

School plan 2018-2020

Dungog High School 8472



School background 2018–2020

School vision statement

Dungog High School aspires to create a positive, innovative and connected learning community which caters for our diverse student needs, where growth, engagement and collaboration continuously improves the quality of learning, teaching and leading, as we strive for success and excellence.

We will achieve this by:

- Focusing on respect, responsibility and personal best;
- Creating a learning, teaching and leading focused school culture;
- Encouraging initiative, innovation and leadership;
- Valuing individual differences;
- Responding to our local, national and international contexts and student needs;
- Providing a range of experiences that challenge individuals to explore and interact with the ever-changing world;
- Embedding technology into the teaching and learning programs; and
- Providing a broad, responsive curriculum, focused on excellence, giving students opportunities to succeed in their chosen pathway.

School context

Dungog High School is situated in a small regional township north of Newcastle NSW. Students who attend the school come from local towns and small communities within the Dungog Shire. Enrolment numbers in 2018 were 635 including 74 Aboriginal and Torres Strait Islander students (12%) and two Special Education classes.

The school is aligned with our primary partner schools to form genuine partnerships in education known as the Dungog District Community of Schools (DDCoS). The school also has very strong links to The University of Newcastle.

Dungog High School offers a curriculum that challenges and meets individual needs, with a strong focus on quality relationships, in a supportive learning culture that inspires learning. Academic, cultural, sporting and vocational courses are offered through core and elective options.

Dungog High School is developing a number of significant projects that will give greater depth to the learning context of the school, focusing on improving STEAM (Science, Technology, Engineering, Arts & Mathematics) learning and student's literacy and numeracy outcomes. These programs will be focused on Senior Studies, Technology and developing Innovative Pedagogy for engagement.

School planning process

The school has used a wide range of information and data analysis to evaluate the former School Plan 2015–2017 and to determine the school's future strategic directions. These processes included both internal and external analysis of data, linked to the School Excellence Framework (SEF):

Internal Processes:

- School Improvement Team Analysis of data using *Evaluative Thinking*
- Surveys of students, staff and community
- Focus Groups with students, staff and community
- Consultation meetings with primary partners, community partners, whole school and faculty groups
- Formal Internal Reviews of Curriculum (English) and HSC Assessment in 2017
- School Self-Assessment linked to the SEF

External Processes:

- Tell Them From Me Survey (student centred)
- Principal School Leadership (PSL) support

The data analysed throughout these processes also included SMART data, NAPLAN, HSC/RAP package, Scout and Sentral data. The school's Executive staff and the School Improvement Team will have direct responsibility and accountability for the implementation and evaluation of the plan linked to the School Excellence Framework (V2).

School strategic directions 2018–2020

STRATEGIC DIRECTION 1

Successful and Inspired Learners

Purpose:

To promote a culture of inspired learning that sets high expectations and adds value to all students' literacy and numeracy levels. Students will be productive and ethical users of technology equipped with the skills required for critical thinking and innovation beyond the 21st century.

Students will be nurtured to become resourceful, creative, empathetic and resilient lifelong learners. To develop in students the use of critical thinking to contextualise learning beyond the classroom and to have the ability to work independently and as part of a team to make sense of their world.

STRATEGIC DIRECTION 2

Collaborative and Shared Leadership

Purpose:

To provide the school community with a highly innovative, enthusiastic and collegial staff that aims to inspire our students to become life long learners. This will create a positive and productive learning environment with shared and distributed leadership.

To provide staff with relevant, current and high quality professional learning opportunities that will lead to the design and implementation of innovative practices that allow every student opportunities to learn and achieve their personal best.

STRATEGIC DIRECTION 3

High Performance & Excellence in Teaching

Purpose:

To be a high performing school that is an integral part of local, national and international communities.

By providing a strong performance focus on our teaching, learning and leading culture, all school members will be encouraged to strive towards excellence.

Effective and efficient systems will ensure the school is operating at a high level to achieve student, staff and parent aspirations.

