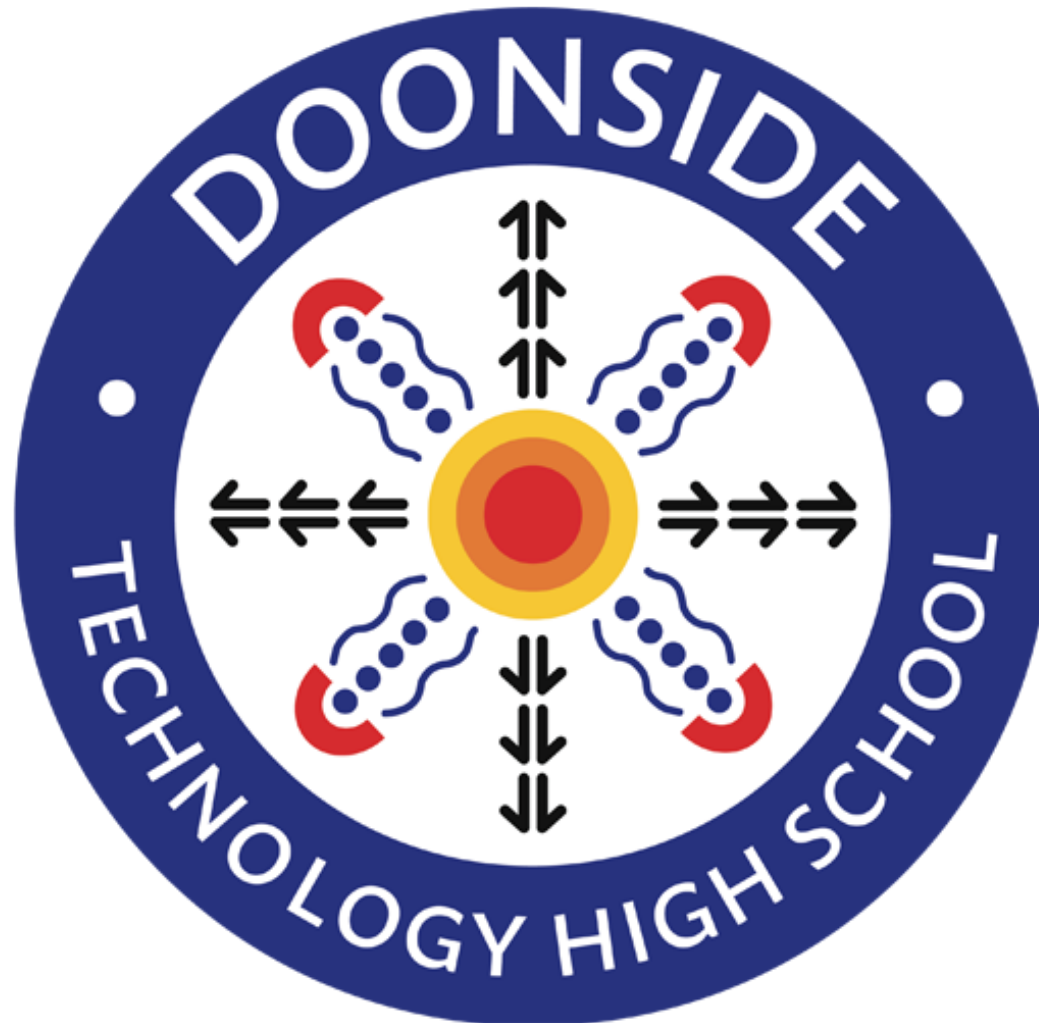


School plan 2018-2020

Doonside High School 8399



School background 2018–2020

School vision statement

The Doonside Technology High School community values learning that matters, innovative quality teaching and proactive leadership. We focus on fostering a culture of high expectations and a shared commitment from all members of our school community to wellbeing, engagement, learning and success in and beyond school. We provide quality education that enables our students to develop attributes and skills to achieve their full potential and to succeed in their chosen post-school endeavours. Our dedicated staff collaborate to ensure success for all students, by providing real world and innovative learning experiences to maximise engagement.

