

Annual Implementation Plan - 2024

Select annual goals and KIS

Cranbourne East Secondary College (8898)



Submitted for review by Russell Lee (School Principal) on 04 March, 2024 at 03:54 PM

Endorsed by Deborah Harry (Senior Education Improvement Leader) on 08 March, 2024 at 02:33 PM

Awaiting endorsement by School Council President

Select annual goals and KIS

Four-year strategic goals	Is this selected for focus this year?	Four-year strategic targets	12-month target
<p>Priorities goal In 2024 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the priorities goal, a learning key improvement strategy and a wellbeing key improvement strategy.</p>	No	Support for the priorities	The 12-month target is an incremental step towards meeting the 4-year target, using the same data set.
<p>Maximise learning outcomes for all students.</p>	Yes	<p>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%.</p>	<p>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%.</p>
		<p>By 2027, maintain the VCE study score median above 30.</p>	<p>In 2024, maintain the VCE study score median above 30.</p>
		<p>By 2027 increase the percentage of positive endorsement in the SSS in:</p> <ul style="list-style-type: none"> • 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% 	<p>Academic emphasis from 33% (2023) to 35%. Collective responsibility from 64% (2023) to 66%. Instructional leadership from 50% (2023) to 51%. Collective focus on student learning from 64% (2023) to 66%.</p>

		<p>By 2027 increase the percentage of positive endorsement in the student AtoSS (Years 7–12) in:</p> <ul style="list-style-type: none"> • 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% 	<p>Learning confidence from 60% (2023) to 61% Motivation and interest from 58% (2023) to 59% Stimulated learning from 48% (2023) to 49% Effective teaching time from 58% (2023) to 59%</p>
Improve the engagement and wellbeing of all students.	Yes	<p>By 2027 increase the percentage of positive endorsement in the student AtoSS (Years 7–12) in:</p> <ul style="list-style-type: none"> • 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% 	<p>School connectedness from 44% (2023) to 45% Respect for diversity from 35% (2023) to 36% Advocate at school from 59% (2023) to 60% Effective classroom behaviour from 52% (2023) to 53% Managing bullying from 38% (2023) to 39%</p>
		<p>By 2027 decrease the percentage of students with 20 or more days absence from 50% (2022) to 42%.</p>	<p>In 2024, decrease the percentage of students with 20 or more days absence from 50% (2022) to 48%.</p>
		<p>By 2027 increase the percentage of positive endorsement in the SSS in:</p> <ul style="list-style-type: none"> • 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% 	<p>In 2024, increase the percentage of positive endorsement in the SSS in: Believe that student engagement is key to learning from 78% (2023) to 80% Support growth and learning of the whole student from 58% (2023) to 60% Collective efficacy from 45% (2023) to 46%</p>

Goal 2	Maximise learning outcomes for all students.
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12-month target 2.1-month target	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%.	
12-month target 2.2-month target	In 2024, maintain the VCE study score median above 30.	
12-month target 2.3-month target	Academic emphasis from 33% (2023) to 35%. Collective responsibility from 64% (2023) to 66%. Instructional leadership from 50% (2023) to 51%. Collective focus on student learning from 64% (2023) to 66%.	
12-month target 2.4-month target	Learning confidence from 60% (2023) to 61% Motivation and interest from 58% (2023) to 59% Stimulated learning from 48% (2023) to 49% Effective teaching time from 58% (2023) to 59%	
Key Improvement Strategies	Is this KIS selected for focus this year?	
KIS 2.a Teaching and learning	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.	Yes
KIS 2.b Assessment	Build the capability of leaders to monitor, evaluate and strengthen accountability across the school.	Yes
KIS 2.c Assessment	Enhance staff collaboration and consistency across the school.	No
KIS 2.d Teaching and learning	Develop and embed a whole school strategy to enhance student agency in learning and wellbeing.	No

<p>Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.</p>	<p>Our self-evaluation against the FISO Continua noted that we have significant work to do in the consistent implementation and understanding of student assessment and data literacy. This finding was consistent with feedback in the school review. Work will continue in the space of enhancing student agency in learning and wellbeing, commenced last year. With significant student enrolment growth and staffing changes, particularly in leadership, building capacity of staff, strengthening accountability, and enhancing collaboration and consistency are key drivers to improving student outcomes.</p>	
<p>Goal 3</p>	<p>Improve the engagement and wellbeing of all students.</p>	
<p>12-month target 3.1-month target</p>	<p>School connectedness from 44% (2023) to 45% Respect for diversity from 35% (2023) to 36% Advocate at school from 59% (2023) to 60% Effective classroom behaviour from 52% (2023) to 53% Managing bullying from 38% (2023) to 39%</p>	
<p>12-month target 3.2-month target</p>	<p>In 2024, decrease the percentage of students with 20 or more days absence from 50% (2022) to 48%.</p>	
<p>12-month target 3.3-month target</p>	<p>In 2024, increase the percentage of positive endorsement in the SSS in: Believe that student engagement is key to learning from 78% (2023) to 80% Support growth and learning of the whole student from 58% (2023) to 60% Collective efficacy from 45% (2023) to 46%</p>	
<p>Key Improvement Strategies</p>	<p>Is this KIS selected for focus this year?</p>	
<p>KIS 3.a Support and resources</p>	<p>Enhance multi-tiered structures and supports to strengthen inclusive learning and wellbeing practices.</p>	<p>Yes</p>
<p>KIS 3.b Engagement</p>	<p>Develop and embed a whole school positive education and engagement framework.</p>	<p>Yes</p>
<p>KIS 3.c Leadership</p>	<p>Enhance staff capacity to meet the social, emotional and wellbeing needs of all students.</p>	<p>No</p>

Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.

Selection of this KIS supports the work around the implementation of Disability Inclusion Framework, and the review of our current Positive School-Wide Behaviour processes with a Positive Education lens. Building the capacity of staff to make reasonable adjustments for all students, better understanding differentiation, and investing in trauma-informed practice professional learning is the start of a multi-year journey to achieve set targets.