

# School Strategic Plan 2021-2025

Doncaster Secondary College (7776)



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<b>School vision</b>	<p>At Doncaster Secondary College all students are active participants in a learning culture which promotes academic excellence and personal development through a diversity of challenging experiences.</p> <p>Our core purpose is reflected in the College motto 'Working Together, Learning Together'. We are working together to enable all students to achieve their potential and become confident, effective learners who contribute productively to society.</p> <p>Our core purpose and vision statement is underpinned by the following values:</p> <ul style="list-style-type: none"><li>- Respect for ourselves, each other, and the environment. This includes treating others how you want to be treated, actively listening to others, having high regard for yourself and others in the learning environment, and understanding and responding appropriately to difference.</li><li>- Responsibility for our own actions, including attending school on time with correct uniform and learning materials, understanding learning intentions and how these can be achieved, submitting work on time, and accepting consequences for your actions.</li><li>- Resilience to embrace challenges with optimism and perseverance, taking realistic steps when facing challenges while using feedback to grow and improve, exploring different ways to learn and achieve your goals, and using initiative when asking for regular help if you need it.</li><li>- Teamwork is working co-operatively and constructively with others while valuing feedback and utilising your own strengths to encourage and enable those around you. This includes giving, receiving, and applying constructive criticism and feedback from fellow team members.</li></ul>
<b>School values</b>	<p>The Doncaster Secondary College Values are Respect, Responsibility, Resilience and Teamwork.</p> <p>Doncaster Secondary College is committed to providing a safe, supportive and inclusive environment for all students, staff and members of our community. Our school recognises the importance of the partnership between our school and parents and carers to support student learning, engagement and wellbeing. We share a commitment to, and a responsibility for, creating an inclusive and safe school environment for our students.</p> <p>We recognise the importance of the partnership between schools and parents to support student learning, engagement and wellbeing. We share a commitment to, and a responsibility for, ensuring inclusive, safe and orderly environments for children and</p>

	<p>young people. Doncaster Secondary College's Statement of Values and School Philosophy is integral to the work that we do and is the foundation of our school community. Students, staff and members of our school community are encouraged to live and demonstrate our core values of respect, responsibility, resilience and teamwork at every opportunity.</p> <p>The programs and teaching at Doncaster Secondary College support and promote the principles and practice of Australian democracy, including a commitment to:</p> <ul style="list-style-type: none"> <li>- elected government</li> <li>- the rule of law</li> <li>- equal rights for all before the law</li> <li>- freedom of religion</li> <li>- freedom of speech and association</li> <li>- the values of openness and tolerance.</li> </ul>
<p><b>Context challenges</b></p>	<p>Doncaster Secondary College is in the City of Manningham in the north-eastern suburbs of Melbourne approximately 20 kilometres from the Melbourne Central Business District. The college community lives and learns on the lands of Wurundjeri Woiwurrung people of the Kulin Nation. The school was founded in 1969.</p> <p>The college facilities include a presentation and performance centre, a refurbished library, Science, Technology, Engineering, Arts and Mathematics (STEAM) and music practise rooms. There is a careers office, a middle year's precinct and senior study space, computer rooms, multi-purpose learning spaces, relocatable classrooms, and an administration area. Recreational grounds include a synthetic surface sports oval, five tennis, badminton, and hockey courts, a school gym, weights room and multi-court sports stadium with seating for 650 people.</p> <p>Enrolments in August 2021 were approximately 1420 students. Over the past four years, enrolments decreased by 66 students. The college currently has 48 international students.</p> <p>The college's 2020 Student Family Occupation (SFO) index was 0.3402 and the Student Family Occupation Education (SFOE) index was 0.2827.</p> <p>The staffing profile of Doncaster Secondary College includes a principal and four Assistant Principals, 92.1 teachers and 28.8 full time equivalent Education Support (ES) staff and a Mental Health Practitioner.</p> <p>The college's F-10 curriculum framework incorporates the eight learning areas. The college implements the Victorian Curriculum Years 7–10 required by The Education and Training Reform Act 2006 encompassing The Arts, English, Health and Physical Education, The Humanities, Languages (French, Italian and Mandarin), Mathematics, Science and Technology. Senior secondary programs include the Victorian Certificate of Education (VCE), Vocational Education and Training (VET) and the Victorian Certificate of Applied Learning (VCAL), including access to accelerated studies for Years 10–11 students.</p>

