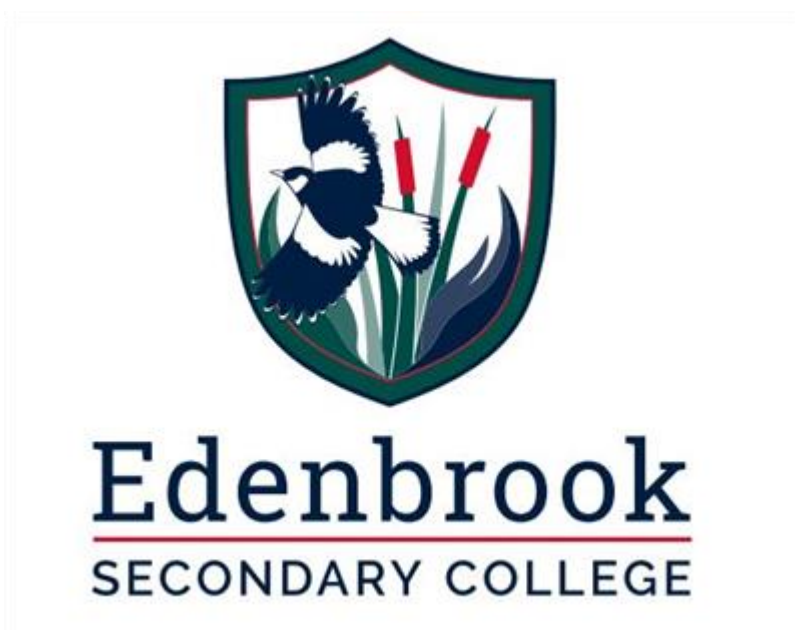


School Strategic Plan 2022-2026

Edenbrook Secondary College (8224)



Submitted for review by Johanna Walker (School Principal) on 11 December, 2023 at 09:18 AM

Endorsed by Wayne Chester (Senior Education Improvement Leader) on 13 December, 2023 at 10:25 AM

Endorsed by Daniel Lewis (School Council President) on 14 December, 2023 at 11:49 AM

School Strategic Plan - 2022-2026

Edenbrook Secondary College (8224)

School vision	<p>At Edenbrook Secondary College our mission is to collaboratively generate a positive learning environment that challenges and supports us all to grow.</p> <p>Our focus will continue to be on improving student learning outcomes and supporting their well-being.</p> <p>Edenbrook Secondary College uses School Wide Positive Behaviour Support as a framework that brings our school community together to develop a positive, safe and supportive learning culture.</p>
School values	<p>Edenbrook Secondary College strives to stay at the forefront of education and to be the benchmark for educational excellence. Our values reflect those which we believe best epitomize and support these goals.</p> <p>We continue to strive to ensure that learning growth for every individual student is maximized.</p> <p>This values philosophy is enacted through everyday interactions between staff, students and parents, our SWEL program, our curriculum program, house system and our co-curricula program.</p> <p>The College has identified the following values as those that the school will aspire to as it works to deliver an outstanding educational experience for students who attend our school.</p> <p>Respect Endeavour Achievement Courage Humanity</p>
Context challenges	<p>Context</p> <p>Edenbrook Secondary College is currently in its second year of operation as we move towards becoming a 7-12 co-educational secondary school.</p> <p>Edenbrook Secondary College students feel connected and proud of their school. Students have positive relationships with staff. The vertical house structure and home groups is a key to student belonging and school identity.</p> <p>The College has invested in significant initiatives and approaches that the school had in place to build well-being, resilience and student engagement. The College maintains the integrity of the neighbourhood zone in order to be able to manage the predicted significant enrolment growth and to comply with it's Enrolment Management plan.</p> <p>The Edenbrook Secondary College House System is based on the following :</p>

	<ul style="list-style-type: none"> o Inclusion and contentedness o Each student has a significant adult in their school who connects with them every day and supports them o Peer connection across the College and student leadership o Belonging to a community that is “bigger than self”, with the expectation that all students will contribute and participate to, as well as benefit from a range of opportunities across the College <p>Challenges</p> <p>Our challenges lie in our ability to continue to improve learning outcomes for all students, as we develop our Middle and Senior years programs at our school and to continue to focus on the recruitment of high calibre staff.</p> <p>The school's current demographic information indicates that approximately 25% of the students have equity funding. Student demographics indicate 11% have a disability. Students who are EAL make up less than 2% of the cohort and fewer than 1% of our students are Aboriginal. There is a slightly higher number of male students compared with female students as well as some students who do not identify with a gender.</p> <p>The College will add a year level annually and needs to ensure that the work for this is table and sustainable as well as thoroughly planned and implemented.</p> <p>As the College commenced operations at the start of 2021, barriers caused by the COVID-19 pandemic means that the school has had limited opportunities to engage with parents and the school community.</p> <p>Our challenge to ourselves is to build the pedagogical expertise of teaching staff in the areas of personalized learning, cognitive demand and differentiation with particular emphases on our highest achieving students and those requiring significant intervention for progress. We shall continue to ensure that student attendance is a priority. Building the confidence of teaching staff to assign appropriate Victorian Curriculum ratings for all students and which more closely reflect students’ achievements on external assessments. This will be in addition to our focus on building teacher confidence and effectiveness with strategies to improve Literacy outcomes across the school, with particular emphasis on both enrichment and extension for our students</p> <p>An important factor in our work to ensure we embed and are successful in this work will be the development of leadership capacity across the whole school as an essential component for the College to ensure growth and ongoing improvements in all areas of the Strategic Plan.</p>
<p>Intent, rationale and focus</p>	<p>Edenbrook Secondary College is committed to providing our students with excellent educational opportunities so that they may be successful throughout their secondary education and in their future pathways.</p> <p>To achieve this goal, we offer quality teaching and learning programs delivered by highly skilled, innovative and enthusiastic professionals.</p> <p>Our contemporary buildings and grounds are second to none and provide a stimulating learning environment where students are able to maximize their potential.</p> <p>As students transition into schooling at Edenbrook Secondary College, they experience a challenging, differentiated curriculum designed to allow them to demonstrate their abilities and progress in their learning.</p>

