

## School Strategic Plan 2023-2027

Cranbourne West Secondary College (7748)



# CRANBOURNE WEST

## SECONDARY COLLEGE

Submitted for review by Rob Duncan (School Principal) on 08 December, 2023 at 12:02 PM  
Endorsed by Anne Martin (Senior Education Improvement Leader) on 13 December, 2023 at 06:39 AM  
Endorsed by Alfred Matthews (School Council President) on 13 December, 2023 at 10:19 AM

## School Strategic Plan 2023-2027

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| <p><b>School vision</b></p>               | <p>Cranbourne West Secondary College fosters a love of learning. We respect inclusion, diversity and indigenous heritage. We aspire for continuous improvement in all our students as they grow into adulthood. We live by our motto, “strength through diversity”, and look forward to our students emerging as resilient, productive and cooperative members of the community.</p> <p><b>Mission</b><br/>Our mission at Cranbourne West Secondary College is to provide a rich, inclusive and diverse learning experience with strong held school values for all students and for all students to be resilient, confident and respectful global citizens with a desire for learning and tolerance and acceptance towards all members of our community.</p> <p><b>Objective</b><br/>Our objective at Cranbourne West Secondary College is for our students and community to ‘ASPIRE’ to outstanding post school destinations, becoming active participants in a global society with a strong sense of self and of others.</p>   |
| <p><b>School values</b></p>               | <p>Cranbourne West Secondary School’s motto is ‘Strength through Diversity’ (Diversis Viribus); our values are intrinsically linked to this motto as we ASPIRE every day:</p> <ul style="list-style-type: none"> <li>• Acceptance</li> <li>• Sincerity</li> <li>• Perseverance</li> <li>• Inclusion</li> <li>• Respect</li> <li>• Excellence</li> </ul> <p>Acceptance- To accept someone is to acknowledge them, to recognize how they are different, and to say that it is okay. Acceptance is good!</p> <p>Sincerity- the quality of being open and truthful</p> <p>Perseverance- is not giving up. It is persistence and tenacity, the effort required to do something and keep doing it till the end, even if it's hard.</p> <p>Inclusion- a group that’s particularly welcoming to all kinds of people. To include someone is to intentionally pursue ways to make them feel welcomed, heard, and valued.</p> <p>Respect- respecting myself, others and the school environment.</p> <p>Excellence- the quality of excelling; possessing good qualities in high degree and continually striving to improve.</p>  |
| <p><b>Context challenges</b></p>          | <p>The key challenge facing the College is rapid enrolment growth. As a new school in one of the fastest growing regions in Australia, we will approach 1200 students in only our fourth year of operation in 2024. This requires the addition of 28 new teaching staff as well as associated education support staff. The vast majority of our teaching staff (more than 70%) are less than three years in a school.</p> <p>Another challenge is the establishment of an inclusive school culture. As a Supported Inclusion School, we experience an above usual enrolment of students with an identified disability.</p> <p>A further challenge is the development and implementation of a broad based, diverse and inclusive senior school program which meets the needs of all students enrolled in our college.</p>   |
| <p><b>Intent, rationale and focus</b></p> | <p>The panel applauded the college on the positive learning outcomes as demonstrated in the data collected since the college opened in 2021. This included NAPLAN and PAT data as well as the high levels of opinion about teaching and learning shown in the student, staff and parent opinion surveys. As the college doubles in size over the next three years, the panel recommended that the college focus on continuing to maximise student learning outcomes by consistently embedding all elements of its TLM into classroom practice; strengthen staff capability to use data and evidence to differentiate student learning and embed student agency into every classroom.</p> <p>The panel agreed that in its first three years of operation, an examination of the data, including attendance and student, staff and parent opinion data, showed it had developed a positive climate for learning. This was confirmed when visiting classrooms and in discussions with students, parents and staff during the review process. The panel noted that the challenge for the college over the next three years was that it will double in size. It therefore agreed that in order to embed the positive learning</p> |

climate and maximise the wellbeing and engagement of every student, it would need to continue to develop, implement and embed multi-tiered systems of support. Further, it concluded that there was a need to maintain and enhance systems and strategies that had supported the safe, orderly and positive learning environment achieved so far. Finally, the panel noted that as the college grows it recommended that there was a need to further expand and strengthen partnerships with parents/carers, specialist services, education providers and community organisations to enhance student learning and wellbeing.

To this end the College has identified two goals for the next 4 years:

Maximise student learning outcomes.

Maximise the wellbeing and engagement of every student.

Our College will work over the next four years to ensure that each key improvement strategy identified in our Strategic Plan is attended to in a systematic and thorough manner, commencing with the embedding of the TLM into every classroom as part of each teacher's regular practice.