School context

Doonside Technology High School is a comprehensive high school with a focus on the use of innovative and cutting edge learning technologies to best engage our students. We have a diverse student population with an enrolment of 604 students, with 15% aboriginal. Our support unit caters for the needs of 74 students with mild and moderate intellectual disabilities. Our staff are highly professional and are dedicated to working diligently to improve the learning opportunities and life options of our students. We promote academic and vocational excellence, strong community links to provide a caring, secure and cooperative environment in which students develop responsibility and resilience.

School planning process

Principal and Deputy Principals led Professional learning on the school management plan process. School Executives and aspiring executives developed and wrote the draft of the 2018–2020 plan. Staff, parents and students provided feedback on the 3 strategic directions, improvement measures, practices and products, people, processes, milestone, resource allocations, monitoring and evaluation.

School strategic directions 2018–2020



STRATEGIC DIRECTION 1

Learning That Matters

Purpose:

Doonside Technology High School values personalised learning that is relevant and authentic to the world beyond school. We empower every student by providing a strengths-based approach to learning that is challenging and offers meaningful opportunities. This is underpinned by a holistic approach that encompasses wellbeing and learning to ensure all students are equipped with the essential skills to succeed.



STRATEGIC DIRECTION 2

Innovative Quality Teaching

Purpose:

We are passionate about connecting and engaging students in real world and innovative learning experiences. Building teacher capacity through collaborative quality teaching and evidence-based practices; our teaching community is empowered to take responsibility for their ongoing professional development and personal improvement, to ensure our students reach their full potential.



STRATEGIC DIRECTION 3

Effective Proactive Leadership

Purpose:

We aim to cultivate successful citizens through the highest levels of learning and innovative risk-taking. All members of our school community have a shared sense of responsibility in creating learners that are passionate and curious. We are driven by a culture of high expectations where we consistently build and improve leadership skills and capabilities. We believe all members of our school community have the capacity to develop strong, strategic and effective leadership.

Strategic Direction 1: Learning That Matters

Purpose

Doonside Technology High School values personalised learning that is relevant and authentic to the world beyond school. We empower every student by providing a strengths-based approach to learning that is challenging and offers meaningful opportunities. This is underpinned by a holistic approach that encompasses wellbeing and learning to ensure all students are equipped with the essential skills to succeed.

Improvement Measures

Class Profiles and Targeted Interventions

All Key Learning areas using class profiles to inform the development of meaningful and inclusive programs and assessment tasks. Programs and learning experiences demonstrate teacher expertise in modifying learning to suit the needs of identified students.

Literacy and Numeracy

100% of Teaching and Learning Programs will reflect the meaningful integration of school – wide strategies, specifically the Literacy and Numeracy Framework, PEEL/PEAL and Super 6. 100% of Middle School (Year 7) Programs will demonstrate meaningful integration of identified whole school numeracy strategies.

Student Wellbeing

In 2019, 60% of identified students across Stages 4 and 5 progress at least one level over the course of a year against the ACARA Personal and Social Capabilities continuum. This will include all year 7 students in 2020.

People

Leaders

Senior Executive ensure that staff are professionally developed in the areas of student wellbeing, differentiation, individualised learning and the DTHS Learning Model.

Head Teacher Student Wellbeing leads, coordinates, develops and analyses the data related to; WB programs, student resiliency and learning plans and teacher PL.

Head Teacher Teaching and Learning leads literacy, numeracy through; program development, implementation, evaluation and data analysis.

Curriculum Head Teachers deliver instructional leadership by ensuring faculty teaching and learning programs align with literacy, numeracy and wellbeing initiatives that are evidenced by programs, registrations and work samples. Head Teachers evaluate and report on these initiatives to the HT Teaching and Learning and the Senior Executive Team. Head Teachers to model effective wellbeing practices.

Staff

Classroom Teachers implement high quality teaching and learning programs and assessments which meaningfully embed identified, school wide, literacy, numeracy, differentiation and wellbeing strategies (PBIS policy and BSEM practices). Teachers create class profiles by the end of Term 2, 2019.

Year Advisors to collate data snapshot

Processes

Differentiation and Personalised Learning

Review and develop operations of the Learning and Support Team.

Construction of classroom profiles.

Literacy and Numeracy Initiatives

Staff will indicate text complexity of all texts studied in Teaching and Learning programs according to the literacy levels recorded in class profiles and in student's zone of proximal development.

