

2022 Annual Implementation Plan

for improving student outcomes

Cranbourne West Secondary College (7748)



CRANBOURNE WEST
SECONDARY COLLEGE

Submitted for review by Rob Duncan (School Principal) on 07 January, 2022 at 08:30 PM

Endorsed by Anne Martin (Senior Education Improvement Leader) on 25 January, 2022 at 11:31 AM

Endorsed by Alfred Matthews (School Council President) on 27 January, 2022 at 04:33 PM

Self-evaluation Summary - 2022

	FISO 2.0 Dimensions	Self-evaluation Level
Teaching and Learning	Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Evolving
	Use of common and subject-specific high impact teaching and learning strategies as part of a shared and responsive teaching and learning model implemented through positive and supportive student-staff relationships	
Assessment	Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Evolving
	Systematic use of data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms.	

Leadership	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	Embedding
	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	

Engagement	Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Embedding
	Strong relationships and active partnerships between schools and families/carers, communities, and organisations to strengthen students' participation and engagement in school	

Support	Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Embedding
	Effective use of resources and active partnerships with families/carers, specialist providers and community organisations to provide responsive support to students	

Enter your reflective comments	All data sets from 2021 point to a school that has made an excellent start. Our staff, student and parent data is all outstanding. We are substantially above state and network levels in all areas of all surveys. A staffing profile with a good balance between experience and youthful enthusiasm has enabled us to quickly carve out an identity that is unique to Cranbourne West. Expectations are high and the preconditions for a high performing school have been set down.
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<p>Considerations for 2022</p>	<p>A substantial number of SBD funded students are in zone and have enrolled for 2022. This will require an investment in staff professional learning to better manage the unique behavioural needs of this cohort. We have already undertaken the first component of the BSEM to raise staff awareness of the different approaches available to student management.</p> <p>The adjustments to the parent payment policy have required us to find ways to ensure that all students will have access to a device for 2022. We will need to purchase old devices and refurb them for use for our students who cannot participate in the chrome book program.</p> <p>As we grow in numbers we will also need to recruit to more high quality staff. This will present an ongoing challenge for us. The lack of quality applicants is becoming more and more of an issue for schools in this area and with Clyde SC now also competing for new staff new ways of attracting high calibre staff will need to be explored.</p>
<p>Documents that support this plan</p>	

SSP Goals Targets and KIS

Goal 1	<p>2022 Priorities Goal</p> <p>Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.</p>
Target 1.1	<p>Support for the 2022 Priorities</p>
Key Improvement Strategy 1.a Priority 2022 Dimension	<p>Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy</p>
Key Improvement Strategy 1.b Priority 2022 Dimension	<p>Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable</p>

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
<p>2022 Priorities Goal</p> <p>Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.</p>	Yes	Support for the 2022 Priorities	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>As the College still does not have a strategic plan, 4 year targets are not yet relevant. Over this 12 month period the following targets will apply to Cranbourne West Secondary College.</p> <p>All incoming Year 7 students will be PAT tested in both reading and maths at the commencement of term 1. This will form benchmark data. During mid term 4 all students will be PAT tested again and the target will be to shift the stanine average by at least 1.5 across the whole cohort. This will indicate growth in excess of 12 months for the cohort. NAPLAN growth data from 7-9 is not yet relevant to the College.</p> <p>2022 ATOSS data to be maintained at 2021 levels across all measures. This would be indicative of greater than 85% positive endorsement.</p>

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12 Month Target 1.1	As the College still does not have a strategic plan, 4 year targets are not yet relevant. Over this 12 month period the following targets will apply to Cranbourne West Secondary College. All incoming Year 7 students will be PAT tested in both reading and maths at the commencement of term 1. This will form benchmark data. During mid term 4 all students will be PAT tested again and the target will be to shift the stanine average by at least 1.5 across the whole cohort. This will indicate growth in excess of 12 months for the cohort. NAPLAN growth data from 7-9 is not yet relevant to the College. 2022 ATOSS data to be maintained at 2021 levels across all measures. This would be indicative of greater than 85% positive endorsement.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy	Yes
KIS 2 Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable	Yes
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.	Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2022.	

