

# School plan 2018-2020

Dapto High School 8204



**DAPTO**  
High School

# School background 2018–2020

## School vision statement

To feed curiosity and success by creating a culture of lifelong learning, all the while recognising the diverse needs of all learners.

## School context

Dapto High School is proudly comprehensive, occupying a magnificent site bounded by the picturesque Mullet Creek and the main south coast rail line. Much of the 15 hectares is taken up by our extensive farm and playing fields. The school is committed to modelling a responsible approach to issues of sustainability and climate change. Staff, students and parents are collaborating to improve learning outcomes; a focus on digital learning is central to this endeavour, particularly reflected in Teacher Professional Learning programs. Our school offers a strong student wellbeing program aimed at supporting students to develop their potential as learners and as citizens. Active links to community based agencies are fundamental to our approach. A broad curriculum is offered, including an excellent suite of vocational courses. Sporting opportunities are a strong tradition and cultural activities highly valued. Parent and community participation is treasured. The school is an active participant in the Dapto Learning Community, comprised of a TAFE College, two high schools and five partner primary schools. 'Engaging with Asia' is a whole of school curriculum focus, as is Autism

## School planning process

The school plan 2015–17 was a document that was used for regular reflection throughout 2015–16 as part of the ongoing milestone process. Importantly, the document didn't see a thorough reflection until participation in External validation in 2017.

Participation in the external validation required that a greater number of staff, students and parents reflect more deeply on what Dapto High School was aiming to achieve and evaluating our successes in achieving these goals.

External validation identified three key areas for continuing development at Dapto High School. These are; curriculum and programming, assessment and feedback.

With these in mind the process began in mid 2017 for staff to submit ideas for initiatives that could be incorporated that would see the enhancement of these key areas. Staff were encouraged to make 'Blue Sky Thinking' submissions for consideration in the direction of Dapto High School.

The executive and the school planning team considered all options and they feed the planning of the new 2018–20 plan. The dedicated School Plan team meet regularly to collaborate and importantly share their ideas with the whole staff.

The school plan is a constant work in progress and will remain so throughout the duration of the 2018–20 school plan.

# School strategic directions 2018–2020



## STRATEGIC DIRECTION 1 Learn

**Purpose:**

To provide opportunities for students and staff to be inspired, engaged and connected in learning.

To facilitate an environment where teachers use and share information and expertise to create meaningful learning experiences in partnership with students.



## STRATEGIC DIRECTION 2 Teach

**Purpose:**

To create a safe and respectful learning environment where student learning is at the centre of quality teaching.

To facilitate an environment where staff are encouraged to individually and collaboratively plan for the ongoing learning of students.



## STRATEGIC DIRECTION 3 Lead

**Purpose:**

To strive for a school that can sustain a culture of high expectations and a shared responsibility for student learning.

To develop well-rounded students and staff who actively lead and manage their learning.

# Strategic Direction 1: Learn

## Purpose

To provide opportunities for students and staff to be inspired, engaged and connected in learning.

To facilitate an environment where teachers use and share information and expertise to create meaningful learning experiences in partnership with students.

## Improvement Measures

Updated school policies which reflect the NESAs and DoE requirements for programming and assessment

An annual audit of teaching and learning programs reveals an ongoing improvement in quality and consistency of programming across the school that meets NESAs and DoE requirements

TTFM data shows increased engagement in the elements of 'intellectual engagement', 'student interest' and 'engagement and expectations for success'.

## People

### Students

Interpret and use feedback, personal achievement data and reflections to enhance their learning experiences

### Parents/Carers

Encourage and support their young person in engaging positively in teaching and learning at school.

### Staff

Build a shared learning culture.

Develop and deliver teaching and learning programs that reflect best practice aimed at enhancing learning progress

### Leaders

Communicate and role model the shared vision high expectations in teaching and learning.

Support staff and students in achieving and maintaining the requirements for quality teaching and learning.

## Processes

Building capacity of all members of all staff to produce quality teaching and learning programs through systematic professional learning.

Building capacity of all members of the community to understand and implement learning progressions to track individual student literacy and numeracy outcomes.

Foster a positive environment where all staff and students take ownership of their own learning and have an understanding of their next steps and improvement measures.

## Evaluation Plan

Programs and registers

Centralised Assessment folders

Annotated samples and evaluation

Review of the Eng/HSIE project

Behavioural referrals

Attendance data

External assessment data

## Practices and Products

### Practices

There is a shared understanding of what is meant by quality teaching and learning, this includes programs that are evidence-based, innovative and consistently applied across KLA.

Creation of relevant and effective assessment practices that is understood by staff, students and parents. Assessment is implemented consistently across the school using transparent processes.