Development of a Writing Team to collate extended response scaffolds across KLA's and present a cohesive approach to extended writing structures at DTHS.

Development of a Numeracy Team coordinated by the HT Teaching and Learning in conjunction with faculty experts to unpack the numeracy demands using the numeracy progressions across the curriculum.

Student Wellbeing

Wellbeing team to construct Life Education curriculum reflecting trauma informed practices.

HT Wellbeing to coordinate Berry Street Education Model instructional rounds and development teams.

Focus group of Stage 4/5 students performance mapped against the ACARA Personal and Social Capabilities Continuum to triangulate the impact of the BSEM, Rock and Water etc..

Practices and Products

Practices

Differentiation and Personalised Learning

- Staff are supported to use student learning profiles, disability and literacy & numeracy data to differentiate teaching and learning programs.
- The Learning & Support team manage available resources for students with additional needs, including the learning hub.
- Classroom profiles developed by all teachers for Year 7.

Literacy and Numeracy Initiatives:

- Staff are supported to determine the complexity of texts studied and differentiate according to student's zone of proximal development.
- The DTHS Writing team use faculty experts to draft & publish an extended writing paragraph structure to use school wide
- The Numeracy Team use Numeracy progressions to assist staff in meeting students at point of need.

Student Wellbeing

- BSEM and trauma informed practices delivered as part of Life Education Program
- New staff trained in BSEM
- Daily use of CORE values in all classrooms, reflecting the Wellbeing framework.
- Students assessed against ACARA

Strategic Direction 1: Learning That Matters

People

using Sentral with attendance and behaviour trends.

SLSOs implement targeted interventions to support the individual learning needs of students

Community Liaisons such as the Chaplain, AEO implement targeted interventions to support student wellbeing.

Processes

Evaluation Plan

1. Differentiation and Personalised Learning PLPs, ILPs, IEPs, ITPs; development of classroom profiles in Middle school, Faculty review of programs, NCCD data, Rap Analysis and work samples.

2. Literacy & Numeracy Initiatives: Student assessment data against Literacy and Numeracy Learning Progressions, whole school writing project data, implementation of ALARM, PEEL + PEAL, DTHS Literacy Framework documents developed, evaluation and use of NAPLAN Data.

3. Student Wellbeing : Analysis and evaluation of Sentral data and Tell them from Me survey. Plotting of students against ACARA Personal and Social Capability Learning Continuum.

Practices and Products

Personal and Social capabilities continuum.

Products

Differentiation and Personalised Learning:

- Teachers identify differentiated practices within Teaching & Learning programs that are included in their registers.
- The construction of an operational learning hub to support students with additional needs.

Literacy and Numeracy Initiatives:

- Literacy differentiation through Super 6 Reading and Comprehension strategies and text complexity indicated in Stage 4 Teaching & Learning programs
- DTHS writing scaffold attached to all extended response assessment tasks
- Year 8 numeracy and reading focus groups
- Construction of Numeracy Team

Student Wellbeing

- School Discipline policy and procedures reflect BSEM
- BSEM interventions in teaching and learning programs.
- Construction of DTHS Wellbeing Framework
- Stage 4 targeted student data wall reflecting ACARA Personal and Social capabilities.

Strategic Direction 2: Innovative Quality Teaching

Purpose

We are passionate about connecting and engaging students in real world and innovative learning experiences. Building teacher capacity through collaborative quality teaching and evidence-based practices; our teaching community is empowered to take responsibility for their ongoing professional development and personal improvement, to ensure our students reach their full potential.

Improvement Measures

80% of teachers and students are actively using Canvas for teaching & learning

A 25% increase in the number of staff trialing new evidence-based teaching strategies from the 2018 baseline, extending to 50% in 2020.

Meet the NSW Govt mean in the Collaboration driver of the Focus on Learning teacher survey (TTFM), from a base of 7.5 in 2018 and improving to exceed the mean in 2019.

People

Staff

New Ways of Teaching & Learning

- Teachers may act as instructional leaders and participation in collaborative practice such as Learning Walks and peer observations.