Define Actions, Outcomes and Activities

Goal 1	2022 Priorities Goal Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.
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KIS 1 Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy
Actions	<ol style="list-style-type: none"> 1. Use PLTs for staff to collaboratively plan units of work with a focus on differentiation and meeting the needs of students with additional needs and/or disabilities 2. Plan whole school professional learning in evidence-based approaches to supporting students with additional needs and/or disabilities in the classroom 3. Work with ES and teaching staff to assess learning and map progress against IEP goals
Outcomes	Students will be supported to learn at point of need Teachers will confidently and accurately identify student learning needs of all of their students Teachers will provide students with the opportunity to work at their level using differentiated resources Students in need of targeted academic support or intervention will be identified and supported

Success Indicators	Classroom observations and learning walks demonstrating use of strategies from professional learning Documentation and data from formative assessments Progress against Individual Education Plans Assessment data and student surveys from intervention groups (PAT Reading and Numeracy pre and post)			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Schedule and organise professional learning on strategies to support students with specific learning requirements throughout the year	<input checked="" type="checkbox"/> Disability Inclusion Coordinator	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Acquire resources that support students with disability or additional learning needs (e.g. adjustable furniture portable amplification equipment or communication equipment/software)	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Disability Inclusion Coordinator	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$50,000.00 <input checked="" type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used

				<input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
<p>Establish criteria for identifying students requiring individual and tailored support</p>	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Disability Inclusion Coordinator	<input type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 2</p>	<p>\$0.00</p> <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
<p>Prioritise collaboration time in PLCs/PLTs and share effective strategies Establish processes for regular moderation of assessment</p>	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 4</p>	<p>\$10,000.00</p> <input checked="" type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

KIS 2 Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	Establish/embed a tiered social regulation / engagement model such as Schoolwide Positive Behaviour Support (SWPBS) framework Support students to re-engage through the arts, including music, dance, drama and visual arts Build staff capacity to notice and respond to signs of student distress and emerging mental illness through professional development (BSEM) Target counselling for individual students with acute mental health needs Organise opportunities for at-risk students to participate in a range of Tier 2 interventions and programs as appropriate			
Outcomes	Teachers will incorporate trauma informed practices in classes and in planning units of work Teachers will implement and model consistent routines Students with emerging or acute wellbeing needs remain connected to school and peers and experience learning success			
Success Indicators	Classroom and peer observations Observations of changes to classroom practices Documentation of referrals and communication processes regarding monitoring and escalating wellbeing concerns Student pre and post support surveys Student engagement and assessment data			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Establish lunchtime and after-school clubs that promote healthy habits and positive relationships	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Disability Inclusion Coordinator <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00 <input checked="" type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used

				<input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Employ psychologists, social workers or counsellors	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$50,000.00 <input checked="" type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Hold professional learning for teachers implementing wellbeing programs Implement wellbeing programs to create classroom environments that promotes positive mental health	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$20,000.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

<p>Promote wellbeing and mental health information in appropriate community languages and engage translation services</p>	<p><input checked="" type="checkbox"/> Student Wellbeing Co-ordinator</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$0.00</p> <p><input type="checkbox"/> Equity funding will be used</p> <p><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p> <p><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p>
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Funding Planner

Summary of Budget and Allocated Funding

Summary of Budget	School's total funding (\$)	Funding Allocated in activities (\$)	Still available/shortfall
Equity Funding	\$157,466.84	\$157,000.00	\$466.84
Disability Inclusion Tier 2 Funding	\$174,843.11	\$100,000.00	\$74,843.11
Schools Mental Health Fund and Menu	\$0.00	\$0.00	\$0.00
Total	\$332,309.95	\$257,000.00	\$75,309.95

