

## School Strategic Plan 2023-2027

Dandenong High School (8858)



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# School Strategic Plan 2023-2027

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<p><b>School vision</b></p>	<p>Dandenong High School's vision is to create an environment where all students are empowered to achieve success and reach their potential. The school will set high expectations for learning, encourage staff and students to strive for excellence, ensure that the diverse needs of individuals are recognised and nurtured, and all students' achievements are celebrated.</p> <p>We will foster an inclusive environment, building on the strength within our unique community and promote positive, respectful relationships. 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><b>School values</b></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"> <li>• Curiosity – instilling and maintaining a love of learning and a sense of wonder within all members of the school community</li> <li>• Respect – accepting and enacting that all individuals are unique and can make valuable contributions to the school community</li> <li>• Compassion and Empathy – fostering respectful and supportive partnerships between students, parents, teachers and the wider community</li> <li>• Excellence – empowering all students and staff to achieve and celebrate their personal best within a culture of high expectations</li> <li>• Perseverance and Resilience – building a sense of determination and optimism when facing challenges both in learning and life</li> <li>• Inclusiveness – promoting a sense of belonging through collaboration and mutual respect based on the principles of integrity, honesty and trust</li> </ul>
<p><b>Context challenges</b></p>	<p>Despite the challenges of the pandemic and not meeting all targets set in the previous strategic plan, Dandenong High School has made significant progress over the last four years. The recent School Review Panel found evidence of deeper understanding of school improvement practice within the leadership team, greater alignment to the school's strategic intent and shared responsibility for improving practice amongst staff and clarity about what our next direction needs to be, amongst the community as a whole. As we end 2023, recovery, rebuilding our community and a strong sense of optimism for the future, is evident across the school.</p> <p>The priority areas and immediate challenges we now need to address include:</p> <p>* Professional Practice- Classroom observations and feedback from staff and student focus groups, during fieldwork days, confirm that the instructional model is understood and evident in all classrooms across the school and that learning environments are safe, calm, and orderly. However, there is a lack of consistency in both the integrity and sophistication in the way the model is delivered and positively impacting student learning. On one level, students do seem engaged and can articulate why they are learning a key concept or skill, however when probed further, they are not always clear about their responsibility in the learning process and how they will know if they have been successful.</p> <p>Student agency in their learning is again varied across the school, ranging from examples of excellent practice to some classrooms being strongly teacher directed, with formative feedback and gradual release of responsibility not always evident. Challenge partners also highlighted variability in the extent and quality of explicit teaching and questioning to check for understanding.</p> <p>In addition, reduced enrolments in the junior school have resulted in a need to redefine what collaborative teaching and our team-teaching model looks like. In 2024, we will move from two or three teachers planning, teaching, and assessing a group of students together, to teachers collaborating in Domains and Year Level teams across Houses. This necessary shift has the potential to be a key enabler in increasing consistency in practice and building professional collaboration across the school.</p> <p>* Staffing complexity - The school has experienced a significant change to its staffing profile in recent years. From the end of 2022 to the start of 2024, we have welcomed approximately 51 new teachers to the school, each bringing with them differing levels of experience and expertise. While the school does have a strong Professional Learning culture and provides a highly effective professional learning suite to all staff, this does provide an extra level of complexity if we are to ensure consistency in teaching practice across Houses. The need to provide a differentiated approach to teacher learning, with modelled examples of excellent practice and specific and targeted feedback will be important.</p> <p>The school has also seen considerable changes to the leadership team during the last two years. While this brings new perspectives, renewed energy and is extremely positive for the future, it also creates a need to revisit our shared vision, redefine the teams' identity and re-establish our values to ensure an agreed purpose and direction. We will also need to rebuild middle leadership and provide further career pathway opportunities for staff, to ensure sustainability and depth.</p> <p>* Student engagement and rebuilding connection to school – Although the school is in a recovery phase since the pandemic, and we have welcomed back many pre Covid community events in 2023, including House Chorales, Production, Arts/Design Expo, Music Festivals and Cultural Celebration week, there is still considerable work to do in strengthening student connection and engagement to school. School absence data is still above "Similar Schools" and the State mean and lateness to school increased in Semester 2.</p> <p>In addition, while student behaviour has improved across the school since 2022, some teachers in review focus groups highlighted an increase in the number of students disengaged in their learning particularly in the junior levels and a lowering of expectations for learning. This observation is further corroborated by a dip in student positive endorsement in Attitudes to School particularly in the measures of "stimulated learning", "teacher concern" and "managing bullying". A priority will be to explore</p>

this data and observations in more detail through year level focus groups at the start of 2024.

\* An increase in Newly Arrived student enrolments from the Noble Park English Language School in 2022 – 23.

Due to staffing pressures in language schools across SEVR and the sudden influx of asylum seekers from Afghanistan early in 2022, Dandenong High School received 81 enrolments in Term 2, across Year Levels, of students with little or no English and 12 more in Term 4, 2023. These students with complex language needs completed an intensive language program within the school before transitioning to the mainstream program in 2023 with additional support. Many will be moving into the Senior part of the school in 2024, but do not have the skills or linguistic ability required to successfully complete a Senior Certificate. The school also receives approximately 75 graduates from NEPLS throughout each year who also require specialised learning support.

