

School Strategic Plan 2020-2024

Keysborough Secondary College (8867)



Submitted for review by John Baston (School Principal) on 01 March, 2021 at 03:14 PM

Endorsed by Kenneth Robinson (Senior Education Improvement Leader) on 02 March, 2021 at 07:47 AM

Endorsed by Carol Williams (School Council President) on 03 May, 2021 at 08:18 PM

School Strategic Plan - 2020-2024

Keysborough Secondary College (8867)

| | |
|----------------------------------|---|
| <p>School vision</p> | <p>Keysborough College is committed to excellence by raising the achievements of all of our students. The school community will provide an environment that enables them to achieve their personal best in each of their intellectual, creative, sporting and social pursuits.</p> <p>Through their voice and leadership our students will be encouraged to make a difference by being active participants in their community. They will have the ability to succeed independently in life and empowered to achieve their ambitions.</p> |
| <p>School values</p> | <p>As learners today and leaders tomorrow we value respect, excellence and diversity.</p> <p>Respect — this means we recognise the thoughts, feelings and concerns of others, interact with them in a sensitive and considerate way and value their contribution. Through respect for others and self we can make our world a more harmonious place for all.</p> <p>Excellence — Students gain a sense of satisfaction and develop feelings of self worth when they experience achievement and success. We promote high expectations, encourage a desire to do one's best and aim to continually improve.</p> <p>Diversity — We value individual difference, ensure equal access to opportunities and provide support for our diverse communities. Embracing the diversity of humanity adds richness to our lives.</p> <p>These values embedded of every aspect of school life at Keysborough College.</p> |
| <p>Context challenges</p> | <p>Context</p> <ul style="list-style-type: none"> • Keysborough College is a multi-campus school with campuses in Keysborough (Acacia Campus) and Springvale South (Banksia Campus) with an organizational structure arranged around Junior and Senior Villages on each site. • Both campuses offer a variety of both academic and non-academic programs for students that allow students to extend their skills and knowledge in years 7-12 • The school utilises a team based approach to assist in development of teaching practice • Our families are characterised by a high Student Family Occupation and Education (SFOE) index which indicates considerable disadvantage. This index is determined by parental occupation, parental education and the level of concentration of disadvantage in a school. • There is a student population of approximately 1840 students. Our students are of many different nationalities with over 75% coming from families with language backgrounds other than English. • The school has a significant International Students Program • The College provides a safe learning environment for all students. The wellbeing program includes a range of activities to engage students and care for student wellbeing, |

| | |
|---|---|
| | <p>Challenges</p> <p>To improve learning outcomes for all student:</p> <ul style="list-style-type: none"> • To develop and put into practice an agreed understanding of instructional leadership, supported by an organisational structure and processes that attributed clear roles, responsibilities, and accountabilities, providing 'line of sight' to the classroom. • To update the Colleges instructional model – the Keysborough Learning Framework - to ensure lessons are planned and taught in alignment with this model to the agreed instructional model, therefore improving consistency in the detail in lesson planning and classroom instruction. • Through the use of peer observation, coaching and feedback develop a predominant culture of practice improvement consistent across all teaching and non-teaching staff. • To improve teachers understanding of differentiation so they may build on current examples of differentiated learning informed by pre– and post–testing and teacher observational data so that it becomes consistently evident across the college. • To improve the expertise and confidence of teachers to understand and use student data • To increase the opportunities for students to consistently influence curriculum design and consistently provide feedback on the impact of teaching and learning. This to be accompanied by improving the understanding of teachers of the value of student voice and agency in the classroom. <p>For specific cohorts</p> <p>For students identified as disadvantaged educationally by remote learning</p> <ul style="list-style-type: none"> • Implement the Tutor Learning Initiative <p>For equity funded students</p> <ul style="list-style-type: none"> • Increase the above benchmark growth of all students. • Review allocation of resources in response to the increasing differences in the Student Family Occupation (SFO) and Student Family Occupation and Education (SFOE) between the campuses. • Evaluate program offerings to determine effectiveness for individual students. <p>For EAL students</p> <ul style="list-style-type: none"> • To increase the representation of students in the top two NAPLAN bands. • To evaluate the effectiveness of the EAL support at individual student level. • To continue to build capacity of teachers in teaching EAL students |
| <p>Intent, rationale and focus</p> | <p>There are three goals we are intending to achieve</p> <ol style="list-style-type: none"> 1. To improve achievement in learning for all students <p>We will achieve this by building consistency in high quality classroom teaching practice through collaboration, reflection, and</p> |

feedback, building teacher capability to utilise data and a range of assessment strategies to differentiate learning and determine impact and implement a whole college literacy improvement strategy. The rationale for this is that in wanting to improve the outcomes for all students the college is aiming to ensure the consistency across all classes of high-quality teaching, informed by assessment practices that enable teachers to target teaching to students' point of need. The review findings demonstrated a lack of challenge for some students who could achieve more. The senior results are impacted by some students' limited literacy skills, particularly writing, and to that end the college wants to intervene with the implementation of a strategy across all learning areas, sharing the responsibility for improving literacy outcomes more quickly.

