

2024 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 19 November, 2023 at 05:03 PM
Endorsed by Anne Martin (Senior Education Improvement Leader) on 14 December, 2023 at 04:04 PM
Endorsed by Alfred Matthews (School Council President) on 14 December, 2023 at 04:15 PM

Self-evaluation summary - 2024

	FISO 2.0 outcomes	Self-evaluation level
Learning	Learning is the ongoing acquisition by students of knowledge, skills and capabilities, including those defined by the Victorian Curriculum and senior secondary pathways.	
Wellbeing	Wellbeing is the development of the capabilities necessary to thrive, contribute and respond positively to challenges and opportunities of life.	
	FISO 2.0 Dimensions	Self-evaluation level
Leadership	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	
Teaching and learning	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	
Engagement	Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	
Support and resources	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	
Considerations for 2024	
Documents that support this plan	

Select annual goals and KIS

Four-year strategic goals	Is this selected for focus this year?	Four-year strategic targets	12-month target
			The 12-month target is an incremental step towards meeting the 4-year target, using the same data set.
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.	No	Support for the priorities	
Maximise student learning outcomes.	Yes	Reading, Writing and Numeracy NAPLAN targets to be determined.	increase percentage of students in exceeding category from 10% Numeracy; 13% Reading and 18% Writing.
		By 2027, the VCE All Study score mean to be 32. 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). By 2027, the percentage of students achieving a 37+ score for English will be 13%. By 2027, the Senior secondary completion rate will be 100%.	Not yet relevant
		By 2027, increase and/or maintain the per cent positive endorsement on the School Staff Survey (SSS) at 90% for: <ul style="list-style-type: none"> Academic emphasis (89% 2022-23). Collective efficacy (92% 2021-23). 	Achieve positive endorsement of 90% for collective efficacy and academic emphasis.
		By 2027, increase and/or maintain the per cent positive endorsement on the Attitudes to School Survey (AtoSS) at 90% for: <ul style="list-style-type: none"> Student voice and agency from 89% (average 2021-2023). Sense of confidence from 90% (average 2021-2023). 	Achieve positive endorsement of 90% for SVA and sense of confidence
Maximise the wellbeing and engagement of every student.	Yes	By 2027, increase the per cent positive endorsement on the Attitudes to School Survey (AtoSS) at 90% for: <ul style="list-style-type: none"> Teacher concern from 84% (average 2021-2023). Perseverance from 86% (average 2021-2023). 	Achieve 87% positive endorsement for teacher concern and perseverance.
		By 2027, increase and/or maintain the per cent positive endorsement on the School Staff Survey (SSS) at 90% for: <ul style="list-style-type: none"> Support growth and learning of the whole student (set baseline when 2023 SSS data available). Trust in students and parents (set baseline when 2023 SSS data available). Parent and community involvement (set baseline when 2023 SSS data available). 	Achieve 85% positive endorsement for support growth and learning; trust in parents and students and parent and community involvement
		By 2027, increase and/or maintain the per cent positive endorsement on the Parent Opinion Survey (POS) at 90% for: <ul style="list-style-type: none"> Positive transitions (set baseline when 2023 POS data available). Parent participation and involvement (set baseline when 2023 POS data available). Student motivation and support (set baseline when 2023 POS data available). 	Achieve 85% positive endorsement for positive transitions, parent participation and student motivation

Goal 2	Maximise student learning outcomes.
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12-month target 2.1-month target	increase percentage of students in exceeding category from 10% Numeracy; 13% Reading and 18% Writing.	
12-month target 2.2-month target	Not yet relevant	
12-month target 2.3-month target	Achieve positive endorsement of 90% for collective efficacy and academic emphasis.	
12-month target 2.4-month target	Achieve positive endorsement of 90% for SVA and sense of confidence	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 2.a Leadership	Consistently embed all elements of the college TLM into classroom practice.	Yes
KIS 2.b Leadership	Strengthen staff capability to use data and evidence to differentiate student learning.	Yes
KIS 2.c Leadership	Embed student agency within the classroom, to strengthen student participation and engagement with their learning.	No
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.	As a college adding around 30 teaching staff per year it is vital that we provide all new staff with support around the TLM, a PLT cycle which ensures clarity around data use to maximise individual and cohort outcomes and increase learner agency.	
Goal 3	Maximise the wellbeing and engagement of every student.	
12-month target 3.1-month target	Achieve 87% positive endorsement for teacher concern and perseverance.	
12-month target 3.2-month target	Achieve 85% positive endorsement for support growth and learning; trust in parents and students and parent and community involvement	
12-month target 3.3-month target	Achieve 85% positive endorsement for positive transitions, parent participation and student motivation	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 3.a Leadership	Develop, implement and embed multi-tiered systems of support that enhance student wellbeing, engagement and inclusion.	Yes
KIS 3.b Leadership	Maintain and enhance systems and strategies that support a safe, orderly and positive learning environment.	Yes
KIS 3.c Leadership	Further expand and strengthen partnerships with parents/carers, specialist services, education providers and community organisations to enhance student learning and wellbeing.	No
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.	A substantial focus of the college over the next few years is the effective implementation of the new disability inclusion profile. As a supported inclusion school with a substantial cohort of students who will need to access funding for additional educational supports means that each KIS is integral in attaining best outcomes for all students.	

