



DORRIGO HIGH SCHOOL SCHOOL PLAN 2011




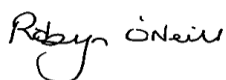
Context: Dorrigo High School is a comprehensive, co-educational secondary school located on the edge of the New England Plateau. It is the only secondary school located in the town and there has been a decline in enrolments over recent years. 199 students have enrolled in 2011. The school receives a small schools staffing supplement which allows smaller classes to operate so that a broad curriculum can be offered. The school is well-resourced with a high provision of interactive technologies in classrooms. The two science laboratories and an outdoor learning area were completed in 2010. A trade training centre incorporating an engineering workshop will commence construction in 2011.

Purpose: At Dorrigo High School our purpose is to provide quality teaching, learning and achievement in a safe, caring environment. In achieving our purpose we value: all members of the school community, good communication, positive staff and student morale, supportive welfare processes, consistency in management and discipline, a broad curriculum, small classes, well-resourced classrooms and library, the latest information and communication technologies, and sporting, social and cultural opportunities for our students. Our major priorities for 2011 will be evaluated by our value adding in external tests. These priorities are:

- Numeracy: Our goal over the next two years is to expand the good results we are achieving in NAPLAN. We aim to continue the trend in our value added data and also ensure that our School Certificate (SC) and Higher School Certificate (HSC) results improve in subjects which have been identified as needing improvement.
- Literacy: Our goal over the next two years is to improve literacy outcomes for all students, particularly low ability students, and to increase the participation of students in a broad range of literacy activities across all key learning areas.
- Student engagement and retention: Our goal over the next two years is to embed knowledge of the Quality Teaching framework into the classroom practice of every teacher and identifying and addressing individual learning needs including; gifted and talented students, Aboriginal students, and students with learning difficulties. SC data and HSC data will reflect improvement against state achievement levels and value added data. We will work towards this goal by implementing Positive Behaviour for Learning to support all students to achieve academic and social outcomes and improve identified school systems.
- Student welfare and community relationships: Our goal is to promote a collegial and co-operative school culture with effective communication and decision making processes across the school.

Expectation

All groups in the school community will be involved in the implementation of this plan and we expect that parents, staff and students will work together to achieve our goals. Our goal is to develop a culture that values learning and contributes to a positive learning environment across the school. We will endeavour to have every student attain national benchmarks in literacy and numeracy and to have access to the latest information and communication technologies.

Relieving Principal:	 Mr. Peter South	Date:	7/4/2011	School Education Director:	 Ms. Robyn O'Neill	Date:	7/4/2011
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Targets (1 year horizon)

Numeracy

- Increase the percentage of Year 7 students achieving at and above minimum standard (at and above band 5) from 89.1% in 2010 to 90.2% in 2011.
- Increase the percentage of Year 7 students achieving at proficiency standard (at and above band 8) from 12.7% to 14.6%.

- Increase the percentage of Year 9 students achieving at and above minimum standard (at and above band 6) from 85.7% in 2010 to 89.3% in 2011
- Increase the percentage of Year 9 students achieving at proficiency standard (at and above band 9) from 14.3% in 2010 to 22% in 2011.

Literacy

- Increase the percentage of Year 7 students achieving at and above minimum standard (at and above band 5) from 89.1% in 2010 to 92.7% in 2011 in reading, and from 90.9% in 2010 to 92.7% in 2011 in writing.
- Increase the percentage of Year 7 students achieving at proficiency standard (at and above band 8) from 25.5% in 2010 to 29.1% in 2011 in reading, and from 16.4% in 2010 to 20% in 2011 in writing.

- Increase the percentage of Year 9 students achieving at and above minimum standard (at and above band 6) from 78.6% in 2010 to 85.7% in 2011 in reading, and from 83.3% in 2010 to 90.5% in 2011 in writing.
- Increase the percentage of Year 9 students achieving at proficiency standard (at and above band 9) from 16.7% in 2010 to 23.8% in 2011 in reading, and from 7.1% in 2010 to 16.7% in 2011 in writing.

