

School Strategic Plan 2020-2024

Kyabram P-12 College (7965)



Submitted for review by Paul Tozer (School Principal) on 15 January, 2021 at 12:39 PM

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Awaiting endorsement by School Council President

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School vision	<p>At Kyabram P-12 College, we aim to create a strong and resilient community with shared responsibility for learning where staff and students strive to do their best while demonstrating respect for themselves and others.</p> <p>Our motto - "Excellence through opportunity"- underpins our philosophy of providing every student with opportunities to demonstrate their talents. We have a strong student leadership program and an extra-curricular program that helps to develop student connectedness to the College.</p>
School values	<p>The values of Respect, Doing Your Best, Community, Resilience and Responsibility are central to the philosophy of the school. These values are taught explicitly throughout the school, and are reinforced through the awards given out regularly from Years Prep-12. House points are awarded, based on these values, throughout the College.</p> <p>Respect entails acceptance of all school community members, appreciation of opportunities offered and a display of pride in our College. It includes respect for people, property and belongings.</p> <p>Doing Your Best involves being organised for all tasks, handing work in on time and setting personal goals and celebrating their successful achievement.</p> <p>Community means the ability to work co-operatively with others, making others feel welcome in our College, and actively participating in teamwork and community activities.</p> <p>Resilience refers to an ability to keep trying, even if the task is not easy, seeking appropriate assistance when required and supporting peers in difficult situations.</p> <p>Responsibility means a display of initiative and the acceptance of challenges, taking ownership of one's actions, and of an individual's learning and acceptance of the rights of others to learn.</p>
Context challenges	<p>Kyabram P-12 College is a co-educational Prep to Year 12 College established in 2009 from an amalgamation of three local Government schools. The current enrolment is approximately 950 students. The primary campus consists of 19 classes with home group teachers providing studies within the range of Victorian Curriculum while specialists teach the Arts, Health and PE, Digital Technologies and Science. Seamless transition to the secondary campus is experienced, where the wide range of subjects and extra curricula activities combine to encourage students to develop pathways for post-school options. The College offers a variety of subjects at VCE and has an established VCAL program at Foundation, Intermediate and Senior levels. The College also offers students an extensive range of VET subjects that may commence in Year 10.</p>

	<p>Key challenges for our College include:</p> <ul style="list-style-type: none"> • Improving our literacy delivery across the College. • Developing a consistent approach to teaching and learning across all classes supported by a culture of data analysis, professional conversations between staff and systemic reflective practices. • Participation in appropriate professional learning to enable our students to learn using modern teaching models and sophisticated digital technologies as an aid to twenty-first century learning. • Lifting expectations across the entire College as too many of our students currently have low expectations of their ability to achieve. • Interacting with, and playing a leadership role, within the wider Kyabram community.
<p>Intent, rationale and focus</p>	<p>The College is committed to supporting students to become resilient life long learners who have the skills, knowledge and understandings to follow aspirational pathways. Through comprehensive data analysis, the college has identified student literacy capability as an area that requires improvement for students to be able to realise their potential and support students to be able to follow and be successful in their chosen pathways.</p> <p>A high degree of literacy capability is vital for students to be able to access high level learning and to be able to communicate their learning in a manner that will allow them to be successful in their schooling and beyond the college gates. Currently we see that our students have the required knowledge in a number of areas to be highly successful in their studies, but do not have the literacy skills to enable them to communicate this knowledge effectively enough to receive the results required for some tertiary courses. This is evidenced through VCE exam results showing significantly better results with multiple choice than with extended answer responses when compared to state cohorts.</p> <p>The college will be prioritising the improvement of literacy teaching across the college. This will be achieved in conjunction with the improvement of pedagogy, leveraging High Impact Teaching Strategies in line with the college instructional model. There will be a literacy focus in each year of the strategic plan that will focus on increasing teacher capability.</p> <p>Numeracy is also a foundation of student learning and will be a SSP priority due to current results being below our expectations. A Numeracy Learning Specialist has been appointed and will develop a numeracy action plan that will be implemented across the life of the current SSP. This will begin with improving the capacity of teachers in the primary school and secondary maths teachers to teach maths according to the college instructional model. Focus will then move to increasing the capacity of all teachers to teach numeracy. A curriculum audit will take place to identify opportunities for teachers outside of mathematics to teach numeracy and support the maths program of the college.</p> <p>Student Engagement and Wellbeing is the focus of the third goal of the SSP. This goal will aim to improve the college SWPB program which has not been imbedded effectively. The team will begin with a focus of developing and teaching a college behaviour matrix across the college and then move into other areas of the SWPB framework such as the development of a valued rewards system. This initiative will be a focus in each AIP for the life of the current SSP.</p>