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| <b>Goal 1</b>   | Maximise student learning outcomes.  |
| <b>Target 1.1</b>   | Year 9 Reading, Writing and Numeracy NAPLAN to be at or above 18% of students in exceeding category by 2027.   |
| <b>Target 1.2</b>   | <p>By 2027, the VCE All Study score mean to be 32.</p> <p>By 2027, 95% of Year 12 Vocational Major students will meet the minimum standards of the literacy and numeracy component of the General Achievement Test (GAT).</p> <p>By 2027, the percentage of students achieving a 37+ score for English will be 13%.</p> <p>By 2027, the Senior secondary completion rate will be 100%.</p> |
| <b>Target 1.3</b>   | <p>By 2027, increase and/or maintain the per cent positive endorsement on the School Staff Survey (SSS) at 90% for:</p> <ul style="list-style-type: none"> <li>• Academic emphasis (89% 2022-23).</li> <li>• Collective efficacy (92% 2021-23).</li> </ul>   |
| <b>Target 1.4</b>   | <p>By 2027, increase and/or maintain the per cent positive endorsement on the Attitudes to School Survey (AtoSS) at 90% for:</p> <ul style="list-style-type: none"> <li>• Student voice and agency from 89% (average 2021-2023).</li> <li>• Sense of confidence from 90% (average 2021-2023).</li> </ul>   |
| <p><b>Key Improvement Strategy 1.ay</b><br/>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</p> | Consistently embed all elements of the college TLM into classroom practice.  |
| <p><b>Key Improvement Strategy 1.ay</b><br/>Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>                            |  |
| <p><b>Key Improvement Strategy 1.by</b><br/>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</p> | Strengthen staff capability to use data and evidence to differentiate student learning.  |
| <b>Key Improvement Strategy 1.by</b>  |  |

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| <p>Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>   |  |
| <p><b>Key Improvement Strategy 1.by</b><br/>Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities</p>          |  |
| <p><b>Key Improvement Strategy 1.cy</b><br/>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</p> | <p>Embed student agency within the classroom, to strengthen student participation and engagement with their learning.</p>  |
| <p><b>Key Improvement Strategy 1.cy</b><br/>Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>                            |  |
| <p><b>Key Improvement Strategy 1.cy</b><br/>Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>                                |  |
| <p><b>Key Improvement Strategy 1.cy</b><br/>Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities</p>          |  |
| <p><b>Goal 2</b></p>  |  |
| <p><b>Target 2.1</b></p>  | <p>By 2027, increase the per cent positive endorsement on the Attitudes to School Survey (AtoSS) at 90% for:</p> <ul style="list-style-type: none"> <li>• Teacher concern from 84% (average 2021-2023).</li> <li>• Perseverance from 86% (average 2021-2023).</li> </ul>   |
| <p><b>Target 2.2</b></p>  | <p>By 2027, increase and/or maintain the per cent positive endorsement on the School Staff Survey (SSS) at 90% for:</p> <ul style="list-style-type: none"> <li>• Support growth and learning of the whole student (average 90% 2021-2023).</li> <li>• Trust in students and parents (average 92% 2021-2023).</li> <li>• Parent and community involvement (average 90% 2021-23).</li> </ul> |
| <p><b>Target 2.3</b></p>  | <p>By 2027, increase and/or maintain the per cent positive endorsement on the Parent Opinion Survey (POS) at 90% for:</p> <ul style="list-style-type: none"> <li>• Positive transitions (average 90% 2021-23).</li> <li>• Parent participation and involvement (82% 2023).</li> <li>• Student motivation and support (86% 2023).</li> </ul>  |

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| <p><b>Key Improvement Strategy 2.ay</b><br/>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</p> | Develop, implement and embed multi-tiered systems of support that enhance student wellbeing, engagement and inclusion.  |
| <p><b>Key Improvement Strategy 2.ay</b><br/>Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>                                |   |
| <p><b>Key Improvement Strategy 2.ay</b><br/>Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</p>  |   |
| <p><b>Key Improvement Strategy 2.by</b><br/>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</p> | Maintain and enhance systems and strategies that support a safe, orderly and positive learning environment.   |
| <p><b>Key Improvement Strategy 2.by</b><br/>Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>                                |   |
| <p><b>Key Improvement Strategy 2.by</b><br/>Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</p>  |   |
| <p><b>Key Improvement Strategy 2.cy</b><br/>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</p> | Further expand and strengthen partnerships with parents/carers, specialist services, education providers and community organisations to enhance student learning and wellbeing. |
| <p><b>Key Improvement Strategy 2.cy</b><br/>Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>                                |   |
| <p><b>Key Improvement Strategy 2.cy</b><br/>Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</p>  |   |