

# School plan 2018-2020

**Dorrigo High School 8453**



# School background 2018–2020

## School vision statement

Dorrigo High School will be:

Recognised as 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. By offering a differentiated, inclusive and rigorous curriculum that is innovative, students will become responsible, self motivated and resilient learners.

In partnership with parents and the community. Our highly motivated and professional staff will encourage each student to achieve their full potential.

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 145 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.

All teaching and non-teaching staff is focussed on developing the school's learning culture. Teaching staff and Learning Support officers work collaboratively to improve student learning outcomes

## 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.

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 has been consultation and input from the staff, students, parents and the community. Staff have led sessions on Project Based Learning, Differentiation and Growth Mindset. Teaching and non teaching staff provided input via: staff meetings, faculty meetings executive planning sessions and 1 school development day. The result is a comprehensive plan, jointly developed and shared by all stakeholders.

# School strategic directions 2018–2020



## STRATEGIC DIRECTION 1

Innovation – Future Focussed–  
Stage 4/5

### Purpose:

We use innovative teaching practices to help our students achieve excellence. We hold high expectations across all areas of students' school life including behaviour, commitment to learning and their personal development. Our staff is at the forefront of professional learning, embedding innovative practice, and developing learning alliances and leadership sustainability.

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## STRATEGIC DIRECTION 2

Lifting Achievement– Stage 6

### Purpose:

To empower all students to experience success and to provide different ways in which students can demonstrate success such as work placements, enrichment activities, community participation. We hold high expectations across the school to support our students to achieve their academic potential.

# Strategic Direction 1: Innovation – Future Focussed– Stage 4/5

## Purpose

We use innovative teaching practices to help our students achieve excellence. We hold high expectations across all areas of students' school life including behaviour, commitment to learning and their personal development. Our staff is at the forefront of professional learning, embedding innovative practice, and developing learning alliances and leadership sustainability.

## Improvement Measures

- Teaching programs are reviewed to ensure that they provide differentiation and use Assessment for Learning strategies.
- Use the *Tell Them From Me* survey to measure stronger engagement in effective learning time.
- Improved engagement by students seen through *Tell Them From Me* data, less negative Sentral entries.
- Increase attendance at parent teacher conferences. All parents attend 360 interviews to discuss student learning outcomes.
- Feedback from lesson observation and teacher self reflection is used as a continuing professional development tool by staff and informs performance and development plans.
- All faculties include a persuasive writing task in 7–9 programs . Benchmarking of students' literacy and numeracy skills and target programs to note growth for all students.

## People

### Staff

Classroom teachers, will develop skills where they can explicitly use A for L strategies and differentiated instruction to engage students in learning. This should develop a collaborative whole school approach to future focused learning.

Teachers observe and give feedback on lessons as part of PDP's.

### Parents/Carers

Parents will be invited to participate in information sharing sessions and planning of their child's education.

### Leaders

Differentiation and A for L skills are modelled and professional development in this area is led by HTs and senior executive. This focus is consistent across all faculties.

### Students

Students will be provided with activities to help them to develop a growth mindset that encourages problem solving, ownership of their learning, perseverance and the ability to rise to the challenges of learning.

Self assessment targets are used as guides.

Student readiness is targeted in pretesting and catered for in adjusted tasks. Students are able to discuss what they know, understand and can do. Students also use feedback to strengthen responses.

## Processes

**Differentiation** – Establishment of a Learning Hub model in the classroom to cater more effectively for the needs of individuals and small groups of students.

Professional learning delivered for all teachers by executive on models of differentiation.

**Innovation** – Ongoing involvement in professional learning on highly effective, research-based and emerging practices, to deepen teachers' understanding of pedagogy.

Targeted A for L strategies are taught in two meetings per term.

Growth mindset and specific PBL lessons are taught. Technology is used that enhances learning.

**Personalisation** – Professional learning opportunities support the adoption of personalised learning, including through the use of portfolios for student work and development of personalised learning plans. Survey data on student engagement is used.

**Inquiry based learning** – Implementation of a range of models that support integrated learning including timetabled cross curriculum classes and inquiry based learning (IBL). STEM, STEAM, QUEST and LIFESTYLE focus.

Development of an online mapping tool to strategically plan for integrated content/skills in Years 7–10.

Development of peer and self assessment to deepen metacognitive processes.