Student Engagement and Retention

- Increase the number of students indicating through the Quality of School Life survey that they are mostly or always challenged by their learning at school from 45% in 2010 to 60% in 2011
- Increase overall school attendance rates from 89.7% in 2010 to 91% in 2011

Student Welfare and Community Relationships

- Increase the number of students indicating through the Quality of School Life survey that they are mostly or always proud to be a student at the school from 48% in 2010 to 60% in 2011

MANAGEMENT PLAN 2011

School Priority Area: Numeracy

Intended Outcomes:

- To reduce the gap between the school average for numeracy achievement in both Year 7 & 9 NAPLAN and the State average.
- Focus on high expectations in every classroom.
- All staff engages in professional learning programs to enhance their capacity to improve student outcomes and support and/or lead school improvement.
- All staff embed ICT into teaching and learning specific to numeracy

Targets

- Increase the percentage of Year 7 students achieving at and above minimum standard (at and above band 5) from 89.1% in 2010 to 90.2% in 2011.
- Increase the percentage of Year 7 students achieving at proficiency standard (at and above band 8) from 12.7% to 14.6%.
- Increase the percentage of Year 9 students achieving at and above minimum standard (at and above band 6) from 85.7% in 2010 to 89.3% in 2011
- Increase the percentage of Year 9 students achieving at proficiency standard (at and above band 9) from 14.3% in 2010 to 22% in 2011.

Indicators	Time frame	Strategies	Responsibility	Resource Allocation/Funding Source
<ul style="list-style-type: none"> • Teaching programs and practice reflect a greater emphasis on explicit numeracy teaching 	Terms 1 & 2	<ul style="list-style-type: none"> • Analysis of NAPLAN data to assist in planning and evaluation of teaching • Provide professional learning opportunities for all teachers to ensure numeracy is seen as a whole school initiative and to build teacher capacity to identify and address all student numeracy needs 	Principal and executive Head Teacher- Numeracy and numeracy committee.	TPL funds \$1000 and staff meetings
<ul style="list-style-type: none"> • Numeracy intervention programs and explicit teaching approaches are implemented and evaluated through TARS process 	Terms 1 - 4	<ul style="list-style-type: none"> • Teaching programs to include a focus on numeracy and reflect strategies to ensure deep knowledge, deep understanding, problematic knowledge and higher-order thinking. 	Head Teachers, all teaching staff	

Indicators	Time frame	Strategies	Responsibility	Resource Allocation/Funding Source
<ul style="list-style-type: none"> • Regular assessment is conducted, results analysed and programs adjusted. • Scope and sequence documents for stages 3 - 4 indicate a clear progression in numeracy skill development • Personalised Learning Plans for students identified with learning difficulties and high achieving students are developed which include numeracy related goals and strategies • Assessment of numeracy-related lessons against the Quality Teaching Matrix indicates a focus on explicit quality criteria and student engagement 	Terms 1 - 4	<ul style="list-style-type: none"> • Identify and target areas of poor performance. Use of practice questions and past NAPLAN papers by teachers of stage 4/5 mathematics. • All classroom teachers aware of and addressing poor performance areas across all subject areas 	<p>Head Teacher Mathematics/ Numeracy, Mathematics teachers</p> <p>Head Teachers, all teaching staff</p>	Transition Funds \$1000- 3 release days
	Terms 3 & 4	<ul style="list-style-type: none"> • Include partner schools in reviewing programs, sequencing and enhancing teaching and learning practice 	<p>Head Teacher Mathematics/ Numeracy, Mathematics teachers, partner school teachers</p>	
	Terms 1 & 2	<ul style="list-style-type: none"> • Develop PLPs for students close to the minimum standard band cut off. Teachers made aware of students at risk of falling and remaining below minimum standards in numeracy and supported in implementing PLPs • Develop PLPs for students close to the proficiency standard band cut off. • Teachers made aware of targeted high achieving students in numeracy and supported in implementing PLPs 	<p>Learning Support Team, Support Teacher Learning Assistance, all teaching staff</p> <p>Mathematics teachers, Support Teacher Learning Assistance, all teaching staff</p>	
	Terms 1 - 4	<ul style="list-style-type: none"> • Utilise Quality Teaching strategies and interactive technologies to provide a challenging and rewarding numeracy learning environment that promotes high achievement. 	<p>Head Teachers, all teaching staff</p>	

MANAGEMENT PLAN 2011

School Priority Area: Literacy

Intended Outcomes:

- Enhance quality teaching practices to improve the levels of achievement for all students
- Enhance student outcomes through the implementation of the E literacy initiative which embeds ICT into literacy

Targets

- Increase the percentage of Year 7 students achieving at and above minimum standard (at and above band 5) from 89.1% in 2010 to 92.7% in 2011 in reading, and from 90.9% in 2010 to 92.7% in 2011 in writing.
- Increase the percentage of Year 7 students achieving at proficiency standard (at and above band 8) from 25.5% in 2010 to 29.1% in 2011 in reading, and from 16.4% in 2010 to 20% in 2011 in writing.
- Increase the percentage of Year 9 students achieving at and above minimum standard (at and above band 6) from 78.6% in 2010 to 85.7% in 2011 in reading, and from 83.3% in 2010 to 90.5% in 2011 in writing.
- Increase the percentage of Year 9 students achieving at proficiency standard (at and above band 9) from 16.7% in 2010 to 23.8% in 2011 in reading, and from 7.1% in 2010 to 16.7% in 2011 in writing.

