

Endorsement	Re-Endorsement (if a Goal, KIS or Target is changed)	Re-endorsement (if a Goal, KIS or Target is changed)
Principal:[name] [date][name] [date]
School council: [name] [date][name] [date][name] [date]
Delegate of the Secretary:[name] [date][name] [date]

School vision	School values	Context and challenges	Intent, rationale and focus
<p>At Cranbourne Secondary College, our vision is to provide a learning environment where students are connected, engaged and are able to maximise their learning potential.</p> <p>We promote a culture of high expectation so that staff can teach to the highest of standards and students can achieve the best learning outcomes.</p> <p>Skilled teachers are equipped to deliver a personalised learning program where all students are able to thrive and pursue career pathways. Students will become active citizens and lifelong learners who make a positive contribution to their community.</p> <p>A strong pastoral emphasis helps to support students & promote the development of happy, healthy & resilient individuals.</p>	<p>School has five core values that define our learning community and support the realisation of the school vision:</p> <ul style="list-style-type: none"> • Pride: Students should take personal pride in their school, personal appearance & achievements of themselves, others & the community. • Respect: Students should treat others with respect & fairness regardless of any difference of gender, religion & race. • Integrity: Students should develop positive relationships with others and behave with honesty at all times. • Commitment: Students should try their best at all times and in all school activities. • Enthusiasm: Students should be positive towards their education and other school members. 	<p>Cranbourne Secondary College was established in the mid-1970s to serve the growing town of Cranbourne. It celebrated its 40th birthday in 2016, and has a population of 1263 students which is projected to increase by 15% over the life of the next Strategic Plan. The changing demographics of the area is reflected in the increased number of students for whom English is an additional language.</p> <p>The physical environment has undergone significant change in the school's history with 2 stages of a 3 stage building master plan already completed. Stage 3 is about to commence in 2017 and will deliver a new Science, Technology & Visual Arts facility with strong pedagogical links to support an ambitious program to build teacher capacity and improve student learning growth.</p> <p>Students are generally happy at the school. This is reflected in the student attitudes to school survey which shows that wellbeing and engagement is very strong and well above state standards in all areas except classroom behaviour. A strong extra-curricular program, Pastoral Care at years 7-9 & a well resourced student well-being service are recognised as significant in contributing to student well-being.</p> <p>The College faces some challenges. School Climate and Leadership figures in the Staff Survey are low and reflect lack of confidence and low morale. The 50% achievement benchmark at Year 10 & 11 has negatively impacted on retention and the cost restrictions on subjects in Years 10 and 11 are both barriers to providing access to a balanced curriculum. The Senior Program is strong providing a broad offering in VCE, VCAL & VET. The balance has changed in recent years with more students accessing VCAL & VET with declining student numbers in the VCE program. The pathways program has been reviewed with several clear recommendations that increase the resourcing of the area and develops a broader focus between years 7-12.. The sub-school structure of 7-9(Junior) and 10-12(Senior) is in need of review in the context of a new Victorian curriculum and a need to advance from what is largely a content driven curriculum. These issues need to be addressed within the life of this Strategic Plan period.</p> <p>Student achievement data is disappointing. While a large number of students arrive in Year 7 well below expected levels in both literacy & numeracy, we have not been able to achieve acceptable growth levels between Year 7-9. Writing in particular appears to be the main concern. In 2016 the College appointed a learning partner to implement a school wide approach to teaching & learning that is designed to maximise learning growth and reinforce the high expectations we have of both staff and students.</p>	<p>The school intends to:</p> <ul style="list-style-type: none"> • Build leadership cohesion – this includes all levels of leadership • Provide a guaranteed viable curriculum across Year 7 to 10 • Improve student engagement & performance in the Senior School by setting high expectations for both students and teachers • Build capacity of teachers to deliver coherent and engaging learning programs which meet the need of all students with a focus on literacy and numeracy. • Build data literacy skills at all levels of school to use a range of data to inform teaching & learning • Review the organisational structure of the College in order to improve consultation & decision making • Ensure Professional Learning Teams (PLTs) have support of time, scheduling, leadership with the goal of building teacher excellence. • Continue to build upon the strong ICT program that already exists within the College • Align Professional Learning and Performance and Development to meet school goals <p>The school should consider:</p> <ul style="list-style-type: none"> • Exploring ways students can be involved in monitoring their own learning • Extending the Pastoral Care Program into Year 10 • The continued promotion of attendance and monitoring absence especially in Year 9 and 10 • Review the curriculum offerings in Years 7 to 10 and to ensure effective implementation & documentation of the Victorian curriculum <p>Additional things to focus on:</p> <ul style="list-style-type: none"> • Alter the two sub-school structure • Provide opportunities for middle level leaders to develop their leadership capability • Increase the commitment of staff and students to NAPLAN performance.



