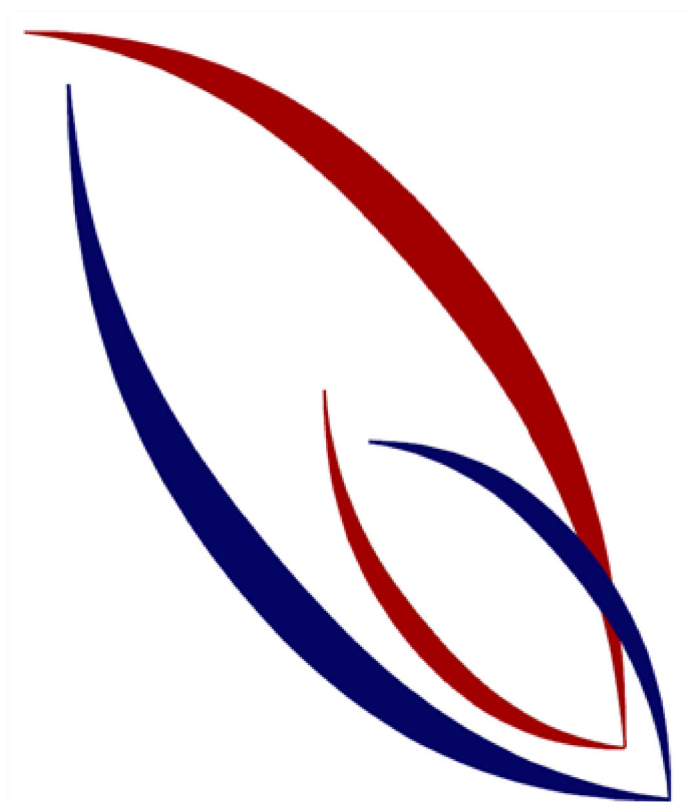


School Strategic Plan 2023-2027

Keilor Downs Secondary College (8715)



Submitted for review by Linda Maxwell (School Principal) on 11 October, 2023 at 12:33 PM

Endorsed by Anne Fox (Senior Education Improvement Leader) on 20 October, 2023 at 06:33 AM

Endorsed by Gurpreet Thiara (School Council President) on 26 April, 2024 at 01:55 PM

School Strategic Plan - 2023-2027

Keilor Downs Secondary College (8715)

<p>School vision</p>	<p>To provide a learning community which creates a wide range of opportunities for student growth and development by:</p> <ul style="list-style-type: none"> •Building positive relationships of mutual respect based on fair learning and fair treatment within a safe and secure environment •Embracing individuality, diversity and developing independent, self-regulating learners •Establishing a challenging and engaging learning environment which encourages the development of all students to their full potential
<p>School values</p>	<p>Inclusion: To embrace and celebrate diversity and ensure equal access and opportunities for all. Resilience: To actively develop attitudes and skills to effectively meet challenge and adapt to change. Respect: To value everyone in our community and ensure all our actions have a fair and positive impact on others. Growth: To provide a learning environment that encourages effort and promotes improvement in all areas. Connection: To maintain a caring and collaborative community that prioritizes wellbeing.</p>
<p>Context challenges</p>	<p>Although the school is performing well and achieving positive data across the board, consistency of practice and improving coherency of policies and documentation could be improved. We need to find strategies that will both build on our previous work but give us a some fresh ideas for moving forward. It was also apparent that there is work to be done on honing in on more individualized assessment and data to better support individual learning needs. Our intended focus on strengthening learner agency was badly impacted by the pandemic so we need to refresh this area and redirect our strategies to ensure that this is the key lens for our future work in both learning and wellbeing. The school has very good intervention and extension programs but these need to be more finely data-driven and more coherently coordinated to ensure greatest impact for targeted students.</p>
<p>Intent, rationale and focus</p>	<p>We feel that many of our current directions and priorities are still relevant, but we need to re-focus and find fresh ways to engage staff and students in our identified improvement areas. For example, although our instructional model is fairly well understood, it is not being applied consistently by all teachers and there is still potential for much more work on areas such as application of knowledge, cognitive engagement and learner agency within this. For example, we would like to explore the Science of Learning research to refresh the implementation of GANAG. Many of our curriculum policies and practices are well established but our documentation needs to be refined and coordinated in a more sophisticated way, while remaining accessible and supportive for new staff. This is a similar situation with our wellbeing policies and practices, which are successful and well-developed but need to move to the next level by being more coherently linked and more clearly documented. Although our assessment is well documented and</p>

