

Dandenong High School (8858)

Strategic Plan 2016-2019

Endorsement	Re-Endorsement (if a Goal, KIS or Target is changed)	Re-endorsement (if a Goal, KIS or Target is changed)
Principal: Susan Ogden Date: 21 st March[name].....[date][name].....[date]
School council: Alan Collier Date: 21 st March[name].....[date][name].....[date]
Delegate of the Secretary: John Keyzers Date: 13 th May[name].....[date][name].....[date]

School vision	School values	Context and challenges	Intent, rationale and focus
<p>Dandenong High School’s vision is to create an environment where all students are empowered to achieve success and reach their potential.</p> <p>The school will set high expectations, encourage staff and students to strive for excellence and ensure that the diverse needs and strengths of each individual are recognised and nurtured and their achievements are celebrated.</p> <p>We will foster a supportive environment building on the strength within our unique community and promote positive, respectful relationships.</p> <p>Our key focus will be the development of independent, responsible, globally aware young people, who are multi-skilled, ICT enabled and embody a genuine passion for lifelong learning.</p>	<p>Dandenong High School has eight core values that define our learning community and support the realisation of the school vision:</p> <ul style="list-style-type: none"> • Curiosity – instilling and maintaining a love of learning and a sense of wonder within all members of the school community • Respect – accepting and enacting that all individuals are unique and can make valuable contributions to the school community • Compassion and Empathy – fostering respectful and supportive partnerships between students, parents, teachers and the wider community • Excellence – Empowering all students and staff to achieve and celebrate their personal best within a culture of high expectations • Perseverance and Resilience – building a sense of determination and optimism when facing challenges both in learning and life • Inclusiveness – promoting a sense of belonging through collaboration and mutual respect based on the principles of integrity, honesty and trust 	<p>The school is entering the third phase of its redevelopment. After a successful merge of 3 separate learning communities which has seen the development of a shared identity, new physical environment and approach to learning, the creation of an innovative curriculum, the establishment of strong cohesive leadership and effective structures and processes across the school, the community is now deeply committed to a cultural shift. The focus is clearly on improving student learning through establishing a shared pedagogical approach and ensuring the effectiveness and consistency of teacher practice. The decision to participate in UMNOS 15 (Melbourne University Network of Schools) was critical in highlighting the need to ensure learning was visible, measurable and acknowledge that every teacher/ leader is also a learner. It also has emphasised the importance of embedding strategic evaluation within all areas of school operation.</p> <p>There are definite challenges especially in regards to improving student achievement at all year levels. The focus though is not restricted to increasing student outcomes but to maximizing learning growth for each student, to ensure every individual is reaching their potential. There is a shared understanding of the importance of targeted professional learning to support staff development and the need for individual critical reflection and coaching to ensure high quality and consistent teacher and leadership practice across the school. There is also a growing awareness of the need and importance of building greater collective efficacy and developing an explicit belief that every student can learn and every teacher can teach.</p> <p>Pathways data for students leaving the school is outstanding and there is an exemplary Grade 6 transition program. However, there is a clear need to improve transition processes, particularly from Years 9-10 and 10-11, in order to ensure every student is adequately prepared for their senior studies program and strongly connected to the school community. Attendance data is below the state mean and highlights further work is required with the parent community to raise expectations and ensure parents and students understand the importance of coming to school.</p> <p>Although connection and happiness at school is generally strong for staff and students there is growing awareness of the need to build clearer links between learning and well-being and more widely acknowledge a responsibility to focus on the “whole student”, that is, as both learner and person. The school also needs to further develop its relationships with key cultural groups in order to increase its influence within the wider community and better understand the needs of its families.</p>	<p>Dandenong High School is committed to building a culture of shared belief and collective responsibility for whole school improvement and achieving an environment where all staff, students and school leaders learn, achieve success and reach their potential.</p> <p>A combined key focus over the next four years (Goal 1) is to improve student achievement data by ensuring optimal student learning growth and improve the quality and consistency of teacher practice across the school. The school will continue to develop and implement the Design for Learning (an evidence based approach to teaching and learning), re-vision its professional learning model to explicitly build teachers’ skills and introduce a framework for coaching to promote and ensure ongoing critical reflection of teacher and leadership practice.</p> <p>To support this work, Goal 2, will focus on increasing student engagement in their learning and raising expectations and increasing responsibility for students as learners. The targeted initiatives that sit within this goal are also significant and will be phased in throughout the duration of the plan.</p> <p>Goals 3 and 4 will be explored and clearly defined during the first two years of the cycle with a whole school approach implemented in the final two years. Initial exploration in both areas will include a series of pilot projects that will be used to develop a shared definition across the school of what positive well-being and effective community partnerships look like and who is responsible for them.</p>