Four-year goals (for improving student achievement, engagement and wellbeing)	Improvement Priorities, Initiatives and/or Dimensions	Key improvement strategies	Targets (for improving student achievement, engagement and wellbeing)
<p>To improve the literacy & numeracy standards of students across the school, with an emphasis in Years 7-10</p>	<ul style="list-style-type: none"> • Excellence in learning & teaching • Curriculum planning & assessment • Building practice excellence 	<ul style="list-style-type: none"> • Adopt a collaborative and evidence based approach to planning for high quality and differentiated teaching & learning (PLTs) • Provide an effective learning program at Years 7-10 that effectively embeds the Victorian curriculum • Implement an effective whole school intervention program that targets both literacy & numeracy 	<ul style="list-style-type: none"> • Improve NAPLAN growth to a 25:50:25 distribution with an increase in high & medium growth and reduction in low growth numbers • 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. • To achieve VCE adjusted study scores in English that are above expected levels.
<p>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>	<p>Professional Leadership</p>	<ul style="list-style-type: none"> • Developing a strong distributive leadership model through: <ol style="list-style-type: none"> 1. Expanding the leadership base through the school, and 2. Developing the skills of all leaders to lead learning across the curriculum • Develop & implement an effective and targeted professional learning program that improves leadership & teaching capacity • Developing a decision making model within the school that promotes better consultation and inclusion of all staff 	<p>Staff Opinion Survey</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"> ▪ Collective Efficacy (25.4%) ▪ Teacher collaboration (27.6%) ▪ Shielding/Buffering (15.5%) <p>To achieve yearly improvements in the following leadership characteristics: Leading change, visibility & instructional leadership</p>
<p>To create a learning environment where student voice allows them to take ownership and responsibility for their own learning</p>	<ul style="list-style-type: none"> • Positive climate for learning • Empowering students & building school pride 	<ul style="list-style-type: none"> • Implementing a cohesive whole school approach to student leadership between Years 7-12 • Implement a targeted professional learning program that improves teachers capacity to build relationships with students that are respectful and supportive, and to foster an environment where students have greater autonomy and influence over their learning • Provide a professional learning program to develop teachers ability to give effective and regular feedback that leads to improved student learning & engagement 	<ul style="list-style-type: none"> • Maintain learning confidence, student learning, student motivation & teacher effectiveness within the 4th quartile of the Student Attitudes to School survey • 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"> 1. Year 9 (8.1 % average in 2015/16) 2. Year 10 (13.9 % average in 2015/16) 3. Year 11 (30% average in 2015/16)
<p>To improve the wellbeing of students at Years 7-10</p>	<p>Health & wellbeing</p>	<ul style="list-style-type: none"> • To develop a whole school approach to improving student attendance • Implementing a Year 7-10 Pastoral Care Program that promotes the positive well-being of all students • Provide a professional learning program that improves the ability of teachers to manage difficult students 	<ul style="list-style-type: none"> • Improve attendance rates by 20% in all year levels against 2016 data over the life of the SSP • Using the Student Attitude to School Data, maintain student safety, student distress & student morale in the 4th quartile • Using Attitude to School data, improve student behaviour into the 3rd quartile • Match school retention rates with state levels for Years 7 into 10 & 10 into 11 • Achieve a retention rate within 3% of state levels for Years 11 into 12



