

What is a School Strategic Plan?

A school's Strategic Plan is a significant document as it charts the school's priorities over a four-year period and it further outlines the annual priorities which provide a direct link to improved outcomes for all students, and to the performance and development plans for all principals and teachers.

A school council must prepare a four-year school plan with goals and targets, and the strategies for achieving them. The school plan must be signed by the principal and school council president and submitted to the Secretary for approval. The Secretary's approval is delegated to Regional Directors who will endorse the final plan on behalf of the Secretary. The Strategic Plan takes effect after it is signed by the Secretary or his or her nominee, for a period of four years.

A School Strategic Plan is a one-page, high level, school-based plan that:

- is based on data/ evidence
- outlines the school's vision, goals and targets, and the key improvement strategies that will help it achieve those goals and targets
- focuses on one or two evidence-based Improvement Initiatives known to have an impact on student outcomes
- is sensitive to local needs.

Each year the detailed actions and activities to support a school's Improvement Initiatives are documented in an additional document – the Annual Implementation Plan

The School Strategic Plan is informed by the school's self-evaluation and the school review's key findings.

What is strategic planning?

Strategic planning is the process of reflecting on past performance, establishing future vision and directions and deciding what success means. It involves and engages the school community considering these questions:

- where have we been and where are we now?
- what is the impact of our past efforts?
- what is the data telling us?
- where do we want to go?
- how will we get there?
- how will we know if we have been successful?

What are the timelines?

Schools develop a four-year strategic plan in the term following finalisation of a school review.

Our School Strategic Plan for 2017 – 2020 is shown below. As development of a College Vision is one of the Goals the first section (in red) contains four working examples that we hope will – with wider consultation – eventually evolve into our College Vision.

I will be submitting this Draft Strategic Plan for approval under General Business at the Council Meeting. I will have printed copies available at the meeting

John Baston
College Principal

[Keysborough Secondary College] Strategic Plan 2017-2020

Endorsement	Re-Endorsement (if a Goal, KIS or Target is changed)	Re-endorsement (if a Goal, KIS or Target is changed)
Principal: [name] [date] [name] [date] [name] [date]
School council: [name] [date] [name] [date] [name] [date]
Delegate of the Secretary: [name] [date] [name] [date] [name] [date]

School vision	School values	Context and challenges	Intent, rationale and focus
<p><i>We envision that every student at Keysborough College will experience success, excel in their learning and become well rounded, thoughtful and active citizens. By 2020 we will be the school of choice for our community</i></p> <hr/> <p><i>We envision that through our evidence based personalised educational programs and our core values we will develop an enable all students to become informed global citizens, responsible for their own learning and self-determination for life</i></p> <hr/> <p><i>KSC will support and empower students to develop the skills to be citizens in an ever changing world. We challenge our students to be creative, critical thinkers with excellent communication skills and the resilience to embrace diversity and the skills and knowledge to achieve their full potential in their preparation for life as life-long learners.</i></p> <hr/> <p><i>We envision that by the end of 2020 that all students will have developed a high level of social, emotional and academic intelligences. All staff, students and parents will be actively involved in the process of developing these intelligences.</i></p> <p>At the College:</p> <ul style="list-style-type: none"> • <i>Every child will demonstrate their maximum potential of growth in Literacy and Numeracy</i> • <i>Every student will have identified personal goals and have achieve them through a self-motivated and supported approach</i> • <i>The school community will celebrate excellence in all its forms</i> 	<p>Respect — We recognise the thoughts, feelings and concerns of others, interact with them in a sensitive and considerate way and value their contribution.</p> <p>Excellence — Students gain a sense of satisfaction and develop feelings of self worth when they experience achievement and success.</p> <p>Diversity — We value individual difference, ensure equal access to opportunities and provide support for our diverse communities.</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 1740 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> <ul style="list-style-type: none"> • While our students have a strong connectedness to school and peers and feel safe at school there is a need to improve their Learning Confidence and their aspirations for the future • Our students need to be more resilient and develop a greater involvement in their learning • There is a need to cater for the transient nature of many students resulting in enrolments at different stages of the year. • There is a need to improve the NAPLAN Learning Gain for both literacy and numeracy • There is a need for greater involvement of parents and the wider community in our student’s learning • The prevalence of significant wellbeing issues among the students 	<p>From our Peer Review Report recommendations are for the following to be foci of this Strategic Plan</p> <ul style="list-style-type: none"> • [The development of a vision statement that was accepted, known and understood by all members of the college community; • A determination about the areas of operation at the two campuses that needed to be consistent and those areas where flexibility was appropriate; • Continuation of the strategies for improvement in VCE and NAPLAN results; • Strengthening of student wellbeing and engagement strategies across the college with a focus on building student resilience; • Enhancement of communication between the college and parents and the wider school community, in order to increase participation in college activities; • Increasing the accuracy of the results that students obtain on their reports through the use of moderation of results, pre- and post-testing and the use of other assessment tools; • Implementation of strategies to introduce and embed student voice, in order to ensure that students have a key role in their own learning through goal setting, receiving accurate and timely feedback from staff, and having the opportunity to provide feedback to their teachers in relation to the their learning.



