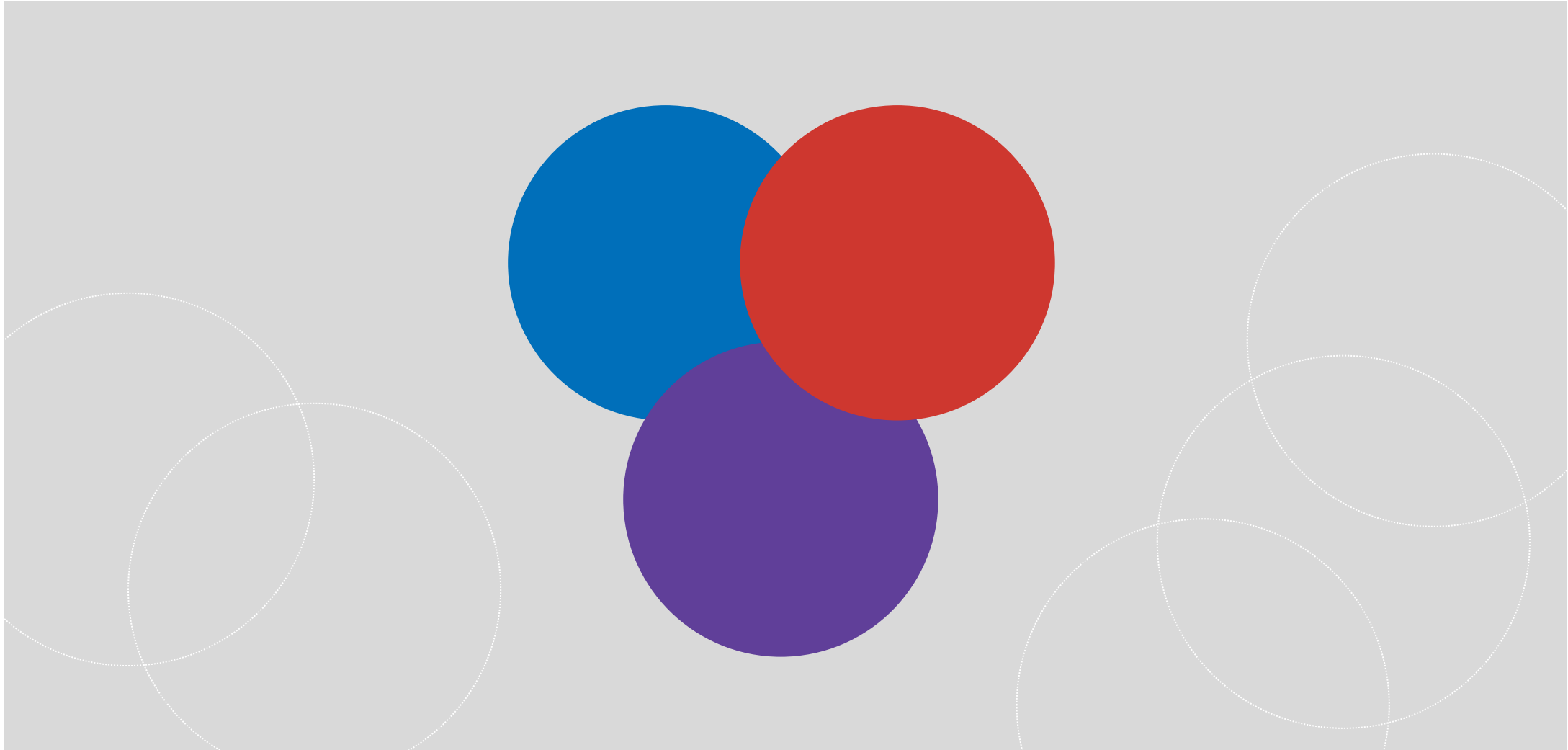


# School plan 2017

**DORRIGO HIGH SCHOOL 8453**





## School vision statement

Dorrigo High School will be:  
Recognised by its community and other schools as a lighthouse school where excellence is demonstrated in all aspects of teaching and learning.

A place where there is a strong commitment to the belief that all children can be successful learners and where all stakeholders have a passion for lifelong learning.

A learning environment that nurtures, guides, inspires and challenges people to build their skills and understanding, and to make sense of their world.

