

School Strategic Plan 2019-2023

Dandenong High School (8858)



Submitted for review by Susan Ogden (School Principal) on 27 November, 2019 at 12:44 PM

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School vision	<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 everyone 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>
School values	<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
Context challenges	<p>Dandenong High School has made significant progress in the last four years in building a culture that values and prioritises the improvement of student and teacher learning and encourages "collective responsibility" and "school pride", for all those within the school community. The school has developed "key enablers" to increase consistency of high-quality teaching practice across classrooms including; the Design for Learning (instructional model), Professional Learning suite and a PLT structure. Data also indicates improvement in reading in both growth and achievement, an increase in "at or above" benchmark learning growth in all measures, an increase in VCAL completion rates and a significant reduction in student absence across the school.</p> <p>The 2019 School Review and AIP evaluation highlighted the following immediate challenges and areas for future focus:</p> <ul style="list-style-type: none">• Although the school has achieved an increase in benchmark growth, particularly in reading, there are still a number of students below benchmark. The student population is highly transient and those who enrol at the school post Year 7 or those

	<p>receiving equity funding, are experiencing lower learning growth than those who arrive in Year 7 or are non-equity funded. Student learning growth in writing and numeracy, is also lower across the cohort, although still above the state mean.</p> <ul style="list-style-type: none"> • VCAL satisfactory completion rates have improved significantly in the last two years although the median VCE study score remains stagnant and needs urgent improvement. Real retention rates in the Senior School are high and pathways transition data remains strong with over 90% students achieving a further learning or employment pathway. However, an increasing number of students are achieving an ATAR of below 30 which indicates a need to refine pathways counselling processes and challenge the culture of VCE as the “only viable senior option” for all students by redefining Senior Provision. • Although there has been an observable improvement in the consistency of high-quality teaching practice across the school, implementation of the Design for Learning (instructional model) is not embedded in every classroom. The Review Report highlighted a need to ensure understanding of the agreed pedagogy moved beyond the conceptual, to what it looked like in practice for every teacher. The report also identified the need to stage improvement initiatives, narrow the focus to “incremental steps”, model high quality practice and provide regular feedback to teachers regarding their teaching. • The School Review process also identified a lack of alignment between NAPLAN and teacher judgements in Years 7-9 and questioned the accuracy of Senior assessment practices in VCE. This highlights the need to introduce a whole school approach to moderation of student learning. It will also be critical to build data literacy across the school, to support teachers in deepening their understanding of each learner and enable them to differentiate their approach to target individual student need. • Parent Opinion survey data is high, but staff responses remain below State in several measures particularly, “collective efficacy”, “teacher collaboration” and “guaranteed and viable curriculum”. While the Reviewer commented that the School Leadership team could articulate the school vision and strategic direction with cohesion, this was not as consistent across the school, particularly for those newly appointed. Not all staff were clear how all the improvement initiatives fit together and what their responsibility for whole school improvement looked like in the classroom. • Attitudes to School survey responses and feedback/observations collected by the Review panel during the Review days, indicate that although students are visibly engaged in their learning and feel a strong connection to the school, several classrooms they visited were predominantly “teacher directed”, with some students passive rather than active learners. In addition, positive responses in “Student voice and agency in learning” (Attitudes to School) and “teacher concern” are low and re-enforce the need to develop greater student voice and responsibility within every classroom.
<p>Intent, rationale and focus</p>	<p>Dandenong High School is committed to embedding a culture of collective responsibility for continuous school improvement and providing an environment where all students, staff and school leaders learn, achieve success and reach their potential. During the next four years we will work as a community to improve learning growth for all students, provide stronger transitions and responsive interventions for all our learners and deliver consistently high-quality teaching practice in every classroom through:</p> <ul style="list-style-type: none"> • The clear communication of the strategic direction of the school, the opportunity for all staff to question, provide feedback and engage in an ongoing conversation with leadership regarding improvement and the regular celebration of progress. • The consistent implementation of the Design for Learning (instructional model) in every classroom. This will include the refinement of all Learning Sequences and assessment practices. • The delivery of a differentiated professional learning program for teachers that includes; instructional coaching; modelling of high-quality teaching practice; observation and feedback of practice; a PLT structure that encourages “risk taking”, collaborative