2. To improve engagement in learning for all students

We will achieve this by improving whole college instructional leadership capacity, developing, implementing, and reviewing curriculum to engage students in learning and by building teacher capacity to activate student voice and agency in learning. The rationale for this is that the college wants to develop a common understanding of instructional leadership across the college supported by an organisational structure with clear attribution of roles and responsibilities and capability building to deliver on improved engagement and empowerment of learners in their learning across the college. The college is aiming to increase the accountability for high expectations and engaging curriculum through high quality instructional leadership.

3. Improve student resilience and enhance wellbeing.

We will achieve this by embedding the college 5P Learning Behaviour Framework and implementing an evidence-based Response to Intervention Framework.

The rationale for this is that the college wants to increase student responsibility for their own learning and build the attributes of being actively present and prepared, productive, persistent and proactive when it comes to their learning. The college found through the review that students were unwilling to challenge themselves and do more than what was expected, seeking opportunities to take risks in their learning or actively pursuing extension opportunities to achieve their potential.

School Strategic Plan - 2020-2024

Keysborough Secondary College (8867)

| | |
|-------------------|--|
| Goal 1 | Improve achievement in learning for all students. |
| Target 1.1 | Senior College Increase VCE all studies mean score from 26.60 (2019) to 30 (2024). Decrease VCAL completion for students who were eligible but did not complete from 44 per cent (2019) to 25 per cent (2024). |
| Target 1.2 | NAPLAN Increase percentage of Year 9 students in the top two bands: <ul style="list-style-type: none">• Reading from 12% (2019) to 18% (2024)• Numeracy from 20% (2019) to 25% (2024)• Writing from 10% (2019) to 15% (2024) Reduce percentage of Year 9 students in the bottom two bands for writing from 45 per cent (2019) to 25 per cent (2024). Increase percentage of Year 9 students with high benchmark growth in writing from 22 per cent (2019) to 25 per cent (2024). |
| Target 1.3 | SSS |

| | |
|---|---|
| | <p>Increase percentage positive endorsement:</p> <ul style="list-style-type: none"> • Teacher collaboration from 47% (2020) to 60% (2024) • Understand how to analyse data from 30.32% (2020) to 50% (2024) • Plan differentiated learning activities from 51.5% (2020) to 61% (2024) • Time to share pedagogical knowledge from 32.6% (2020) to 52% (2024) |
| <p>Key Improvement Strategy 1.a Building practice excellence</p> | <p>Build consistency in high quality classroom teaching practice through collaboration, reflection, and feedback.</p> |
| <p>Key Improvement Strategy 1.b Evaluating impact on learning</p> | <p>Build teacher capability to utilise data and a range of assessment strategies to differentiate learning and determine impact.</p> |
| <p>Key Improvement Strategy 1.c Curriculum planning and assessment</p> | <p>Implement a whole college literacy improvement strategy.</p> |
| <p>Goal 2</p> | <p>Improve engagement in learning for all students.</p> |
| <p>Target 2.1</p> | <p>SSS</p> <p>Increase percentage positive endorsement:</p> <ul style="list-style-type: none"> • Academic emphasis from 49% (2020) to 60% (2024) • Collective efficacy from 54% (2020) to 65% (2024) • Guaranteed and viable curriculum 49% (2020) to 65% (2024) • Instructional leadership from 44% (2020) to 57% (2024) |

| | |
|---|--|
| Target 2.2 | AToSS Increase percentage positive endorsement: <ul style="list-style-type: none"> • Student voice and agency from 58% (2019) to 73% (2024) • Self-regulation and goal setting from 69% (2019) to 75% (2024) • Differentiated learning challenge from 67% (2019) to 72% (2024) • Stimulated learning from 69% (2019) to 75% (2024) |
| Key Improvement Strategy 2.a Instructional and shared leadership | Improve whole college instructional leadership capacity. |
| Key Improvement Strategy 2.b Curriculum planning and assessment | Develop, implement, and review curriculum to engage students in learning. |
| Key Improvement Strategy 2.c Intellectual engagement and self-awareness | Build teacher capacity to activate student voice and agency in learning. |
| Goal 3 | Improve student resilience and enhance wellbeing. |
| Target 3.1 | SSS Increase percentage positive endorsement: <ul style="list-style-type: none"> • Use student feedback to improve practice from 62.1% (2020) to 65% (2024) • Support growth and learning of the whole student from 50.8% (2020) to 55% (2024) |

| | |
|---|---|
| <p>Target 3.2</p> | <p>AToSS</p> <p>Increase percentage positive endorsement:</p> <ul style="list-style-type: none"> • Learning confidence from 68% (2019) to 73% (2024) • Resilience from 66% (2019) to 71% (2024) • Teacher concern 45% (2019) to 50% (2024) • Advocate at school 60% (2019) to 74% (2024) |
| <p>Key Improvement Strategy 3.a Setting expectations and promoting inclusion</p> | <p>Embed the college 5P Learning Behaviour Framework.</p> |
| <p>Key Improvement Strategy 3.b Evaluating impact on learning</p> | <p>Implement an evidence-based Response to Intervention Framework.</p> |