Define actions, outcomes, success indicators and activities

Goal 2	Maximise student learning outcomes.			
12-month target 2.1 target	increase percentage of students in exceeding category from 10% Numeracy; 13% Reading and 18% Writing.			
12-month target 2.2 target	Not yet relevant			
12-month target 2.3 target	Achieve positive endorsement of 90% for collective efficacy and academic emphasis.			
12-month target 2.4 target	Achieve positive endorsement of 90% for SVA and sense of confidence			
KIS 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	Consistently embed all elements of the college TLM into classroom practice.			
Actions	Introduction to College TLM for all new staff Dedicated coaching for all staff with less than three years teaching experience			
Outcomes	All staff consistently demonstrate all elements of the College Teaching and Learning Model.			
Success Indicators	Coaching record sheets Staff feedback Staff opinion survey in particular instructional leadership, collective efficacy and academic emphasis data Student opinion survey data PAT achievement data over 2024			
Activities	Who	Is this a PL priority	When	Activity cost and funding streams
Coaching model established	<input checked="" type="checkbox"/> Leadership team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$200,000.00 <input checked="" type="checkbox"/> Equity funding will be used
professional learning on teaching and learning model and professional learning teams cycle	<input checked="" type="checkbox"/> Assistant principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$20,000.00
KIS 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	Strengthen staff capability to use data and evidence to differentiate student learning.			
Actions	professional learning for Domain Leaders around major data sources - PAT and NAPLAN item analysis develop greater understanding of IEP process to maximise opportunities for differentiation			
Outcomes	increased understanding and awareness of VCAA Data Service deep conversations on an individual and cohort level around student learning data. Increased teacher involvement in development of individual education plans.			

Success Indicators	PLT meeting minutes Curriculum Committee minutes NAPLAN and PAT data			
Activities	Who	Is this a PL priority	When	Activity cost and funding streams
professional learning for all Domain Leaders in PAT and NAPLAN data analysis	<input checked="" type="checkbox"/> Leadership team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00 <input checked="" type="checkbox"/> Equity funding will be used
professional learning in the development of individual education plans	<input checked="" type="checkbox"/> Disability inclusion coordinator	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$100,000.00 <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
Goal 3	Maximise the wellbeing and engagement of every student.			
12-month target 3.1 target	Achieve 87% positive endorsement for teacher concern and perseverance.			
12-month target 3.2 target	Achieve 85% positive endorsement for support growth and learning; trust in parents and students and parent and community involvement			
12-month target 3.3 target	Achieve 85% positive endorsement for positive transitions, parent participation and student motivation			
KIS 3.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	Develop, implement and embed multi-tiered systems of support that enhance student wellbeing, engagement and inclusion.			
Actions	Create a new wellbeing model including assistant principal and counsellors Create a separate inclusion team including assistant principal, DIPS leader and special education support Continued expansion of the SWPBS model			
Outcomes	All staff will have support of designated leadership in both wellbeing and inclusion which will lead to greater awareness of student needs, the development of skills to address these needs on an individual and cohort level and calmer classrooms.			
Success Indicators	Student attitude to school survey data Staff opinion data College suspension data Successful DIPS funding applications			
Activities	Who	Is this a PL priority	When	Activity cost and funding streams
appointment of new wellbeing and inclusion teams including assistant principals, support staff, counsellors etc	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$250,000.00 <input checked="" type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used

New assistant principals provide professional learning for staff in inclusive best practice and tiered wellbeing support	<input checked="" type="checkbox"/> Assistant principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$200,000.00 <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 3.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	Maintain and enhance systems and strategies that support a safe, orderly and positive learning environment.			
Actions	The College will maintain and further extend its SWPBS program Expansion of extra curricular program to include AFLW program to engage girls at years 7-9 Development of Pasefika engagement program to support Polynesian students			
Outcomes	Greater staff awareness of trauma informed practice Increased staff cultural sensitivity for Polynesian students Higher levels of engagement for girls in year 7-9 through participation in AFLW program			
Success Indicators	Student attitudes to school survey Staff opinion survey Suspension rates decrease			
Activities	Who	Is this a PL priority	When	Activity cost and funding streams
SWPBS continued implementation	<input checked="" type="checkbox"/> Assistant principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00 <input checked="" type="checkbox"/> Equity funding will be used
appoint Pasefika engagement team	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$100,000.00 <input checked="" type="checkbox"/> Equity funding will be used
AFLW program developed and implemented targeting girls in 7-9	<input checked="" type="checkbox"/> Education support	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$20,000.00 <input checked="" type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