\* Senior Certificate and Pathways Reform -

A key improvement initiative in our previous Strategic Plan was to improve student learning data and increase our median ATAR and mean study score. While the school has increased both measures since 2019, coming close to reaching our target in 2021, there is still work to do in lifting expectations for Senior Learning and improving the rigour and consistency of our Pathways programs. Currently we have too few students selecting a VCE VM pathway, preferring an “Unscored” program, a drop in VET enrolments and a lack of opportunities to experience ESPATs, HeadStart or industry experiences. A priority will be to recommunicate the adaptability of the new Senior Certificate, redesign our applied learning approach and redevelop our Year 9 and 10 learning programs to provide students with greater flexibility and agency in selecting their pathway.

\* Disability Inclusion –

While the introduction of the Disability Inclusion reform has been positively received across the school and many teachers can demonstrate an understanding of their responsibilities in providing adequate adjustments in the classroom, the appropriateness, quality, and impact of these adjustments in ensuring student success is variable. Staff will need further support in using the functional needs matrix to assess student need and develop more effective IEP SMART goals.

#### Intent, rationale and focus

Dandenong High School remains 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 together to improve learning growth for all students, increase student responsibility for their part in the learning process, provide stronger transitions and responsive interventions for all our learners and consistently deliver high-quality teaching practice in every classroom. We will also provide further opportunities for parents to be actively involved in their child's progress and strengthen connections between the school and the wider community.

We intend to focus on the following areas:

\*Refine the school's instructional model to better capture what excellent practice looks like in the classroom (explicit definition of “the how”). This will include the embedding of worked examples into every Learning Sequence and the development of an instructional playbook.

\*Provide targeted and differentiated professional learning to further build the skills and confidence of teachers, in enacting the instructional model with greater specificity, consistency, and sophistication in their classroom.

\*Re-affirm our leadership culture by defining who we are now as a leadership team and ensuring we have a shared purpose, clear responsibility, and accountability for enacting our new strategic plan. This will include the identification of future leaders, the establishment of a clear leadership career pathway and the delivery of our Aspirant Leadership program.

\*Further strengthen student connection and engagement to school through; the establishment of clear routines and expectations for learning; further embedding the Visible Wellbeing approach in every classroom; providing greater opportunities for students to have agency and understand their responsibilities in their own learning; reintroducing lunchtime activities, clubs and after school programs; increasing community and industry partnerships to create “real world” experiences for students and providing more opportunities for parents to be involved in their child's learning and pathway.

\*Implement the Disability Inclusion reform to ensure appropriate adjustments are provided for all students to achieve success and strategically target learning interventions to build skills and confidence for all learners. This will include provision of professional learning to build teacher capacity in developing effective IEPs for their students; the expansion of the Tutor Learning Initiative across the school and the introduction of expert tutors into the Senior Studies Learning Centre to provide timely and targeted support.

\*Ensure the new Senior Certificate is implemented with integrity, to maximise opportunities for our students and improve student learning and pathways outcomes for all learners. In this improvement cycle we will prioritise the revisioning of our Applied Learning program, increasing the rigour, flexibility and “real world” experiences within our VCE VM and VPC curriculum. We will raise expectations for learning for all senior students through the introduction of a Senior Studies centre, tutor program and teacher mentor approach. We will also revision our Year 9 and 10 learning programs to provide stronger connectivity to potential pathways options and greater flexibility and choice to students as they develop their individualised program. In addition, we will embed careers and pathways education more comprehensively across the school, ensuring responsibility and delivery expands beyond the Careers team.



<p>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 1.ay</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>Key Improvement Strategy 1.ay</b> Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	
<p><b>Key Improvement Strategy 1.by</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	<p>Embed our whole school approach to targeted interventions that support individual student needs.</p>
<p><b>Key Improvement Strategy 1.by</b> Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities</p>	
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<p><b>Goal 2</b></p>	<p>Increase student responsibility and commitment to their learning and pathway choices.</p>
<p><b>Target 2.1</b></p>	<p>By 2027, increase the proportion of positive response scores for the parent and community involvement factor in the School climate module on the School Staff Survey from 34% (2022) to 38%.</p>
<p><b>Target 2.2</b></p>	<p>By 2027, maintain or increase the percentage of Year 12 students who have a positive post-school destination (University, TAFE, Apprenticeship/Traineeship, or full-time employment) at 80% (2022).</p>
<p><b>Target 2.3</b></p>	<p>By 2027, increase the percentage of positive responses on the Attitudes to School Survey for the Student Voice and Agency factor for all students in the Social Engagement domain from 45% to (2022) to 48%.</p>
<p><b>Target 2.4</b></p>	<p>By 2027, increase the percentage of positive response responses for all factors in the parent community engagement module in the Parent Opinion Survey from 68% (2022) to 70%.</p>

Target 2.5	By 2027, decrease the percentage of Year 10 and 11 students with 20 days or more absence from 48% (2022) to 45%.
<b>Key Improvement Strategy 2.ay</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Build the capacity of students to take active responsibility for their learning and wellbeing.
<b>Key Improvement Strategy 2.ay</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 2.ay</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 2.ay</b> Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	
<b>Key Improvement Strategy 2.by</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 2.by</b> Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Strengthen our whole school approach to transition and pathways.
<b>Key Improvement Strategy 2.by</b> Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	
<b>Key Improvement Strategy 2.cy</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 2.cy</b> Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Further the school community's opportunity to be active partners in the learning and development of their children.
<b>Key Improvement Strategy 2.cy</b> Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	