

School Strategic Plan 2024-2028

Keysborough Secondary College (8867)



Submitted for review by Aaron Sykes (School Principal) on 21 November, 2024 at 01:37 PM

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School Strategic Plan - 2024-2028

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School vision	<p>Keysborough Secondary College’s vision is collaboratively developed with input from the entire school community, ensuring it resonates with students, staff, parents, and local partners. Our vision is clear and accessible, focusing on fostering a vibrant, inclusive, and high-achieving environment where every student is empowered to reach their potential. It is a vision that prioritises academic excellence, student wellbeing, and active engagement, reflecting the diverse needs and aspirations of our school. This shared vision guides our goals and decisions, creating a cohesive and supportive atmosphere where everyone is encouraged to grow, contribute, and succeed.</p> <p>School Vision: At Keysborough College, we are a diverse learning community where every student thrives. Our RED values (Respect, Excellence, and Diversity) are at the heart of our school. By prioritising wellbeing and fostering student agency, we empower students to take ownership of their learning through meaningful and individualised pathways.</p> <p>Catch Cry: Raising the achievement of our students through Respect, Excellence and Diversity.</p>
School values	<p>At Keysborough College, our RED values—Respect, Excellence, and Diversity—form the foundation of our school culture and guide our actions, interactions, and decision-making. These values are essential in fostering a positive and inclusive environment for students, staff, and the broader community, shaping our shared expectations and standards. Our RED values are:</p> <p>Respect – We honour each individual’s unique contributions, listen to diverse perspectives, and maintain a safe, inclusive environment for all.</p> <p>Excellence – We aim for the highest standards in all areas, fostering a culture of perseverance, growth, and continuous improvement.</p> <p>Diversity – We celebrate the richness of our community, embracing and valuing different backgrounds, cultures, and viewpoints.</p> <p>Our RED values serve as a basis for decision-making and action, helping us remain focused on what truly matters. They create a shared sense of purpose, uniting us as a community and ensuring that each choice we make aligns with our</p>

core beliefs. This values statement reinforces our commitment to a respectful, high-achieving, and diverse school environment where everyone can thrive and contribute.

Context challenges

Keysborough Secondary College operates within a unique multi-campus context, serving a diverse student population across the Keysborough (Acacia Campus) and Springvale South (Banksia Campus) sites. Each campus is organised into Junior and Senior Villages and offers an identical curriculum. The school community includes a significant number of students from culturally and linguistically diverse (CALD) backgrounds, including high proportions of equity-funded students, English as an Additional Language (EAL) learners, Koorie students, and refugee-background students.

The 2024 school review and self-evaluation highlighted several key challenges impacting the college's ability to fully achieve its strategic goals. One of the main challenges lies in establishing consistent teaching practices and student expectations across both campuses. Variability in instructional approaches and engagement frameworks has led to inconsistencies in student experiences, particularly impacting engagement and agency. Additionally, whilst the review identified some positive gains in student learning, particularly in the 'Needs Attention' cohort of NAPLAN, they identified a need for greater differentiation to support learning growth among high ability students and other cohorts requiring additional assistance.

There are also specific challenges with attendance and sustained engagement for certain priority cohorts, including equity-funded and EAL students. Higher-than-average absence rates within these groups have been a barrier to consistent learning growth. Furthermore, the transition from the Program for Students with Disabilities (PSD) to the Disability Inclusion (DI) model requires additional support structures to meet the varied needs of students with additional learning requirements. Addressing these challenges is essential for fostering an inclusive environment that supports the wellbeing and achievement of all students.

students to monitor, track and understand their career and pathway interests.

Over the next four years through to 2028, the Strategic Plan will concentrate on three core priorities. First, improving literacy and numeracy growth will be a central focus, with efforts to build staff capacity in data-driven assessment and tracking of student progress to increase the proportion of students reaching higher proficiency levels. Second, the college will enhance student agency and wellbeing by embedding a school-wide approach that strengthens student voice, self-confidence, and sense of connection to school. This will include promoting equitable pathways for all students, with a particular emphasis on the VCE-Vocational Major (VM) as a valuable and accessible option. Third, the college will work on developing consistent and evidence-based instructional practices by implementing a whole-school instructional model and revitalising professional learning through Professional Learning Teams (PLTs), peer observation, and targeted professional development.

The plan will be phased over the four years, building on each priority area annually to drive measurable growth and improvement, ensuring that all efforts are informed by data and aligned to meet the diverse needs of students across the two campuses.

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Goal 1	To improve the learning growth of every student.
Target 1.1	By 2028, reduce from 2024 the percentage of Year 9 students in the 'Needs additional support' NAPLAN proficiency level: Reading from 13% to 10% Numeracy from 15% to 10%.
Target 1.2	By 2028, increase from 2024 the percentage of Year 9 students in the 'Exceeding' NAPLAN proficiency level: Reading from 7% to 10% Numeracy from 3% to 8%.
Target 1.3	By 2028, increase from 2023 the: VCE All Study mean score from 26.82 to 29 Independent.

	<p>Understand how to analyse data from 45% to 66%</p> <p>Monitor effectiveness using data from 53% to 66%</p> <p>Use of High Impact teaching strategies from 65% to 72%.</p>
<p>Key Improvement Strategy 1.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</p>	<p>Build teacher capacity through the implementation of a school-wide instructional model.</p>
<p>Key Improvement Strategy 1.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	

Key Improvement Strategy 1.b

The strategic direction and deployment of resources to create and reflect

percentage of students enrolling in VCE-VM from 17% to 40%
the percentage of all Year 12 students with positive post-school pathways from 82% to 92%.

Target 2.2

By 2028, increase from 2023 the percentage positive endorsement of the following AtoSS factors:

Learner confidence from 60% to 66%

Effective classroom behaviour from 63% to 75%

Connection to school from 56% to 70%

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<p>Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	
<p>Key Improvement Strategy 2.b Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	<p>Develop and promote equitable pathways for every student</p>
<p>Key Improvement Strategy 2.b Responsive, tiered and contextualised</p>	

expectations; and a positive, safe and orderly learning environment	
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