School Strategic Plan 2023-2027

Cranbourne East Secondary College (8898)

School Strategic Plan - 2023-2027

Cranbourne East Secondary College (8898)

School vision	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."
	At Cranbourne East Secondary College, 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.
School values	At Cranbourne East Secondary College 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 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.
	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, promoting an atmosphere of mutual respect, understanding and co-operation when at school and in the community and are underpinned by our college values of: - Respect - Growth - Achievement - Responsibility

	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.
Context challenges	Cranbourne East Secondary College is in a growth corridor with increasing enrolments. In 2023, the school will increase from 1965 to 2135 students. This is a challenge for the school as it is difficult to recruit teachers and our site is struggling to accommodate such large numbers. 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 continue to support new and existing staff to align their practice with that of our policies, procedures and processes. Leadership development will continue to be prioritised as new staff take on new and existing roles. Development of middle leaders will be key to ensuring effective distributed leadership across a large school population. Positive education and trauma informed practices alongside existing restorative practices will provide the lens required for ongoing improvement in student engagement, behaviour and wellbeing.
Intent, rationale and focus	Across the next 4 years we aim to improve learning, engagement and wellbeing outcomes (for all students) and be more inclusive of all learners. We will do this through. - Further embedding high quality instructional practices utilising our instructional model as the guide. - Ensuring that expected behaviours that support learning are explicitly taught, revisited and implemented consistently - Embedding a positive education framework that is evident in all aspects of school life. - Enhancing student voice and agency to ensure actions results from their leadership.

School Strategic Plan - 2023-2027

Cranbourne East Secondary College (8898)

Goal 1	Maximise learning outcomes for all students.
Target 1.1	Increase the proportion of students in the 'strong and exceeding' proficiency level in Year 9 Reading from 48%. Increase the proportion of students in the 'strong and exceeding' proficiency level in Year 9 Writing from 57%. Increase the proportion of students in the 'strong and exceeding' proficiency level in Year 9 Numeracy from 54%.
Target 1.2	By 2027, maintain the VCE study score median above 30.
Target 1.3	By 2027 increase the percentage of positive endorsement in the SSS in: • Academic emphasis from 33% (2023) to 41% • Collective responsibility from 64% (2023) to 72% • Instructional leadership from 50% (2023) to 54% • Collective focus on student learning from 64% (2023) to 72%
Target 1.4	By 2027 increase the percentage of positive endorsement in the student AtoSS (Years 7–12) in: • Learning confidence from 60% (2023) to 64% • Motivation and interest from 58% (2023) to 62%

- Stimulated learning from 48% (2023) to 52% - Effective teaching time from 58% (2023) to 62%	
Key Improvement Strategy 1.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Refine whole school pedagogical and assessment practices to ensure point of need learning for all students, with a strong focus on literacy and numeracy improvement.
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	
Key Improvement Strategy 1.b Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Build the capability of leaders to monitor, evaluate and strengthen accountability across the school.
Key Improvement Strategy 1.b 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	
Key Improvement Strategy 1.c	Enhance staff collaboration and consistency across the school.

Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	
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	
Key Improvement Strategy 1.c Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	
Key Improvement Strategy 1.d Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Develop and embed a whole school strategy to enhance student agency in learning and wellbeing.
Key Improvement Strategy 1.d Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	
Key Improvement Strategy 1.d 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	
Goal 2	Improve the engagement and wellbeing of all students.
Target 2.1	By 2027 increase the percentage of positive endorsement in the student AtoSS (Years 7–12) in: • School connectedness from 44% (2023) to 48% • Respect for diversity from 35% (2023) to 39% • Advocate at school from 59% (2023) to 63% • Effective classroom behaviour from 52% (2023) to 56% • Managing bullying from 38% (2023) to 42%
Target 2.2	By 2027 decrease the percentage of students with 20 or more days absence from 50% (2022) to 42%.
Target 2.3	By 2027 increase the percentage of positive endorsement in the SSS in: • Believe that student engagement is key to learning from 78% (2023) to 83% • Support growth and learning of the whole student from 58% (2023) to 64% • Collective efficacy from 45% (2023) to 53%
Key Improvement Strategy 2.a Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Enhance multi–tiered structures and supports to strengthen inclusive learning and wellbeing practices.

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	
Key Improvement Strategy 2.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	
Key Improvement Strategy 2.b Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Develop and embed a whole school positive education and engagement framework.
Key Improvement Strategy 2.b Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	
Key Improvement Strategy 2.b 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	
Key Improvement Strategy 2.c The strategic direction and deployment of resources to create and reflect shared	Enhance staff capacity to meet the social, emotional and wellbeing needs of all students.

goals and values; high expectations; and a positive, safe and orderly learning environment	
Key Improvement Strategy 2.c Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	