

KAMBRYA COLLEGE STRATEGIC PLAN 2019-2022

Four-year goals (for improving student achievement, engagement and wellbeing)	High-impact improvement initiatives and/or dimensions	Targets (for improving student achievement, engagement and wellbeing)	Key Improvement Strategies
<p>Goal 1: Improve achievement and learning growth outcomes for all students.</p> <p>Rationale: An analysis of the College’s NAPLAN and Teacher Judgement data indicated different patterns and trends in student outcomes. For example, at Year 9 in 2017 Teacher Judgements assessed 8.6 per cent of students above the standard for Reading and writing while NAPLAN Reading indicated that 22 per cent were performing in the top two bands. The panel also identified that there was a lack of student achievement data in the VCAL curriculum and that while there has been improvement in the VCE predicted versus achieved scores, there was still work ahead to close the gap further. This, together with classroom visits and interviews with staff, indicated to the panel that there was a need to continue building teacher and team capacity and confidence to use data and evidence to plan differentiated curriculum and teach to each student’s point of need.</p>	<ol style="list-style-type: none"> Curriculum Planning and Assessment. Building Practice Excellence. Instructional and Shared Leadership 	<p>1.1 NAPLAN</p> <p>1.1.1 - By 2022, matched cohort data will demonstrate that 85% of students achieved medium or high growth rates in NAPLAN Reading, Writing and Numeracy.</p> <p>1.1.2 - By 2022 the percentage of Year 9 students assessed in the top two bands of NAPLAN for:</p> <ul style="list-style-type: none"> Numeracy will be increased to an average of 25.6% (up by 2.5% from 23.1% in 2014-2017). Reading will be increased to an average 24.15% (up by 2.5% from 21.65% in 2014-2017). Writing will be increased to an average of 16.3% (up by 2.5% from 13.8% in 2014-2017) <p>1.2 VCE</p> <p>By 2022, the College will:</p> <ul style="list-style-type: none"> Sustain a median English study score of 30 or above. Ensure that at least 75% of adjusted subject study scores are consistently +1 or above (from 42% in 2017). Sustain a whole school VCE median study score of 30 or above. <p>1.3 VCAL</p> <p>By 2022, the College will have consistently increased the VCAL average achievement level for Common Assessment Tasks (competent levels within the 70-79% assessment grade boundaries).</p> <p>1.4 Teacher Judgements and NAPLAN</p> <p>By 2022, the College will significantly reduce the variance between teacher judgements and NAPLAN so that the variance is in the range of +/-10%.</p>	<ol style="list-style-type: none"> Build the instructional practice of every teacher through a focus on professional learning, coaching, moderation, collegial observation and feedback and by embedding the use of high impact teaching strategies and the Kambrya College Model of Instruction to achieve consistent, high quality instruction in every classroom (BPE). Continue to strengthen curriculum planning and assessment across the College (CPA). Strengthen the capacity of individual teachers and Professional Learning Teams to: <ul style="list-style-type: none"> Analyse and use evidence and assessment data to plan differentiated curriculum and a teaching and learning program that targets the learning needs of all students, and Evaluate their impact on student learning and build practice excellence (CPA and BPE). Build the instructional leadership capacity of all leadership teams across the College, and strategically align leadership resources to the priorities of the SSP (ISL). Develop and execute a strategy to promote and develop Science, Technology, Engineering, Arts and Mathematics (STEAM) learning across the College (CPA).
<p>Goal 2: Improve Student Voice, Leadership and Learner Agency across the College</p> <p>Rationale: Evidence collected by the panel through the review from staff, student and parent interviews and from classroom visits, together with the AToSS and POS data collected in 2017 and 2018 that showed relative low opinion of student voice and learner agency, indicated to the panel that raising levels of student voice, leadership and learner agency will improve student motivation, engagement and achievement.</p>	<ol style="list-style-type: none"> Empowering students and Building Pride. Intellectual Engagement and Self-Awareness. Building Practice Excellence 	<p>2.1 DET Student Opinion Survey</p> <p>By 2022, the percentage of positive endorsement on the student AToSS for Years 7–12 for these factors will be:</p> <ul style="list-style-type: none"> Student Voice and Agency—70th percentile or above (from 42nd percentile in 2018) Motivation and interest—70th percentile or above (from 61st percentile in 2018) Self-regulation and goal setting—70th percentile or above (from 60th percentile in 2018) Learning confidence—70th percentile or above (from 63rd percentile in 2018) <p>2.2. Kambrya College Student Perceptions of Teaching and Learning Survey</p> <ul style="list-style-type: none"> By 2022, the College will increase positive endorsement in the ‘Student Voice, Agency and Leadership’ category of the <i>Kambrya College Student Perception of Teaching and Learning Survey</i> from 80% in 2018, to 85% or above. 	<ol style="list-style-type: none"> Develop and implement a student voice, leadership, agency and connectedness strategy across the College to empower students (in and out of the classroom) to build greater school pride (ESBSP). Create systems and a metacognitive learning culture that enables and encourages students to access and understand their learning data and progress (visible learning) and therefore act as more intellectually engaged partners in improving their learning outcomes (ESBSP & IESA). Build teacher knowledge and practice excellence in the use of learner centred teaching that enables the consistent use of high impact teaching strategies and student voice, leadership and learner agency approaches in all classrooms (BPE).