Strategic Direction 1: Successful and Inspired Learners

Purpose

To promote a culture of inspired learning that sets high expectations and adds value to all students' literacy and numeracy levels. Students will be productive and ethical users of technology equipped with the skills required for critical thinking and innovation beyond the 21st century.

Students will be nurtured to become resourceful, creative, empathetic and resilient lifelong learners. To develop in students the use of critical thinking to contextualise learning beyond the classroom and to have the ability to work independently and as part of a team to make sense of their world.

Improvement Measures

- Positive trends in value-added data
- At least 90% of students achieve at or above national minimum standards on NAPLAN reading, writing and numeracy
- Increase the proportion of students in the top two NAPLAN bands
- Increased use of Technology in the school
- Average attendance rate above 90%

People

Students

Students will be explicitly taught to improve literacy and numeracy skills using innovative teaching practices and quality pedagogy in order to become critical thinking, productive global citizens.

Staff

Teachers will deliver engaging teaching and learning programs catering for individual student learning needs, linked to the QTF and embedding technology.

Teachers will stimulate students' desire to become lifelong learners and equip them with the skills required to become resourceful, empathetic and resilient citizens.

Parents/Carers

Parents will support the school community and their students in achieving the skills and knowledge of a 21st century learner.

Processes

Develop a deep understanding of **Quality Teaching** for engagement, ensuring the curriculum delivered is challenging and maximises learning through the **QTR's**.

Develop and implement engaging and dynamic **programs** (including New HSC) and assessments, based on quality teaching and backward mapping.

Implement **systems that analyse data** to deliver quality Teaching & Learning programs and assessment to meet the differentiated learning needs of individuals.

Embed **technology** in teaching and learning programs to create innovative, engaging and connected learning experiences relevant to the 5C skills.

Develop **positive and respectful relationships through PBL** to promote the collective responsibility for a culture that supports student learning and high performance.

Evaluation Plan

- Regular reporting against SMP
- Feedback from Project Teams
- Focus Group sessions
- Staff and Student surveys
- Scout, SMART, RAP and Sentral Data

Practices and Products

Practices

The school uses a centralised system and processes for analysing and reporting on student and school performance, including academic growth, non-academic and cross-curricula data.

Quality Teaching Framework elements and principles are embedded in all programs and pedagogy across all KLAs and supported through the Quality Teaching Rounds.

Assessment is used flexibly and responsively, with feedback from assessment informing further teaching and learning.

Students reflecting and reporting on the achievements of their own learning and leadership goals for growth.

Technology is embedded in all aspects of the teaching, learning and leading domains of the school.

Products

Positive trend in value-added external data and HSC Z-Scores

Strong NAPLAN Results percentage in the top two bands and trends

Average attendance rate at or above 90%

Increased use of technology by staff and students

Improved integrity, rigour and authenticity of Internal Assessment

All staff engaging with the QTRs

Strategic Direction 2: Collaborative and Shared Leadership

Purpose

To provide the school community with a highly innovative, enthusiastic and collegial staff that aims to inspire our students to become life long learners. This will create a positive and productive learning environment with shared and distributed leadership.

To provide staff with relevant, current and high quality professional learning opportunities that will lead to the design and implementation of innovative practices that allow every student opportunities to learn and achieve their personal best.

Improvement Measures

- All staff actively involved in professional learning to meet goals in their PDPs
- High quality Professional Learning created and delivered at the school to meet PL needs of staff linked to the APTS and SMP
- Increase in instructional and distributed leadership within the school, for staff and students
- Management and administrative systems are effective and responsive

People

Students

Students given opportunities for leadership, student voice and encouragement to guide the direction of the school.

Leaders

Executive will provide professional learning opportunities to staff that is linked to the strategic directions and individual teacher's Professional Development Plans (PDPs).

Leaders

Executive of Faculties will lead and manage faculty participation in quality professional learning targeted at the development of innovative curriculum, assessment, New Curriculum syllabus implementation, leadership and technology expertise encouraging dynamic teaching and learning.

