

# School Strategic Plan 2023-2027

East Doncaster Secondary College (7773)



Submitted for review by John Roberts (School Principal) on 22 November, 2023 at 09:15 PM

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<b>School vision</b>	<p>At East Doncaster Secondary College we have a strong tradition of excellence and we aim to promote and sustain a reflective learning culture. We have high expectations of our students' commitment to being mutually supportive and striving for success as learners. Our College purpose statement is: To develop passionate life long learners who are creative and critical thinkers with the confidence and resilience to thrive in the global community.</p> <p>We strive to understand and respect the cultures and experiences of all members of our community through our teaching and learning program. We celebrate success, respect diversity and First Nations heritage, encourage creativity and cooperation, and promote community participation. We aim for continuous improvement in all our students as they grow into adulthood by sustaining a learning culture that provides every student with a sense of achievement and of being their best in their academic, personal, social and emotional development.</p>
<b>School values</b>	<p>Care and Compassion, Curiosity, Excellence, Fairness, Resilience, Respect and Teamwork are the core values that underpin the culture of our school community as we embrace the challenges of 21st Century schooling.</p>
<b>Context challenges</b>	<p>Established in 1974, East Doncaster Secondary College has approximately 1830 students and 195 staff. Diversity adds to the richness and quality of the students' educational experience at East Doncaster Secondary College. We are proudly multicultural across more than 43 nationalities, with an international student program of over 70 students.</p> <p>The guiding principle for learning at our College is focussed upon "Creating a Culture of Curiosity" – we strive to foster this by promoting greater student voice and agency in the classroom.</p> <p>As a high performing school, achieving consistently outstanding VCE results, East Doncaster Secondary College prides itself on academic excellence in an environment where individual and collective student academic, sporting, music and the arts achievements are recognised and celebrated. Underlying the focus on excellence is the recognition that such outcomes can best be achieved in an environment where students are happy, healthy, connected and resilient. The College aims to provide students with an engaging, enriching and enjoyable education; one that fosters the personal, academic and social development of the individual and allows access to fulfilling post school options.</p> <p>The College also has a very active student leadership group involving over 130 students, consisting of School Captain and Vice-Captain, Middle School Captains and Vice Captains, International Student Captains and Vice Captains, House Captains, Student Wellbeing Captains, Class Captains and various Program Leaders and Peer Support Leaders.</p>

	<p>The School Strategic Review process undertaken in August 2023 has clearly identified the strengths of the school and the challenges that present themselves as our next level of work. The College’s PRSE document and the School Review Panel recommended the development of improvement strategies in the following key directions for our new School Strategic Plan:</p> <ul style="list-style-type: none"> <li>• Ensuring that there is an agreed whole school approach to Literacy and Numeracy</li> <li>• Differentiation of teaching to meet student learning at their point of need</li> <li>• Student Engagement and Wellbeing</li> <li>• Student Agency in Learning</li> </ul> <p>Our challenge, within this contextual framework, lies in our ability to continue to improve learning outcomes for all students, namely to:</p> <ul style="list-style-type: none"> <li>• Build the pedagogical expertise of teaching staff in the areas of personalised learning, formative assessment, learner agency and differentiation with particular emphasis on our highest achieving students and those requiring significant intervention for progress</li> <li>• Build the pedagogical expertise of teaching staff to ensure that a consistent pedagogical approach is underpinned by the use of our Instructional Model.</li> <li>• Focus on building teacher capacity and effectiveness with strategies to improve Literacy and Numeracy outcomes across the school</li> <li>• Build staff expertise in agreed approaches to student wellbeing and engagement with particular emphasis on our ‘Positive Futures’ program and our key learnings from undertaking extensive professional development on the Berry Street Educational Model to ensure that student belonging and engagement are enabled through developmentally differentiated supports to enhance social-emotional skills and mental health.</li> <li>• Develop programs and opportunities for students to develop First Nations and global connection, resilience, empathy, optimism, self-regulation and emotional intelligence within an inclusive learning environment.</li> </ul>
<p><b>Intent, rationale and focus</b></p>	<p>East Doncaster Secondary College is proud of its status as a high-performing school. The College is committed to maintaining high levels of academic achievement and ensuring consistently high-quality instruction in all classes, while also providing the skills and capabilities necessary to enable students to be successful in the 21st century workplace and to contribute meaningfully to their local and global community.</p> <p>The goals within this Strategic Plan are guided by these intentions and by our desire to create a cohesive narrative for our continual improvement. Over the next four years we expect to see greater connection within the school community that supports the learning and wellbeing growth of every person.</p> <p>Our strategic focus will be on two goals:</p> <ol style="list-style-type: none"> <li>1. To optimise the learning growth of every student</li> </ol>

## 2. To improve student wellbeing and engagement

East Doncaster Secondary College will continue to strive to ensure that learning growth for every individual student is maximised. Building teachers' instructional practice and capacity to support a rich, relevant, challenging learning program to meet the needs of all students, will remain a priority in this Strategic Plan period.

The development and delivery of a guaranteed and viable curriculum with an appropriate blended mix of formative and summative assessment will be necessary in order to deliver a high-quality teaching and learning program. We are prioritising the work of embedding the College's Instructional Model, maintaining an evidence-informed approach based upon the effective use of multiple data sources to inform and guide teaching and building upon our established collaborative approach to build the capacity of all teachers – this will primarily take place within our PLC structures during the course of this Strategic Plan.

