

# School Strategic Plan for Doncaster Secondary College North Eastern Victoria Region 2014 - 2017

Endorsement by School Principal	Signed Name <i>Eva McMaster</i> Date 20 February 2014
Endorsement by School Council	Signed Name <i>Peter FitzGibbon</i> Date 20 February 2014



## School Profile

<p><b>Purpose – including vision statement</b></p> <p><i>VRQA minimum standard for School Governance – Philosophy</i></p> <p><i>Education Training and Reform Act 2006 - Sch. 2, 16 School's philosophy</i></p>	<p>At Doncaster Secondary College, we are working together to enable all students to achieve their potential and become confident, effective learners who contribute productively to society.</p>
<p><b>Values</b></p>	<p>Our core purpose is underpinned by the following shared values:</p> <p><b>Respect:</b> for ourselves, each other and our environment</p> <p><b>Responsibility:</b> for our own actions</p> <p><b>Resilience:</b> to embrace challenges with optimism and perseverance</p> <p><b>Teamwork:</b> working co-operatively with others</p>
<p><b>Environmental Context</b></p>	<p>Doncaster Secondary College caters for a diverse student population, with students coming from a wide geographical area. The College has a student population of around 1279 students, including approximately 92 full fee-paying international students enrolling each year. The International Program adds diversity and supports the provision of a broader academic curriculum. There are 46 nationalities represented in the culturally diverse student population and approximately 33% of the students speak a language other than English at home. The English as an Additional Language (EAL) Program is vibrant and extensive. 10% of families are in receipt of EMA.</p> <p>The College regularly performs above State and like schools in its academic outcomes. This is reflected by excellent VCE outcomes that open a variety of pathways for students beyond school. Over 95% of students enrol in tertiary studies at the end of VCE, with over 80% attending university and around 12% moving on to TAFE. Doncaster Secondary College students regularly participate in national and international academic competitions.</p> <p>The College is an exciting place for students and staff. The ongoing emphasis on developing a student-focused culture and the skills necessary for personalising teaching, the provision of a broad range of programs and opportunities for students, together with the excellent facilities and their ongoing development, make for a very positive environment which attracts and supports both students and staff.</p>

## Strategic Intent

	Goals	Targets	Key Improvement Strategies
<b>Achievement</b>	<p><b>Goals:</b></p> <ul style="list-style-type: none"> <li>• To improve student learning outcomes in:               <ul style="list-style-type: none"> <li>○ Years 7 – 10 Literacy and Numeracy, and</li> <li>○ Senior Secondary qualifications.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• The College develop workable and manageable targets designed to measure and monitor growth on cohort and/or individual students basis (for example, NAPLAN matched cohort and relative growth indicators)</li> <li>• An increase in the percentage of 40+ VCE Study Scores</li> <li>• All VCE Studies to have a GAT Adjusted Score where the Confidence Interval crosses the zero line</li> <li>• An increase in the number of students successfully completing Senior VCAL</li> </ul>	<p>Further development of the whole school approach curriculum and the Doncaster Instructional Model including:</p> <ul style="list-style-type: none"> <li>• Continuing and further developing our whole school Literacy and Numeracy strategies (with agreed pedagogy for teaching literacy across the curriculum).</li> <li>• Continuing and extending the agreed pedagogical practices used in the classroom e.g., Lemov Strategies.</li> <li>• Improving assessment practices relating to implementation of Australian Curriculum.</li> <li>• Personalising of student learning through use of student self-reflection.</li> <li>• Review and adjust the regularity of the assessment feedback provided to both students and parents with an emphasis on the quality of the feedback as well as the timing of the Parent / Teacher interviews.</li> </ul> <p>Continue to build staff capacity to implement the Doncaster Model including:</p>

			<ul style="list-style-type: none"> <li>• Continue to build all teachers capacity to deliver literacy learning outcomes.</li> <li>• Build teacher capacity in assessment practices focusing on how to measure assessment against set standards.</li> <li>• Supporting peer observation/collegiate visits for teacher reflection.</li> </ul> <p>Provide early intervention and support for students at risk of not achieving to potential including:</p> <ul style="list-style-type: none"> <li>• Explore how to better support the students who are struggling in Numeracy and raise the profile of Numeracy across the curriculum.</li> <li>• Review the Learning Enhancement and Enrichment Program for the high achievers and build the capacity of teachers to provide a quality learning experience for gifted and talented students across all classes.</li> </ul> <p>Provide personalised transitions and pathways through the school for each student based on individual developmental and needs and aspirations including:</p> <ul style="list-style-type: none"> <li>• Embedding Career development blueprint from Years 7-12.</li> <li>• Provide more information to families on the transition processes and information on the careers and pathways learning occurring via the</li> </ul>
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			<p>DisCOVERY program.</p> <ul style="list-style-type: none"> <li>• greater emphasis in promoting the transition of Year 9 students into the Senior School</li> </ul> <p>Review leadership roles and team structure to ensure alignment with College strategic directions.</p> <p>Further build capacity to improve Senior Secondary outcomes:</p> <ul style="list-style-type: none"> <li>• Build stronger student and parent understanding of the commitment required for maximising learning outcomes.</li> <li>• Build teacher capacity in providing a rigorous curriculum and learning environment.</li> <li>• Develop strategies to increase the amount of subjects where students achieve, as a minimum, their GAT predicted result in VCE studies.</li> <li>• Work to establish a culture where all students work to the best of their ability in ALL of their VCE studies.</li> <li>• Actively engage parents in their children's learning.</li> </ul>
<p><b>Engagement</b></p>	<p>Create confident and connected students prepared to challenge themselves and experience success in a diverse range of activities and opportunities.</p>	<p>By 2017, student opinion surveys will show an improvement in the mean scores for stimulating learning.</p>	<p>Nurture and sustain student cognitive, emotional and behavioural engagement with schooling including:</p> <ul style="list-style-type: none"> <li>• Examine ways of enhancing innovation and the use of ICT in teaching and learning.</li> <li>• Ongoing audit and evaluation of curriculum programs and co-</li> </ul>