Technology Community for Teaching & Learning

- Teachers are responsible for learning how to use Canvas effectively to improve the delivery of curriculum and feedback provided to students
- Mark assessments with Canvas's rich feedback tools

Leaders

New Ways of Teaching & Learning

- Senior executive will facilitate regular discussion at exec twice a term.
- Senior executive engage in instructional leadership to facilitate collaborative practice and report to executive.
- Head Teachers ensure that they model new ways of Learning and Teaching and report to executive.
- Faculty Head Teachers will collect evidence that programs and assessment tasks feature new ways of learning, monitor the embedding of real-world connections and new ways of learning in teaching programs and assessment tasks..

Technology Community for Teaching &

Processes

Technology Community for Teaching & Learning

- Adopt Canvas as our online learning environment (OLE) to make curriculum accessible, visible and strengthen the quality and quantity of feedback provided to students

New Ways of Teaching & Learning

- Staff engage in collaborative practices to develop their repertoire of teaching methodologies. Faculties and teams identify methodologies for investigation. New teaching strategies are adopted by staff

Evaluation Plan

1. Technology Community for Teaching & Learning:

Canvas usage analytics, feedback data from gradebook & SpeedGrader, progress meetings with Head Teachers and faculty minutes on Canvas and responses from the Tell Them From Me survey

2. New Ways of Learning & Teaching:

Staff pre and post pedagogy survey, data analysis of TPL, PDP goals related to new ways of learning, linked assessment program and work sample sets

Practices and Products

Practices

Technology Community for Teaching & Learning

- Our school's curriculum is accessible on Canvas and feedback focused on student learning is continuous and evident through the collection of meeting minutes, observation documentation and Instructional Leadership.
- Canvas will be used as a platform to drive curriculum improvement and provide the school with long-term institutional knowledge.
- Feedback provided by staff to students will be improved through the utilisation of rich feedback tools in Canvas, which will serve as evidence of student achievement and development.
- Parents are able to monitor their Child's work and progress through using the Canvas Parent portal and so provide additional support

New Ways of Teaching & Learning

- Teachers engage in a cycle of formal and informal observations focused on a targeted strategy (Typically observations on those suggested by the AITSL collaboration guide)

Products

Technology Community for Teaching & Learning

- School's curriculum is accessible on Canvas as courses and analytics reports demonstrate usage and efficacy

Strategic Direction 2: Innovative Quality Teaching

People

Learning

- Head Teachers ensure that their curriculum is implemented in Canvas
- Ensure that Canvas's rich feedback tools are applied to marking assessment
- Raise discussion of Canvas and its implementation at faculty meetings

Parents/Carers

Technology Community for Teaching & Learning

- Parents/carers are provided with the opportunity to access Canvas where appropriate to review their child's learning and progress

New Ways of Teaching & Learning

- Parents/ carers will observe and take part in new ways of learning and teaching

Community Partners

Technology Community for Teaching & Learning

- The school will develop partnerships and networks with other schools utilising Canvas to share resources and best practice

New Ways of Teaching & Learning

- Real world connections will be integrated within projects to facilitate new ways of learning and teaching

Practices and Products

- Annotated student work samples of assessment tasks are recorded on Canvas
- Students have increased access to their curriculum to revise and extend their learning
- Parent portal is operational in Canvas

New Ways of Teaching & Learning

- Programs include a range of new strategies that have been trialled through collaborative practice.
- Executive, teachers and students develop and deliver presentations that promote and explain teaching and learning at DTHS at professional and community forums and on social media platforms

Strategic Direction 3: Effective Proactive Leadership

Purpose

We aim to cultivate successful citizens through the highest levels of learning and innovative risk-taking. All members of our school community have a shared sense of responsibility in creating learners that are passionate and curious. We are driven by a culture of high expectations where we consistently build and improve leadership skills and capabilities. We believe all members of our school community have the capacity to develop strong, strategic and effective leadership.

Improvement Measures

Embed formal evaluation processes in 90% of whole school projects by 2020 from a base of 100% informal in 2018.

Instructional Leadership development opportunities are offered annually to 100% of school leaders.

30% increase in student participation in programs to build and demonstrate leadership skills.