Four-year goals (for improving student achievement, engagement and wellbeing)	Improvement Priorities, Initiatives and/or Dimensions	Key improvement strategies	Targets (for improving student achievement, engagement and wellbeing)
To achieve trend improvement in student learning growth for all students.	<ul style="list-style-type: none"> Excellence in Teaching and Learning: Curriculum planning and assessment Excellence in Teaching and Learning: Building practice excellence and Professional Leadership: Building leadership teams 	<p>Develop a learning environment where every student demonstrates optimal learning growth, experiences success and achieves their potential by:</p> <ul style="list-style-type: none"> Implementing the Design for Learning (an evidence based approach to teaching and learning) across the school. <p>Build a culture across the school of continual improvement, critical reflection and professional growth for all leadership and staff by:</p> <ul style="list-style-type: none"> Developing and implementing a professional learning model to improve teacher and leadership practice. 	<ul style="list-style-type: none"> Every student in Years 7 – 10 will demonstrate at least one year’s learning growth each year. Ensure consistency in and reduce cohort variability in learning growth in Year 7-9 NAPLAN data in Literacy and Numeracy. Reduce the difference between GAT predicted scores and actual VCE study scores for all studies.
To achieve trend improvement in student engagement for all students and increase the impact of student voice (both individual and collective) on improving student learning outcomes across the school.	<ul style="list-style-type: none"> Positive climate for Learning: Empowering students and building school pride and Setting expectations and promoting inclusion 	<p>Ensure all students smoothly transition from Years 7-12, are actively engaged in their learning and develop an achievable and positive pathway on leaving school by:</p> <ul style="list-style-type: none"> Developing a transition and pathways program for students moving from Years 9-10 and Years 10-11. Re-visioning the School Engagement Guidelines to better reflect the needs and identity of the school community. Further developing “student voice” to ensure students are “active partners” in their learning with teachers. 	<ul style="list-style-type: none"> A reduction in student absence at each year level across the school. An increase in real retention rates from Years 10 – 11 and Years 11-12. A reduction in suspension rates for students particularly in Years 9 – 11. An increase in factor mean scores (Attitude to Schools data) in classroom behaviour, learning confidence, teacher effectiveness and stimulating learning.
To achieve trend improvement in student wellbeing and connection to the school for all students and staff.	<ul style="list-style-type: none"> Positive Climate for Learning: Empowering students and building school pride and Setting expectations and promoting inclusion 	<p>Ensure that all students are empowered to build strong relationships within the school community that develop self-belief, shared responsibility and mutual respect of others by:</p> <ul style="list-style-type: none"> Using “Appreciative Inquiry” (a Positive Psychology approach) develop a shared definition of Well Being which clearly defines individual responsibility and emphasises the link between Well Being and Learning across the school. Introduce a positive language, that is shared, widely understood and used by all members of the school community, in order to build strong, resilient relationships. 	<ul style="list-style-type: none"> A reduction in staff and student absence rates across the school. An increase in School Climate data (staff opinion survey) in collective efficacy, collective responsibility and staff trust in students and parents. An increase in factor mean scores (Attitude to Schools data) in connectedness to peers, connectedness to school, student safety and teacher empathy.
To achieve further community engagement in supporting the learning, engagement and wellbeing of all students.	<ul style="list-style-type: none"> Community engagement in learning 	<p>Further develop the school’s engagement with the wider community in order to raise expectations for students and parents, ensure higher aspirations, strengthen commitment to improving student achievement and increase the school’s influence amongst cultural groups by:</p> <ul style="list-style-type: none"> As a school defining what it means to engage with the community in an authentic way and develop a plan of action for community engagement for the next 3 years. Establishing a way of measuring and evaluating both the impact of community engagement within the school and the school’s level of influence beyond its gates. 	<ul style="list-style-type: none"> An increase in the Parent Opinion Survey data in approachability, school improvement and parent input. An increase in factor mean scores (Attitude to Schools data) in school connectedness, learning confidence and student motivation. An increase in attendance by parents at parent teacher interviews, information sessions and whole school events. An increase in parent use of compass particularly in accessing student learning information and providing feedback. Establishment of a framework which outlines a clear definition of effective community partnerships that can be used by the school and other school communities.

