p>This is measurable by assigning the following scoring system:</p> <ul style="list-style-type: none"> <li>• Emerging = 1</li> <li>• Working Towards = 2</li> <li>• Exit 1 (1st level of complexity) = 3</li> <li>• Exit 2 (2nd level of complexity) = 4</li> <li>• Exit 3 (3rd level of complexity) = 5</li> </ul> <p>The measures above will determine an "average" score to determine the level of growth that is being achieved.</p>	
To improve the wellbeing of students at Years 7-10	<ul style="list-style-type: none"> <li>• Improve attendance rates by 20% in all year levels against 2016 data over the life of the SSP</li> <li>• Using the Student Attitude to School Data, maintain student safety, student distress &amp; student morale in the 4th quartile</li> <li>• Using Attitude to School data, improve student behaviour into the 3rd quartile</li> </ul>	Yes	<p>ATTENDANCE % TARGETS PER YEAR LEVEL</p> <p>Yr 7 92% Yr 8 90% Yr 9 90% Yr 10 90% Yr 11 92% Yr 12 97%</p>	Health and wellbeing

	<ul style="list-style-type: none"> <li>• Match school retention rates with state levels for Years 7 into 10 &amp; 10 into 11</li> <li>• Achieve a retention rate within 3% of state levels for Years 11 into 12</li> </ul>			
To create a culture of shared & distributed leadership where staff are empowered to seek leadership development in the context of a collective responsibility for improving student outcomes	<p><b>Staff Opinion Survey</b></p> <p>To increase the following areas of the staff opinion survey by 20% over the life of the SSP:</p> <ul style="list-style-type: none"> <li>▪ Collective Efficacy (25.4%)</li> <li>▪ Teacher collaboration (27.6%)</li> <li>▪ Shielding/Buffering (15.5%)</li> </ul> <p>To achieve yearly improvements in the following leadership characteristics: Leading change, visibility &amp; instructional leadership</p>	No		
To create a learning environment where student voice allows them to take ownership and responsibility for their own learning	<ul style="list-style-type: none"> <li>• Maintain learning confidence, student learning, student motivation &amp; teacher effectiveness within the 4th quartile of the Student Attitudes to School survey</li> <li>•</li> <li>• To reduce by 20% student exit destination data for the categories of part time employment, unemployment or destination unknown in: <ol style="list-style-type: none"> <li>1. Year 9 (8.1 % average in 2015/16)</li> </ol> </li> </ul>	No		

	2. Year 10 (13.9 % average in 2015/16) 3. Year 11 (30% average in 2015/16)			
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<b>Improvement Initiatives Rationale</b>
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Our College has appointed a teaching & learning consultant since 2016 and intends to maintain building practice excellence & curriculum planning & assessment as its main focus. Significant progress was made in 2017 to improve leadership and so a decision to focus greater attention on improving student attendance was made for 2018.

Literacy continues to be a focus since NAPLAN data has confirmed that there are still high levels of students in the low growth category (36%) and a worrying small number in the high growth band (17%). While our focus has been on a long term strategy to improve literacy through innovative teaching practices at one year level at a time, it is recognised that a targetted approach should result in immediate improvements in NAPLAN data concurrently with our long term strategy.

<b>Goal 1</b>	To improve the literacy & numeracy standards of students across the school, with an emphasis in Years 7-10
<b>12 month target 1.1</b>	<p>NAPLAN GROWTH          Distribution in reading of 30.50.20.          Distribution in numeracy 35.50.15          CATs          Learning growth represented by CAT results in both Year 7 &amp; 8</p> <p>AIP Target for CAT Growth          CAT results will increase by an average of one “level of complexity” over a 12 month period.</p> <p>Rationale:          Most subjects work within 2 year bands, so if students are achieving Exit 1 at the start of Year 7, they should achieve Exit 2 by the end of Year 7, then Exit 3 by the end of Year 8. This would indicate one year’s growth for one year’s teaching.</p> <p>This is measurable by assigning the following scoring system:</p> <ul style="list-style-type: none"> <li>• Emerging = 1</li> <li>• Working Towards = 2</li> <li>• Exit 1 (1st level of complexity) = 3</li> <li>• Exit 2 (2nd level of complexity) = 4</li> <li>• Exit 3 (3rd level of complexity) = 5</li> </ul>

	The measures above will determine an "average" score to determine the level of growth that is being achieved.
<b>FISO Initiative</b>	Building practice excellence
<b>Key Improvement Strategies</b>	
KIS 1	<ul style="list-style-type: none"> <li>• Adopt a collaborative and evidence based approach to planning for high quality and differentiated teaching &amp; learning</li> <li>• Implement an effective whole school intervention program that targets both literacy &amp; numeracy</li> </ul>

<b>Goal 2</b>	To improve the wellbeing of students at Years 7-10
<b>12 month target 2.1</b>	<p>ATTENDANCE % TARGETS PER YEAR LEVEL</p> <p>Yr 7 92%</p> <p>Yr 8 90%</p> <p>Yr 9 90%</p> <p>Yr 10 90%</p> <p>Yr 11 92%</p> <p>Yr 12 97%</p>
<b>FISO Initiative</b>	Health and wellbeing
<b>Key Improvement Strategies</b>	
KIS 1	<ul style="list-style-type: none"> <li>• To develop a whole school approach to improving student attendance</li> </ul>