Embraced by the community and be a place where honest and open communication is modelled, valued and respected in everything we do

## School context

Dorrigo High School is a Years 7-12 comprehensive school with an enrolment of 165 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 an innovative, compressed curriculum structure in Stage 6 enabling a small cohort of senior students to access a wide range of academic and vocational courses.

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 will decline further. 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.

## School planning process

Dorrigo High School and its community have embarked on a comprehensive process to identify the key strategic directions for the future. This process involved an evaluation of the previous plan and an analysis of all available data to determine the school's significant achievements, areas for development and emerging needs.

The school implemented a planned and systematic collection of a range of qualitative and quantitative data from students, staff, parents and the community.

The school engaged a professional facilitator from the Australian School of Applied Management to assist the team in identifying starting points for improvement and establishing the school vision and key strategic directions. Using the 5P planning model, the team has established Purpose, People, Processes, Products and Practices to direct the school for the next 3 years.

Throughout this process there was extensive consultation and input from the staff, students, parents and the community. The result is a comprehensive plan, jointly developed and shared by all stakeholders.

The external report was provided by Tell them From Me survey



## STRATEGIC DIRECTION 1

STAFF LEAD A LIGHTHOUSE SCHOOL WITH AN EXPERT TEACHING TEAM

### **Purpose:**

To develop a school which is recognised as passionate, innovative and leading teaching and learning.

## STRATEGIC DIRECTION 2

STAFF LEAD A CULTURE THAT ACTIVELY PROMOTES STUDENT LEARNING

### **Purpose:**

To promote and maintain an environment reflective of the deep belief that all students can be successful learners.

## STRATEGIC DIRECTION 3

STAFF LEAD A SCHOOL COMMUNITY WHERE HONEST AND OPEN COMMUNICATION IS MODELLED, VALUED AND RESPECTED

### **Purpose:**

To promote a positive and productive school culture where every member of the school community can contribute and be confident that they are valued.

# Strategic Direction 1: STAFF LEAD A LIGHTHOUSE SCHOOL WITH AN EXPERT TEACHING TEAM

## Purpose

### Why do we need this particular strategic direction and why is it important?

To develop a school which is recognised as passionate, innovative and leading teaching and learning.

## Improvement Measures

- 100% of teachers have a performance and development plan which aligns with the Australian Professional standards for teachers.
- 100% of teachers have a common language and set of conceptual standards with which to engage in professional conversations focused on individual and collective practice.
- The 8 Drivers of Student Learning from *Tell Them From Me* data indicates DHS staff are passionate, innovative and leading learning.

## People

### How do we develop the capabilities of our people to bring about transformation?

**Students:** Students understand what quality teaching looks like and can provide constructive feedback to their teachers.

**Staff:** Teachers take shared responsibility for student improvement and contribute to a transparent learning culture, including through observation of each other's practices.

**Parents/Carers:** Parents/carers recognise our school as being excellent and responsive to individual and community expectations.

**Community Partners:** Community partners observe quality teaching and understand the continual improvement process. School leaders build strong connections with partner schools through Community of Schools networks and collegial network meetings to model and share exemplary practice.

**Leaders:** School leaders foster high expectations and a culture of continual improvement and model best practice.

## Processes

### How do we do it and how will we know?

- Teachers engage in a collaborative planning process to establish their Performance and Development Plan (PDP) including their goals, the resources they need to achieve these goals and a system of documenting progress.
- Teachers provide and receive constructive feedback from their peers, leaders and students (QTRs).
- Teachers engage in an ongoing system of feedback, reflection and refinement, and record any adjustments made to the PDP.
- School leadership team develop resources to support an induction and a mentoring program to build the capacity of new and experienced staff.
- Teachers identify their needs and engage in either an induction or mentor program.
- Embedded opportunities for teachers in staff and faculty groups to engage in professional dialogue about pedagogy.
- All language used in discussions on pedagogy is consistent with the language used in the Australian Professional Standards for Teachers.

### Evaluation Plan

- Successful completion of the self-assessment review and the annual review of the PDF.
- Every staff member will have 3-5 goals that reflect the school strategic directions, a mid-year and end of year assessment, and a minimum of two classroom observations.
- Staff self-nominate as exemplar teachers
- *Tell Them From Me* data from students, staff and parents indicates DHS staff are passionate, innovative and leading learning.