	<p>learning and trialling of new strategies; targeted Domain time to further develop content pedagogy and an extensive induction program for newly appointed staff.</p> <ul style="list-style-type: none">• The introduction of a Positive Education approach across the school that prioritises student engagement and empowers students in their learning through an adult advocate or mentor for all learners. This will include the active promotion of student voice and agency as well as the increase of student responsibility for their learning in the classroom.• The refinement of the Learning Intervention program that targets all students who are achieving below benchmark in achievement and/or growth in Literacy and Numeracy. This will include a reception program for newly enrolled students and targeted support both within and additional to the classroom.• Revisioning of the Senior Studies program to meet the needs of all students.
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Goal 1	Improve learning growth and achievement for all students
Target 1.1	<ul style="list-style-type: none"> By 2023, increase the percentage of students in Year 9 achieving at or above benchmark growth in Reading (78% - 85%), Writing (69% - 80%) and Numeracy (71% - 80%).
Target 1.2	<ul style="list-style-type: none"> By 2023, increase the median VCE study score from 24 (2018) to 28.
Target 1.3	<ul style="list-style-type: none"> By 2023, increase the percentage of positive responses in the School Climate survey in “Collective Efficacy”, from 41% (2019) to 65% and in “Guaranteed and Viable Curriculum”, from 39% (2019) to 71%.
Key Improvement Strategy 1.a Building practice excellence	Build consistency in high-quality teaching practice
Key Improvement Strategy 1.b Evaluating impact on learning	Strengthen staff capabilities to effectively use data for continuous improvement
Key Improvement Strategy 1.c Instructional and shared leadership	Build school-wide collective responsibility for improved student outcomes
Goal 2	Empower all students as active agents in their learning

Target 2.1	<ul style="list-style-type: none"> By 2023, increase the percentage of positive responses in the Attitudes to School Survey in “Student Voice and Agency”, from 42% (2019) to 66% in Years 7 - 9 and 47% (2019) to 71% in Years 10-12.
Target 2.2	<ul style="list-style-type: none"> By 2023, increase the percentage of positive responses in the School Climate survey in “Trust for Students and Parents”, from 37% (2019) to 61% and "Teacher Collaboration", from 42% (2019) to 66%.
Target 2.3	<ul style="list-style-type: none"> By 2023, reduce the average number of student absence days from 19.5 (2018) to 17.
Key Improvement Strategy 2.a Empowering students and building school pride	Develop student voice and agency
Key Improvement Strategy 2.b Intellectual engagement and self-awareness	Build staff capability to inspire students to direct their own learning
Key Improvement Strategy 2.c Evidence-based high-impact teaching strategies	Strengthen the effective use of feedback across the school community
Goal 3	Improve pathways and transition outcomes for all students

Target 3.1	<ul style="list-style-type: none"> • By 2023, increase the percentage of positive responses in the Attitudes to School Survey for all students in “Student Transitions” from 60% (2019) to 75%.
Target 3.2	<ul style="list-style-type: none"> • By 2023, increase the median VCE student score from 24 (2018) to 28.
Target 3.3	<ul style="list-style-type: none"> • Increase the percentage of Year 9 students who have enrolled in the school post-Year 7, achieving at or above Benchmark Growth from 58% (2019) to 70%.
Key Improvement Strategy 3.a Intellectual engagement and self-awareness	Build student capabilities to know self as a learner and their potential pathways
Key Improvement Strategy 3.b Building communities	Improve student transition in, through and out of the school community
Key Improvement Strategy 3.c Building communities	Strengthen community partnerships