			<p>curricular activities.</p> <ul style="list-style-type: none"> <li>• Build student voice, feedback and influence on classroom learning activities and assessments.</li> <li>• Build student self-reflection opportunities into the assessment and reporting processes.</li> <li>• All students and staff to have documented learning goals that they will work towards each year.</li> <li>• Continue with a comprehensive whole school approach to issues of student absence and lateness.</li> </ul>
<b>Wellbeing</b>	To develop students who are healthy, safe, resilient and willing to contribute to the wellbeing of others.	By 2017, student opinion surveys will show an improvement in the mean scores for student responses to wellbeing, teaching & learning and student relationships.	<p>Continue with the current approaches to student wellbeing including:</p> <ul style="list-style-type: none"> <li>• Embedding the whole-school approach to student management.</li> <li>• SWC and chaplain.</li> <li>• eSmart school implementation and associated anti-bullying initiatives</li> <li>• the DisCOVERY program</li> </ul>
<b>Productivity</b>	To ensure consistency and alignment of all aspects of school operations and resource allocations.		Continue allocation of resources to maximise student learning outcomes

### School Strategic Plan 2014- 2017: Indicative Planner

Key Improvement Strategies (KIS across the 4 outcomes areas)		Actions	Achievement Milestones (Changes in practice and behaviours)
Achievement	Year 1	<ul style="list-style-type: none"> <li>▪</li> <li>▪</li> <li>▪</li> </ul>	<ul style="list-style-type: none"> <li>▪</li> </ul>
	Year 2	<ul style="list-style-type: none"> <li>▪</li> <li>▪</li> <li>▪</li> </ul>	<ul style="list-style-type: none"> <li>▪</li> </ul>
	Year 3	<ul style="list-style-type: none"> <li>▪</li> <li>▪</li> <li>▪</li> </ul>	<ul style="list-style-type: none"> <li>▪</li> </ul>
	Year 4	<ul style="list-style-type: none"> <li>▪</li> <li>▪</li> <li>▪</li> </ul>	<ul style="list-style-type: none"> <li>▪</li> </ul>
Engagement	Year 1	<ul style="list-style-type: none"> <li>▪</li> <li>▪</li> <li>▪</li> </ul>	<ul style="list-style-type: none"> <li>▪</li> </ul>
	Year 2	<ul style="list-style-type: none"> <li>▪</li> <li>▪</li> <li>▪</li> </ul>	<ul style="list-style-type: none"> <li>▪</li> </ul>
	Year 3	<ul style="list-style-type: none"> <li>▪</li> <li>▪</li> <li>▪</li> </ul>	<ul style="list-style-type: none"> <li>▪</li> </ul>
	Year 4	<ul style="list-style-type: none"> <li>▪</li> <li>▪</li> <li>▪</li> </ul>	<ul style="list-style-type: none"> <li>▪</li> </ul>



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	Year 2	<ul style="list-style-type: none"> <li>▪</li> <li>▪</li> <li>▪</li> </ul>	<ul style="list-style-type: none"> <li>▪</li> </ul>
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	Year 4	<ul style="list-style-type: none"> <li>▪</li> <li>▪</li> <li>▪</li> </ul>	<ul style="list-style-type: none"> <li>▪</li> </ul>
Productivity	Year 1	<ul style="list-style-type: none"> <li>▪</li> <li>▪</li> <li>▪</li> </ul>	<ul style="list-style-type: none"> <li>▪</li> </ul>
	Year 2	<ul style="list-style-type: none"> <li>▪</li> <li>▪</li> <li>▪</li> </ul>	<ul style="list-style-type: none"> <li>▪</li> </ul>
	Year 3	<ul style="list-style-type: none"> <li>▪</li> <li>▪</li> <li>▪</li> </ul>	<ul style="list-style-type: none"> <li>▪</li> </ul>
	Year 4	<ul style="list-style-type: none"> <li>▪</li> <li>▪</li> <li>▪</li> </ul>	<ul style="list-style-type: none"> <li>▪</li> </ul>