## Products and Practices

### What is achieved and how do we measure?

#### Product:

Every teacher has a documented pathway to maintaining and developing their professional standards.

#### Practice:

That executive staff proactively lead staff in developing goals, identifying professional learning needs and accumulating evidence of their progress.

#### Product:

Dorrigo HS is recognised as expert in provision of support to aspiring, beginning and early career teachers.

#### Practice:

The school leadership team demonstrates instructional leadership, promoting and modelling effective, evidence based practice.

#### Product:

Teachers have a common language and set of conceptual standards with which to engage in professional conversations focused on individual and collective practice.

#### Practice:

Teachers collaborate within and across faculties and networks to ensure consistency of curriculum delivery, including differentiation and consistent teacher judgement.

## Strategic Direction 2: STAFF LEAD A CULTURE THAT ACTIVELY PROMOTES STUDENT LEARNING

### Purpose

#### Why do we need this particular strategic direction and why is it important?

To promote and maintain an environment reflective of the deep belief that all students can be successful learners.

### Improvement Measures

- ❖ Student welfare data reflects an understanding and adherence to the core PBL values.
- ❖ 100% of teachers actively involved in lesson study.
- ❖ All ATSI students and students identified as (disability data) have Personalised Learning and Support Plan.
- ❖ All students have a personalised learning plan.
- ❖ Every student is engaged in extracurricular activity identified in his/her Personalised Learning Plan.
- ❖ Utilise self assessment data and other data sources to validate growth in student learning performance

### People

#### How do we develop the capabilities of our people to bring about transformation?

**Students:** Master core subjects.

Think deeply and critically and make relevant connections.

Understand and demonstrate /adhere to PBL core values.

**PBL Team:** Lead staff learning in creating and maintaining a positive learning culture.

**Staff:** Engage in professional conversations about individualising learning for students. Assessment for learning and using data to inform teaching is embraced by all teachers.

**Staff:** Recognise that all students have talents and interests that extend beyond the curriculum. Staff to develop personalised learning plans for all students that incorporate extension activities including GATS, sport, chess, debating, TOM, STEM, SLIKK, SRC, Maths Challenge, volunteering, mural making.

**Staff:** Hold the deep belief that a whole school approach to mental health and wellbeing generates better social, emotional, and academic outcomes for students.

**Parents/Carers:** PBL core values explained and commitment sought.

Parents consulted in the development of personalised learning plans.

**Community Partners:** DHS core values are evidenced in the entire community. Community partnerships established to enhance student learning (eg work experience, site studies).

**Leaders:** Succession planning, leadership development and workforce planning are designed to drive whole school improvement .

### Processes

#### How do we do it and how will we know?

- PBL team is re-established under the leadership of the LaST and is representative of students, staff, parents and community.
- Whole school professional development focus on AFL
- All language used in discussions on expectations in the classroom and the playground is consistent with the language of PBL.
- Teachers engage in ongoing professional learning around differentiation and Assessment for Learning consistent with learning theory eg Pirozzo.
- Data analysis inform pedagogy
- Teachers provide students with quality, targeted and meaningful assessment tasks and personalised feedback.
- Students are able to articulate what they know, what they need to know and what they need to do to get there.
- Establish a MindMatters Action Team to guide MindMatters implementation.

#### Evaluation Plan

- PBL team is acknowledged as the leading support for student learning.
- Successful completion of personalised learning plans for students.
- *Data, including NAPLAN, ESSA and Tell Them From Me* indicates improved student learning outcomes.
- Reduction in student referrals for negative behaviours.
- Student self-assessment

### Products and Practices

#### What is achieved and how do we measure?

**Product:** The PBL core values of respect, being safe and personal best are reflected in all learning contexts.

**Practice:** Learning places in the school are inspirational and engaging. There is a shared understanding of expectations in the classroom and a consistent approach to classroom management.

**Product:** That learning for all students is personalised and differentiated.

**Practice:** Students have personalised learning plans informed by data, indicating what they know, what they need to know, and what they need to do to get there. The school leadership team builds the capacity of the staff to use data to improve performance.

**Product:** Teachers clearly understand and utilise assessment *for* learning, assessment *as* learning, and assessment *of* learning.

