

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

School vision	School values	Context and challenges	Intent, rationale and focus
Giving every student every opportunity to exceed their potential by providing a high quality pathway to success	Respect – Responsibility – Growth – Achievement	<p>Cranbourne East Secondary College, in the Hunt Club Estate East Cranbourne, began operating in 2011 with a Year 7 intake of 150 students. The school is located in a high growth area with a number of affordable housing estates being developed. Enrolments are predicted to reach 1320 by 2019. The college was established through a private/public partnership. The Student Family Occupation index of 0.54 places the college close to the state mean in relation to the socio-economic profile. Students are drawn from 15 feeder primary schools with most coming from the adjacent Cranbourne East Primary School.</p> <p>The school is in its second year of a restructure with teams now working in year levels as opposed to house levels. It is also in the early stages of implementing Professional Learning Teams, use of data to inform teaching and learning, a rigorous curriculum and an instructional framework.</p> <p>The Hunt Club continues to grow and with that 3 new Primary Schools have opened. A strong transition program will support engagement with them and the wider community.</p>	<p>The focus for 2016 was creating a safe, orderly environment and having and promoting high expectations for all. Over the next 3 years, the focus will be on what matters most, improving the learning and growth for students through high impact strategies: collaboration, an instructional framework and high quality, engaging curriculum and professional learning.</p> <p>The next phase of our school improvement strategy will be achieved if:</p> <ul style="list-style-type: none"> We build teacher capacity in pedagogy and deep content knowledge to improve student learning. We ensure consistency in every classroom based on high impact strategies and the Instructional Framework We provide engaging and high quality pathways for all students. We develop curriculum documentation that meets the needs of our students and engages them in learning that is both engaging and challenging. We improve student attendance by focusing on strengthening relationships and enhancing connectedness. We improve community links and transition programs.



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)
<ul style="list-style-type: none"> To improve every student's achievement by at least 12 months growth and ensure that they are engaged in a meaningful pathway as they progress through the school 	<p>Excellence in Teaching and Learning:</p> <ul style="list-style-type: none"> -Building Practice Excellence - Curriculum Planning and Assessment <p>Professional Leadership:</p> <ul style="list-style-type: none"> - Building Leadership Team 	<ul style="list-style-type: none"> Investment in Leadership- create more leadership positions, time allowances for Learning Areas, coaching High quality teaching and learning programs that meet individual student needs implemented across the College Consistent curriculum documentation using the CESC documentation Consistent implementation of the CESC instructional model Build a culture of collaboration VCE Improvement Strategy VCAL improvement strategy Careers Action Plan Use data to monitor growth of all students Pathways planning 	<p>Growth as measured through</p> <ul style="list-style-type: none"> Naplan relative growth data Standardised tests, eg. PAT, ODT Achievable outcomes in the Victorian Curriculum, Teacher Judgements Tests as per the school assessment schedule, eg. CATs, pre-and post tests <p>Show at least one year's growth over a school year.</p> <p>Increased number of students achieving A's and B's in English, Maths and Science based on 2016 data.</p> <p>Growth at Senior School as measured through</p> <ul style="list-style-type: none"> VCE study score median of 30 VCAL 100% completion Improved exit destination data for Year 12 students.
<ul style="list-style-type: none"> To provide high levels of student engagement in their learning 		<ul style="list-style-type: none"> All teams are using student assessment data to inform planning and teaching and learning Students are conferencing with teachers about their learning and setting goals All Learning Areas to be meeting in Professional Learning Team's PD schedule is established to ensure that professional learning is aligned to the goals of the SSP and AIP Meeting schedule is aligned with the goals of the SSP and AIP Improvement in effective team survey PLT minutes show that moderation, use of data, planning and collaboration are the focus 	<p>Students Attitude to School data is in the top quartile by the end 2019</p>
<ul style="list-style-type: none"> To improve student wellbeing and inclusion 	<p>Positive Climate for Learning:</p> <ul style="list-style-type: none"> Setting expectations and promoting inclusion; Empowering students and building school pride 	<ul style="list-style-type: none"> Orderly Environment – Documented and embedded classroom lesson procedures Consistent policies and procedures for attendance, behaviour, uniform Embed expectations through key policies and procedures- attendance, behaviour, uniform Promote school values through everyday practice – student Voice, celebrating achievement, policies and procedures Develop pathways to promote inclusion. 	<ul style="list-style-type: none"> Student Attitude to School data continues to reflect current trend. Students Attitude to School data is in the top quartile by the end 2019 Student approved attendance rates of 95%. Student attendance rate over 80%
<ul style="list-style-type: none"> To provide high levels of student connectedness with each other, their teachers, the school and the community. 	<p>Positive Climate for Learning:</p> <ul style="list-style-type: none"> Empowering students and building school pride <p>Community Engagement in Learning:</p> <ul style="list-style-type: none"> Building Communities 	<ul style="list-style-type: none"> Establish transition programs with feeder primary schools Celebrate Student Success- assemblies, positive postcards Student Voice & Leadership program Develop opportunities for students to positively contribute to local community. 	<ul style="list-style-type: none"> 80% completion rate of Parent Attitude to School Survey Transition strategic plan with CESC students supporting programs at feeder primary schools Student leadership program developed and embedded Students positively contributing to community eg VCAL SBAT students, Year 9 and 10 Community programs,