Staff

All staff will actively participate in professional learning that explores their strengths and allows them to develop their target areas; staff will build their capacity to deliver innovative quality teaching and administrative practices.

Parents/Carers

Parents will be given the opportunity to provide feedback about the quality of teaching and learning in our school.

Processes

Performance & Development Plans

(PDPs) aligned to Australian Standards for Teachers and/or Role Statements (non-teaching staff), the SMP and staff goals through reflective and evidence based processes including;

- Targeted programs and mentoring linked to the High Performance and Development Procedures of DHS;
- Targeted programs implemented to establish responsive and effective work practices, processes, leadership systems and management in identified areas for development from PDP's; and
- Professional Development of non-teaching staff, building the capacity of non-teaching staff to manage the changes following the introduction of LMBR and financial management changes.

Student Voice and Leadership actively contributes to the directions of the school, with collaborative and consultative processes to encourage student leadership in the directions of the school.

Evaluation Plan

- Regular reporting against milestones by the Leadership Group
- Feedback from Project Teams
- Analysis of school data and surveys

Practices and Products

Practices

Staff reflecting and reporting on the achievements of the school, their own learning and leadership goals as linked to criteria, through the PDP and HPD monitoring and accountability practices.

The Student Voice Team leads consultation and collaboration about strategic directions of the school.

Products

All staff actively involved in professional learning, with performance monitored and supported through the PDP process

Increase in staff collaborating and seeking leadership opportunities within the school

Student survey responses towards engagement and motivation show positive improvement

Strategic Direction 3: High Performance & Excellence in Teaching

Purpose

To be a high performing school that is an integral part of local, national and international communities.

By providing a strong performance focus on our teaching, learning and leading culture, all school members will be encouraged to strive towards excellence.

Effective and efficient systems will ensure the school is operating at a high level to achieve student, staff and parent aspirations.

Improvement Measures

- Strong collaboration to deliver programs between the school and the LMG Group, the Dungog District Community of Schools (DDCoS).
- School staff improve in professional and collaborative practices.
- Increased positive feedback from the community about communication and school performance

People

Students

Students will be provided with frameworks that will allow them to contribute feedback on school programs and future planning.

Leaders

Executive and Program Leaders will provide increasingly robust and sophisticated systems that will support the development of staff capabilities in teaching practice, assessment, management and school leadership.

Parents/Carers

Parents are given opportunities to contribute feedback about the school plans and programs.

Community Partners

The school will continue to seek and build on strategic **Community Partnerships** to foster key programs and to provide educational expertise and leadership in these partnerships including with other schools and The University of Newcastle.

Processes

School Improvement Team to focus on establishing systems to ensure the school/staff meet all requirements of legislative and Department of Education policy requirements and the teaching, learning and leading targets of the SMP, including systems to manage, monitor and plan for school change and improvement, including processes to plan, manage and renew programs, assessment, assets and infrastructure to meet student learning needs.

Communication Team to focus on establishing systems and plans to ensure the school and staff are:

- Establishing, building on and maintaining new business/industry, university partnerships and learning alliances that align to school strategic directions
- Reviewing the communication systems, including the website and Newsletter
- Strengthen and/or establish community relationships that integrate the school into the wider community.

The Principal will lead the development of a professional and collaborative learning community (LMG) in the **Dungog District (DDCoS)** with a strategic plan focused on Aboriginal Education, Literacy & Numeracy, Technology and Transition P–12.

Evaluation Plan

- Regular reporting against milestones
- Feedback from Project Teams
- Analysis of school data and surveys

Practices and Products

Practices

Staff accurately use the systems available for student attendance, welfare profiling, record maintenance, evidence collection, reporting, credentialing and school administration.

Partnerships and learning alliances established with key educational and community stakeholders.

School staff work in a collaborative and professional manner at all times.

Products

Effective and efficient management system provides the infrastructure for school management.

Strong collaboration between the school and its communities.

School staff work effectively and efficiently within the framework that supports and nurtures a positive learning and teaching environment.