All staff and student are engaged in regular reflection on their learning and impact, using formal and informal processes to improve performance.

### Products

Teaching and learning programs are designed to demonstrate collective responsibility for student and staff learning (Curriculum)

Teaching and learning programs are embedded with flexible and responsive assessment practices (Assessment)

Feedback from and to students is used systematically to inform teaching and learning programs as well as professional development opportunities for staff (Feedback)

# Strategic Direction 2: Teach

## Purpose

To create a safe and respectful learning environment where student learning is at the centre of quality teaching.

To facilitate an environment where staff are encouraged to individually and collaboratively plan for the ongoing learning of students.

## Improvement Measures

Increase in the opportunities of staff to reflect and share impact within the classroom

Using 2017 baseline data, increased analysis of data by all staff to drive teaching and learning

## People

### Students

Receive improved pedagogical practices which facilitate learning progressions.

### Parents/Carers

Provide regular feedback to the school.

Access and respond to school and staff regarding student learning and progress.

### Staff

Design and implement teaching and learning programs that identify and meet the needs of all students.

Interpret and use evidence of learning in the planning and design of rich learning experiences.

### Leaders

Create targeted and authentic professional development to enhance the skills of staff and students.

Role model effective practices in planning, assessment and feedback to the school community.

## Processes

Build the capacity of staff to use a wide range of data to inform their understanding of student needs and the implementation of relevant teaching and learning opportunities.

Support teachers in gathering and analysing achievement and assessment data and then reflecting on teaching effectiveness to inform further learning (A4L, AasL, AofL)

Enhance and refine explicit systems to report on and share progress towards goals through collection of quality valid and reliable data

## Evaluation Plan

Central data

ILPs

PDPs

Observations

TPL Threads

Checklists

## Practices and Products

### Practices

The school plans for and responds to the community needs for engaging all of its members in meaningful learning opportunities.

The school uses a variety evidence to monitor and assess progress and achievement to strategically plan learning opportunities.

Enhancing a collegial and dynamic school culture through providing authentic opportunities to reflect on evidence of learning.

### Products

Teaching and learning programs are developed, modelled, shared to include a flexible repertoire of strategies that account for differences in student ability and equity (Curriculum).

Teaching and learning programs apply a range of flexible and adaptive assessment strategies focused on best practice as well as knowledge of students and staff ability (Assessment).

A learning community which is focused on collaborating and reflecting to develop and implement plans for continuous improvement (Feedback).

# Strategic Direction 3: Lead

## Purpose

To strive for a school that can sustain a culture of high expectations and a shared responsibility for student learning.

To develop well-rounded students and staff who actively lead and manage their learning.

## Improvement Measures

All staff members PDPs show authentic evidence that they have engaged in and led their own professional learning.

The Feedback 'toolkit' shows a steady improvement in student engagement and leadership in learning across the school.

Consistent application of updated school policies and procedures that support quality teaching and learning.

## People

### Students

Undertake responsibility as students to understand teaching, assessment and feedback as integral to improved learning outcomes.

Connect, succeed and thrive at school through acquiring the skills to be a lifelong learner.

### Parents/Carers

Provide regular and updated information about their young person.

Work collaboratively with school to develop and support student goals.

### Staff

Engage in professional learning opportunities with focus of ongoing reflection of and commitment to improved teaching and learning.

### People

Build the capacity of staff and students to understand, develop and own a culture of high expectations in quality teaching and learning.

Establish structures and processes to identify, address and monitor learning.

## Processes

Creating sustainable systems and processes that support staff in meeting NESA and DoE compliance requirements.

To use staff PL to ensure effective, distributed instructional leadership across all faculties.

To embed a culture where everyone leads their own learning, through using PDPs, accreditation compliance, as well as quality feedback and reporting for students. This will culminate in the development of a Feedback 'toolkit' readily used by teachers, students and the community.

## Evaluation Plan

TTFM

External data, PLAN, SMART

Differentiated tasks

HSC Monitoring folders

Policy and guidelines

## Practices and Products

### Practices

Innovative curriculum delivery that utilises strategically planned deployment of staff to enhance teaching and learning programs.

Providing authentic opportunities for staff and students to make measurable learning progress to decrease gaps in student achievement.

Providing meaningful, shared and structured processes and opportunities to individually and collectively reflect and enhance the learning environment of DHS.

### Products

Quality teaching and learning programs which are dynamic, consistent are the core business of all members of DHS, to challenge and address underperformance and equity issues (Curriculum).

Assessment practices are used to identify, develop and embed responsive teaching and learning opportunities to enhance the skills and performance of students and staff (Assessment).

Effective communication, engagement and collaboration of the community to develop and reinforce positive teaching and learning programs for staff and students (Feedback).