Indicators	Time frame	Strategies	Responsibility	Resource Allocation/Funding Source
<ul style="list-style-type: none"> • Teaching programs, classroom assessment and lesson observations demonstrate the explicit use of teaching strategies focusing on exposition writing skills 	Term 1 & 2	<ul style="list-style-type: none"> • Each faculty develops an individual action plan for addressing literacy targets. • Run a staff workshop on 'Exposition' writing. 	Head Teachers, all teaching staff	TPL -\$1000 3 days, Staff and faculty meetings
<ul style="list-style-type: none"> • Class work and assessment indicates high level student engagement and development of writing and ICT skills 	Terms 1-4	<ul style="list-style-type: none"> • Implement an E-Literacy program in Stage 4 with a focus on writing expositions 	Deputy Principal and E-literacy teachers	3 periods x 4 classes from curriculum allocation, T2 SDD
<ul style="list-style-type: none"> • Students demonstrate improved resource management and study skills as evidenced in their material organisation and 	Term 2 & 3	<ul style="list-style-type: none"> • Students participate in a 'Study Skills Day' which focuses on material organisation in preparation for written tasks in assignments and 	Head Teachers, Year Advisers, all teaching staff	ELES Study Skills subscription for online access -\$380

Indicators	Time frame	Strategies	Responsibility	Resource Allocation/Funding Source
<p>submission of assignments and preparation for examinations.</p> <ul style="list-style-type: none"> Students regularly use their laptop computers in classroom situations and use ICT in the completion of tasks and assignments. Targeted Stage 6 subjects* will reflect core literacy outcomes in their programs and teaching materials with the aim of enhancing student literacy skills. <p>* any subject which has had a significant change in course content and/or any subject which has not run at DHS in the last 3 years.</p>	<p>Term 1 & 3</p> <p>Terms 1 & 3</p>	<p>examinations.</p> <ul style="list-style-type: none"> Students provided with access to ELES study skills handbook Staff have the opportunity to access various courses on the use of ICT in the senior classroom in both resource management (i.e. OneNote) and subject specific areas. Staff will access TPL and collegial assistance from both DHS and other schools in planning and programming to meet literacy outcomes in these subjects. 	<p>Head Teachers, TPL Committee</p> <p>Executive, TPL Committee</p>	<p>TPL funds</p> <p>TPL funds</p>

MANAGEMENT PLAN 2011

School Priority Area: Student Engagement and retention; Aboriginal education

Intended Outcomes:

- Our goal over the next two years is to embed knowledge of the Quality Teaching framework into the classroom practice of every teacher as well as the identification and addressing of individual learning needs (gifted and talented students, Aboriginal students, and students with learning difficulties) by classroom teachers. SC data and HSC data will reflect improvement against state achievement levels and value added data. We will work towards this goal by the implementation of Positive Behaviour for Learning to support all students to achieve academic and social outcomes as well as a focus on improving identified school systems.

Targets

- Increase the number of students indicating through the Quality of School Life survey that they are mostly or always challenged by their learning at school from 45% in 2010 to 60% in 2011
- Increase overall school attendance rates from 89.7% in 2010 to 91% in 2011

Indicators	Time frame	Strategies	Responsibility	Resource Allocation/Funding Source
<ul style="list-style-type: none"> • RISC and other behaviour data indicates a reduction in discipline issues within the classroom and the playground 	Terms 1 - 4	<ul style="list-style-type: none"> • Beginning implementation of PBL. • Review whole school discipline and welfare strategies, including anti-bullying, and merit procedures –with staff, student, parent and community involvement. 	<p>PBL team</p> <p>Welfare Team led by Deputy Principal</p>	\$300 - Global, \$2000 TPL for PBL training, P&C support
<ul style="list-style-type: none"> • Students participating in an increased number of practical learning opportunities- i.e. School based traineeships and Stage 5 VET pathways 	Terms 1- 4	<ul style="list-style-type: none"> • Careers adviser and VET coordinator source and advertise opportunities for a broader and more engaging range of student work experience and work placement • Investigate possibilities to extend VET opportunities for students with businesses and TAFE • Promote School Based Traineeships and Apprenticeships to Year 10 students, develop partnerships with 	Principal, DP, Head teachers, Careers Adviser, VET Coordinator, Year Advisers	Trade Training Centre establishment funding