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Goal 1	Improve student learning outcomes in literacy.
Target 1.1	<p>By 2024, increase the percentage of students above benchmark growth in reading and writing (NAPLAN):</p> <p>Year 5:</p> <ul style="list-style-type: none">• reading: from 27% (2019) to 31%• writing: from 15% (2019) to 19%• spelling: from 25% (2019) to 29% <p>Year 7:</p> <ul style="list-style-type: none">• reading: from 13% (2019) to 17%• writing: from 12% (2019) to 16%• spelling: from 16% (2019) to 20% <p>Year 9:</p> <ul style="list-style-type: none">• reading: from 17% (2019) to 21%• writing: from 14% (2019) to 18%• spelling: from 31% (2019) to 32%
Target 1.2	<p>By 2024, increase the number of students in the top two bands in reading and writing (NAPLAN):</p> <p>Year 3:</p> <ul style="list-style-type: none">• reading: from 53% (2019) to 57%

	<ul style="list-style-type: none"> • writing: from 31% (2019) to 35% <p>Year 5:</p> <ul style="list-style-type: none"> • reading: from 29% (2019) to 33% • writing: from 10% (2019) to 14% <p>Year 7:</p> <ul style="list-style-type: none"> • reading: from 12% (2019) to 16% • writing: from 5% (2019) to 10% <p>Year 9:</p> <ul style="list-style-type: none"> • reading: from 7% (2019) to 12% • writing: from 3% (2019) to 10%
Target 1.3	<p>By 2024, increase the percentage of staff positive endorsement in School Staff Survey factors:</p> <ul style="list-style-type: none"> • collective efficacy from 60% (2019) to 70% • academic emphasis from 55% (2019) to 65% • teacher collaboration from 64% (2019) to 75% • differentiated planning from 65% (2019) to 73%
Target 1.4	<p>By 2024, increase achievement for senior years students in:</p> <ul style="list-style-type: none"> • increase the mean VCE English score from 24.4% (2019) to 28% • increase the percentage of VCE English study scores of 37 or more to 4% • VCAL completion increase from 83% (2019) to 88%

Key Improvement Strategy 1.a Evidence-based high-impact teaching strategies	Increase teacher capability in teaching and learning in literacy through the use of high impact teaching strategies and consistent whole-college expectations
Key Improvement Strategy 1.b Building practice excellence	Use assessment data and evidence to differentiate teaching to teach to student point of need
Key Improvement Strategy 1.c Curriculum planning and assessment	Plan and evaluate a literacy curriculum that aligns with Victorian Curriculum standards
Goal 2	Improve student learning outcomes in numeracy.
Target 2.1	By 2024, increase the percentage of students above benchmark growth in numeracy (NAPLAN) at: <ul style="list-style-type: none"> • Year 5: from 22% (2019) to 26% • Year 7: from 25% (2019) to 29% • Year 9: from 20% (2019) to 24%
Target 2.2	By 2024, increase the number of students in the top two bands in numeracy (NAPLAN) in: <ul style="list-style-type: none"> • Year 3: from 27% (2019) to 31% • Year 5: from 23% (2019) to 27% • Year 7: from 12% (2019) to 16% • Year 9: from 12% (2019) to 15%
Key Improvement Strategy 2.a	Increase teacher capability in teaching and learning in numeracy through high impact teaching strategies and whole-college expectations

Evidence-based high-impact teaching strategies	
Key Improvement Strategy 2.b Building practice excellence	Use assessment data and evidence to differentiate teaching to teach to student point of need
Key Improvement Strategy 2.c Curriculum planning and assessment	Plan and evaluate a numeracy curriculum that aligns with Victorian Curriculum standards
Goal 3	Improve student wellbeing and engagement.
Target 3.1	By 2024, increase the percentage of student positive endorsement in the following factors (Attitudes to School Survey): <ul style="list-style-type: none"> • teacher concern from 57% (2019) to 60% • classroom behaviour from 62% (2019) to 66% • sense of connectedness from 65% (2019) to 69% • student motivation from 66% (2019) to 71% • not experiencing bullying from 84% (2019) to 88%
Target 3.2	By 2024, increase the parent positive percentage endorsement in Parent Opinion Survey factors: <ul style="list-style-type: none"> • student voice and agency from 73% (2019) to 80% • general school improvement from 69% (2019) to 74%
Target 3.3	Attendance targets: By 2024 <ul style="list-style-type: none"> • reduce the mean number of absences to 15 days per year for each year of the review • reduce Koori absences of 20 days plus from 66% (2019) to 56% in Years 7 to 12

Key Improvement Strategy 3.a Health and wellbeing	Implement and embed a whole-college approach to student wellbeing and engagement
Key Improvement Strategy 3.b Empowering students and building school pride	Activate and embed student voice and agency in learning and wellbeing
Key Improvement Strategy 3.c Parents and carers as partners	Develop parent/family partnerships