

School Strategic Plan 2020-2024

Keysborough Secondary College (8867)



Draft

Awaiting for review by School Principal
Awaiting endorsement by Senior Education Improvement Leader
Awaiting endorsement by School Council President

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School vision	<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>
School values	<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 are embedded in every aspect of school life at Keysborough College.</p>
Context challenges	<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 their wellbeing,

	<p>Challenges</p> <p>To improve learning outcomes for all students there is a need:</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 where all leaders have clear roles, responsibilities, and accountabilities, and a distinct '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. This will also improve consistency in lesson planning detail and classroom instruction. • Through the use of peer observation, coaching and feedback develop a predominant culture of practice improvement that exists 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 develop, plan and deliver relevant differentiated learning for students. • To increase the opportunities for students to consistently influence curriculum design and provide feedback on the impact of teaching and learning. This needs to be accompanied by an improvement in the understanding of teachers of the value of student voice and agency in learning. <p>For specific cohorts</p> <p>For students identified as being disadvantaged educationally by remote learning</p> <ul style="list-style-type: none"> • Effectively 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 and Education (SFOE) that exists between the campuses. • Evaluate program offerings to determine their 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
Intent, rationale and focus	There are three goals the College will intend to achieve

1. To improve achievement in learning for all students

We will achieve this by building consistency in high quality classroom teaching practice through collaboration, reflection, and feedback.

There will also be a focus on building teacher capability to use:

- a range of assessment strategies to assess student learning
- student learning data to differentiate learning and determine impact and implement a whole college literacy improvement strategy.

The rationale for this is that improved student outcomes will only come about if teaching targets student point of need. Identifying this point of need will require assessment practices that accurately determine a student's place on a continuum of learning. Review findings identified that there were students not being challenged by the work they are doing, and the school needs to provide them with the opportunity to demonstrate their full capabilities.

The review also found that results of some students' results within the senior school were impacted by their limited literacy skills, particularly in writing, and to that end the college must intervene with the implementation of a literacy learning strategy across all curriculum domains to share responsibility for improving student literacy outcomes.

2. To improve engagement in learning for all students

We will achieve this by improving the college's instructional leadership capacity, to develop, implement, and review 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 there is a need to develop a common understanding of instructional leadership across the college that is supported by an organisational structure where designated leaders have clear roles and responsibilities and the capability to deliver improved engagement and empowerment for students 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 to build their attributes of being actively present, prepared, productive, persistent and proactive when it comes to their learning. The college found through the review that students were unwilling to:

- Challenge themselves to do more than what was expected
- Seek opportunities to take risks in their learning
- Actively pursue extension opportunities to achieve their potential

Four Year Goals and KIS

Each Key Improvement Strategy will be implemented through a three-step process:

- First year: Implementation
- Second Year: Consolidation
- Third year: Evaluation and modification

Goal 1: To improve achievement in learning for all students

Year 1

- a) Build consistency in high quality classroom teaching practice through collaboration, reflection, and feedback
- b) Build teacher capability to utilise data and a range of assessment strategies to differentiate learning and determine impact

Year 2

- a) Build consistency in high quality classroom teaching practice through collaboration, reflection, and feedback
- b) Build teacher capability to utilise data and a range of assessment strategies to differentiate learning and determine impact
- c) Implement a whole college literacy improvement strategy

Year 3

- a) Build consistency in high quality classroom teaching practice through collaboration, reflection, and feedback
- b) Build teacher capability to utilise data and a range of assessment strategies to differentiate learning and determine impact
- c) Implement a whole college literacy improvement strategy

Year 4

- c.) Implement a whole college literacy improvement strategy

Goal 2: To improve engagement in learning for all students

Year 1

- a) Improve whole college instructional leadership capacity

Year 2

- a) Improve whole college instructional leadership capacity
- b) Develop, implement, and review curriculum to engage students in learning
- c) Build teacher capacity to activate student voice and agency in learning.

Year 3

- b.) Develop, implement, and review curriculum to engage students in learning
- c.) Build teacher capacity to activate student voice and agency in learning.

Year 4

- c.) Build teacher capacity to activate student voice and agency in learning.

Goal 3: Improve student resilience and enhance wellbeing

Year 1

- a) Embed the College 5P Learning Behaviour Framework

Year 2

- a) Embed the College 5P Learning Behaviour Framework
- b) Implement an evidence-based Response to Intervention Framework.

Year 3

- a) Embed the College 5P Learning Behaviour Framework
- b) Implement an evidence-based Response to Intervention Framework.

Year 4

- a) Implement an evidence-based Response to Intervention Framework.

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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	Staff School Survey Increase percentage positive endorsement: <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)

Key Improvement Strategy 1.a Building practice excellence	Build consistency in high quality classroom teaching practice through collaboration, reflection, and feedback.
Key Improvement Strategy 1.b Evaluating impact on learning	Build teacher capability to utilise data and a range of assessment strategies to differentiate learning and determine impact.
Key Improvement Strategy 1.c Curriculum planning and assessment	Implement a whole college literacy improvement strategy.
Goal 2	Improve engagement in learning for all students.
Target 2.1	<p>Staff School Survey</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	<p>Student Attitudes to School Survey</p> <p>Increase percentage positive endorsement:</p> <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	<p>Staff School Survey</p> <p>Increase percentage positive endorsement:</p> <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)
Target 3.2	<p>Student Attitudes to School Survey</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)
Key Improvement Strategy 3.a Setting expectations and promoting inclusion	Embed the College 5P Learning Behaviour Framework.
Key Improvement Strategy 3.b Evaluating impact on learning	Implement an evidence-based Response to Intervention Framework.