consistent across learning areas, we still need to find strategies and systems to give more individualized feedback to students and to ensure that our intervention and extension programs are more finely targeted and more coordinated. Although we will work on all of the key improvement strategies across the 4 years, our early priorities will be to consolidate and refine our existing policies and processes, then look for new frameworks or lenses to further our work in learner agency and improving classroom practice. Investigating approaches that better support more individualized assessment and feedback will also be an early focus.

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Goal 1	To improve student learning.
Target 1.1	<p>To improve the proportion of Year 9 students in the NAPLAN exceeding and strong proficiency levels (from 2023 levels) to:</p> <p>Reading - greater than 64%</p> <p>Numeracy - greater than 61%</p> <p>Writing - greater than 57%</p>
Target 1.2	<p>By 2027, increase the four-year average VCE median All Studies score from 29 (2022) to 30.</p> <p>By 2027, decrease the percentage of students with a VCE English study score of less than 25 from 37% (2022) to 25%.</p>
Target 1.3	<p>By 2027, increase the percentage positive response on the Attitudes to School Survey for:</p> <ul style="list-style-type: none"> • Student voice and agency from 45% (2023) to 55% • Differentiated learning challenge from 65% (2023) to 70% • Stimulated learning from 53% (2023) to 65%

<p>Target 1.4</p>	<p>By 2027, increase the percentage positive response on the School Staff Survey for:</p> <ul style="list-style-type: none"> • Collective efficacy from 64% (2023) to 70% • Professional learning through peer observation from 45% (2023) to 55%
<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>Further develop, document and embed whole school collaborative approaches to curriculum planning, assessment and shared instructional approaches.</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>	
<p>Key Improvement Strategy 1.b Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities</p>	<p>Embed systematic assessment practices that provide effective feedback to support student learning and growth.</p>
<p>Key Improvement Strategy 1.c Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	<p>Build the capacity of staff to create opportunities for students to have agency and influence in their learning.</p>
<p>Key Improvement Strategy 1.c</p>	

<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 1.d Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	<p>Build the capability of staff to respond to the learning needs of each individual student.</p>
<p>Goal 2</p>	<p>To improve student wellbeing.</p>
<p>Target 2.1</p>	<p>By 2027, decrease the average number of days absence per student per year from 24 days (2022) to 16 days.</p>
<p>Target 2.2</p>	<p>By 2027, increase the percentage positive response on the Attitudes to School Survey for:</p> <ul style="list-style-type: none"> • Teacher concern from 37% (2023) to 50% • Sense of connectedness from 54% (2023) to 65% • Effective teaching time from 60% (2023) to 70%
<p>Target 2.3</p>	<p>By 2027, increase the percentage positive response on the Parent Opinion Survey for:</p> <ul style="list-style-type: none"> • Promoting positive behaviour from 63% (2022) to 75% • Confidence and resiliency skills from 63% (2022) to 70%

<p>Target 2.4</p>	<p>By 2027, increase the percentage of Year 7–10 students who are considered Ready to Learn on the Resilience Survey from 46% (2023) to 55%.</p>
<p>Key Improvement Strategy 2.a Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</p>	<p>Further develop the whole school approach to wellbeing, inclusion and engagement through systematic and responsive structures and processes.</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>Further enhance formal and informal structures to engage with and respond to the full range of student perspectives and feedback.</p>
<p>Key Improvement Strategy 2.b Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</p>	
<p>Key Improvement Strategy 2.c Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</p>	<p>Further develop and strengthen active partnerships with specialist services, education providers and community organisations to enhance support to students.</p>