We will continue to work towards providing a learning environment where students feel safe, are aspirational and are provided with opportunities to flourish. We need to continue to ensure that our students are supported to reflect on their learning goals and their ability to plan, monitor and self-regulate their own learning.

The recognition of learning agency will be a central foci over the course of this Strategic Plan. While student voice and agency has been strong and well developed outside the classroom, it is recognised that it needs to be further developed within classrooms across all learning areas. The opportunity for students to give teachers feedback about the purpose, challenge and impact of their learning will be fostered and encouraged in every classroom.

Students are recognised as critical partners in the learning process and there is an ongoing commitment to build their capacity to be both collaborative and active partners in their own learning processes.

The College will strive to be more proactive than reactive in our wellbeing approach over the next four years as we refine our 'Positive Futures' program and embed the agreed key foci of the Berry Street Educational Model. Over the next four years, the focus will be on developing a shared understanding of what wellbeing is at East Doncaster Secondary College and then embedding wellbeing practices throughout the school in addition to being able to support students in times of need via the Wellbeing Centre. This will require consultation and collaboration with staff, students and parents as a tiered wellbeing framework and model is further refined at our College. A whole school wellbeing framework will then need to be supported by professional learning for staff and including wellbeing capabilities within the curriculum. It is our contention that by strengthening student wellbeing with responsive, tiered and contextualised approaches, we will continue to build stronger relationships that enhance student learning and inclusion.



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<b>Goal 1</b>	To optimise the learning growth of every student.
<b>Target 1.1</b>	<p>NAPLAN</p> <p>By 2027, increase the percentage of Year 9 students in the exceeding proficiency level in NAPLAN for:</p> <ul style="list-style-type: none"><li>• Writing from 28% in 2023 to 33%</li><li>• Numeracy from 34% in 2023 to 40%</li></ul> <p>By 2027,</p> <ul style="list-style-type: none"><li>• Increase NAPLAN above-level benchmark growth in writing from XX (2025 baseline)</li><li>• Increase NAPLAN above-level benchmark growth in Numeracy from XX (2025 baseline)</li></ul>
<b>Target 1.2</b>	By 2027, increase the percentage of students achieving VCE all study scores above 32 from 58.2% in 2022 to 60%.
<b>Target 1.3</b>	<p>By 2027, increase the positive endorsement of the following factors in the School Staff Survey Teaching and Learning module:</p> <ul style="list-style-type: none"><li>• Teachers in this school use an explicit pedagogical model to guide their practice from 73% in 2022 to 82%</li><li>• Teachers in this school plan differentiated learning activities based on student learning needs from 62% in 2022 to 67%</li></ul>

	<ul style="list-style-type: none"> <li>Teachers in this school have a deep understanding of how to use formative assessment from 60% in 2022 to 69%</li> </ul>
<b>Key Improvement Strategy 1.a</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Embed the school's instructional model.
<b>Key Improvement Strategy 1.a</b> 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	
<b>Key Improvement Strategy 1.b</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Implement a consistent approach to feedback and differentiation to meet student point of need.
<b>Key Improvement Strategy 1.b</b> Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	
<b>Key Improvement Strategy 1.c</b> Documented teaching and learning program based on the Victorian Curriculum	Further develop and embed the whole school approaches to Literacy and Numeracy.

<p>and senior secondary pathways, incorporating extra-curricula programs</p>	
<p><b>Key Improvement Strategy 1.c</b> 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><b>Goal 2</b></p>	<p>To improve student wellbeing and engagement.</p>
<p><b>Target 2.1</b></p>	<p>By 2027, increase the positive endorsement of the following Attitudes to School Survey factors:</p> <p>Advocate at School from 57% in 2022 to 66%</p> <p>Student Voice and Agency from 42% in 2022 to 50%</p> <p>Student Connectedness from 54% in 2022 to 59%</p>
<p><b>Target 2.2</b></p>	<p>By 2027, increase the positive endorsement of the following Attitudes to School Survey factors:</p> <p>Respect for Diversity from 46% in 2022 to 52%</p> <p>Effective classroom behaviour from 56% in 2022 to 59%</p>
<p><b>Target 2.3</b></p>	<p>By 2027, increase the positive endorsement of the following School Staff Survey factors:</p> <p>Staff Professional Safety from 50% in 2022 to 58%</p>



	Collective Efficacy from 65% in 2022 to 70%
<b>Target 2.4</b>	By 2027, increase the positive endorsement of the following Parent Opinion Survey factors:  Effective Teaching from 69% in 2022 to 75%  Student Motivation and Support from 61% in 2022 to 68%
<b>Key Improvement Strategy 2.a</b> Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Develop a whole school approach to fostering a positive climate for learning.
<b>Key Improvement Strategy 2.a</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	
<b>Key Improvement Strategy 2.b</b> Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Develop a whole school approach to promoting student agency in learning.
<b>Key Improvement Strategy 2.b</b> Documented teaching and learning program based on the Victorian Curriculum	

<p>and senior secondary pathways, incorporating extra-curricula programs</p>	
<p><b>Key Improvement Strategy 2.b</b> Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities</p>	
<p><b>Key Improvement Strategy 2.c</b> Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	<p>Align structures and resources to better support student wellbeing, engagement, and inclusion</p>
<p><b>Key Improvement Strategy 2.c</b> Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</p>	