People

Leaders

- Embed effective evaluation practices into their areas of responsibility
- Ensure whole school projects are effectively reported into SPaRO
- The senior executive ensures that the executive team is professionally developed around instructional leadership and reflective practices.
- Head Teacher Teaching & Learning will lead the implementation of a differentiation policy & process
- Head Teachers will report on instructional leadership opportunities for their staff during scheduled meetings.
- Head Teachers will report at executive meetings on the effectiveness of staff reflection on stage 6 student plans.

Staff

- Teachers will foster and develop engagement with a range of educational providers such as universities and professional organisations to provide a range of leadership learning opportunities and improve learning outcomes for the students.
- Teachers engage in dialogue and reflection and implement learning that matters.
- Teachers will document reflection to support the Stage 6 transition plans.
- Year advisers will be actively involved in the promotion and implementation of projects that empower students to make informed decisions for their post-school transition plans.

Processes

Effective Evaluation & School Planning

- Creation of processes and procedures for whole school projects to facilitate effective evaluation.
- Engage in professional learning on data analysis and effective evaluation processes
- Creation of a whole school planning and reporting policy to ensure all whole school projects are effectively reported into SPaRO

Instructional Leadership

- Creation of processes and procedures around instructional leadership and reflective practice for the school executive
- Effective implementation of the PDP process where ongoing learning and growth are identified and supported by leaders

Future Leaders

- Creation of Individualised Plans for every student in Stage 6.
- Promote inclusion of courses, projects, and programs delivered by external providers to develop students as informed decision makers on their transition goals.
- Strengthen existing and create new partnerships to enhance student leadership opportunities to become actively involved in various academic, cultural, career and transition fields.
- Increasing early entry offers for 2019 HSC students

Practices and Products

Practices

Effective Evaluation & School Planning

- The regular and ongoing cycle of evaluation is embedded in whole school projects
- Scheduled meetings around the school plan and whole school projects
- SPaRO is effectively used by all leaders contributing to the school plan

Instructional leadership

- School leaders work collaboratively and enhance their understanding of leadership and capacity building approaches
- HTs include instructional leadership in their management plan that identifies the opportunities for feedback.
- The PDP process is led through positive, mutually respectful and collaborative discussions that support staff to assess their progress against the teaching standards and become reflective professionals

Future Leaders

- Students lead self-reflection on their learning in partnership with teachers and parents and external partners.
- Stage 6 students provide academic planning advice and act as mentors to Stage 5 students.
- Stage 6 transition team coordinates support for students through regular meetings.
- Cultivate through regular meetings

Strategic Direction 3: Effective Proactive Leadership

People

Students

- Students are empowered with leadership skills to provide mentoring support.
- Students will gain exposure to real-world opportunities and experiences to develop strategies to make informed post-school decisions

Processes

- Creation of a stage 6 transition team

Evaluation Plan

1. Effective Evaluation & School Planning:

School planning meetings, Meeting minutes, Data inputted into SPaRO, Evidence of TPL around data analysis & evaluation, Samples from all whole school projects., TTFM Survey, Scout, People Matter Survey

2. Instructional Leadership:

Teacher surveys, Professional learning data, Reflective practice evaluation data and PDP data, faculty minutes, TTFM Teacher Survey (Leadership) and People Matter Survey

3. Future Leaders: quantitative and qualitative feedback from strategic partnerships, post-school pathways, TTFM data, grant data, staff/student awards, SEF and establishment of Alumni and Alumni participation data.

Practices and Products

high-quality partnerships both within the school and externally to create opportunities for students to engage in real-world learning and improve student learning outcomes through the development of a stage 6 transition team.

- Student transition opportunities are raised regularly at Learning Support meetings

Products

Effective Evaluation & School Planning

- Our school realises the delivery of a high-quality school plan
- School planning and reporting policy is implemented
- Data of a high-quality is triangulated, analysed, evaluated and archived

Instructional Leadership

- Instructional leadership processes, teaching and learning policy & protocols incorporating teacher feedback
- PDPs
- Data around the effectiveness of the PDP process and the growth of staff towards achieving their goals

Future Leaders

- High quality partnerships within school and external create opportunities for students to engage in real-world learning.
- Increased early offers for HSC students

Strategic Direction 3: Effective Proactive Leadership

Practices and Products

- Setting up of calendar of workshops and events delivered by external providers
- Creation of Individualised Plans for every student in Year 10 – 12.
- Establishment of Stage 6 transition team