**Practice:** Teachers review learning with each student and provide regular feedback, ensuring all students have a clear understanding of how to improve

**Product:** Teachers engage in innovative shared practices such as team teaching and project based learning.

**Practice:** Valid, HSC, RAP, NAPLAN and PLAN are used to inform Teaching and learning.

**Practice:** All teachers have embedded AFL strategies into their teaching practice

**Practice:** All teachers promote the sharing of strategies, classroom observations and innovative teaching practices such as team teaching.

**Product:** A whole school approach to student wellbeing that supports student engagement and build a positive environment.

**Practice:** Staff develop a data informed implementation plan for MindMatters.

# Strategic Direction 3: STAFF LEAD A SCHOOL COMMUNITY WHERE HONEST AND OPEN COMMUNICATION IS MODELLED, VALUED AND RESPECTED

## Purpose

Why do we need this particular strategic direction and why is it important?

To promote a positive and productive school culture where every member of the school community can contribute and be confident that they are valued.

## Improvement Measures

- ❖ The entire leadership team engage in professional learning provided by the National Excellence in School Leadership Initiative.
- ❖ *Tell Them From Me* data indicates improved response in students' interest and motivation from 13% in year 9 to the state average of 20%.
- ❖ All school teams are filled through an open and inclusive process and include all relevant stakeholders.
- ❖ Candidature for student leader positions increases in Stage 4 & 5 to ensure an election is required.
- ❖ The school has a systematic method of recording and monitoring student progress and wellbeing.
- ❖ All members of the leadership team are expert in the use of data to drive the reform agenda.

## People

How do we develop the capabilities of our people to bring about transformation?

**Staff:** Staff commit to the Code of Conduct and follow agreed protocols for meetings and communication within the school and with the community. Are provided resources and professional learning to engage professionally with SENCENTRAL.

**Parents/Carers:** Parents commit to accepted procedures and protocols for receiving information and for providing feedback and opinion on school performance issues. Parents understand and utilise various mediums for providing information and feedback on school matters, including email, Facebook, website, bulletin, parent teacher evenings, telephone and appointments for individual meetings.

**Students:** Are provided genuine decision making opportunity in the improvement agenda through enhanced profile of the student body.

**Community Partners:** Community members engage in collaborative planning and commit to the purposes and objectives of the school plan.

**Leaders:** Unite to support and develop staff. They engage in opportunities to develop their own leadership skills. Leaders identify, initiate and build on opportunities to support staff compliance with and understanding of legislative, administrative, organisational and professional responsibilities.

## Processes

How do we do it and how will we know?

- Staff training in meeting protocols and strategies to develop a climate of respect and trust.
- Common protocols and formats are established for the conduct of meetings and the distribution of information from the meeting is distributed in a timely manner.
- All suggestions, complaints and grievances will be aired in the appropriate forum in an open and honest and respectful manner.
- Establish SENCENTRAL, and train and resource staff in its effective use
- Provide leadership training for student elected leaders and identified students.
- Community partners are identified on the basis of their capacity to contribute to improved student achievement and/or wellbeing.

### Evaluation Plan

- Data indicates that staff are valued, respected and confident in the leadership of the school.
- Meetings are productive, cordial and professional, producing effective decision making and school improvement.
- Meetings are identified as a positive experience for participants and are consistently well attended.
- Reduction in staff, parent and community complaints that are not resolved quickly and effectively to the satisfaction of all stakeholders.

## Products and Practices

What is achieved and how do we measure?

**Product:** Positive and respectful relationships across the school community underpin a productive learning environment.  
**Practice:** The language and tone of all interactions between stakeholders reflect a commitment to the reform agenda.  
**Product:** All members of the school community have confidence and trust in the leaders of the school and the teams that represent them.

**Practice:** All meetings, formal and informal, are conducted according to accepted protocols, respecting the participants' rights and responsibilities.

**Product:** Teachers are competent users of an integrated system that provides accurate and timely student data.

**Practice:** Staff engage with SENCENTRAL on a daily basis to inform their teaching and enhance student learning.

**Product:** The leadership team have established and are driving a strong improvement agenda for the school.

**Practice:** The leadership team model best practice in identifying, analysing and communicating relevant data.

**Product:** School teams are representative and team members have purposeful leadership roles based on professional and personal expertise and experience.

**Practice:** All team membership is reviewed regularly and opportunities to participate are advertised. Teams work effectively and efficiently, communicate decisions and ideas promptly and use their expertise to support and advise staff.