Four-year goals (for improving student achievement, engagement and wellbeing)	Improvement Priorities, Initiatives and/or Dimensions	Key improvement strategies	Targets (for improving student achievement, engagement and wellbeing)
To develop a college vision that enshrines a positive culture of learning.	<p>FISO Priority: Positive Climate for Learning</p> <p>High Impact Improvement Initiative:</p> <ul style="list-style-type: none"> Building Practice Excellence Empowering students and building school pride <p>Other Dimensions</p> <ul style="list-style-type: none"> Parents as Partners and Carers 	<ul style="list-style-type: none"> To establish a vision statement that reflects the needs of the college for the present time and for the future To establish common and consistent expectations across classes and year levels To implement a consistent teaching framework with a focus on orderly learning and structured high yield strategies To build the capacity of staff and students to ensure that students are actively involved in their learning. To develop the capacity of students to develop their own learning goals To build effective parent involvement that focusses on improved student learning To enhance college communications to parents and the wider community. 	<ul style="list-style-type: none"> A new college vision statement is developed and communicated to all members of the college community. Role descriptions for all leadership positions are developed and reflect consistency of practice. Staff Opinion Survey outcomes improve to above the state mean for the School Leadership Module, Overall Score and by 2019 reaches the 70th percentile. Students Attitudes to School Survey results continue to improve in the areas of Student Distress, Student Morale and Connectedness to Peers and by 2019 reach the 70th percentile. Parent Opinion Survey results improve in the General Satisfaction area, increasing to the 70th percentile by 2019.
To develop the social and emotional learning capacity of students.	<p>FISO Priority: Positive Climate for Learning</p> <p>High Impact Improvement Initiative:</p> <ul style="list-style-type: none"> Building Practice Excellence <p>Other Dimensions:</p> <ul style="list-style-type: none"> Health and wellbeing Intellectual engagement and self awareness 	<ul style="list-style-type: none"> To have the Learning processes and expected learning behaviours clearly defined and recognised across the college To audit operations and classroom practices across the college with a view to determining where consistency of practice is needed and where flexibility is acceptable. To align the two campuses in terms of wellbeing practices for all students and particularly for students at risk. To build the capacity of staff to develop and evaluate students social and emotional capacity To build the capacity of staff to provide feedback to students and to receive feedback from students in relation to their learning, and to use this feedback to inform teacher practice To establish a practice where authentic leadership positions for students across the college ensure effective student voice. 	<ul style="list-style-type: none"> Student Voice strategies are implemented and the Student Attitudes to School Survey indicate, by 2019, an improvement in Learning Confidence to at least the 70th percentile. <p>That assessment of students in the following Victorian Curriculum capabilities identify all students as at or above expected level :</p> <ul style="list-style-type: none"> Critical & Creative Thinking Ethical Capability Intercultural Capability Personal & Social Capability
To improve learning outcomes for all students, particularly in literacy and numeracy.	<p>FISO Priority: Excellence in Teaching and Learning</p> <p>High Impact Improvement Initiative:</p> <ul style="list-style-type: none"> Building Practice Excellence <p>Other Dimensions:</p> <ul style="list-style-type: none"> Evidence based high impact teaching strategies Parents as Partners and Carers Networks with schools, services and agencies 	<ul style="list-style-type: none"> To review the strategies used across the college for improving literacy outcomes. To build the capacity of staff to improve literacy outcomes in their subjects To develop and implement a Literacy Program at Years 7-9 To use data and the use of assessment tools and moderation to increase the accuracy and spread of teacher judgments. Develop with parents a mutual understanding of the importance of Literacy Further develop partnerships with external agencies to improve student outcomes in literacy and numeracy 	<ul style="list-style-type: none"> Student outcomes in NAPLAN literacy areas improve each year and by 2019, the outcomes of students in year 9 are above the state mean in Reading and Writing. Student low growth data for NAPLAN Reading and Writing are below the state mean of 25% by 2019 and the NAPLAN high growth data are above 25% in NAPLAN Reading and Writing. Student outcomes in NAPLAN Numeracy improve each year and by 2019, the outcomes of students in year 9 are above the state mean Student low growth data for NAPLAN Numeracy to be below 20% by 2019 and the NAPLAN high growth data are above 30% By 2019, at least 25% of students achieve an A or B outcome in all subjects in years 7 to 10. Continual improvement in VCE Median Study Score by .5 each year Continual improvement in percentage of student achieving an ATAR over 80