Indicators	Time frame	Strategies	Responsibility	Resource Allocation/Funding Source
<ul style="list-style-type: none"> Reduction in students failing to complete stage 6 subject through either later change of subject or through N-Determination Increased teacher knowledge and use of a variety of strategies including ICT and DER initiatives to engage students in learning Teachers professional learning evaluations indicate improved capacity in using interactive resources and ICT based curriculum in all subjects Teaching programs reflect Aboriginal cultural awareness 	<p>Term 3</p> <p>Terms 1- 4</p> <p>Terms 1 - 2</p> <p>Term 3</p> <p>Terms 1- 4</p>	<p>local businesses</p> <ul style="list-style-type: none"> Increase offering of stage 5 VET courses Establishment of a Trade Training Centre at Dorrigo HS <p>Students counselled on appropriate subject selection in stage 6 transition</p> <ul style="list-style-type: none"> Undertake DER project with partner schools with Dorrigo High School teachers undertaking a mentor role within this project Completion of installation of interactive whiteboards in every classroom across the school Cultural awareness is embedded in teaching programs Provide professional learning to ensure cultural awareness is seen as a whole school initiative and build teacher capacity to identify and address the specific needs of indigenous students 	<p>Principal, DP, Head teachers, Careers Adviser, Year Advisers</p> <p>Classroom teachers</p> <p>TPL committee –Deputy Principal</p> <p>Head Teacher Aboriginal Education, All teachers</p>	<p>DER project – 9 days TPL/DER \$2700</p> <p>P&C funding of IWB</p> <p>TPL, Term 2 SDD, NAIDOC Week</p>

MANAGEMENT PLAN 2011

School Priority Area: Student Welfare and Community Relationships

Intended Outcomes:

- Our goal is to promote a collegial and co-operative school culture with effective communication and decision making processes across the school.

Targets

- Increase the number of students indicating through the Quality of School Life survey that they are mostly or always proud to be a student at the school from 48% in 2010 to 60% in 2011

Indicators	Time frame	Strategies	Responsibility	Resource Allocation/Funding Source
<ul style="list-style-type: none"> • A culture of collaboration is evident where all members of the school community contribute to the achievement of school goals 	Terms 1 - 4	<ul style="list-style-type: none"> • Promote the development of constructive professional relationships amongst staff by the negotiation, development and publication of role statements for all staff. • Involve staff representatives in appropriate school committees and policy and decision making processes • Involve parent and student representatives in appropriate school committees including finance, school evaluation teams and PBL 	Principal, Deputy Principal, Head Teachers	
<ul style="list-style-type: none"> • A collegial and co-operative culture supporting team effectiveness and encouragement of individual development is evident 	Terms 1 - 2	<ul style="list-style-type: none"> • Review, publicise and implement the TARS and EARS policies and procedures within the school • Individual professional learning plans for all staff to be negotiated by Head teacher • Professional learning policy and plan –to be reviewed by executive and Professional learning team. 	Principal, Deputy Principal, Head Teachers, TPL Committee	
	Terms	<ul style="list-style-type: none"> • Undertake a review of school systems 		

Indicators	Time frame	Strategies	Responsibility	Resource Allocation/Funding Source
<ul style="list-style-type: none"> Communication protocols are in place which are fair and equitable Positive local media and school web site reflects positive school culture 	<p>1 - 4</p> <p>Term 1</p> <p>Term 2</p> <p>Terms 1 - 4</p>	<p>and implement changes as recommended e.g. OHS, EOI procedures, awards and nominations, election of school leaders</p> <ul style="list-style-type: none"> Enhance communication in the school by reviewing current processes for agenda, minutes and publication of minutes School team to attend communication professional learning Weekly contact with P&C President, SRC school captains. 	<p>Principal, Deputy Principal, Head Teachers</p> <p>SASS, Teachers</p> <p>Principal</p>	<p>TPL funds 2 days release \$600, Course Fee \$480</p>