<p>Goal 3: Improve Student Wellbeing, Engagement and Inclusion across the College.</p> <p>Rationale: Evidence collected by the panel through the review from staff, student and parent interviews, together with the AToSS and POS data collected in 2017 and 2018, indicated to the panel that improving student health, wellbeing and engagement and build community links will support a more positive climate for learning which in turn will assist the College in achieving further growth in student outcomes.</p>	<ol style="list-style-type: none"> 1. Setting Expectations and Promoting Inclusion. 2. Health and Wellbeing. 3. Building Communities. 4. Parents and Carers as Partners. 	<p>3.1 DET Student Opinion Survey</p> <p>By 2022, the percentage of positive endorsement on the student AToSS for Years 7–12 for these factors will be:</p> <ul style="list-style-type: none"> • Teacher Concern—70th percentile or above (from 40th percentile in 2018) • Resilience—70th percentile or above (from 59th percentile in 2018) • Classroom behaviour—70th percentile or above (from 56th percentile in 2018) • Respect for diversity—70th percentile or above (from 49th percentile in 2018) • Managing bullying—70th percentile or above (from 60th percentile in 2018) • Sense of connectedness—70th percentile or above (from 50th percentile in 2018) <p>3.2 DET Staff Opinion Survey</p> <p>By 2022, the percentage of positive endorsement on the Staff Opinion Survey for these factors will be:</p> <ul style="list-style-type: none"> • Trust in students and parents—70% percentile or above (from 43.7% in 2017) • Parent and community involvement—70% percentile or above (from 51.5% in 2017). <p>3.3 DET Parent Opinion Survey</p> <p>By 2022, the percentage of positive endorsement on the POS for these factors will be:</p> <ul style="list-style-type: none"> • Parent Participation and Involvement—75th percentile or above (from 66th percentile in 2018) • Promoting Positive Behaviour—80th percentile or above (from 76th percentile in 2018) • Confidence and resiliency skills—80th percentile or above (from 74th percentile in 2018) 	<ol style="list-style-type: none"> 1. Research and implement a Professional Development Plan for teachers regarding strategies for building effective relationships with students (SEPI). 2. Review the College’s pastoral care/resilience programs, and develop new Student Health, Wellbeing and Engagement programs/structures that utilise community engagement and learning resources (H&W). 3. Develop and introduce a Positive School Wide Behaviour Plan to enable students to develop a growth mindset; set expectations and improve the positive climate for learning; and promote inclusion (SEPI). 4. Develop and execute a strategy for building communities to create stronger learning partnerships with parents, and improve links with other schools, agencies and the community (BC and PCP).
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