	<p>Our staff form positive and long lasting relationships with students and families that result in students prospering throughout their time with us. Our Year 7 to 9 programs will build strong foundations for future success.</p> <p>We emphasize the core literacy and numeracy skills across all subjects in the curriculum and students access French as their language study. As they progress through the College, students shall have growing opportunities to refine their own pathways by selecting an increasing number of electives in Year 8, 9 and beyond.</p> <p>Edenbrook has the capacity to capitalize on the positive relationships enabled by the House system to embed a culture of high expectation for learning.</p> <p>When genuine leadership distribution occurs and all members of the school community are focused on a clear vision of success and excellence, the whole school becomes focused on the same agenda. This is critical to the continuous improvement model we foster to support student success.</p>
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Goal 1	Maximise the learning achievement and growth for every student
Target 1.1	<p>By 2026 increase the percentage of students for meeting and above benchmark growth in NAPLAN based on 2021 results for:</p> <ul style="list-style-type: none">• Reading from 68% to 75%• Writing from 72% to 75%• Numeracy from 64% to 75%
Target 1.2	<p>By 2026, increase the percentage of students for meeting and above benchmark growth in NAPLAN based on 2021 results for:</p> <ul style="list-style-type: none">• Reading from 68% to 75%• Writing from 72% to 75%• Numeracy from 64% to 75%
Target 1.3	<p>By 2026 increase the percentage of positive responses in the School Staff Survey factors, for three-year averages, based on 2021-2023 figures from:</p> <ul style="list-style-type: none">• 31% to 40% for academic emphasis• 53% to 60% for collective efficacy• 53% to 60% for teacher collaboration• 53% to 60% for guaranteed and viable curriculum

Key Improvement Strategy 1.a Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Implement a whole school embedded literacy framework that meets the learning needs of every student
Key Improvement Strategy 1.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Develop and embed the school's instructional model across all areas of the curriculum
Key Improvement Strategy 1.c Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Build quality collaborative practice through a professional learning community framework
Goal 2	Maximise student engagement in their learning
Target 2.1	By 2026 the percentage of positive responses in the Attitudes to School Survey, for three year averages, based on 2021-2023 figures, to increase from: <ul style="list-style-type: none"> • 56% to 65% for student voice and agency • 54% to 60% for stimulated learning • 51% to 58% for self-regulation and goal setting • 51% to 55% for teacher concern • 58% to 65% for sense of confidence

Target 2.2	By 2026 decrease the percentage of students with 20 or more absence days from 38% in 2022 to 28% or below.
Target 2.3	By 2026 real retention from Year 7 to Year 11 to be 72%.
Key Improvement Strategy 2.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Activate student voice, agency and leadership to strengthen student participation and engagement
Key Improvement Strategy 2.b Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Develop targeted intervention practices and protocols that promote attendance
Key Improvement Strategy 2.c Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Develop effective middle and senior programs and pathways to cater for every student
Goal 3	Maximise student connectedness and school pride
Target 3.1	By 2026 the percentage of positive responses in the Attitudes to School Survey, for three year averages, based on 2021-2023 figures, to increase from: <ul style="list-style-type: none"> • 61% to 68% for emotional awareness and self-regulation • 64% to 70% for resilience

	<ul style="list-style-type: none"> • 46% to 52% for school connectedness
Target 3.2	<p>By 2026 the percentage of positive responses in the Parent Opinion Survey, for three year averages, based on 2021-2023 figures, to increase from:</p> <ul style="list-style-type: none"> • 59% to 65% for teacher communication • 48% to 55% for parent participation and involvement • 59% to 65% for student motivation and support
<p>Key Improvement Strategy 3.a 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>	Embed multi-tiered systems of support that enhance student wellbeing, engagement, and inclusion
<p>Key Improvement Strategy 3.b Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</p>	Develop the social and emotional skills of every student to be successful in their learning
<p>Key Improvement Strategy 3.c Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</p>	Increase community partnerships to maximise student opportunities

