

Strategic Improvement Plan 2021-2024

Dorrigo High School 8453



School vision and context

School vision statement

Our school vision is to provide high quality, creative teaching and learning experiences that engage our students, meet their learning needs and foster a strong sense of belonging. We intend that all students should enjoy their learning, realise their potential and make a valuable contribution as citizens in the wider world.

School context

Dorrigo High School is a Years 7-12 comprehensive school with an enrolment of 125 students. Located in the hinterland region of the Bellingen Shire, 70kms from Coffs Harbour, the school is supported by a diverse community, a proactive Parents and Citizens' Association (P&C) and a close relationship with other schools on the Dorrigo plateau.

The school has a mixed mode delivering both a compressed curriculum structure and traditional mode in Stage 6 enabling a small cohort of senior students to access a wide range of academic and vocational courses. The school continues to see improvement in HSC results. Teachers are committed to delivering best practice to students. As such the school using Assessment for Learning strategies where the teachers are striving to improve every students learning.

The school receives some additional funding based on its Family Occupation and Employment Index (FOEI) of 101 which places the school and its community very near to the state mean of 100. Additional funding is also provided on an index which classifies schools according to their location under the Rural and Remote strategy.

The demographics for the next few years indicate that enrolments in the Dorrigo area should stabilise at this point. The school has outstanding facilities including a trade training centre and an agricultural plot. The school currently has the capacity to deliver a number of Vocational Courses including construction, metals and engineering, hospitality and primary industries. A supportive business community provides work placement opportunities for vocational courses and work experience in Stage 5.

Over the coming four years we will be further developing a school culture where data is used to drive improvement; school assessment is used to monitor, plan and report on student learning; and self regulation is applied to learning, as based on our three strategic directions.

Strategic Direction 1: Student growth and attainment

Purpose

To use data effectively to drive improvement in student achievement, growth and performance in literacy, numeracy and wellbeing.

Improvement measures

Target year: 2022

- Improvement in percentage of HSC students in the top two bands from the baseline by 6%.
- Improvement in percentage of HSC students in the top three bands from the baseline by 5.3%.
- Improvement in the percentage of students achieving in the top 2 bands in year 9 reading from the baseline by 4.7%.
- Improvement in the percentage of students achieving in the top 2 bands in year 9 numeracy from the baseline by 6.8%.
- Increase the percentage of students attending at least 90% of the time from the baseline by at least 5.1%.
- Increase in the percentage of students making positive reports in belonging, advocacy and expectations of success from the baseline by at least 5.4%.

Target year: 2024

- 100% of students use EI Pulse regularly as a wellbeing check in.

Target year: 2023

- Improvement in percentage of students achieving expected growth in reading from year 7 to 9 to be at least 3.8% from the baseline.
- Improvement in percentage of students achieving expected growth in numeracy from year 7 to 9 to be at least 9.4% from the baseline.
- At least 50% increase in the proportion of ATSI

Initiatives

Quality Teaching 7-12

- Establish and embed a culture that supports the delivery of quality teaching focused on the improvement of all students' literacy and numeracy skills.
- Continue a comprehensive and ongoing staff professional learning program to continually build teacher capacity to use data to inform their teaching practice and improve student achievement.
- Embed explicit systems for teacher collaboration, observation and feedback to sustain quality teaching practices 7-12.

Monitor and support student progress and achievement

- Build on the whole school literacy/numeracy focus to regularly assess, collate and analyse student progress to inform next steps in teaching.
- Build on a targeted Stage 6 strategy providing support and clear pathways for individual students to achieve an HSC (including ATAR options) and/or access the further study or work.

Monitor and Improve Attendance and Wellbeing

- Establish systems and support procedures to maximise the number of students attending school at least 90% of the time.
- The whole school is focussed on building individual and collective wellbeing through a climate of care and positivity.
- Build and map the cognitive, emotional, physical and social wellbeing of students.

Success criteria for this strategic direction

All staff Performance and Development Plans (PDPs) explicitly demonstrate a focus on genuine improvement in teacher practice and data literacy skills.

Student assessment data is explicitly used school-wide to identify student achievement and progress and inform teaching practice.

Agreed upon teacher practice is evident through classroom observations and improvements in student engagement and achievement.

