School plan 2015 – 2017

Dungog High School 8472
### School background 2015 - 2017

#### School vision statement

Dungog High School educates individuals to be contributing and resilient members of a connected modern global society. It provides a working and learning environment where people feel valued and are confident, responsible, knowledgeable citizens.

We will achieve this by:

- Focussing on respect, responsibility and personal best.
- 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 world.
- Providing a broad, responsive curriculum, focussed 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 villages within the Dungog Shire. Enrolment numbers in 2014 were 660 including 43 Aboriginal and Torres Strait Islander students and two Special Education classes. The school is aligned with the primary partner schools to form the Dungog and District Learning Community.

Dungog High School offers a curriculum that challenges and meets individual needs. Academic, cultural, sporting and vocational courses are offered through core and elective options.

Dungog High School is currently participating in a number of significant projects that will give greater depth to the learning context of the school. Two programs are linked to research projects with the University of Newcastle (Quality Teaching Instructional Rounds and Aspirations Longitudinal). Other projects to benefit students and learning are Focus on Reading and Healthy Schools, Healthy Futures (New England Health Service).

#### School planning process

The school has used a wide range of information and data analysis to evaluate the 2012-2014 school plan and to determine the school’s future strategic directions. This process included both internal and external analysis of data:

**Internal Processes**

- 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

**External Processes**

- Tell Them From Me Survey (student centred)
- Focus on Learning Survey (staff centred)
- QuickSmart data through University of New England

The data analysed throughout these processes also included SMART data, NAPLAN, HSC/RAP package and Sentral.

The school’s Executive staff will have direct responsibility and accountability for the implementation and evaluation of the plan.
School strategic directions 2015 - 2017

**Purpose:**
To promote a culture of learning that has 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 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 their 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 1**
Successful 21st century learners

**STRATEGIC DIRECTION 2**
Collaborative and dynamic staff

**STRATEGIC DIRECTION 3**
High performing learning environment

**Purpose:**
To provide the school community with a highly innovative, enthusiastic and collegial staff that aims to inspire our students to become lifelong learners. This will create a positive and productive learning environment.

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.

**Purpose:**
To be a high performing school that is an integral part of local, national and international communities. By providing a strong foundation, all school members will be encouraged to strive towards their personal best.

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 21st century learners

### Purpose
To promote a culture of learning that has 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 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 their learning beyond the classroom and to have the ability to work independently and as part of a team to make sense of their world.

### People

**Students** will be explicitly taught 21st century capabilities using the Quality Teaching Framework in order to become critical thinking, productive global citizens.

**Teachers** will deliver engaging teaching and learning programs catering for individual student learning needs.

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

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

### Processes

Develop a deeper shared understanding of QT framework including all elements embed within faculty programs

Focus on Reading and QuickSmart strategies implemented in all classrooms.

Implement systems that analyse data that enable T&L programs to meet the learning needs of individuals.

### Products and Practices

**Product**
- Positive trend in value-added external data
- Reduce suspensions by 5%
- Average attendance rate risen by 3%
- Increase of Deputy and Principal Awards
- Reduction in N- notification warning letters to senior students
- Reduction of Year 12 students leaving school without definite career options

**Practices**
- QTF elements embedded in all programs across all KLAs
- Successful senior subject selection process is in place allowing students to access most suitable pathway options
- Annual Year 12 exit survey and TTFM survey gauge student career direction
- Students reflecting and reporting on the achievements of their own learning and leadership goals.

### Improvement Measures

- Positive trend in value-added external data
- Reduce suspensions by 5%
- Average attendance rate risen by 3%
Strategic Direction 2: Collaborative and dynamic staff

**Purpose**
To provide the school community with a highly innovative, enthusiastic and collegial staff that aims to inspire our students to become lifelong learners. This will create a positive and productive learning environment.

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.

<table>
<thead>
<tr>
<th>Improvement Measures</th>
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<tbody>
<tr>
<td>• All staff actively involved in professional learning</td>
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<tr>
<td>• Successful accreditation of all TRAs</td>
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<td>• Increase in staff seeking leadership opportunities within the school</td>
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<tr>
<th>People</th>
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<tbody>
<tr>
<td><strong>Executive</strong> will provide professional learning opportunities to their staff that are linked to the strategic directions and individual teacher’s learning plan.</td>
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<tr>
<td><strong>Head Teachers</strong> will lead and manage faculty participation in quality professional learning targeted at development of curriculum leadership and expertise that encourages dynamic T&amp;L.</td>
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<td><strong>Program Leaders</strong> will lead and manage participation of team members in quality professional learning targeted at development of leadership, expertise and skills.</td>
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<td><strong>School staff:</strong> through active participation in professional learning that explores their strengths and allows them to develop target areas, staff will build their capacity to deliver innovative quality teaching and administrative practices.</td>
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<td><strong>Students and Parents</strong> are given the opportunity to provide feedback about the quality of teaching and learning in our school.</td>
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<td>Teacher and school leader performance development aligned to Australian Standards for Teachers and Principal Standards through reflective and evidence based practices including</td>
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<tr>
<td>• Individual teacher learning plans</td>
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<tr>
<td>• Targeted programs and mentoring for teachers who require accreditation, probationary teachers, early career teachers, teacher leaders aspiring to higher levels of accreditation and promotion, teachers who are experiencing difficulty</td>
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<tr>
<td>• Targeted programs implemented to establish collaborative work practices to enhance professional discussion and best practice, including QTR</td>
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<td>PD of non-teaching staff</td>
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<td>• Building the capacity of non-teaching staff to manage the changes following introduction of Salm, LSLD and OLIVER through targeted professional learning, mentoring and job sharing.</td>
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<td>• Development of a professional learning community.</td>
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<th>Evaluation plan</th>
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<tr>
<td>• Regular reporting against milestones by the Leadership Group</td>
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<td>• Feedback from Project Teams</td>
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<td>• Analysis of school data and surveys</td>
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<tr>
<td>• Performance and Development Framework implemented and completed within specific timeframes</td>
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<td>• Student survey responses towards engagement and motivation show positive improvement</td>
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<tr>
<td>• Professional learning teams established across curriculum areas and lead improved and embedded practices in relation to curriculum, continuity and quality teaching</td>
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<tr>
<td>• Staff reflecting and reporting on the achievements of their own learning and leadership goals.</td>
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<td>• Effective TRA support and monitoring processes</td>
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<td>• Opportunities for leadership of significant programs</td>
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<td>• Performance and Development Framework implemented and operates effectively</td>
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## Strategic Direction 3: High performing learning environment

### Purpose
To be a high performing school that is an integral part of local, national and international communities. By providing a strong foundation, all school members will be encouraged to strive towards their personal best.

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

### Improvement Measures
- Increase data entry accuracy of student attendance by 10%
- Strong collaboration between the school and its communities
- School staff surveys demonstrate improvement in professional and collaborative practices

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

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

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

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.

### Processes
Project teams to focus on establishing systems to ensure the school/staff meet all requirements of legislative and DEC policy requirements, including:
- systems to manage, monitor and plan for school change and improvement
- processes to plan, manage and renew assets and infrastructure to meet student learning needs.
- Establishing, building on and maintaining new business/industry, university partnerships and learning alliances that align to school strategic directions
- Reviewing the school evaluation cycle and plan
- Reviewing the ASR and website

Strengthen and/or establish community relationships that integrate the school into the wider community.

### Products and Practices

#### Product
- 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 a framework that supports and nurtures a positive learning and teaching environment

#### Practice
- Staff accurately use the system for student attendance, welfare profiling, record maintenance, 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