## Practices and Products

### Practices

Every subject has high quality differentiated learning programs where A for L is embedded and quality teaching is foremost.

All teachers use data to inform differentiation of curriculum to meet the literacy and numeracy needs of their students and provide relevant and timely feedback.

Assessment data is used to monitor achievements and gaps in learning, which is then used to inform planning.

### Products

**A standardised approach to learning with** – Learning intentions clearly established at the beginning of each lesson so that there is an absolute clarity about a learning destination. All work units include a glossary of terms.

Pre-tests are used to establish what students know, understand and can do. Pre-tests are then used to tier the activities.

Hook events for project based learning draw on the strengths and expertise in the community. Huddle, Hub and Pod structures are used for IBL.

Enhanced connection with parents as a result of the 360 interviews led by students with discussion of their portfolios.

A for L strategies are used ie exit strategies, no hands up and hinge point questions to show where students are along the way.

# Strategic Direction 1: Innovation – Future Focussed– Stage 4/5

**Improvement Measures**

**People**

**Processes**  
**Evaluation Plan**

**Practices and Products**

# Strategic Direction 2: Lifting Achievement– Stage 6

## Purpose

To empower all students to experience success and to provide different ways in which students can demonstrate success such as work placements, enrichment activities, community participation. We hold high expectations across the school to support our students to achieve their academic potential.

## Improvement Measures

### Improvement measure

- Teachers demonstrate a sophisticated understanding of student data to monitor the effectiveness of their teaching practices and assessment. Teachers access: RAP, SMART ,SCOUT, and examination reports
- Improved HSC results as seen through growth, value added data.
- Improved number of Band 5 and 6's.
- Feedback from lesson observation and teacher self reflection as part of the Assessment For Learning development.
- Students in Year 11 and 12 show stronger engagement in school assessment across all curriculum areas as measured by a decrease in 'warning' letters by 10%.
- *Tell them from me* survey reflects positive responses towards engagement.
- VET is valued by students as a pathway to future employment.

## People

### Students

Classroom experience will challenge students to strive to achieve their personal best.

Will be provided a range of activities and opportunities that enable them to reflect on their learning and make choices about their transition pathway from school.

### Staff

Will investigate methodologies for developing the critical thinking skills of students to improve the quality of extended writing responses and assessment.

Will identify their own learning and professional learning needs in conjunction with the learning needs of students to deliver innovative, quality teaching linked to the Australian Standard and after school targets.

### Leaders

Develop confident and highly skilled professional staff who engage in regular professional development.

The Leadership team maintains a focus on instructional leadership to sustain a culture of ongoing improvement seen by A For L and differentiated instruction.

### Community Partners

Develop and maintain vocational expertise to deliver high quality industry specific standards in the curricula and forge continuing alliances with business groups.

## Processes

### Students

Identified as high achieving students will be selected to participate in a range of mentoring programs with universities and workplace agencies.

### Teachers

Will work with students in developing individual learning plans through a self-reflection process and engagement in Lifting Achievement sessions.

Demonstrate a commitment to strengthen and deliver best practice in their teaching. Teachers use learning strategies to determine where each students learning journey begins and provides different ways in which students can demonstrate mastery and understanding.

To identify and support students successful transitions from Year 10 to Year 11 and Year 12 to post school destinations. Students understand the behaviours, attitudes and expectations that enhance well being and lead to improved student outcomes.

## Evaluation Plan

## Practices and Products

### Practices

Students are able to implement a framework that develops their critical thinking skills and write high quality extended responses in classwork, assessment tasks and exams. Students can identify exemplars.

### Products

Informed decisions guide students in their transition from school and they regularly engage in self-reflection and work-place opportunities to guide academic, social and career choices.

Years 10 – 12 demonstrate academic and social dispositions and readiness for life beyond school and for tertiary and vocational study.

Evidence that students participating in targeted and personal learning and leadership programs show improvement on measures of academic and social progress including attendance, participation, behaviour, retention and post school destination measures.

Extended writing responses that reflect higher order critical thinking skills.

Learning is valued as a springboard to future achievement. Tutorial groups off line are established. Note making skills, how to approach exams, planning, knowing the syllabus is taught.

Learning culture is evident and students engage with their study schedule and work towards lifting achievement.

# Strategic Direction 2: Lifting Achievement– Stage 6

**Improvement Measures**

**People**

**Processes**

**Practices and Products**