Teaching programs and classroom practice across 7-10 demonstrate the whole school focus on improving student literacy and numeracy.

Teachers are observed collaborating within and across stages and key learning areas to share student data, curriculum knowledge and effective teaching and classroom management strategies.

The school collects and analyses information to inform and support stage 5 and stage 6 students' key transitions.

The school seeks to collaborate with parents and students to support post school pathways.

Attendance data is regularly analysed and is used to support the attendance of individual and groups.

Network, whole of school and personalised attendance approaches are used to improve regular attendance of all students.

The school implements evidenced-based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning.

Evaluation plan for this strategic direction

Question: Have we successfully embedded a culture of agreed practices that have resulted in improved outcomes in reading, numeracy, achievement in top 3 HSC bands,

Strategic Direction 1: Student growth and attainment

Improvement measures

students attaining the HSC whilst maintaining cultural identity (compared to the baseline).

Evaluation plan for this strategic direction

attendance and wellbeing?

Are all staff engaging in professional learning to build teacher capacity to use data to inform their teaching practice and improve student achievement?

To what extent have we achieved our purpose?

Data:

- Observation
- Teacher feedback
- Teaching and learning programs
- Resource allocation analysis
- Professional Development Plans
- Internal assessments including summative and formative assessment
- External assessment including NAPLAN/HSC/Best Start
- EI Pulse data
- Attendance data
- Personal Attendance Plans

Analysis: Ongoing analysis will measure the success of initiatives and identify areas for improvement or modification.

Implications: The findings of the analysis will determine success, inform future directions and budget allocation.

Strategic Direction 2: Assessment Centred Classroom

Purpose

Our purpose is to build a school culture where consistent school-practices for assessment are used to monitor, plan and report on student learning across the curriculum and formative assessment is integrated into teaching practice in every classroom, confirming that students learn what is taught.

Improvement measures

Target year: 2022

- All teaching and learning programs include learning intentions, success criteria and assessment for learning strategies.
- 100% of staff deliver high-quality formal assessment tasks that include rubrics.
- 100% of staff have engaged in professional learning in creating stage 6 assessment tasks.

Target year: 2023

- All staff use assessment to plan for learning opportunities and guide differentiation for individual students.
- 100% of students act on feedback they receive.
- All staff participate in structured peer observations and reflection at least once a term.

Target year: 2024

- 100% of staff use assessment as part of everyday practice
- 100% of students re-asses, reflect and monitor their work.
- 100% of students regularly meet targets and achieve goals

Initiatives

Assessment Centred Classroom

In short term cycle use:

- Learning Intentions and success criteria.
- Learning intentions linked to syllabus outcomes, skills and knowledge.
- Success criteria around which students and teachers make a judgement.

In medium-term cycle use:

- Assessment for Learning.
- Explicit feedback to build capacity of students to self-assess.

In long-term cycle use:

- Professional Learning using outcomes-based accountability.

Effective Feedback

In short term cycle use:

- Targeted, individualised, ongoing, frequent feedback related to the task.
- Feedback about student's progress or effort.

In medium-term cycle use:

- Rubrics for self and peer assessment.
- Feedback that encourages self-regulation.
- Student feedback to improve teaching and learning.

In long-term cycle use:

- Professional Learning where teachers work collaboratively and collectively to understand and improve their practice through:

Success criteria for this strategic direction

- Teachers use learning intentions, success criteria and assessment for learning to create opportunities for students to receive feedback on their learning.
- Teachers use assessment flexibly and responsibility as an integral part of daily classroom instruction.
- Teachers share criteria for assessment with students and routinely review learning with each student both in class and on work submitted, ensuring all students have a clear understanding of how to improve.
- Student feedback is elicited by teachers and informs their teaching.
- Student errors and misunderstandings are explicitly addressed until teachers and students are confident that mastery is demonstrated.
- Teaching and learning programs are dynamic, showing evidence of revisions based on feedback on teaching practices, consistent and reliable student assessment and continuous tracking of student progress and achievement.

Evaluation plan for this strategic direction

Have we successfully integrated Assessment Centred Learning into teaching practice in every classroom?

Has teacher engagement in professional learning resulted in changes that are observable and lead to measurable improvement in student learning outcomes?

Has Assessment Centred Learning moved students from being reactive learners to proactive learners?

