Challenges

To improve learning outcomes for all student:

• 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 5 0 Td(–)Tj 0 P MC.1 (o t)-1.1 (p)-8 (s)-8 (al) (a)Tj Jo(ac)-8 (her)-

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 learnings 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

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:
	
	      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**

Increase percentage positive endorsement:

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

Target 2.2	**AToSS**
	
	Increase percentage positive endorsement:
	
	      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:
	
	      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

AToSS

Increase percentage positive endorsement:

> 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)