Funding planner

Summary of budget and allocated funding

Summary of budget	School's total funding (\$)	Funding allocated in activities (\$)	Still available/shortfall
Equity Funding	\$454,923.87	\$455,000.00	-\$76.13
Disability Inclusion Tier 2 Funding	\$397,177.46	\$395,000.00	\$2,177.46
Schools Mental Health Fund and Menu	\$119,898.53	\$110,000.00	\$9,898.53
Total	\$971,999.86	\$960,000.00	\$11,999.86

Activities and milestones – Total Budget

Activities and milestones	Budget
Coaching model established	\$200,000.00
professional learning for all Domain Leaders in PAT and NAPLAN data analysis	\$10,000.00
professional learning in the development of individual education plans	\$100,000.00
appointment of new wellbeing and inclusion teams including assistant principals, support staff, counsellors etc	\$250,000.00
New assistant principals provide professional learning for staff in inclusive best practice and tiered wellbeing support	\$200,000.00
SWPBS continued implementation	\$10,000.00
appoint Pasefika engagement team	\$100,000.00
AFLW program developed and implemented targeting girls in 7-9	\$20,000.00
Totals	\$890,000.00

Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
Coaching model established	from: Term 1 to: Term 4	\$200,000.00	<input checked="" type="checkbox"/> School-based staffing
professional learning for all Domain Leaders in PAT and NAPLAN data analysis	from: Term 1 to: Term 4	\$10,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT
appointment of new wellbeing and inclusion teams including assistant principals, support staff, counsellors etc	from: Term 1	\$125,000.00	<input checked="" type="checkbox"/> School-based staffing

	to: Term 1		
SWPBS continued implementation	from: Term 1 to: Term 4	\$10,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> CRT
appoint Pasefika engagement team	from: Term 1 to: Term 1	\$100,000.00	<input checked="" type="checkbox"/> School-based staffing
AFLW program developed and implemented targeting girls in 7-9	from: Term 1 to: Term 4	\$10,000.00	<input checked="" type="checkbox"/> School-based staffing
Totals		\$455,000.00	

Activities and milestones - Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
professional learning in the development of individual education plans	from: Term 1 to: Term 4	\$100,000.00	<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 <input checked="" type="checkbox"/> Professional learning for school-based staff <ul style="list-style-type: none"> Whole school
appointment of new wellbeing and inclusion teams including assistant principals, support staff, counsellors etc	from: Term 1 to: Term 1	\$125,000.00	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> Inclusion leader
New assistant principals provide professional learning for staff in inclusive best practice and tiered wellbeing support	from: Term 1 to: Term 4	\$50,000.00	<input checked="" type="checkbox"/> Professional learning for school-based staff <ul style="list-style-type: none">
Totals		\$275,000.00	

Activities and milestones - Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated (\$)	Category
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New assistant principals provide professional learning for staff in inclusive best practice and tiered wellbeing support	from: Term 1 to: Term 4	\$100,000.00	<input checked="" type="checkbox"/> Berry Street Education Model (BSEM)
AFLW program developed and implemented targeting girls in 7-9	from: Term 1 to: Term 4	\$10,000.00	<input checked="" type="checkbox"/> Employ staff to support Tier 1 activities
Totals		\$110,000.00	

Additional funding planner – Total Budget

Activities and milestones	Budget
assistive technology	\$120,000.00
Totals	\$120,000.00

Additional funding planner – Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
assistive technology	from: Term 1 to: Term 4		
Totals		\$0.00	

Additional funding planner – Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
assistive technology	from: Term 1 to: Term 4	\$120,000.00	<input checked="" type="checkbox"/> Equipment, adaptive technology, devices, or materials to support learning <ul style="list-style-type: none"> • Communication equipment/software
Totals		\$120,000.00	

Additional funding planner – Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated (\$)	Category
assistive technology	from: Term 1 to: Term 4		

Totals		\$0.00	
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Professional learning plan

Professional learning priority	Who	When	Key professional learning strategies	Organisational structure	Expertise accessed	Where
Coaching model established	<input checked="" type="checkbox"/> Leadership team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Whole school pupil free day <input checked="" type="checkbox"/> Professional practice day <input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Academy program/course <input checked="" type="checkbox"/> External consultants TBA	<input checked="" type="checkbox"/> On-site
professional learning on teaching and learning model and professional learning teams cycle	<input checked="" type="checkbox"/> Assistant principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Whole school pupil free day <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"/> Learning specialist <input checked="" type="checkbox"/> Literacy leaders <input checked="" type="checkbox"/> Maths/Sci specialist	<input checked="" type="checkbox"/> On-site
SWPBS continued implementation	<input checked="" type="checkbox"/> Assistant principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> Timetabled planning day	<input checked="" type="checkbox"/> Departmental resources SWPBS coach	<input checked="" type="checkbox"/> On-site