Data:

- Observation
- Teaching and learning programs
- Internal assessments including summative and formative assessment

Strategic Direction 2: Assessment Centred Classroom

Initiatives

- Observations
 - Reflection on research
 - Sharing strategies.
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Evaluation plan for this strategic direction

- External assessment including NAPLAN/HSC/Best Start
- Student Self Reporting
- PDPs

Analysis: Ongoing analysis will measure the success of Assessment Centred Learning and identify areas for improvement or modification.

Implications: The findings of the analysis will determine:

- What we need to strengthen
- What we need to adopt/start
- What we need to adapt/change
- What we need to discontinue/stop doing.

Strategic Direction 3: Learning Skills Curriculum

Purpose

Our purpose is to build a school culture that is strongly focussed on applying self-regulation to learning, building educational aspiration and ongoing performance improvement throughout the school community.

Improvement measures

Target year: 2022

Improvement Measure

- Students regularly achieve learning goals.
- Students work effectively with anyone, in a group of any size and are able to repair damaged relationships and present a team project.
- Students transfer their learning skills across the curriculum.
- 100% of teachers know their students and where they need to get to (learning outcome).
- All teachers have undertaken professional learning in learning- centred and growth mindset strategies.

Target year: 2023

- All teachers have embedded learning- centred and growth mindset strategies in programs and teaching practices.
- Year 9 students use thinking and reasoning skills to engage in collaborative learning.
- All students achieve learning goals.

Target year: 2024

- 100% of students have become self-regulated learners who know where they are at, where they need to be and how to get there.
- Data shows improvement in aspirational expectations of student learning progress and achievement.
- All Year 10 students are self regulated and

Initiatives

Learning Skills Curriculum

In short-term cycle use:

Focus on Oracy

Year 7

- Develop ability to use talk for reasoning and collaborative learning.
- Undertake philosophical inquiry.
- Practice and develop listening and speaking skills.
- Develop debating and public speaking skills.
- Work with talk partners and graduate to small groups.

Reflective Learning Journals

Year 7

- Meditation and guided visualisation.
- Silent writing.
- Reflective writing responding to prompt questions about their learning.

In medium-term cycle use:

Collaborative Learning

Project Based Learning

Year 8

- Complete one project per term
- Co-construct success criteria
- Set short, medium- and long-term goals
- Monitor and evaluate progress
- Overcome obstacles, receive and act on feedback
- Undertake peer and self-assessment

Success criteria for this strategic direction

The school uses a Learning Skills Curriculum to facilitate self regulated learning and ongoing performance improvement.

Teaching staff demonstrate and share their expertise in implementing the Learning Skills Curriculum across the school.

The whole school community demonstrates aspirational expectations of learning progress and achievement for all students.

Students can articulate their learning and understand what they need to learn next to enable continual improvement.

Evaluation plan for this strategic direction

Evaluation

Question: How has the implementation of a Learning Skills Curriculum moved students towards being self-regulated learners?

How has the Learning Skills Curriculum led to improvements in students' attitudes to learning, curiosity and exploration, and personal growth?

Data:

- Internal assessments including summative and formative assessment
- External assessment including NAPLAN/HSC/Best Start
- Student Self Reporting
- EI Pulse data
- Teacher observation
- Teacher feedback
- Retention data
- School to work data

Strategic Direction 3: Learning Skills Curriculum

Improvement measures

- aspirational learners.
 - The learning skills curriculum is embedded in stages 4 and 5.
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Initiatives

- Overcome challenges of working with others apply restorative justice techniques.

In long-term cycle use:

Thinking and Reasoning Skills

Year 9 (2023)

- Engage in formal training in the language of critical thinking and reasoning.
- Engage in debates, discussions and extended pieces of writing.

Ongoing teacher Professional Learning

- Learning-centred practice
 - Growth mindset
 - Teachers working collaboratively to embed the above into classroom practice.
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Evaluation plan for this strategic direction

- TTFM data
- Student Learning Journals

Analysis: Ongoing analysis will measure the success of the Learning to Learn Curriculum

identify areas for improvement or modification

Implications: The findings of the analysis will determine:

What we need to strengthen?

What we need to adopt/start?

What we need to adapt/change?

What we need to discontinue/stop doing?