	<p>The co-curricular offerings include:</p> <ul style="list-style-type: none"> <li>• national and international student leadership</li> <li>• annual camps in Years 7 regional Victoria, Year 8 (respectful relationships), Year 9 Alpine School, Year 9 Outdoor (kayaking and sailing), and Year 11 Central Australia</li> <li>• international tours include Italy, France, China, USA and New Zealand</li> <li>• excursions (year levels and transitions)</li> <li>• instrumental music, annual musical and drama productions, dance and band performances</li> <li>• sports (annual swimming and athletics carnivals, interschool and state sports).</li> </ul> <p>The college has a Select Entry Accelerated Learning (SEAL) program for Years 7–10 students. The college has a bring your own device (BYOD) program. Students access wireless internet from any location within the college grounds.</p> <p>Students participate in a Years 7–12 pastoral program called DISCOVERY. The middle and senior sub-school leaders and wellbeing staff support students using the Resilience, Rights and Respectful Relationships program, the college's five Rs (Remind, Refocus, Relocate, Remove and Restore) utilising restorative practices for student behaviour management.</p> <p>Designated staff positions support the Years 7–12 student wellbeing program. Regional resources including a Mental Health Practitioner, Student Support Services Officers, Social Workers and pre-service counsellors, and community organisations.</p>
<p><b>Intent, rationale and focus</b></p>	<p>At Doncaster Secondary College we aim to maximise learning growth for all students no matter the starting point, and develop learners who are self-aware, respectful of diversity and able to navigate social relationships. Through year 7-10, there will be a particular focus on achieving growth in literacy, numeracy, the personal and social capabilities, and critical and creative thinking. Improving in these areas will develop the knowledge, capabilities and attributes that will see our students achieve success at school and thrive throughout their lives.</p> <p>A new School Strategic Plan (SSP) has seen the introduction of an organisational design structure to align school resources to meet our organisational and strategic goals. The introduction of three 'mini-schools', each with a clear vision and understanding of their role in the learning journey of our community, will provide the leadership and structure required to improve student learning outcomes. Professional Learning Community (PLC) instructional leaders have been appointed to lead professional learning teams. These teams will be embedded within each mini-school. PLC instructional leaders will receive time and training to build their capacity to lead teams effectively, including using an evidence-based cycle of curriculum planning and evaluation. A culture of collaboration within mini-schools and PLCs will lead to an increase in teachers observing each other's practice and learning from one another. Peer observations will support the sharing of best practice, build awareness of the impact of teaching, and strengthen the use of the instructional model.</p> <p>PLC instructional leaders will facilitate inquiry cycles which enhance staff capability in assessment to plan to meet students' diverse learning needs, measure growth and inform teaching and learning. Data driven dialogue within PLCs will lead to the development of a school assessment framework which is purposeful and understood by all members of the community. It is this understanding which will strengthen the learning partnership between school and home. Students will take increasing responsibility and identify the next</p>

steps for their learning when they are able to accurately identify their skills, knowledge and capabilities. An assessment framework used at all levels of school operations will allow staff and leaders to measure and track individual student and cohort growth, identify strengths and plan to address gaps in school processes, teacher knowledge and practice.

Developing learners who are self-aware, respectful of diversity and able to navigate social relationships aligns with the Education State's "Happy, healthy and resilient kids" targets. The targets state that school will be a positive experience and nurturing environment for our children to develop confidence, social skills and healthy life habits. Doncaster Secondary College's whole-school approach to wellbeing provides comprehensive tier 2 and 3 interventions to support students' wellbeing and mental health. A new organisational design structure will require mini-school leaders to prioritise the refinement of processes and procedures which continue to provide this support.

Everyone in our community deserves to be respected, valued and treated equally. We know that changes in attitudes and behaviours can be achieved when positive attitudes, behaviours and equality are embedded in our education settings. Respectful Relationships (RR) is about embedding a culture of respect, inclusion and equality across our entire community. This approach leads to positive impacts on student's academic outcomes, their mental health, classroom behaviour, and relationships between teachers and students. Doncaster Secondary College will continue in our role as a RR lead school and further develop our implementation of a whole-school approach to Respectful Relationships (RR). A key component of RR is the delivery of the Resilience, Rights and Respectful Relationships (RRRR) curriculum. Mini-school leaders will evaluate and enhance the classroom approach to social and emotional learning through the delivery of the RRRR curriculum and development of tier 1 primary prevention programs.

Throughout the SSP, there will be a focus on extending student agency in their learning, leading to improvements in achievement, engagement and wellbeing. It is important that all students believe that they are capable and valued members of our school community. Teachers will embed opportunities within lessons for students to develop agency, and in doing so become independent and self-regulating learners who take responsibility for their learning and lives. Students will be pressed to think deeply about their learning and set and monitor learning goals that use reflection strategies and exercise agency relating to their learning experience.

When schools and families work together, children can become more engaged with their school work, achieve better academically, stay in school longer and develop better social skills. Effective partnerships enrich wellbeing, achievement and engagement by focusing on student needs, and aligns with our motto of 'Working together, learning together'. The development of the 'learning partnership' will articulate the high expectations for all members of our community and links to the key improvement strategy of 'Embedding programs and processes to welcome parents/carers as partners in their child's learning'.