Activities and Milestones – Total Budget

Activities and Milestones	Budget
Schedule and organise professional learning on strategies to support students with specific learning requirements throughout the year	\$5,000.00
Acquire resources that support students with disability or additional learning needs (e.g. adjustable furniture portable amplification equipment or communication equipment/software)	\$50,000.00
Prioritise collaboration time in PLCs/PLTs and share effective strategies Establish processes for regular moderation of assessment	\$10,000.00
Establish lunchtime and after-school clubs that promote healthy habits and positive relationships	\$2,000.00
Employ psychologists, social workers or counsellors	\$50,000.00

Hold professional learning for teachers implementing wellbeing programs Implement wellbeing programs to create classroom environments that promotes positive mental health	\$20,000.00
Totals	\$137,000.00

Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Acquire resources that support students with disability or additional learning needs (e.g. adjustable furniture portable amplification equipment or communication equipment/software)	from: Term 1 to: Term 4	\$65,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
Prioritise collaboration time in PLCs/PLTs and share effective strategies Establish processes for regular moderation of assessment	from: Term 1 to: Term 4	\$10,000.00	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
Establish lunchtime and after-school clubs that promote healthy habits and positive relationships	from: Term 1 to: Term 4	\$2,000.00	<input checked="" type="checkbox"/> Other board games and activities, equipment
Employ psychologists, social workers or counsellors	from: Term 3 to: Term 4	\$20,000.00	<input checked="" type="checkbox"/> School-based staffing

Totals		\$97,000.00	
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Activities and Milestones - Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Schedule and organise professional learning on strategies to support students with specific learning requirements throughout the year	from: Term 1 to: Term 4	\$5,000.00	<input checked="" type="checkbox"/> Professional learning for school-based staff <ul style="list-style-type: none"> • Education Support
Acquire resources that support students with disability or additional learning needs (e.g. adjustable furniture portable amplification equipment or communication equipment/software)	from: Term 1 to: Term 4		
Employ psychologists, social workers or counsellors	from: Term 3 to: Term 4	\$50,000.00	<input checked="" type="checkbox"/> Equipment, adaptive technology, devices, or materials to support learning <ul style="list-style-type: none"> • Customised or adjustable furniture • Literacy aids • Inclusive recreation equipment and resources
Hold professional learning for teachers implementing wellbeing programs Implement wellbeing programs to create classroom environments that promotes positive mental health	from: Term 1 to: Term 4	\$20,000.00	<input checked="" type="checkbox"/> Professional learning for school-based staff <ul style="list-style-type: none"> • Whole school
Totals			

Activities and Milestones - Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated (\$)	Category
Totals		\$0.00	

Additional Funding Planner – Total Budget

Activities and Milestones	Budget
Employment of additional classroom support (aides etc)	\$160,000.00
Totals	\$160,000.00

Additional Funding Planner – Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Employment of additional classroom support (aides etc)	from: Term 1 to: Term 4	\$60,000.00	<input checked="" type="checkbox"/> School-based staffing
Totals		\$60,000.00	

Additional Funding Planner – Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
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Employment of additional classroom support (aides etc)	from: Term 1 to: Term 4	\$100,000.00	<input checked="" type="checkbox"/> Equipment, adaptive technology, devices, or materials to support learning <ul style="list-style-type: none"> • <input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> • Education Support Staff
Totals		\$100,000.00	

Additional Funding Planner – Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated (\$)	Category
Employment of additional classroom support (aides etc)	from: Term 1 to: Term 4	\$0.00	
Totals		\$0.00	

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Schedule and organise professional learning on strategies to support students with specific learning requirements throughout the year	<input checked="" type="checkbox"/> Disability Inclusion Coordinator	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Prioritise collaboration time in PLCs/PLTs and share effective strategies Establish processes for regular moderation of assessment	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> Numeracy leader <input checked="" type="checkbox"/> MYLYNS Improvement teacher	<input checked="" type="checkbox"/> On-site
Hold professional learning for teachers implementing wellbeing programs Implement wellbeing programs to create classroom environments that promotes positive mental health	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Whole School Pupil Free Day	<input checked="" type="checkbox"/> External consultants BSEM	<input checked="" type="checkbox"/> On-site