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<b>Goal 1</b>	To maximise learning growth for all students.
<b>Target 1.1</b>	<p>By 2025, the VCE:</p> <ul style="list-style-type: none"><li>• All Study Score median increases from 29.8 (2020) to above 30</li><li>• classes with GAT adjusted scores above zero increase from 56 per cent (2020) to greater than or equal to 70 per cent</li><li>• All English Study Scores of 37 plus improve from 13 per cent (2020–22) to greater than or equal to 15 per cent 2022–24.</li></ul>
<b>Target 1.2</b>	<p>By 2025, the percentage of Year 9 students:</p> <p>Achieving above NAPLAN Benchmark Growth increases:</p> <ul style="list-style-type: none"><li>• Writing from 20 per cent (2021) to 25 per cent</li><li>• Numeracy from nine per cent (2021) to 25 per cent</li></ul> <p>Below NAPLAN Benchmark Growth decreases:</p> <ul style="list-style-type: none"><li>• Reading from 28 per cent (2021) to 20 per cent or less</li><li>• Writing from 20 per cent (2021) to 15 per cent or less</li><li>• Numeracy from 44 per cent (2021) to 25 per cent or less</li></ul> <p>Assessed as maintaining NAPLAN Top Two Bands increases:</p>

	<ul style="list-style-type: none"> <li>• Writing from 50 per cent (2021) to 80 per cent or above</li> <li>• Numeracy from 21 per cent (2021) to 50 per cent or above.</li> </ul>
<b>Target 1.3</b>	<p>By 2025, the AtoSS factors increase positive endorsement of:</p> <ul style="list-style-type: none"> <li>• Differentiated learning challenge from 53 per cent (2021) to 58 per cent</li> <li>• Stimulated learning environment from 51 per cent (2021) to 56 per cent</li> <li>• Student voice and agency from 44 per cent (2021) to 50 per cent.</li> </ul>
<b>Target 1.4</b>	<p>By 2025, the POS factors increase positive endorsement for:</p> <ul style="list-style-type: none"> <li>• Stimulating learning environment factor from 71 per cent (2020) to 76 per cent</li> <li>• Student voice and agency factor from 70 per cent (2020) to 75 per cent.</li> </ul>
<b>Key Improvement Strategy 1.a</b> Curriculum planning and assessment	Enhance staff capability in assessment to measure growth and inform teaching and learning.
<b>Key Improvement Strategy 1.b</b> Building practice excellence	Strengthen the instructional model to build exemplar teacher practice to engage students and determine students point of need.
<b>Key Improvement Strategy 1.c</b> Empowering students and building school pride	Extend student agency to create independent and self-regulating learners who take responsibility for their learning.
<b>Key Improvement Strategy 1.d</b>	Embed Professional Learning Communities to collaborate and plan to meet students' diverse learning needs.



Evidence-based high-impact teaching strategies	
<b>Goal 2</b>	To develop learners who are self-aware, respectful of diversity and navigate social relationships.
<b>Target 2.1</b>	<p>By 2025, the AtoSS Student Safety Module:</p> <ul style="list-style-type: none"> <li>• Years 10–12 Advocate at school increases from 58 per cent (2021) to 63 per cent</li> <li>• Managing bullying rises from 57 per cent (2021) to 65 per cent positive endorsement or above</li> <li>• Years 10–12 Perceptions of LGBTIQ-phobic discrimination factor declines from 35 per cent not positive endorsement (2021) to 30 per cent or less</li> <li>• Respect for diversity improves positive endorsement from 48 per cent (2021) to 55 per cent or above.</li> </ul> <p>By 2025, the AtoSS Emotional awareness and regulation factor improves positive endorsement from 66 per cent (2021) to 70 per cent or above.</p>
<b>Target 2.2</b>	<p>By 2025, the Parent Opinion Survey (POS) Student Safety factors improve:</p> <ul style="list-style-type: none"> <li>• Managing bullying from 79 per cent (2020) to 84 per cent</li> <li>• Promoting positive behaviour factor from 80 per cent (2020) to 85 per cent</li> <li>• Respect for diversity from 82 per cent (2020) to 87 per cent.</li> </ul>
<b>Target 2.3</b>	By 2025, the 20 plus days absence decreases from 28 per cent (2019) to 20 per cent or less.
<b>Key Improvement Strategy 2.a</b>	Enhance the classroom approach to social and emotional learning.

Building practice excellence	
<b>Key Improvement Strategy 2.b</b> Health and wellbeing	Embed a culture of inclusion and respectful relationships.
<b>Key Improvement Strategy 2.c</b> Health and wellbeing	Extend the multi-tiered response to support students' wellbeing and mental health.
<b>Key Improvement Strategy 2.d</b> Parents and carers as partners	Embed programs and processes to welcome parents/carers as partners in their child's learning.